



San José State
UNIVERSITY

A campus of The California State University

Office of the Academic Senate • One Washington Square • San Jose, California 95192-0024 • 408-924-2440 • Fax 408-924-2410

S00-1

At its meeting of February 28, 2000, the Academic Senate passed the following Policy Recommendation presented by James Brent for the Executive Committee.

POLICY RECOMMENDATION
Naming of the Joint Library Building

- Whereas:** Dr. Martin Luther King Jr's work for civil rights, social justice and world peace was based on the principles and values that are an integral part of the spirit and mission of the University; and
- Whereas:** The new joint library building is the first of its kind in the nation, and another harbinger of a new era of cooperation, collaboration and respect, which Dr. King symbolized for all of us; and
- Whereas:** The San José State University Library collection will continue to retain the title of the San José State University Library collection; and
- Whereas:** The Naming Committee on February 9, 2000 unanimously approved and forwarded the following recommendation to the Executive Committee which also unanimously approved it on February 14; therefore be it
- Resolved:** That the Academic Senate of San Jose State University recommend "Dr. Martin Luther King, Jr." as the name of the joint library building and send that recommendation to the President, and the Board of Trustees.
- Financial Impact:** None

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret on July 2, 2002.



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S00-2

At its meeting of April 17, 2000, the Academic Senate passed the following Policy Recommendation presented by Annette Nellen for the Professional Standards Committee.

**POLICY RECOMMENDATION
IMPLEMENTATION OF FACULTY MERIT INCREASE (FMI) AND
SERVICE SALARY STEP INCREASE (SSI) PROGRAMS
FOR UNIT 3 FACULTY EMPLOYEES**

- Whereas: F99-1, Implementation of Faculty Merit Increase (FMI) and Service Salary Step Increase (SSI) Programs For Unit 3 Faculty Employees, was implemented for Fall 1999.
- Whereas: F99-1 included a directive for the Professional Standards Committee to review the implementation of the policy and bring any necessary changes before the Senate by the end of the Spring 2000 session of the Senate.
- Whereas: In Fall 1999, the Professional Standards collected data on time spent by departments and deans' offices in the review and recommendation processes required by F99-1 and the CSU-CFA Agreement, and also collected information on process issues and recommendations for improving F99-1.
- Whereas: The Office of Faculty Affairs, per F99-1, collected information from departments on how they formed the required recommending bodies for the SSI and FMI reviews and recommendations, and this information was reviewed by the Professional Standards Committee.
- Whereas: The CSU-CFA Agreement provides that any change to the FMI policy for Fall 2000 must be completed by March 31, 2000. On February 9, 2000, SJSU's Office of Faculty Affairs and SJSU's CFA Chapter signed an agreement to extend the March 31 date to April 15 due to spring break and the fact that Senate meetings are only scheduled for February 28 and April 3, 2000. On April 10, 2000, the Office of Faculty Affairs and SJSU's CFA chapter mutually agreed to extend this date to May 1 due to the rescheduling of the Senate meeting from April 3 to April 17, 2000; therefore be it
- Resolved: That University Policy F99-1 be superseded by the attached policy; and be it further
- Resolved: That the attached policy be implemented effective Fall 2000.

Financial Impact: Costs of forming and operating various committees and providing relevant paperwork to employees and departments. Costs of Unit 3 faculty members in drafting their Faculty Activity Reports and serving on FMI and SSI review and appeal committees. A report on hours spent by faculty, staff, deans, and administrators for Periods 1 and 2 of the FMI/SSI process is available from the Senate web page (www.sjsu.edu/senate/).

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret on April 25, 2000.

**FACULTY MERIT INCREASE (FMI) AND
SERVICE SALARY STEP INCREASE (SSI) PROGRAMS FOR
UNIT 3 FACULTY EMPLOYEES**

I. Preamble

A. Purpose

This policy is to be used to implement the Faculty Merit Increase (FMI) and 1999/2000 and 2000/2001 Service Salary Step Increase (SSI) programs described in Article 31 (Salary) of the Agreement between the CSU and the CFA, July 1, 1998 through June 30, 2001 and successor Agreements. Standards and criteria used in making recommendations for awards under the FMI and SSI programs must conform to this policy and the stated purposes and requirements of the FMI and SSI programs as set forth in the Agreement.

This policy is intended only to address the policy and procedural elements for the FMI and SSI programs. The Agreement should be reviewed for the details of the salary structure, including constraints of future state budget appropriations, General Salary Increases (GSIs), SSIs for 1998/1999, promotions, range elevations, and market/equity increases.

B. Eligibility for FMIs

1. In General: All Unit 3 employees are eligible to participate in the FMI Program. Because of the retroactive review periods covered by the FMI program (see Section III.D. and Appendix A of this policy), departments should mail materials to eligible faculty members who are not currently on campus, including making reasonable efforts to locate former temporary faculty members.

If at any point during the FMI review process, a Unit 3 faculty member becomes a member of the Management Personnel Plan (MPP) he or she is not eligible for an FMI.

2. Ineligible faculty: Only the following classifications of employees are ineligible to participate: 2323—Instructional Faculty - Extension; 2322—Instructional Faculty - Special programs; 2402—Instructional Faculty - Summer Arts; 2357—Instructional Faculty - Summer Session; and 2356—Substitute Instructional Faculty.

3. SSI-eligible also FMI-eligible: Faculty members eligible for SSIs are also eligible for FMIs on the same basis and amount as for faculty members who are not eligible for an SSI.

C. Eligibility for SSIs

The Agreement should be reviewed for the details of SSI eligibility and the number of steps available for eligible faculty (see section 31.36 and 31.37 of the Agreement). Beginning with the 1998/1999 academic year FMI awards, the award of an FMI shall not diminish an employee's eligibility for remaining SSIs.

D. Allocation and Use of FMI and SSI Funds

1. FMIs: The amount of funds dedicated to the FMI program at each CSU campus is based on the number of filled full-time equivalent faculty positions (FTEF). The campus pool of FMI funds is then distributed as follows:

- a. 5% is set aside to fund successful appeals (see Section IV.E.5. of this policy);
- b. 10% is set aside for use by the President (as allowed by Article 31 of the Agreement); and
- c. 85% is distributed to departments on an FTEF pro rata basis. If the CSU and CFA reach an agreement prior to the start of the Fall 2000 semester allowing for it, the 85% distribution to departments will be based on FTEF represented by the FARs actually submitted in each department for which an FMI was requested.

There is no requirement to completely spend each of the allocations of campus FMI funds listed above. Unspent funds for any fiscal year are automatically added to the campus FMI pool for the following fiscal year.

In addition to funding recommended FMI awards, FMI funds from the President's 10% allocation and any prior year rollover funds, may also be utilized by the President to provide promotion increases of more than 7.5% (3 steps on the salary schedule). In addition, such FMI funds may also be used to fund range elevation increases of more than 5% (two steps on the salary schedule) for lecturers, and for market or equity increases. Unspent FMI funds from the prior fiscal year may be used at any time by the President for these stated non-FMI purposes (non-FMI funds may also be used). However, on October 1, any unspent FMI funds are added to the FMI pool for the current FMI cycle for use as indicated in 1.a, b, and c (above).

2. SSIs: For fiscal years 1999/2000 and 2000/2001, a separate pool of funds will be established by the CSU for SSIs. The amount of the funds will be computed by multiplying the total salary and benefits of SSI-eligible employees by 2.65%.

SSI funds for 1999/2000 and 2000/2001 that are not spent are available to fund successful appeals (see Section V.D. of this policy). Any funds not expended in the SSI appeals process shall be added to the campus FMI pool for the subsequent fiscal year.

E. Terminology

As used in this document, "department" refers to the appropriate administrative unit. Also, Unit 3 employees are also referred to in this document as "faculty unit employees," "employees," or "faculty members."

II. FMIs—Types of Awards and Award Criteria

A. In General

Faculty unit employees are eligible for an FMI for demonstrated performance, commensurate with rank, work assignment, and years of service, for the quality of the employee's:

- a. teaching alone;
- b. teaching and scholarship;
- c. teaching and service to the University and community; or
- d. teaching, scholarship, and service to the University and community.

Faculty unit employees whose performance does not include assignments in all of the above areas shall nonetheless be eligible for an FMI on the basis of their performance in the individual areas of their assignment. Faculty and reviewers may check faculty appointment letters (or later modifications to them), as well as Article 20 of the Agreement that describes workload, for further information on the nature of a faculty member's work assignment.

In evaluating FARs, reviewers should bear in mind that the university benefits from the varied strengths and contributions of faculty members. Faculty member responsibilities vary according to rank, work assignment, type of teaching, the nature of service obligations, and whether the employee is a department chair. Faculty members will vary from one another in terms of the percentage of time devoted to teaching, scholarship and service. In evaluating the demonstrated performance of the faculty member in each of the areas (teaching, scholarship and service), the employee's combined activities should be evaluated within the parameters of whether they are appropriate to the employee's assignment and contribute to the overall mission of the department, college, and university.

Process: The determination of whether an FMI will be awarded (and if so, the amount of the award) are determined per the procedures explained in Sections II, III and IV of this policy.

B. Retention, Tenure and Promotion (RTP) Decisions as Distinct from FMI Decisions

1. In General: Except as provided in B.2. (next), potential or actual salary increases related to promotion are not to be considered in the FMI review process. Any FMI award would be per the process and criteria described in this policy and would not in any way relate to the RTP process.
2. Employee option: If an employee elects to include his or her FAR and recommendations in his or her Personnel Action File, only then may this information be considered during RTP deliberations.

C. Amount of Award

1. Awards to Individual Faculty Unit Employees: Generally, the recognition of demonstrated performance by a faculty member shall be in the form of a permanent increase in the base salary of the individual on the salary schedule in Appendix C of the Agreement. However, except for full professors, employees who have reached the top of their rank or classification on the salary schedule shall only be eligible for a bonus of no more than the equivalent of an annual salary increase of 7.5%. If the total FMI award moves faculty members (except full professors) beyond the maximum of their salary schedule, then they may receive an award that combines a permanent salary increase to the top of their salary schedule and a one-time bonus for the balance of the FMI award. The sum of all FMI base pay increases and bonuses granted during a review period to any employee may not exceed 7.5% of that employee's base salary.
2. Awards to Members of a Group: An award under the FMI Program will be in the form of a one-time bonus of no more than the equivalent of an annual salary increase of 7.5% in the case of an employee whose demonstrated performance was part of an activity or project conducted by a team, department, or group of employees.
3. Major Change in Assignment:
 - a. Base pay awards are not transferable from temporary faculty appointments to tenure-track or tenured appointments.
 - b. FMI base pay awards are not transferred when a faculty member accepts an appointment at another CSU campus because placement on the salary schedule is to be negotiated at the start of that appointment.

III. The Faculty Activity Report (FAR)

A. FAR Submission and Utilization

1. In General: Every faculty unit employee shall submit a Faculty Activity Report (FAR) to his or her department chair by the published deadline. Faculty members submitting a FAR are to be considered for an FMI unless they indicate on the FAR that they decline to participate in the FMI Program. Employees are to submit a FAR by the published deadline. A FAR must be submitted for each separate review period (see Section III.D. of this policy).
2. Limitations on use of FARs: FARs are to be used for SSI and FMI decisions as described in this policy and may not be used for any other decisions regarding individual faculty members. Departments and colleges may, however, use anonymous information provided on the FARs in a composite manner, but may only use information from a specific named faculty member's FAR with the permission of that faculty member.
3. Retention: A copy of each FAR shall be kept in the faculty member's department office for 3 years.

B. FAR Contents and Format

The format, contents, and length of the FAR are specified per the CSU-wide form (Appendix F of the Agreement). This form is attached to this policy in Appendix B. In explaining their work assignment as required by the CSU-wide form, employees should state whether their performance did not include assignments in any of the three performance areas noted in Section II above. In addition, employees should state whether they had changes from their normal work assignment due to assigned time, sabbatical leave, large class size, service, research, etc. In addition, for appropriate review of the FAR, employees should also note the following items:

1. Whether the employee is seeking an FMI as an individual or as a member of a group or both (see Section II.C.2 of this policy). In seeking an FMI as a member of a group, the FAR is to include the names and departments of the other members of the group.
2. Whether the employee had an assignment in more than one department during the period covered by the activity report. If there was a multiple assignment, the employee is to indicate his or her department of primary assignment, and the department(s) of other assignment(s).

Appendix C contains a guideline to describe better the type of information to be included on the FAR. Use of this guideline is optional unless a Department has voted in accordance with UP S98-2 to require its use. Departments may also create their own FAR guideline and require its use if approved by the UP S98-2 departmental voting procedure provided it follows the FAR mandated by the Agreement (see Appendix B) and is in accord with the requirements of this policy and the Agreement. A copy of the department approved guideline must be sent to the Office of Faculty Affairs prior to the date that FARs are to be submitted to the department (see Appendix A).

C. Report of Employee Activities

Following the specified format for the FAR, employees shall submit a report of their activities for the appropriate period in each of the areas listed at Section II.A. of this policy: (1) teaching or performance in other academic assignment, (2) scholarship or professional accomplishments, and (3) service to the university or community. One or more of these three areas can only be omitted if the employee's assignment does not include that area. However, employees are not precluded from completing an area for which they have items to report even though their assignment does not include that area. Such items will be evaluated only in terms of how they relate to the faculty member's work assignment. Employees are encouraged to describe clearly their activities and must only report activities that fall into the period covered by the FAR.

Examples of activities that demonstrate performance in the areas of teaching, scholarship, and service are listed below.

1. Teaching or Performance in Other Academic Assignment: Examples include, but are not limited to, instruction, advising, mentoring, supervision (such as individual studies, thesis direction, field supervision), contributions to improvement of student learning (such as curriculum development and revision, course and program coordination, assessment of learning outcomes, development of assessment tools, and applications of technology), and enhancement of library and counseling services for students.
2. Scholarly or Professional Accomplishments: Examples include, but are not limited to, discovery (traditionally labeled research, especially that which is published or presented to professional audiences), integration (such as inter- or cross-disciplinary efforts), application (such as use in teaching or solving social, community, or technical problems), scholarship of teaching, contracts or grants, and creative activity (such as works of art and performances)
3. Service to the University or Community: Examples include, but are not limited to, contributions through committee work; student outreach and retention; application of expertise to benefit the University and its community through participation in university and community organizations, professional associations, Academic Senate and other governance bodies, California Faculty

Association, and appropriate governmental boards and commissions; advancement of public support for the University; and lectures and seminars to community groups.

D. Due Dates and Review Periods

1. Overview: Appendix A of this document provides a chart showing the due dates for each FAR, the period under review, review completion dates, effective date of any FMI awarded, and the relevant fiscal years. For Fall 1999, two FARs are to be submitted covering two separate review periods. FARs for subsequent review periods will also be due in Fall semesters, per the schedule provided in Appendix A.

2. FARs cover the following periods:

Period 1—The period from the "last review" to June 30, 1998. Employees must clearly indicate the "last review" date for Period 1 on their FAR.

Period 2—The period from July 1, 1998 through June 30, 1999.

Period 3—The period July 1, 1999 through June 30, 2000.

3. Meaning of "Last Review": For FARs covering Period 1 above, the following information is to be used to determine the review period.

- a. For faculty appointed before Spring 1991 and who did not receive a PSSI, use January 1, 1991 as the date of last review.
 - b. For faculty appointed during or after Spring 1991 and who did not receive a PSSI, use the date of hire as the date of last review.
 - c. For faculty who received a PSSI as a result of the review in Spring 1996, but did not receive a PSSI since that time, use February 4, 1996 as the date of last review.
 - d. For faculty who received a PSSI as a result of the review in Fall 1996, but did not receive a PSSI since that time, use October 10, 1996 as the date of last review.
 - e. For faculty who received a PSSI as a result of the review in Fall 1997, use September 18, 1997 as the date of last review.

E. Personnel Action File

At the discretion of each faculty member, his or her FARs with or without the notification of all FMI decisions may be placed in both the Personnel Action File (PAF) and any Working Personnel Action File established for the purpose of conducting evaluations pursuant to Article 15 (Evaluation) of the Agreement. For this purpose, employees who want these items placed in their files so that they could be available for consideration in RTP decisions, shall make a copy and provide it to their department chair with instruction to have it included in their PAF and Working PAF.

IV. The FMI Review Process

A. Overview

The FMI Program calls for review of the FARs through a three-step process:

Step 1 - Departmental Recommendations

Step 2 - Dean's Review

Step 3 - Presidential Decision

The FMI review process includes an optional appeals process following Step 3 (see Section IV.F. of this policy).

The SSI review process (see Section V of this policy) is to occur before the FMI review process.

B. Considerations for Reports Due in Fall 1999

Activity reports due in Fall 1999 cover activities for two different periods. Steps 1 through 3 of the FMI review process for these two FARs should be treated as two separate reviews (and any appeals treated as separate appeals). Thus, for example, in reviewing "Period 2" reports, the results of the review of "Period 1" reports are not to be considered. Departments have the option of forming separate review processes regarding the Period 1 and Period 2 reports. In addition, the same review mechanism does not need to be used for each period.

C. Timeline

The Office of Faculty Affairs shall prepare a list of due dates as established by the Agreement and this policy, and provide it to each department by September 1 of each year. See Appendix A of this document for the dates the activity reports are due to the departments.

D. Guidelines Relevant to Each Step of the Review Process

1. Faculty Participation in the Review Process: Faculty members shall not review their own FAR at any step of the FMI review process. However, no employee is ineligible to serve on a committee just because he or she is a candidate for an FMI. Faculty are strongly encouraged to review University Policy S99-8 which provides the conflicts of interest policy with which all faculty must comply. The conflicts of interest policy must be followed by departments in creating and completing their recommendation process (described below). Should employees (including chairs) seeking an FMI be appointed to serve on an FMI review/recommendation committee, they shall recuse themselves both from deliberations and decisions on their own FAR and FMI.

2. Rebuttal: Faculty may review and submit a written rebuttal to the recommendations at each step of the FMI review process. A rebuttal to a department recommendation (Step 1) is to be submitted to the dean. A rebuttal to the dean's review (Step 2) is to be submitted to the Office of Faculty Affairs. Due dates for rebuttals will be indicated on the timeline to be prepared annually by the Office of Faculty Affairs, but can be no earlier than the date that is seven days from the date the department's or dean's recommendation was delivered to the employee.

Deans and the Office of Faculty Affairs are to ensure that any rebuttal received accompanies the appropriate FAR throughout the FMI review process.

3. Increase Determinations: Positive recommendations for FMIs shall also indicate the dollar amount of the recommended increase. At any step of the FMI review process, reviewers may recommend that an employee receive an increase of any amount up to 7.5% of the employee's base salary. Recommended increases are not limited to the salary step increments on the salary schedule and there is no minimum percentage or dollar amount for an award of an FMI. **FMI recommendations made by a department (Step 1) shall not exceed the target allocation for that department.**

4. Tracking Report and Notification of Results: The Department of Faculty Affairs shall create a form that can be used to report the conclusions reached at Steps 1 through 3 and the appeals process of the FMI review process. One tracking report is used for each employee throughout the process. A copy of the completed tracking sheet will be returned to employees at the completion of each step of the FMI review process.

5. Failure of Reviewers to Meet Established Deadlines: Failure to meet any established deadline for recommendations shall automatically result in the forwarding of all FARs to the next level of review. If the FARs are forwarded to the President due to failure to meet a deadline, he or she shall determine the FMI award and percentage amounts.

Relevance to the Appeals Process: An employee may only file an appeal if she or he was recommended for an FMI by the department (Step 1) or the dean (Step 2). Thus, if neither Step 1 nor Step 2 is completed, an employee will not be eligible to file an appeal.

6. Confidentiality: Confidentiality of tracking reports, rebuttals, and appeals testimony shall be maintained at all times.

E. Procedures and Guidelines for Each Step of the FMI Review Process

1. Employees who are either not in academic departments or are in multiple departments:

- a. Employees Not in an Academic Department: Faculty members who are not members of an academic department shall be reviewed under the FMI review process within units to be designated by the Office of Faculty Affairs, which will first consult with the appropriate supervisors designated as equivalent to chairs (must be a Unit 3 faculty member) and deans (or equivalent administrators).
- b. Employees in Multiple Departments: Generally, employees with assignments in multiple departments for any period under review will be evaluated at Steps 1 and 2 by their department (and dean) of primary assignment. If the employee prefers to use another department in which she or he was assigned during the period under review, she or he must first obtain approval from the Office of Faculty Affairs. The Office of Faculty Affairs will consider the request and consult with the employee and relevant chairs and deans. Such request must be made prior to the due date for submission of the activity report to the department chair.

2. Step 1—Departmental Recommendations

- a. Who Makes the Recommendations: Departmental recommendations shall be made by the "recommending body" which can be either a committee of faculty unit employees, the department chair, designee, or combination of the above at the discretion of the department. Where there are insufficient persons to serve on any departmental committee, the department shall select faculty from a related academic discipline or appropriate administrative unit for that purpose.

FMI funds may not be recommended for faculty members at the department level without review of the FARs by the departmental recommending body. Such review must use the FMI criteria (see Section II of this policy).

Formation of a Recommending Body: Each department shall hold a meeting of all Unit 3 faculty to discuss and determine how it should act to complete its required recommendations within the guidelines of Step 1 described here and in Section II of this policy. Voting by secret ballot is to be utilized to reach a decision as to both the type of recommending body and its membership. Voting should be conducted per the procedures for regular and temporary faculty voting rights of UP S98-2; the department chair is eligible to vote. The decision reached should be put in writing and be available to faculty members in the department; the decision shall also be forwarded to the Office of Faculty Affairs. In forming the recommending body, consideration should be given to the following guidelines (not an exhaustive list):

All faculty (full-time, part-time, tenured, tenure-track, probationary, and department chairs), are eligible for an FMI and to serve on the recommending body (that is, the recommending body, for example, is not limited to tenured full professors).

There is no requirement that a departmental FMI committee be used for the FMI review process. Departments could decide instead, for example, to use elected faculty from outside of their department, to use an existing personnel committee, to have only faculty opting not to be considered in the FMI process serve on the recommending body, to have elected faculty from the department or college serve, or to have the chair acting alone make the recommendations.

If the department decides to have the chair serve as the sole member of the recommending body, the department must also determine how the recommendation of the chair's FMI award, if any, is to be made without violating the conflict of interest rules (see University Policy S99-8 and Section IV.D.1. of this policy).

There is no requirement to use the same recommending body for each review period, but the procedures for forming the recommending body outlined in this section must be followed for each period.

There is no requirement that the same recommending body be used for both the SSI and FMI reviews.

b. Function of the Recommending Body: The recommending body is to review the FARs following the criteria for awards outlined at Section II of this policy. Recommendations for FMIs must state the dollar amount to be awarded and collectively, may not exceed the amount of the department's target allocation of FMI funds. Any unused funds will be applied to the campus FMI pool for the following fiscal year.

Reporting: For each employee under review, the recommending body must complete the employee tracking report to indicate whether an FMI is recommended, and if yes, the dollar amount. Reasons may be given for any recommendation, but for any recommendation of denial of an FMI, the recommending body must explain the reason(s) on the tracking report. Where an FMI is denied, the recommending body should also indicate suggestions that may assist the employee in obtaining an FMI in a future period. The recommending body shall attach the completed tracking reports to the appropriate FARs and submit them to the dean by the published deadline (see timeline to be provided by the Office of Faculty Affairs per Section IV.C. of this policy).

3. Step 2—Dean's Review

The academic dean for that department shall review the recommendations of the department. Such review may not be completed prior to review of any rebuttals filed by employees in response to the departmental recommendation. The dean may concur or disagree with the departmental recommendations, may change the amount of any recommended increase, and/or may recommend an increase for any member of the department that was not recommended by the committee or departmental designee. The dean must be sure that any changes to awards do not exceed the total FMI target allocations to the departments in that college. The dean shall verify that no recommended FMI exceeds 7.5% of the faculty member's base salary.

The dean's recommendations are to be noted on the tracking report with the amount of the award stated in dollars. For part-time faculty, the format for reporting recommendations must be clearly stated on the tracking report. Reasons may be given for any recommendation. However, if the dean reduces the recommendation of the department for an employee under review, he or she must explain the reasons for the change on the tracking report. Any reasons noted on the tracking report must relate to the FMI criteria (see Section II of this policy). The dean is to forward all FARs and tracking reports to the President (through the Office of Faculty Affairs) by the published deadline (see timeline to be provided by the Office of Faculty Affairs per Section IV.C. of this policy).

4. Step 3—President's Decision

a. Process: All recommendations from each department and dean as well as all FARs shall be submitted to the president. The president may concur or disagree with the recommendations, may change the amount of any recommended increase, and/or may grant an increase for any member of a department that was not recommended by the committee or department designee, or by the dean. The total of the recommendations may not exceed the 85% target allocation to departments and the president's 10% allocation.

- b. Notification date: The president or his designee shall, after consideration of all appropriate recommendations, select the recipients of the increases by no later than November 20 following the start of the FMI review process.

F. Appeal Process

1. Committee Formation: The University must form an FMI Appeals Committee consisting of five faculty members. The Committee members are chosen by lot from an appeals panel elected by the faculty at the campus per instructions to be provided by the Office of Faculty Affairs. A separate Appeals Committee is to be used for FMIs and SSIs and for each review period. FMI candidates who have filed an appeal are not eligible to serve on the committee. The committee may not include faculty members from the same department and may include no more than two faculty from the same college. Committee members shall recuse themselves from any appeal in which they had direct involvement during Step 1 of the FMI review process.
2. Who May Appeal: A faculty member who has received a positive recommendation from the department or the dean may appeal the President's decision denying an FMI or decreasing the amount of an FMI that was recommended by the department or the dean.
3. How to Appeal: Appeals are to be filed with the President (through the Office of Faculty Affairs) no later than 14 days after receipt of the President's decision. An employee's request for an appeal must also include his or her FAR and final tracking sheet. Both the CSU and the faculty member (and/or his or her representative) filing the appeal may present evidence to the appeals committee at the hearing. Evidence may be either in writing (not to exceed one page) or oral (not to exceed 10 minutes), or both.
4. Process: An appeal is to be heard by the 5-member appeals committee described in (1) above. The committee will hear all appeals at a single hearing. The committee is to work with the Office of Faculty Affairs in scheduling the hearing and communicating the appeals decisions to the appellants. Decisions of the committee shall be by majority vote. The decisions of the committee shall be final and binding. Decisions are to be communicated to the appellants by the end of the Fall semester. The committee may not grant any increases that exceed the amount of FMI funds reserved for appeals. Any portion of these funds that is not expended is to be added to the campus FMI funds for the following fiscal year.

V. SSIs—Fiscal Years 1999/2000 and 2000/2001¹

A. Notification of SSI Eligibility Status

The Office of Faculty Affairs is to advise departments and appropriate administrators of faculty members eligible for SSIs by September 1 of each fiscal year.

B. Award Process and Criteria

1. Award Criteria: The criteria to be used in evaluating employees for an SSI shall be whether the faculty member has demonstrated satisfactory performance commensurate with rank, work assignment, and years of service.
2. Review Process: SSI-eligible employees shall be reviewed by the department and appropriate academic administrator, who shall either grant or deny the SSI. The faculty member's FAR is to be used in these reviews. **The SSI review is to occur prior to the FMI review process.**

Departments shall decide on the procedure for conducting the review and the make-up of any review committee to be used. The process and guidelines for formation of the recommending body for completion of Step 1 of the FMI process should be followed (see Section IV.E.2. of this policy).

¹ See Article 31 of the Agreement for information on the award of SSIs for 1998/1999.

3. Timeline: The Office of Faculty Affairs shall prepare a list of due dates as established by the Agreement and this policy, and provide it to each department by September 1 of each year.

C. SSI Appeals Process

1. Committee Formation: The University must form an SSI Appeals Committee consisting of five faculty members. The Committee members are chosen by lot from the FMI appeals panel (see Section IV.E.5). Employees who have filed an SSI appeal are not eligible to serve on the committee. The committee may not include faculty members from the same department and may include no more than two faculty from the same college. Committee members shall recuse themselves from any appeal in which they had direct involvement during the appellant's SSI review process.
2. How to Appeal: Appeals are to be filed with the President (through the Office of Faculty Affairs) no later than 14 days after receipt of the appropriate academic administrator's decision. Both the CSU and the faculty member (and/or his or her representative) filing the appeal may present evidence to the appeals committee at the hearing. Evidence may be either in writing or oral, or both.
3. Process: An appeal is to be heard by the 5-member appeals committee described in (1) above. The committee is to hear all appeals individually. The committee is to work with the Office of Faculty Affairs in scheduling the individual hearings and communicating the appeals decisions to the appellants. A majority decision by the committee is required in order to grant any appeal. The decisions of the committee shall be final and binding. Decisions are to be communicated to the appellants by the end of the current semester unless the appeals process was extended by mutual agreement. Any unexpended funds from the pool for SSI-eligible employees in fiscal years 1999/2000 and 2000/2001 shall be available to fund successful appeals. Any funds remaining after completion of the appeals process are added to the campus pool for FMIs for the following fiscal year.

VI. Additional Information Relevant to the FMI and SSI Programs

A. Grievance Procedures: Both the decisions to grant or deny an FMI or SSI and the amount of the increase are not subject to the grievance procedure of Article 10 of the Agreement.

B. Reporting of FMI Awards

1. To CFA: Within four months of the final FMI decisions (including the results of the Appeals Process), the CSU is to provide to the CFA, a report containing a list by campus of individual employees receiving FMIs, the dollar and percentage amount of each increase, and the total funds expended on the increases for the July pay period.
2. To the campus: Within one month of the final FMI decisions (including the results of the Appeals Process), the Office of Faculty Affairs shall make public a list of faculty who received an FMI, their rank, the dollar amount of the increase received, and their department. This campus report shall show any award from the President's 10% pool of funds as a distinct category of FMI award. FMI awards are also to be reported by the dollar amount of increase, gender, and ethnicity, but **without** the individual names included.

C. Personnel Action Files

1. An award of an FMI is not considered a personnel recommendation, decision, or action that must be based upon a faculty member's Personnel Action File pursuant to the Agreement.
2. The University considers PAFs to be private and confidential. However, if FMI or SSI reviewers at any level deem that certain verification or clarification of an aspect of the FAR is absolutely essential to their ability to make a recommendation, they may seek specific information directly from the faculty member or from the designated custodians of faculty records. (See Section 31.30 of the Agreement.)
3. See Section II.B. of this policy for information on an employee's option to include their FAR and FMI recommendation in their PAF.

Appendix A

FMI Review Process: Summary of FAR Due Dates, Review Periods, Processing Dates, and Payment Start Date of Awards

Employee's Activity Report Due to Department Chair	Period Covered by the FAR*	Deadline for President to Select FMI Recipients**	Deadline to File An Appeal	Start Date of Any FMI Awarded	Related Fiscal Year
September 24, 1999	Date of last review (as defined at III.D.3. of this policy) through June 30, 1998	November 22, 1999	December 6, 1999	July 1, 1998	1998/1999
September 24, 1999	July 1, 1998 to June 30, 1999	November 22, 1999	December 6, 1999	July 1, 1999	1999/2000
September 11, 2000	July 1, 1999 to June 30, 2000	November 20, 2000	December 4, 2000	July 1, 2000	2000/2001

* "All appropriate activities for the period" noted in this column of the chart are to be included in the report submitted by each faculty unit employee.

** Review the timeline provided by the Office of Faculty Affairs by September 1 of each year for the required completion dates for the departmental recommendation and dean's review, and the due dates for rebuttals.

Appendix B

California State University Faculty Activity Report

For the period of:

(date of last review) through June 30, 1998

July 1, 1998 through June 30, 1999

July 1, 1999 through June 30, 2000

Name: _____ Date: _____

Department: _____ Highest Degree & Date: _____

Tenured Probationary Temporary Rank/Classification: _____

If tenured or probationary, date of initial tenure-track appointment: _____

If temporary, date of first appointment: _____ Years in present rank/Classification: _____

To be completed by Department

Time Base: _____ Current Salary: _____ Eligible for SSI? Yes No

In no more than four (4) typewritten pages using 12-point type and one-inch margins, provide information on your activities, contributions, and accomplishments in the following areas, for the period covered by this report.

I. Teaching & Contributions to Student Development/Other Primary Work Assignment

- A. List courses taught and enrollments by term.
- B. Summarize your student evaluations of teaching.
- C. Describe any changes in teaching approach or in responsibilities.
- D. Describe your responsibilities in advising, supervision, or similar activities.
- E. Other

II. Scholarly/Creative Activities and Professional Development/Practice

- A. List/describe work completed (books, journal articles, performances, editing, presentations, grant proposals, etc.).
- B. Work in Progress – Describe work accomplished.
- C. Other

III. University & Community Service

- A. Department Committees/Services
- B. College, University, Systemwide Committees/Service
- C. Professional Service Activities
- D. Community Service Activities
- E. Other

IV. Special Accomplishments & Other Activities Not Included Above

I am requesting a group award as all or part of this FMI. Yes* No

I do/do not wish to be considered for a Faculty Merit Increase (circle one)

I attest that the information provided in this report is accurate and true to the best of my knowledge.

Faculty Member's Signature

Date

On your FAR, include the names and departments of the other members of the group.

Appendix C

Sample Guideline for the California State University Faculty Activity Report

Purpose: This guideline lists items that should be reported on the FAR. It also states how to report various activities, such as advising responsibilities. Use of this guideline is optional unless the department voted to have all faculty members use it. You should determine if your department approved any specific FAR guideline before relying on the following one.

I. Teaching & Contributions to Student Development/Other Primary Work Assignment

- A. List courses taught and enrollments by term (list all sections taught).
 - Course name, number and approximate number of students enrolled.
- B. Summarize your student evaluations of teaching (SOTEs) for all courses evaluated.
 - Point score of overall effectiveness.
 - Other scores as desired.
 - Observations on the scores and trends, if desired.
 - Observations from other evaluations, if desired.
- C. Describe any changes in teaching approach or in responsibilities.
 - New preparations.
 - New delivery approaches (for example, on-line).
 - New types of assignments or projects.
 - New pedagogical approaches.
- D. Describe your responsibilities in advising, supervision, or similar activities.
 - Types of student advising responsibilities and number of students (formal advising assignments, thesis supervision, field work supervision, independent study, or similar specific assignments) and whether it was part of your assigned coursework.
 - Participation in student orientation workshops.
 - Faculty advisor to any student organizations.
- E. Other
 - Describe the activities, if any, for which you received assigned time.
 - Curriculum development/review and assessment activities.
 - Service-learning activities.
 - Assistance with student projects not listed elsewhere.
 - Anything else relevant to teaching and contributions to student development.

II. Scholarly/Creative Activities and Professional Development/Practice

- A. List/describe work completed (books, journal articles, performances, editing, presentations, grant proposals, etc.).
 - State the status of each item of work for the FAR period (submitted, under revision, accepted, published, awarded, etc.).
 - Provide brief description of the work and the title of the journal or grant, if any. For publications, also note the page length, type of research involved, whether the journal is refereed, and the nature of the intended audience.
- B. Work in Progress – Describe work accomplished.
 - List all types of work (articles, presentations, grants, books, performances, papers, etc.) and stage at the end of the FAR period.
- C. Other
 - Editorial responsibilities.
 - Involvement with professional organizations related to scholarship and the type of contribution made.
 - Workshops, forums and seminars coordinated or led.

III. University & Community Service

A. Department Committees/Services

- Name of committee, purpose, role served, nature of contribution, frequency of meetings, summary of attendance record, significant accomplishments during the FAR period.
- Other types of service to the department, college or university.

B. College, University, Systemwide Committees/Service

- Name of committee, purpose, role served, nature of contribution, frequency of meetings, summary of attendance record, significant accomplishments during the FAR period.
- Other types of service to the department, college or university.

C. Professional Service Activities

- Name of any committees or organizations, purpose, role served, frequency of meetings, nature of contribution, significant accomplishments during the FAR period.
- Presentations and speeches before community and professional groups – list and briefly explain, if appropriate.
- Outreach activities and other public service to the campus and surrounding community.

D. Community Service Activities

- Name of any committees or organizations, purpose, role served, frequency of meetings, nature of contribution, significant accomplishments during the FAR period.
- Presentations and speeches before community and professional groups – list and briefly explain, if appropriate.
- Outreach activities and other public service to the campus and surrounding community.

E. Other

- Anything else that is related to university and community service.

Special Accomplishments & Other Activities Not Included Above

- Awards and other types of recognition – state nature of the award and who sponsored it.
- Special accomplishments not listed elsewhere in the FAR.



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S00-5

At its meeting of May 1, 2000, the Academic Senate passed the following Policy Recommendation presented by Michael Katz for the Organization and Government Committee.

**POLICY RECOMMENDATION
ABOLISH CIO ADVISORY BOARD
AND REPEAL UNIVERSITY POLICY S98-9**

Whereas: The position of Chief Information Officer no longer exists, and

Whereas: The CIO Advisory Board as constituted by UP S98-9 is no longer appropriate for its purpose, now, therefore, be it

Resolved: That no further appointments to the CIO Advisory Board be made, that the Board be abolished and S98-9 is repealed.

ACTION BY UNIVERSITY PRESIDENT:



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S00-6

At its meeting of May 1, 2000, the Academic Senate passed the following Policy Recommendation presented by Nancy Stork for the Instruction and Student Affairs Committee.

**POLICY RECOMMENDATION ON
COURSE OFFERING AND ENROLLMENT STANDARDS
REPLACES SENATE POLICIES F66-3 AND F66-4**

- Whereas: The California State University guidelines for minimum course enrollments have changed (March, 1982) since F66-3 was written, and
- Whereas: Following the enactment of F66-4 many circumstances in the SJSU academic environment have changed, and
- Whereas: The public has a right to expect that courses listed in the SJSU catalog are regularly offered at SJSU, be it therefore
- Resolved: That F66-3 and F66-4 are rescinded and replaced by the following:

**ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on
May 17, 2000.**

1. Once annually, after Spring census date, the Office of Curriculum and Assessment will distribute a listing of existing online and/or printed Catalog courses that have not been offered for at least two calendar years. A course that was scheduled for offering, but then cancelled, shall be considered not to have been offered.
2. To remain listed in the online or printed catalog, a course must be offered in Regular Session at least once every two calendar years. All exceptions must include conditional wording, authorized by the College Dean and the Provost. Examples of conditional wording would be: "Offered only through Continuing Education Summer Sessions." "Offered only infrequently." "Offered only once every three years."
3. Courses removed from the Catalog are put into inactive status in the University Curriculum File, and may be scheduled and offered at any future date upon request from College Dean to Curriculum and assessment or Graduate studies, without the need for a new course proposal. No course is removed from the Curriculum File, because that would eliminate the historical record of that course.
4. The university community is reminded that courses should meet minimum enrollment guidelines recommended by the California State University:

Lower Division (1-99)	13 or more
Upper Division (100-199; 300-399)	10 or more
Graduate (200-299)	5 or more

5. Department Chairs, in consultation with Dean, may authorize the continuance of classes when there is a compelling reason for offering them in spite of low enrolments, provided they can be staffed within the existing faculty allocations of the College.
6. Exempted from this policy are courses mandated by law for various school service credentials, individual study courses, thesis courses, internships, directed readings and laboratory or clinical courses restricted by available facilities or for safety reasons. A list of courses qualifying for exemption under this section will be prepared by each College Dean, updated as needed, and maintained by the Office of Curriculum and Assessment.



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S00-7

At its meeting of May 1, 2000, the Academic Senate passed the following Policy Recommendation presented by Annette Nellen for the Professional Standards Committee.

**POLICY RECOMMENDATION
MODIFICATION TO S99-2
THE EMPLOYMENT OF TEACHING ASSOCIATES AND
GRADUATE ASSISTANTS**

Whereas: University Policy S99-2, The Employment of Teaching Associates and Graduate Assistants, specifies that students are only eligible for employment as a Teaching Associate (TA) or Graduate Assistant (GA) if they are enrolled in at least three units of coursework per semester, or at least one unit if it is the final semester before receiving their degree.

Whereas: The eligibility requirement of UP S99-2 is too restrictive to departments and students with respect to graduate students who have already worked as a TA or GA, and are enrolled in fewer than three units while they complete degree requirements.

Whereas: The four semester and six semester maximum for TAs and GAs, respectively, will continue to be part of the eligibility for employment as a TA or GA; therefore be it,

Resolved: That S99-2 be modified as shown in the attached policy.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret on May 17, 2000.

POLICY RECOMMENDATION ON THE EMPLOYMENT OF TEACHING ASSOCIATES AND GRADUATE ASSISTANTS

1. Purpose of Employment.

The employment of Teaching Associates and Graduate Assistants at San Jose State University provides graduate students with an opportunity to gain supervised teaching experience in fields related to their advanced study, while simultaneously maintaining the highest possible standards of undergraduate instruction. To these ends, each school, department or program employing Teaching Associates (TAs) or Graduate Assistants (GAs) shall, in consultation with the AVP for Graduate Studies and Research and the AVP for Faculty Affairs, develop and maintain guidelines for their employment, establishing the application process, qualifications, job descriptions, placement in the pay scale, process for removal due to unsatisfactory performance, rights and obligations, expected progress toward the degree, and minimum grade point average. These guidelines shall be distributed to all graduate students and supervising faculty members in the employing school, department, or program.

2. Eligibility for Employment.

To be eligible, graduate students shall be enrolled in classified status in a graduate program of study, for a minimum of three units of coursework per semester. For one semester only, students who have already served as a TA or GA who are currently enrolled in fewer than three units are also eligible for employment. If fewer than three units a student should be enrolled in at least one unit or be in the process of completing a Satisfactory Progress (SP) grade. Exceptions to the eligibility requirements will only be granted in rare and unusual circumstances. Exceptions can be obtained via departmental petition approved by both the Office of Faculty Affairs and the Office of Graduate Studies and Research.

Students shall have had a course or workshops leading to competency in teaching in the discipline, or teaching experience, prior to working as TAs, but they shall not be required to enroll repeatedly in such a course, or series of courses, credit-bearing or otherwise, as a condition of employment. All TAs and GAs shall work under the close supervision of a faculty member, and the school, department, or program employing them shall bear the financial burden of their supervision. Students shall not earn academic or intern credit for serving as a TA or GA.

Appointment as a TA shall be limited to a total of four semesters. Appointment as a GA, or any combination of GA and TA, shall be limited to a total of six semesters. Use of the Teaching Associate classification shall not result in the layoff of regular faculty.

3. Limitations on Employment.

In any one semester, a student shall be employed as a TA or GA, or any combination of the two, for no more than twenty hours per week. Normally, the maximum TA assignment is considered to be six weighted teaching units (WTUs) of lecture or discussion sections or eight WTUs of laboratory sections. Any assignment that combines lab and lecture sections, that includes other types of class configurations, or that exceeds these recommended maxima must be clearly defined in the departmental TA guidelines and approved in advance by the AVP for Faculty Affairs in consultation with the AVP for Graduate Studies and Research. Detailed justification is required to establish that such assignments do not commit the TA to an instructional assignment that exceeds the twenty hour per week guideline.

According to the need for their services, GAs shall receive semester appointments of 5, 10, 15, or 20 hours per week. These semester appointments are in contrast to the employment of Student Assistants and Research Assistants, who may be either undergraduate or graduate students, and who are hired on an hourly basis. Unlike TAs and GAs, Research Assistants may not be paid with instructional funds, nor may they be assigned any teaching duties, nor may they serve any directly instructional function. Student Assistants may be paid with instructional funds and may serve as readers or tutors, but -- unlike TAs and GAs -- they may not perform both functions for a particular class, nor may they make presentations in a class.

4. Graduate Assistants.

A Graduate Assistant provides instructional support, and may assist faculty or teaching staff with various professional and technical activities, and may also be assigned instructional duties in support of a specific course, such as grading student work, creating teaching aids and course materials, and meeting with students from the

course for discussions or tutoring. GAs shall not be responsible for the instructional content of a course, for selection of student assistants, for planning examinations, or for determining the final course grades of students, nor shall they be assigned responsibility for instructing the entire enrollment of a course, or for providing the entire instruction of a group of students enrolled in a course.

5. Teaching Associates.

A Teaching Associate is an instructor who may perform any and all of the duties of GA, and, under faculty supervision, may also be in the instructor of record, normally for a lower-division course, or for a seminar or laboratory section of a large lower-division course. Teaching Associates shall work under the supervision of an individual faculty member designated by the Department Chair. Such supervision shall include periodic meetings between the supervising faculty member and each TA over the course of each semester, in addition to at least one classroom visitation by the supervising faculty member per section per semester. For each section taught, the classroom performance of TAs shall be evaluated in writing by the supervising faculty member, as well as by the students using the university's standard "Student Opinion of Teaching Effectiveness" (SOTE) surveys.



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S01-3

At its meeting of February 26, 2001, the Academic Senate passed the following Policy Recommendation presented by Mary Jo Gorney-Moreno for the Executive Committee.

**Policy Recommendation
Naming of the Koret Athletic Training Center**

- Whereas: Procedures and requirements for naming a University facility, as stated in University Policy S00-3 have been duly followed; and
- Whereas: The Koret Foundation was created by Joseph and Stephanie Koret, Jewish immigrants from Eastern Europe, whose entrepreneurial vision and work ethic provided the resources that have endowed the Foundation's capabilities. The Koret Foundation's grant-making philosophy is based on philanthropic values focused on helping and educating people to care for themselves; and
- Whereas: The Koret Foundation fulfills its mission to the communities it serves by enhancing the quality of life and enriching the human spirit. Koret seeks to promote economic freedom, opportunity, leadership and education through the organizations it supports; and
- Whereas: The Academic Senate of San José State University deeply appreciates the generosity exhibited by the Koret Foundation for their gift to San José State University; and
- Whereas: The gift will make possible the creation of a privately funded Athletic Training Center at San José State University, funded entirely through the generosity of a number of individual gifts in addition to the Koret gift; and
- Whereas: The San José State University Athletic program as well as the campus as a whole will benefit from their gift; now therefore, be it

- Resolved: That the Academic Senate of San José State University express its gratitude to the Koret Foundation for giving the University this valuable resource for its current and future students; and be it also
- Resolved: That the Academic Senate of San José State University endorse the recommendation of the Executive Committee to honor the Koret Foundation by naming the new training center, the "Koret Athletic Training Center."

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on February 27, 2001.



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S01-5

At its meeting of March 19, 2001, the Academic Senate passed the following policy recommendation presented by Jonathan Roth for the Curriculum and Assessment Committee.

**POLICY RECOMMENDATION
120 UNIT REQUIREMENT FOR THE BACCALAUREATE**

Whereas: the California State University (CSU Trustee Resolution, November, 2000) has reduced the minimum number of units for the baccalaureate degree from 124 semester units to 120, and

Whereas: the Office of the Chancellor of the CSU is encouraging campuses to reduce the number of required units in baccalaureate degree programs, and

Whereas: the Office of the Chancellor of the CSU has requested that, at the time of the mandated five year program review, programs justify units above 120 by criteria developed on the individual campuses, therefore be it

Resolved: that effective Fall 2001, justification for programs to continue to require more than 120 units shall include, at the time of the next regularly scheduled program review, documentation

- a. a. of accreditation requirements, or
- b. b. of specified needs from employers or graduate or professional schools, or
- c. c. of other compelling needs

that precludes reduction in the semester unit value of the program to 120 units, and be it further

Resolved: that evaluation of justification shall be conducted by the Undergraduate Studies Committee, with final action on behalf of the Senate to be taken in accord with standard campus curricular practices by the Curriculum & Research Committee.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret
on April 12, 2001.



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S01-9

At its meeting of May 7, 2001 the Academic Senate passed the following Policy Recommendation presented by Pam Stacks for the Organization and Government Committee.

**POLICY RECOMMENDATION
ABOLISHMENT OF THE LOTTERY COMMITTEE**

- Whereas, San Jose State University is committed to enhancing instruction; and
- Whereas, Discretionary lottery funds are intended for the enhancement of instruction; and
- Whereas, Some lottery-funded programs such as the Diversity Grant program have been completed; and
- Whereas, The responsibility and oversight of lottery-funded programs such as the Professional Development Grants resides with Colleges; and
- Whereas, Lottery-funded programs transferred from the Chancellor require more oversight than that provided in the charge of the Lottery Committee; be it therefore
- Resolved: That the Lottery Committee be abolished; be it further
- Resolved: That the general categories of lottery funds dispersal reside with and be determined each Academic Year by the Senate Budget Advisory Committee* and recommended to the President; be it further
- Resolved: That the lottery funds and dispersal guidelines reside with and be determined by College Lottery Committees; be it further

Resolved: That oversight and evaluation of specific lottery-funded programs identified by the Academic Senate Budget Advisory Committee be assigned by the Budget Advisory Committee to the appropriate college or administrative division.

* Together with this Policy Recommendation, Organization and Government recommends that ByLaw 14 be amended to guarantee representation of all Senate representative units on the Budget Advisory Committee.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret
on June 19, 2001.



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S01-13

At its meeting of May 14, 2001 the Academic Senate passed the following Policy Recommendation presented by Annette Nellen for the Professional Standards Committee.

POLICY RECOMMENDATION
SAN JOSÉ STATE UNIVERSITY'S POLICY OF COMMITMENT TO A CAMPUS CLIMATE THAT
VALUES DIVERSITY AND EQUAL OPPORTUNITY

- Whereas: San José State University is committed to maintaining an environment free from discrimination and harassment and that is in compliance with all laws on non-discrimination, equal employment opportunity and affirmative action; and
- Whereas: The university community has a responsibility to advocate inclusion, respect and understanding at a level above that which is minimally required by law. Exercise of such responsibility enriches the intellectual climate of the University and the educational experiences of our students; promotes personal growth and a healthy society; and is appropriate to the University's ethnically and culturally diverse campus community and fulfillment of the University's mission; and
- Whereas: The university currently has more than one Senate policy addressing campus climate, equal opportunity and non-discrimination, as well as various statements on the same topics posted to the Human Resources Division web site; and
- Whereas: A single comprehensive policy would more effectively state the University's policy and commitment to the principles of valuing diversity and equal opportunity; therefore be it
- Resolved: That the following Policy of Commitment to a Campus Climate that Values Diversity and Equal Opportunity be adopted to replace S91-1 Campus Climate, F67-9 Holding of Interviews and Recruitment on Campus, as well as the statement of the tenets of non-discrimination, equal employment opportunity and affirmative action currently included in S89-15 on affirmative action for faculty. In addition, S69-2, Hiring Minority Faculty, and S69-3, Minority Representation on College Decision-making Bodies, be repealed as obsolete, as well as unnecessary under the new attached policy; and be it
- Resolved: That the following policy be posted to the University's web page and the Human Resources Division web page; and be it
- Resolved: That all colleges and divisions be given copies of the policy and encouraged to distribute it widely (such as posting it to or linking it on their web site and sharing it with recruits and new hires).

SAN JOSÉ STATE UNIVERSITY'S POLICY OF COMMITMENT TO A CAMPUS CLIMATE THAT VALUES DIVERSITY AND EQUAL OPPORTUNITY

San José State University is committed to creating a diverse community guided by core values of inclusion, civility, and respect for each individual. Such a community enriches the intellectual climate of the University and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment.

As a community that values and respects diversity, inclusion, civility and individual uniqueness, San José State University is committed to:

- maintaining a climate where individuals feel welcome;
- encouraging students to act, listen and speak with open minds; to value individual experiences and perspectives, and to appreciate differing viewpoints, for the purpose of promoting the free exchange of ideas that fosters a healthy and productive society;
- encouraging faculty and staff to act with civility towards co-workers and colleagues while respecting differences and defending free inquiry;
- providing an environment where diversity is viewed broadly to include but not be limited to: accent, age, ancestry, citizenship status, color, creed, disability, ethnicity, gender, marital status, medical condition, national origin, race, religion or lack thereof, sex, sexual orientation, transgender, and veteran's status;
- actively recruiting, retaining and promoting a diverse workforce;
- ensuring that federal and state laws pertaining to affirmative action, non-discrimination, equal opportunity and prohibition of harassment are fully enforced;
- making reasonable accommodations for persons with disabilities;
- ensuring that employers using the services of the SJSU Career Planning & Placement Center are equal opportunity employers;
- ensuring that students and employees have ready access to information on procedures for filing complaints for non-compliance with laws or university policies, with safeguards to ensure that reports can be filed without intimidation or retaliation;
- helping members of the SJSU community sustain and continually strengthen the University's commitment to diversity and equal opportunity;
- promoting this policy through seminars, discourse and discussions.

**ACTION BY UNIVERSITY PRESIDENT: Approved and signed by President
Robert L. Caret on 7/19/2001**



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S02-3

At its meeting of March 18, 2002, the Academic Senate passed the following Policy Recommendation presented by Miriam Donoho for the Curriculum and Research Committee.

**POLICY RECOMMENDATION
POLICIES AND PROCEDURES FOR DESIGNING
SERVICE-LEARNING COURSES.**

- Whereas** Governor Gray Davis has called on the California State University to teach an ethic of service and has recently allocated \$2.2 million to the CSU system to support the expansion of service-learning on CSU campuses; and
- Whereas** In response to the Governor's call for service the CSU Chancellor's Office now requires each campus to identify courses that include service-learning; and
- Whereas** Service-learning is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content; and
- Whereas** Service-learning supports the mission of SJSU "to transmit knowledge to its students along with the necessary skills for applying it in the service of our society" and to "emphasize responsible citizenship and an understanding of ethical choices inherent in human development", and
- Whereas** SJSU has a tradition of being responsive to the needs of its community through meaningful and productive university-community connections; and
- Whereas** The Provost has committed resources to support a Center for Service-Learning and endorses strong university-community partnerships; now, therefore, be it
- Resolved** That the Academic Senate establish policies and procedures to designate service-learning courses as follows:

**ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on
March 28, 2002.**

1. Definition

Service-learning is academic study linked to community service through structured reflection so that each reinforces the other. The academic study may be in any discipline or combination of disciplines. The service may address a variety of community needs, such as direct service to people in need, improvement of community resources, community outreach and education, research, or policy analysis.

2. Minimum criteria for designating service-learning courses

Courses designated as including service-learning shall:

- 2.1** Introduce students to the principles of community-service learning.
- 2.2** Require students to complete no less than 10 hours per academic term of direct academically relevant community service.
- 2.3** Require students to integrate the learning derived from service with subject matter outcomes through relevant activities such as guided discussions, journal assignments, written assignments, and/or class presentations.
- 2.4** Evaluate students' abilities to integrate the learning derived from service with subject matter outcomes, not merely on performance of community activities. This evaluation should contribute directly to student grades.

3. Procedures for approving designation as a service-learning course

A department seeking service-learning designation of a course will follow the normal policies and procedures for creating or modifying curriculum. A Minor Course Change Proposal to the Office of Graduate Studies and Research or to Undergraduate Studies shall include as an attachment:

- 3.1** A statement of how the course or section(s) meet(s) the minimum criteria set forth in Section 2.
- 3.2** A brief description of the probable service assignment(s), including, as known, specifics on hours and/or work products expected, and an explanation of how students will be prepared for their service placement.
- 3.3** An explanation of how the instructor will integrate learning from this particular community service experience into course discussion and assignments, including a statement of how learning from a service will be evaluated.

Courses and sections to receive service-leaning designation shall be identified by the department in the appropriate Schedule of Classes. If multiple sections of the same course are offered, only those with service-learning components will be so identified. Departments shall be responsible for removing or changing CSL designations for each succeeding Schedule of Classes, and shall submit a new Minor Course Change Proposal whenever there are substantial changes in the issues addressed in Section 3.

Any problems regarding initial or continuing approval of CSL courses or sections shall be resolved by the AVP GS&R or the AVP UGS, in consultation with the College Dean and the appropriate Senate operating committee as necessary.



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S03-1

At its meeting of February 17, 2003, the Academic Senate passed the following Policy Recommendation presented by Miriam Donoho for the Curriculum and Research Committee.

**POLICY RECOMMENDATION
LIBRARY RESOURCES FOR NEW ACADEMIC PROGRAMS**

Whereas, the CSU Senate has documented that CSU libraries were disproportionately cut in acquisition dollars and staffing when CSU budget cuts were made in the early 1990's and there has not been a restoration of funding or staffing since then¹, and

Whereas, there has been no increase in general funds allocated to library acquisitions since 1990², and

Whereas, the inflationary rate on scholarly materials continues to rise at an annual average of 8% for journals and 5% for books³, thus, further reducing buying power, and

Whereas, the quality of learning and the feasibility of new programs require the availability of adequate online, print and media materials, and

Whereas, the creation of additional programs usually requires information/resource expenditures, the funds for which must currently be taken from support of existing programs; and

Whereas, the library is currently insufficiently apprised of campus needs as new programs and courses are created; now therefore be it

Resolved, that all requests for new programs and permanent courses will be required to include an analysis of library resource needs which has been collaboratively prepared by the requesting department faculty and the library faculty.

Vote: 12-0-0
Date Vote Taken: 2-7-03
Voting: Peter Buzanski, Bob Cooper, Miriam Donoho, Nabil Ibrahim, Judith Lessow-Hurley, David Matthes, Radesh Palakurthi, Bruce Reynolds, Kathy Rott, Dominique Van Hooff, Noelle Williams, Ahmed Hambaba
No Vote: Argelis Ortiz
Financial Impact: highly dependent on the nature of the new programs

Footnotes:

1. Priorities for Strategic Budget Planning (May 2002)
<http://www.calstate.edu/acadsen/actions/2001-2002/2573.doc>
2. Report of the Task Force on Library Collections (August 1998)
http://www.calstate.edu/ls/Lib_Coll_Rpt.pdf
3. California Dept. of Finance Annual Price Letters
[current year] <http://www.dof.ca.gov/html/budgettr/BL02-24.doc>
[earlier years] <http://www.dof.ca.gov/html/budgettr/budgets.htm>

Approved by President Robert Caret on February 24, 2003.



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S03-4

At its meeting of April 21, 2003, the Academic Senate passed the following Policy Recommendation presented by Gilda Pour for the Executive Committee.

**POLICY RECOMMENDATION
NUMBER OF FACULTY REPRESENTATIVES TO THE
ADVISORY COMMITTEE TO THE TRUSTEES COMMITTEE
FOR THE SELECTION OF THE PRESIDENT (ACTCSP)**

Whereas because of President Caret's imminent departure, the CSU Board of Trustees will soon begin the process of selecting his permanent replacement; and

Whereas by CSU policy,¹ the main method by which SJSU may participate in this process is the mechanism of a committee known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP); and

Whereas in 1994, SJSU adopted a policy (S94-1) that calls for the election of three (3) faculty members to this advisory committee;² and

Whereas in 1997, the CSU Board of Trustees adopted a policy stating that the faculty representatives to this advisory committee shall be the chair of the campus Academic Senate and two (2) at-large faculty representatives; therefore be it

Resolved that the attached amendment to S95-8 be adopted in order to make university policy consistent with the "CSU Board of Trustee Policy for the Selection of Presidents".

Financial Impact: None

1. "CSU Board of Trustee Policy for the Selection of Presidents", adopted Nov. 10-11, 1997
<http://www.calstate.edu/datastore/PresidentialSearch.shtml>
2. S94-1 was amended in 1995 by S95-8, in a section unrelated to the issue that is the subject of this policy. The version of the policy below incorporates the S95-8 amendment.

The two faculty representatives on the Advisory Committee to the Trustees Committee for the Selection of the President shall be selected as follows:

1. a. The faculty electorate in each of the Academic Senate representative units (as defined in By-Law 1.1.a) shall choose one nominee. Any member of the faculty electorate qualified to vote in that unit may become a candidate for unit nominee by timely filing of a nominating petition signed by at least ten others qualified to vote in that unit; the candidate shall also sign a statement on the petition that he/she is willing to serve on the committee if selected. Votes of part-time faculty shall be weighted as provided in Article II, section 3.c, of the Senate Constitution. The candidate receiving the highest number of votes in each unit (whether or not a majority) shall be the unit nominee.
- b. If only one candidate files a nominating petition in a unit, that person shall be the nominee, without an election. If no candidate is nominated in a unit, there shall be no unit nominee. If there is a unit election and the result is a tie vote, the candidates who have tied shall all be unit nominees.
2. The unit nominees shall be invited to appear before the Academic Senate and make brief statements of their respective views regarding presidential selection.
3. The faculty members of the Senate (those holding office under sections 3, 4, and 5 of Article II of the Senate Constitution) shall then proceed to choose the two faculty representatives from the unit nominees by secret ballot in accordance with the following procedure:
 - a. All of the unit nominees shall be listed on the ballot; faculty Senators shall vote for no more than two.
 - b. If two and only two of the unit nominees have a majority of the votes cast, they are elected.
 - c. If more than two have a majority, the two with the highest number of votes, respectively, are elected.
 - d. If only one has a majority, she/he is elected and the faculty Senators shall vote again on the remaining candidates.
 - e. If no candidate has a majority on the first or a subsequent ballot, the unit nominee with the fewest votes shall be dropped and another vote taken on the remaining candidates.
 - f. If, on any ballot, two or more candidates, each with sufficient votes to be elected, are tied and both or all cannot be elected, the faculty Senators shall take a separate vote to break that tie.
4. If, after the election, a vacancy occurs in the faculty representation, the faculty Senators shall elect one of the remaining available unit nominees to fill it. If none of the unit nominees is available, the faculty Senators shall elect a Senator who is a faculty representative to fill it. If the faculty Senators, by reason of vacation or otherwise cannot be convened, the elected members of the Executive Committee shall act for them.
5. Dates and timelines for the selection of unit nominees by the faculty electorate and for selection of Advisory Committee faculty representatives by the Senate shall be set by the elected members of the Executive Committee. Academic Senate nomination and election procedures shall be followed where not inconsistent with this policy.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret 4-25-03



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S03-8

Following discussion at its May 5, 2003 meeting, the Executive Committee approved by email vote the following policy recommendation.

POLICY RECOMMENDATION

**Resolution to Name the Area Adjacent to the *new* Dr. Martin Luther King, Jr., Library
the Robert L. Caret Plaza**

- Whereas:** The vision of a new library, funded, designed, and operated jointly by San Jose State University and the City of San Jose is now a reality; and
- Whereas:** President Robert L. Caret encouraged and supported University constituents to work with City partners to develop the innovative library design and delivery of information services; and
- Whereas:** He has been a tireless fundraiser on behalf of the *new* King Library Campaign; and
- Whereas:** Through the creation of the library and other acts, he will be remembered for identifying San Jose State University as the Silicon Valley's Metropolitan University: building bridges from the university to the community through his active support of the arts and engagement in civic initiatives and business in an effort to improve the community in which the University resides; developing a President's Scholars Program to recruit the best and brightest students to San Jose State University; creating innovative faculty housing programs to recruit and retain outstanding faculty; creating a Campus Climate Office and forming three ethnic Community Advisory Councils to improve communication both within the campus and between the campus and the community; supporting the role of shared governance on our campus; and working with students to renovate and preserve an historic building as a University House for Associated Student Government Offices; and
- Whereas:** He started by washing the windows on campus, a symbolic first step that has made us all proud of our beautiful and historic campus; now therefore, be it
- Resolved:** That the area adjacent to the *new* Martin Luther King, Jr., Library and facing Tower Hall where he worked during his eight-year tenure as President of San Jose State University be named the Robert L. Caret Plaza; and be it further
- Resolved:** That suitable signage be placed to designate the naming.

ACTION BY UNIVERSITY PRESIDENT: Approved and signed by Provost Marshall Goodman during President Caret's absence on May 12, 2003.



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S04-3

At its meeting of March 22, 2004, the Academic Senate passed the following Policy Recommendation presented by James Brent for the Executive Committee.

**POLICY RECOMMENDATION
SUBSTANTIVE CHANGE**

Whereas, San José State University is accredited by the Western Association of Schools and Colleges (WASC);

Whereas, WASC requires that substantive changes in institutions be reported to the Accrediting Commission for Senior Colleges and Universities for approval in advance of implementation; therefore be it

Resolved, That SJSU adopt the following Substantive Change policy:

SUBSTANTIVE CHANGE POLICY AND PROCEDURES

Any “substantive change” as defined by the Western Association of Schools and Colleges (WASC) must be reported to the Accrediting Commission for Senior Colleges and Universities (Commission) prior to implementation.

WASC defines a substantive change as “one that may significantly affect [the institution’s] quality, objectives, scope, or control, or that triggers conditions established in federal law.” [WASC Handbook of Accreditation, page 86; <http://www.wascweb.org/senior/handbook.pdf>] Examples of substantive change are significant changes in the mission or objectives of the university, initiation of 50% or more of any degree program offered through distance education, a change from clock hours to credit hours, and the “addition of courses or programs that represent a significant departure, in either content or method of delivery, from those that were offered when the agency last evaluated the institution.”

The Office of the President shall have primary responsibility for reporting substantive changes to the Commission prior to implementation. The Office of the President shall notify the Academic Senate that it will be reporting a substantive change to the Commission and later report the response from the Commission. The Office of the President shall periodically remind vice presidents of this policy.

Approved: 3/15/04 by Executive Committee.

ACTION BY UNIVERSITY PRESIDENT:

Approved by Interim President

Joseph Crowley on April 1, 2004



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S04-4

At its meeting of March 22, 2004, the Academic Senate passed the following Policy Recommendation presented by Michael Katz for the Executive Committee.

**POLICY RECOMMENDATION
REPEAL OF S78-10, STUDENT EEO**

- Whereas, S78-10, Student Equal Employment Opportunity; Discrimination, provides that SJSU will provide equal employment opportunity in hiring students and states some general guidelines on hiring of students;
- Whereas, As an employer, SJSU is subject to federal and state employment rules;
- Whereas The details of how students are recruited, hired, trained and otherwise treated in their employment, is a matter best addressed by guidelines from the SJSU Human Resources Group and federal and state laws, rather than university policy;
- Whereas The SJSU Human Resources Group has prepared Guidelines for Student Employees;
- Whereas S01-13, Campus Climate Policy, provides that SJSU is committed to actively recruiting, retaining and promoting a diverse workforce and to complying with equal opportunity laws; therefore be it
- Resolved, That S78-10 be repealed as no longer current or necessary, and
- Resolved, That notation be added to the Senate policies website noting the repeal of S78-10 with a link provided to the HRG website.

Approved: 3/15/04 by Executive Committee.

ACTION BY UNIVERSITY PRESIDENT:

**Approved by Interim President
Joseph Crowley, April 2, 2004**



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S05-2

At its meeting of February 28, 2005, the Academic Senate passed the following Policy Recommendation presented by Senator Donoho for the Executive Committee.

**POLICY RECOMMENDATION
DISSOLUTION OF UNIVERSITY INFORMATION TECHNOLOGY BOARD**

- Whereas, UP S01-7 created the University Information Technology Board (IT Board) as a special agency of the Senate and as a replacement to the Special Committee on Academic Information Technology; and
- Whereas, The IT Board was charged to recommend policies to the President and/or Academic Senate as appropriate, act in an advisory capacity to the President, carry out specific responsibilities and functions delegated to it by the President, and have an overall awareness of the technology needs of the University in order to make recommendations pertaining to technology and to act in an advisory capacity; and
- Whereas, The IT Board was also charged to serve as a channel for communication among faculty, students and administrators in regard to information technology and to facilitate communication about information technology with and between colleges and departments; and
- Whereas, Interim President Crowley hired a consultant to review the campus IT structure and to make recommendations for improvement; and
- Whereas, The consultant met with the IT board among others and issued a report in June 2004 following which Interim President Crowley established an IT Task Force, co-chaired by the Provost and VP of Administration & Finance and with no faculty members; and
- Whereas, The Executive Committee's request to add the IT Board chair to the IT Task Force was honored; and
- Whereas, Since its formation in Spring 2001, no president has used the IT Board for advice and the IT Board has found that many of the problems it addresses are structural to the organization of SJSU, rather than policy related, and thus, its role in recommending policy has been limited; and
- Whereas, The IT Board created a Responsible Use Policy passed by the Senate (UP S02-8) and has done extensive review of campus plans for wireless technology, equipment refresh, and software for distance learning; and
- Whereas, The Executive Committee consulted with members of the IT Board in Fall 2004 with the IT Board chair continuing to be informed of Executive Committee actions

leading up to this resolution and the chairs of the IT Task Force and President agree with the proposal presented in this resolution;

Whereas, UP F04-3, created in December 2004, establishes a strategic planning process; and

Whereas, Unit and program directors can establish advisory councils as they deem necessary and beneficial to inform their decision-making; therefore be it

Resolved, That the IT Board be dissolved, UP S01-7 be rescinded, and the Senate call upon Interim President Kassing to also dissolve the IT Task Force; and be it further

Resolved, That the Senate thank the members of the IT Board for their work in addressing campus IT needs; and be it further

Resolved, That the Senate recommend that the UPC, as part of the strategic planning process, consider the issues raised in the consultant's report; and be it further

Resolved, That the Senate recommend that the reports prepared by the IT Board be shared with the VP of Administration & Finance and the Provost for their use in ongoing work in implementing wireless technologies, a technology refresh plan and selecting distance education software.

Approved: January 31, 2005

Present: Ashton, Bros, Donoho, Greathouse, Heish, Kassing, Lee, Lessow-Hurley, Maldonado-Colon, Nellen, Phillips, Sigler, Thames, Van Selst, Veregge

Absent: none

Vote: 13-0-2

Financial Impact: None

ACTION BY UNIVERSITY PRESIDENT: Approved by Interim President Don Kassing on March 2, 2005



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S05-4

At its meeting of April 4, 2005, the Academic Senate passed the following Policy Recommendation presented by Senator Thames for the Instruction and Student Affairs Committee.

**POLICY RECOMMENDATION
Academic Qualifications for Student Office Holders**

Whereas: SJSU supports its student leaders, as well as the position that student office holders have an obligation to demonstrate academic involvement, achievement and progress when seeking and holding offices on campus; and

Whereas: the Chancellor's Office of the CSU in a memorandum entitled Minimum Academic Qualifications for Student Office Holders, dated August 29, 1997 established minimum qualification standards for student office holders and those seeking office as candidates in elections; and

Whereas: the Student Affairs Division through the office of its Vice President has followed the Chancellor's Office policy for many years, and in accordance with that policy has provided additional interpretation; and

Whereas: the policy recommendation has been developed in consultation with the Vice President for Student Affairs and the Associated Students Board of Directors; therefore be it

Resolved: that the attached document on academic qualifications for student office holders be recommended as university policy.

Vote: 18-0-0

Present (final vote by email): Willey, Southerland, Moran, Hansen, Bjerkek, Kelly, Nguyen, Gonzales, Campsey, Dresser, Pour, Thames, Brada-Williams, McClory, Propas, Peck, Thompson, Greathouse, Evans (non-voting)

Absent: Rahman

Financial Impact: None

SAN JOSE STATE UNIVERSITY

ACADEMIC QUALIFICATIONS FOR STUDENT OFFICE HOLDERS

1.0 Authority

1.1 The Chancellor's Office of California State University (CSU) in a memorandum entitled Minimum Academic Qualifications for Student Office Holders, dated August 29, 1997 established minimum qualification standards for student office holders and those seeking office as candidates in elections. These standards state that student office holders have an obligation to demonstrate academic involvement, achievement and progress as set forth in the memorandums. The CSU memorandums delegate to the campus president the authority to define specific terms in the policy and to establish additional requirements for student office holders. This Academic Senate policy provides these definitions and requirements, as well as additional information for interpretation of the policy at San José State University (SJSU).

1.2 These requirements are minimum qualifications. Each agency overseeing the election or appointment process for the positions described in this policy may establish additional requirements.

1.3 Failure to meet any requirement will result in the student being immediately ineligible to continue to hold office or (in the case of candidates) ineligible to assume office.

2.0 General Requirements

2.1 The following general requirements apply to the major student government offices as defined in Section 4.1, the minor representative offices as defined in Section 5.1.1 and appointees to systemwide committees in Section 6.0.

2.1.1 Must be matriculated at SJSU

2.1.2 Must be in good standing with SJSU

2.1.3 Must not be on probation of any kind, e.g. academic, administrative, judicial, etc.

2.1.4 Must maintain a cumulative on-campus (SJSU) grade point average (GPA) of at least 2.0

2.1.5 Must obtain a GPA of at least 2.0 each semester while in office and the semester running for office.

2.2 Failure to obtain the required GPA by the end of the semester makes the student immediately ineligible to continue to hold office or (in the case of candidates) ineligible to assume office.

3.0 Verification of Eligibility

3.1 Responsibility for the verification of the eligibility of students as defined in this policy is delegated to the Vice President for Student Affairs or designee, who shall also be responsible for interpreting this policy. Under extraordinary circumstances, the University President may make an exception to the requirements delineated in this policy.

3.2 It is the responsibility of each agency overseeing the election or appointment process for the positions described in this policy to ensure that the names of candidates, nominees and incumbents are delivered to the Vice President for Student Affairs or designee for verification in a timely fashion. Election to or appointment to the positions in this policy is not valid until the verification process has been completed. The University does not recognize the votes cast by nor the signature authority of individuals whose eligibility has not been verified or who have been declared ineligible to hold office.

3.3 Students who have been declared ineligible to hold office but who continue to participate as office holders shall be subject to referral to the University Judicial Affairs Officer for disciplinary action.

4.0 Major Student Government Offices

4.1 Major student government offices at SJSU include:

4.1.1 Associated Students executive offices (President, Vice-President, and Controller)

4.1.2 Members of the Associated Students Board of Directors (including campus representative(s) to the California State Student Association (CSSA))

4.1.3 Members of the Student Union Board of Directors

4.1.4 Members of the Spartan Shops Board of Directors

4.1.5 Members of the University Foundation Board of Directors

4.1.6 Any other student position which may be created or designated by the President as a major student government office

4.2 Candidate Requirements

In addition to the general requirements, candidates for Major Student Government Offices must meet the following:

4.2.1 Unit Load

4.2.1.1 Undergraduate students must maintain and complete at least six (6) units while running for office.

4.2.1.2 Graduate and credential students must maintain and complete at least three (3) units while running for office.

4.2.1.3 Students who are elected to office but fail to complete the required number of units by the end of the semester are ineligible to assume that office.

4.2.2 Maximum Allowable Units

4.2.2.1 Undergraduate students are allowed to earn a maximum of 150 CSU eligible semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. A double major does not exempt the student from this requirement.

4.2.2.2 Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater.

4.2.2.3 Students who do not currently exceed the maximum allowable units but who would do so in meeting the candidate unit load requirement are ineligible to run for office.

4.2.3 Residency

4.2.3.1 Undergraduate candidates for office must have been enrolled at SJSU and have completed at least one of the two semesters (fall or spring) immediately prior to the semester of the election, earning a minimum of 6 (six) semester units during that semester.

4.2.3.2 Graduate and credential candidates for office must earn 6 (six) semester units per term of continuous attendance as a new graduate or credential student to be eligible.

4.2.3.3 Graduate and credential students who received a bachelor's degree or credential within the past three years from SJSU must have earned a total minimum of 12 semester units during their last year as an undergraduate to be eligible.

4.3 Incumbent Requirements

In addition to the general requirements, incumbents for Major Student Government Offices must meet the following:

4.3.1 Unit Load

4.3.1.1 Undergraduate students must be enrolled for and complete at least six (6) units of credit at SJSU each fall and spring semester while holding office.

4.3.1.2 Graduate and credential students must be enrolled for and complete at least three (3) units of credit at SJSU each fall and spring semester while holding office.

4.3.1.3 Failure to complete the required number of semester units by the end of the semester makes the student immediately ineligible to continue to hold office. This requirement does not apply to the summer and winter terms, nor may units earned during summer and winter terms be used to meet this requirement.

4.3.1.4 Students must meet unit enrollment requirements prior to the last day to add classes. Failure to do so, makes the student immediately ineligible to continue to hold office.

4.3.2 Maximum Allowable Units

4.3.2.1 Undergraduate students are allowed to earn a maximum of 150 CSU eligible semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. A double major does not exempt the student from this requirement.

4.3.2.2 Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater.

4.3.2.3 Students must meet unit enrollment requirements prior to the last add day of the semester.

4.4 Students nominated to fill vacancies or unexpired terms of major student government offices must meet the same requirements for candidacy and incumbency that would have been in effect if they had taken part in the normal election or appointment process for that office.

5.0 MINOR REPRESENTATIVE OFFICES

5.1 Minor representative offices include all student positions on the following boards and committees (except for those positions already defined above as major student government offices):

5.1.1 Policy committees, operating committees, special agencies and other committees of the Academic Senate

5.1.2 Campus Fee Advisory Committee

5.1.3. Instructionally Related Activities Fee Committee

5.1.4 University search committees

5.1.5 Standing committees or ad hoc committees of the Associated Students

5.1.6. Any other student position which may be created or designated by the President as a minor student representative office

5.2 Candidate Requirements

In addition to the general requirements, candidates for Minor Representative Offices must meet the following:

5.2.1 Candidates for minor representative offices that are normally filled by an election process must meet the same candidate unit load, residency, and maximum allowable units requirements as candidates for major student government offices.

5.2.2 For positions normally filled by an appointment process, undergraduate student nominees must be currently enrolled for at least six (6) units of credit, and graduate and credential student nominees must be currently enrolled for at least (3) three units of credit.

5.2.3 If an appointment is made during the summer or winter term, fulfillment of this requirement is demonstrated by completion of the required number of units during the immediately prior semester (e.g., spring semester for a summer term appointment and fall semester for a winter term appointment).

5.3 Incumbent Requirements

In addition to the general requirements, incumbents for Minor Representatives Offices must meet the following:

5.3.1 Undergraduate students must be enrolled for and complete at least six (6) units of credit at SJSU each fall and spring semester while holding a minor representative office.

5.3.2 Graduate and credential students must be enrolled for and complete at least three (3) units of credit at SJSU each fall and spring semester while holding a minor representative office

5.3.3 Failure to complete the required number of semester units by the end of the semester makes the student immediately ineligible to continue to hold office. This requirement does not apply to the summer and winter terms, nor may units earned during summer and winter terms be used to meet this requirement.

5.3.4 Students must meet unit enrollment requirements prior to the last day to add classes. Failure to do so, makes the student immediately ineligible to continue to hold office.

5.3.5 Undergraduate students are allowed to earn a maximum of 150 semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. A double major does not exempt the student from this requirement.

5.3.6 Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater. Students holding over that number of units (SJSU and non-SJSU) will no longer be eligible for minor representative office.

5.4 Students nominated to fill vacancies or unexpired terms of minor representative offices must meet the same requirements for candidacy and incumbency that would have been in effect if they had taken part in the normal election or appointment process for that office.

6.0 SYSTEMWIDE COMMITTEE APPOINTEES

Systemwide committee appointees include all students who serve on regular or ad hoc systemwide committees.

6.1 Candidate Requirements

In addition to the general requirements, nominees for Systemwide Committees must meet the following:

6.1.1 Unit Load

6.1.1.1 Undergraduate students must be currently enrolled for at least six (6) units of credit at SJSU

6.1.1.2 Graduate and credential students must be currently enrolled for at least three (3) units of credit at SJSU

6.1.1.3 If an appointment is made during the summer or winter term, fulfillment of this requirement is demonstrated by completion of the required number of units during the immediately prior semester (e.g., spring semester for summer term and fall semester for winter term).

6.1.2 Maximum Allowable Units

6.1.2.1 Undergraduate students are allowed to earn a maximum of 150 semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. A double major does not exempt the student from this requirement.

6.1.2.2 Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater. Students holding over that number of units (SJSU and non-SJSU) will no longer be eligible to participate on systemwide committees.

6.1.3 Residency

6.1.3.1 Undergraduate nominees for systemwide committee appointments must have been enrolled at SJSU and have completed one semester prior to the semester of appointment, earning a minimum of six (6) semester units during that semester.

6.1.3.2 Graduate and credential nominees must have six (6) semester units of continuous attendance as a new graduate or credential student to be eligible.

6.1.3.3 Graduate and credential students who received a bachelor's degree or credential within the past three years from SJSU must have earned a minimum of 12 semester units during their last year as an undergraduate to be eligible.

6.2 Incumbent Requirements

6.2.1 Undergraduate students must be enrolled for and complete at least six (6) units of credit at SJSU each semester while serving on a systemwide committee

6.2.2 Graduate and credential students must be enrolled for and complete at least three (3) units of credit at SJSU each semester while serving on a systemwide committee

6.2.3 Failure to complete the required number of semester units by the end of the semester makes the student immediately ineligible to continue to participate on a systemwide committee. This requirement does not apply to the summer and winter terms nor may units earned during summer and winter terms be used to meet this requirement.

6.2.4 Students must meet unit enrollment requirements prior to the last day to add classes. Failure to do so, makes the student immediately ineligible to continue serving on a systemwide committee.

6.2.5 Undergraduate students are allowed to earn a maximum of 150 semester units or 125 percent of the units required for a specific baccalaureate degree objective, whichever is greater. A double major does not exempt the student from this requirement.

6.2.6 Graduate and credential students are allowed to earn a maximum of 50 semester units or 167 percent of the units required for the graduate or credential objective, whichever is greater. Students holding over that number of units (SJSU and non-SJSU) will no longer be eligible to participate on systemwide committees.

ACTION BY UNIVERSITY PRESIDENT: Approved by Interim President Don Kassing
on April 21, 2005



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S05-9

At its meeting of April 29, 2005, the Academic Senate passed the following Policy Recommendation presented by Senator Lessow-Hurley for the Curriculum and Research Committee.

POLICY RECOMMENDATION

Revision to F01-3 and Approval of Teaching Associate Fee Waiver Program Report

- Whereas: UP F01-3 provides waivers of state university and campus fees for teaching associates; and
- Whereas: F01-3 requires the Academic Senate to review the impact of the Teaching Associate Fee Waiver Program every two years from the date of its implementation unless the number of TA's should exceed 3.0% of the total FTEF in which case the review is required earlier; and
- Whereas: A thorough analysis of the Teaching Associate Fee Waiver Program indicates that the program is of benefit to the university overall and the graduate program in particular; therefore be it
- Resolved: That the attached report be accepted by the Senate as complying with the requirements of F01-3; and be it further
- Resolved: That the Teaching Associate Waiver be continued; and be it further
- Resolved: That the threshold value at which the waiver program must be reviewed (the percentage of total FTEF contributed by Teaching Associates) be changed from 3.0% to 4.0% of total FTEF; and be it further
- Resolved: That annualized figures rather than semester figures be used for calculating percentage of the total FTEF contributed by Teaching Associates, in keeping with the data gathered by the Office of Academic Planning and Budgets; and be it further
- Resolved: That the regular review period for the Teaching Associate Fee Waiver Program be changed from every two years to every five years.
- Approved: 4/11/05
- Present: Bruce, Lessow-Hurley, Hooper, Rott, Scharberg, Turetsky, van Hooff, Von Till, Yi
- Absent: Blaco, Buzanski, Cooper, Fayad, Stacks
- Vote: 9-0-0
- Financial Impact: Unclear

**ACTION BY UNIVERSITY PRESIDENT: APPROVED BY PRESIDENT DON KASSING ON
MAY 12, 2005**



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S06-1

At its meeting of January 30, 2006, the Executive Committee acting on behalf of the Academic Senate, passed the following Policy Recommendation presented by Chair Veregge for the Executive Committee.

POLICY RECOMMENDATION

THE DONALD AND SALLY LUCAS GRADUATE SCHOOL OF BUSINESS

Whereas, Donald and Sally Lucas are San José State University alumnae who have a history of generosity and involvement with San José State University who have recently made a significant gift to the University; and

Whereas, at San José State University naming is governed by Senate Policy S00-4, “Policy Recommendation Naming of Colleges, Schools and Other Academic Entities,” which requires approval by the Naming Committee and subsequent approval by the Academic Senate, and

Whereas, this naming has been approved by the Naming Committee; and

Whereas, the Academic Senate will not meet until February 27, 2006, and in order to receive trustee approval the issue at hand requires immediate attention; and

Whereas, Senate by-law 4.3.b. empowers the Executive Committee of the Senate to “act for the Academic Senate at such times as its members may not be available,” and

Whereas, the Naming Committee has recommended that the graduate school of business be named The Donald and Sally Lucas Graduate School of Business in recognition of the many contributions that the Lucas’ have made to San José State University, therefore be it

Resolved, that the Executive Committee, acting as the Academic Senate, approve the naming of the Donald and Sally Lucas Graduate School of Business, and be it further

Resolved, The Executive Committee, acting as the Academic Senate, expresses the Senate’s gratitude to Don and Sally Lucas for their ongoing support of San José State University.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Don Kassing, April 19, 2006.



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S06-8

At its meeting of May 15, 2006, the Academic Senate passed the following Policy Recommendation presented by Senator Parsons for the Organization and Government Committee.

POLICY RESOLUTION

BY-LAW AMENDMENT SPECIAL AGENCIES—NOMINATION OF FACULTY-AT-LARGE

- Whereas By-Law 10.3 a) presently requires that the Committee on Committees nominate faculty-at-large members of special agencies, and
- Whereas the policies creating several special agencies presently make different provisions for such nominations, and
- Whereas reconciliation of these conflicting provisions is required, and
- Whereas the nature of special agencies often requires flexibility in selection of their members, now, therefore, be it
- Resolved That By-Law 10.3 a) be amended by changing the first letter of the first words “At-large” to lower case, and insert before them “Unless otherwise provided in the policy creating the special agency.”.

Approved: April 10, 2006

Vote: 6:0:0

Present: Gleixner: Hebert, Hilliard, Hooper, Parsons, Kellum

Not-present: Easter, Larsen, Selter

Financial Impact: None

**ACTION BY UNIVERSITY PRESIDENT: Approved by President Don Kassing
on May 30, 2006**



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S07-4

At its meeting of May 7, 2007, the Academic Senate passed the following Policy Recommendation presented by Senator Hebert for the Organization and Government Committee.

**POLICY RECOMMENDATION
DISSOLUTION OF THE ASSESSMENT COMMITTEE**

Rescinds S01-4

Whereas: Assessment has become integral to the instruction and curricular plans for the individual majors on campus; and

Whereas: The Board of General Studies is directed by Senate Policy S05-8 to continue to monitor the effectiveness of General Education Guidelines and conduct a complete review in 2010-2011; and

Whereas: Each College at SJSU has an assessment coordinator who serves as liaison from the college to the Director of Assessment: and

Whereas: The work necessary to implement a major initiative such as assessment has been completed: therefore be it

Resolved: that S01-4 be rescinded; be it further

Resolved: that the Assessment Committee, an operating committee of the Senate be dissolved; and be it further

Resolved: that the Sense of the Senate Resolution SS-S01-4 'Regarding Recommended Safeguards around issues of Assessment' be retained as expressing the sentiment of the Senate; and be it further

Resolved: that the Senate acknowledges and thanks the current and former members of the Assessment Committee for their contribution of time and energy to the necessary but usually unheralded and often ignored task of faculty governance.

Approved: April 30, 2007

Vote: 6-0-0

Present: Hebert (chair), Parsons, Antazo, Backer, Kahanov, Reade, Backer (scribe)

Absent: Norton (non-voting), Hooper, Selter, Hilliard

Rationale

Since S01-4 was approved in February 2001, there have been many changes related to assessment at SJSU. There are now college liaisons on assessment who work with the Department of Assessment in providing input and direction to the departments on the development of their assessment plans. In addition, there has been an increased emphasis on outcomes assessment of the majors on campus and in General Education. Therefore, many of the tasks granted to the Assessment Committee in S01-4 are now being completed by other entities on campus.

Financial Impact: None

Workload impact: Reduction of workload for Assessment Committee members.

ACTION BY UNIVERSITY PRESIDENT: Approved by President Don Kassing on

May 9, 2007

**SAN JOSE STATE UNIVERSITY
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S08-4, Policy Recommendation, Campus Planning Board

Replaces S91-7, Rescinds F93-1, S96-5, and S06-9

Legislative History:

At its meeting of May 5, 2008, the Academic Senate approved the following Policy Recommendation presented by Senator Backer for the Organization and Government Committee. On May 7, 2008, President Don Kassing approved and signed University Policy S08-4.

On November 19, 2015, Interim President Susan W. Martin approved and signed University Policy F15-10. F15-10 is Amendment A to University Policy S08-4. Amendment A added section 2.c. about providing advice to the President on historical buildings and grounds to the Campus Planning Board's responsibilities.

On September 11, 2019, President Mary A. Papazian approved and signed University Policy S19-2. S19-2 is Amendment B to University Policy S08-4. Amendment B updates the charge and membership of the Campus Planning Board and is incorporated into the policy as follows.

On September 21, 2020, President Mary A. Papazian approved and signed Amendment C to University Policy S08-4. Amendment C replaces the Chief of Staff with the President's designee on the Campus Planning Board.

On May 18, 2021, President Mary A. Papazian approved and signed Amendment D to University Policy S08-4. Amendment D modifies Article 2.c of University Policy S08-4 by changing the seat designated for the "AS Director of Business Affairs" to "AS Board Member," and changing seat 2 from "AS Director of Sustainability" to "AS Director of Sustainability or Designee."

University Policy S08-4 with Amendments A, B, C, and D incorporated is as below:

University Policy

Campus Planning Board

Resolved: that the attached policy be implemented, replacing S91-7 and rescinding F93-1 and S96-5; and be it further

Resolved: that the Campus Planning Board continue as a Special Agency of the Academic Senate.

Approved Vote: 7-0-0

Present: Backer (chair), Grabowski, Selter, Hebert, Hendrick, Johnson, Vanniarajan, Norton (non-voting)

Excused: McClory, Kauppila

FINANCIAL IMPACT: None

WORKLOAD: None

RATIONALE: S91-7 has been amended three times: in 1993 under Policy No. F93-1; in 1996, under Policy No. S96-5; and in 2006, under Policy No. S06-9. This policy change would embed all the prior changes to the Campus Planning Board. The substantive changes to this policy are to add the Executive Assistant to the President as an Ex Officio member of the Campus Planning Board, to specify the AS representatives to the Campus Planning Board, and to include the review of art installations in common internal areas as a function of the Board. The current and past Executive Assistants to the President have regularly attended the meetings of the Campus Planning Board and have acted as a liaison to the President's office on planning matters. This policy change would include the Executive Assistant to the President as an Ex Officio member of the Campus Planning Board.

CAMPUS PLANNING BOARD

1. The Campus Planning Board is established as a special agency.
2. It is the responsibility of the Campus Planning Board
 - a. Advises the President of the University regarding long-range physical planning for the campus and the surrounding area, including preparation and review of the Campus Master Plan. For this purpose, the Board serves as the Campus Planning Committee as described in Executive Order 672.

- b. The board advises the President (subject to applicable CSU regulations and University policies) about the planning, location, construction and operation of lesser physical structures, facilities and equipment on or near the campus. The board reviews plans for installation of art in external areas and common internal areas; recommends plans to enhance and maintain the plant and animal life of the campus with emphasis on both the aesthetics and the instructional value of the campus plantings; reviews and makes recommendations on all proposed plantings and landscape design on campus; monitors the use of pesticides and herbicides on campus; and educates all members of the campus community about the campus landscape. In addition, as needed, the board provides advice to the President on matters related to historical buildings and grounds.
3. Members of the Campus Planning Board are:
- a. Ex Officio
 - Provost and Vice President for Academic Affairs (or designee)
 - Vice President for University Advancement (or designee)
 - Vice President for Student Affairs (or designee)
 - Associate Vice President for Facilities Development and Operations
 - Director of Planning, Design & Construction (non-voting)
 - President's designee
 - b. Faculty
 - One faculty member from each representative unit of the Senate. The faculty members of the Board shall be appointed by the Academic Senate on nomination of the Executive Committee for three-year staggered terms.
 - c. Students
 - AS Board Member
 - AS Director of Sustainability or designee
 - d. Staff and Community
 - One member of the support staff and one community representative member (not otherwise connected with the University) appointed by the President in consultation with the Executive Committee for three-year terms.
 - e. Vacancies
 - Vacancies in appointive seats shall be filled for the balance of the term in the manner prescribed for the original appointments.
 - f. Chair
 - The Board shall elect its own chair each spring for the following academic year.

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

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S09-1, Policy Recommendation, Department/Colleges Record Keeping

Legislative History:

At its meeting of March 16, 2009, the Academic Senate approved the following Policy Recommendation presented by Senator Maldonado-Colon for the Professional Standards Committee.

This policy will become effective August 20, 2009.

Action by University President: Approved by President Jon Whitmore on April 3, 2009

**Policy Recommendation
Department/Colleges Record Keeping**

I. Purpose:

The purpose of this policy is to formally establish documentation of policies and procedures in departments/units and colleges in Academic Affairs and in Counseling Services that will enable faculty, staff, and students to understand the origin of current policies and make new, informed decisions.

II. Scope:

When a committee of a department/unit or college in Academic Affairs or in Counseling Services meets, minutes shall be kept. Decisions related to personnel and other matters of executive privilege will be governed by existing CSU policies, as appropriate.

III. Availability:

In the spirit of transparency, the unit chair or equivalent representative, in consultation with the unit faculty and staff or their representatives, should develop procedures and guidelines for granting access or making documents available, and for their storage. Such documents should be preserved for the duration of the policy, and be made available upon request by faculty, staff, and/or students when appropriate. Documents should be stored/filed by subject matter, in reverse chronological order.

IV. Content of the minutes:

Such documentation should include:

- 1) date of the meeting
- 2) a list of those present and absent
- 3) contents of the Agenda
- 4) the decision(s) made
- 5) voting procedure if by secret ballot
- 6) final vote

V. Timeline:

This policy will be effective August 20, 2009.

Approved: **October 27, 2008**

Vote: **7-0-0**

Present: **Daryl Canham, Winncy Du, Kell Fujimoto, Katie Lichty, Elba Maldonado-Colon (Chair), Elizabeth McGee, and Asbjorn Osland.**

Absent: **Lynda Heiden, Joan Merdinger, and Gwendolyn Mok**

Financial impact: **None anticipated.**

Workload impact: **Some increase in department/unit, college, and university committees' workload**

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S09-3, Policy Recommendation, Senate Elections

Legislative History: Amends By-Laws 1.5 and 1.6

At its meeting of May 11, 2009, the Academic Senate approved the following policy recommendation presented by Senator McClory for the Election Committee.

Action by University President: Approved by President Jon Whitmore on May 27, 2009.

**Policy Recommendation
Senate Elections**

Whereas: the procedure used to fill a vacant Senate seat that results from no candidate filing during a general election is not directly covered in the By-Laws; and

Whereas: the current Senate practice is to put out a second call for nominees and appoint the first person to apply; and

Whereas: the list of ways a vacancy may be created in 1.6.2 a is not exhaustive; be it

Resolved: that the attached policy be implemented, replacing By-Laws 1.5 and 1.6.

Rationale: The current practice for filling Academic Senate seats for which no one applies is to send out a reminder and then give the seat to the first person that applies. A more equitable method for filling these seats is desirable. By-Law 1.5.2 has been added to declare these seats vacant and 1.6.2 c) has been added to describe a process for filling these seats. In addition, the list of ways in which a seat can become vacant in 1.6.2 a) previously appeared to be an exhaustive list. Two methods have been added as well as wording to the effect that the list is only examples of how this may occur.

Approved: April 13, 2009

Vote: 6-0-1

Present: Tsui, Osland, Chung, Liu, Speer, Ng and McClory

Absent: Schmidt, Dresser

Financial Impact: None

Senate Bylaws

1.5 Representatives to the Academic Senate shall be nominated by a petition signed by at least ten (10) members of the faculty electorate of the appropriate election unit. The candidate shall indicate by his/her signature on the petition his/her willingness to serve if selected.

1.5.1 If there is no candidate for an Academic Senate seat by the end of the filing period, that seat shall be declared vacant and shall be filled according to the procedures outlined in 1.6.2 c.

1.6 When there is a vacancy of a faculty representative (excluding CSU Senators) his/her replacement for the remainder of the term shall be chosen as follows:

1.6.1 If a Senator will be unable to perform his/her duties as Senator for one semester or less, a temporary replacement will be selected in accordance with the following procedures:

- a) The Dean of the College from which the Senator serves shall call for nominations for a temporary replacement to be chosen by Chairs and Directors of that college from those nominated.
- b) For the General Unit, the Senate Administrator shall call for nominations for a temporary replacement to be chosen by the Executive Committee from those nominated.

1.6.2 When there is a permanent vacancy of a Senator, his/her replacement for the remainder of the term shall be chosen as follows: the appropriate college dean (or Senate Administrator in the case of the General Unit) shall hold a special election as soon as possible after the determination of the vacancy.

a) Examples of how vacancies can be created are:

- 1) resignation or recall from the Senate,
- 2) termination of employment,
- 3) repeated failure to attend Senate meetings as determined by the Executive Committee.
- 4) leave, with or without pay, which covers more than one semester, or
- 5) appointment to a full-time administrative (Management

Personnel Plan) position.

- 6) assumption of the role of Academic Senate Chair
- 7) no candidate files for a vacant seat

- b) Faculty representatives, who accept one semester leaves with or without pay, may resign from the Senate or request the selection of a replacement for one semester, following the procedures listed in 1.6.1 above.
- c) If no candidate files for a vacancy by the deadline, it shall be filled for one year by a person in that constituency selected by the Executive Committee after consultation with the Senators from that constituency. A permanent replacement shall be elected to fill out the remainder of the term as part of the next General Election.
- d) If only one candidate files a nominating petition for a vacancy, the dean (or Senate Administrator for the General Unit election) shall not conduct an election but shall so report to the Executive Committee, and the Executive Committee shall declare the single candidate elected.
- e) If a vacancy occurs during the months of January or February, the seat shall be filled following the procedures listed in 1.6.1 above for temporary vacancies and the Senator shall hold the seat for the remainder of the academic year. A permanent replacement shall be elected to fill out the remainder of the term as part of the General Election.

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**S09-4, Policy Recommendation, First-Year Experience (FYE)
Courses**

Legislative History: Rescinds S04-2

At its meeting of May 11, 2009, the Academic Senate approved the following policy recommendation presented by Senator Von Till for the Curriculum and Research Committee.

Action by University President: Approved by President Jon Whitmore on May 27, 2009.

**Policy Recommendation
First-Year Experience (FYE)**

Resolved: That processes for approving first-year experience (FYE) courses, including Metropolitan University Scholars Experience (MUSE) seminars and all others, be consistent with other curricular processes, within a timeframe to be approved by the Curriculum and Research Committee; and be it further

Resolved: That S04-2 be rescinded; and be it further

Resolved: That the attached guidelines for approving FYE courses be implemented; and be it further

Resolved: That the Undergraduate Studies Committee, in consultation with the Associate Dean of Undergraduate Studies responsible for first-year experience programs, collect data from courses using the new guidelines, and report to the Curriculum and Research Committee annually and recommend any revisions to the guidelines, if necessary, beginning in the 2011-2012 Academic Year.

Approved: April 6, 2009

Vote: 11-0-0

Present: Buzanski, Campbell, Cooper, D'Alarcao, Morelos-Zaragoza, Roldan, Romo, Schultz-Krohn, Stacks, Van Hooft, Von Till

Absent: Nance, Semerjian, Hypes

Financial Impact:

The cost will depend on course models implemented. This policy does not require campus units to offer FYE courses.

Workload:

The initial development of new courses will increase faculty workload. The guidelines also increase workload for members of the Undergraduate Studies Committee. However, the new approval processes for FYE courses will decrease workload on an ongoing basis, compared to the current separate MUSE process.

Rationale:

Institutional data indicates that our retention and graduation rates are lower than average for comparable universities. In particular, we have significantly low success rates for African-American and Latino students. It is important that we offer courses and co-curricular activities for first-year students to make a successful transition to university-level work. FYE programs are linked with higher retention and graduation rates, better academic performance, more student involvement with campus activities, more frequent and meaningful interactions with faculty and other students, and positive student attitudes and perceptions of higher education^[1].

¹ Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research, 2nd edition*. San Francisco: Jossey-Bass.

GUIDELINES FOR FIRST-YEAR EXPERIENCE (FYE) COURSES

PURPOSE

These guidelines define goals, student learning outcomes, and other criteria for First-Year Experience (FYE) courses for new freshmen and establish processes for approval and assessment. They encourage the development and assessment of a variety of models for such courses in addition to the current Metropolitan University Scholars Experience (MUSE) seminar model.

HISTORY AND CONTEXT

The Metropolitan University Scholars Experience (MUSE) new student seminar program was implemented in fall 2002, under Academic Senate policy S01-11, superseded by policy S04-2. It has been an elective course since its inception, most recently reaching 35% of students who entered San José State University (SJSU) in fall 2008. There are other existing and proposed course models intended to help new freshmen make a successful transition to the university.

RATIONALE

The most well-studied and widely adopted academic intervention for first-year students is a course with limited enrollment (usually 20 or fewer), close interaction with faculty and peers, and a focus on the development of transferable academic skills. There is strong and consistent empirical evidence that such courses are positively linked with retention, academic performance, graduation rates, student involvement with campus activities, and student attitudes and perceptions of higher education.

MUSE seminars have demonstrated a significant positive impact on retention rates at SJSU. For the fall 2007 entering cohort, the one-year retention rate for students completing a MUSE course was 6.5% higher than for those who did not take any FYE course (83.8% vs. 77.3%). For the fall 2006 cohort, the 1-year retention rate was 5.3% higher for MUSE students (82.2% vs. 76.9%) and the 2-year retention rate was 4.8% higher (71.4% vs. 66.6%). Enrollment in a MUSE course is associated with higher 1- and 2-year retention rates across remediation status and ethnicity. There is also evidence indicating a positive impact on graduation rates and time to graduation, though the data are limited to cohorts entering SJSU prior to 2005. On average, students who complete a MUSE course have higher GPAs and are more likely to be in good standing in their first four semesters.

The need for the FYE course at SJSU is readily apparent from institutional data that indicate our retention and graduation rates are lower than average for comparable universities. In particular, the success rates of African-American and Latino students are low. To fulfill our commitment to “inclusive excellence,” SJSU must increase its efforts to foster the academic success of new students.

FYE GOALS AND STUDENT LEARNING OUTCOMES

The overall goals of the FYE course are to help students to:

- make a successful academic & personal transition to the university;
- become engaged in the curricular and co-curricular life of the university; and
- clarify their educational, professional, and personal goals.

The FYE course is intended to introduce students to academic and co-curricular opportunities and expectations at SJSU, combining intellectual challenge with support. It is one component of a broader FYE program designed to help students make a successful academic and personal transition to the university. It complements other strategies for success, such as orientation, advising, tutoring, and co-curricular programs.

Building on national experience, including institutions that serve students with backgrounds like those who enter SJSU, many faculty and staff have collaborated to develop the following student learning outcomes (SLOs), which are responsive to our unique context:

By the end of the FYE course, students will be able to:

- 1) discuss the value of higher education to individuals and society;
- 2) locate academic and co-curricular experiences and resources at SJSU that will help them achieve their educational goals;
- 3) identify the skills and attitudes that contribute to academic success as a university-level scholar and assess their own strengths and limitations in those areas; and
- 4) demonstrate an ability to participate actively and respectfully in class discussions and dialogues, recognizing how their own and others' identities influence their interactions and how to bridge differences.

COURSE CRITERIA

To encourage experimentation and innovation, only a few criteria that have strong empirical support are required:

- The course should begin by the first semester. While some models may include activities before the semester begins (e.g. Summer Bridge, extended orientation, and/or an immersion experience) or extend throughout the first college year, research indicates that the first weeks are critical.

-
- Students should meet with a faculty member (not a teaching assistant or peer mentor) in groups no larger than 20 for at least 15 contact hours. Studies have found consistent evidence that faculty-student interaction in small group settings is associated with many indicators of success for first-year students.
 - It should provide an appropriate transition to the university for students from multiple majors (3 or more) in a context that allows practice of academic skills with appropriate academic content. There is evidence from national surveys that FYE courses that focus on a single discipline are less effective than courses which focus on interdisciplinary themes or academic success themes.
 - It should involve learning activities outside the classroom, such as co-curricular programs, supplemental instruction, tutoring, advising, field visits, academic student organizations, and/or service-learning. These experiences increase student engagement and familiarity with campus and community resources. They also help students understand that their education extends beyond formal classroom settings.

SAMPLE COURSE MODELS

Below are some models for FYE courses, but diverse and experimental approaches are encouraged. Some models may be designed for specific student populations (e.g., honors students, former foster youth, students with disabilities, first generation college students).

FYE seminar – This is a seminar (at least 3 units) of not more than 20 students meeting for one semester (usually twice a week for 75 minutes). The current MUSE classes fit this model.

FYE course with large lecture/small sections – This is a course that combines a weekly large lecture and weekly small sections of not more than 20 students. The current Science 2 “Success in Science” classes have one lecture (100 minutes) plus one activity section (100 minutes). Alternate combinations might include a 75-minute lecture plus a 75-minute seminar section or 100 minutes of lecture (one or two times a week) and 50 minutes of a seminar section.

Combination FYE/lower division course with large lecture and an FYE co-requisite section – This is a course that includes both first-time freshmen (FTF) and other lower division students in the large lecture, but has separate small sections required for FTF only. It might involve a lecture (1 to 2 contact hours) plus one seminar or activity section (1 to 2 contact hours) for **all** students. Sections for non-FTF could be larger than 20. Alternately, it might involve 3 contact hours of lecture for all students but a required FYE seminar section linked to the course for FTF only (probably with an additional 1 unit credit).

FYE extended courses – This is a course that extends over two semesters. It could be for 1, 1 ½, or 2 units in the first semester, with the remaining unit(s) in the

second semester. Class size for the first semester would be no more than 20 students, using a seminar format. It could be larger in the second semester, combining several sections. Students would earn an “in progress” grade for the first semester.

FYE learning communities – Learning communities are defined by the Learning Communities National Resource Center as “classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students (www.evergreen.edu/washcenter/lcFAQ.htm#21).” Some learning communities extend beyond the classroom, for example, involving “living/learning communities” in residential halls and/or interest group activities for students which are centered around a common theme, career interest, or major.

INITIAL COURSE DESIGNATION

Proposals to designate new FYE courses shall address:

- how the course will meet the student learning outcomes;
- how those outcomes will be assessed; and
- how the course meets the course criteria.

The Undergraduate Studies Committee will review the proposal. The committee can designate the course or seek clarifications or discuss concerns with the department. If the committee does not recommend designation, the department can request review by the Curriculum and Research Committee.

If the department is also requesting initial GE certification for a new course, the proposal can be submitted to the Board of General Studies while it is also under review for FYE designation. It is possible that a course may be designated for FYE, but not certified for GE, or vice versa.

Special procedures for current MUSE courses for fall 2010: MUSE courses that have been offered in fall 2008 and/or fall 2009 and which have been offered three or more times shall go through regular curriculum approval procedures to become permanent during the 2009-2010 Academic Year (AY), including required approvals by the Board of General Studies (BOGS) and the Undergraduate Studies Committee. Other MUSE courses (experimental courses or sections of “regular” GE courses) which have not yet been offered three times may be approved for fall 2010 by peer review groups according to the procedures described in the next paragraph or may go through regular curriculum approval procedures. All MUSE courses shall go through regular curriculum approval procedures prior to being offered in fall 2011.

Peer review procedures for current MUSE courses for fall 2010: For GE areas in which there are a sufficient number of MUSE sections to support two or more peer review groups (a peer review group consists of two to five instructors in the same GE area to assist in the development of courses) for course development, course proposals shall be exchanged among peer review groups for the initial GE review, with a member of the

MUSE peer group, all courses be sent to the appropriate GEAP for initial review. Final review of changes recommended in the initial review process should be approved by the Coordinator of MUSE and the Associate Dean of Undergraduate Studies responsible for FYE programs.

COURSE ASSESSMENT AND CONTINUING COURSE DESIGNATION

FYE courses shall be assessed according to the plan submitted as part of the designation process. The continuing FYE course designation process will occur at the same time, but separate from, program planning. A summary of the assessment results, lessons learned from the assessment, any changes to the course, and a current greensheet shall be submitted for continuing designation.

PROGRAM ASSESSMENT

The Associate Dean of Undergraduate Studies for FYRST (First Year Resources for Success in Transition) Programs, in consultation with the Office of Institutional Research and the Undergraduate Studies Committee, will have primary responsibility for the development and implementation of a program assessment plan to monitor the overall effectiveness of FYE courses. At a minimum, the assessment plan will cover the impact of the FYE course on student retention, progress toward degree, academic standing, and graduation rates overall and by remediation status and ethnicity. It will also evaluate the comparative effectiveness of various course models.

MODIFICATIONS

Proposed changes to these guidelines shall be reviewed by the Undergraduate Studies Committee, which will forward its recommendations to the Curriculum and Research Committee for a decision.

appropriate General Education Advisory Panel (GEAP) augmenting each peer review group to ensure expertise in GE evaluation. For GE areas in which there is only a single

This policy is intended to address several issues related to FYE courses:

- It will make approval and assessment processes for FYE courses consistent with curriculum processes for other courses. The MUSE course approval process established in S04-2 was different from other curriculum approval processes. The new processes will assure that FYE courses meet the same standards of rigor and academic content as other courses.
- It will provide data to help the Academic Senate make decisions about FYE courses in the future.
- It encourages the development of flexible, effective, and cost-efficient FYE models.
- It charges the Undergraduate Studies Committee with oversight of FYE courses.

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ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S09-7, Policy Recommendation, Grading Symbols, Drop and Withdrawal; Retroactive Drop and Retroactive Withdrawal; Assignment of Grades and Grade Appeals; Change of Grade; and Integrity of the Academic Record

Legislative History: Rescinds S73-14, S73-15, S73-16, S73-28 and Amends S07-6

At its meeting of May 11, 2009, the Academic Senate approved the following policy recommendation presented by Senator Sivertsen for the Instruction and Student Affairs Committee. President Jon Whitmore approved and signed the policy on May 27, 2009.

At its meeting of November 15, 2010, the Academic Senate approved Amendment A to University Policy S09-7A, presented by Senator Gleixner for the Instruction and Student Affairs Committee. President Don Kassing approved and signed Amendment A to S09-7, originally approved as University Policy F10-3, on November 30, 2010. Amendment A is incorporated below.

At its meeting of May 9, 2011, the Academic Senate approved Amendment B to University Policy S09-7B, presented by Senator Heiden for the Curriculum and Research Committee. President Don Kassing approved Amendment B to University Policy S09-7, originally approved as University Policy S11-5, on May 18, 2011. Amendment B is incorporated below.

At its meeting of November 7, 2022, the Academic Senate approved Amendment C to University Policy S09-7 presented by Senator Khan for the Instruction and Student Affairs Committee. On November 28, 2022, Interim President Steve Perez approved and signed Amendment C to University Policy S09-7. Amendment C is incorporated below.

**Policy Recommendation
Grading Symbols, Drop and Withdrawal; Retroactive Drop and Retroactive Withdrawal; Assignment of Grades and Grade Appeals;
Change of Grade; and Integrity of the Academic Record**

Whereas Sections of existing University Policies S73-14, S73-15, S73-16, and S73-28, are inconsistent with or superseded by some provisions of CSU Executive Order 1037 (issued 8 September 2008) as clarified by CSU Coded Memorandum AA-2009-4 (issued 4 February 2009); and

Whereas CSU Executive Order 1037 supersedes CSU Executive Order 792; therefore be it

- Resolved That University Policy S07-6 be amended to replace all references to Executive Order 792 with Executive Order 1037; and be it further
- Resolved That existing University Policies S73-14, S73-15, S73-16, and S73-28 be replaced by this policy; and be it further
- Resolved That those sections of existing University Policies S73-14, S73-15, S73-16, and S73-28 that are not inconsistent with CSU Executive Orders or more recent University Policies shall be incorporated within this policy as follows:
-

I. **Administrative Grading Symbols**

EO-1037 requires that “The administrative grading symbols AU, I, IC, RD, RP, W, and WU along with the definitions, rules, and procedures governing their application shall be utilized as circumstances require on all California State University campuses.”

- A. AU (Audit). The following catalog statement reflects the minimum requirements for enrollment as an auditor. A student may not change from credit to audit later than the census date for the term for which the student is enrolled in the course for which such grades are to be awarded. The following statement shall appear in the campus catalog:

An auditor must be officially enrolled in the course. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the last day to add classes in that term.

- B. I (Incomplete Authorized). The “I” symbol shall be used only when the faculty member concludes that a clearly identifiable portion of course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project type courses. In such cases, use of the “RP” symbol is required. The conditions for removal of the Incomplete shall be specified in writing by the instructor and given to the student with a copy placed on file with the Registrar until the Incomplete is removed or the time limit for removal has passed. Clearing an incomplete grade does not permit retaking previously completed portions of the course, nor does it permit assignment of additional graded work (e.g., extra credit) that was not available to other students in the class.

A student may not re-enroll in a course for which they have received an “I” until that “I” has been converted to a grade other than “I”; e.g., A-F, IC, or NC.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health or personal problems. A faculty member may submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

The following statement shall appear in the campus catalog:

The symbol "I" (Incomplete Authorized) indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. The student cannot reenroll in the course. It is the responsibility of the student to bring pertinent information to the attention of the instructor (regarding the unforeseen reason(s) for requesting an Incomplete) and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated. Clearing an incomplete grade does not permit retaking previously completed portions of the course, nor does it permit assignment of additional graded work (e.g., extra credit) that was not available to other students in the class.

An "I" must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, or an "NC" for non-traditionally graded courses, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record after the calendar year deadline.

- C. IC (Incomplete Charged). The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.
- D. RD (Report Delayed). The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor(s) of record and the department chair within two weeks of the assignment of RD grades. If the instructor is

unable or unwilling to submit a final grade, the department chair may intervene to determine and submit a grade. The chair should act within one year.

- E. RP (Report in Progress). The “RP” symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The “RP” symbol shall be replaced with the appropriate final grade within one year of its assignment except for master’s thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

The following statement shall appear in the campus catalog:

The “RP” symbol is used in connection with courses that typically extend beyond one academic term. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree projects and theses (supervised courses, e.g., 298 & 299 courses), which have a two-year time limit. Failure to complete the assigned work for an “RP” grade will result in an automatic grade change to an “NC” grade unless a request for an extension has been made and approved.

A final grade will be assigned to all segments of the course on the basis of overall quality. Any extension of this time period must receive prior authorization by the instructor and department chair or school director.

- F. W (Withdrawal). Withdrawal from a course (or courses) may be permitted, without restriction or penalty, through the drop deadline for the term. No symbol will be recorded in such instances.

In connection with all other approved withdrawals, the “W” symbol shall be used on the official transcript. As described below, the grading symbols “W” (withdrawals granted only during the first 80% of the term for serious and compelling reasons) and “WB” (withdrawals granted anytime during the term, or retroactively after the term, for serious and compelling reasons due to circumstances clearly beyond the student’s control) shall appear on the unofficial transcript. “W” and “WB” grades will revert to “W” grades on the official transcript. On the unofficial transcript they will permit the tabulation of accumulated units in each grading category and will therefore assist students and advisors in understanding when the limits on the total number of withdrawals is being approached.

1. Limits on the use of W Withdrawals: Undergraduate students may withdraw (W) from no more than 18 units. Postbaccalaureate students may withdraw (W) from no more than 12 units. Graduate students may withdraw (W) from no more than 9 units.
2. These limits apply only to units attempted at SJSU.
3. Withdrawals (W) after the drop deadline and prior to the last twenty percent of instruction may be assigned only for serious and compelling reasons. Permission to withdraw during this time shall be granted by a campus

- administrator designated by the President. This permission shall be informed by the recommendations (to approve or deny) of the instructor and the department chair, or by the appropriate dean or designee in cases where it is difficult, impossible, or a breach of required confidentiality to obtain recommendations of both the instructor and the chair. Instructors, chairs, and deans shall be provided the opportunity to include optional comments along with their recommendations to approve or deny the request for withdrawal. All requests to withdraw under these circumstances and all approvals shall be documented. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.
4. Withdrawals (WB) shall not be permitted during the final twenty percent of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practicable. Withdrawals of this sort may involve total withdrawal from the campus or may involve only one course, except that course grade and credit or an Incomplete may be assigned for courses in which sufficient work has been completed to permit an evaluation to be made. Requests for permission to withdraw under these circumstances shall be handled and filed as indicated in the preceding paragraph. Such withdrawals will not count against maximums provided for in F.1.
 5. A "W" shall not be used in calculating grade point average or progress points. The same is true for "W" and "WB" grades.

The following statement shall appear in the campus catalog:

The symbol "W" on the official transcript (or "W" or "WB" on the unofficial transcript) indicates that the student was permitted to withdraw from the course after the drop deadline for the term with the approval of the appropriate campus administrator. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

In addition to this statement, the campus catalog shall include a description of the procedures to be followed in withdrawing from a class or from the campus.

6. Open University students are subject to the same criteria and limits as regularly enrolled students.
- G. WU (Withdrawal Unauthorized). The symbol "WU" shall be used where a student, who is enrolled on the census date, does not officially withdraw from a course but fails to complete it. Its most common use is in those instances where a student has not completed sufficient course assignments or participated in sufficient course activity to make it possible, in the opinion of the instructor, to report satisfactory or unsatisfactory completion of the class by use of the letter grade (A-F). The instructor shall report the last known date of attendance by the student. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing the grade point average. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead.

The following statement shall appear in the campus catalog:

The symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

II. Retroactive Drop and Retroactive Withdrawal

The approval (leading to a grade of "WB") or denial of Retroactive Drop and Retroactive Withdrawal petitions shall reside with the Associate Vice Presidents for Undergraduate Studies or Graduate Studies and Research as appropriate. The standards that shall apply will be the same as those required for a grade of "WB" during the term. Additionally, the student must have an extenuating circumstance explaining why the ordinary late drop petition or late withdraw petition could not have been filed during the term.

III. Assignment of Grades (Sections A, B, C, D.1) and Grade Appeals (Sections D.2, E, F)

The following principles support the minimum standards governing the assignment of grades and provisions for appeals (per EO 1037):

- A. The instructor(s) of record for each class section has the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades in that section.
- B. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise.
- C. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor(s) of record is to be considered final.
- D.
 1. Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor(s) of record (per Section IV).
 2. If the matter cannot be resolved informally, the student may pursue a grade appeal and present their case to the Student Fairness Committee (according to University Policy S14-3, Student Fairness Dispute Resolution), have it reviewed and, where justified, receive a grade correction, potentially overruling the instructor(s) of record.
- E. If the instructor(s) of record does not assign a grade, or if they do not change an assigned grade when the necessity to do so has been established by appropriate campus procedures, it is the responsibility of other qualified faculty as determined by the appropriate campus entity. "Qualified faculty" means one or more persons with academic training comparable to the instructor(s) of record who are presently on the faculty at that campus.
- F. SJSU shall maintain and implement existing policy and procedures covering the assignment of grades and grade appeals that include the following provisions:
 1. The time and manner of reporting course grades including provisions for assuring that such grades have been assigned by the instructor(s) of record.

2. Circumstances under which the instructor(s) of record may change a grade once assigned, and procedures for making such changes.
3. A means for preliminary review of potential appeals that may resolve differences before initiation of formal proceedings.
4. Grounds for which a grade appeal is permitted.
5. One or more committees for hearing grade appeals that shall provide safeguards to assure due process for both student and instructor. Such committees shall include student membership. Student members shall not participate in assignment of grades.
6. Procedures whereby grades are assigned by other qualified faculty in circumstances where the instructor(s) of record does not do so, including those instances where a grade change is recommended by a grade appeals committee and the instructor(s) of record does not carry out that recommendation.
7. Specification of time limits for completion of various steps in the appeal process and of the time period during which an appeal may be brought.
8. Description of the extent of the authority of appeal committee(s), including provisions that clearly limit grade changes to instances where there is a finding that the grade was improperly assigned.
9. Limitation of committee authority to actions that are consistent with other campus and system policy.
10. A statement that there is a presumption that grades assigned are correct. Thus, the burden of proof rests with the individual who is appealing.
11. Procedures for dealing with allegations of improper procedure.
12. Assignment of authority to revise policies and procedures for grade appeals to the campus faculty senate. The campus president is responsible for ensuring that such revisions conform to the principles and provisions of this executive order.
13. Provision for annual reporting to the President and Academic Senate on the number and disposition of cases heard.

IV. Change of Grade (Not Resulting from a Grade Appeal as specified in Section III)

- A. The basic principle underlying changes of grade is that all students be treated fairly and be given equal opportunities to demonstrate their academic learning and earn course grades representing that learning. Application of this criterion precludes the assignment of extra credit unless such assignments were made known and available to all students in the class. It further precludes rejudgment, afterthought, or reconsideration of an individual's graded work unless such opportunity for change of grade is made equally available to all students in the class.
- B. Unless a rejudgment, afterthought, or reconsideration is applied fairly and equally for all students in a class, a change of grade request may be submitted only when there is an error in grading an assignment or course component, or in the case of a clerical, computational, transcriptional, or other administrative error. The specific nature of the error shall be recorded on the form requesting the change of grade. Once approved, the original grade will be removed from the transcript and the new (changed) grade will replace it.

- C. A change of grade request must be submitted by the department office directly to the Office of the Registrar in a timely fashion. Normally, such requests must be received by the drop deadline of the following Spring or Fall semester and will require the signatures of the instructor and the department chair. Further extension of this deadline will be considered only when there is documentation of the student's attempt(s) to contact both the instructor and the department chair, and the late submission of the change of grade form is clearly beyond the student's control.
- D. A change of grade request received after the drop deadline of the following Spring or Fall semester and within one calendar year after the posting of the grade requires the signature of the appropriate college Associate Dean in addition to those of the instructor and the department chair.
- E. A change of grade request received more than one year after the posting of the grade will require, additionally, the approval of the Associate Dean for Undergraduate Studies or Graduate Studies and Research, as appropriate.
- F. If a request for a change of grade is approved by the instructor but denied at a subsequent level of review, a written explanation for the denial shall be provided to the student, the faculty member, and the department chair.

V. **Integrity of the Academic Record**

- A. All grades reported at the end of each semester are final, unless changes have been made according to the provisions given above, or those of University Policy F08-2. Students are responsible for reviewing their grades for accuracy before the beginning of the subsequent term. They are also responsible for verifying their transcripts for changes, e.g., from grade forgiveness, withdrawals, clearance of Incomplete grades, or clearance of Report Delayed (RD) grades.
- B. A student who believes they have received a grade in error should contact the instructor to verify and, if appropriate, correct the grade. If an instructor is unavailable or absent during the subsequent semester, the student should promptly consult with the department chair about the grade in question. If the department chair is unable to contact the instructor, they shall notify the Associate Dean of the College in writing, requesting that an extension of the grade correction deadline be granted. The Associate Dean will then contact the Office of the Registrar if the request for an extension is deemed valid.
- C. After a degree has been posted, no further adjustments can be made on the record except under extraordinary circumstances as determined by Graduate or Undergraduate Studies.

VI. **Terminology in this Policy**

- A. In this policy, all references to department chairs are understood to mean school director when that is the appropriate academic unit.
- B. The CSU may eventually define new grading symbols for the two types of "W" grades described above. The grading symbols WA and WB used in this policy are intended for use at SJSU, but also serve as placeholders and shall be replaced by the appropriate CSU grading symbols if/when such new grading symbols are specified.
- C. "Grade Appeal" refers to the official petition process with the Student Fairness Committee (Section III.D.2).

Approved: April 13, 2009 with revisions approved May 4, 2009
Present: Branz, Brown, Cavu-Litman, Fee, Gleixner, Han, Langdon, Lee, Levy, Linder,
Sivertsen (chair), Stiglitz, Sofish, Whitney
Absent: Campsey, Castillo, Hilliard, Kelley, Palumbo
Vote: 14-0-0
Financial Impact: Uncertain, but no long-term impact is anticipated
Workload Impact: Short-term impacts primarily on staff (training and implementation); long-term
impact on workload should not be significant.

**SAN JOSE STATE UNIVERSITY
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S10-1, Policy Recommendation, Merger of Affirmative Action and Faculty Diversity Committees

Amended by University Policy S19-2 (Amendment A to S10-1)

Legislative History: Rescinds S89-15

At its meeting of March 15, 2010, the Academic Senate approved the following policy recommendation presented by Senator Backer for the Professional Standards Committee.

On September 11, 2019, President Mary A. Papazian approved University Policy S19-2. S19-2 is Amendment A to University Policy S10-1 which updated the charge of the Faculty Diversity Committee and is incorporated below.

Action by University President: Approved by President Jon Whitmore

Date: April 5, 2010

**Policy Recommendation
Merger of Affirmative Action and Faculty Diversity Committees**

Resolved: that the attached policy be implemented; and be it further

Resolved: that S89-15 be rescinded; and be it further

Resolved: that the charge of the Faculty Diversity Committee be as follows:

The Faculty Diversity Committee promotes diversity through appropriate recruitment and retention strategies. It also conducts periodic forums and other activities directed at increased recruitment and retention of diverse faculty. It reviews effectiveness of such activities and may recommend appropriate strategies and policies.

Approved: 8-0-0

Present: Pat Backer (chair), Joan Merdinger, Herb Silber, Wendy Ng, William Jiang, Kell Fujimoto, Michael Kimbarow, Byron Pulu

Absent: Buddy Butler, Mark Correia

FINANCIAL IMPACT:

This policy does not have any direct financial impact.

WORKLOAD:

This policy reduces the workload.

RATIONALE:

The Academic Senate amended S89-15 (*Non-Discrimination, Equal Employment Opportunity, and Affirmative Action for Faculty*) in May 2001 with S01-13 (SJSU's *Policy on Commitment to a Campus Climate that Values Diversity and Equal Opportunity*). Also, in April 2005, the Academic Senate created the Faculty Diversity Committee through SM-S05-6 (*Creating a Faculty Diversity Committee*). At that time, the faculty on the Affirmative Action Committee became members of the Faculty Diversity Committee but both committees existed separately under the Academic Senate's organizational structure.

The Affirmative Action and the Faculty Diversity Committees recommended that S89-15 be rescinded and the two committees be merged. The new merged committee will be called the Faculty Diversity Committee.

**SAN JOSE STATE UNIVERSITY
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S10-3, Policy Recommendation, Inappropriate Sexual Behavior Policy

Legislative History:

At its meeting of March 15, 2010, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Instruction and Student Affairs Committee.

Action by University President: Approved by President Jon Whitmore

Date: April 5, 2010

**Policy Recommendation
Inappropriate Sexual Behavior Policy**

- Whereas San José State University is committed to supporting a healthy sexual and social climate, and
- Whereas San José State University is committed to creating an environment safe from sexual violence and any inappropriate sexual behavior as defined by federal and state law, and
- Whereas San José State University will not tolerate any form of illegal sexual behavior or sexual violence, and
- Whereas San José State University recognizes that all illegal sexual behavior and sexual violence are serious issues; and
- Whereas There is no current campus policy for inappropriate sexual behavior; therefore be it
- Resolved that the following policy be adopted.

San José State University strongly encourages all students, staff, faculty, and administrators to report to the University Police Department any incident(s) of sexual violence or inappropriate sexual behavior perpetrated against themselves. All reported instances of sexual violence and inappropriate sexual behavior will be investigated by the University Police Department and could result in possible criminal, civil, and/or campus disciplinary action.

San José State University is committed to educating our students about creating a healthy sexual and social climate in accordance with State of California's ACR 46 (1987), AB 3098 (1990), AB 1088 (2005) and to provide opportunities to educate faculty and staff.

San José State University will vigorously prosecute and discipline persons identified as responsible for acts of illegal sexual behavior or sexual violence as described by federal and California state law. Violations to the California Code of Regulations, Title 5, Section 41301 by a student or a recognized student organization will be investigated for possible campus disciplinary and/or legal action. Student discipline procedures governing alleged sexual misconduct will be conducted in accordance with California State University Chancellor's Office Executive Order 1043 (August 3, 2009).

Survivors will be encouraged to seek out appropriate support services, such as Counseling Services or Employee Assistance Program. Student survivors will be informed of their rights in the National Campus Sexual Assault Victim's Bill of Rights enacted as part of the 1992 Amendments of the Higher Education Acts of 1965 (Public Law: 102-325, section 486 c, 1992).

Approved: March 1, 2010

Vote: 14-0-0

Present: Eric Armendariz, Megan Baker, Stephen Branz (non-voting), Karin Brown, B.J. Campsey, Victor Culatta, Stacy Gleixner, Mo Han, Rich Kelley, Elizabeth McGee, Lizzie Orr, Wiggsy Siversten, Marian Sofish, Kevin Starks, Eloise Stiglitz

Absent: Caroline Fee, Terry Pollack

Financial Impact: Minimal financial increase due to increased reporting and investigation

Workload Impact: Minimal staff and administrator workload increase due to increased reporting and investigation

Rationale: This policy is implemented in accordance with laws addressing sexual violence on college campuses: The State of California's ACR 46 (1987), AB 3098 (1990), AB 1088 (2005); and the National Campus Sexual Assault Victim's Bill of Rights enacted as part of the 1992 Amendments of the Higher Education Acts of 1965 (Public Law: 102-325, section 486 c, 1992).

**SAN JOSE STATE UNIVERSITY
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S10-4, Policy Recommendation, Guiding Principles for Enrollment Management

Legislative History:

At its meeting of April 19, 2010, the Academic Senate approved the following policy recommendation presented by Senator McClory for the Executive Committee.

Action by University President: Approved by President Jon Whitmore

Date: April 28, 2010

**Policy Recommendation
Guiding Principles for Enrollment Management**

WHEREAS: SJSU is committed to providing high quality education to students.

WHEREAS: Universities must have plans to manage resources to enable them to serve students and meet their mission.

WHEREAS: The CSU requires each campus to "develop and adopt a strategic, long-range enrollment management plan that addresses student outreach, recruitment, admission, retention, graduation, and qualitative measures of student success" (*The California State University Enrollment Policy and Practices* (9/19/02))

WHEREAS: The goal of CSU enrollment management policies "is to preserve CSU's mission to provide access to all first-time freshman and upper-division transfer students who meet CSU's admission eligibility requirements within the constraints of campus capacity and budgeted resources" (*The California State University Enrollment Policy and Practices* (9/19/02)).

WHEREAS: President Whitmore formed an Enrollment Advisory Committee to assist the campus with the creation of enrollment management principles, goals and plans, with such committee consisting of individuals from Student Affairs and Academic Affairs selected with guidance from the Senate Executive Committee.

WHEREAS: The President's Enrollment Advisory Committee developed a set of guiding principles for enrollment management at SJSU and presented it to the Senate Executive Committee for appropriate action such that the principles can be known and followed throughout the campus.

WHEREAS: Faculty in the CSU and SJSU have a significant role in determining and supporting principles of enrollment management.

RESOLVED: That the Academic Senate adopts the attached document: "Principles for Enrollment Management at SJSU."

RESOLVED: That the attached set of principles be posted to the Senate webpage and made available to the campus community through the President's Office.

Approved: March 8, 2010

Present: Kaufman, Najjar, Phillips, Heiden, McClory, Von Till, Meldal, Gleixner, Lee, Baker, Lessow-Hurley, Selter

Absent: Backer, Roldan, Whitmore

Vote: 4-0-8

Financial Impact: None

Workload Impact: None

Rationale: The work of the President's Enrollment Advisory Committee is relevant to all campus programs and activities. To guide all activities including establishing goals for enrollment management, the committee developed a set of principles to guide enrollment management at SJSU. To enable effective enrollment management practices at SJSU in line with its mission and that of the CSU, the guiding principles should be widely known across campus and have the endorsement of the Academic Senate.

Guiding Principles for Enrollment Management at SJSU

March 2, 2010

Introduction

The purpose of enrollment management planning and implementation at San José State University (SJSU) is to preserve SJSU's mission to provide access to students who meet CSU's admission eligibility requirements and to retain students and graduate them in a timely manner within the constraints of campus capacity and budgeted resources.

Enrollment management at SJSU involves a process that the institution uses to control efficiently the size and characteristics of the student body. Enrollment management is an institution-wide, systematic, comprehensive, research-driven activity shaped through strategic planning that encompasses the following parameters:

SJSU being a university of choice; providing appropriate programs and processes for recruitment, transition to college, and progress to degree; and graduating students who are prepared for lifelong learning.

The SJSU Strategic Enrollment Plan analyzes current and past practices in a variety of areas affecting enrollment management. It is viewed as a living document, requiring an annual review and update to reflect the current environment (e.g., demographic, economic, fiscal and political). The plan is developed in consultation with the President's Enrollment Advisory Committee. It is shared broadly for additional feedback with the campus community, the Board of Directors of Associated Students, the Tower Foundation Board, the members of the Silicon Valley Higher Education Roundtable, and the Superintendents of Schools in Santa Clara County. To the extent that policy issues are identified, these are referred to the campus governance process for review, consultation and recommendation.

SJSU reaffirms the principles pertaining to access adopted by the Trustees in March 2000 and later clarified in September 2002: 1) upper-division California Community College transfers who are California residents have the highest priority for admission, 2) all CSU-eligible freshmen who are California residents are accommodated somewhere in the system, 3) all CSU-eligible students who are California residents are guaranteed admission to at least one local CSU campus, and 4) campuses must maintain a balanced program and achieve diversity as admissions priorities are implemented.

Principles

The intent of the following guiding principles is to ensure and enable thoughtful decision-making on all enrollment management decisions.

1. SJSU is committed to The California State University Enrollment Management Policy and Practices (rev. 9/19/02).

Rationale: To preserve CSU's mission, it is the intent of the CSU that campus EM plans comply with and follow the CSU Enrollment Policy and Practice. The CSU plan should be used as the outlines that address equal education opportunities, enrollment priorities, retention, graduation, qualitative measures of student success, and other enrollment management initiatives.

2. SJSU is committed to both access and quality as both are central to its mission as a comprehensive regional university.

Rationale: To align with the goals of CSU enrollment management policies and the Master Plan for Higher Education, SJSU will provide access to all qualified students within the constraints of campus capacity and resources. California residents with the capacity and motivation to benefit from postsecondary education should have the opportunity to enroll in a public four-year institution.

3. SJSU's use of alternative revenue sources for enrollment must comport with our campus culture and be consistent with the principles articulated in this document.

Rationale: Enrollment management plans at SJSU should accommodate student demand within the constraints of campus capacity and resources.

4. SJSU's mission, values and history affirm that a quality learning environment is one rich in diversity of thought, culture, ethnicity, religious expression, sexual orientation and gender expression, citizenship/country of origin, Veteran's status, among others, in line with SJSU's commitment to a campus climate that values diversity and equal opportunity (University Policy S01-13).

Rationale: Enrollment management plans should be made with the recognition of the important role of diversity and equal opportunity in assuring a quality learning environment.

5. SJSU recruits, admits and enrolls undergraduate and graduate students who meet the eligibility requirements determined by CSU and campus budget and enrollment parameters.

Rationale: It is recognized that financial and other resource limitations may necessitate modifications in eligibility requirements for specific programs or majors at SJSU that exceed the minimal CSU qualification standards for enrollment.

6. SJSU recognizes the unique needs of Silicon Valley's global community for high quality graduate education.

Rationale: The Silicon Valley global workforce is one with a high need for graduate education. Thus, graduate programs at SJSU are likely to be larger than at sister campuses. Enrollment management decisions must consider the importance of graduate education of the community we serve and the need for SJSU to maintain high quality programs.

7. SJSU is committed to creating conditions that maximize a student's ability to reach his or her educational goals, and to have meaningful academic experiences leading to graduation in a timely manner.

Rationale: In accordance with The California State University Enrollment Management Policy and Practices (rev. 9/19/02), SJSU is committed to providing students with timely review of transcripts, access to effective advising at the university and program level, a schedule of classes that will allow timely progress towards degree, as well as student services and appropriate co-curricular activities.

8. SJSU's recruitment and marketing are guided by and responsive to academic planning as well as the changing needs of prospective students.

Rationale: SJSU is the primary provider of employees for the Silicon Valley job market. As such, SJSU is committed to both ongoing modification of curricula to reflect demand and effective program planning as outlined in university policy.

9. SJSU is committed to participation in regional consortia and other agreements whenever feasible to meet campus and system enrollment goals.

Rationale: As an institution, we recognize that SJSU does not exist in isolation, but within an education continuum in the region and the state. Consequently, SJSU must work with regional partners such as (but not limited to) high schools, community colleges, and sister CSU campuses to develop and maintain practices that facilitate consistent enrollment management for the University and for the CSU system.

10. SJSU is committed to a physical infrastructure that supports enrollment management needs.

Rationale: Enrollment management plans must incorporate the assumption that programs and activities have varying needs for infrastructure (such as science labs and computers). Maintenance and changes to the physical infrastructure must be consistent with enrollment management requirements.

11. SJSU is committed to the required use of a decision-making structure that includes all units involved in enrollment management decisions and that supports shared governance and intra-campus collaboration.

Rationale: Enrollment management must be supported by a management structure that enables effective decision-making. Employees need to know with whom they should consult on any matter that affects any aspect of enrollment management and be required to utilize that infrastructure. New decision-making structures should not be created unless the President or Senate Executive Committee determines that it is warranted.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S10-5, Policy Recommendation, Creation of a University
Sustainability Board**

Legislative History:

At its meeting of May 3, 2010, the Academic Senate approved the following policy recommendation presented by Senator Heiden for the Organization and Government Committee.

On September 11, 2019, President Papazian approved and signed University Policy S19-2. S19-2 is Amendment A to University Policy S10-5. Amendment A updated the charge and membership of the Sustainability Board.

On September 27, 2019, President Papazian approved and signed Amendment B to University Policy S10-5. Amendment B superseded the changes to the charge and membership of the Sustainability Board from Amendment A and is incorporated into the policy below.

**Approved and signed by
President Jon Whitmore on May 12, 2010**

**University Policy
Creation of a University Sustainability Board**

Resolved: that the attached policy be implemented

Approved: 9-0-0 (April 13, 2010)

Present: Timothy Hendrick, William Nance, Andrew Fleck, Patrick Hamill, Lynda Heiden (chair), Winncy Du, Ted Norton, Lucila Ortiz, Richard Burkhard, Ellen Lin, Arlando Smith

Absent: Andrew Fleck

Financial Impact:

This policy does not have any direct financial impact.

Workload:

This policy will increase workload of Board members.

Rationale:

As evidenced by the 2009 President's Fall Address and his signing of the Talloires Declaration in August 2009, sustainability is one of the top four focus areas for the University, alongside diversity, information technology, and student retention and graduation. However, no permanent strategic

University-wide structure currently exists for integrating sustainability into curriculum, research, facilities development and operations, procurement, and relations with the external community. While individual units address sustainability, overall management of sustainability on campus is not organized or well publicized at the University level.

University Sustainability Board

Charge

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

Membership

Director, Sustainability [EXO]

Executive Director, Student Union [EXO]

AVP of FDO or designee [EXO]

Spartan Eats representative designated by VP Admin-finance [EXO]

1 College Dean [EXO]

1 Representative from Martin Luther King, Jr. Library designated by Dean [EXO]

1 Representative, Transportation Solutions designated by AS Executive Director [EXO]

5 faculty-at-large

1 member of staff

A.S. Director of Sustainability [EXO]

1 student

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

Faculty. Five at-large faculty members of the Board shall be recommended by the Academic Senate Executive Committee and appointed by the Academic Senate. Faculty members serve a 3-year term which is renewable for one additional 3-year term. When filling initial appointments, the Chair of the Committee on Committees will stagger the terms of non ex-officio seats.

Deans: One college dean will be selected by the council of deans. Deans will serve two-year terms.

Students: One student (preferably with interest and experience with sustainability issues) appointed by Associated Students. Students will serve one-year terms and can be re-appointed.

Staff: One member of the staff appointed by the President in consultation with the Executive Committee. Staff members will serve for three year terms.

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

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

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

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

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S11-2, Policy Recommendation, Extension of Prime Time Scheduling Period

Legislative History: Amends F98-4

At its meeting of February 14, 2011, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Instruction and Student Affairs Committee.

**Action by University President: Approved and signed by
President Don Kassing on
February 28, 2011**

**Policy Recommendation
Extension of Prime Time Scheduling Period**

- Whereas, F98-4: Class Scheduling reflects an outdated mode of instruction centered around MWF and TR classes. This policy is currently being revised to reflect the current class scheduling trends. However, careful revision of this policy will take time, and the scheduling for the Fall 2011 semester begins at the end of February, 2011; and
- Whereas, There is significant difficulty in scheduling classes for the 1330 time slot as it is one of the two most popular time slots; and
- Whereas, F98-4 allows classes that meet for 150 minutes, once a week to have scheduling priority starting at 1330; and
- Whereas, The scheduling of a class in a room one day a week makes it challenging to utilize the room during the other day of that time block; and
- Whereas, The Fall 2010 schedule only had 15-19 classes per day that met 1 day a week at 1330;

- Whereas, Classes that meet one day a week may still be scheduled in non-University controlled rooms or in University rooms after the priority scheduling round, therefore be it
- Resolved, That Scheduling will continue their practice of also giving priority scheduling to Colleges or departments that group their one day classes in blocks (e.g. organized into pairs on Monday and Wednesday at the same time slot); and be it further
- Resolved, That F98-4 be amended such that priority scheduling for classes that meet for 150 minutes, once a week begin at 1455; and be it further
- Resolved, That F98-4 be amended to define the “Prime Time” scheduling period from 0730-1455 rather than 0730-1330; and be it further
- Resolved, This policy will be replaced by the revision of F98-4 or will be revisited no later than Fall 2012 by the Instruction and Student Affairs Committee.

Approved: February 7, 2011
Vote: 13-0-0
Present: Steve Branz (non-voting), Bill Campsey, Victor Culatta, Caroline Fee, Stefan Frazier, Stacy Gleixner (chair), Rich Kelley, Elizabeth McGee, Deanna Peck, Arlando Smith, Marian Sofish, Kevin Starks, Terri Thames, Sheryl Walters
Absent: Mo Han, Christina Solorzano, Tomasz Kolodziejak
Financial Impact: Will provide better utilization of University classrooms allowing ultimately more classes to be offered and more fees collected
Workload Impact: Will reduce workload for scheduling office somewhat by making scheduling slightly easier

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S12-1, Policy Recommendation, Faculty Office Hours

Legislative History: Rescinds S68-6

At its meeting of March 12, 2012, the Academic Senate approved the following policy recommendation presented by Senator Ng for the Professional Standards Committee.

On December 9, 2024, the Academic Senate approved Amendment A to University Policy S12-1, Faculty Office Hours. President Teniente-Matson signed Amendment A to University Policy S12-1 on December 18, 2024.

Action by University President:

Approved by President Qayoumi on 3-21-12

**Policy Recommendation
Faculty Office Hours**

Replaces: S68-6

Resolved: That the attached policy be implemented; and be it further

Resolved: That S68-6 be rescinded.

Approved: February 27, 2012

Vote: 7-1-0

Present: Karin Brown, Marc d'Alarcao, Paul Kauppila, Joan Merdinger,
Wendy Ng (chair), Noni Reis, Carol Reade, Tamar Semerjian

Absent: Katherine Minks

FINANCIAL IMPACT:

This policy does not have any direct financial impact.

WORKLOAD:

This policy adjusts the minimum number of scheduled office hours required, to account for the fact that faculty do a considerable amount of advising and consultation through email and other electronic media. The policy requires that full-time faculty members teaching a normal load schedule a minimum of 2 office hours per week, but allows departments to develop departmental guidelines for office hours that differ from this policy, to best meet the needs of their faculty and students.

RATIONALE:

The current Faculty Office Hours Policy S68-6 has been in effect for more than forty years. In the past, contact between students and instructors was limited to in-class time, physical office hours, and phone calls. Today's teaching and learning dynamics have changed dramatically for both students and faculty, with a much greater reliance on electronically mediated methods for communication. Faculty may now spend many hours in "unofficial" office hour time (including evenings and weekends) responding to students' instructional needs. These consultations are frequently held outside of the physical "official" office hours, but nonetheless constitute instructional and advising time.

The goal in updating this policy is to provide greater flexibility to both students and faculty. Modes of student-faculty communication have expanded to include various forms of electronic communication including email, chat, and videoconference. Such technology is effective and expedient in responding to student needs. The Faculty Office Hours Policy is being made more flexible to allow faculty to communicate with students using the entire range of types of communication rather than being overly reliant on scheduled, in-person office hours.

San Jose State University

Faculty Office Hours Policy

I. Office Hours for Instructional Assignments

- a. Faculty members are expected to be available to their students for instruction-related support. To achieve this availability faculty members are expected to schedule instructional office hours during which they will be available to their students for consultation.
- b. Faculty members who are teaching a full load are expected to hold a minimum of two (2) regularly scheduled office hours per week. The mode in which scheduled office hours are held should provide maximum opportunity for students to engage with the faculty member. For example, faculty teaching online courses may hold all scheduled office hours online, while faculty teaching in person may hold all scheduled office hours split between online and in person.
- c. In addition to regularly scheduled office hours, faculty are expected to meet with students by appointment (in-person or online) at mutually convenient times and within reason. This time is not only restricted to one on one meetings, but can include group forums as well as other modes of interaction and messaging in which student questions are addressed as is reasonable to address trends and student/faculty availability.
- d. For faculty members who are teaching less than a full load, the minimum number of scheduled office hours may be prorated, but the number of scheduled hours will not be less than one hour per week unless the faculty member is not teaching.
- e. Individual departments may develop guidelines on scheduled instructional office hours that differ from this policy. Departmental guidelines should be developed collaboratively and must be approved by a faculty vote in compliance with S17-6: Departmental Voting Rights. The guidelines must include a rationale explaining the reason for divergence from the University policy and must be approved by the appropriate dean.

II. Office Hours for Non-Instructional Assignments

- a. Faculty may be required to have office hours for non-instructional assignments, such as advising, research-related, or service activities. The time(s), mode(s), and number of these office hours may be dictated by departmental, college, or university guidelines or an expectation of faculty assigned time. The details (times/modes/numbers) of these non-instructional office hours should be made available to students as widely as possible.
- b. If the office hours are based on departmental guidelines, they must be developed collaboratively and must be approved by a faculty vote in compliance with S17-6: Departmental Voting Rights. The approved guidelines must include a rationale explaining the reason for the policy and must be approved by the appropriate dean.

III. Professional Expectations

It is important that established office hours be kept and responses to student communications be timely. Faculty members are responsible for these obligations as a part of their academic assignments. Faculty may make changes to scheduled office hours as long as they give maximum possible notice to students, depending on the reason for the change, and reschedule office hours in a timely manner. It is should be noted that faculty do a considerable amount of advising and consultation through email and other electronic and analog media.

IV. Revision of the University Faculty Office Hours Policy

It is in the best interests of students and faculty that the policy be reviewed to make sure that it is effective and workable, particularly in the context of changing educational technologies. Review of this policy should take place no less than every five years by an appropriate Academic Senate committee.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S12-2, Policy Recommendation, Faculty Personnel Records:
Confidentiality; Access**

Rescinds and Replaces S73-19

Legislative History:

At its meeting of March 12, 2012, the Academic Senate approved the following policy recommendation presented by Senator Ng for the Professional Standards Committee. On March 21, 2012, President Mohammad Qayoumi approved and signed University Policy S12-2.

At its meeting of November 18, 2019, the Academic Senate approved the following policy amendment presented by Senator Peter for the Professional Standards Committee. Amendment A to University Policy S12-2 amends University Policy S12-2 to rescind rather than amend University Policy S73-19. On May 4, 2020, President Mary A. Papazian approved and signed Amendment A to University Policy S12-2. Amendment A is included below.

**Policy Recommendation
Faculty Personnel Records: Confidentiality; Access**

Replaces: Rescinds and replaces S73-19

Resolved: That the attached amendments to the policy be implemented.

Approved: March 6, 2012

Vote: 7-0-0

Present: Karin Brown, Marc d'Alarcao, Paul Kauppila, Joan Merdinger
Wendy Ng (chair), Noni Reis, Tamar Semerjian

Absent: Katherine Minks

FINANCIAL IMPACT:

This policy does not have any financial impact.

WORKLOAD: This policy does not have any workload implications.

HISTORY:

The proposed policy amendments were generated in response to a preliminary finding from an Academic Personnel Audit that was conducted at San José State University by auditors from the CSU Office of the Chancellor. In reviewing S73-19, other inconsistencies were found. The additional amendments to the policy are needed to align the policy with the CFA/CSU Collective Bargaining Agreement and Academic Senate policy S98-8.

In addition, the original policy S73-19 uses the masculine pronoun for all references to faculty. To make the policy more inclusive, the multiple uses of “his” and “he” throughout the document have been changed to “his/her” and “s/he.”

FACULTY PERSONNEL RECORDS: Confidentiality and Access

Rescinds and Replaces S73-19

- a. An official personnel file for each faculty member is maintained in the Office of Faculty Affairs. The Associate Vice President of Faculty Affairs is the official custodian for the academic personnel record retention schedule for such personnel files. The file is a permanent record of the faculty member's association with the University and serves as the basis of official reports and judgments. The file is not open to the public, but it is open to qualified persons as provided herein or as authorized by the President. Neither the file nor any part thereof may be removed from the Office of Faculty Affairs except with the express authorization of the President or upon lawful court order. Applications recommendations, transcripts, reports and correspondence relating to the faculty member's appointment, assignment retention, merit salary adjustment, promotion and leaves are kept in the personnel file.
- b. The following provisions of this policy apply to personnel files maintained in any University office.
- c. Except as provided in Section d below, each faculty member's personnel file shall be open to his/her inspection or, if s/he so requests in writing, to the inspection of any other designated faculty member on his/her behalf. After inspection and upon written request, a faculty member shall be given one copy of any item in the file so requested, except for the items specified in Section d below. All persons permitted access to the file are obliged to respect the confidential character of personnel matters. It shall be deemed a serious breach of professional conduct for any person, including the faculty member himself to allow copies of personnel items to fall into the hands of any person not duly authorized to inspect a faculty member's file.
- d. The following items in a faculty member's personnel file shall not be open to his/her inspection: Official personnel folders and or/confidential letters of recommendation received from sources outside the University in connection with the initial appointment of a faculty member.
- e. Anonymous letters, statements or reports shall not become part of a faculty member's record, and shall be destroyed upon receipt.
- f. Should a faculty member wish to explain, reply to or rebut any report or document in his/her personnel file, s/he may prepare and submit a written statement for that purpose, and it shall be filed and retained with the report, document or other paper to which it is directed.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S12-4, Policy Recommendation, Appropriate Content for
Material Containing SJSU Logo or Name**

Legislative History:

At its meeting of April 16, 2012, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Instruction and Student Affairs Committee.

Action by University President: Approved by
President Mohammad Qayoumi
on May 30, 2012

**Policy Recommendation
Appropriate Content for Material Containing SJSU Logo or Name**

- Whereas Representation of the University to the broader community is an important facet of our reputation, and
- Whereas PD-2008-1 addresses the appearance and placement of the SJSU logo, and,
- Whereas California Education code 89005.5 prevents the use of the CSU name or logo or those of their campuses for commercial purposes.
- Whereas The University name, including those of its Colleges, departments, and student organizations, its logo and color schemes, or those similar to them, represent the University to the broader community.

Therefore, be it resolved that,

The use of any of the above mentioned identifiers with content not aligned with the University as an educational institution or its policies is prohibited. This includes advertising for alcohol and illegal drugs, inappropriate behavior, obscene language and/or images, and derogatory language and/or images. This policy applies to members of the SJSU community including faculty, staff, students, academic departments, ad hoc groups, administrative divisions/departments, alumni organizations, informal

groups and student organizations. External agents must obtain the approval of the University before using the name or logo.

The use of the name and/or logo in teaching, scholarship, or professional duties is excepted, since such content is defined as protected through academic freedom and professional standards.

Student organizations should contact the Office of Student Involvement and/or the Office of Student Conduct and Ethical Development for guidance on appropriate content. Violations of this policy may result in student disciplinary actions or sanctions or legal actions.

Approved:

4/2/12

Vote:

10-0-0

Present:

Bill Campsey, Victor Culatta, Caroline Fee, Stacy Gleixner, Rich Kelley, Marian Sofish, Vivian Souliotis, Katrina Swanson, Sheryl Walters, Ken Wharton

Absent:

Stephen Branz, Yan Yin K. Choy, Gordon Haramaki, Art King, Tanmay Sharma, Arlando Smith

Financial Impact:

None

Workload Impact:

Minimal workload for Student Involvement to advise student organizations about appropriate content

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S12-6, Policy Recommendation, Advertising Campus Events:
Flyers, Banners, Chalking, etc.**

Legislative History:

The list of approved bulletin boards and kiosks and protocols for paper based advertising as stated in PD-2001-1 is outdated. At its meeting of May 14, 2012, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Instruction and Student Affairs Committee.

**Action by University President: Approved by President Qayoumi
on June 12, 2012**

**Policy Recommendation
Advertising Campus Events: Flyers, Banners, Chalking, etc.**

Whereas The list of approved bulletin boards and kiosks and protocols for paper based advertising as stated in PD-2001-1 is outdated, and

Whereas Political advertising is regulated by CA Education Code 66607 and described in the CSU's Handbook of Elections, and

Whereas Broader access to non-paper based advertising techniques would facilitate communication for campus events and be more environmentally friendly than traditional flyers, therefore be it

Resolved

A. General Advertising Guidelines

1. Members of the SJSU community (faculty, staff, and recognized student organizations) can advertise campus and broader community events and activities in University controlled spaces. This policy applies to postings in University controlled spaces, not individual, department, or College controlled spaces.
2. As affirmed by PD 2009-1, free speech will be respected in these advertisements. However, content that is not aligned with the University as an educational institution is prohibited. This includes advertising for alcohol and illegal drugs,

- obscene language and/or images, and derogatory or inflammatory language and/or images.
3. Advertisements for commercial services or products are not allowed unless approved by the University.
 4. All event advertising must include an accessibility statement with contact information.

B. Advertising Locations and Protocol List

1. The Office of Student Involvement will establish an Advertising Location and Protocol List. This list will be reviewed annually by Student Union Event Services Office, Facilities Development and Operations (FD&O), University Police Department, and Associated Students.
2. This list will include
 - a. Locations of bulletin boards and kiosks open to the SJSU community with contact information on how to get access
 - b. Locations where posters can be affixed with tape, including instructions on allowed types of tape
 - c. Locations of electronic screens open to the SJSU community with contact information on how to get access
 - d. Locations of classrooms with extra white boards and chalk boards that could be used for advertising
 - e. Banner locations and contact information for hanging the banners
 - f. Chalking locations and protocols
 - g. A-frame locations and protocols

C. Flyers and Posters

1. Postings must be 11" x 17" or smaller. All postings must be dated with the date of posting, sponsoring organization, and accessibility statement with contact information.
2. Posting shall be by thumbtack or staples only with the exception of locations on Student Involvement's Advertising Location and Protocol List that explicitly allow for tape.
3. Restrictions on bulletin boards may be placed by specific entities such as departments. If a specific location requires approval, the contact for the approval must be listed on the board.
4. Removal of postings, other than by the posting party or University personnel acting pursuant to their duties, is prohibited unless the posting: has been posted for seven calendar days, announces an event which has passed, is larger than 11" x 17", or is duplicated on the same bulletin board. The posting of users not designated in Section A.1. are subject to removal at any time.
5. Section C does not apply to signs, pictures, notices, transparencies, or advertisements posted by the University, nor to notices of Associated Students elections posted pursuant to Title 5, California Code of Regulations, Section 41402.

6. Posting in residential halls and residential dining halls is not governed by this policy. Posting in these locations is regulated by University Housing.
7. Posting of temporary outdoor direction signs must be removed within 1 day of the event.

D. A-frame Boards

1. A-frames (Sandwich Boards) must not block pathways, building entrances, or ramps.
2. Specific rules on locations and protocols of A-frames will be designed by the Office of Student Involvement as stipulated in B.1.

E. Chalking

1. No liquid or aerosol spray-on “contractor’s type” chalk is allowed.
2. The sidewalk area containing the chalk advertising must be cleaned within 7 days.
3. Specific rules on locations and protocol of chalking will be designed by the Office of Student Involvement as stipulated in B.1.

Financial Impact: None

Workload Impact: Added workload to Student Involvement in establishing and reviewing the Advertising Location and Protocol List.

Approved: 4/23/12

Vote: 13-0-0

Present: Stephen Branz (non-voting), Bill Campsey, Yan Yin K. Choy, Victor Culatta, Caroline Fee, Stacy Gleixner, Gordon Haramaki, Rich Kelley, Art King, Marian Sofish, Vivian Souliotis, Katrina Swanson, Sheryl Walters, Ken Wharton

Absent: Arlando Smith

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S12-7, Policy Recommendation, Consent for Recording of
Class and Public Sharing of Instructor Material**

Legislative History: Amends F06-2

At its meeting of May 14, 2012, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Instruction and Student Affairs Committee.

**Action by University President: Approved by President Qayoumi
on June 12, 2012**

**Policy Recommendation
Consent for Recording of Class and Public Sharing of Instructor
Material**

Whereas Common courtesy and professional behavior dictate that someone be notified when being recorded; and

Whereas Audio recording without consent in private settings is prohibited by California Penal code 630-635; and

Whereas Section 41301 of *Title 5. Education, California Code of Regulations* prohibits the unauthorized recording or dissemination of academic presentations for commercial purposes; and

Whereas Course material developed by the instructor is the intellectual property of that instructor and cannot be shared publicly without his/her approval; which is already prohibited by California Civil Code 980 a(1), and

Whereas It is desirable to allow flexibility to faculty as to when and how consent is given for recording classes or publicly sharing course material; therefore be it

Resolved That the following items be included in the list of greensheet items recommended for consideration in the Appendix of University Policy F06-2.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are

the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Approved: 4/23/12

Vote: 13-0-0

Present: Steve Branz (non-voting), Bill Campsey, Yan Yin K. Choy, Victor Culatta, Caroline Fee, Stacy Gleixner, Gordon Haramaki, Rich Kelley, Art King, Marian Sofish, Vivian Souliotis, Katrina Swanson, Sheryl Walters, Ken Wharton

Absent: Arlando Smith

Financial Impact: none

Workload Impact: Minimal workload to faculty and students to request and grant consent

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

**S13-3, Policy Recommendation, Temporary Accommodation
for Degree Programs Reducing to 120 units**

Legislative History:

At its meeting of March 11, 2013, the Academic Senate approved the following policy recommendation presented by Senator Bros-Seemann for the Curriculum and Research Committee.

**Action by University President: Approved and signed by President
Mohammad Qayoumi on April 8, 2013**

**Policy Recommendation:
Temporary Accommodation for Degree Programs Reducing to 120
units**

- Whereas The Board of Trustees of the California State University approved modifications to Title 5 at their meeting of January 2013 with the intended goal of reducing the units required for degrees (including a 120 unit limit for many programs), and
- Whereas San José State is attempting to bring undergraduate programs with unit requirements between 121 and 129 into line with a 120 unit limit (CSU coded memo AA-2013-02 & January 2013 modifications to Title 5 by the CSU Board of Trustees) by the start of the Fall 2013 semester and undergraduate programs with unit requirements above 129 into line with a 120 unit limit by the start of the Fall 2014 semester, and
- Whereas several programs may have unique accreditation requirements or other compelling reasons that make it difficult to meet the 120 unit limit by simply reducing units in the major, and
- Whereas there is a need for a short term solution to help San José State University bring high unit majors into compliance with the 120 unit limit, and

Whereas General Education is an integral part of all SJSU's undergraduate degrees, with student learning objectives common to all such programs,

Whereas there is a need for immediate clarity as well as a process that would guide departments and colleges in developing alternative pathways toward meeting program, GE, and other graduation requirements, and

Whereas all academic program changes require a plan and an assessment mechanism to ensure that the goals, objectives, and outcomes of all requirements are being met, therefore be it

Resolved that a faculty position of University GE Program Facilitator be created with the responsibilities to: 1) connect departments seeking advice on integration of GE requirements into the major, with individuals or organizations the appropriate expertise who will assist in the development and review of GE integration proposals and assessment strategies; and further be it

Resolved that the aforementioned position for University GE Program Facilitator will need to have familiarity with GE guidelines and operations in the Board of General Studies; and that individual will receive a summer stipend for 2013 as well as release time for the Fall 2013 semester from Undergraduate Studies; and further be it

Resolved that, until this policy is amended or replaced, academic programs reducing to 120 units shall follow these steps:

Pertaining to all applicants for program modifications

- 1) Departments with programs totaling 121-129 units need apply before the end of the Spring 2013 semester. For those programs and departments with programs totaling more than 129 units need apply before the end of the Fall 2013, semester.
- 2) If a program has one or more pre-existing waivers for GE Areas that had been granted from the Chancellor's office, the offering department would not need to provide any justification or submit evidence that they have incorporated the corresponding GE SLOs into their program. However, they are encouraged to do the latter.
- 3) Any programmatic GE modifications that have been granted by SJSU but have not been approved by the Chancellor's office will be considered to have expired. If one or more of the aforementioned GE modifications was necessary for a program to be

within 120 units, the departments will have to apply for one or more of the following or reduce content in the major.

4) Meeting GE requirements within the major

a) Initial Process:

i) Application Process

- (1)** Only programs currently in excess of 120 units would be eligible for consideration.
- (2)** The incorporation of GE SLOs into the major should not contradict the spirit of SB 1440 if that major would be otherwise be considered appropriate for a Transfer Model Curriculum.
- (3)** Departments shall submit their proposal to the appropriate college-level curriculum committee and the Dean's office of that college.
- (4)** If approved by the college-level curriculum committee, the proposal will be forwarded to the Board of General Studies (BOGS) from the appropriate College level Curriculum committee.
- (5)** If approved, BOGS will send a copy of the proposal to the University GE Facilitator who will contact the department making the proposal to provide information on how the department can make use of existing faculty expertise.

ii) Materials needed: The applying department shall provide a compelling argument that the Student Learning Objectives (SLOs) for a GE course are already incorporated into their degree program.

iii) Stipulation: The applying department will be expected, within one year of the date of approval, to develop an appropriate assessment strategy that has been approved by the Board of General Studies (BOGS) - details specified below in b) i) (1).

iv) Facilitating process: Departments wishing advice on how to integrate General Education Student Learning Objectives into their programs and/or developing appropriate assessment programs can contact the aforementioned University GE Program Facilitator to be connected with individuals or organizations with the appropriate expertise.

b) Post Approval - Evaluation Process

- i) Within 1 year of the date of approval, the department must demonstrate to the Board of General Studies how their program addresses the General Education requirements as specified in the application and provide an appropriate strategy to assess the effectiveness of the program in addressing those General Education requirements.
- ii) If the Board of General Studies recognizes that the department has incorporated the Student Learning Objectives (SLOs) into the program and has approved the assessment strategy, the department will then be responsible for the collection and analysis of the assessment data for those SLOs.
- iii) If the department fails to demonstrate to the Board of General Studies that their program(s) addresses the General Education requirements as specified in the application, the department shall reduce the program to 120 units by satisfying the GE SLOs using the existing course-based mechanism or some other unit reduction within the major or within campus requirements.

5) Seeking a Waiver of the Physical Education Campus Graduation Requirement (as stipulated in S73-5)

a) Process:

- i) Departments shall submit their proposal to the appropriate college-level curriculum committee.
 - ii) If approved by the college-level curriculum committee, the proposal will be forwarded to the Academic Senate Curriculum and Research Committee.
 - iii) If recommended by the Academic Senate Curriculum and Research Committee, the proposal will be forwarded to the Provost for approval.
 - iv) If the Provost approves, the requirement will be waived for a period of one year, after which the department must reapply.
 - v) If the Provost does not approve, the department shall reduce the program to 120 units by some other unit reduction within the major.
- b) Materials needed:** The applying department will need to provide compelling evidence that it is not possible to fulfill the Physical Education Campus

Graduation Requirement given constraints such as accreditation and degree unit limits.

6) Programs Seeking to Apply to the Chancellor's Office for a Waiver of a GE Requirement:

Per Executive Order 1065 (General Education Breadth Requirements) section 2.2.5(b), which states "*In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the chancellor.*"

a) Process

- i) Departments shall submit their proposal to the appropriate college-level curriculum committee.
 - ii) If approved by the college-level curriculum committee, the proposal will be forwarded to the Academic Senate Curriculum and Research Committee.
 - iii) If recommended by the Academic Senate Curriculum and Research Committee, the proposal will be forwarded to the Provost for approval.
 - iv) If the Provost approves, San José State University will support the application for waiver of specific GE requirements.
 - v) If the Chancellor's Office declines the request, the program in question must meet the 120 unit limit for a Bachelor degree by cutting or integrating other elements (e.g., major requirements) within the unit limits
- b) Materials needed:** The applying department will need to provide compelling evidence that it is not possible to fulfill specific GE requirements given constraints such as accreditation and degree unit limits.

Present: Shannon Bros-Seemann, Dennis Jaehne, Annette Nellen, Winifred Schultz-Krohn, Rebecca Feind, Jean-Luc Desalvo, Patricia Swanson, Patricia Backer, Pamela Stacks, Elizabeth Weiss,

Absent: Peter Buzanski, Peter Lee

Approved: 10 for, 0 against, 0 abstain

Financial Impact : Will require the creation of a position of University GE Facilitator with stipend and/or release time for the summer of 2013 and the Fall 2013 semester. As all of the programs will need to be in-line by Fall 2014, after that point, the position will not need to be funded.

Workload impact: There will be additional work on the part of departments to develop programs that fall within the unit requirements and to provide appropriate assessment strategies, but that is work that would already need to be done to be in compliance.

Impact on Students: This will enable more students from a greater variety of majors to graduate with 120 units and, thus, creates degree unit equality. However, students enrolled in programs which incorporate GE SLOs into their majors will find it more difficult to change majors.

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S13-6, Policy Recommendation, Campus Faculty Awards and Nominations for System Faculty Awards

Legislative History: Replaces S00-9 and S05-1

At its meeting of April 15, 2013, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. University Policy S13-6 was approved and signed by President Mohammad Qayoumi on April 18, 2013.

At its meeting of April 30, 2018, the Academic Senate approved Amendment A to University Policy S13-6. On May 11, 2018, President Mary A. Papazian approved and signed Amendment A to University Policy S13-6. Amendment A adds procedures for System Awards and opens up the Distinguished Service Award to Student Services Professionals III and IV.

On September 11, 2019, President Mary A. Papazian approved University Policy S19-2. S19-2 is Amendment B to University Policy S13-6. S19-2 added a charge for the awards committee to S13-6.

On November 1, 2023, President Cynthia Teniente-Matson approved and signed Amendment C to University Policy S13-6. Amendment C modifies procedures for submitting the awards.

**Policy Recommendation
Campus Faculty Awards and Nominations for System Faculty Awards**

Resolved: The attached be accepted as University Policy.

Rationale: This is a general clean-up and reissuance of the existing two policies establishing the four different university-wide faculty awards. S00-9 consolidated the previously existing Outstanding Professor and Presidential Scholar policies with a newly created Distinguished Service Award. S05-1 created an award for Outstanding Lecturer. This proposal will bring all four into the same policy for ease of reference.

In addition, there are several substantive changes in the awards policies. The most substantive concerns eligibility for the University's

honors for tenured faculty (Outstanding Professor, President's Scholar, and Distinguished Service Award). Currently the policy excludes "retired faculty." It is not commonly known that this also excludes faculty in the Faculty Early Retirement Program (FERP), since they are technically retired and give up their tenure. However, under the FERP rules these "retired" faculty are hired back, continue to teach part time, serve on a variety of committees, and often remain active in community affairs and active with their research. Unfortunately, some of our most outstanding faculty are not nominated for an award until they have FERPed, since the (often sudden) announcement of retirement causes colleagues, Chairs, and Deans to be reminded of the individual's contributions. Sadly, at that point it is too late. This policy would permit FERPed faculty to receive an award during the first year of the early retirement program—eliminating the problem of losing worthy nominees to unexpected and sudden retirement.

This revision also attempts to solve a second problem with the awards process. There are some years in which the pools of nominees for an award shrink to an unacceptable level, chiefly because many outstanding nominees do not return to the pool if they do not succeed the very first time they are nominated. (Twice it has been necessary to not give an award in a year.) This revision makes it easier for nominees who are passed over in one year to remain in consideration in subsequent years. The awards committees will consider a nomination and its supporting materials through three selection cycles.

At the request of the President, more flexibility has been built into this policy regarding the calendar for the nomination and awards process. The President and the Executive Committee may, by mutual agreement, alter the calendar at the beginning of the academic year to allow for flexibility in planning ceremonies or for avoiding conflicts.

Finally, the criteria for Outstanding Lecturer has been clarified. The old policy "highly recommended" that recipients of this award have accomplishments in each of three different categories of criteria. Professional Standards felt that this treated this award somewhat unequally as compared with the three more specialized awards available for tenured faculty. Those awards reward tenured faculty who are outstanding in only one of the traditional categories. The sentiment to liberalize the criteria for Outstanding Lecturer, however, was balanced by a desire to be sure that any recipient of the award be excellent in the primary activity of lecturers—teaching—but that recipients should also show a commitment to the university that goes beyond classroom teaching. The compromise is a modest liberalization of the criteria--

requiring recipients to be excellent in teaching, but to also show significant contributions in one or both of the remaining criteria.

Approved: (April 7, 2013)
Vote: (7-0-0)
Present: (Green, Semerjian, Gleixner, Kauppila, Hsu, Peter, Brown)
Absent: (Maldonado-Colon, Reade, Condon)
Financial Impact: (No change)
Workload Impact: (No change)

CAMPUS FACULTY AWARDS AND NOMINATIONS FOR SYSTEM FACULTY AWARDS

I. Purpose

The purpose of the Outstanding Professor, President's Scholar, Distinguished Service Award, and the Outstanding Lecturer Awards is to recognize faculty members who have excelled in the areas of teaching and advising, scholarship or creative activity, service to the university or profession, and a lecturer's excellence in teaching effectiveness and service, respectively. The recipients of these awards are those individuals who have continued exceptional performance in these areas.

This policy provides the eligibility for the four faculty awards, the nomination and selection processes and the criteria for each award.

This policy also provides a process for nominating faculty from SJSU for system based awards.

II. Information Relevant for All Four Campus Awards

A. Eligibility

1. To be eligible for any of the four faculty awards, an individual must:
 - a. Be a faculty member as defined by the Senate Constitution and Bylaws; and
 - b. Not be part of the Management Personnel Plan (MPP status) either when nominated or selected; and
 - c. Not be retired (although retirement during the academic year does not forfeit eligibility for that year). A previously tenured faculty who has relinquished tenure to participate in an early retirement program (e.g. FERP) will be eligible during the first year of the retirement program. The faculty member will be regarded for this policy as retaining the academic rank held prior to the early retirement; and
 - d. Not have been awarded the particular award previously.
2. Additional requirements for particular awards:
 - a. For the President's Scholar award, nominees must have attained the rank of Professor.

- b. For the Outstanding Lecturer Award, a lecturer must have been employed at SJSU for at least six years.
- c. For the President's Scholar award and the Outstanding Professor Award nominees must have earned tenure at San José State University.
- d. For the Distinguished Service award, nominees must either have earned tenure at San José State University or have been a full time Student Services Professional III or IV employee continuously for six years.

B. Nomination Process

- 1. A calendar organizing the deadlines for campus shall be created by mutual consent of the President and the Executive Committee of the Academic Senate. This calendar will be distributed with the annual announcement and instructions for nominations. If the President and Executive Committee do not act, the default dates will be as follows:
 - a. Awards and calendar to be announced and publicized no later than October 1.
 - b. Nominations are due by October 31 (if that date falls on the weekend, then the due date will be the following Monday).
 - c. Selection committees will be formed no later than October 31.
 - d. Committee recommendations shall be delivered to the President no later than March 1.
 - e. The President will announce the awards no later than April 1.
- 2. The Senate Office and President's Office will work together to coordinate the sending of a notice to the entire campus community soliciting nominations for each of the four awards. A single announcement will be used for all four awards. That announcement will include the above eligibility factors, and refer people to this policy for a description of each award (with the web location provided in the letter). A single nomination form will be used for each award and be attached to the memo distributed to the campus community. Nominations are to be accompanied by an up-to-1500-word letter stating the reasons for nominating the faculty member and describing the accomplishments of the nominee as appropriate to the award criteria.
- 3. Nominations may come from any source including self-nominations. Deans should publicize the awards within their colleges and encourage nominations for all four awards from all sources.
- 4. It shall be the responsibility of the Administrative Chair of each committee to arrange for unsuccessful nominations and their

supporting materials to be retained for three years. Nominations will remain active for consideration for three years, with nominees given the option of submitting additional or revised materials with each annual cycle. After three years the nominee's materials will be discarded and a new set of materials would be required if the candidate is nominated again.

C. Selection Process

1. Separate selection committees will be formed annually for each award. The members of each selection committee are described at Sections III, IV, and V and VI of this policy. The Executive Committee of the Senate will work with the President in forming each of the four committees. In this selection process, effort should be made to ensure that at least one member also served on the selection committee in the prior year in order to provide continuity for the committees. In addition, the Executive Committee and the President should strive for broad representation of the colleges as well as diversity of membership.
2. Each selection committee will review the nominations to select the nominees for whom further information is desired. The selection committee will determine the type of information needed to make its selection, but such information at a minimum will include the nominee's curriculum vitae and self-verification of their eligibility (as described in section II.A. of this policy). The selection committees will set their own process and schedule for receiving and reviewing information, but must forward their recommendations to the President by the date established by the annual awards calendar.
3. General guidelines for the selection committees are provided in Section VII of this policy.

D. Role of the Academic Senate and the President

1. The Academic Senate Office and the President's Office will work together in notifying the campus community of the request for nominations. The Senate Office will receive the nominations and ensure that they are delivered to the chairs of each selection committee.
2. The Senate Executive Committee will work with the President to select the members of each selection committee as described in Sections III, IV, and V of this policy.

3. The President will select the recipient of each award from a list of three unranked faculty selected by the selection committees.
4. The President's Office is responsible for notifying the award recipients, and for funding and arranging for the issuance of the awards.
5. Confidentiality of all information will be maintained at all times.

E. Form of Award

At a minimum, each award recipient will receive a plaque, a monetary award, and recognition at graduation and another event selected by the President in consultation with the Senate Executive Committee.

III. Outstanding Professor Award

A. Purpose of the Award

To recognize a faculty member for overall excellence in teaching-and service to students.

B. Criteria

In evaluating candidates for this award, consideration should be given to the criteria listed below. There is no set-weighting requirement, but it is highly recommended that the recipient have accomplishments in each of the broad criteria categories set out below.

1. Teaching Excellence

- a. Evidence of teaching excellence exists as demonstrated through SOTE scores, other student evaluations, peer evaluations, external reviews, etc.
- b. Teaches a variety of courses.
- c. Participates in professional and scholarly activities that enhance teaching ability and currency in the discipline.
- d. Serves as a mentor to other educational professionals.

2. Commitment to Students

- a. Advises students through student organizations, theses, and/or other projects.

- b. Participates in student orientation and advisement activities.
- c. Mentors students regarding career and graduate school considerations.
- d. Engages in service to the campus and/or profession that benefits students.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, one student, and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

IV. President's Scholar Award

A. Purpose of the Award

To recognize a faculty member who has achieved widespread recognition based on the quality of scholarship, performances, or creative activities.

B. Criteria

In evaluating candidates for this award, consideration should be given to the nominee's history of scholarship and creative activities, recognition of outstanding achievements by peers, and importance of the work to the discipline and beyond. These criteria may only be changed with consultation and approval of the President.

C. Selection Committee

The Selection Committee shall consist of four prior recipients of the award and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

V. Distinguished Service Award

A. Purpose of the Award

To recognize a faculty member (see II.A.2.d) for exemplary service in a leadership capacity to the University and/or the community or profession, that brings credit to San José State University.

B. Criteria

In evaluating candidates for this award, consideration should be given to the criteria listed below. There is no set-weighting requirement, but it is highly recommended that the recipient have accomplishments in all three broad criteria categories set out below.

In addition to the criteria described below, eligibility for this award requires that the faculty member have a consistent record of service at the department, college, and/or university levels.

1. Contribution to the SJSU Mission

- a. The faculty member's contribution falls within one or more types of service to the campus. Examples of service include, but are not limited to, contributions through committee work; student outreach and retention; application of expertise to benefit the University and its community through participation in university and community organizations, professional associations, Academic Senate and other governance bodies, California Faculty Association, and appropriate governmental boards and commissions; advancement of public support for the University; and lectures and seminars to community groups.
- b. The faculty member's service provides a meaningful benefit to the campus.
- c. The faculty member is able to involve members of the SJSU community in the service activity.

2. Significant Contribution

- a. The faculty member's service has a significant effect on the campus, professional or broader communities.
- b. The faculty member's service demonstrates leadership and initiative.

3. On-Going Commitment

- a. The faculty member has made a consistent contribution of service.
- b. The faculty member's service record represents multiple years of commitment.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, an administrator and a member of the community. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

VI. Outstanding Lecturer Award

A. Purpose

To recognize a lecturer for excellence in teaching effectiveness and service to the San José State University campus community.

B. Criteria

In evaluating candidates for this award, consideration should be given to the guidelines listed below. The recipient must demonstrate excellence in facilitating student learning (category 1), and should also demonstrate significant contributions in one or both of the remaining categories (categories 2 and 3.)

1. Excellence in Facilitating Student Learning – which might be evidenced by:
 - a. SOTE scores, other student evaluations, peer evaluations, external reviews, etc.
 - b. Teaching or providing assistance for a variety of courses.
 - c. Teaching a course designed by them at the request of their department or college.
 - d. Playing a key role in the design of: curriculum, tutorials, learning objectives, assessment procedures, lab set up or operations, or a departmental, college or university project or initiative
 - e. Serving as a mentor to other educational professionals.
2. Commitment to Students – which might be evidenced by:
 - a. Advising students through student organizations and/or other projects.
 - b. Participating in student orientation and advisement activities.
 - c. Mentoring students regarding career and graduate school considerations.

- d. Engaging in service to the campus and/or profession that benefits students.
- 3. Contributions Beyond Teaching – which might be evidenced by consistency of:
 - a. Service on university, college and/or department committees or projects that provide a meaningful benefit to the campus.
 - b. Service to the campus or profession that demonstrates leadership and initiative.
 - c. High quality scholarship, performances, or creative activities.

C. Selection Committee

The Selection Committee shall consist of three prior recipients of the award, one student, and one administrator. All shall be voting members of the committee. The administrator shall serve as chair of the committee.

VII. General Guidelines for Selection Committees

A. General Guidance

The selection committees have latitude in many aspects of their operation, from setting their meeting schedule to the approach for evaluating nominees within the criteria set out in this policy.

B. Charge

The purpose of the Outstanding Professor, President's Scholar, Distinguished Service, and the Outstanding Lecturer Awards committees is to recommend for recognition faculty membership who have excelled in the areas of teaching and advising, scholarship or creative activity, service to the university or profession, and a lecturer's excellence in teaching effectiveness and service, respectively.

C. Reminders for each Selection Committee:

- 1. Establish a schedule that will allow sufficient time for nominations to be reviewed, eligibility verified, determination by the committee of the type of documentation to be prepared by nominees, nominees' preparation of the required documentation, and review of the nominee materials. The committee needs to forward the names of the top three nominees

(unranked) to the President by the date established by the President in conjunction with each committee chair but no later than March 1.

2. The Office of Faculty Affairs can assist the committee if it needs to verify the eligibility of any nominee.
3. If the committee determines that the number of nominees is greater than the number who should be asked for further documentation, a "first cut" should be made based on the nominating letters. If the committee determines that an insufficient number of nominations have been made, it should consult with the Chair of the Senate about sending out another request for nominations.
4. Decide what additional documentation should be requested from nominees, such as letters of recommendation or a personal statement. At a minimum, nominees are to submit a curriculum vitae. A discussion of the purpose of the award and the criteria (as set out in this policy) should help the committee in deciding upon the documentation to request.
5. Decide upon an approach for reviewing the nomination letters and the information provided by nominees, and for selecting the top three nominees.
6. After the top three nominees have been selected, a summary of the significant qualifications of each should be forwarded to the President's Office along with the nominating letters and information provided by each of the three nominees. The three nominees submitted to the President should be unranked. If the committee determines there are fewer than three qualified candidates, then fewer than three nominees should be forwarded. If the committee determines that there is no qualified candidate, then no names should be forwarded and the award not given in that year.
7. The committee chair should arrange for mailing of letters to nominees to request additional information, as well as thank you letters upon completion of the process. The President's Office will also send a congratulatory letter to the recipient of the award, and optionally, to the other two finalists.
8. Committee members are to maintain confidentiality of the nominee names, documentation, and evaluation comments.

VIII. System Awards.

- A. Purpose. From time to time the CSU requests faculty nominees for various system-wide awards (e.g., the Wang awards.) Sometimes these requests arrive with short timelines. This section (VIII) of policy is intended to provide a means for SJSU to nominate faculty candidates of excellence for system awards while retaining the flexibility to adapt to new awards, sudden timelines, or changes in criteria.
- B. Announcement. When nominations of faculty for a system wide award are requested, the Chair of the Senate or the President shall announce the award and procedures for application to the campus in a timely manner.
- C. Committee(s). The Chair of the Senate shall organize one or more special screening committees (as needed) to provide the President with nominations. The committee or committees shall parallel the general structure of campus awards committees as follows:
 - i. Each committee shall be chaired by an administrator appointed by the President.
 - ii. Each committee shall include three prior recipients of campus or system based awards, with the provision that no committee members may be candidates for the current award;
 - iii. Committee members should so far as possible be selected for their expertise or achievements in the area(s) covered by the system award.
 - iv. In forming committees, effort should be made to ensure that at least one member also served on the selection committee in the prior year in order to provide continuity for the committees. In addition, committees should strive for broad representation of the colleges as well as diversity of membership.
- D. The nominating committee will consider any applications or nominations that emerge from an open call. In addition, when the committee determines that the criteria for a system award parallel those of an internal SJSU award, the committee shall review among the pool of potential nominees the last three SJSU awardees in the similar category.
- E. The Committee is encouraged to follow the standard procedures for the other campus awards as much as possible within the limits of the particular system-wide award, and should provide the President with three unranked choices from among the candidates, along with a summary of their qualifications.

**SAN JOSE STATE UNIVERSITY
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S13-8, Policy Recommendation, Residency Requirements for Masters Degrees

Legislative History: Replaces F91-3

At its meeting of May 6, 2013, the Academic Senate approved the following policy recommendation presented by Senator Bros-Seemann for the Curriculum and Research Committee.

Action by University President:

**Approved and signed by
President Mohammad Qayoumi
on June 11, 2013**

**Policy Recommendation
Residency Requirements for Masters Degrees
Replaces F91-3**

Be it Resolved: All Master's Degrees awarded by San José State University shall contain a minimum of 70 percent of the units required for the degree to be completed in residence as a matriculated student at SJSU, and be it further

Resolved: That F91-3 be rescinded.

RATIONALE: Currently, given the 80% residency requirement, only 6 units of a 30 unit program can be transferred toward a Masters degree at SJSU. It is important to realize that units from courses taken through Open University are treated as transfer units. This policy will allow 30% of a graduate program to be completed at another institution or as Open University at our campus and will make campus policy match the Title V requirement. For example, assume that a student completes 9 Open University units enrolled for a certificate program at SJSU and would like to enroll in a Masters program at SJSU for which the courses in the certificate program would be appropriate; under the current 80% residency requirement, students would only be able to use 6 of those units in the Masters program but, under the proposed policy, all 9 units could be transferred.

Approved: 9 for, 0 against, 0 absents

Present: Patricia Backer, Pamela Stacks, Peter Buzanski, Patricia Swanson, Annette Nellen, Jean-Luc Desalvo, Winifred Schultz-Krohn, Rebecca Feind, Shannon Bros-Seemann (Chair)

Absent: Dennis Jaehne, Elizabeth Weiss, Peter Lee

FINANCIAL IMPACT: This policy has minimal direct financial impact in that some students might take an additional course at another institution rather than at SJSU. However, few students transfer courses into their graduate degree from other institutions. This policy could have an indirect impact on departments as a result of more cancelled classes because of a higher proportion of open university courses.

WORKLOAD: There may be a reduction in workload because there would be no need for programs to seek approval from Graduate Studies and Research for permission to allow certain students to take an extra course via Open University beyond what F91-3 allows, but within CSU and Title V guidelines. There would no longer be a need for some programs to seek a waiver so that up to 30% of a degree can be completed with Open University (rather than only 20%). These waivers involve significant time by the requesting program and Graduate Studies & Research.

**SAN JOSE STATE UNIVERSITY
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**S13-9, Policy Recommendation, Merging, Dividing,
Transferring, Eliminating Academic Units**

Legislative History:

Rescinds: S06-7

At its meeting of May 6, 2013, the Academic Senate approved the following policy recommendation presented by Senator Kimbarow for the Organization and Government Committee. University Policy S13-9 was approved and signed by President Mohammad Qayoumi on June 11, 2013.

At its meeting of March 4, 2019, the Academic Senate approved Amendment A to University Policy S13-9. University Policy S13-9 was approved and signed by President Mary A. Papazian on April 15, 2019. Amendment A rescinds University Policy S06-7.

**Policy Recommendation
Merging, Dividing, Transferring, Eliminating Academic Units
Rescinds S06-7**

- Whereas S06-7 was developed to address a policy vacuum regarding procedures to follow in merging, dividing, transferring or eliminating academic units, and
- Whereas S06-7 was founded on the principle of meaningful consultation with all academic units affected by a proposed merger, department division, transfer, or elimination, and
- Whereas S06-7 provided a general framework to achieve meaningful consultation but failed to provide a clear operational process to ensure that all parties would adhere to this principle, and
- Whereas the campus community would benefit from an operational roadmap to ensure procedural transparency and to facilitate full participation of affected academic units and programs affected by proposed mergers, division, transfer or elimination, and

Whereas clear guidelines will minimize the likelihood of the need for conflict resolution by the Organization and Government committee as defined in S06-7, now, therefore, be it

RESOLVED:

1. When a proposal is made by an academic unit, college dean or the Provost (or other university authority) to divide or eliminate an academic unit, to merge it with another academic unit or to transfer it to another college, the basic principle established by this policy is that there should be opportunity for meaningful consultation with all affected academic departments, *staff, and students* before any such proposal is approved or implemented. Any associated termination of degree programs shall comply with UP 99-4.
2. Implementation of this principle requires that all affected academic units be informed of the proposed change and allowed a reasonable time to evaluate it. *In the spirit of meaningful consultation such proposals should be announced at a point in an academic semester that provides sufficient time for affected faculty, staff, and students to consider the proposal and, in the case of faculty, to express their opinions by vote according to the policy on voting rights.*
3. A proposal to divide, eliminate, or merge an academic unit has multiple and significant implications for the campus community. The process should be governed by consultation among all affected academic units. The consultation should consider some or all of the following depending on the proposal.
 - A. A rationale for the proposed organizational change
 - B. Resource implications
 - C. RTP implications
 - D. Curriculum and accreditation implications
 - E. Implications for students
4. In addition to consultation with the affected academic unit(s) or, development of a proposal also requires consultation with the dean of any college(s) affected and the Provost.
5. The Provost will announce the voting timeline on a proposal. No timeline shall include fewer than 5 or more than 15 faculty duty days.
6. The vote of the regular (tenured and tenure-track) faculty and the vote of the temporary faculty in the affected academic unit(s) *shall be tallied and recorded separately, and the vote of the faculty shall be advisory only. The results of the voting should be made public within 7 calendar days. Voting shall be conducted consistent with the voting rights afforded by the CBA and consistent with SS-S11-3.*

7. If any parties involved in the process believe that policy was not followed, they may request a hearing before the Organization and Government Committee of the Academic Senate within 20 faculty duty days after the results of the vote are announced. *The request must make a clear case that meaningful consultation among affected faculty did not occur in order for O & G to proceed with a hearing. O & G will not evaluate the merits of the proposed reorganization, only whether the principle of meaningful consultation was followed.* At the hearing, all such academic units and authorities may be heard, as well as all faculty of affected academic units. After the hearing, the Organization and Government Committee shall make a written report to the Provost, the President and the Academic Senate with its determination of whether meaningful consultation among all affected parties was achieved.
8. A copy of all successful proposals as well as an account of the consultation process will be archived by the Academic Senate to serve as a resource to the University community. The dean's office of the affected college(s) will provide such an account.
9. Processes to merge, divide, or eliminate Academic Departments in progress as of May 6, 2013 are covered under the existing policy.
10. Resolved that S06-7 be rescinded.

Approved: Organization and Government Committee (Electronic Vote) 5/1 /13
Vote: 9-0-0
Present: Bacich, Cheruzel, Hebert, Kimbarow, Park, Poole, Rubio, Rudy,
Rose-Riley
Absent: None
Financial Impact: None anticipated
Workload Impact: Activities related to preparation and dissemination of the proposal scheduling meetings and forums to discuss the proposals; and implementing voting procedures.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S14-3, University Policy, Student Fairness Dispute Resolution

Amended by University Policy S19-2 (Amendment A) and Amendment B to University Policy S14-3

Legislative History: Rescinds University Policy S07-6

At its meeting of April 14, 2014, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee. This policy is a revision of S07-6, Student Fairness Dispute Resolution. Students will now be allowed to serve up to two years without having to re-apply, and the procedure for addressing problems between students and instructors or other university employees before a complaint is filed is more clearly spelled out in this revision of S07-6. On April 24, 2014, President Mohammad Qayoumi signed and approved University policy S14-3.

On September 11, 2019, President Mary A. Papazian signed and approved University Policy S19-2. S19-2 (Amendment A to University policy S14-3) amended the charge and clarified the membership of the Student Fairness Committee and is incorporated into the policy below.

On May 4, 2020, President Mary A. Papazian signed and approved Amendment B to University policy S14-3. Amendment B updates the membership of the Student Fairness Committee to include a representative from the general unit.

**University Policy:
Student Fairness Dispute Resolution**

Rescinds: S07-6

Background: S07-6 ("Student Fairness Dispute Resolution") set the terms for the membership and charge of the Student Fairness Committee ("SFC") as well as the procedures to be used when a student files a grade dispute or grievance against a university employee. S07-6 also spelled out some of the procedures for the highest level of appeal, the Board of Academic Freedom and Professional Responsibility ("BAFPR").

In recent years, rising numbers of grade disputes and grievances as well as the difficulty of finding enough students to serve on the SFC have led to a backlog of work for the SFC; grievants must often wait several semesters before their cases are resolved. The current policy aims to redress the challenges of student membership on the SFC, streamline the resolution process, and thus help clear the backlog of cases. The procedures described herein have a further rationale, as explained below.

Resolved: That the attached be adopted as policy rescinding S07-6.

Rationale: The substantive changes in the new policy, and their reasons, compared to S07-6 are as follows:

1. Students will be permitted to serve up to two years on the SFC without the need to re-apply after the first year (as described below in Part I), a change which should allow for more fluid transitions and easier meeting opportunities year to year;
2. A procedure for addressing problems between students and instructors or other university employees *before the filing of complaints with the University Ombudsperson* is more clearly spelled out (below in Parts II.B. and III.B), which should allow many of those problems to be resolved at a local (department / school / college) level and thus not require SFC involvement.

The rationale for this policy draft goes beyond one of mere expediency. S90-5 already mandates that grade disputes and grievances be handled “with the department chair and then with the dean of the school concerned.” Grade disputes and grievances are, in any case, best dealt with at the departmental / school and college level at first; chairs, directors, and associate deans are more aware of their local contingencies and personalities and therefore better equipped to mediate the issues that arise. Indeed, when handled locally in the past, problems have often been found to be resolved fairly quickly and easily. Students or university employees dissatisfied with local decisions will of course retain the right to appeal to the SFC.

Approved, Part I (O&G): March 3, 2014

Vote: 8-0-0

Present: Bacich, Brada-Williams, Guerrazzi, Kaufman, Laker, Mathur, Rudy, Vera-Sanchez

Absent: Backer, Miller, Morazes, Poole

Approved, Parts II-VII (I&SA): March 17, 2014

Vote: 11-0-0

Present: Ayala, Branz (non-voting), Brooks, Culatta, Frazier, Hernandez, Hebert, Jeffrey, Kress, Sofish, Walters, Wilson

Absent: Bruck (non-voting), Campsey, Fujimoto, Gupta, Jabagchourian, Kelley, Rosenblum

Financial impact: None

Workload impact: No increase in workload.

Student Fairness Dispute Resolution

I. Student Fairness Committee

A. Membership and Charge

1. Voting members of the Student Fairness Committee (SFC) shall be:
 - Seven students (two may be graduate students) nominated by Associated Students;
 - Seven faculty members nominated by the Academic Senate, one from each college and a member of the general unit [faculty or staff (SSP III or SSP IV)];
 - Two University administrators (management), nominated by the Executive Committee of the Senate;
 - Two University staff (nonmanagement) representatives
 - The University Ombudsperson shall be an ex officio member of the committee, without vote.
2. Student members: because the committee deals with issues of fairness to students, CSU Executive Order 320 mandates that students be fully represented. Although Associated Students must nominate student members, recruitment of suitable student nominees is a shared responsibility of the committee. The committee chair and other committee members shall reach out to departments (e.g. Political Science) and student groups (e.g. Pre-law, Forensics) whose students are likely to benefit from service on such a committee. Recruitment shall be an ongoing process as necessitated by vacancies, but nominations and appointments for the next academic year will ideally be made at the end of the spring semester so that the committee can conduct its business promptly at the start of the academic year. Any vacancies that persist beyond the third week of the Fall semester shall become "at-large," and any qualified student, whether undergraduate or graduate, may serve for the remainder of that academic year. All appointments shall comply with the requirements of section 5.0 of University Policy S05-4, "Academic Qualifications for Student Office Holders."

Initial appointments of student members shall be for one year, but a student member may serve a second year without being re-nominated upon the recommendation of the committee chair and the Ombudsperson.

3. All other members shall be appointed for two-year terms.
4. The Student Fairness Committee adjudicates grade disputes and advises professors and departments on practices that will limit future problems. The committee also suggest ways to bring teaching practices and departmental practices in alignment with university policy. Based on the nature of the grievance, the student fairness committee also guides

students to other institutional resources that are available to address various types of grievances.

When appropriate the SFC shall make recommendations for redress.

5. If the SFC is involved in any specific case at the time a member's term expires, when possible, that member should continue to function as a member of the committee in its dealing with that specific case until the case is concluded. A newly appointed member shall not be considered as a member of the committee for the purposes of any case in which committee proceedings originated before her/his term began. However, she or he shall function as an SFC member for all other cases.

6. Any member of the SFC may disqualify him or herself from consideration of a specific case and abstain from voting on the committee recommendation.

7. Either party involved in a case being heard by the committee may request that a committee member be excluded, for stated cause, from consideration of that case. All parties will be informed of their right to challenge a committee member. Any request to exclude a committee member must be brought to the attention of the chair prior to any vote by the full committee. The chair will review all requests for excluding a committee member from a case and determine if the challenge is appropriate.

B. Committee Chair

The SFC chair shall be a faculty member and serve as the administrative officer of the committee. The duties of the chair include scheduling of meetings and hearings, giving notice to witnesses and all interested parties involved in the case. The chair will distribute materials appropriate for consideration to all parties involved, maintain committee records and give written notice of committee decisions to the parties and to the university employee's immediate supervisor (as appropriate). The chair may request the assistance of the Ombudsman in carrying out these administrative duties. The chair shall review all submitted petitions (grade disputes and grievances). If the chair finds the petition is appropriate for consideration by the committee a subcommittee will be assigned to investigate the case. The chair shall reject petitions that go beyond the scope and authority of the SFC, and refer as appropriate.

II. Grade Disputes

A. Grounds for Grade Appeals

Disputes arising out of assignment of grades or grade appeals shall be considered and decided in accordance with Executive Order 1037, "There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise" (EO 1037).

The SFC shall hear grade dispute petitions when petitions are deemed to be appropriate and include evidence related to the following conditions:

1. When there is evaluation of students that differs from announced requirements.
2. When there are belated impositions of requirements.
3. When grades are based on criteria other than academic performance in the course.
4. When grading criteria do not provide a clear and consistent method of evaluating students' work or performance.
5. When students' requests for information during the semester regarding their academic progress in the course are not responded to in a reasonable time (e.g., two weeks after the request is made).
6. When students' requests for an explanation of how the posted course grades for a term were determined are not responded to in a reasonable time (e.g., the later of two weeks after the request is made or one week before the add deadline for the fall or spring semester following the term in question).
7. When students are penalized for expressing opinions.
8. When students are given to understand that they are removed from a course without due process of a hearing.

Only faculty and student members of the SFC shall have voting rights in cases involving assignment of grades or grade appeals.

B. Student Rights and Responsibilities in the Grade Dispute Process (S90-5)

Informal discussion between persons directly involved in the dispute is essential in the early stages of the resolution process and shall be encouraged at all stages.

1. The student shall first contact their instructor and arrange a meeting. Faculty members shall then meet with the student in order to seek resolution of the issue or dispute through an informal discussion.
2. If an acceptable resolution is not reached, the student should contact the department chair or school director for assistance. The chair or director shall then meet with the student and attempt to mediate the situation.
3. If a resolution is not reached after consultation with the department chair or school director, the student should contact the associate dean of the college. The associate dean shall consult with the student and the department chair or school director in an attempt to resolve the situation informally at the college level.

The student may consult with the University Ombudsperson at any step in this process, including prior to the initial meeting with the instructor.

All procedures shall be conducted with as great dispatch as is consistent with due process and justice. All proceedings and agreements – between aggrieved

students, department chairs, school directors, and / or associate deans – shall be documented in writing (if electronically, then easily retrievable).

If this informal process fails to resolve the matter, the student may appeal to the Student Fairness Committee (SFC – see Part IV below). Petitions must be filed with the SFC no later than the end of the subsequent fall or spring semester following that in which the alleged cause of the dispute occurred.

III. Grievances

The SFC does not have the authority to receive complaints on matters of sexual harassment, civil rights, disability rights, or equity and diversity. Nor does the SFC deal with allegations of violations of the student code of conduct or the academic integrity policy. Students may, however, consult with the University Ombudsperson about these processes.

A. Grounds for Grievances

A grievance is an allegation of an unauthorized or unjustified act or decision by a member of the faculty or staff or an administrative officer (hereafter referred to as university employee(s), that in any way adversely affects the status, rights or privileges of a student.

A grievance petition shall be heard, investigated and voted on by all eligible members of the SFC.

B. Student Rights and Responsibilities in the Grievance Process (S90-5)

Informal discussion between persons directly involved in the dispute is essential in the early stages of the resolution process and shall be encouraged at all stages.

1. Students shall first contact the university employee involved in the dispute and arrange a meeting. The university employee shall then meet with the student in order to seek resolution of the issue or dispute through an informal discussion.
2. If an acceptable resolution is not reached, the student should then contact the immediate supervisor of the university employee for assistance. The supervisor shall then meet with the student and attempt to mediate the situation.
3. If a resolution is not reached after consultation with the supervisor, the student should contact the appropriate director, associate dean, or AVP. The director, associate dean, or AVP shall consult with the student and the supervisor in an attempt to resolve the situation informally at the department or college level.

The student may consult with the University Ombudsperson at any step in this process, including prior to the initial meeting with the employee.

All procedures shall be conducted with as great dispatch as is consistent with

due process and justice. All proceedings and agreements – between aggrieved students, supervisors, school directors, associate deans, and AVPs – shall be documented in writing (if electronically, then easily retrievable).

If this informal process fails to resolve the matter, the student may appeal to the Student Fairness Committee (SFC – see Part IV below). Petitions must be filed with the SFC no later than the end of the subsequent fall or spring semester following that in which the alleged cause of the dispute occurred.

IV. Formal Grades Dispute and Grievance Process – Student Fairness Committee

A student involved in a dispute must first attempt to resolve the matter with the other party. If resolution is not reached (as outlined in II.B or III.B), a student may file a formal grade dispute or grievance petition. The student is responsible for presenting evidence to substantiate all claims.

Petitions shall be filed with the SFC through the University Ombudsperson's office. The University Ombudsperson shall assist the student in the completion of the petition. Petitions must be filed no later than the end of the subsequent fall or spring semester following that in which the alleged cause of the dispute occurred.

Petitions shall be forwarded by the Ombudsperson to the SFC. The SFC Chair shall review the petition and if determined to be appropriate the SFC shall assign the case to a subcommittee for further investigation.

The student and the university employee(s) may each choose a person to assist in all proceedings under this policy. During the proceedings the assistant may only speak to the advisee.

The SFC shall attempt to investigate and make a recommendation on petitions within one semester. The SFC chair may, after review of a case, extend the time limit if it is deemed appropriate.

The subcommittee investigating the dispute shall consist of one student and one other eligible non-student voting member of the SFC who in the case of a grade dispute shall be a faculty member.

The subcommittee shall review all documents related to the case and interview both sides (the student first and then the other party) and witnesses.

The subcommittee shall submit its finding to the full SFC for consideration.

The SFC shall invite, on separate occasions, all parties involved in the case to a formal hearing to state their positions before the full committee.

V. The Decision Process

The SFC shall hear all parties with significant information or evidence in the case. All parties shall present statements, evidence and witnesses to support their claims. All witnesses shall have direct knowledge of the case. Both sides in the conflict have the options of making an oral presentation, submitting a written statement or both, to the full SFC.

The subcommittee shall present its recommendation after all other parties involved in the case have made their presentations.

The SFC shall arrive at a decision after all non-members have been dismissed from the hearing. Only eligible members who have heard all of the testimony and evidence may vote. In the matter of grade disputes only faculty and students shall vote.

A majority of those voting shall determine the decision of the SFC.

The SFC recommendation for a dispute resolution shall be communicated in writing to all parties involved in the process.

If the SFC finds in favor of the university employee(s), a written statement with rationale for the decision shall be mailed to both sides in the case. The SFC decision shall exhaust all campus options for the student and the case is closed.

If the SFC finds in favor of the student in a grade dispute, a written statement specifying which of the eight conditions were violated and the grounds for this determination, shall be mailed to the university employee(s) and their immediate supervisor(s). They shall have ten (10) working days to accept or reject the recommendation of the SFC.

If the SFC finds in favor of the student in a grievance, a written statement specifying which of their statuses, rights, or privileges were adversely affected and the grounds for this determination shall be mailed to the university employee(s) and their immediate supervisor(s). They shall have ten (10) working days to accept or reject the recommendation of the SFC.

The University employee(s) have the option to accept or reject the SFC recommendation. If the decision is to accept the SFC recommendation the University employee(s) shall submit their written intent to the SFC chair and after the corrective action is completed the case is closed. The student shall receive a written statement with rationale for the decision.

If the University employee(s) submits a written rejection of the SFC recommendation or fails to respond within ten (10) working days of the notice, the SFC chair shall forward the case to the attention of the Board of Academic Freedom and Professional Responsibility for review and final decision.

VI. The Board of Professional Responsibility (BPR)

The BPR is an Academic Senate committee composed of faculty eligible to render a decision in a grade dispute as stipulated in EO 792.

When a recommendation by the SFC in a dispute is rejected by the University employee(s) all documents in the case shall be forwarded to the BPR for review and final decision.

The BPR shall undertake a review of the case referred by the SFC, interview both parties and witnesses if appropriate and examine all relevant documents.

The chair of the SFC subcommittee that initially reviewed the case shall attend all BPR meetings pertaining to the rejected SFC recommendation and shall present the recommendation submitted by the SFC.

The BPR, after reviewing all documents and hearing from the student, university employee and any other parties in the conflict, shall arrive at a decision by means of majority vote. The SFC subcommittee chair shall not have a vote in the decision.

The BPR shall have the final decision in the case.

In the matter of a finding in favor of the University employee(s) all sides shall receive written notice and rationale for the decision. The student shall have exhausted all campus options and the case is closed.

In the matter of a finding in favor of the student the University employee(s) and student shall receive written notice and rationale for the decision. The chair of the BPR shall communicate its decision and the SFC recommendation to the appropriate supervisor or administrator to implement the decision. If the remedial action has not been taken within a reasonable time as determined by the BPR a request to the president, provost or appropriate vice president shall be made to expedite the resolution.

If redress or a resolution of a case require a policy or procedure change or a policy or procedure change appears advisable the SFC shall recommend such action to the Executive Committee of the Academic Senate or appropriate administrators.

All parties directly or indirectly involved in a case, offering testimony or statements, are protected against reprisals or retaliation.

At the conclusion of the case all documents must be returned to the University Ombudsperson office.

VII. Annual Committee Reports

The SFC in conjunction with the Ombudsperson shall report to the Academic Senate annually regarding the number of cases heard and their disposition. The committee may also recommend to the Senate any revisions in this policy that it deems appropriate.

**SAN JOSE STATE UNIVERSITY
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S14-4, University Policy, Naming of Campus Facilities and properties; And Colleges, Schools, and Other Academic Entities at San José State University

Legislative History:

Rescinds University Policies S00-3, S00-4, and S07-1

At its meeting of April 14, 2014, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Organization and Government Committee. This policy consolidates into one policy S00-3, which gives instructions for naming of campus facilities/properties, S00-4, which gives instructions for naming academic entities, and S07-1, which amended S00-4.

Action by University President: **Approved and signed by
President Mohammad Qayoumi
on April 24, 2014**

**University Policy:
Naming of Campus Facilities and properties; And Colleges, Schools,
and Other Academic Entities at San José State University**

- Whereas Since 2000, University policies have existed which guide both the naming of campus facilities/properties (S00-3) and the naming of academic entities (S00-4) at SJSU; and
- Whereas S00-4 was amended in 2007 (S07-1) to allow rapid and confidential vetting of proposals to name academic entities during the 150th year; and
- Whereas Some of the changes to S00-4 are also relevant to S00-3; and
- Whereas The Organization and Government Committee has identified several other changes to the existing policies which are consistent with current practice; and

- Whereas It is to the benefit of the campus as a whole to consolidate policy changes into omnibus policies so as to minimize confusion about the applicability of policies; and
- Whereas The Board of Trustees has recently updated CSU policies regarding naming (CSU 15501.00 and CSU 15502.00) effective February 1, 2014; and
- Whereas Naming proposals to honor individuals and organizations who have had a significant impact on the University should be guided by campus policy; and
- Whereas It is the intent of this policy that stakeholders closest to the entity to be named be consulted in the decision-making process; and
- Whereas San José State should have a clear campus policy to provide for an orderly, fair, expeditious, and collegial review of proposals to name campus facilities, properties, colleges, schools and other academic entities, within the framework established by the February 2014 action; now therefore, be it
- Resolved That the attached document, "Policies and Procedures for Naming of Facilities and Properties; and Colleges, Schools and other Academic Entities at San José State University" be University Policy, effective immediately upon approval of the President; and be it further
- Resolved That adoption of this policy will revoke University Policies S00-3, S00-4, and S07-1.
- Rationale The campus currently operates under three separate naming policies, each of which refers back to old Board of Trustees naming policies. This policy consolidates the previous policies, clarifies the procedures that must be followed, and refers to the most recent Board policies.

Approved: February 24, 2014

Vote: 10-0-1

Present: Kaufman (Chair), Bacich, Backer, Brada-Williams, Guerrazzi, Laker, Mathur, Morazes, Poole, Rudy, Vera-Sanchez

Absent: Miller

Financial Impact: None

Workload Impact: No additional work is anticipated with this policy update.

**Policy and Procedures for Naming of
Facilities and Properties; and Schools,**

Colleges and Other Academic Entities at San José State University

1.0 Purpose

1.1 The purpose of this policy is to provide for an orderly, fair, expeditious, and collegial review of proposals to name campus facilities and properties; as well as schools, colleges, and other academic entities, within the framework established by CSU Policies 15501.00 and 15502.00.

1.2 The naming of campus facilities, properties, and academic entities presents opportunities for the advancement of the interests of San Jose State University. It is important, however, that a campus process assures that names are bestowed only when they serve the University's long-term interests, and only when they reflect the values of higher education and San Jose State University in particular. Since naming opportunities are generally finite in number and permanent in duration they must be considered with special care and deliberation.

2.0 Authority

2.1 Facilities and properties. The Board of Trustees of the CSU has retained the authority to name facilities and properties. Facilities and properties are defined as all buildings; major portions of buildings; university or college streets or roads; stadium and baseball fields and other areas of major assembly or activity; plazas, malls and other large areas of campus circulation; and all other highly visible facilities and properties.

While the Board possesses final authority to name facilities and properties, no proposal to name such a facility will be sent forward from this campus without obtaining preliminary campus approval as indicated in this policy.

2.2 Features in and around buildings. The Board has delegated to the Chancellor, who has delegated to the University President, the authority to name individual rooms, limited areas and individual items or features within buildings, individual landscape items or features, limited outdoor areas, and other minor properties.

While the President possesses final authority to name facilities in and around buildings, no facility shall be so named without obtaining preliminary campus approval as indicated in this policy.

2.3 Schools, Colleges and Other Academic Entities. The Board of Trustees of the CSU has retained the authority to name all CSU colleges, schools, centers, and institutes.

While the Board possesses final authority to name colleges, schools, and other academic entities, no proposal to name such an entity will be sent forward from this campus without obtaining preliminary campus approval as indicated in this

policy.

2.4 Temporary naming. The Board has delegated to the Chancellor authority to approve a temporary naming for a facility or property, reflecting natural or geographic features, or reflecting a traditional theme of a university.

While the chancellor possesses final authority to approve temporary naming of facilities and properties, no proposal to name such a facility will be sent forward from this campus without obtaining preliminary campus approval as indicated in this policy.

3.0 Criteria for Selection of Names. A name of a CSU facility or property; or school, college, or other academic entity, presented for Trustee approval must honor an individual or an organization and must meet the following criteria:

3.1 Considerations for Board of Trustees Approval. CSU Policies 15501.00 and 15502.00 set out the general criteria that the Board uses when considering a naming proposal. All naming proposals must meet the standards of those policies. If these policies are superseded by subsequent Board action then the Senate will ensure that the provisions of this policy continue to comport with those policies.

3.2 Campus criteria. All proposals for naming any facility, property (temporary or permanent); or school, college or other academic entity, must, in addition to the Trustees' criteria, meet the following campus criteria:

3.2.1. The naming committee (see section 4. Below) will take into consideration the likelihood of the name being broadly accepted by the campus.

3.2.2 When naming for a person or organization, that person or organization should be associated with ethical behavior that has served the public interest. Namings should be particularly scrutinized to ensure that the individual or organization has not engaged in activities including but not limited to discrimination, fraud, exploitative labor practices, environmental violations, and anti-trust violations, or other actions deemed antithetical to the mission and goals of San Jose State University.

3.2.3 When naming for a person or organization, names with a high degree of association with San Jose State University, such as campus leaders, graduates, employers of graduates, and local companies, should generally be preferred to those with lower degrees of affiliation with SJSU.

3.2.4 This policy should be used over time to lead to the naming of facilities and academic entities of San Jose State University in a balanced manner, reflecting the functions of the property or academic entity, reflecting natural/geographic features of the area, reflecting the traditional themes of the University, honoring diverse individuals and organizations for service to SJSU and the CSU, and recognizing gifts to the University.

3.3 Permanency of names

3.2.1 As a general rule, when a gift from an individual or family is involved, a facility receives a designation that lasts the lifetime of the facility. Demolition of a facility, however, ends its official name, although the old name would then be available for naming a different facility.

3.3.2 In those rare circumstances when a name is to be removed from an existing facility or academic entity, approval must be sought through exactly the same procedures as are required for naming an entity.

3.3.3 As a general rule, when a gift from a corporation is involved, the naming will be temporary and last a period of time to be negotiated between the university and the donor. The naming may be extended by the President after consultation with the Executive Committee.

3.3.4 A temporary name may be designated only for a substantial financial contribution to the University. Written evidence should accompany such a request documenting that the designation of a temporary name is in the long-term financial interests of SJSU, and that the award of a temporary name will not lessen the potential benefit from a permanent name. In addition, a temporary name must comply with all the regular criteria of a permanent name, and must follow the same process for approval.

3.4 In special circumstances, the President, in consultation with the Executive Committee, may waive any or all of the above criteria.

4.0 Procedures

4.1 Proposals. Proposals for naming any property or facility (temporary or permanent), or school, college, or other academic entity, may be initiated by any university office/unit, university organization, or the Senate Executive Committee.

4.1.1 The proposal shall be formulated in accordance with the criteria set forth in this policy and shall include a detailed justification for the proposed name.

4.2 Screening. The VP for Advancement should screen proposals and verify that there is no conflict with other names on campus or in the CSU, and that the naming proposal generally complies with the provisions of CSU naming policies.

4.3 Naming Committees. In cases where a donation is involved, the VP for Advancement will convene a special administrative "Naming Committee" to evaluate the proposal. In cases where no donation is involved, the President shall designate a chair of the naming committee. This administrative committee will be Chaired by the VP for University Advancement or the President's designee and shall include the Chair of the Campus Planning Board, Director of Planning Design and Construction, two faculty members (preferably members of the Senate) who are affiliated with the facility/academic entity in question, and when the Executive Committee deems it appropriate, given the nature of the naming, a student (or students), staff member or other stakeholder as recommended by the Executive Committee. After due diligence,

the Naming Committee will determine whether the proposal should advance. If so, it will forward its recommendation to the Senate Executive Committee.

4.4 Executive Committee. The Vice President for Advancement or President's designee will be invited to present the recommendation from their Naming Committee to the Senate Executive Committee. The Senate Executive Committee will recommend whether the proposal should be adopted. If the recommendation is negative, then the proposal advances no further. After a positive recommendation from the Executive Committee and the President, the President should seek Trustee's approval. (Trustee approval is not required in certain cases; see 4.6) Once Trustees' approval is obtained, the President should then take appropriate action to make the naming official.

4.5 Referral to the full Senate. In instances where the Naming Committee and/or the Senate Executive Committee feels that the naming decision requires more deliberation due to its complexity, sensitivity, or possible controversy, the proposal may be referred to the full Senate for consultation after being heard by the Executive Committee.

4.6 Presidential Action. In the case of proposals to name features in and around buildings, a positive recommendation from the Executive Committee will result in the executive committee recommending to the President that the naming be authorized. The President may then make the naming official in accordance with the authority delegated in Section 2.2 of this policy.

4.7 Explanation of rejection. At any level when a proposal is declined, a prompt memo of explanation will be issued by the declining person (body) and returned to originator of the proposal and any approving bodies.

4.8 Once a name has been approved by the Board of Trustees, the Vice President for Advancement shall report to the Senate about the process.

5.0 Confidentiality

5.1 Because naming decisions are only official after Board of Trustees approval, confidentiality is to be maintained throughout the process of evaluating any proposals for naming campus facilities, properties, schools, colleges or other academic entities, including explanations of rejection as well as decisions of approval.

5.2 All committee meetings will be held in executive session. All memos will be marked "confidential".

5.3 If the full Senate deliberates on a proposal, the Senate will enter into Executive session. The minutes of the Executive Committee and the Senate will reflect the nature of deliberations but not the specific facilities or names under consideration.

5.4 Only when the President publicly and officially announces the naming of a facility or property will confidentiality be lifted.

6.0 Pre-authorization for naming opportunities of campus facilities, when a donor gift is involved.

6.1 For proposals when donor gifts are involved, the campus may pre-authorize naming opportunities. Pre-authorization is used to set aside those properties or academic entities that can be named according to consistent campus-wide guidelines.

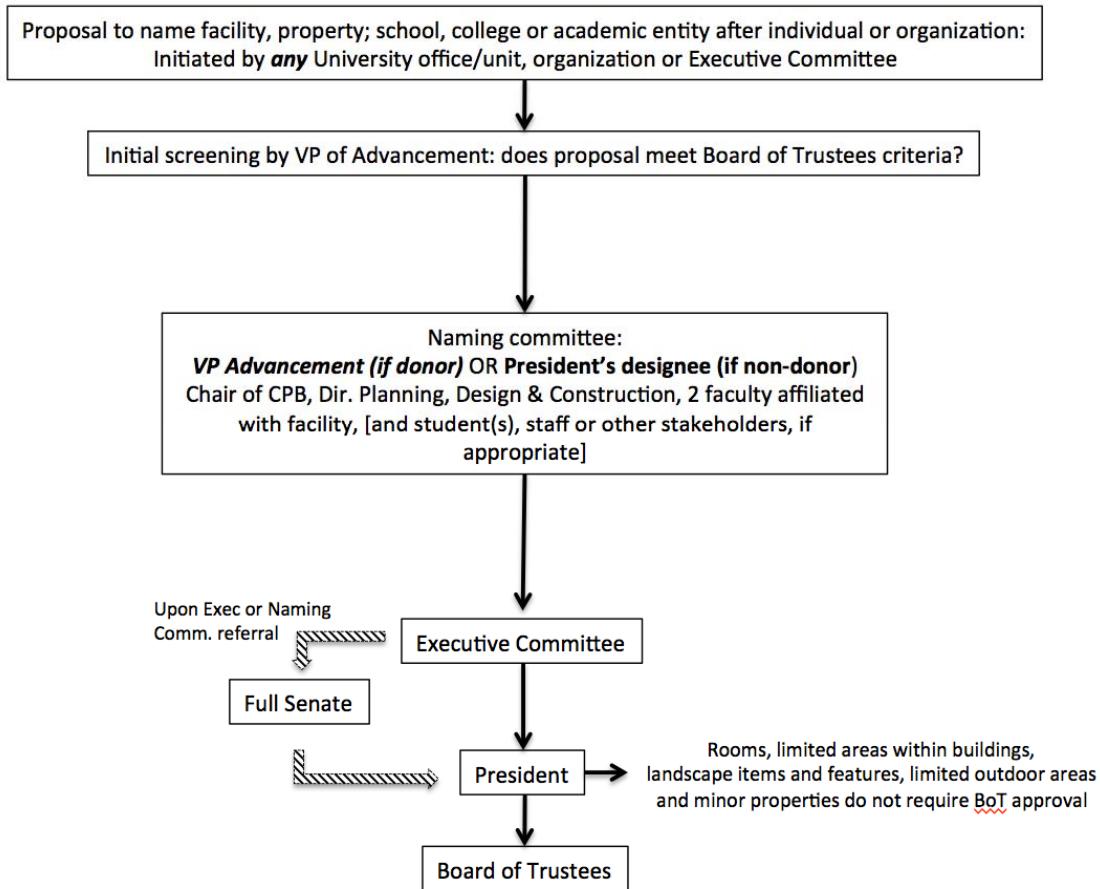
6.2 The Vice President for Advancement, in consultation with the Senate Executive Committee, shall prepare and distribute guidelines for the naming of facilities, properties or academic entities that are to be used when a donor gift is involved. These guidelines shall take account of the size of the donor gift, the size and importance of entity to be named and shall be adjustable over time to account for inflation etc.

6.3 Colleges and other entities may submit proposals for pre-authorization of naming opportunities. Such a proposal will take the form of reserving facilities associated with the College or entity, which can be named in honor of donors that meet the criteria developed in Section 3 of this policy. Deans should consult with the VP for Advancement when preparing pre-authorization proposals.

6.4 Pre-authorization should be sought and will be considered through the same process as an actual facility naming. When pre-authorization is granted, the campus agrees in principle to naming the pre-authorized facilities for donors provided the specific names comport with the criteria listed in section 3 of this policy, and provided it occurs within a designated time period.

6.5 Final approval of a specific name for each facility must still be obtained through the regular process. It is suggested that all proposed names that are associated with the facilities included in a pre-authorized proposal be submitted as a package with a brief justification of each name.

S14-4: Facilities and Properties; and Schools, Colleges and Other Academic Entities



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

S14-6, University Policy, Policy and Assurance for Humane Care and Use of Animals at San José State University

Legislative History:

Rescinds University Policy F06-4

At its meeting of April 28, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. University Policy S14-6 was approved and signed by President Mohammad Qayoumi on April 30, 2014.

At its meeting of February 8, 2021, the Academic Senate approved Amendment A to University Policy S14-6. Amendment A was signed and approved by President Mary A. Papazian on March 10, 2021. Amendment A establishes the Vice President for Research and Innovation as the backup to the Associate Vice President for Research in all cases where the Institutional Officer is mentioned. Amendment A is incorporated into the policy below.

At its meeting of April 15, 2024, the Academic Senate approved Amendment B to University Policy S14-6. Policy and Assurance for Humane Care and Use of Animals at San José State University presented by Senator Shaffer for the Curriculum and Research Committee. Amendment B is incorporated into the policy below.

**University Policy:
Policy and Assurance for Humane Care and Use of Animals at
San José State University**

Whereas: San José State University recognizes the need to address ethical issues concerning the care and use of animals for University activities; and

Whereas: San José State University must have a current, comprehensive policy assuring the humane care and use of laboratory animals; and

Whereas: That policy must be in accord with current Federal guidelines; and

Whereas: That policy should indicate clearly how animal activities are to be organized and conducted, what procedures are to be followed, what individual responsibilities are with regard to the care and use of animals, and what University committee oversees the humane care and use of animals; and

Whereas: IACUC meeting bylaws are now detailed in a Standards of Practice document in SJSU's Research Compliance Unit to allow for more flexibility with changing federal regulations; be it therefore

Resolved: That the following amendment to S14-6 be adopted.

Approved: April 8, 2024

Vote: 7-0-0

Present: Kourosh Amirkhani, Megan Chang, Stefan Frazier, Marie Haverfield, Ellen Middaugh, Scott Shaffer, Hiu-Yung Wong (Chair)

Absent: Marc d'Alarcao, Heather Lattimer, Richard Mocarski, Sahithya Swaminathan, Cristina Velarde

Workload Impact: None

Financial Impact: None

UNIVERSITY POLICY

Policy and Assurance for Humane Care and Use of Animals at San José State University

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1.0 Preamble.

Ethics and the Care and Use of Animals at San José State University

San José State University (SJSU) recognizes this policy as its reference for the humane care and use of animals and for addressing ethical concerns in discussions, evaluations and policy matters regarding the care and use of animals by all individuals at SJSU and its affiliates.

SJSU acknowledges the public debate about the legitimacy, importance and relevance of the ethics of animal care and use. We recognize that within this debate there are a number of legitimate and responsible perspectives, concerns and unresolved issues that are expressed in various ways. We, therefore, commit ourselves to be a respectful and responsible party within this on-going public debate.

SJSU recognizes the relevance, value and significance of the ideals of the humane treatment of animals as part of conducting sound scientific research and quality teaching. Therefore, we commit ourselves to actively: seek satisfactory means that do not entail the use of animals; employ ways that minimize the number of animals used; minimize physical and psychological discomfort to the animal; and minimize the extent of euthanasia entailed in our work.

SJSU holds that among the sources of our ethical responsibilities in the care and use of animals are the relationships we have with the other members of the animal kingdom, and the life that we hold in common with them. Therefore, we view our role in the care of animals to be one of stewardship, which includes the responsibility to actively assess and meet the needs of animals in our charge and to provide for their comfort. We view our role in all instances of animal use to be one that must reflect a deep sense of humility. Our corresponding responsibilities must include efforts to seek and employ methods that embody respect for the life of individual animals and reverence for life itself.

0. Purpose.

When animals are used for academic activities at SJSU, every effort will be made to ensure that faculty, staff, and students understand their ethical and scientific obligations with respect to animal care and use. This policy sets forth standards, procedures, and guidelines by which SJSU and its affiliates shall ensure compliance with federal and University expectations with regard to the care and use of animals for academic purposes.

3.0 Definitions.

3.1 Animal refers to any live or dead non-human vertebrate species that is acquired, utilized or held for intended use in an academic activity, which includes the utilization of animal blood or tissues. Non-living animal tissues covered by this policy include, but are not limited to hair, bone, feathers, scales, teeth, excrement, boluses and secretions.

3.1.1 Operationally, this policy pertains to the care and use of vertebrate animals. In addition, SJSU affirms that the purview of this policy extends to the use of Cephalopods and select invertebrate species as described in *Section 6.5* of this policy.

3.2 Activity refers to any University-supported project, whether it is publicly or privately funded, involving the use of animals for purposes of research, field study, experimentation, teaching, demonstration, training, testing, exhibition, artistic display, or related academic purpose.

3.3 Handling refers to the physical care, feeding, holding, petting, capture, dosing, sampling, disturbance, dispatch, breeding, baiting, release, transport, immobilization, dissection, treatment, training, or related interaction with an animal.

3.4 Pain refers to a complex experience that typically results from stimuli that damage or has the potential to damage tissue; such stimuli prompt withdrawal and evasive action on behalf of an animal.

3.5 Distress refers to an aversive state in which an animal is unable to adapt to stressors/stress and results in maladaptive behavior and physical pathology. Stress can manifest as an external or internal event, which induces an alteration in biological equilibrium.

3.6 Discomfort refers to a state of uneasiness and hardship for an animal; deprivation of comfort or ease.

3.7 Facility refers to any and all buildings, laboratories, rooms, spaces, enclosures, land, vessels or vehicles under the administrative control of SJSU or designated sites at off-campus locations used to support an animal-related activity.

3.8 Personnel refers to any SJSU faculty member, research affiliate, employee, appointed volunteer, staff, administrator, permit holder, contractor, or student who is involved with the handling of an animal.

3.9 Protocol refers to the complete written description of an animal-related activity, including all permits, attachments, and subsequent amendments, approved by the Institutional Animal Care and Use Committee.

3.10 Submission refers to any proposal, policy, or document related to the care and/or use of animals that is pending review or approval by the Institutional Animal Care and Use Committee.

4.0 Policy Oversight and Individual Responsibilities.

4.1 Humane care and treatment of animals used in higher education; whether for research or instruction, the arts or sciences, is a university-wide responsibility. It is the policy of SJSU to comply with federal and state requirements that pertain to the acquisition, care, and treatment of laboratory animals. Therefore, in order to ensure proper implementation of this policy, areas of responsibility are hereby designated to personnel directly engaged in activities involving animals and University officials identified herein.

4.2 As CEO, the University President is charged with the overall administrative responsibility for ensuring that the institution's animal care and use program is in full accord with all applicable federal regulations. The University President is responsible for

providing public assurance that animals associated with legitimate academic activities are properly cared for and being treated in accordance with IACUC-approved standards.

4.3 Institutional Official. The University President may designate responsibility to the Institutional Official (e.g. the Associate Vice President for Research) to oversee and administer the institution's Animal Care Program. Designation of the Institutional Official requires formal written appointment by the President indicating, minimally, that the designee shall have the administrative and operational authority to: 1) allocate University resources to ensure that the animal care and use program complies with all applicable laws and institutional assurances; and 2) define and assign responsibilities and reporting channels essential to the animal care and use program and this policy.

4.3.1 The Institutional Official will rely on the Institutional Animal Care and Use Committee (IACUC), Campus Veterinarian, and the Dean of the College of Science to: 1) oversee the institution's animal care program and facilities; 2) to develop plans and timelines to correct program deficiencies; 3) respond to reported concerns that may arise concerning the institution's care and use of animals; and 4) the animal care and use training program for personnel.

4.3.2 The Institutional Official will have the responsibility and authority to sign correspondence with outside agencies making a commitment on behalf of the University as it pertains to the animal care and use program. The Institutional Official shall promptly notify the appropriate external agency if the IACUC suspends an approved activity or there is a serious violation of the Public Health Service Policy on the Humane Care and Use of Laboratory Animals or the Laboratory Animal Welfare Act, if applicable.

4.3.4 The University President shall act as the Institutional Official if his/her designee is unavailable. In such instances, the Office of the President shall generate a memo to the IACUC Chair indicating that the University President shall assume the role as Institutional Official with the authority to sign all related documents under this role until any further change in designation is indicated in writing. The University President shall promptly notify the respective Federal agencies of any change in designation of the Institutional Official as required.

4.4 Campus Veterinarian. The University President shall appoint one Doctor of Veterinary Medicine with the appropriate training, certification and experience in laboratory animal science and medicine who will have direct responsibility for the health and welfare of animals associated with the SJSU Animal Care Program. As Veterinary Director, responsibilities of the Campus Veterinarian include monitoring animal health and welfare, routine clinical assessments of the animal colonies, treating illness or injury requiring veterinary medical care, laboratory diagnosis and necropsy when required, and maintaining the institution's Program of Veterinary Care (PVC). The PVC shall describe

standard veterinary practices for the acquisition, housing, stabilization, and quarantine of newly introduced species; colony surveillance and preventative medicine schedules; veterinary enrichment program; selection and utilization of suitable analgesic, anesthetic and tranquilizing agents in laboratory animals; proper performance of surgical procedures and perioperative care of laboratory animals; and methods of euthanasia.

4.4.1 The Campus Veterinarian shall serve as a voting member of the IACUC and report to the Institutional Official. To ensure the health and welfare of animals used in teaching and research, the Campus Veterinarian will have unlimited access to all facilities under control of the University where animals are held or used with due respect for the demands of work in progress. The Campus Veterinarian shall be authorized to coordinate consults and/or contracts with veterinary specialists on an as needed basis to ensure adequate veterinary care is provided for all species associated with the SJSU animal care program.

4.4.2 The Campus Veterinarian shall have the authority to halt any activity involving animals approved by the IACUC if the health or welfare of the animals or personnel involved is deemed to be inappropriately in jeopardy until which time the IACUC can review the circumstances and take appropriate corrective action.

4.5 Institutional Animal Care and Use Committee [IACUC]. The IACUC is an administrative committee appointed by the University President (or his/her designee) responsible to ensure adequate review and oversight of all activities, facilities, and programs related to the care and use of laboratory animals within the jurisdiction of San José State University. The IACUC derives its authority from Federal law and is required to: 1) review and approve all animal activities, including modifications to an approved animal care and use protocol, prior to commencement of the project or modification thereto; 2) review at least once every six months the institution's animal care and use program; 3) inspect at least once every six months all the institution's animal facilities (including satellite locations); 4) prepare and submit reports of the IACUC semiannual evaluations to the Institutional Official describing the nature and extent of the institution's adherence to all applicable regulations and policies governing animal care and use; 5) review and investigate reported concerns of non-compliance involving the care and use of animals at the institution or its affiliates; and 6) have the authority to suspend activities that involve the care and use animals.

4.5.1 The IACUC shall maintain meeting and membership bylaws approved by the Institutional Official that are in accord with all applicable laws and regulations.

4.5.2 The IACUC Chair shall monitor committee membership and make recommendations to the Institutional Official to ensure that the IACUC is functional and

properly constituted. The IACUC Chair shall monitor committee assembly and conduct to ensure that meetings are conducted in accordance with IACUC bylaws.

4.6 The Dean of the College of Science (Dean) is charged with overseeing operations and maintenance of the institution's Animal Care Facilities (ACF) and ACF support staff. The Dean shall be included on ACF inspection reports generated by the IACUC to relay all commendations, deficiencies, or recommendations to improve the animal care facilities. Where appropriate, the Dean shall respond to the IACUC Chair in a timely manner with input on corrective action plans to ACF deficiencies noted in IACUC reports.

4.6.1 The Animal Care Program Manager (ACPM) shall be responsible for maintaining a repository of records in the Animal Care department office, which the Dean will have access to at all times. Record keeping responsibilities shall include maintaining: 1) minutes of IACUC meetings, including records of attendance; 2) complete records of application submissions, active animal use protocols, and proposed significant changes to animal use protocols, indicating whether IACUC approval was granted or withheld, for a minimum of three years upon completion of the activity; and 3) internal and external inspection reports or oral/written communications with governmental representatives concerning the institution's animal care program. Animal care program documents shall be accessible for audit as required by law at reasonable times and in a reasonable manner.

4.7 Animal Care Program Manager [ACPM] will have the appropriate veterinary training, certification and/or experience in laboratory animal science and is charged with overseeing the day-to-day activities of the ACF and all animals resident therein. The ACPM shall have access to all animal holding and use areas and will: 1) provide adequate veterinary care to all animals as directed by a veterinarian; 2) coordinate requests with investigators for the procurement, receipt, housing, care, utilization and transfer of live animals; 3) be responsible for implementing professionally acceptable standards for the proper care and use of animals within the ACF and its satellites, and ensuring that those standards are being met; 4) organize and maintain documents related to animal care and use including: animal use protocol descriptions, all IACUC-related business, and correspondence with government agencies; 5) serve as the IACUC Coordinator, whereas investigators will direct submissions and protocol activity requirements through the ACPM who will keep the IACUC informed; 6) be available to escort inspectors for internal and external audits of the institution's animal care facilities and program as required; and 7) provide veterinary support, resources and training to the campus community as directed by the IACUC.

4.8 The Principal Investigator [PI] is charged with ensuring compliance with this policy for all animal activities under their lead. PIs are: 1) considered the protocol director to ensure that all IACUC requirements and campus safety protocols are adhered to; 2)

directly responsible for animal welfare associated with their work and are charged with ensuring that those involved promptly seek veterinary consultation if the health or welfare of an animal is in jeopardy; 3) responsible for overseeing laboratory and field operations, and experiment conditions; 4) responsible to verify adequate procedural knowledge and practical skill of all personnel under their direction in the care and use of animals; 5) responsible to promptly report to the IACUC any adverse or unanticipated study event that results in animal morbidity or mortality; and 6) responsible to ensure that all records related to animal care and use are complete and current, and reports and submissions are accurate and submitted to the IACUC in a timely manner.

4.9 Reporting Animal Welfare Concerns. Any person should report, anonymously or otherwise, concerns related to animal care and use at San José State University and Moss Landing Marine Laboratories by contacting the Animal Care Program Manager, the Campus Veterinarian, or the IACUC Chair. Contact numbers for reporting concerns shall be prominently posted on the IACUC website and in common areas where animals are housed or used at campus facilities. No concerned or reporting individual shall be discriminated against or be subject to intimidation, coercion, or reprisal for reporting animal welfare concerns or violations of federal law, or any requirement set forth in this policy, or as indicated for individual protections under existing institutional whistleblower policies.

4.9.1 The IACUC will promptly investigate all reported animal welfare concerns or complaints of non-compliance with institutional policies that involve the care and treatment of animals at SJSU or its affiliates. Reports of such investigations shall be submitted to the Institutional Official for the appropriate action. The IACUC may consider a wide variety of actions following such an investigation, including suspension of the activity and termination of an approved protocol. If requested, the ACPM or Campus Veterinarian shall follow up with the reporting individual/s to share relevant findings of the final investigation.

4.10 The IACUC is authorized to take any action deemed necessary by a majority vote of a quorum of its membership to ensure that an activity involving animals is being conducted in the manner it was approved. Personnel who, in their use of animals, fail to adhere to IACUC requirements and/or this policy are subject to suspension of animal activities by IACUC and referral to the Institutional Official for appropriate action.

5.0 Principles for the Use of Animals.

5.1 Procedures involving the use of animals shall be designed and performed with due consideration of their relevance to human or animal health, the advancement of knowledge, or the good of society. For all activities, the project purpose, study objective

and experimental design shall be clearly defined and justified by the PI to yield useful results, not practically obtainable without the use of animals.

5.2 Animals selected for an activity shall be of an appropriate species and quality and minimum number required to obtain valid results. Each animal use protocol must adequately address animal *replacement* (use of inanimate models and/or taxonomically lower species, and methods such as computer simulation and *in vitro* biological systems); animal *reduction* (statistical justification and/or scientific support of animal numbers associated with an activity are the minimum number necessary to achieve valid results); and avoidance of *unnecessary duplication of experiments* in research and curriculum.

5.3 Proper use of animals, including the avoidance or minimization of discomfort, distress, and pain where consistent with sound scientific practices, is imperative (*refinement*). Unless the contrary is established, investigators shall consider that procedures known to cause pain or distress in human beings may cause pain or distress in other animals.

5.4 Procedures with animals that may cause more than momentary or slight pain or distress shall be performed with appropriate sedation, analgesia, or anesthesia whenever possible. A qualified veterinarian shall evaluate and provide investigators input on the clinical, surgical, and technical aspects of an activity or procedure known to cause more than momentary or slight pain or distress to an animal. Confirmation of veterinary consultation shall be clearly documented in the animal care and use protocol for such activities.

5.4.1 If a procedure or manipulation is likely to cause greater discomfort than the applied level of anesthesia, the animals must first be rendered incapable of perceiving pain and be maintained in that condition until the experiment or procedure is ended. Animals that would otherwise suffer severe or chronic pain or distress that cannot be relieved should be painlessly dispatched at the earliest, most appropriate time. The PI or personnel in charge of the activity must be prepared to terminate the study whenever s/he believes that its continuation may result in undue or unnecessary injury or suffering to the animal as a humane endpoint.

5.4.2 If an emergent situation occurs where the well-being of the animal is at stake, investigators shall immediately halt the activity and contact the attending veterinarian for animal welfare consultation. The PI must bring to the IACUC's immediate attention any adverse study event that impacts the health or well-being of study animals for review and possible action.

5.5 The living conditions of animals shall be appropriate for their species and contribute to their health and comfort. The housing, feeding and care of all animals will be directed by the Campus Veterinarian or designee qualified and experienced in the species of interest. When appropriate every effort shall be made to provide physical and psychological enrichment unless to do so would negatively impact the study objective. Standards for the construction, sanitation and use of housing, service, and surgical facilities shall meet those described by all applicable federal regulations and guidelines for the care and use of laboratory animals.

5.6 All animals shall have access to adequate veterinary care, including off-hours, weekends, holidays and campus closures as dictated by the Campus Veterinarian. Animals shall be monitored at appropriate intervals which are dictated by the species, the nature of the intervention, the degree and duration of post-procedural pain, distress or discomfort, and possible complications. During monitoring, animals shall be evaluated for the presence of pain, distress or discomfort whereas the criteria are based upon normal behavior patterns for that species.

5.7 Activities involving the care and use of animals must be led and supervised by a qualified faculty member or the Campus Veterinarian (identified as the Principal Investigator), and performed by personnel who are properly trained and experienced. Animal welfare policy training shall be made available through the University Animal Care department. Personnel involvement and qualifications in the care and use of animals shall be reviewed by the IACUC with sufficient frequency to fulfill individual responsibilities as described in the animal use protocol.

5.8 The conduct of all animal-related activities shall be done utilizing current veterinary practices consistent with acceptable scientific and institutional standards. Additionally, any ancillary scientific collection and special use permission or site access requirements related to an animal activity must be revealed to and approved by the IACUC.

5.9 All drugs, medical materials, feed and supplements for laboratory animals must be appropriately stored and be kept in-date. All facilities shall be routinely monitored for expired product, which must be properly segregated or promptly disposed of. Veterinary drugs shall be of pharmaceutical grade whenever possible and those drugs used for experimental procedures, anesthesia, analgesia, euthanasia, and emergency care must never be used beyond their expiration date. The use of non-pharmaceutical grade compounds or expired materials for terminal procedures must first be revealed to and approved by the IACUC to determine that the use of such a product will not adversely affect the animal's well-being or compromise the validity of the study.

5.10 Details related to animal holding and study locations, including animal confinement, restraint, and transport, must be revealed to and approved by the IACUC. Holding areas

and primary conveyances must provide adequate ventilation, protection from temperature extremes and minimize stress to the animal. During transport animals shall be appropriately secured and monitored at appropriate intervals while in transit to ensure their well-being. Animals must be promptly delivered, received and uncrated at an IACUC-approved facility. The movement of animals between buildings must be in accord with IACUC standards that stipulate that animals shall be transported safely in a secure enclosure and in an inconspicuous manner.

5.11 The IACUC must approve the acquisition, housing, care, transfer, disposal and/or final disposition of live animals, animal carcasses or their parts upon completion of a project. With regard to the transfer of live animals from one IACUC-approved study to another, personnel must receive authorization from the ACPM prior to the intended transfer to ensure that all institutional requirements have been met.

5.12 Methods of euthanasia will be performed by qualified individuals in a manner that induces a rapid state of unconsciousness to insure an immediate and painless death for the animal. Euthanasia procedures conducted on animals must be considered the most humane given the study objective and should be in accordance with the current recommendations made by the American Veterinary Medical Association (AVMA) Guidelines for the Euthanasia of animals wherever possible. Deviations from any of the euthanasia practices specified by AVMA recommendations must be justified in the animal use protocol and approved by the IACUC. No animal shall be discarded until after it has been assessed by a qualified individual to be confirmed dead.

5.13 Personnel must follow the guidelines and requirements set forth by the IACUC in accordance with the standards and procedures outlined herein with due consideration of the statement on ethics and the care and use of animals in the preamble to this policy. All animal use protocols must be complete and accurate, and signed with a statement by the PI signifying that they have read and will abide by this policy. Any deviations from the provisions set forth in *Section 5* of this policy must be presented in writing by the PI and granted IACUC approval before the activity commences.

6.0 Activity Descriptions and Protocol Forms.

6.1 Activities involving the care and use of animals by University personnel, on University property or at University facilities, or using University funds (including subcontracts) must be approved by the SJSU IACUC before the activity commences. Protocol descriptions must be complete and accurate when presented to the

IACUC in a timely manner for review and approval. No change to an approved protocol may be instituted without prior written approval from the IACUC.

6.1.1 Personnel must pursue IACUC approval for instructional, research, artistic and field activities as required by this policy or as requested by individual academic departments, the College of Graduate Studies, or the San Jose State University Research and Tower Foundations. It is at the discretion of the IACUC to voluntarily review submissions from the campus community that do not meet policy requirements for oversight of an animal activity._

6.1.2 SJSU IACUC approval of an activity shall not relieve the Principal Investigator of the responsibility to obtain additional permits with the Institutional Review Board (human subjects), Health Physics Committee (radioactive materials), or Institutional Biosafety Committee (recombinant DNA use and Biological Use Authorizations), or to comply with applicable Federal, State or local requirements. The IACUC reserves the right to request proof of permit from institutional committees or other agencies before approving animal-related activities.

6.1.3 Initiating or conducting animal activities without securing SJSU IACUC approval is considered a violation of this policy. The IACUC will not consider, accept or conduct retroactive review of protocol submissions involving the care or use of animals led or initiated by SJSU personnel if the activity is considered completed. Ongoing activities that are not approved by the SJSU IACUC must be immediately halted and reported to the IACUC for proper investigation and action. Activities that are not in compliance with this policy will be promptly investigated by the IACUC and reported to the Institutional Official for recommended action.

6.1.4 The IACUC may consider approving personnel involvement in activities that are led or initiated by outside institutions under an IACUC-approved protocol and are considered on-going. It is important that faculty and students communicate their interests to use live animals or their tissues at the earliest possible time to the University Animal Care department office so that the IACUC can be informed and review the appropriate protocol form.

6.1.5 The SJSU IACUC will consider accepting alternate IACUC approval and deferring oversight of an ongoing activity that is initiated, led, and/or conducted by a third-party or organization. Where applicable, the SJSU IACUC will only approve such submissions for the designated approval period indicated by the IACUC from the third-party performance site. An application form is available for IACUC review of such requests.

6.1.6 The SJSU IACUC will consider permitting individual use of data previously collected from activities led or initiated by a third-party or organization under an IACUC approved protocol. In such situations where outside IACUC oversight was not required by law, SJSU personnel must be able to show legal association with the activity and that all applicable federal laws and agency guidelines were adhered to with respect to the care and use of live animals.

6.2 IACUC protocol submissions shall be sponsored and signed by a SJSU faculty member or other individual institutionally recognized with PI status per University policy S18-5, or the Campus Veterinarian, identified as the Principal Investigator. Protocol forms used must be the most current version available and filled in completely. The IACUC may require full resubmission of any protocol application on the appropriate form. Protocol submission forms, submission deadlines and contact information for submission guidance shall be made available on the IACUC resources webpage.

6.2.1 Activities conducted by faculty on sabbatical and visiting scholars or other third-party individuals at or through SJSU must be approved by the SJSU IACUC. Therefore, visitors to the University must be supported and represented by an SJSU faculty member or the Campus Veterinarian to pursue IACUC approval for animal-related activities. SJSU affiliates involved with activities at outside institutions shall comply with applicable provisions set forth by the IACUC at those institutions.

6.2.2 If the PI is planning a leave or sabbatical rendering them unable to oversee ongoing study conditions, the appropriate arrangements shall be made to ensure the proper use of animals. Where appropriate, PI leave plans should be shared with the Animal Care Program Manager for animals being held for study. The Campus Veterinarian shall make a recommendation to the IACUC and Institutional Official if PI oversight becomes a concern. If the PI is placed on any leave or suspension, then the animals shall be considered relinquished and reassigned to the care and oversight of the Campus Veterinarian. Investigators will not be permitted to handle or direct the care or use of relinquished animals under the control of the Campus Veterinarian. If necessary, the Dean and/or Institutional Official may request funds from the respective University department and/or Research Foundation to ensure all animals are adequately provided for. The Dean, in consultation with IACUC and Campus Veterinarian, will determine the duration of time the colony may be maintained under the care of the Campus Veterinarian.

6.3 *Activities Involving the Use of Non-living Animal Tissues.* Non-living tissue samples obtained post-mortem or from an animal's natural habitat, museum collections, commercial sources, road kill, or from a collaborator's scientific archive are subject to IACUC oversight to verify the source and manner in which the samples were obtained. The receipt of voucher specimens into campus museum collections is also subject to IACUC oversight and approval. The IACUC will require verification of a valid

import permit for specimens derived from species of special concern, threatened, endangered or as required by law. The IACUC may require documentation of the date, time, and circumstances of collection, including proof of prior IACUC approval, for tissues shared by outside collaborators. An abbreviated protocol form is available for IACUC review of such activities.

6.3.1 Opportunistic sources of obtaining animal tissue include (but are not limited to) contracts with tissue banks or utilization of clinical diagnostic samples. In order to use the abbreviated submission form, investigators cannot influence in any way the handling of a live animal to obtain the sample. Tissue acquisition by contracting or subcontracting the collection of samples from live animals (e.g., serum antibody production) will require completion of the protocol for care and use of vertebrate animals. Additional review requirements may be imposed by outside institutions for the handling or transfer of animals or their parts.

6.3.2 Where applicable, investigators are encouraged to collaborate internally and share tissue samples made available from ongoing projects to reduce the number of animals required for other studies. The ACPM shall be a resource to investigators to coordinate tissue sharing that will require IACUC approval for the recipient using an abbreviated protocol form.

6.4 Activities Involving Fertile Eggs from Vertebrate Animals. The IACUC requires review and approval for the handling of fertile vertebrate eggs. An abbreviated protocol form is available for IACUC review of projects using fertile eggs in early-stage development. Depending on the species being studied and the time the manipulations will occur during embryonic development, submission of the protocol for animal care and use may be required. Determination as to which protocol submission form is appropriate should occur upon consultation with the SJSU veterinary staff prior to IACUC consideration.

6.5 Activities Involving Invertebrate Species. The IACUC requires review and approval of activities that involve the holding or use of multicellular invertebrate species if: 1) the species is listed as endangered, threatened or of special concern at federal or local levels; 2) the species is considered venomous or a threat to public health; or 3) the project involves a non-native species that requires permission from a State or local authority to possess or handle, even if specimens are obtained commercially. An abbreviated protocol form is available for IACUC review and approval of such activities.

6.5.1 The IACUC requires review and approval of activities that involve the handling of Cephalopod species using the protocol for animal care and use.

6.6 Observational Studies Involving Animals. For purely observational studies that do not involve handling or disturbing of a live animal in its natural habitat, the IACUC requires review and approval of projects that entail the deployment of recording equipment as part of the study or requires permission from a government authority to approach the species being studied or to gain regional access to sensitive habitats, public or private lands, sanctuaries or refuges. An abbreviated protocol form is available for IACUC review and approval of such activities.

6.7 Activities that entail the holding, handling or disturbance of a live vertebrate animal is subject to IACUC review and oversight. Such activities must be submitted and approved using the protocol for animal care and use. Each protocol submission shall meet the requirements outlined in *Section 7* of this policy.

6.8 Project Categorization of Potential Pain and Distress in Laboratory Animals descriptions shall be appropriately assigned for all IACUC approved live vertebrate animal activities. Pain and distress category descriptions shall conform to federal guidelines and be made available on the protocol for animal care and use. During protocol review the IACUC reserves the right to reassign the projected pain and distress category designation for any activity. General information on project categorization of pain and distress in laboratory animals is as follows:

6.8.1 Category One: Use of non-living tissues, invertebrates covered by this policy, fertile vertebrate eggs in early gestation, or observational animal studies approved using an abbreviated protocol form as described in *Section 6.3 through 6.6* of this policy. Activities identified as a higher pain category level (II, III, IV or V) are to be submitted and approved using the IACUC's protocol for animal care and use.

6.8.2 Category Two: Activities that involve the handling of vertebrate animals and Cephalopods that may produce little or no physical pain or distress, and would not warrant relief of temporary pain, distress, or discomfort.

6.8.3 Category Three: Activities that may produce minor pain or distress in vertebrate animals and Cephalopods in which every effort is made to avoid, minimize and relieve discomfort using the appropriate anesthetic, analgesic or tranquilizing drugs, and improving the animal's well-being by providing supportive care as needed. If the IACUC determines that activities could potentially cause more than slight or momentary pain or distress to an animal (as defined in category III, IV or V), the PI is required to consult with a qualified veterinarian on the protocol design and outline a search for alternatives to all such procedures.

6.8.4 Category Four: Activities that may produce significant pain or distress in vertebrate animals and Cephalopods in which every effort is made to avoid, minimize and alleviate suffering using the appropriate anesthetic, analgesic or tranquilizing drugs, and improving animal's well-being by providing adequate supportive and veterinary care where appropriate. Activities of this nature (e.g., invasive surgery) require that investigators maintain detailed animal care records documenting animal monitoring plans, assessments, pain management, and supportive veterinary care schedules. Category IV studies present an explicit responsibility on the part of the PI to justify the experimental design and implementation of research, to seek alternative methods, and to properly train personnel working on the study to ensure that animal pain and distress is properly recognized and alleviated, or avoided.

6.8.5 Category Five: Activities that involve greater than momentary pain or distress, or unavoidable pain, discomfort, or distress in vertebrate animals and Cephalopods whereas use of the appropriate anesthetic, analgesic or tranquilizing drugs to minimize or alleviate suffering are withheld due to adverse impacts on the procedures, results or interpretation of study. The PI must explore and document means by which any animal suffering shall be mitigated to the greatest extent possible, including supportive care and beneficial modifications to the animal's environment. Such activities must be deemed irrefutably necessary by design to receive IACUC approval.

7.0 Protocol Review Standards and Procedures.

7.1 The IACUC is charged with institutional review and approval of animal care and use protocols, including proposed significant or minor changes to a protocol, and oversight of ongoing activities that involve the care and use of laboratory animals. The IACUC shall evaluate each animal use protocol description and modification request for (but not limited to):

7.1.1 Adherence to the provisions and standards cited in *Section 5* of this policy.

7.1.2 Assurance that protocols that entail the use of live vertebrate animals include identification of the species and approximate numbers to be used; rationale for involving animals and the appropriateness of the animals selected and numbers of animals to be used; a complete description for the proposed use of animals; a description of procedures designed to assure that discomfort and pain to animals will be limited to that which is

unavoidable for the conduct of scientifically valid research or teaching; and a description of a euthanasia method to be used.

7.1.3 Assurance that the housing and care of animals meets Federal standards, and that animals receive adequate veterinary care and physical and psychological enrichment where appropriate per IACUC standards.

7.1.4 Assurance that activities involving surgery include appropriate provision for pre-operative and post-operative care of animals in accordance with established veterinary medical and nursing practices, and that all survival surgery will be performed using aseptic technique.

7.1.5 Assurance that the pain and distress category for each proposal is appropriately assigned and that all procedures that may cause more than momentary or slight pain or distress to animals are performed with appropriate sedation, analgesia or anesthesia when possible, with accompanying documentation and scientific justification that less painful or distressful procedures are not available or appropriate.

7.1.6 Assurance that the number of animals to be used is the minimum necessary to achieve valid results and alternatives to the use of live animals have been adequately considered.

7.1.7 Assurance that animal activity locations and facilities are described in the animal care and use protocol. For proposed off-campus facilities the IACUC must approve incorporating them into the institution's animal use program whereas the care and use of animals will be subject to the principles outlined herein.

7.1.8 Assurance from the PI that the proposed animal activity has been examined and is not unnecessarily duplicating work that is ongoing or has already completed, whether in publication or curriculum.

7.1.9 Assurance that the level of personnel involvement, animal handling experience and training or required training, guidance and supervision is described and that all individuals are properly trained and deemed proficient by the PI or their designee in the humane care and use of animals before engaging in an animal-related activity.

7.1.10 Assurance that the risks associated with the care and use of animals are reduced to acceptable levels and that personnel are adequately trained. The IACUC shall evaluate and inform the PI of the potential hazards related to chemical usage, bites and exposures, allergens, and risk of zoonotic transmission identified in the approved protocol.

7.1.11 Assurance that the PI or designee shall obtain and abide by all applicable Federal, state or local scientific collection, marking and access permits associated with the care and use of animals.

7.1.12 Assurance that any deviation from provisions outlined in this policy, applicable Federal guidelines, or institutional standards in the care and use of animals is revealed to and approved by the IACUC before the activity commences.

7.1.13 Falsification of information on an animal care and use protocol submission or deviation from approved protocol by the PI or personnel may be considered by the IACUC as immediate grounds for suspension of an activity, revocation of IACUC approval for the use of animals and referral to the Institutional Official for appropriate action.

7.2 Protocol Review and Approval.

7.2.1 The PI is responsible for screening the protocol application for accuracy and completeness prior to IACUC consideration. The PI shall submit the appropriate animal care and use protocol submission form with attachments for IACUC review in ample time before the proposed project initiation date (60 days prior is recommended). Instructional protocols must be submitted to and approved by the IACUC in ample time before the commencement of a given semester. The PI is encouraged to allow time for preview of the protocol submission by the IACUC staff or Campus Veterinarian before formally submitting materials for IACUC consideration.

7.2.2 For activities identified at a pain and distress level III or greater, the PI must consult a qualified veterinarian prior to IACUC consideration of the protocol to ensure that methods of analgesia, anesthesia, tranquilization, euthanasia and pre/post-operative care are appropriate, employed where necessary, and are in accordance with current veterinary and nursing practices.

7.2.3 Procedures for handling a protocol submission for IACUC review and approval are:

. The complete protocol submission is routed to the IACUC Coordinator electronically for processing by the submission deadline. The Coordinator reviews all submissions for completeness and may provide input or assistance to the PI with developing the submission before accepting it.

a. The PI must provide a complete lay description of the proposed use of animals. Submissions that are considered too technical for a lay audience by the IACUC will be returned for full revision.

- b. When the submission is accepted for IACUC review the Coordinator will issue a reference number for the protocol and instruct the PI when to sign the application documents.
- c. The Coordinator will distribute all protocol submissions for pre-review by the IACUC prior to the meeting date.
- d. IACUC members return any pre-review questions, comments or requests regarding the protocol submission to the Coordinator by a designated date.
- e. The Coordinator informs the PI in writing of any IACUC requests for clarification or modification in a letter of pending approval to be provided by a designated date.
- f. At the next convened IACUC meeting the Coordinator presents the meeting agenda to include a list of protocol submissions for review and approval.
- g. The IACUC will discuss the protocol submission and any questions, comments, or requests for modification submitted during the pre-review period, and will consider clarification provided or protocol changes made by the PI, if any.
- h. If additional clarification is needed, the IACUC may issue a second letter of pending approval for the PI to address. The PI may be invited to attend an IACUC meeting to address any lingering concerns about the submission directly.
- i. IACUC review of a protocol will result in the submission being: 1) approved as presented; 2) approved with required modifications (to secure approval); or 3) denied approval.
- j. The Coordinator shall send written correspondence to the PI informing them of the IACUC's decision.

7.3 Once approved, no changes to the approved animal use protocol can be instituted without prior written approval by the IACUC, including (but not limited to) extension of the approval period, changes in personnel, number or type of animals used, material alterations, and the inclusion, removal or alteration of procedures performed on an animal.

7.3.1 If an unforeseen incident occurs where the well-being of the animal is adversely impacted, investigators shall immediately halt the activity and contact the attending veterinarian for consultation. Any changes recommended or instituted by a veterinarian in such instances must be promptly presented to the IACUC in the form of an amendment for review and approval before future changes are made under the approved protocol.

7.4 An individual animal care and use protocol shall not be granted IACUC approval for a period that extends beyond three years. Animal activities to continue beyond the three-year approval period must be fully rewritten for de novo review by the IACUC in ample time before the protocol expires. All animal care and use protocols valid for greater than one year shall be reviewed by the IACUC annually on the protocol anniversary date per Section 7.10 of this policy. At the discretion of the IACUC, a shorter project approval

period from that which the PI has requested, as well as additional requirements, may be imposed.

7.5 If IACUC approval of a protocol submission is denied, the PI may appeal to the IACUC and request to appear at a convened session of the IACUC. Resubmission of a protocol that was denied approval should only occur after a formal appeal at a convened meeting of the IACUC.

7.6 Department heads, College Deans and the Institutional Official shall have the authority to deny approval for commencement of an animal-related activity that the IACUC has approved. However, no institutional entity, individual or body may authorize the commencement of an animal-related activity that is pending approval or has been denied approval by the IACUC.

7.7 The IACUC reserves the right to refuse or suspend review of a protocol submission at any time. Reasons for the IACUC's decision to deny review of a protocol submission shall be provided to the PI in writing.

7.7.1 PIs that have any business with the IACUC known to be delinquent, non-compliant or otherwise unresolved to the satisfaction of the Committee may have approval of any or all ongoing activities under their direction suspended by the IACUC until such matters are considered resolved and in good standing.

7.8 If protocol approval should expire or approval of the activity be suspended by the IACUC while animals are actively held for study, the entire colony shall be considered relinquished and may be reassigned to the care and oversight of the Campus Veterinarian. Investigators will not be permitted to handle or direct the care or use of relinquished animals under the control of the Campus Veterinarian until an alternate IACUC-approved protocol is in-place.

7.8.1 The Principal Investigator shall assume fiscal responsibility for the housing and care of any and all relinquished or abandoned animals held under the veterinary holding protocol. If necessary, the Dean and/or Institutional Official may request funds from the respective University department to ensure all animals are adequately provided for until the matter of IACUC approval is considered resolved.

7.9 IACUC Approval Exemptions

7.9.1 In cases where there is a question as to whether or not IACUC approval is required for a proposed animal activity, personnel should consult with the University Animal Care office. Upon consultation with the IACUC Coordinator, the PI of a proposed study

involving animals or animal tissues may submit a request for IACUC approval exemption available on the IACUC resources webpage.

7.9.2 The IACUC Chair may grant IACUC approval exemption based on the information provided by the PI with respect to the provisions set forth in this policy. Denial of a request for exemption implies that IACUC approval for the proposed activity is required.

7.9.3 If accepted, an official letter of IACUC approval exemption will be provided to the PI to satisfy requirements for animal subjects oversight.

7.10 Annual review of protocols

7.10.1 All active protocols for animal care and use shall be reviewed and approved by the IACUC annually. The IACUC coordinator will route the PI of a protocol the appropriate annual review request information one month before the protocol anniversary date.

7.10.2 The PI is required to respond to all IACUC requests listed on the annual review cover letter and return the completed annual review form provided by the IACUC Coordinator by the designated date. Questions concerning annual review documents should be directed to the IACUC coordinator.

7.10.3 Failure by the PI to respond in a timely manner to the IACUC's annual review request may result in protocol approval suspension for an ongoing animal activity.

8.0 Project Risk Assessment, Personnel Safety and Training.

8.1 All activities will be assessed by the IACUC for a safe and healthy work environment to ensure that risks associated with experimental use of animals are maintained within acceptable levels. In addition to complying with University Injury and Illness Prevention Program (IIPP) procedures implemented by SJSU Environmental Health & Safety, personnel will be required to adhere to standards set forth by the IACUC with regard to personal protection and safety. The IACUC requires the PI and all personnel associated with an activity to be familiar with the personnel safety risks, precautions to mitigate safety hazards and emergency response procedures with respect to an IACUC-approved protocol.

8.1.1 In the event of an injury related to animal handling or potential exposure to a zoonotic disease, personnel shall immediately seek medical attention and report any such exposure to their PI or appropriate supervisor. The PI or supervisor is required to report

personnel accidents and injuries to Risk Management or University Personnel within 24 hours of the incident to ensure appropriate follow-up care is offered.

8.2 A University-wide Laboratory Animal Occupational Health Program (LAOHP) shall be in-place to ensure medical consultation, treatment, health surveillance, workplace ergonomics, and related services for all personnel working with study animals in the classroom, research labs, workshops, studios, and in the field. The LAOHP shall focus on maintaining a safe and healthy workplace for all personnel involved in IACUC-approved activities and shall be consistent with all Federal, State and local Occupational Health and Safety requirements. The LAOHP medical services shall include pre-employment health screening, immunizations, medical consultation and surveillance, and managing personnel injury and exposure to allergens, chemicals, and pathogens.

8.2.1 The IACUC will inform the PI of the minimum level of personnel participation in the LAOHP at the time of protocol approval. The IACUC's decision to provide safety related information and/or require personnel participation in the LAOHP will be based upon the potential hazards identified in the protocol posed by the animals and materials used; on the exposure intensity, duration, and frequency; on the susceptibility of personnel and on the history of occupational illness and injury in the particular workplace. Individual participation in an activity deemed high-risk by the IACUC shall be sanctioned by the IACUC only with clearance by a LAOHP appointed physician. Instructions for personnel enrollment into the LAOHP shall be made available on the IACUC resources webpage.

8.3 The University Animal Care department shall maintain a Crisis Readiness and Response Program (CRRP) to protect the well-being of laboratory animals during times of natural disaster, systems failures, and intentional actions against the University. In time of need, the CRRP shall direct the flow of information, interdepartmental response and resources in an organized fashion. The CRRP shall identify an Institutional Crisis Management Team (ICMT) charged with making assessments of the institution's risk of disaster, recommending and implementing risk-reduction strategies and managing crisis situations in real time. The ACPM shall review the CRRP annually and report findings (and any changes thereto) to the IACUC where it shall be reflected in the meeting minutes. All personnel directly associated with the CRRP must be adequately trained.

8.3.1 The University Animal Care department shall maintain a Media Security Policy (MSP) that adequately promotes and enforces the safety of personnel, animals, activities and facilities of SJSU and its affiliates. The MSP applies to all personnel on the permitted use and dissemination of photographic and video images related to animals, animal activities and animal facilities. The Animal Care department's Media Security Policy shall be made available on the IACUC resources webpage.

8.4 The IACUC shall maintain a personnel training program for all individuals responsible for the care or use of animals. All personnel shall be appropriately qualified and experienced in conducting procedures involving live animals. Personnel who are expected to perform veterinary anesthesia, surgery or other experimental manipulations must be qualified through experience and training to accomplish these tasks in a humane and scientifically acceptable manner. Personnel shall also have access to and, where appropriate, engage in continuing education and training in the care and use of animals as it relates to their work.

8.4.1 IACUC policy training shall include (but not be limited to): principles of the intent and requirements of animal welfare law; alternatives to the use of live animals in research; resources that could prevent unintended or unnecessary duplication of research involving animals; the concept, availability and use of research testing methods that limit the use of animals or minimize animal distress; basic needs, proper handling and care of each species of animal to be used; proper pre- and post-procedural care of animals; aseptic surgical methods and procedures; proper use of anesthetics, analgesics and euthanizing agents; and the means whereby animal morbidity and animal-related concerns are managed and reported.

8.4.2 Verification of individual qualifications and basic understanding of animal welfare policies is required by the IACUC before personnel can be associated with an approved protocol. For ongoing activities, IACUC policy training for all personnel listed on an approved protocol shall be renewed no less than every three years, or as otherwise requested by the IACUC or IACUC Coordinator.

8.4.3 The PI is responsible to ensure and document individual training and proficiency in animal care and use procedures. The IACUC may require individuals to receive veterinary training and/or certification in practical animal handling or surgery before being permitted to participate in certain activities. The ACPM shall verify and document individual training and proficiency of ACF personnel responsible for animal care.

9.0 IACUC Membership

9.1 IACUC members shall be appointed by the University President and will advise the Institutional Official about matters pertaining to animal care and use in research and instruction at all facilities where animals are held or used. IACUC members are obligated to treat all information and materials presented to them as privileged and confidential so as not to reveal Committee deliberations or action, proprietary information or trade secrets; or to jeopardize individual employment relations or external funding.

9.2 The membership of the IACUC shall be composed of individuals who are qualified through training or expertise in order to conduct its business. The IACUC membership shall conform to Office of Laboratory Animal Welfare (OLAW), under the US Department of Health and Human Services, requirements; right now (spring 2024) this includes no fewer than five (5) voting members, and shall include at least:

9.2.1 A Doctor of Veterinary Medicine with training or experience in laboratory animal science and medicine;

9.2.2 One member without any affiliation with the University except for their service on the IACUC who is a non-animal user to represent general community interests;

9.2.3 One member whose primary concerns and expertise shall be in a nonscientific area (i.e., ethicist, lawyer, peace officer, member of the clergy);

9.2.4 One member shall be trained and experienced in research involving animals; and

9.2.5 One Chair and one vice-Chair. The Chair and vice-Chair seats may only be filled by a primary voting member of the Committee who is a full-time faculty member within one of the Colleges of the University.

9.3 An individual who meets the requirements of more than one of the categories outlined in *section 9.2* of this document may fulfill more than one required seat of the IACUC.

9.4 No more than 3 IACUC members can be from the same administrative unit of the University.

9.5 Alternate members may be appointed by the University President to serve and participate on the IACUC. Based on their expertise, alternates may serve to fill a variety of primary member seats to be formally identified in their appointment letter. Alternate members may voluntarily attend and participate in any IACUC business. However, when the primary member and alternate are both present only one vote can be cast amongst them.

9.6 Failure to maintain an adequately constituted committee per *Section 9.2* of this policy would keep the IACUC from meeting to discuss official business until all seats are properly filled.

9.7 Member Resignation and Dismissal

9.7.1 Any IACUC member may voluntarily resign their post on the committee at any time by submitting written notification to the IACUC Chair or Coordinator. A minimum 30-day advance notice is requested to ensure functionality of the IACUC through the next scheduled meeting date. Any IACUC member with ‘special consultant’ status must abide by and possibly terminate their contractual agreement with the University as a matter of resigning their post.

9.7.2 In the event the IACUC Chair resigns or is voted off the Committee per *Section 9.7.3* of this policy, the vice-Chair will immediately assume the Chair position and will complete the departing Chair’s term of office. A new vice-Chair shall then be elected from among the voting members at the earliest possible time.

9.7.3 The IACUC may formally dismiss a primary member from the committee with a majority vote by a quorum present. Written notification of dismissal will be provided to the primary member, the department head, Institutional Official and University President. Justifiable reasons for removal of a voting member shall be (but not limited to): 1) violation of ethical conduct; 2) attending less than half of scheduled meetings in a twelve-month period; 3) failure to participate in required semiannual site inspections or Program review as a subcommittee at least once every two years; 4) failure to participate and adequately engage in protocol review; or 5) failure to complete required training as an IACUC member.

9.7.4 Removal of an alternate member may be initiated by their respective primary member with approval from the IACUC Chair.

9.0 The following references have been used collectively in developing this policy and assurance:

- American Veterinary Medical Association Guidelines for the Euthanasia of Animals (2020)
- Animal Welfare Act (Public Law 89-544 as amended)
- California State University System Executive Order 715
- California State University System Executive Order 890
- SJSU Policy S18-5
- Endangered Species Act (Public Law 93-205)
- Guide for the Care and Use of Laboratory Animals (NRC, 2010)
- Health Research Extension Act (Public Law 99-158)
- Public Health Service Policy on the Humane Care and Use of Laboratory Animals (2002)

- U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training (1985)

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S14-7, University Policy, Accommodation to Students' Religious Holidays

Legislative History:

Rescinds University Policy F68-8

At its meeting of April 28, 2014, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee. SJSU does not currently have a policy regarding the accommodation of test and exam-taking for religious holidays. This policy provides specific procedures for accommodation to students' religious holidays.

Action by University President: **Approved and signed by
President Mohammad Qayoumi
on April 30, 2014**

**University Policy:
Accommodation to Students' Religious Holidays**

Background: California Educational Code on "Accommodation of Religious Creed" (Title 3, Division 8, Part 55, Chapter 3, Article 3 [89320]) calls for each state university, "in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed." Several other CSU and UC campuses have explicit policies on this matter. A recent classroom event led SJSU authorities to question why our university lacks any policy specifically regarding the accommodation of test- and exam-taking for religious holidays and the suggestion to redress that concern.

Resolved: 1. That F68-8 be rescinded.
2. That the following paragraph be adopted as university policy:

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe

religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

3. That the University, via the Office for Equal Opportunity, maintain a public “list of common holidays” to aid instructors in planning. A holiday not listed may be granted at the instructor’s discretion.

Rationale: F68-8 stated merely that a “student shall not be penalized for absence from class while observing holidays traditional to his religion.” Such language does not accord with the specificity of California Educational Code (cited above in Background). This policy recommendation provides for more specific procedures for accommodation to students’ religious holidays. A specific policy is intended to protect students from unlawful and unethical discrimination, as per the set of rules and federal and state laws explained in documentation at SJSU’s Office for Equal Opportunity.

F68-8 also appears incongruous with F69-24, which states partly that “[a]ttendance per se shall not be used as a criterion for grading.” This incongruity is another reason that F68-8 deserves rescinding, to be supplanted by a policy that more specifically pertains to accommodation to religious holidays.

Approved: April 21, 2014
Vote: 12-1-0
Present: Branz (non-voting), Brooks, Bruck (non-voting), Campsey, Culatta, Frazier, Hernandez, Hebert, Jeffrey, Jabagchourian, Kelley, Kress, Rosenblum, Sofish, Walters
Absent: Ayala, Fujimoto, Gupta, Wilson
Financial impact: None.
Workload impact: Minimal.

**SAN JOSE STATE UNIVERSITY
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S14-9, University Policy, Guidelines for Concentrations

Legislative History:

At its meeting of May 12, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. Title 5 (EO 1071) and procedural instructions from the Chancellor's Office give the campuses authority to develop their own curricular requirements for concentrations and processes for reviewing them. SJSU had no such policy in place so this policy defines the new curricula requirements and review processes for concentrations with the consideration that concentrations should include content that is part of the core of the major as well as content that distinguishes it from the major. This policy was approved and signed by President Mohammad Qayoumi on June 11, 2014 with an effective date of Fall 2014.

At its meeting of April 22, 2019, the Academic Senate approved Amendment A to University Policy S14-9 presented by Senator White for the Curriculum and Research Committee. Amendment A to University Policy S14-9 replaced Section I.A., I.B., IV.A. and IV.B. to bring our policy into compliance with EO 1071. Amendment A to University Policy S14-9 was approved and signed by President Mary A. Papazian on May 13, 2019, and is included in the policy below.

**University Policy:
Guidelines for Concentrations**

- Whereas A concentration is an official degree title granted on transcripts and degrees; and
- Whereas Title 5 (EO 1071) and procedural instructions from the Chancellor's Office give the campuses authority to develop their own curricular requirements for concentrations and processes for reviewing them; and
- Whereas Concentrations should include content that is part of the core of the major as well as content that distinguishes it from the major; therefore, be it
- Resolved The attached guideline for concentrations be enacted effective Fall 2014.

Approved (C&R): 11-0-0

Vote: April 7, 2014

Present: Buzanski, Cheruzel, Desalvo, Gleixner (Chair), Hart, Jaehne, Kohn, Schultz-Krohn, Sibley, Stacks, Trulio

Absent: Swanson, Sujitparapitaya

Financial Impact: Financial impact is unclear. Additional concentrations may increase enrollment in the major which would increase FTES.

Workload Impact: Additional concentrations typically increase course offerings, which has a substantial impact on faculty, departments, and the Offices of Undergraduate Studies and Graduate Studies and Research.

UNIVERSITY POLICY S14-9

GUIDELINES FOR CONCENTRATIONS

I. Curricula Requirements

A. Undergraduate Degree

1. Options, Concentrations, Special emphases or other similar subprograms represent less than 50 percent of the major requirements within a degree program. Major requirements may include preparation for the major.
2. At least 12 units for the options, concentrations, special emphases or other similar subprograms must be a unique set of requirements for the degree.

B. Graduate Degrees

1. Options, Concentrations, Special emphases or other similar subprograms represent less than 50 percent of the major requirements within a degree program.
2. At least 8 units for the options, concentrations, special emphases or other similar subprograms must be a unique set of requirements for the degree.

II. Procedure for Approval of Concentrations

A. Curriculum proposals for concentrations must include

1. the documentation required by the CSU to justify a new degree
2. an explanation of how the concentration contains material common to the major and material that confers a distinct specialty
3. an explanation of how the common material addresses the degree's program outcomes (concentrations are not assessed separately during program planning so all concentrations in a major must address the major's program outcomes)
4. documentation showing the department has the faculty and resources to support the new concentration
5. a detailed curricular plan complying with Part I of this policy
6. a degree template showing all courses and units in the new program

B. Approval process

1. Concentration proposals will be reviewed by the following committees and administrators in order

- i. appropriate department or school curriculum committee
 - ii. the appropriate college curriculum committee
 - iii. the college dean or designee
 - iv. the University Undergraduate Studies Committee or the Graduate Studies & Research Committee
 - v. the University Curriculum & Research Committee
2. Each committee or administrator will make a recommendation to approve or disapprove with rationale. The proposal will then be forwarded to next committee or administrator. The proposal will be forwarded to the Provost for final review.

III. Exceptions

- A. Proposal for concentrations that do not comply with the curriculum requirements described in section I can be submitted but must include a curricula justification.

IV. Existing Concentrations

- A. The Office of Undergraduate Studies or College of Graduate Studies will evaluate existing concentrations (those approved in Spring 2014 or earlier) to determine whether they conform with the curricular requirements of Section I.
- B. For existing options, concentrations, special emphases or other similar subprograms that fail to conform with the curricular requirements of Section I, the department will bring those programs into compliance with the start of their next program review process.

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S14-10, University Policy, Master's Committee Structure and Processes and Thesis Embargoes

Legislative History:

Rescinds S87-6

Amends S94-8

At its meeting of May 12, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. Issues have arisen about the composition of thesis and project committees and the current policy needs greater detail in this area. In addition, current policy does not allow for flexibility in the publishing timeline. There are reasons why embargoes may be in the best interest of the student or faculty.

Effective Fall 2014

Action by University President:

**Approved by President
Mohammad Qayoumi on
June 11, 2014**

**University Policy:
Master's Committee Structure and Processes and Thesis Embargoes**

- Whereas Issues around the composition of thesis and project committees have highlighted that the existing policy on thesis committee membership (S87-6) needs greater detail on the make-up of committees for other types of culminating experiences (such as projects) and on procedures for removal of committee members; and
- Whereas There is an obligation to provide all master's students an opportunity to attempt the culminating experience but there is no guarantee of successful completion; and
- Whereas Current policy (S94-8) states that all theses must be published but does not allow for flexibility in the publishing timeline. There are reasons why embargoes (delays in publishing thesis) may be in the best interest of the

- student or faculty; and
- Whereas SJSU is a public institution funded by public monies, and the products of its faculty and students are to be made available to the public. Students have received value in their research or creative activities and are not entitled to completely suppress the thesis content as if the thesis is a commercial entity. Thus, ultimately that work should be publicly available; therefore, be it
- Resolved S87-6 be rescinded and S94-8 be amended to remove the sections "Results of all research approved by the university must be freely publishable. In special circumstances (e.g., a for-profit corporation as sponsor when proprietary data are involved), the Associate Vice President for Graduate Studies and Research may negotiate in advance to delay publication and/or presentation for a modest period--not to exceed 180 days." and "Students must be permitted to disclose fully the results of work required for courses, theses and master's projects. The protection of proprietary data for a period not to exceed 180 days may be applied to student publication.", and be it further
- Resolved The attached policy be enacted effective Fall 2014.
- Approved (C&R): April 21, 2014
- Vote: 11-0-0
- Present: Buzanski, Desalvo, Gleixner (Chair), Hart, Jaehne, Kohn, Schultz-Krohn, Sibley, Stacks, Swanson, Trulio
- Absent: Cheruzel, Sujitparapitaya
- Financial Impact: There is minimal financial impact in the changes made in this policy.
- Workload Impact: There is additional workload to committee chairs, graduate coordinators, department chairs, and Graduate Studies and Research in assisting students with issues that may arise with their master's committees. There is additional workload to Graduate Studies and Research to approve and monitor thesis embargoes.

I. Thesis (Plan A) Committee Composition

- A. A master's thesis committee will be composed of between three and five members. Exceptions can be made only with the approval of Graduate Studies and Research.
- B. The chairperson of the thesis committee must hold a permanent (tenured or tenure track) San José State University faculty appointment. Emeritus and FERPing (those in the Faculty Early Retirement Program) San José State University faculty may serve as chairs with the consent of their department chairs or school directors.
- C. Qualified individuals, including part-time temporary faculty and non-faculty with expertise related to the thesis topic, may serve as thesis committee members.
- D. At least half of the thesis committee must hold a San José State University faculty appointment.
- E. The department will determine the qualifications of those serving on the thesis committee in terms of degree required and area expertise. If there are contentions on the qualifications that cannot be resolved within the department, the decision will be made by the college dean or designee.

II. Project (Plan B) or Creative Project (Plan C) Committee Composition

- A. Rules governing creative projects (Plan C) committees or project, orals, comprehensive exam, and other Plan B committees should be explicitly stated on program websites, in graduate student handbooks, and in other advising material to ensure student awareness.

III. Failure to Form a Committee

- A. No individual can be compelled to serve on a committee. Should a student be unable to form a committee, the department chairperson or school director and graduate coordinator should aid the student in finding willing participants or exploring other culminating experience options (e.g., project or comprehensive exams), if available in the program.
- B. Eligibility to advance to candidacy is contingent on having an approved committee.
- C. Failure to form the committee is equivalent to a failure to make satisfactory progress through the graduate program and subjects the student to administrative-academic probation and disqualification. The procedures for this are defined in S10-6.

IV. Removal of Committee Members

- A. Students may request changes in the committee membership. Changes are made by the committee chair and graduate coordinator or department chair or school director.
- B. Committee chairs can also be added or removed with the stipulation that the particular area of study may have to be forfeited.
- C. If the committee chair can reasonably contend that the work of the student was part of a comprehensive project by the chair, was developed by the chair,

- and should be protected as the intellectual property of the chair, then the student who dismisses that chair cannot continue to work on the project or publish it as a thesis or other publication without the chair's consent (other than in the special case of a leave, as described below).
- D. If a committee chair abandons a thesis committee without just cause once a student is well along in his or her thesis research, the student will not be restricted from including that research in his or her thesis and other publications.
 - E. Disputes of this nature, if not resolved by the graduate coordinator or department chair/school director, will ultimately rest with the Associate Vice President and Associate Dean of Graduate Studies and Research.
 - F. Committee chairs may, but are not required to, serve when on leave as long as the leave is less than 100% medical or family leave. If the leave is 100% medical or family leave, committee chairs shall not serve. If, after reasonable attempts at contact, the faculty member is unavailable due to leave or retirement for approval of the final draft, the graduate student has the right to replace that faculty member with another qualified individual so long as the requirements for the composition of the committee as a whole are maintained. Permission for replacement of the committee chair for this reason must be obtained from the Associate Dean of Graduate Studies and Research.

V. Thesis Publication Delays (Embargoes)

- A. The university reserves the right to publish all theses. While it will permit delays under certain circumstances, permanent embargoes are prohibited.
- B. A number of conditions may motivate and justify a desire to delay (embargo) the public release of theses:
 1. thesis research conducted in association with or funded by a corporate sponsor that utilizes proprietary methodology, generates proprietary data, or is contractually subject to review by the sponsor
 2. findings produced by a team or as a component of a series of research blocks that would ideally be finished as a whole before any one part is released for public consumption
 3. research that will be published in a different form, such as a journal or conference proceedings, and for which prior release as a thesis would prevent subsequent publication or for which the publicized information would be premature
 4. creative works, such as novels, poetry, or short stories, or works to appear as part of a book of research findings for which a delay would allow commercial publication, and thesis publication by a commercial provider of theses such as Proquest would be viewed by commercial publishers to be the same as commercial publication
 5. research material for which a patent will be sought

6. other situations not mentioned above.

C. Sponsor-Mandated Embargo

1. Results of all research approved by the university must ultimately be freely publishable. The university encourages student involvement in research, including that sponsored by a corporation. In cases in which the sponsored thesis will contain proprietary information, a sponsor-mandated embargo may be imposed on its public release.
2. The delay in publication and/ or presentation is subject to the authorization of the Associate Vice President of Graduate Studies and Research, should be negotiated in advance as part of a contractual agreement between the sponsor and authorized contracting arm of the university, and is not to exceed six months. After that point, students may petition the Associate Vice President of Graduate Studies and Research for extensions in increments of six months.
3. University personnel may sign confidentiality agreements allowing access to privileged material critical to a research project but must be free to report on the results of the research project within a reasonable time period.

D. Student-Directed Embargo

1. Students may elect to embargo their theses from university library publication and publication by external agencies (commercial provider of theses such as Proquest) with which the university associates for up to five years without special permission. A form for this purpose is made available to each student by the Office of Graduate Studies and Research at the point of thesis submission. After that point, students may petition the Associate Vice President of Graduate Studies and Research for extensions in increments of five years for the University Library embargo.
2. An embargo would bar the University Library from making public in any fashion any information about the thesis. It would, therefore, require the concealment of meta-data, which includes the author, title, and abstract. Once the library embargo expires, the student will have the option of choosing to allow local SJSU access, which would include viewing and downloading capability to all SJSU personnel, including registered students. Commercial providers of theses, such as Proquest, can be permanently embargoed. The distinction between the library and outside agencies is made because the university maintains its rights to showcase theses resulting from its own efforts and support.

E. Faculty-Directed Embargo

1. The thesis chair may implement an embargo period without the consent of the student for a limited period of up to six months.
2. This provision is entered in recognition of the frequent need for a reasonable period following thesis submission for the chair to publish the same material in a journal or other scholarly publication before data are released on the internet.
3. Rarely, the faculty-imposed embargo period can be extended for up to two years total by the chair through a request to the Associate Vice President of Graduate Studies and Research. The faculty-imposed period is limited because a student may have a legitimate reason for wanting the thesis material to be made public, for example, for application to Ph.D. programs, and the initial two years is usually sufficient for outside publication. With student consent, the provisions of E.1. apply so that the embargo period can be lengthened.

VI. Doctoral Programs

A. This policy applies to doctoral committees and theses except in cases where specific or stricter policies are approved and adopted by the programs overseeing them.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S14-11, University Policy, Physical Education Requirement

Legislative History:

Rescinds S73-5 and F96-12

Amends S13-3

At its meeting of May 12, 2014, the Academic Senate approved the following policy recommendation presented by Senator Gleixner for the Curriculum and Research Committee. This policy replaces University policies S73-5 and F96-12 which contained language regarding the PE requirement that was unclear. Also, individual exceptions to the physical education requirement already exist in practice, but are not in policy. The annual review process for program exceptions in S13-3 has been modified to coincide with the program planning cycle.

Action by University President:

The Senators in favor of this policy felt that physical education is an important part of educating the whole student. However, I feel this is an injustice to our students. We need to guarantee our students receive the complex knowledge and skills required to be the global leaders of tomorrow while at the same time respecting the 120 unit, financial and time constraints our students face. Given this balance, I believe physical education is a luxury we can not afford.

However, I have signed this resolution into University policy despite my own personal objections to a campus physical education requirement. This is because, for me, an even more important tenet is that curriculum is and should remain the purview of the faculty. Therefore, I have respected the faculty's collective decision to keep SJSU's physical education requirement.

**Approved and signed by President Mohammad Qayoumi, President,
San José State University on
August 18, 2014.**

University Policy: Physical Education Requirement

- Whereas The University believes that educating the whole student, both mind and body is critical; and
- Whereas Physical exercise is important to not only healthy living but also enhanced learning and student success; and
- Whereas San José State University is the only CSU campus with a physical education requirement for graduation. Three campuses have it as a requirement in Area E General Education and a number as an option in Area E; and
- Whereas Compliance with SB 1440, Transfer Model Curriculum, will mean that the two units of physical education would need to exist in the last 60 units; and
- Whereas Exemptions from the physical education requirement already exist in practice on campus now, though not in policy; and
- Whereas Temporary waivers for physical education are allowed by formerly high unit majors on campus in S13-3. However, the criteria for approving and continuing the waivers are unclear; therefore be it
- Resolved University policies S73-5 and F96-12 be rescinded; and be it further
- Resolved Two units of physical education be required for all undergraduate students; and be it further
- Resolved As with most other graduation requirements, individual exemptions for the two units of physical education requirement may be granted on a case by case basis. Petitions for the waiver will be reviewed by Undergraduate Studies; and be it further
- Resolved Programs can apply for temporary exemptions for the two units of physical education through the process outlined in S13-3. S13-3 is amended to replace 5.)a.) iv.) with “If granted by the Provost, these waivers are approved until the program’s next program planning review. At that time, a compelling justification will be required for failure to incorporate the PE requirement. Programs then need to reapply for a temporary waivers through the process outlined in S13-3.”
- Resolved That the word “waiver” in S13-3 be replaced by the word “exempt.”

Approved (C&R): 5/5/14

Vote: 7-4-0

Present: Buzanski, Cheruzel, Desalvo, Gleixner (Chair), Hart, Jaehne, Kohn, Schultz-Krohn, Stacks, Swanson, Trulio

Absent: Sibley, Sujitparapitaya

Financial Impact: There will be a reduction to student tuition based on less number of units required by some students in high unit majors for whom the PE requirement is waived.

Workload Impact: This will reduce the workload on Curriculum and Research by requiring the review of PE waivers with the program planning review than annually.

**SAN JOSE STATE UNIVERSITY
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SAN JOSE, CA 95192**

**S15-1, University Policy, Allocation of Assigned Time for Exceptional Levels of Service to Students –
As per the CFA/CSU Collective Bargaining Agreement 2014-2017**

Legislative History:

At its meeting of February 9, 2015, the Academic Senate approved University Policy S15-1 presented by Senator Peter for the Professional Standards Committee. President Qayoumi then approved University Policy S15-1 on February 19, 2015.

At its meeting of September 26, 2016, the Academic Senate approved Amendment A to S15-1. President Mary Papazian approved and signed Amendment A to S15-1 on November 2, 2016.

The most recent collective bargaining agreement extended S15-1 by one year. Amendment A makes the policy flexible enough to handle this extension and any other extensions or similar agreements that may come along, and also makes several other modest improvements to the process. University Policy S15-1 with Amendment A included follows.

**University Policy:
Allocation of Assigned Time for Exceptional Levels of Service to Students
As per the CFA/CSU Collective Bargaining Agreement 2014-2017**

Resolved: That the following policy be adopted immediately.

Rationale: *The 2014-2017 Collective Bargaining Agreement requires Academic Senates to create policies to implement the allocation of a small amount of assigned time “for Exceptional Levels of Service to Students.” The contract designed the program to be implemented beginning this semester—allowing very little time to craft a policy. \$1.3 million is allocated statewide per year for three years to purchase assigned time for the entire system, to be divided between the campuses based on their enrollments. Since SJSU has roughly 7% of the system’s enrollment, we anticipate funds totaling approximately \$90,000 a year—which the Chancellor’s office estimates will purchase 17 three unit courses of assigned time for each of the three annual cycles.*

To speed the process so that a policy can be put in place in time to allow the terms of the contract to be implemented this semester, the Professional Standards Committee borrowed a draft policy from CSU Fullerton and simply modified it for our own purposes.

Approved: February 2, 2015

Vote: 8-0-0

Present: Peter, Green, Mathur, White, Fatoohi, Dresser, Fujimoto, Lee

Absent: Romero, Riley

Financial Impact: Funds have been allocated in the CBA to fund this policy.

Workload Impact: This will require a new committee to judge the applications as well as an appeals committee. Implementation will therefore demand a considerable increase in workload for the faculty serving on these committees and the Academic Senate Chair. The awards themselves are designed to reduce teaching loads for the faculty fortunate enough to receive them to compensate for exceptional workloads they have taken on—so the goal of the program is to provide the recipients with relief from a teaching workload in compensation for an increase in service workload.

ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS

1. PURPOSE

To provide a process for all unit 3 faculty to request assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and San José State University's mission pursuant to Article 20, Section 20.37 of the 2014-2017 Collective Bargaining Agreement (CBA) between CSU and the faculty.

2. EXCEPTIONAL ASSIGNED TIME COMMITTEE (EATC)

2.1. Membership

One Department Chair from each college chosen by the Department Chairs in that college, and one faculty member from the General Unit appointed by the Executive Committee of the Academic Senate. A student appointed by the Associated Students, Inc. The Provost or his/her designee will serve as a non-voting *ex officio* member. Each member serves a one-year term.

2.2. Functions

- 2.2.1. To evaluate faculty applications for assigned time for exceptional levels of service to students
- 2.2.2. To make recommendations based on those evaluations to the Provost.
- 2.2.3. To periodically review and, if needed, make recommendations for changes in this policy to the Professional Standards Committee.

3. ASSIGNED TIME BUDGET AND REPORTING

Pursuant to the above-referenced article of the CBA the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students based on the number of full-time equivalent students at that campus.

3.1. SJSU shall expend all funds allocated to them under this program. SJSU shall provide an accounting of expenditures for this program for the prior fiscal year by no later than November 1 of the subsequent year to the EATC, the Academic Senate, and the CSU.

3.2. Any funds allocated to support this program will normally be expended during the Academic Years designated by the language in the Collective Bargaining Agreement which creates the program. If the program has a multi-year allocation, unused funds may be rolled over from one year to the next, but all funds must be expended by the end of the academic year following the designated conclusion of the program.

- 3.3.** For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for assistant professor.
- 3.4.** Awards from appeals shall not exceed 10% of the annual budget and shall be funded in the subsequent academic year. During the last year of the agreement, appeals must be funded from the funds for that year, including any rollover from previous years.

4. ELIGIBILITY & RESTRICTIONS

4.1. Eligibility

- 4.1.1. All unit 3 faculty employees are eligible to submit a proposal to request assigned time for exceptional levels of service to students.
- 4.1.2. Faculty members already receiving assigned time for the same general category of activity shall not be eligible for support from this program.

4.2. Restrictions

Assigned time can only be utilized during the academic year (August – May) during which the activity is performed.

5. TIMELINE

- 5.1.** In any academic year which has disbursable funds available, applications shall be due by November 15 and awards announced no later than the end of January.

6. APPLICATION MATERIALS

An application for assigned time to support exceptional levels of service to students shall consist of: 1) a narrative proposal, not to exceed two pages; 2) an updated curriculum vitae (CV), 3) a signature page signed by the Chair and the Dean indicating that they have reviewed the proposal and have determined each of the following three items:

- 6.1.** The proposal meets the minimum requirements and criteria as outlined in 7.1
- 6.2.** The activities described in the proposal are not already supported by assigned time or they substantially exceed the level of support that is currently provided
- 6.3.** If awarded, the assigned time can be implemented in a manner that will not create undue hardship for scheduling or staffing critical curricula.

The signature page will be devised by the Office of Faculty Affairs. Incomplete applications will not be reviewed.

7. SUPPORTED ACTIVITIES AND REVIEW CRITERIA

- 7.1.** The following activities may be supported provided they represent a level of service that goes significantly beyond the normal expectations of all faculty:

- 7.1.1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students.
- 7.1.2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success.
- 7.1.3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty, and that directly or indirectly is of benefit to students.
- 7.1.4. Assignment to courses where increases to enrollment have demonstrably increased workload.
- 7.1.5. Other extraordinary forms of service to students.

7.2. Review Criteria

The proposal narrative should include a description of some or all of the following:

- 7.2.1. The impact of the proposed activity on and/or quality of student experience
- 7.2.2. The extent to which the proposed activity does or would create an overload that would be mitigated by assigned time.
- 7.2.3. The impact of the activity on student success and/or educational experience.
- 7.2.4. The impact of the activity on historically underserved populations.
- 7.2.5. The number of students who will be served by the proposed activity.

7.3. Limits to multiple applications

- 7.3.1 Applicants shall be limited to a single application for a single award of assigned time during any one academic year.
- 7.3.2. Any applicant who has previously received an award under this program must disclose that award in future applications and must add a one page assessment of the results of the prior award reviewed and signed by his/her department Chair.

8. RECOMMENDATIONS

8.1. The EATC shall establish its own procedures to systematically evaluate the proposals and prioritize them for funding prior to beginning the review process.

8.2. The EATC shall submit its evaluations and the application materials to the Provost who in consultation with the appropriate administrator responsible for assigning workload (e.g., Dean), shall make the determination regarding the approval or denial of assigned time.

9. INFORMATION PROVIDED TO APPLICANTS

Once a decision is reached by the Provost, he/she will forward his/her approval or denial as well as the evaluation of the EATC to the applicant. He/she also will communicate the EATC's ranking of the proposal to each applicant.

10. APPEALS

10.1. Appeals Committee

The Appeals Committee shall be comprised of one member of the EATC, two faculty members of Academic Senate Executive Committee, and two faculty members of the Professional Standards Committee. The Appeals committee shall be appointed by Chair of the Academic Senate. It shall consult with the Provost prior to making its decisions.

10.2. Grounds for Appeal

Grounds for appeal include 1) procedural violations of the terms of this policy or the collective bargaining agreement that manifestly placed an application at a disadvantage, and 2) evidence of conflicts of interest or bias against an application.

10.3. Timeline and Notification of Decisions

Appeals shall be made, in writing, to the Chair of the Academic Senate and shall be filed no more than ten working days after the date upon which the Provost notifies the applicants of his/her decision. The Chair of the Academic Senate will appoint the Appeals Committee within ten working days of receiving the first appeal. The Appeals Committee shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the appellant notification of its decision. Decisions made by the Appeals Committees shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

11. EFFECTIVE DATES

The policies and procedures in this document are an implementation of Article 20, section 37 of the CBA. This policy shall remain in effect as long as Article 20, section 37 entitled "Assigned Time for Exceptional Levels of Service to Students" of the Collective Bargaining Agreement remains in effect.

**SAN JOSE STATE UNIVERSITY
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SAN JOSE, CA 95192**

S15-2, University Policy, Sound Level at Campus Events

Legislative History:

Replaces S12-8

At its meeting of February 9, 2015, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee. Prior University Policy S12-8 had negatively impacted certain campus groups by unduly limiting the specified decibel levels of sound they were permitted during their official events. This policy replaces S12-8 and gives ongoing permission for the use of amplified sound at certain decibel levels when appropriate by those groups.

Action by University President: **Approved and signed by
President Mohammad Qayoumi
on February 19, 2015**

**University Policy:
Sound Level at Campus Events**

Background: S12-8 specified the decibel levels of sound, amplified or not, at campus events. Since that policy was enacted, it has been found that certain important campus groups, such as Student Outreach and Recruitment (who conducts campus tours for prospective students) are negatively impacted, given their need for amplified sound. In this proposed policy modification, a procedure is suggested that allows groups to apply for ongoing approval (rather than the much more cumbersome one-time approval). Also, the policy adds language referring to Presidential Directive 2011-01.

Resolved:

1. Sound (amplified or otherwise) at campus events that is kept below 65 decibels does not need to be approved. However, all events still need to be properly scheduled through the Student Union Event Services.
2. Events using sound (amplified or otherwise) in the 65-85 decibel range are allowed campus wide as long as they are approved by Student Union Event Services. Event organizers must notify the department

chairs in the surrounding buildings of the scheduled event. This is a courtesy notification, not a step in the approval process. Student Union Event Services will maintain a list of email contact information.

Campus organizations involved in the recruitment of students to the University may be given blanket approval to use sound in the 65-85 decibel range. This blanket approval shall be granted by Student Union Event Services, which shall monitor any complaints that may arise from the events in question and recommend appropriate adjustments.

Approval for these organizations shall be reviewed by Student Union Event Services every two years.

3. Campus events with sound (amplified or otherwise) 85 decibels and above are allowed only in specified locations. The sound at the event must be approved by and monitored by the Student Union Event/Technical Services.

- a. Student Union Event Services will maintain the list of campus locations for which these events may be scheduled. This list will be reviewed and updated annually.
- b. Approval of these events will not be limited to a certain time frame during the day.

The decibel levels referred to above are measured at 10 feet from the source of the sound.

4. The University Police Department has the right to insist on the decreasing or ceasing of sound, even if approved by Event Scheduling, at any time.

5. In any case, as per Presidential Directive 2011-01, Section E.2, "Outdoor events which could create noise disturbances on campus will not be approved after the last day of classes through the end of finals each Fall and Spring semesters [sic]."

6. This policy does not apply to course related activities, for example the marching band.

Rationale:	<p>The rationale statements given in S12-8 obtain still in this policy revision:</p> <ul style="list-style-type: none">• Sound at campus events is a normal part of co-curricular activities for students, and that sound must be managed as to not be overly disruptive to classes and offices.• PD 2001-1 only restricts amplified sound rather than sound of a certain decibel level, which is contrary to the intent of sound management as
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some unamplified sound e.g. drumming, is more disruptive than some amplified sounds.

- The 65-85 decibel range was within the range of decibel level requirements at other universities. The Instruction and Student Affairs Committee members (of Spring 2012) measured levels of different activities and distances in an informal manner, and the members felt that the 65-85 decibel range was reasonable.
- PD 2001-1 currently limits sound amplification on campus to certain locations. The list of these locations is outdated. It would be more effective to establish a procedure for establishing and reviewing approved places for events that involve loud sound.
- Sound at campus wide events (e.g. protests, marches, and parades) are approved through the registration process for these events with the University Police Department.
- Practice has been that amplified sound is only allowed from 12-1pm on campus. However, this limits when and how the campus community can recruit, communicate with, or attract diverse campus participants.

Approved:	November 17, 2014
Vote:	11-0-0
Present:	Amante, Branz (non-voting), Bruck (non-voting), Campsey, Feist, Frazier (Chair), Goyal, Hernandez, Huang, Kress, Sofish, Sullivan-Green, Walters
Absent:	Brooks, Culatta, Daniels, Kelley
Financial Impact:	None
Workload Impact:	Possible increase in workload for approval required from Student Union Event Services.

**SAN JOSE STATE UNIVERSITY
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S15-3, University Policy, Leaves of Absence for Students

Legislative History:

Rescinds S88-1 and S93-1

At its meeting of March 2, 2015, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee. This policy outlines general provisions for leaves of absences (LOAs) for students, categories of LOA-eligible students, procedures for LOA applications and processing, exceptions to eligibility, and other items. LOAs for students have been granted for many years at SJSU, according to procedures and practices that have, over time, diverged remarkably from prior policy on the matter. A revision is therefore needed that accounts for procedures now established as well as new proposals.

On October 15, 2019, President Mary A. Papazian signed and approved Amendment A to University Policy S15-3. Amendment A updates LOA categories, eligibility, procedures, and exceptions.

On February 14, 2022, Interim President Steve Perez signed and approved Amendment B to University Policy S15-3. The reorganization of Undergraduate Education and the College of Graduate Studies (CGS) resulted in title changes to the roles named in the Leave-of-Absence Committee. Amendment B corrects these titles and designates the Associate Dean of Inclusive Student Success to replace the Associate Dean of Graduate Studies seat.

Action by University President:

**Approved and signed by
President Mohammad Qayoumi
on March 18, 2015.**

**University Policy:
Leaves of Absence for Students**

**Background
and Rationale:**

Leaves of absence (LOA) for students have been granted for many years at SJSU, according to procedures and practices that have, over time, diverged remarkably from the two policies previously

passed on the matter (S88-1 and S93-1). A revision is therefore needed that accounts for procedures now established as well as new proposals.

This policy outlines general provisions for LOAs, categories of LOA-eligible students, procedures for LOA applications and processing, exceptions to eligibility, and other items. The policy is guided by certain principles: when considering granting LOA to students, personal and financial hardships should be acknowledged, especially in light of the fact that the granting of an LOA has no deleterious effect on other students or other applicants for admission. Limits on the duration of leaves up to two years should not be imposed as long as the originally stated, legitimate reason remains in effect for the student. Retroactive leaves should be considered in instances in which advising was inadequate or the ability to file for the leave was impaired, such as with a sudden illness, unforeseen surgery, or accident.

In addition to those principles, it should be noted that previous policies S88-1 and S93-1 were far more restrictive than the principles outlined herein. They are also out of date, contained inaccurate information, and referred to offices and personnel no longer in existence.

Resolved: That the following policy be implemented effective immediately.

Approved:	February 17, 2015
Vote:	11-0-0
Present:	Amante, Branz (non-voting), Bruck (non-voting), Frazier (chair), Hernandez, Huang, Kelley, Kress, McPherson, Miller, Rees, Sullivan-Green, Walters
Absent:	Brooks, Campsey, Feist, Sofish
Financial Impact:	None
Workload Impact:	Possible increase if number of leave-of-absence petitions rise

University Policy

Leaves of Absence for Students

I. General Provisions

Students who have attended at least one semester as matriculated students and who are in good or probationary academic standing may choose to be voluntarily absent from the university (“stop out” or not enroll) for one semester (Fall or Spring) without submission of a leave-of-absence petition or any penalty. A student must return the semester following a stop-out semester and continue his or her enrollment as a matriculated student unless the stop-out semester is immediately followed by an approved leave of absence. If a student does not return in the semester following the one semester stop-out, application for re-admission for the next available admission term is required. If the student is in disqualified status or was disenrolled the previous semester for nonpayment of fees, he or she can neither apply for a leave of absence nor enroll after the initial absent semester without application for re-admission.

II. Categories of Leaves of Absence

Documentation and a personal statement are always required (though see certain limitations below). Supporting memos from faculty advisors or mentors may be included but are optional, except in the case of educational leaves.

1. **Medical Leaves.** These leaves (including physical and mental health leaves) must be supported by submission of the Treating Healthcare Professional’s Verification of Medical Condition Form. Details of the medical condition or the type of healthcare professional consulted should not be included, only that there is a medical condition that justifies the leave and is supported by a State-certified healthcare professional’s authorization with respect to both the severity of the medical condition and the period of need for a leave, as given by means of the Treating Healthcare Professional’s Verification of Medical Condition Form. A semester of pregnancy, maternity, or paternity leave (beyond the first stop-out semester) is acceptable.
2. **Primary Caregiver Leaves.** In most cases, a healthcare professional’s certification of need for the care must be included by submission of the Treating Healthcare Professional’s Verification of Medical Condition Form, as indicated above.
3. **U.S. Military Deployment Leaves.** For students called to U.S. active duty, leave requests must be supported by a copy of the U.S. military orders. Such leaves may be for as long as five years. They may occur during the first semester of matriculation.

4. **Educational Leaves.** These are leaves in which the student gains some value to his or her educational program by being away from campus. The personal statement must address the educational advantage to be gained, and there must be a clear educational objective for award of the leave. At least one supporting letter from an advisor, mentor, or chair from SJSU as well as the consent of the associate dean of the college is also necessary.
5. **Personal Leaves.**
 - a. **Personal Hardship Leave.** This category encompasses a variety of social or financial insecurities, including, but not limited to, financial hardship, temporary job relocation, increased work hours in order to maintain employment, or housing insecurity. A personal statement of understanding is required and must include objectives to resolve the personal insecurity to be able to return successfully to one's studies.
 - b. **International Military Service.** For international students called to active military duty, leave requests must be supported by a copy of the military orders. Such leaves may not exceed four consecutive semesters.

III. Process

To request a leave of absence, undergraduate and graduate students shall submit a petition to the Registrar's Office after obtaining the necessary signatures on the petition. A decision shall be made within 30 days, and the student shall be informed, along with reasons in the case of a denial, via email. Other than for a first-semester leave, leaves shall not be granted for a current semester. Approval by the Registrar or designee for leaves other than first-semester, retroactive, and educational leaves shall be awarded when the reason for the leave is clearly within the parameters of these guidelines and documentation is provided to substantiate the reason.

For first-semester, retroactive, and educational leaves or in cases in which the Registrar determines that a university review is needed, the petition shall be forwarded for ultimate decision to a Leave-of-Absence Committee consisting of the Vice President for Student Affairs (or designee), the Associate Dean of Undergraduate Education, and the Associate Dean of Inclusive Student Success, with a majority vote required for approval. The Registrar or designee shall also serve as a nonvoting member of this committee. Students awarded a leave of absence may return to active enrollment the semester following the leave without application for re-admission. These students are guaranteed the right to return to their department and degree program even if that program has restricted access during the time of the approved leave, such as by admission caps. The Registrar shall inform the departments/schools of the award, denial, extension, and duration of leaves within a timely period.

IV. Leave Durations and Extensions

Fully approved petitions for leaves must be submitted prior to the first semester of the period requested. Leaves, other than for U.S. military duty, may be requested for a maximum of four Fall and Spring semesters, typically two semesters at a time, including an initial stop-out semester. In other words, the initial stop-out semester shall be considered part of the maximum of four consecutive semesters. Petition submission would then be required before the start of the semester following the stop-out semester.

Extensions can be requested prior to the first day of classes following the approved leave by submission of a new leave-of-absence petition. If the request is for a different reason than the original leave, an explanation and documentation for that reason must be provided. Exceptions to the maximum of four consecutive semesters shall be rare.

At the end of the leave period, failure to enroll in classes shall result in disenrollment from the university. Application for re-admission would then become necessary for a return to matriculated status at the university. An early return from leave must be accompanied by written notice to the Registrar's Office in order to activate the student's enrollment once again. For students in academic cohorts, restrictions may apply for early returns; see "Exceptions" below. Students cannot graduate during a leave of absence, so they must enroll in classes the semester following a leave to complete their programs during those semesters.

V. Retroactive Leaves of Absence

Retroactive leaves may be granted for up to two semesters after the semester of the student's last enrollment, excluding summer and winter sessions. These leaves shall modify the enrollment status retroactively. After two semesters, the student will be required to reapply and be subject to current application deadlines.

VI. First-Semester Leaves of Absence

These leaves, which are to be awarded sparingly, are for matriculated students exclusively. Therefore, the student must have been admitted into the university rather than merely applying for admission. Any conditions or provisions imposed on admission status that are still in effect shall carry over to the semester of re-enrollment following the leave.

VII. Course Expiration

Course expiration, as per long-standing SJSU practice, (10 years on undergraduate courses and 7 years on graduate courses) shall remain in effect even for students who have taken leaves of absence. Upon a student's return, the student's catalog rights shall pertain to his or her most recent admission date.

VIII. Exceptions

1. **Graduate Students in RP Status.** Per University Policy S17-5, a further exception to the allowance of a one semester stop-out is for graduate students who have completed all degree requirements except their thesis, project, comprehensive examination, or other culminating experience. These students may not stop out but must maintain continuous enrollment every Fall and Spring semester until the culminating experience has been completed and approved. During this stage of a graduate student's career, leaves of absence for any reason beyond medical or U.S. military duty shall be precluded except under rare circumstances.
2. **International Students.** International students are eligible for leaves of absence when authorized by International Student and Scholar Services. Lack of enrollment for any reason other than prevention of the ability to pursue one's studies by severe medical circumstances shall result in the student having to leave the United States. If the student is able to return from abroad at the expiration of the leave period, he or she shall derive the benefits of having had the formal leave, such as avoiding the readmission process. However, other restrictions, such as in the ability to work within the United States, may be imposed by federal immigration regulations.
3. **Cohort Programs.** Students who are members of an academic cohort may be restricted by their respective departments or schools in the duration of their leaves. Thus one-semester leaves may not be possible if it is necessary for course enrollment to join a future cohort, which usually would start after one academic year.

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S15-6, University Policy, Appointment of Regular Faculty Employees

Legislative History:

Amends S98-8

At its meeting of April 27, 2015, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. This policy replaces only Section IV of University Policy S98-8, the Appointment, Retention, Tenure, and Promotion Criteria, Standards and Procedures for Regular Faculty Employees. This policy was approved by President Mohammad Qayoumi on June 18, 2015 and was effective for the Fall 2015 semester.

Amendment A to University Policy S15-6 was approved by the Academic Senate on April 25, 2016 and signed by Interim President Susan W. Martin on May 2, 2016. Amendment A clarified procedures for recruitment committees.

Amendment B to University Policy S15-6 was approved by the Academic Senate on November 21, 2016 and was signed by President Mary A. Papazian on November 30, 2016. Amendment B clarifies the composition of faculty recruitment committees.

Amendment C to University Policy S15-6 was approved by the Academic Senate on December 7, 2020 and was signed by President Mary A. Papazian on January 14, 2021. Amendment C removed language that excluded the College of International and Extended Studies.

Amendment D to University Policy S15-6 was approved by the Academic Senate on February 8, 2021 and was signed by President Mary A. Papazian on March 10, 2021. Amendment D provides for joint RTP committees for joint appointments.

Amendments A, B, C and D are incorporated into the policy as follows.

University Policy

Appointment of Regular Faculty Employees

(Includes Amendments A, B, C and D)

- Resolved: That Section IV "Initial Appointment" of S98-8 be deleted; be it further
- Resolved: That the following policy be adopted to govern the appointment of regular faculty effective for Fall 2015 Semester.
- Rationale: Many faculty are unaware that the S98-8 includes the policy for appointing new faculty-- since it is not immediately obvious that appointment procedures would be buried in a document more commonly used for RTP purposes.

As part of the Professional Standards committee's efforts to modernize all parts of our University's largest and most complicated policy, we have separated the appointments portion for easier and more convenient use. This will also have the advantage of shortening the RTP policy and making it more focused on the issues to which it is more commonly applied.

The draft of this appointment policy was previously circulated for a 1st Reading to the Senate as part of the larger ARTP policy on April 6.

- Approved: (April 13, 2015)
- Vote: (8-0-0)
- Present: (Peter, Green, Lee, Mathur, Fatoohi, Riley, White, Dresser)
- Absent: (Fujimoto, Romero)
- Financial Impact: No known additional impacts.
- Workload Impact: No known additional impacts, unless the greater availability of the policy prevents errors in searches.

APPOINTMENT OF REGULAR FACULTY EMPLOYEES

- 1.0 Purpose: The present document is the policy of San José State University concerning the appointment of all regular or tenure-track Unit 3 faculty in the university. This includes Professors, Librarians, and Counselors. No person shall be offered a probationary or advanced appointment unless the appointment has been recommended by an appropriate faculty committee, generally the department's elected recruitment committee.
 - 1.1 When the document uses the term Professor, or Associate Professor, or Assistant Professor it applies to the equivalent titles in the other professions, such as for Counselors (Student Services Professional - Academic Related I, II, and III), or Librarian, Associate Librarian, or Senior Assistant Librarian.
 - 1.2 When this document refers to colleges it means those academic units that are home to Unit 3 tenure/tenure track faculty.
- 2.0 Standards for Initial Appointment
 - 2.1 Promise of excellence. Candidates for initial appointment to probationary positions should be carefully reviewed so that new faculty members will not merely fill positions but will bring to the university intellectual distinction and the potential for tenure and eventual promotion to advanced rank. Candidates for appointment should come fully prepared and ready for a university career, with the promise of excellence and a commitment to teaching, service to the University, and to contributing to scholarly/artistic/professional activities.
 - 2.2 Terminal degree. Initial appointment to a probationary position normally requires possession of the doctorate or appropriate terminal degree from an accredited institution.
 - 2.2.1 In unusual circumstances, persons may be appointed who are close to completing the required terminal degree, with retention dependent upon completion.
 - 2.2.2 An exception to the terminal degree requirement may also be made in the case of distinguished individuals with significant scholarly/artistic/professional accomplishments in their field, or whose achievements make a unique ability available to the campus. In such cases, the basis of the exception shall be made a permanent part of the faculty member's file, and the decision recorded whether or not possession of the terminal degree is to be expected for tenure or promotion to advanced rank.

- 2.3 Standards for award of probationary credit. Probationary credit of up to two years may be awarded by the President at the time of appointment.
 - 2.3.1 Probationary credit will be awarded only upon the recommendation of the department and the dean.
 - 2.3.2 Probationary credit should only be granted in consideration for a candidate's previous service and achievement in teaching and in scholarly/artistic/professional activities at a post-secondary education institution, previous CSU employment, or comparable experience.
 - 2.3.3 Faculty Affairs shall instruct Deans, Chairs, and search committees on the appropriate way to discuss the probationary period with candidates, including hazards and benefits of probationary credit and the relevant timelines for tenure and promotion.
 - 2.3.4 The probationary period cannot commence until the receipt of the terminal degree.
- 2.4 Standards for appointment at the rank of Associate, or at the rank of Professor, or appointment with tenure.
 - 2.4.1 Appointments at advanced rank or to a tenured position require that candidates show evidence of accomplishments normally expected for the level of the appointment. Recruitment committees shall require applicants to submit portfolios that go beyond a simple vita and cover accomplishments in all three categories of achievement.
 - 2.4.2 In addition to the normal appointment requirements, appointment at advanced rank or with tenure requires that the Department Retention, Tenure, and Promotion (RTP) committee review the candidate's materials and approve the level or tenure of the appointment.
 - 2.4.3 Faculty appointed at the rank of Professor must also be appointed with tenure.

3.0 Procedures for Initial Appointment

- 3.1 All recruitment shall be carried out in accordance with the university's current policies on diversity and equal opportunity (S01-13 Commitment to a Campus Climate that Values Diversity and Equal Opportunity or its successor policy.)

3.2 Composition of department recruitment committees

- 3.2.1 Recruitment committees shall be elected by vote of the tenured and probationary faculty of the department by secret ballot.
- 3.2.2 The size of the recruitment committee shall be determined by the department, and should preferably contain a minimum of five members but never fewer than three members. Departments may elect members to a recruitment committee from a related discipline outside their department whose willingness should first be ascertained. Such an election is required if needed to achieve a minimum of three committee members, but may also be used to broaden the expertise or diversity of the committee. The department which will be home to the prospective position must always supply the majority of the members of any recruitment committee, unless it lacks at least two faculty of appropriate rank to serve.
- 3.2.3 The majority of faculty on any recruitment committee must be tenured and must not have entered an early retirement program. Probationary faculty and faculty in an early retirement program may serve if elected, provided they do not constitute a majority of the committee, and provided that they receive the permission of the President as per the Collective Bargaining Agreement (12.22).¹ That permission must be requested by the Department and is reviewed by the Dean and Faculty Affairs.
- 3.2.4 If a search is authorized for a tenured position, then the recruitment committee may not include probationary faculty.
- 3.2.5 The Chair of the Department shall normally be a voting *ex officio* member of the recruitment committee and shall Chair the committee. If the Chair elects not to serve, then the committee shall choose its own Chair from among its elected members.
- 3.2.6 Departments may create independent recruitment committees for each search, or carry out all searches with a standing recruitment committee, provided all recruitment committees conform to the requirements of policy.
- 3.2.7 Recruitments for department chairs should be conducted in accordance with the provisions of University Policy F17-3.

3.3 Recruitment committee procedures.

¹ CFA/CSU Collective Bargaining Agreement, 2014-2017.

- 3.3.1 Recruitment committees shall be charged by the Dean or the Dean's designee and shall sign an appropriate agreement to protect the confidentiality of candidate applications.
- 3.3.2 Faculty Affairs will provide all recruitment committees with comprehensive guidelines for organizing the recruiting process.
- 3.3.3 Recruitment committees shall evaluate all candidates for appointments to regular positions and determine the order of desirability of finalists for the position. The recommendation of a recruitment committee shall be approved by a simple majority of the committee; abstentions will not be counted when determining the committee recommendation. Abstentions will be counted as "present" for the purposes of establishing a quorum.
 - 3.3.3.1 Committees shall provide a clear rationale for their recommendations to the Dean and to Faculty Affairs. The committee vote and the written recommendations of the committee, including the order of desirability of finalists, shall be recorded, shared with, and signed by all committee members. Reasons shall be stated for all votes cast. A statement of the reasons shall be included in a single report from the committee, with the possibility of a separate "minority" report. In either case, the confidentiality of voting shall be maintained, and signatures on the report(s) shall not indicate how individual members voted when recommendations are not unanimous.
 - 3.3.3.2 Normally, offers shall be extended to candidates in the order recommended by the committee. If, however, information emerges after the committee makes its recommendation (e.g., a subsequent reference check) that calls the order of desirability into question, the committee shall be given the opportunity to change its recommendation.
 - 3.3.3.3 In the event that the President (and his designees) cannot (for any reason) accept the recommendation of the committee, the search will be cancelled.

4.0 Retreat Rights.

- 4.1 Persons to be employed initially in academic-administrative assignments with retreat rights to a department or program shall be reviewed and must receive a favorable recommendation from the appropriate personnel

committee of the department in which tenure must be acquired before retreat rights are granted.

- 4.2 Prior to making a recommendation on retreat rights, departments shall receive in writing, from an appropriate administrative level, an explanation of any possible budgetary consequences for their department should the retreat rights be exercised.

5.0 Appointment letters

- 5.1 Appointment letters shall be written by the college dean in consultation with the chair of the department.
- 5.2 Appointment letters must be approved by the Office of the Associate Vice President for Faculty Affairs, who shall also provide suitable templates to the Colleges.
- 5.3 The letter shall reference the relevant university policies and department guideline regarding the criteria and standards for retention, tenure, and promotion.
- 5.4 Appointment letters may summarize and clarify how the expectations contained in policy and guidelines will apply to a faculty member, but the letter may not change or contradict the standards. If there is a perceived conflict between an appointment letter and university policies, the policy language shall take precedence.
- 5.5 Any subsequent change in the particular character of a faculty member's academic assignment shall be made in writing and approved by the faculty member, the department chair, the college dean, and the AVP for Faculty Affairs. An addendum to the appointment letter must then be included in the personnel action file and in subsequent dossiers. Faculty who believe their academic assignment has significantly changed may request a review of their appointment letter by submitting a written request to their Chair. It is their responsibility to submit any such requests according to published timelines.
- 5.6 A joint appointment occurs when an appointment letter specifies that a faculty member will have duties in more than one department or equivalent unit. The letter shall determine the parameters of the assignment shared between the relevant departments as per the CBA (12.1), and the letter should indicate which department will be the home department.

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**S15-7, University Policy, Retention, Tenure and Promotion for
Regular Faculty Employees: Procedures [University Policy S15-7
with Amendments A, B, C, D, E, F, G, H, I, J, K, M, N included]**

Effective: Fall 2016

**Amended by S15-7, Amendment A Amended
by S15-7, Amendment B Amended by S15-7,
Amendment C Amended by S15-7, Amendment
D Amended by S15-7, Amendment E Amended
by S15-7, Amendment F Amended by S15-7,
Amendment G Amended by S15-7, Amendment
H Amended by S15-7, Amendment I Amended
by S15-7, Amendment J Amended by S15-7,
Amendment K Amended by S15-7,
Amendment L Amended by S15-7, Amendment
M
Amended by S15-7, Amendment N**

At its meeting of April 27, 2015, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. University Policy S15-7 was approved by President Mohammad Qayoumi on June 12, 2015, and it replaced Sections III, V.A, and VI.A. of University Policy S98-8, the Appointment, Retention, Tenure, and Promotion Criteria, Standards and Procedures for Regular Faculty Employees.

S15-7 was amended by University Policy F15-1. F15-1 was approved by Interim President Susan W. Martin on September 18, 2015. S15-7 was further amended by University Policy S16-2 approved by Interim President Susan W. Martin on February 9, 2016. University Policy F15-1 was renamed University Policy S15-7, Amendment A, on March 21, 2016. University Policy S16-2 was renamed University Policy S15-7, Amendment B, on March 21, 2016.

Amendment C to S15-7 was approved by the Academic Senate at the April 25, 2016 meeting and was approved/signed by Interim President Susan W. Martin on May 2, 2016. Amendment C is effective AY 16-17. Amendment C changes section 3.1.3. and 3.4.2.

Amendment D to S15-7 was approved by the Executive Committee acting on behalf of the Senate on June 22, 2016 and was approved/signed by President Mary A. Papazian on July 26, 2016. Amendment D clarifies procedures for FERP faculty that serve on RTP committees.

Amendment E to S15-7 was approved by the Executive Committee acting on behalf of the Senate on August 29, 2016 and was approved/signed by President Mary A. Papazian on September 6, 2016.

Amendment E deletes a phrase that was repeated elsewhere in the old policy and which should have been removed at the time of the earlier amendment (Amendment D). This is an editorial change. This amendment removes section 3.2.6 and renames the following sections of 3.2 accordingly.

Amendment F to S15-7 was approved by the Senate on November 20, 2017 and approved/signed by President Mary A. Papazian on November 29, 2017. Amendment F amends section 3.2.9 of University Policy S15-7 regarding department chair participation on RTP committees.

Amendment G to S15-7 was approved by the Senate on April 30, 2018 and was approved/signed by President Mary A. Papazian on May 11, 2018. Amendment G amends section 2.2.2 of University Policy S15-7 regarding periodic reviews.

Amendment H to S15-7 was approved by the Senate on March 25, 2019 and was approved/signed by President Mary A. Papazian on August 19, 2019. Amendment H amends section 5.4.3 Late Add Materials.

Amendment I to S15-7 was approved by the Senate on March 2, 2020 and was approved/signed by President Mary A. Papazian on May 4, 2020. Amendment I amends sections 1.2 and 3.3 regarding procedures concerning small colleges.

Amendment J to S15-7 was approved by the Senate on February 8, 2021 and was approved/signed by President Mary A. Papazian on March 17, 2021. Amendment J amends sections 3.7 regarding joint appointments.

Amendment K to S15-7 was approved/signed by President Cynthia Teniente-Matson on April 25, 2023. Amendment K adds information about administrative recusal.

Amendment L to S15-7 was approved/signed by President Cynthia Teniente-Matson on September 18, 2023, this amendment adds language to S15-7 to clarify the culmination of the RTP Process.

Amendment M to S15-7 was approved/signed by President Cynthia Teniente-Matson on May 24, 2024, this amendment amends sections 3.1.3.6 and 3.1.3.7.

Amendment N to S15-7 was approved/signed by President Cynthia Teniente-Matson on March 6, 2025, this amendment amends sections 4.0 and 5.2.2.

University Policy S15-7 as amended by Amendments A, B, C, D, E, F, G, H, I, J, K, L, M, N is as follows:

University Policy Retention, Tenure and Promotion for Regular Faculty Employees: Procedures

- Resolved: That all procedural portions of S98-8 be deleted, including Section III “General Procedures,” V.A “Procedures for Retention/Tenure Decisions,” and VI.A “Procedures for Promotion Decisions.” Be it further
- Resolved: That this policy be adopted effective for Fall 2016 Semester; be it further
- Resolved: The Senior Director, Faculty Affairs, in consultation with the Professional Standards Committee, shall determine a timeline for the conversion to electronic dossiers, but the conversion shall be completed no later (and preferably earlier) than the end of a five-year phase-in period (AY 2020 21.) be it further
- Resolved: That Professional Standards will report to the Senate with a draft of the Dossier Format Guide (referred to in 5.4.5.1) for feedback in Spring 2016; be it further
- Resolved: That this policy shall be given a thorough review by the Professional Standards Committee at least once during each six-year cycle; meaning no later than AY 2021-2022.
- Resolved: Any probationary faculty member who has completed a performance review under S98-8 prior to Fall 2016 (e.g., received a second year review during AY 2015-16 or earlier) shall continue to be reviewed under the timeline (2-4-6) begun under the old policy until the tenure decision is completed. The Senior Director, Faculty Affairs, in consultation with the Professional Standards Committee, shall be further empowered to adjust the implementation of this policy to accommodate other issues that may arise as a result of the transition from S98-8 to S15-7. This clause will expire at the end of AY 2019-20.

Rationale: Prior to 1998, SJSU’s ARTP policy was regularly revised every few years in response to changes in the Collective Bargaining Agreement, to problems encountered in implementation of the policy, and to changes in expectations and working conditions over time. In 2006 a major redraft of this policy was produced after 6 years of work, but it was never signed into effect. The Senate temporarily lost interest after the failed effort, but it became increasingly clear that the existing policy was accumulating problems and inconsistencies with every passing year.

In AY 2012-13 the Professional Standards Committee decided to tackle the problem. In 2012-13 the Committee gathered information about the way the existing policy was working. We interviewed members of numerous RTP committees, interviewed the Provost, and distributed a campus-wide survey to t/t faculty. What we discovered was

troubling. Hundreds of responses from faculty at different stages of their careers reported concerns that the old policy lacked sufficient flexibility in choices related to professional development, that the criteria for tenure and promotion were often unclear, and that the procedures used in implementing the process were sometimes unfair.

In AY 2013-14 the committee spent the first half of the year exploring alternative policies, surveying both within and outside the CSU. In December 2013 the Senate endorsed a general approach to reforming the criteria and standards for RTP. Then, in AY 2014- 15 the committee spent the year working on revised language, section by section and at times word by word.

The policy reform of the criteria and standards are addressed in a separate policy. This policy concerns all the procedures necessary to implement an evaluation system for retention, tenure, and promotion.

As part of the Professional Standards Committee's efforts to modernize all parts of our University's largest and most complicated policy, it has decided to separate the procedures portion of the old ARTP policy for easier and more convenient use. The procedural details of RTP are of greater interest to committee chairs, department Chairs, and administrators, while the criteria and standards are of wider interest and are of particularly interest to new faculty and all evaluators.

The draft of this appointment policy was previously circulated for a 1st Reading to the Senate as part of the larger ARTP policy on April 6.

Approved: April 20, 2015

Vote: 9-0-0

Present: Peter, Green, Lee, Fatoohi, Riley, White, Dresser, Fujimoto, Mathur

Absent: Romero

Financial Impact: Few direct impacts beyond the existing ARTP processes. There will be costs associated with conversion to electronic dossiers, but the specific price for various contracts and alternatives is currently unknown.

Workload Impact: Considerable education will be required to train both faculty committees and administrative evaluators in the application of the new policy.

POLICY RECOMMENDATION: RETENTION, TENURE AND PROMOTION FOR REGULAR FACULTY EMPLOYEES:

PROCEDURES

- 1.0 Introduction: This document is the policy of San José State University that organizes the evaluation system for retention, tenure, and promotion for all regular or tenure-track Unit 3 faculty in the university.
 - 1.1 This document pertains to all regular tenure track/tenured faculty of the Unit 3 Collective Bargaining Agreement. This includes Professors, Librarians, and Counselors. When the document uses the term Professor, or Associate Professor, or Assistant Professor it applies to the equivalent titles in the other professions, such as for Counselors (Student Services Professional - Academic Related I, II, and III), or Librarian, Associate Librarian, or Senior Assistant Librarian.
 - 1.2 When this document refers to colleges it means those colleges that administer departments which are home to Unit 3 tenure/tenure track faculty.
 - 1.3 Interpretation and Implementation. The Senior Director, Faculty Affairs is responsible for interpreting this policy and supervising its implementation. When significant issues of interpretation arise, the Senior Director, Faculty Affairs will consult with the Professional Standards Committee.
- 2.0 Developmental Reviews and Retention
 - 2.1 Purpose and Types of Reviews. Untenured (probationary) faculty will be reviewed in the years leading up to the final performance review for tenure and promotion. The primary purpose of these reviews is developmental-to provide the candidate with a formative review of all categories of achievement, so as to encourage professional growth that will merit the award of tenure and at least the level of Associate by the end of the review period. A secondary purpose of performance reviews is to determine whether a probationary faculty member should be retained to continue progress toward tenure and promotion.
 - 2.1.1 Performance reviews. A performance review is a thorough review carried out at multiple levels, with characteristics specified in this policy and in the Collective Bargaining Agreement. Faculty may only be considered for tenure and promotion or retention through a performance review. In specified years prior to the tenure and promotion decision, faculty will undergo performance reviews to be considered for retention. Faculty who wish to be considered for early tenure or promotion must submit materials for a performance review. SJSU also uses performance reviews to provide each candidate with a thorough formative assessment of progress toward tenure and promotion.

2.1.2 Periodic Review of the Annual Summary of Achievements. The Periodic Review is a less thorough review carried out at fewer levels, with characteristics specified in this policy and in the Collective Bargaining Agreement. The periodic review may not recommend promotion, tenure, or retention. These reviews will, however, provide probationary candidates with an annual assessment of the progress they have made toward tenure and promotion. Under circumstances described below, periodic reviews may also recommend that a candidate submit a full performance review in the following year.

2.2 Timing of developmental reviews

- 2.2.1 Normally, probationary faculty shall submit materials for performance reviews in their third year. One outcome of this third year review shall be the determination as to whether the candidate shall be scheduled for a fourth year review, a fifth year review, or no additional review beyond that which may be triggered by an annual summary review as per 2.2.3.
- 2.2.2 Normally, probationary faculty shall submit annual summaries of achievements for periodic evaluation every year in which they do not submit a full performance review. The annual summary shall cover achievements since submission of the last review (whether a performance review or a periodic evaluation,) or the appointment date if there has not yet been a review. Department committees, department chairs, and college deans shall consider an annual summary of achievements prepared by the faculty member, evaluations of teaching, and the cumulative record of previous evaluations and recommendations by committees and administrators. Copies of their observations and suggestions shall be given to the faculty member; the original evaluation shall be placed in the official Personnel Action File, and copies included in subsequent years' dossiers.
- 2.2.3 If committees or administrators believe that it is in the best interest of the university or the candidate to require an additional performance review in a year when such a review would not normally be required, they may so recommend to the President. An additional performance review is warranted when any prior review raises concerns that a candidate is not making sufficient progress toward tenure and promotion to Associate. The recommendation for an additional performance review may be made either as a result of a periodic evaluation or a prior performance review. Candidates may also request an additional performance review.

- 2.2.4 When the probationary period is extended by leave or preceded by service credit there will be a corresponding adjustment to the schedule for all reviews. Performance reviews shall not, however, be required for newly appointed faculty in their first year at SJSU who have been given service credit on appointment. Faculty appointed with two years of probationary credit will receive performance reviews in their fourth year.

3.0 Procedures for Retention, Tenure, and Promotion

3.1 Procedures and principles for all personnel committees

- 3.1.1 **Training.** All committee members must be thoroughly trained in the use of the present university policies on Criteria and Standards and for Procedures for Retention, Tenure, and Promotion. Department chairs, college deans, and the Associate Vice President for Faculty Affairs shall arrange for appropriate training in the application of this policy.
- 3.1.2 **Charge.** Prior to deliberations, all members of a personnel committee shall sign a statement prepared by the Office of Faculty Affairs indicating that they have been trained appropriately, that they have read and understood the relevant policies, and that they will apply the policies fairly and accurately to the best of their ability. The statement shall also include their agreement to keep confidential all content of committee deliberations. The charge will be delivered by the Senior Director, Faculty Affairs, or the Dean, or the Chair, corresponding to the level of the committee. Committee members may not view dossiers or deliberate until after having signed the agreement.

3.1.3 Election of RTP members

- 3.1.3.1 At all levels, faculty shall be elected to serve on RTP committees by secret ballot.
- 3.1.3.2 Faculty elected to serve on RTP committees should consider that their participation affects the careers of colleagues as well as the well-being of students and the health of the University more generally. This service shall be their highest professional priority.
- 3.1.3.3 Candidates should verify their ability to serve during the scheduled meeting times. If necessary and feasible, Deans and Chairs should adjust members' teaching schedules to accommodate their ability to attend the scheduled meetings. If an elected member has unresolvable conflict with the meeting schedule, that member should promptly notify the Dean and Chair who should arrange to replace the member via a special election prior to the beginning of committee deliberations.
- 3.1.3.4 No one may serve during the same review cycle on more than one level of

committee; membership on the University committee, a college committee, or a department committee precludes membership on the other two.

- 3.1.3.5 All departments with four or more active Professors are expected to provide members/nominees to higher level committees. Departments with three or fewer active Professors may provide members/nominees to higher level committees by supplementing their department level committee with external faculty (if needed) as per 3.2.7. A department with insufficient faculty to provide a representative to a College level committee may elect a representative from outside its department in a related discipline, or it may elect another department's elected representative as a designee to explain the department's criteria and context to the College committee.
 - 3.1.3.6 Only faculty who will be on academic assignment for both semesters of the Academic Year are eligible to serve on Department – and College-level RTP committees. Faculty who are on leave in the Fall, but who return to active service in Spring, are eligible to serve on the University RTP Committee, which convenes in the Spring semester.
 - 3.1.3.7 Faculty members who are enrolled in the early retirement program (FERP) are eligible to serve on RTP committees if they meet all other criteria, including holding the appropriate rank, and being elected by secret ballot. Elsewhere where this policy says "tenured faculty" it includes FERP faculty in that definition, as per the Collective Bargaining Agreement.
- 3.1.4 Recusals: A procedure to request, and criteria to evaluate, the administrative recusal of committee members in cases of bias or conflict of interest will be developed by Faculty Services in consultation with the Professional Standards Committee.
- 3.1.5 Quorums
- A simple majority of the full membership of the committee must be present to obtain a quorum necessary in order to conduct business. In all personnel recommendations, a simple majority of those voting prevails. A quorum is determined at the beginning of the meeting, prior to any members removing themselves for purposes of abstention.
- 3.1.6 Voting procedures for all decisions
- 3.1.6.1 Voting. College and University committees and any Department committees consisting solely of tenured Professors may devise their own voting procedures. Department Committees with members of less than full rank shall always vote by written secret ballot. Regardless of the voting method, the results shall be immediately announced in the committee and recorded. If written secret ballots are used, they shall be retained and sealed and stored in the Department / College / AVP's office until after the following stage of review has been completed, then they shall be destroyed. Electronic voting may not be used unless it is

3.1.6.2 Abstentions

- 3.1.6.2.1 Permitted reasons for abstention include if a member has a conflict of interest concerning the candidate, or if a member has failed to do due diligence in reviewing the dossier. Committee members shall not abstain simply because they find a case difficult to decide.
- 3.1.6.2.2 Committee members who abstain must declare their intention in advance and must absent themselves from committee deliberations. Abstaining members may not contribute to the text of the committee's explanation (majority or minority) for its decision.

3.1.7 Voting for Tenure and Promotion

- 3.1.7.1 For tenure and promotion decisions, committees will conduct separate votes to determine the candidate's level of achievement in each category of achievement.
 - 3.1.7.2 The final committee recommendation for tenure and promotion will be determined by comparing the three levels of achievement to the standards described in the policy on Criteria and Standards.
- ### 3.1.8 Voting for Retention
- For retention there will be one vote to "retain" or "do not retain." using the standards described in the policy on Criteria and Standards.
- 3.1.9 Recording Committee recommendations. Committees shall write reports for each case stating the reasons for all votes cast. (An abstention is not considered a "vote" for this purpose.) A statement of these reasons shall be included in a single report from the committee, with the possibility of a separate "minority" report. In either case, the confidentiality of voting shall be maintained, and signatures on the report(s) shall not indicate how individual members voted when recommendations are not unanimous.
 - 3.1.10 Confidentiality. All personnel materials, proceedings, and recommendations are confidential, except (a) that positive final decisions may be announced; (b) that each faculty member shall have access to materials in his/her personnel files as provided by law, the Agreement, and Trustee policy; and (c) that any individual may voluntarily disclose materials from his/her personnel file at an appropriate proceeding, such as a grievance or court hearing.

- 3.1.11 Deadlines. Deadlines for the procedural steps provided herein shall be established at the start of the academic year by the Associate Vice President for Faculty Affairs. Deadlines shall include a specific closing date "at which time the Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation," as required by the Agreement (Section 15.12.b). If any stage of the review has not been completed within the specified time, the performance review shall automatically be transferred to the next review level and the faculty member shall be so notified. The calendar with deadlines shall be communicated to all faculty subject in a given academic year to personnel actions governed by this policy.

3.2 Department Committees.

- 3.2.1 Departments will establish one or more committees to recommend retention, tenure, and promotion decisions. (For example, a department could establish one committee of Professors for reviewing promotions to Professor, and a committee of Associates and Professors for reviewing tenure and promotion to Associate.) Members of department committees will be elected by the vote of probationary and tenured faculty. Department decisions about committee structure shall also be made by vote of the tenured and probationary faculty of the department.
- 3.2.2 Membership on personnel committees for the purpose of deliberating or voting on personnel recommendations is limited to tenured full-time faculty members. Note that faculty who have been promoted but not tenured are not eligible to serve.
- 3.2.3 No faculty member shall serve on the department committee who will serve that year on a higher level committee.
- 3.2.4 Tenured faculty members, including department chairs, who are candidates for promotion may not serve on promotion committees.
- 3.2.5 No faculty member, including department chairs, may participate in promotion, tenure, or retention deliberations about colleagues of equal or higher rank.
- 3.2.6 In departments of sufficient size, personnel committees shall be composed of at least five (5) tenured full-time faculty members. In no case shall a personnel committee be composed of fewer than three (3) tenured full-time faculty members. In departments with fewer than three tenured full-time faculty members eligible to serve on the personnel committee, additional tenured full-time faculty members from related academic disciplines outside the department shall be selected to serve on departmental personnel committees as needed. A mutually acceptable list of nominees shall be

selected by the college dean and the probationary and tenured faculty of the department; the probationary and tenured faculty shall elect the additional committee members from that list.

- 3.2.7 Administrators holding full-time positions outside the department or involved in making personnel recommendations at the college or university levels shall not participate in department committees.
- 3.2.8 The personnel recommendations of academic units containing no departments (e.g., Counseling and the Library) shall be considered initial recommendations and the rules for department level review will apply. To carry out a second level of review equivalent to a college level review, the tenure/tenure track faculty of the academic unit shall adopt one of the following methods as part of the unit's mandatory guidelines:
 - 3.2.8.1 The first level committee and the Provost or his/her designee shall prepare a mutually acceptable list of nominees. The probationary and tenured faculty unit members shall elect the members of the second level review from that list.
 - 3.2.8.2 The academic unit may designate the College RTP committee of another college as its second level review committee. This designation would be made as part of the unit's department guidelines. If this method is selected, then the academic unit shall be entitled to elect a representative to that College RTP committee. The choice of college committee must be approved by the Senior Director, Faculty Affairs as part of the review of department guidelines.
 - 3.2.8.3 Regardless of the method chosen, the administrative head of the academic unit (Dean of the Library, Associate Vice President for Student Services) shall function as the college Dean in the review process.
- 3.2.9 Department Chair participation. A Department Chair is eligible to serve on the department committee, and if elected to the committee the Chair of the Department shall not write a separate Chair's recommendation. If the Chair is not elected to the department committee or if the Chair declines to serve on the committee then the Chair may write a separate recommendation. The Chair of the Department may participate in either capacity only if he/she is of sufficient academic rank as per 3.2.5. Such recommendations shall be forwarded to the college level along with the recommendations of the department committee and any responses to the departmental level recommendation(s) supplied by the faculty member.

- 3.2.10 The department chair shall schedule any department personnel committee, which shall elect its own chair. If the Chair is not a duly elected member of the committee, then he/she may meet with the committee as a non-voting member only if invited to do so. The votes of the committee shall be recorded. A member of the committee shall be selected to write the evaluation of the faculty member for the committee, which shall be forwarded with the committee's recommendation to the college committee.
- 3.2.11 A faculty member shall have ten calendar days after notification of the department level recommendations in which to respond to or rebut those recommendations in writing. Responses or rebuttals should be addressed via the department chair to the next level of review (i.e., either to the college Retention and Tenure Committee or the Dean) but should be delivered to the department office for placement in dossier. A faculty member may also request a meeting be held to discuss with the department chair the recommendations within ten days after notification. Dossiers shall be forwarded to the next level on the eleventh day after notification, accompanied by any response or rebuttal materials.

3.3 College Level Review

- 3.3.1 The college retention, tenure, and promotion committee shall be composed of tenured full professors, and shall be elected. College committees shall provide the opportunity for representation from each department in the college, and will represent a minimum of three departments. Colleges with fewer than three departments, or otherwise in need of augmenting their committee, will elect faculty from related disciplines outside the college. Election shall be by the probationary and tenured faculty unit employees of each department. Each college shall determine the number to be elected from each department. Department chairs and faculty serving on a college committee may not serve on a departmental committee in that college or on the university committee. The college committee shall elect its own chair and prepare its own report.
- 3.3.2 The college dean shall schedule the college retention, tenure, and promotion committee, but shall not attend committee deliberations nor communicate opinions about any individual candidate to the committee. Committees may request that the college dean or his/her designee meet with the committee outside of deliberations to explain procedural matters.

- 3.3.3 The college dean shall write an independent evaluation of and recommendation for the faculty member under review.
 - 3.3.4 Department representatives on the college retention, tenure, and promotion committee may participate in the deliberations and vote on all faculty under review including those from their department.
 - 3.3.5 The recommendation of the college retention, tenure, and promotion committee, a statement of reasons for its recommendation and the recommendation and evaluation of the dean shall be included in the dossier, and a copy sent to the candidate and to the department chair and committee. The committee and/or the dean must thoroughly explain in writing any disagreement with the recommendation of the department committee.
- 3.3.6 A faculty member shall have ten calendar days after notification of the college level recommendations in which to respond to or rebut those recommendations in writing. Responses or rebuttals should be addressed via the college dean to the next level of review (i.e., either to the University Retention and Tenure Committee or the President) but should be delivered to the college office for placement in dossiers. A faculty member may also request a meeting be held to discuss with the college dean the recommendations within ten days after notification. Dossiers shall be forwarded to the next level on the eleventh day after notification, accompanied by any response or rebuttal materials.

3.4 University Level Review

- 3.4.1 The University Retention, Tenure, and Promotion Committee shall consist of one tenured full professor from each college and one from the General Unit as defined in Senate by-laws. No member of a department or college retention, tenure, or promotion committee shall serve concurrently on the university committee. The members of the committee shall serve for two-year, staggered terms, and the committee shall elect its chair.

- 3.4.2 The members of the university committee will be elected by the probationary and tenured faculty unit employees from each college and the General Unit. Only faculty who have previously served on their College level committee are eligible to be elected. Each department in the college shall be informed of the pending selection and may nominate one person. Each college retention, tenure, and promotion committee will select at least two of those nominated to place before the electorate of its college. No one elected may serve as a member of a department or college retention, tenure, or promotion committee in the same Academic year.
- 3.4.2.1 An election for the representative from the General Unit will be conducted by the Senate Chair/Office, which will first solicit nominations from the library faculty and the counseling faculty and then will conduct an election.
- 3.4.3 The Associate Vice President for Faculty Affairs shall schedule the university committee. He/she may meet with the committee only if invited to do so.
- 3.4.4 The university committee shall review the following cases:
- 3.4.4.1 All candidates for promotion to Professor, to Associate, or for tenure.
- 3.4.4.2 Candidates for retention which have received any negative votes or recommendations at earlier levels of review.
- 3.4.4.3 When allocating its workload, the university committee should devote particularly thorough attention to cases that have resulted in divided votes or recommendations at earlier levels of review.

- 3.4.5 The recommendation of the University Retention, and Tenure, and Promotion Committee, and a statement of reasons for its recommendation, shall be included in the dossier, and copies sent to the candidate, the college dean and committee, and the department chair and committee.
- 3.4.6 When delegated by the president, the Provost will make the final decision. If not delegated in this way, the Provost shall make a recommendation to the President in any case reviewed by the university committee. Any such recommendation shall be made in writing and included in the dossier, with a copy sent to the candidate, the college dean and committee, and the department chair and committee.

3.5 Periods of Review

- 3.5.1 For retention and tenure candidates, the period of review shall begin with appointment to probationary service and continue to the time of the review.
- 3.5.2 For promotion candidates, the period of review shall begin on the closing date specified for the last successful promotion, or, if there has been no prior promotion, on the date of the initial appointment to tenure-track service and continue to the time of the review.
- 3.5.3 The period of review shall include the years for which any service credit was awarded.

3.6 Final Decisions

- 3.6.1 The President has the authority to continue faculty members on probationary status, grant tenure, and grant promotions, though the President may choose to delegate this authority to make final decisions in whole or in part to the Provost.
- 3.6.2 Announcement of final decisions. Second-year probationary faculty shall be notified of the final decision regarding retention by February 15. Other

probationary faculty shall be notified of the final decision by June 1; if terminated, third-through-sixth- year probationary faculty shall receive a terminal year appointment.

- 3.6.3 The candidate shall be notified in writing of the final decision and the reasons for that decision. A copy of the decision shall be given to the faculty member and all review levels and shall be placed in the candidate's personnel file. When the recommendation is contrary to the recommendation of the university committee, a statement of reasons shall also be given in writing.
- 3.6.4 When the final decision is not consistent with the recommendation of the university committee, the President, or the Provost if so designated, shall meet with the committee to discuss the reasons for the action.

3.7 Modified Procedures for Joint Appointments

- 3.7.1 Candidates who hold joint appointments, as indicated in their appointment letters (S15-6, 5.6) shall be evaluated at the department level by a committee with representation from each relevant department, and this representation shall be roughly proportionate to the assignment of the candidate. The committee shall be chaired by a committee member from the home department as identified in the appointment letter.
- 3.7.2 Members on joint committees shall be elected as per all normal provisions of policy, save only that a current department committee may simply designate some of its already elected members for simultaneous service on the joint committee.
- 3.7.3 The chair of the home department shall hold the normal functions of chair for the evaluation of a joint appointment; the chairs of other departments in which the appointment is made may be eligible to serve on the joint department-level committee.
- 3.7.4 Candidates who hold joint appointments across more than one college shall be evaluated by the college committee and the college dean corresponding to their home department.

4.0 Department Guidelines for Achievement

4.1 Purpose of Guidelines

The purpose of guidelines is to assist committees and administrators outside the department in understanding the standards appropriate to the applicant's profession and to ensure fair and equitable application of these standards to the broader procedures, standards, and criteria of University policies. They are not a roadmap for tenure-line faculty nor do they replace a well-

crafted narrative statement and supporting evidence in the dossier.

- 4.1.1. Non-teaching units (Counseling and Psychological Services and the University Library) are required to develop Department RTP guidelines for the category of “Academic Assignment” in order to assist committees and administrators outside the unit in their evaluations.
 - 4.1.2. Departments not well-represented by University RTP policy in one or more of the Categories of Achievement (Academic Assignment, Service, and/or Scholarly/Artistic/Professional Achievement) may develop Guidelines in order to assist committees and administrators outside the department in their evaluations.
- 4.2. Content of Guidelines
- Guidelines have required elements and may include additional relevant information, as indicated below.
- 4.2.1. Department RTP Guidelines may be created for one or more of the Categories of Achievement (Scholarly/Artistic/Professional Achievement; Academic Assignment; or Service) in order to describe work that is relevant to the Department and not accounted for in University policy.
 - 4.2.2. Department RTP Guidelines must offer at least two inclusive hypothetical sample faculty profiles for each level of achievement (unsatisfactory, baseline, good, or excellent per S15-8 §3.3 Criteria to be Used when Evaluating Candidates for Promotion and Tenure) within a given Category of Achievement. Note that while Department RTP Guidelines provide sample faculty profiles that would warrant a given level of achievement, they do not replace the Criteria and Standards of University Policy. Rather, they augment/supplement them. What follows is a sample profile template to be used as a model—it is not intended to be used as an actual profile.
 - 4.2.2.1. A sample profile contains a description of what kind of work qualifies for a certain level of achievement: “A faculty member achieving BLANK in Scholarly/Artistic/Professional Achievement may have a published BLANK during the period of review or may have produced a BLANK and BLANK.”
 - 4.2.3. Guidelines may also specify the sorts of documentation that are expected to be relevant to the evaluation of the professional effectiveness of faculty in a particular academic area.
 - 4.2.4. Guidelines are inclusive and not exclusive. They shall not be used to exclude accomplishments from consideration that were unanticipated when the guidelines were created. When candidates submit genuine accomplishments that were not anticipated in the Guidelines, the accomplishments will be assessed using the language of the University policy on Criteria and Standards.
 - 4.2.5. They provide realistic estimates of the resources required to meet each given level of achievement.

- 4.2.6. They are equitable; they do not make it more or less difficult for faculty to achieve tenure or promotion.
 - 4.2.7. Departments that contain more than one discipline, or contain very different subdisciplines, may produce more than one set of specialized guidelines. When this occurs, particular care must be taken to specify to which faculty each set of guidelines applies; the applicable guidelines should be specified in the Chair's Description of Assignment and included in the dossier (*see* §5.2.2).
- 4.3. Development and Approval of Department Guidelines
- 4.3.1. Consultation and Support: Departments interested in creating Guidelines, whether required or not, will go through a pre-development process in which Professional Standards will provide consultation and support to minimize time and effort at the Department level and to ensure that Guidelines conform with Section 4.2, Content of Guidelines. PS will provide a process to help Departments not required to have Guidelines determine whether guidelines may be necessary or desirable and how to proceed with the development, submission, and approval process. Departments required to have Guidelines will also receive support through a consultation process designed to minimize labor in the creation or updating of Guidelines.
 - 4.3.2. After the consultation phase with PS, Departments must develop guidelines that closely follow the criteria laid out in section 4.2, Content of Guidelines, as well as any advice provided by Professional Standards or the Provost.
 - 4.3.3. The proposed Guidelines must be approved by a vote of department probationary and tenured faculty, using secret ballots. The vote tally and date shall be reported at the top of the Guidelines document at the time of submission to Professional Standards. Guidelines without this information will be returned to the Department for correction.
 - 4.3.4. Guidelines that comply with 4.2 Content of Guidelines and University policy shall be approved and authorized for use by the Provost in consultation with the Professional Standards Committee. Before making its recommendation to the Provost, PS shall review the proposed guidelines and solicit input from the Dean or corresponding Associate Dean, and/or the College Research Committee. The PS Committee's determination will be shared in writing with all involved parties by the PS Chair or the Provost's designee.
 - 4.3.5. In some cases, Departments may need to revise and resubmit the document for subsequent review. The Committee remains available for consultation during this phase of development.

4.4. Publication, Distribution, and Use of Guidelines

- 4.4.1. All approved Department RTP Guidelines shall be posted on the Faculty Services website (or equivalent) and shall display the date they were last

approved.

- 4.4.2. Once approved and published, Department RTP Guidelines must be applied when judging the level of achievement of all candidates to which they apply, bearing in mind the limits of such guidelines.
- 4.4.3. Approved Guidelines must be kept current. The Department shall submit them to Professional Standards for review every five years; Guidelines shall display the date they were last approved as well as the new vote results at the top of the document. Guidelines without this information will be returned to the Department for correction.
- 4.4.4. Guidelines that display a date more than five years old calculated from the time of the submission of the dossier shall be considered invalid, except as provided for in § 4.4.5, Continuity of Guidelines throughout the Review Period.
- 4.4.5. Continuity of Guidelines throughout the Review Period. Normally, any valid (current) guidelines must be included in each candidate's dossier. If, however, guidelines have changed during the candidate's period of review, the candidate shall have the right to choose to include either the old or the new guidelines. Similarly, if guidelines that were valid during a part of the candidate's period of review are no longer valid and have not been replaced, the candidate may choose between including the old guidelines or including no guidelines. Only one set of guidelines may appear in the dossier, and reviewers are restricted to considering only included guidelines.

5.0 The Dossier

- 5.1 Formal name. Personnel recommendations for retention, tenure or promotion of each faculty member shall be based upon written information and documentation contained in his/her personnel file or dossier. (In the Agreement, the dossier is known as the Working Personnel Action File.)

5.2 Preparation of the Dossier

- 5.2.1 Candidate's responsibilities. Candidates shall be responsible for preparing their dossiers. It shall be the primary responsibility of the faculty member under review to gather the necessary evidence and to prepare an index to the material contained in the dossier. That index shall be placed in the faculty member's permanent personnel action file at the close of the year's deliberations, to provide an accurate record of all materials reviewed.

- 5.2.2 Department Chair's responsibilities. The department chair or school or division director shall inform in writing faculty members who are to be reviewed of the nature of materials required by the retention and tenure committee and the date by which these materials must be received for the committee's consideration. It is the responsibility of the chair to ensure that a

detailed Description of Academic Assignment of the faculty member for the period under review is placed in the dossier at least one week before the submission date of the dossier, in order to establish a frame of reference for evaluation of the candidate by persons from outside the department. The Chair's Description of Academic Assignment must state whether there are Department RTP Guidelines in use and the Chair must ensure that a copy is included in the dossier. In cases where a Department has more than one set of RTP Guidelines (per §4.2.7., above), the Chair's Description of Academic Assignment must specify which set of guidelines applies to the particular faculty member. The faculty member may attach a response to the Chair's Description of Academic Assignment before the closing date; any such response shall also be included in the dossier. During the period that the dossier is open, it is the responsibility of the Chair to ensure that the evidence necessary for a full and fair evaluation is contained in the dossier.

- 5.2.3 Mutual Responsibilities. The candidate should place in the dossier an accumulated record of all official evaluations undertaken during the period of review (e.g., the probationary period or the review period for promotion to Professor.) All recommendations and statements of reasons from previous years' committees and administrators shall be included in each subsequent dossier. This accumulated record of review from prior years of the review period shall be considered at all levels of review, beginning at the department level. All evaluators shall check to be sure that these documents are properly included.

5.3 Documentation of the Period of Review

- 5.3.1 The dossier shall contain material that documents achievements during the period of review and shall not document achievements that fall outside the period of review, with the exception that all important scholarly and professional accomplishments should be listed in a comprehensive vita.
- 5.3.2 Materials that were previously submitted as "late additions" for consideration under a previously successful review are considered to be outside the current review period and are excluded from the dossier except on a comprehensive vita.

5.4 Managing the Dossier

- 5.4.1 Closing Date. The accumulation and organization of materials within the dossier must be completed prior to a "closing date" established by the Senior Director, Faculty Affairs (see "Deadlines.") According to the Agreement, insertion of material after the date of this declaration other than by faculty and administrative evaluations generated during the evaluation cycle and responses or rebuttals by the faculty unit employee being evaluated is not normally permitted. (15.12b.)

- 5.4.2 Missing materials. According to the Agreement (Section 15.12.b.), if, during the review process, the absence of materials required by this policy is discovered, the dossier shall be returned to the level at which the requisite documentation should have been provided and the materials provided in a timely manner.
- 5.4.3 Late Add Materials. The Provost, or designee, in consultation with the Professional Standards Committee, shall issue guidelines for determining which materials may be inserted after the dossier has officially closed (see “Deadlines.”) Late materials must have the approval of a committee (the “Late Add Committee”) consisting of one member elected from and by each college committee. This committee shall apply the guidelines and limit materials to items that became accessible after the dossier closed. Material inserted in this fashion shall be returned to the initial personnel committee for review, evaluation and comment before consideration at subsequent levels of review.
- 5.4.4 Unsolicited materials. In addition to materials required by policy and/or provided by the candidate, the Agreement (Section 15.8) permits the inclusion of additional information provided by faculty unit employees, students, external reviewers, and academic administrators. For such materials to be inserted into the dossier without the consent of the candidate, they must be submitted to the Department Chair or Dean before the closing date, and they must subsequently be inspected by the Senior Director, Faculty Affairs to determine a) if the insertion is allowed under the Collective Bargaining Agreement, and b) that the insertion is both germane to the criteria of this policy and neither prejudicial nor defamatory. If the insertion is allowed, it will be withheld from the dossier until the candidate has been given at least seven days to include a response to the material.

5.4.5 Format and organization

- 5.4.5.1 The Senior Director, Faculty Affairs in consultation with the Professional Standards Committee shall produce and maintain a format guide for the dossier. Before implementation, the format guide must be approved by the Senior Director, Faculty Affairs, the Professional Standards Committee, and by the University RTP Committee. The guide will specify the organizational structure of the dossier, will summarize all required materials, will specify its format, the length and types of appropriate documentation, required statements or narratives by the candidate, and any other required characteristics.

- 5.4.5.2 Dossiers shall be provided in electronic form in a manner that

secures their confidentiality and integrity, that facilitates a full and fair review, and that minimizes workload on the part of preparers and reviewers.

- 6.0 Responses to Recommendations. Candidates shall indicate that they have read the recommendations of each committee and administrator.
- 6.1 If candidates disagree with any recommendation, they have the right to respond in writing to those recommendations within ten calendar days after receiving the recommendations. Responses should be addressed to the next higher faculty committee but should be delivered to the administrative office currently holding the dossier for placement in the dossiers.
- 6.2 Candidates may also request a meeting be held to discuss the recommendation within ten days after receipt of the recommendation (see the Collective Bargaining Agreement 15.5.) If requested, the meeting should be held with the author of the particular recommendation in question, such as the Chair, Dean, or Provost, or with the Chair of the particular committee responsible for the recommendation.
- 6.3 Dossiers shall be forwarded to the next level no earlier than the tenth day after faculty unit members have been notified of the recommendations made. Responses or rebuttals received within the ten-day limit must accompany the dossiers

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**S15-8, University Policy, Retention, Tenure and Promotion for
Regular Faculty Employees: Criteria and Standards**

Rescinds S98-8

Effective: AY 2016-2017

Legislative History:

At its meeting of April 27, 2015, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. This policy rescinds University Policy S98-8, the Appointment, Retention, Tenure, and Promotion Criteria, Standards and Procedures for Regular Faculty Employees. On June 12, 2015, President Mohammad Qayoumi signed and approved University Policy S15-8.

On September 18, 2015, Interim President Susan W. Martin approved Amendment A to University Policy S15-8. During a transition, tenure/tenure track faculty appointed before AY 2016/17 shall have the choice to be evaluated using the criteria and standards of the old policy or according to this policy. (The criteria and standards of the old policy means these sections of S98-8: II (Criteria) V.B (Standards for Tenure), and VI.B (Standards for Promotion) excluding the procedural sections on retention.)

On May 4, 2020, President Mary A. Papazian signed and approved Amendment B to University Policy S15-8. The revised language in Amendment B seeks to correct a problem with the way the current language discusses the “norms” of our SOTES. Amendment B also inserts a reference to “course syllabi and other teaching materials.” Amendment A and B are incorporated into the policy below.

On September 21, 2020, President Mary A. Papazian signed and approved Amendment C to University Policy S15-8. Amendment C allows the President to declare a campus-wide emergency and provides for flexibility in RTP during these times.

On January 14, 2021, President Mary A. Papazian signed and approved Amendment D to University Policy S15-8. Amendment D removes the exclusion of the College of International and Extended Studies from S15-8 section 1.5.2.

On April 7, 2021, President Mary A. Papazian signed and approved Amendment E to University Policy S15-8. Amendment E adds the category of “Scholarship of Engagement.”

On February 14, 2022, Interim President Steve Perez signed and approved Amendment F to University Policy S15-8. Amendment F includes within the category of Service, activities that specifically enhance inclusion, educational equity and engaged service with students and in the surrounding and broader communities.

On April 13, 2022, Interim President Steve Perez signed and approved Amendment G to University Policy S15-8. Amendment G includes changes to Section 2.3, Scholarly/Artistic/Professional Achievement.

On June 1, 2022, Interim President Steve Perez signed and approved Amendment H to University Policy S15-8. Amendment H includes changes to Sections 2.2 and 3.3.1.

On May 9, 2022, Interim President Steve Perez signed and approved Amendment H to University Policy S15-8. Amendment H includes changes to Sections 2.2 and 3.3.1.

On April 25, 2023, President Cynthia Teniente-Matson signed and approved Amendment I and J to S15-8. Amendment I modified Section 3 and Amendment J modified Section 4.

Amendments A, B, C, D, E, F, G, H, I and J are incorporated into the policy as follows:

University Policy Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards (includes Amendment A, B, C, D, E, F, G, H, I and J)

Resolved: That S98-8 be rescinded and replaced with the following policy according to the following time schedule and conditions:

- 1) This policy will be effective for all tenure/tenure track faculty appointed for AY 2016/17 and subsequently.
- 2) This policy will be effective for all tenure/tenure track faculty regardless of appointment date beginning in AY 2021/22 (after six years.)

- 3) During a transition, tenure/tenure track faculty appointed before AY 2016/17 shall have the choice to be evaluated using the criteria and standards of the old policy or according to this policy. (The criteria and standards of the old policy means these sections of S98-8: II (Criteria) V.B (Standards for Tenure), and VI.B (Standards for Promotion) excluding the procedural sections on retention.)
- 4) Faculty who choose to be evaluated under this policy may not subsequently return to be evaluated by the criteria and standards of the old. Their decision must be made prior to the faculty member's next performance review and be included as a statement in the beginning of the Working Personnel Action File (i.e. the dossier) for all performance reviews during the transition period.
- 5) The Office of Faculty Affairs will devise a method by which the personnel committees and other reviewing bodies may readily distinguish between candidates being evaluated under S98-8 and the attached policy (e.g., different color binders).
- 6) Resolution of discrepancies during the transition. The choice between the old and new criteria and standards applies to those sections of policy explicitly identified above, but also to any other sections of policy scattered elsewhere in the overall policy that clearly reference criteria and standards. If there is ambiguity about whether the old or the new sections apply, the AVP Faculty Affairs shall define which applies.
- 7) The AVP Faculty Affairs, in consultation with the Professional Standards Committee, shall be further empowered to adjust the implementation of this policy to accommodate other issues that may arise as a result of the transition from S98-8 to S15-8. This entire resolved clause will expire when no more faculty are covered by S98-8 and shall be edited out of public copies of S15-8.

Resolved: That for AY 2015/16 the Professional Standards Committee shall devote itself exclusively to educating the campus in the use of the new policy; any pressing policy items within its purview shall be temporarily diverted to the Executive Committee.

Rationale: Prior to 1998, SJSU's ARTP policy was regularly revised every few years in response to changes in the Collective Bargaining Agreement, to problems encountered in implementation of the policy, and to changes in expectations and working conditions over time. In 2006 a major redraft of this policy was produced after 6 years of work, but it was never signed into

effect. The Senate temporarily lost interest after the failed effort, but it became increasingly clear that the existing policy was accumulating problems and inconsistencies with every passing year.

In AY 2012-13 the Professional Standards Committee decided to tackle the problem. In 2012-13 the Committee gathered information about the way the existing policy was working. We interviewed members of numerous RTP committees, interviewed the Provost, and distributed a campus-wide survey to t/tt faculty. What we discovered was troubling. Hundreds of responses from faculty at different stages of their careers reported concerns that the old policy lacked sufficient flexibility in choices related to professional development, that the criteria for tenure and promotion were often unclear, and that the procedures used in implementing the process were sometimes unfair.

In AY 2013-14 the committee spent the first half of the year exploring alternative policies, surveying both within and outside the CSU. Ultimately we proposed that the new policy be designed around three criteria corresponding to the most commonly accepted traditional divisions of faculty development: Academic Assignment (teaching for most but not all faculty), Scholarly/Artistic/Professional achievement, and Service. Furthermore, we proposed that faculty should receive an evaluation of their achievements in each of these three categories, with their tenure or promotion dependent upon their overall level of achievement accumulated across all three areas. This plan was endorsed by the Senate in SS-F13-8, Sense of the Senate Resolution, Endorsing a Proposal to Reform the SJSU Policy on Retention, Tenure, and Promotion by Adopting the “Flexible Achievement” Plan.”

Armed with the Senate’s support for our general approach, the committee began the long task of rewriting the policy. The debate over SS-F13-8, however, did expose one significant concern. In dividing the evaluation of faculty into three categories some feared that faculty who embraced synergistic practices (that cut across the categories) might be placed at a disadvantage. In response to this concern, the committee drafted language that emphasizes the value of such synergies.

In AY 2014-15 the committee has spent the year working on revised language, section by section and at times word by word. Even a simple paragraph may have received an hour or two of debate in committee, as we examined conflicts with the current Collective Bargaining Agreement and considered the numerous problems identified with the old policy in recent years. The committee is not finished, and if truth be told—the

ARTP Policy needs far more regular oversight than it has received over the past 17 years. The current draft is a major step forward to address those original concerns expressed to us about transparency, fairness, and flexibility while maintaining high standards for all phases of Appointment, Retention, Tenure, and Promotion, but Professional Standards intends to continue to monitor and update the policy regularly as was the practice prior to 1998.

Approved: (April 20, 2015)

Vote: (7-1-0)

Present: (Peter, Green, Lee, Mathur, Fatoohi, Fujimoto, Riley, Dresser)

Absent: (Romero, White)

Financial Impact: Few direct impacts beyond the existing ARTP processes

Workload Impact: Considerable education will be required to train both faculty committees and administrative evaluators in the application of the new policy.

RETENTION, TENURE AND PROMOTION FOR REGULAR FACULTY EMPLOYEES: CRITERIA AND STANDARDS

1.0 Principles: The present document is the policy of San José State University concerning the criteria and standards for retention, tenure, and promotion for all regular or tenure-track Unit 3 faculty in the university. When making recommendations on faculty personnel matters, committees and administrators should use common sense and flexibility in applying standards and criteria, keeping this policy's principles firmly in mind.

1.1 Flexibility in Professional Development:

It is important to note that all faculty -- even all faculty in the same department -- need not conform to the same model for professional development. San José State University seeks diversity within its faculty and in the ways individual faculty members seek to be effective in furthering the mission of the university. It should be recognized that faculty who are excellent in one area but less active or successful in other areas may well be contributing more to the university than someone who meets baseline in all areas but is excellent in none.

1.2 Fair Process of Evaluation by Peers:

The purpose of these procedures for retention, tenure and promotion is to provide just recognition and encouragement of genuine achievement. The basic evaluation of faculty members' potential, performance and achievement should be made by their peers both within their departments and their disciplines at large. Candidates deserve to know the standards by which they will be evaluated so that they may plan their professional development accordingly. Therefore, committees and administrators must take great care to apply the standards written in policy rather than their own personal standards, which may differ.

1.3 Clear Standards for Advancement

1.3.1 Excellence in education is dependent above all upon the quality of the faculty. San José State University seeks to retain, tenure, and promote faculty who have achieved distinction in teaching, service, and in their disciplines or professional communities. This process of professional development requires thorough and candid evaluation for the sake of encouraging and recognizing achievement.

1.3.2 Positive faculty development depends upon a clear understanding of the standards for advancement. Standards for retention, tenure and promotion must be clear and available to faculty members throughout their period of review.

- 1.4 Integration of Professional Development and Holistic Evaluation.
 - 1.4.1 Categories of Achievement are devices that should prompt evaluators to consider all dimensions of a candidate's professional development. The categories should promote a holistic evaluation of the effectiveness of a faculty member in serving the mission of San José State University, and reviewers should apply this policy with a holistic temperament.
 - 1.4.2 San José State encourages faculty to integrate the various components of their academic career whenever the outcome enhances student success, faculty achievement, and the university mission.
 - 1.5 Definitions
 - 1.5.1 This document pertains to all regular tenure track/tenured faculty of the Unit 3 Collective Bargaining Agreement. This includes Professors, Librarians, and Counselors. When the document uses the term Professor, or Associate Professor, or Assistant Professor it applies to the equivalent titles in the other professions, such as for Counselors (Student Services Professional - Academic Related I, II, and III), or Librarian, Associate Librarian, or Senior Assistant Librarian.
 - 1.5.2 When this document refers to colleges it means those colleges that administer departments which are home to Unit 3 tenure/tenure track faculty.
 - 1.6 Maintenance of the Policy
 - 1.6.1 Interpretation and Implementation. The AVP Faculty Affairs is responsible for interpreting this policy and supervising its implementation. When significant issues of interpretation arise, the AVP Faculty Affairs will consult with the Professional Standards Committee.
 - 1.6.2 This policy shall be reviewed by the Professional Standards Committee at least once during each six year cycle; the first review shall occur no later than AY 2021-2022.
- 2.0 Categories of Achievement:
 - 2.1 Synergism amongst Categories of Achievement. There are three basic categories of achievement, each of which warrants careful and individual evaluation. However, at a comprehensive university with a broad mission, there is extensive overlap that could occur amongst these categories. In such cases, evaluators should be careful to ascertain the extent of which the categories overlap to enhance the mission of the university. Levels of achievement should be awarded appropriately not only in the individual categories but also for the level of synergism that could not have been achieved without the overlap.
 - 2.2 Effectiveness in Academic Assignment

2.2.1 Academic Assignment is the specific role given to a faculty member to support the educational mission of San José State University. Academic Assignment is the primary, but not the only, consideration in evaluating a faculty member's performance and is the essential condition for continuation and advancement within the university. For most faculty, academic assignment consists primarily of teaching; academic assignment includes work in the department to support educational equity and/or close equity gaps through the recruitment, mentoring, retention, and academic support for historically underserved students in the department, and training of colleagues in such efforts. For some faculty, such as department chairpersons, coordinators, and field supervisors, part or all of their academic assignment is of a non-teaching nature, and they should be evaluated accordingly; RSCA release should be evaluated under Scholarly/Creative/Professional Achievement. However, release for departmental administration and the like can be evaluated as appropriate in other Categories of Achievement (Academic Assignment, Service, or Scholarly/Creative/Professional Achievement), depending on the emphasis of the work as represented by the candidate.

2.2.2 Considerations in applying the criteria for Academic Assignment to teaching.

2.2.2.1 When evaluating effectiveness in teaching, chairs, committees, and administrators are required to conduct a holistic evaluation. The teaching must be considered in the context of its purpose, its objectives, and the degree of difficulty of the assignment. Evaluators must be well versed in the University policy F12-6 "Evaluation of Effectiveness in Teaching", especially the most recent "SOTE/SOLATE Interpretation Guide", and have explicit training with respect to issues of subjectivity and bias in SOTEs, especially for faculty traditionally underrepresented within their field.

2.2.2.2 Examples of contextual factors include whether the teaching resulted from newly created or substantially modified curricula (e.g., but not limited to, changes to promote educational equity); participation in team or interdisciplinary teaching; the adoption of new pedagogical or technological approaches; whether the level or kind of teaching or number of students created

special demands or challenges; and the extent to which student learning occurs outside formal instruction through mentoring, advising, or the integration of students into a research program, especially where these impact historically underserved students.

- 2.2.3 For non-teaching Unit 3 faculty employees, effectiveness in academic assignment will be evaluated in conformity with guidelines developed by the unit of assignment, with appropriate components of peer evaluation and evaluation of impact on students.
 - 2.2.4 Department Chairs, Directors, Coordinators, etc. may be nonteaching faculty due to the portion of their chair assignment or other academic assignments. In such cases, their related duties should be discussed as part of Academic Assignment – especially as related to curriculum and program development and oversight. Other areas of a Chair's or coordinator's Academic Assignment may also be discussed more thoroughly under RSCA or Service.
- 2.3 Scholarly/Artistic/Professional Achievement
- 2.3.1 The second basic category for evaluation is scholarly/artistic/professional achievement. Such contributions to a faculty member's discipline or professional community, or application of scholarly expertise to improve the community, are expected for continuation and advancement in the university. This category is subdivided into several areas for ease of description and reference. These areas are not perfectly distinct and some candidates will demonstrate their disciplinary expertise within two or more of the areas. Some achievements may have characteristics of more than one area. The overarching principle should be to reward significant scholarly/artistic/professional achievement regardless of the form it may take.
 - 2.3.1.1 The nature of the expected contributions will vary according to the discipline, and may be more specifically defined in each department's guidelines.
 - 2.3.1.2 The nature of contributions will also vary according to the faculty member's professional interests. Scholarly/Artistic/Professional Achievements may include original research that advances knowledge; or the synthesis of information across disciplines, topics, or time; or the engaged application of disciplinary expertise within or outside the University; or the systematic study of teaching and learning within the discipline; or a combination of these forms of achievement.

- 2.3.1.3 Evaluation must be made by disciplinary peers. Acceptance of scholarly or artistic work by an editorial or review board (or jury) constitutes an evaluation of that work. Professional contributions should be evaluated by persons in a position to assess the quality and significance of the contributions. Candidates may request that disciplinary experts provide evaluations of any of their work to be included in the dossier. Such evaluations should characterize the broad impact, scope, or significance of the work, whether within academic fields or beyond. Significant contributions that would not otherwise be peer reviewed should be evaluated in this manner. External reviewers must be objective, and any relationships that could compromise objectivity should be disclosed in the evaluation.
- 2.3.1.4 Published or otherwise completed works that are peer-reviewed evaluated by an objective disciplinary expert, or juried will normally receive the greatest weight. Achievements that have a broad impact, scope, or significance are particularly valued, and department guidelines may explain the most appropriate evidence for making this determination. Work in progress and unpublished work should be assessed whenever possible. In cases where there is no external evaluation of an achievement the department committee will review the work and indicate the extent of its quality and significance.
- 2.3.2 Scholarly achievement includes work based on research and entailing theory, analysis, discovery, interpretation, explanation, or demonstration. Examples include but are not limited to: books, chapters, articles, reviews, technical reports, computer software and hardware development, positively reviewed grant proposals, presentations at scholarly conferences, invited papers/presentations in recognition of discipline expertise, documentaries, works of journalism, patents, copyrights, trademarks, translations, etc.
- 2.3.3 Artistic achievement includes, but is not limited to, the creation of original work or adaptations in poetry, fiction, drama, dance, digital arts, visual arts, performance, music, theatre, curatorial work, etc., often requiring critique, interpretation, mastery of a skill, experimentation, or improvisation.

- 2.3.4 Professional achievements involve the application of disciplinary expertise whether within or outside the University. Professional achievements will usually be evaluated within the category of service, except when department guidelines establish that professional activities are the primary method of demonstrating expertise within the discipline. Such disciplines shall adopt department guidelines that explain appropriate standards for evaluating these activities and distinguishing them from the service category of achievement. Examples of achievements that could qualify when explicated by guidelines are listed under “Service to the Profession/Discipline” below but may also include ongoing professional requirements for currency (e.g., licensure) in an applied discipline.
- 2.3.5 Scholarship of Engagement. Similar to professional achievements, the scholarship of engagement requires the application of expertise and/or talent grounded in the candidate’s discipline or interdisciplinary fields. Achievements that do not require such expertise and/or talent shall be evaluated under the category of service. This form of scholarship typically engages in identifiable problems, needs, and issues, and is often concerned with advancing equitable practices and reforms in the professional, academic, local, or broader public/global communities.
- 2.3.5.1 The scholarship of engagement may take place in a wide range of fields, and often exhibits a reciprocal, collaborative relationship between the expert and the public, and may involve student participation. Examples of such relationships would include but are not limited to: engagement with government, private sector, non-profit sector, educational and cultural institutions, community groups, and environmental, humanitarian and civil rights organizations.
- 2.3.5.2 Examples of achievements growing from such relationships could include, among many others:
- 2.3.5.2.1 the integration of expertise into university-community partnerships and collaborations;
- 2.3.5.2.2 community-based research, scholarship, or creative activities (RSCA); examples may

include participatory action research, implementation and dissemination science, or translational scholarship contributing to identifiable changes or critical debate; (e.g. the enactment of legislation or production of advisory reports)

2.3.5.2.3 change-based RSCA (e.g. informed by emancipatory frameworks or involving issues, places, or persons not traditionally part of social/academic/creative discourse)

2.3.5.2.4 sharing of expertise or original work to the public (sometimes known as “public scholarship” or “public humanities”)

2.3.5.2.5 tangible evidence of professional achievement (e.g. forms of entrepreneurship; significant changes in professional practice; evidence-based improvements to the management or administration of organizations)

2.3.6 Consideration in applying the criteria for Scholarly/Artistic/Professional Achievement

2.3.6.1 Quality of publications and not simply enumeration. Normally, the number or length of publications per se shall not be a criterion for tenure or promotion, but shall be considered along with the quality and significance of the work in determining the level of achievement. Department guidelines may be more specific about the nature, venue, prestige, or impact of publications.

2.3.6.2 Research Grants. In recognition of the comprehensive mission of San José State University and the teaching load of its faculty, these criteria exclude any requirement that faculty members must obtain external support as a condition for tenure or advancement except as provided below. However, all faculty who do seek and/or obtain external funding should be appropriately credited commensurate with the competitive nature of the funding and the level of success of the application. Department guidelines may establish standards for judging the level

of achievement represented by the efforts to seek and/or obtain external funding.

An explicit requirement that faculty must obtain external support is permitted when the appointment letter designates that some or all of the following activities will constitute the primary academic assignment of the position: grant writing, fundraising, coordinating or teaching in a doctoral program, or directing research centers or galleries or analogous activities. Those so appointed must be provided the appropriate assigned time and resources to support a focus on the pursuit of external funding. Work done under such circumstances must be evaluated.

2.3.6.3 The Scholarship of Teaching. Noting the particular requirements for curricular development in a period of changing pedagogies, expanded scholarship about effective teaching, and students from increasingly varied and diverse backgrounds, scholarship that focuses on teaching and learning within a candidate's discipline, and which appears in peer reviewed publications, is explicitly allowed and encouraged.

2.3.7 Resources and scholarly, artistic or professional achievements.

2.3.7.1 Scholarly, artistic, and professional achievements can depend to some degree on the availability of resources, such as release time from teaching, the provision of sabbaticals and leaves, and the availability of funds for research supplies, equipment, necessary facilities, and travel. The necessary resources will vary according to the individual, the discipline and the level of achievement sought.

2.3.7.2 If departmental or college guidelines exist, appropriate departmental personnel (e.g., Chairs, Directors, RTP committee members) should help candidates use the guidelines to plan an appropriate but not binding strategy for professional growth. If guidelines do not exist, appropriate departmental personnel and the candidate shall jointly develop estimates of resources that are required to achieve different levels of performance in their discipline: baseline, good, and excellent.

2.3.7.3 For each performance review, candidates shall provide lists of resources they have received to support their scholarly, artistic, and professional development.

2.3.7.4 During each performance review, evaluators should consider the level of achievement of a candidate relative to the availability of resources provided.

2.4 Service

- 2.4.1 The third basic category for evaluation is service. Contributions in service are expected for continuation and advancement in the University. All faculty have an obligation to contribute to the governance of the institution and to enhance and engage the surrounding and broader communities. There is often a synergy between activities considered Scholarship of Engagement and Service. Achievements that do not require specific subject area disciplinary expertise and/or talent shall be evaluated under the category of Service. The Scholarship of Engagement (a category of "Scholarly/Artistic/Professional Achievement") requires the application of expertise and/or talent grounded in the candidate's discipline or interdisciplinary fields.
- 2.4.2 Types of Service. For ease of reference only, service may be divided into several areas. Representational work that demonstrates cultural and identity taxation should be considered in each category.

Examples:

- 2.4.2.1 Service to students. Advising, mentoring, and participating in curricular development and assessment activities, and representational engagement to enhance student learning and success that are not subsumed in teaching or the primary academic assignment. Of particular importance are activities to achieve educational equity such as providing support to historically underserved students: helping to reduce the opportunity gap, increasing student retention, and helping students transition to work or to further education.
- 2.4.2.2 Service to the University. Participation in the Academic Senate and its committees, search and review committees, program coordinators and department chairs, leadership in the California Faculty Association, membership in the Academic Senate of the CSU, work on system-wide committees and task forces, administrative activities (to the extent that such assignment are not the primary academic assignment), work with affinity groups, University Diversity, Equity & Inclusion (DEI) initiatives and campus climate reporting/feedback sessions, and participation in campus organizations and clubs that benefit students, staff and/or

- faculty; working to make faculty, staff, and administration more representative of the student population we serve.
- 2.4.2.3 Service to the Community. Participation in public interest groups sponsored by or affiliated with the University; Service in the local, state, national, or global communities such as founding/directing a community organization, serving on boards of non-profit organizations, organizing public events, public facing commentary as an expert in the field, establishing bridge building pathways and events between the academic and general community reflecting the faculty member's expertise addressing inclusive and equitable practices. Service to the community includes partnering with community members and other allies in the effort to make our educational opportunities equitable for all.
- 2.4.2.4 Service to the Profession/Discipline (see also Professional Achievement.) Consulting, service on editorial boards or as editor of a professional journal or newsletter; adjudicator, reviewer for publishers or other agencies and associations. Developing public programs or events to bridge the profession/discipline and the public/global community. Public lectures, newspaper editorials, television or radio analysis, honors and awards. Active participation or leadership in disciplinary or professional associations; organizing panels, activities or workshops. Serving in accreditation or other discipline-based review capacities; Service to K-14 educational segments.
- 2.4.2.5 Service related to Educational Equity Activities. Providing support to historically underserved students: Helping to shrink opportunity gaps, increasing student retention, helping students transition to work or to further education, working to make faculty, staff, and administration more representative of the student population we serve, and partnering with staff, community members, and other allies in the effort to make our educational opportunities equitable for all.
- 2.4.3 Significant service should be systematically evaluated and documented. Election to a position is a form of peer evaluation of service. Faculty serving as committee members, whether elected or appointed, should request written evaluation of significant service from persons in a position to know the extent and quality of their contributions, such as the chair of a committee.

2.4.4 Considerations for Applying the Criteria for Service

- 2.4.4.1 Service expectations increase with rank. As faculty gain experience at the university, they will normally assume greater responsibility for service activities at all levels.
- 2.4.4.2 Higher levels of service require higher standards for evaluation. While fairly routine levels of service will often be listed rather than evaluated, service accomplishments involving leadership, the production of documents, the management of organizations, and other tangible results should be independently evaluated in order to be eligible to be designated at higher levels of achievement.

3.0 Evaluation of Achievements

3.1 At each level of review, committees and administrators will provide written recommendations or decisions that evaluate levels of achievement in each of the three categories. These evaluations shall classify the candidate's level of achievement in each category by describing it in terms of one of the four levels described below (3.3) and provide a detailed rationale for the classification.

3.1.1 In extraordinary times when the campus community is impacted by an emergency that would hinder the typical career (e.g., natural disaster, campus closure, and similar events), the President may declare that a serious campus-wide disruption to normal faculty activities has occurred. If so, committees and evaluators shall adjust their analysis of the levels of achievement of candidates in the following way: in addition to evaluating all documented achievements of candidates as per normal, they shall also consider the trajectory of each candidate's professional development prior to the disruption and determine whether that trajectory would normally have allowed the faculty member to meet the policy standards.

3.2 It is the role of evaluators to judge the level of achievement regardless of the form it takes, while respecting the academic freedom and professional choices made by each candidate. Evaluators should not substitute their own preferences for policy and should recuse themselves if necessary to avoid the possibility (or the appearance) of bias. If any faculty member, including a candidate, believes a committee member may have a bias or conflict of interest that could affect their impartiality, that person should immediately report their concerns to their college Dean and/or Faculty Services before deliberations begin. Faculty Services will determine whether recusal is necessary following administrative recusal guidelines.

Evaluators who are recused should abstain from voting and absent themselves from discussion of a case. Examples of attitudes that would warrant recusal include (but are not limited to)

- 3.2.1 Hostility toward a candidate's ideology as expressed in a research agenda.
 - 3.2.2 Opposition to a candidate's choice of pedagogy when the pedagogy is exercised appropriately under curricular policy.
 - 3.2.3 Dislike of a candidate's emphasis in professional development when the emphasis is permitted by policy.
 - 3.2.4 Any personal or professional conflicts-of-interest such as those delineated in the University's policy on Academic Freedom and Professional Responsibility.
- 3.3 Criteria to be used when evaluating candidates for Promotion and Tenure

Following are the criteria that evaluators are to use in determining the level of achievement attained by faculty. These criteria may be supplemented, but not replaced, by department guidelines. Any valid department guidelines shall be placed in the dossier for review.

3.3.1 Academic Assignment

3.3.1.1. Committees and administrators shall write an evaluation of a candidate's achievements in academic assignment and shall rate the overall performance in this category according to the following descriptive scale. When a candidate's achievements are significant but depart from the general description below, evaluators should exercise judgment and give credit for unusual, unique, or unanticipated activities at the same level as better known activities of comparable significance. Especially in unusual cases, candidates should carefully document the significance of their accomplishments in academic assignment.

3.3.1.2. Criteria for non-teaching faculty.

Criteria for evaluating the Academic Assignment of nonteaching faculty, including potentially Librarians and Counselors, will be developed by the units as part of their department guidelines and will parallel the categories identified below, but will reference those specific responsibilities in their academic assignment rather than teaching. Department guidelines for academic assignment will be mandatory for such units.

3.3.1.3. Criteria for teaching faculty.

3.3.1.3.1. Unsatisfactory. The candidate has not documented teaching accomplishments that meet the baseline level as described below.

3.3.1.3.2. Baseline. The candidate has taught assigned courses that are well crafted and appropriate for the catalog description as evidenced by syllabi and other materials related to the academic assignment. The candidate has taken measures to correct any problems identified earlier in either direct observations or prior evaluations. Recent direct (e.g. peer) observations are supportive. Student numerical SOTEs, narrative SOTEs, and other evidence indicate effectiveness in academic assignment. All materials submitted should be examined from a holistic view that takes into account the nature, subject, and level of classes taught. Numerical SOTEs are generally within norm ranges by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter.

3.3.1.3.3. Good. In addition to the baseline as described above, the candidate has documented a degree of innovation within the teaching assignment and provides evidence of using inclusive or equity-based practices, especially use of related techniques in the classroom.

For example, a candidate at this level may have effectively taught a wide range of courses, or created one or more new courses to fill important curricular needs, or documented the use of high-impact practices in teaching, or been actively involved in mentoring, outreach, or student support, particularly for historically underrepresented students. Candidates meeting this level of achievement have direct (e.g. peer) observations that identify a faculty member with good skills in the academic assignment. Numerical SOTEs, taking into account the nature, subject, and level of classes taught, are generally above

mean, and above norm ranges where possible, by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter. Narrative SOTEs further confirm effective teaching and support for student learning, keeping in mind the nature and subject of the course.

3.3.1.3.4. Excellent. In addition to criteria for good performance as described above, the candidate has engaged in a higher level of curricular or pedagogical innovation, documented consistent positive impacts for student success or educational equity, or received peer and student course evaluations that are consistently above mean (and, where possible, above norms) when taken in context of the nature, subject, and level of classes taught. Excellent teachers may have received recognition or awards for their teaching, may have mentored other teachers, or may have created curriculum that is adopted in other departments or at other institutions. Excellence in academic assignment may include exceptional advising, recruitment, retention and mentoring of students, and the like.

3.3.2. Scholarly/Artistic/Professional Achievement

3.3.2.1. Committees and administrators shall write an evaluation of a candidate's scholarly/artistic/professional achievement and shall rate the overall performance in this category according to the following descriptive scale. When a candidate's achievements are significant but depart from the general description below, evaluators should exercise judgment and give credit for unusual, unique, or unanticipated activities at the same level as better known activities of comparable significance. Especially in unusual cases, candidates should carefully document the significance of their accomplishments.

3.3.2.2. Unsatisfactory. The candidate has not created scholarly/artistic/professional accomplishments that meet

the baseline level as described below.

- 3.3.2.3. Baseline. The candidate has, over the course of the period of review, created a body of completed scholarly/artistic/professional achievements and shows the promise of continued growth and success within his/her discipline.
- 3.3.2.4. Good. In addition to the baseline as described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally.
- 3.3.2.5. Excellent. In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline.

3.3.3. Service

- 3.3.3.1. Committees and administrators shall write an evaluation of a candidate's service achievements and shall rate the overall performance in this category according to the following descriptive scale. When a candidate's achievements are significant but depart from the general description below, evaluators should exercise judgment and give credit for unusual, unique, or unanticipated service activities at the same level as better known activities of comparable significance. Especially in unusual cases, candidates should carefully document the significance of their service accomplishments.
- 3.3.3.2. Unsatisfactory. The candidate has not documented service activities that meet the baseline level described below.

- 3.3.3.3. Baseline. The candidate has undertaken a fair share of the workload required to keep the Department functioning well. This includes activities such as work on department committees, educational equity activities, the creation or revision of curricula, the assessment of student learning outcomes, or participating in department program planning, accreditation, outreach, and advising. This level of service must include some documented service to students. A baseline level of achievement for promotion to Professor will also include at least some service at the University level.
- 3.3.3.4. Good. In addition to the baseline described above, the candidate may lead more advanced Department-level service. Candidates may have significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. It may also include extensive and effective engagement with students and student organizations within one's Department or beyond the department, or extensive and effective educational equity activities, such as advisement or mentorship for students. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.
- 3.3.3.5. Excellent. In addition to a good performance as described above, the candidate has documented significant leadership and/or influence at a high level, in any of the five described service categories (students, University, community, profession/discipline, and educational equity). Candidates who achieve an evaluation of "excellent" in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significance for people beyond the candidate's department or college.
4. Standards required for Tenure, Promotion to Associate, and Promotion to Professor
- 4.1 Tenure and Promotion to Associate

4.1.1 Timing of performance review for tenure and promotion

4.1.1.1 Under normal circumstances, probationary faculty considered for both tenure and promotion to Associate during their sixth year, to be effective at the beginning of the following academic year.

4.1.1.2 The probationary period may be extended for an additional year (for a variety of medical, personal, and professional leases as defined under the Collective Bargaining Agreement, Article 13).

4.1.1.3 When probationary faculty are initially appointed with one or two years of service credit (as per the Collective Bargaining Agreement, Article 13), this credit is simply counted toward the “normal” timeline for tenure and promotion to Associate. All achievements (in all categories) earned during the years for which service credit was awarded must be fully documented and considered.

4.1.2 Relationship of tenure to Associate status. When considered at the normal time, promotion to Associate and tenure must be linked: both must be awarded or neither.

4.1.3 Standard for tenure and promotion to Associate. Faculty must meet or exceed one of these profiles across the three categories:

4.1.3.1 Excellent in either Academic Assignment or in Scholarly/Artistic/Professional Achievement and at least Baseline in the other two categories:

4.1.3.2 Good in any two categories and at least baseline in remaining category.

4.1.4 Early decisions. Candidates may request consideration for tenure and promotion up to two years early, provided they have previously completed a performance review for retention and are not currently scheduled for a special retention review.

4.1.3.1 Excellent in either Academic Assignment or in Scholarly/Artistic/Professional Achievement and at least

Baseline in the other two categories:

4.1.3.2 Good in any two categories and at least baseline in the remaining categories.

4.1.4 Early decisions. Candidates may request consideration for tenure and promotion up to two years early, provided they have previously completed a performance review for retention and are not currently scheduled for a special retention review.

4.1.4.1 Favorable early decisions require a significantly higher level of achievement than a favorable decision after the normal period of review.

4.1.4.1.1 One year early. Candidates may be tenured and promoted to Associate one year early if they attain evaluations of Excellent in two categories and Baseline or better in the remaining category.

4.1.4.1.2 Two years early. Candidates may be tenured and promoted to Associate two years early if they attain evaluations of Excellent in two categories and Good or better in the remaining category.

4.2 Promotion to Professor

4.2.1 Timing of performance review for promotion to Professor. Under normal circumstances. Associates may be considered for promotion to Professor during their fifth year at the rank of Associate, to be effective at the beginning of their sixth year at rank. (Note that for faculty who earned promotion to Associate prior to earning tenure, the review period for Professor begins with the promotion to Associate and not with tenure.)

4.2.2 Standard for promotion to Professor. Faculty must meet or exceed one of these profiles across the three categories:

4.2.2.1 At least Excellent in two categories and at least Baseline in the remaining category.

4.2.2.2 At least Excellent in one category and at least Good in the remaining two categories.

4.2.3 Early decisions. Associates may be promoted to Professor prior to serving five years in rank if they meet the standards for Excellent in two categories and Good in one.

5.0 Standards for Retention

It is expected that a candidate show increasing effectiveness in academic assignment, or consistent effectiveness in the case of individuals whose performance in academic assignment is fully satisfactory from the start. Faculty members should not be retained if their performance in teaching and in the other aspects of their academic assignment falls below baseline standards, and is therefore not sufficient to warrant a reasonable expectation that tenure will be granted at the end of the probationary period.

**SAN JOSE STATE UNIVERSITY
ONE WASHINGTON SQUARE
SAN JOSE, CA 95192**

S15-9, University Policy, Scheduling of Thanksgiving Holiday

Legislative History:

Effective: AY 2016-2017

At its meeting of April 27, 2015, the Academic Senate approved the following policy recommendation presented by Senator Sabalius for the Executive Committee. The current Thanksgiving holiday class schedule only cancels classes that meet after 5 p.m. on the Wednesday before Thanksgiving. However, class attendance at any time on that Wednesday before Thanksgiving is very low in part because students are traveling home for the holiday. Also, ticket prices are very high and tickets are hard to get the evening prior to Thanksgiving. Therefore, this policy makes the Wednesday before Thanksgiving a non-instructional day.

Action by University President:

**Approved and signed by
President Mohammad Qayoumi
on May 22, 2015.**

**University Policy
Scheduling of Thanksgiving Holiday**

- Whereas** the current Thanksgiving holiday arrangement at San José State University may be too brief to effectively combine family events, term paper and final preparation, and sometimes job opportunities; and
- Whereas** holiday travel peaks on the afternoon and evening before Thanksgiving Day, which results in high ticket prices or extremely difficult travel arrangements (see *Spartan Daily* article Dec. 1, 2014: <http://spartandaily.com/129048/holiday-travel-prices-students>); and
- Whereas** classes that meet on Wednesday before Thanksgiving frequently have a markedly low attendance; and
- Whereas** the current cancelation of Wednesday classes that meet after 5 p.m. results in a difference of instructional days for classes that meet on Wednesday; and

Whereas a shift of one day in the academic calendar can be easily achieved; therefore, be it

Resolved that the Wednesday before Thanksgiving shall be a non-instructional day in the academic calendar at San José State University starting with the academic year 2016/17.

Approved: March 26, 2015

Vote (electronic): 9-1-2

Financial Impact: None or negligible

Workload Impact: A slight increase. So far, classes on Wednesday before Thanksgiving that start after 5 p.m. were cancelled without substitution. Under the new policy, there will be another instructional day in lieu of the Wednesday before Thanksgiving. Therefore, there will be no disproportionate class cancellations.

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

S15-10, University Policy, Revisions to SJSU Library Policy

Legislative History:

Rescinds: S03-5, S04-9, and S06-5

At its meeting of April 27, 2015, the Academic Senate approved the following policy recommendation presented by Chair Eggers for the University Library Board. The first SJSU Library Policy (S98-06) was drafted and adopted with special attention to how the SJSU Library would operate and safeguard its collection should the joint library agreement with the City of San José be approved. The joint library contract was signed in December 1998, and the new Dr. Martin Luther King Jr. Library opened its doors in August 2003. Just prior to the grand opening, the Library Policy was replaced by S03-5 which updated the language in several sections to acknowledge that services provided by the reference desk could be managed jointly by SJSU and the City of San José. Subsequently, modifications to S03-5 were made to delete sections no longer relevant (section 3.1.3, 7.3, 9.2.4), to clarify decision authority with respect to the cancellation of duplicate reference subscriptions, to clarify ownership and provide for the co-location of the reference collection (section 5.1), to clarify data collection to track usage, to update terminology related to the Dean of the University library, and to make minor editing changes. S15-10 was approved and signed by President Mohammad Qayoumi on May 15, 2015.

At its meeting of December 11, 2017, the Academic Senate approved Amendment A to S15-10 presented by Chair Taylor for the University Library Board. Amendment A removes language specifying location of the reference desk in Section 5.1 of S15-10. Amendment A was approved and signed by President Mary A. Papazian on December 19, 2017.

On September 11, 2019, President Mary A. Papazian signed and approved University Policy S19-2. S19-2 amended (Amendment B) the charge of the University Library Board in University Policy S15-10 and is incorporated into the policy below.

On May 4, 2020, President Mary A. Papazian signed and approved Amendment C to University Policy S15-10, updating the charge and membership of the

University Library Board to include a general unit seat. Amendment C is incorporated into the policy below.

On March 8, 2021, President Mary A. Papazian signed and approved Amendment D to University Policy S15-10, updating the membership of the University Library Board to include two University Library staff members on the University Library Board. Amendment D is incorporated into the policy below.

At its meeting of April 15, 2024, the Academic Senate approved amendment E to University Policy S15-10. President Cynthia Teniente-Matson signed and approved Amendment E on April 29, 2024. Amendment E is incorporated into the policy below.

On April 14, 2025, the Academic Senate approved Amendment F to University Policy, Revisions to the SJSU Library Policy in relation to SM-S25-1, presented by Senator Baur for the Organizational and Government Committee. President Cynthia Teniente-Matson signed and approved Amendment F on May 30, 2025. Amendment F is incorporated into the policy below.

University Policy Revisions to SJSU Library Policy

Whereas: The adoption of S15-10 called for the ULB to review Section 7 of S15-10 after 5 years, and that review has not been completed.

Whereas: The University Library Program Planning Report noted that the current withdrawal procedure (Section 7) is directly opposed to standard professional practice.

Whereas: The librarian faculty and staff are professional experts in collection management and policy should defer to their expertise.

Whereas: A modern and effective withdrawal policy is vital to maintaining a healthy collection to support the academic mission of the university.

Whereas: The language in other parts of the policy does not reflect current terminology and practice.

Resolved: University Policy S15-10 be amended as follows.

Approved: April 8, 2024

Vote: Michael Aguilar, Nada Attar, Edgar Bering , Natali Carmona-Guzman, Deborah Hicks, Christine Holmes, Carli Lowe, Alison McKee, Anamika Megwula, Ali Mehran, Chunhui Peng, Morgan Sanchez, Sharon Thompson, Gemma Viñuales and April Wood

Present: 15-0-0

Absent: Anne Marie Engelsen

Financial Impact:

The financial impact of this amendment will be minimal and included in the library's budget. The majority of changes proposed in this amendment do not have any cost implications. The expected costs related to changes proposed in section 7 will be for a collection analysis performed by an approved library vendor.

Workload Impact:

The majority of changes included in this amendment have no direct workload impact. Changes in section 7 will require labor from library staff and librarians as they manage the collection. Furthermore, any faculty or staff of the university participating in the consultation processes around collection will also contribute their labor. The labor is expected to be distributed over several years.

Library Policy for San José State University

1. Mission.

1.1 General Mission of the University Library. The primary mission of the San José State University Library is to support the academic life of the University. The heart of the Library's mission is to provide the resources needed for SJSU's constituents to pursue academic research and curricular endeavors. The Library also fills a fundamental educational mission by contributing to information literacy. To support its constituents, the library provides information and guidance with respect to effective identification, retrieval, evaluation, and use of information from the wide range of both print and digital materials available. The University Library values and continues to develop a robust browsable print collection of books and monographs while developing access to e-books and e-monographs. The Library seeks to foster an environment that supports lifelong learning, a campus culture of reading, and a forum for the lively exchange of ideas. By aiding faculty and students in these ways, the Library makes a major contribution to the wellbeing of our university community. SJSU also recognizes the desirability of encouraging the pursuit of knowledge by all people, and making its library resources as widely available as is consistent with its primary mission of service to its academic community.

1.2 The Library Collection. In partnership with the San José Public Library, the SJSU Library provides all library users with access to information and materials in print and digital formats. Maintenance of robust print and electronic collections suited to the various needs of SJSU's academic programs and research endeavors is essential. Recognizing the rich diversity of programs and constituents that the library serves, the library is committed to

- Developing and maintaining both the breadth and depth of the print and electronic collections.
- Developing and maintaining an up-to-date academic collection that is convenient to browse and desirable to use on the 6th, 7th and 8th floors of the library building.
- Archiving selected special-use, little-used, and unique materials in compact shelving and other areas of the library.
- Archiving rare and valuable materials to the extent possible to maintain the breadth and depth of its Special Collections.
- Acquiring materials that are essential to the University's academic programs.

- Collecting and protecting information resources in all formats.
- Acquiring multicultural materials and works which present a variety of viewpoints.
- Supporting the research needs of SJSU faculty and students.
- Maintaining a collection of materials unique to San José State University as the oldest public institution of higher education in California.
- Working with libraries throughout and beyond the CSU to complement and supplement materials available to all library patrons.

2. Governance.

2.1 Administrative Authority and Officers.

2.1.1 The administration of the Library is vested in the Board of Trustees of the California State University, which has delegated this authority to the President of San José State University. The Board has also mandated that the Academic Senate shall be the primary advisory body on the academic mission of the Library, which in turn vests this advisory function in its committee structure and its policy recommendations.

2.1.2 The Library is an essential resource for the Academic division of the University and vital to the curriculum of the University, and is in the administrative charge of the Provost and Vice President for Academic Affairs who is the chief academic officer of the University.

2.1.3 The Dean of the University Library reports to the Provost and is responsible, through personnel and budget administration, for the effectiveness of the Library's operations, the quality of its collections, the competence of its staff, its governance, and additional programs assigned by the Provost. The Dean of the University Library, equivalent to an academic dean, serves on the Council of Deans as well as appropriate faculty, administrative, or library committees. The Dean of the University Library works closely with all the College Deans and the Associate Vice Presidents in Academic Affairs and must ensure that the plans of the Library are consistent with the overall academic policies and mission of the University. The Dean of the University Library works closely with the City Librarian in coordinating those library operations and facilities that are shared jointly with the City, and sees that academic needs are supported by the relationship. The Dean of the University Library provides leadership to the faculty and staff of the Library and facilitates communication and collegiality between the general faculty and the Library. The Dean of the University Library works with the

Academic Senate through its committees to formulate and revise University Policy concerning the Library.

2.2 Shared Resources. San José State University shall seek to maximize its library resources by sharing a facility with the City Library, subject to reciprocity and to the limits imposed by academic needs. The academic needs of San José State University shall be considered absolutely primary in the implementation and administration of any or all library agreements by SJSU personnel.

2.3 Name of the Library Organization. The name of the library supporting the academic mission of the University shall be the San José State University Library. This refers to the organizational entity and the academic collection of materials, and will be reflected on all official correspondence by University Library personnel. This library is housed in a physical facility with a different name which reflects a shared use of the building.

2.4 Administration of Shared Resources. All decisions that are properly shared with the City Library will be made according to the governing agreements, with University participation in the decisions conforming as closely as possible to the procedures described in this policy.

2.5 Charge of the University Library Board.

2.5.1 The University Library Board advises and assists the Dean of the University Library on matters concerning the academic role of the Library.

2.5.2 It serves as liaison between faculty and students and the Library administration, faculty, and staff; examines the relationships between the Library and the general faculty, the various colleges and the programs of the University, for the purpose of recommending improvements in Library services and policy, as well as the stature of the Library.

2.5.3 It recommends ways of assuring the stewardship of the Library's various collections of materials in all formats.

2.5.4 It recommends ways of assuring that the Library provides an atmosphere appropriate to quiet study and research, collaboration, student academic success, and thoughtful reading.

2.5.5 It widely consults representatives from all groups and disciplines who use the Library's resources for curriculum and research, so as to advise the Dean of the University Library on campus needs for the Library's collections and academic services, and receives periodic reports on the Library's progress and expenditures toward meeting those needs.

2.5.6 The University Library Board receives reports from the Library Dean regarding any issues raised at the King Library Management Team meetings that affect the management of the King Library.

2.5.7 In the event a joint task force from the University Library Board is needed to advise the King Library Management Team on policy issues related to joint affairs of the King Library, it will be constituted as detailed in 4.2.2 and 4.2.3 of the "Operating Agreement."

https://www.sjlibrary.org/files_king/documents/operating_agreement.pdf

2.5.8 The University Library Board may, in cooperation with the Library, co-sponsor events within the Library that bring members of the University community together with other citizens of the region for discourse on subjects of common scholarly and literary interest.

2.5.9 The University Library Board conducts periodic reviews of this policy and makes recommendations to the Academic Senate for appropriate revisions.

2.6 Organization of the University Library Board.

2.6.1 The University Library Board is a committee of the Senate authorized both to formulate and recommend policy related to the Library, and also to advise the Dean of the University Library on the implementation of University policies and generally on Library operations, combining the traditionally separate roles of policy and operating committees. When the Board formulates new policies or modifies the existing policy for consideration, it shall report directly to the Academic Senate. The chair of the University Library Board shall present policy recommendations to the Senate.

2.6.2. Board Membership.

2.6.2.1. The Dean of the University Library, ex officio (non-voting).

2.6.2.2. The immediate past chair of the Senate, or, in the absence of a past chair, the faculty-at-large elected to the Executive Committee, ex officio (voting).

2.6.2.3 Three regular (tenured or tenure-track) university library faculty who represent different professional specializations. These faculty will serve for staggered three-year terms.

2.6.2.4 Two members of the Library staff should be added to the membership. These members will serve for staggered three-year terms.

2.6.2.5 One faculty member from each college as well as one faculty member from the School of Information. One member from the general unit [faculty or staff (SSP III or SSP IV)]. These faculty will serve for staggered three year terms.

2.6.2.6 One Faculty senator at-large to serve a one year term..

2.6.2.7 Three students recommended by the Associated Students board to the Chair of the Senate's Committee on Committees and apportioned as follows: one undergraduate and one graduate student (voting members); the President of Associated Students or designee ex officio (voting member). The President of Associated Students will serve as long as they hold their office. The other student members will serve one-year terms, provided they remain students in good standing and may be appointed for an additional term or terms.

2.6.3 Faculty members, including Library Faculty, shall be recruited through normal Committee on Committees processes and approved by the Senate. If there are multiple applicants, potential faculty nominees may be asked to submit a one-page statement to the Executive Committee indicating their familiarity and experience with Library policy, services, and collections. The Executive Committee shall endeavor to nominate those with the greatest commitment to serve and the highest qualifications. Student members shall be nominated by Associated Students and approved by the Senate.

2.6.4 The University Library Board shall elect its own chair(s). The chair(s) shall be a faculty or staff member who has preferably served a minimum of one year previously on the University Library Board.

2.6.5 The University Library Board shall meet regularly according to the same schedule as Senate Policy Committees.

2.7 Relationship of the University Library Board to Internal Library Governance

2.7.1 Nothing in this policy should be construed to limit the University Library Dean's prerogative to solicit advice from any or all library faculty and staff, or to organize the internal advisory capacity of the Library in any manner suitable to the Library, e.g., use of the University Library Leadership Team.

2.7.2 Nothing in this policy should be construed to limit the Dean or the Library faculty and staff from constructing internal Library policies on the details of Library operations as appropriate, provided such policies are consistent with University Policy.

2.7.3 On matters related to the academic role of the Library, the Dean of the University Library should consult with library faculty and staff, with the University Library Board, and, as needed, with the university community, so as to ensure that multiple views and perspectives are considered in decision making.

2.7.4 The Dean of the University Library shall report annually at the beginning of the fall semester to the University Library Board on the status and usage of the library collection; on proposals that would substantially impact faculty, staff, or student access to the collection; and on CSU-wide initiatives.

3. Users' Rights and Responsibilities.

3.1 Confidentiality of Patron Records. The San José State University Library has the responsibility to protect each individual library user's right to privacy with respect to information sought or received and materials consulted, borrowed or acquired. All patron records of San José State University Library are confidential. Such records, whether print or electronic, include patron name, usage data, and contact information. Thus, in compliance with the State of California's Public Records Act (CA Title 1 Division 7 Chapter 3.5 Section 6267),

"All patron use records of any library which is in whole or in part supported by public funds shall remain confidential and shall not be disclosed by a public agency, or private actor that maintains or stores patron use records on behalf of a public agency, to any person, local agency, or state agency except as follows: (a) By a person acting within the scope of his or her duties within the administration of the library. (b) By a person authorized, in writing, by the individual to whom the records pertain, to inspect the records. (c) By order of the appropriate superior court. As used in this section, the term "patron use records" includes the following: (1) Any written or electronic record,

that is used to identify the patron, including, but not limited to, a patron's name, address, telephone number, or e-mail address, that a library patron provides in order to become eligible to borrow or use books and other materials. (2) Any written record or electronic transaction that identifies a patron's borrowing information or use of library information resources, including, but not limited to, database search records, borrowing records, class records, and any other personally identifiable uses of library resources information requests, or inquiries. This section shall not apply to statistical reports of patron use nor to records of fines collected by the library."

3.1.1 The Library may keep statistics to track circulation patterns based upon user status or other factors, but this information will be aggregated and not released with any individual identifiers.

3.1.2 Adheres to the principles and guidelines embedded in the American Library Association's Code of Ethics, Library Bill of Rights, Freedom to Read, and Freedom to View Statements.

(<https://www.ala.org/advocacy/intfreedom/freedomreadstatement>)

3.2 Users Rights. Users of the Library have a right to the following:

3.2.1 A library environment free of disruptive activity.

3.2.2 Confidential access to library materials.

3.2.3 Library materials that are complete and not defaced.

3.2.4 Surroundings free from tobacco smoke, carelessly discarded waste materials, and resulting problems, most notably infestation by insects and vermin.

3.2.5 Quiet areas for individuals to study and to engage in research.

3.3 Environment. Ensuring a pleasant and productive environment for study and research for all users requires that each user of the library follow this policy. The University will actively pursue disciplinary action(s) and other legal action(s) for the offenses listed below:

3.3.1 Talking or noise in the areas designated as quiet or silent study areas.

3.3.2 Smoking in the library.

3.3.3 Cutting, defacing, ripping, or tearing pages from any library materials. Mutilating or destroying records, compact discs, computer software or other library media material.

3.3.4 Removing library books, magazines, other materials, or library property without proper library check-out.

3.3.5 Soliciting in the library, i.e., asking people for money, to sign petitions, and so forth.

3.3.6 Harassing library patrons.

3.4 Users have the rights inherent in the principles of academic freedom, intellectual freedom, and complete freedom of information. Recognizing the need for freedom of information in an academic environment, there shall be no censorship of any library resources, exhibits, or materials within the San José State University Library.

4. Circulation, Access, Rules and Fines. The SJSU library seeks to make its collection widely available to all library users. Existing operational policies related to the circulation of materials are found in internal library policies and can be accessed through the library's website. (<http://library.sjsu.edu/policies-procedures>)

4.1 Unless otherwise indicated in this policy, all circulation categories and rules, fines, reserves, borrowing periods (including faculty semester loans), borrowing limits, recall and wait list procedures, and all other matters necessary to assure the availability of the collection and resources of the University Library for academic purposes shall be set by the Dean of the University Library in consultation with the University Library Board.

4.1.1 With regard to items identified as high demand, it is the library's practice to purchase items for multiple simultaneous users in print or electronic format multiple copies and, as needed, place items on course reserve to limit the circulation period of those items.

4.1.2. Materials in high demand may circulate under special restrictions necessary to assure their availability for academic uses.

4.2 The Library Dean will consult with the University Library Board prior to the implementation of any changes in procedures that would substantially impact faculty, staff, and student access to the library collection.

4.3 The Library Dean will consult with the University Library Board prior to the implementation of any changes in charges for library materials which affect faculty, staff, or students. Examples of charges include fines and item replacement costs.

4.4 All SJSU patrons with outstanding fines will be blocked from library services in accordance with the library's internal fines & fees policy (<https://library.sjsu.edu/policies-procedures/policies-procedures>).

4.5 Temporary faculty, emeriti faculty, teaching associates and graduate assistants who are issued faculty identification cards, and University staff will be treated as faculty members with regard to library privileges.

5. Faculty and Staff Support for the Curricular and Research Needs of the University.

5.1 General Faculty and Staff Support. The academic mission of the Library shall be advanced by specialized practices unique to a University or an academic library setting, whenever such practices are customary in libraries of institutions of higher education. Library faculty and staff will be enabled to carry out academically oriented functions and shall not merge unique academic functions and practices with the City Library. All reference materials acquired by the University Library through purchase or donation shall be clearly identified as the property of the University by ownership marks. Referral policies and procedures will ensure that faculty and students, who seek specialized assistance for University coursework and research, will receive the most appropriate type of assistance from qualified University experts.

5.2 Expert Support for the Curricular and Research Needs of the University. The University Library shall provide support for the curriculum and research needs of the University by maintaining a scholarly and up-to-date collection; by maintaining electronic access to resources through a web site; and by employing

Library faculty to assist general faculty and students with their curricular and research needs. The University Library will establish and maintain its academic support services in such a way that University faculty and students, who seek help for University coursework and research, will receive the most appropriate type of assistance from qualified University experts. For University faculty and students using services and collections within the physical Library building, the University Library will enable faculty and students to quickly identify services and collections to meet their curricular and research needs. As a component within a varied mix of services and collections, the University will provide a proximate service point or service points with personnel qualified to assist students and faculty with the use of the University collection.

5.3 Professional Expertise of Library Faculty. Library faculty assisting SJSU students and faculty with their curricular or research needs shall be University faculty governed by the University Policies regarding appointment, retention, tenure, and promotion, post tenure review, academic freedom and professional responsibility, and all other appropriate University Policies. These faculty members will have a Masters of Library and Information Science as well as qualifications in relevant specialized academic disciplines. To obtain the necessary knowledge of the curriculum and the nature of research assignments, the Library faculty must develop and maintain close working relationships with faculty in the subject disciplines for which they do specialized reference, instruction, and collection development. Library faculty must have knowledge of scholarly publication and research strategies appropriate to all disciplines with a deeper understanding of those in the library faculty member's own subject specialties. The Library will take appropriate measures to assure that Library services are designed to enable Library faculty to maintain their expertise related to disciplines and that University students and faculty are directed to the most appropriate University Library faculty for their academic needs.

5.4 Library Program Plan. The University Library shall develop a Program Plan which is a future-oriented process based on assessment, which shall parallel the Program Planning process in the other academic disciplines. The University Library, in consultation with the University Library Board, shall use the program plan to assess research and instructional services and shall use the results of the assessment to enhance these services provided to University faculty and students. After the initial assessment, the program planning shall be conducted every seven years.

6. Security of the Collection.

6.1 The security of the collection is currently maintained via electronic anti-theft systems, physical search in appropriate situations, and surveillance of exits. Prior to the implementation of any changes or modifications to these security measures the Dean will consult with the University Library Board. Every effort will be made to maintain the physical security of collections. The ULB recommends high budgetary priority be given to regular equipment maintenance to assure the physical safety and condition of the collection in the event of flood, fire, earthquake, or disaster.

6.2 Monitoring of Theft and Loss.

6.2.1 Periodic audit of the collection. In order to conduct a complete inventory, the University shall fund an audit of the library collection every ten years to determine the number and distribution of missing items. The results of this audit, including the number and distribution of missing items, shall be publicly reported to the University Library Board and the University as a whole.

6.2.2 Limited audits of portions of the collection. If there is some evidence of substantial theft or losses in particular portions of the collection, and if there has been no recent general audit, the University Library Board shall request that the Dean of the University Library conduct an inventory of the portion of the collection in question to verify the losses.

6.2.3 Prevention of the theft of University Library resources is an important obligation of stewardship. If an audit reveals a high theft rate in part or all of the collection, the Dean of the University Library shall consult with the University Library Board and take all necessary measures to reduce the theft rate.

7. Evaluation of the General Print Collection. Maintaining a high-quality academic library collection requires periodic evaluation of the collection with reference to the mission of the University and the diverse needs of each discipline. This reflects the academic library's commitment to meet its primary responsibility to maintain the library collection's relevance now and into the future as well as a recognition that the library's collections must evolve as the amount of information grows and methods to access it change. The evaluation process is conducted by liaison librarians in collaboration with faculty to facilitate sound decision making with regard to the periodic relocating or discarding of materials. In all cases, the primary goals are to improve the quality of the collection, improve the effectiveness of browsing, and to provide space for new acquisitions.

Collection evaluation is a professional responsibility of all library faculty involved in collection development.

7.1 Relocating Materials (Stack Shift). This process does not involve discarding any materials. The procedure is standardized and only requires minimal review by the liaison librarian and not the full procedure of 7.2.2.

7.2 Withdrawal of Materials. Withdrawal is an important procedure designed to maintain the quality of the collection. The Library recognizes that each disciplinary or interdisciplinary program has a unique set of needs in regards to library use and materials. These needs will be taken into account as withdrawal criteria are developed and decisions are made.

7.2.1 Withdrawal of Duplicates. This type of withdrawal is standardized and only requires review by the liaison librarian, and not the full procedure of 7.2.2.

7.2.2 Withdrawal Procedures. First, the liaison librarian will identify all departments and faculty associated with a particular Library of Congress classification. Second, the liaison librarian will work closely with all such identified departments to identify the appropriate criteria for use during the withdrawal review (7.2.2.1; 7.2.3). Third, materials identified for potential withdrawal will be made available for review by all departmental faculty in the associated classifications (7.2.2.2). Finally, the library will make every effort to offer materials approved for withdrawal to other institutions through existing consortial relationships.

7.2.2.1 Identify Criteria for Withdrawal. Liaison librarians have the primary responsibility for evaluation of the collection. Liaison librarians will collaborate with all departments and faculty associated with the relevant Library of Congress classification to determine the criteria for reviewing the associated collection. Liaison librarians will attend to interdisciplinary needs when developing criteria. If no department remains associated with a Library of Congress classification due to program discontinuation, then other CSU institutions maintaining programs similar to the one discontinued should be consulted to evaluate materials for withdrawal. The library should retain at least a basic information level in a discontinued program's subject area.

7.2.2.2 Withdrawal Review. Material recommended for withdrawal from the collection will be shared directly with relevant departments via their liaison librarians for review. The information provided will include the criteria jointly

established by the liaison librarians and departments and faculty along with a link to an analysis (circulation, holdings in other libraries, etc.) of the titles under consideration. Departments and faculty will have a period of a minimum of four weeks to respond to the recommendations and must respond by a deadline set by the liaison librarian. A blanket request to keep all materials on a list will not be considered a review.

7.2.3 Potential criteria for selection of print materials for withdrawal from the collection. The following general criteria, listed in alphabetical order, are examples of the types of criteria that may be taken into consideration when identifying materials for withdrawal. The Library recognizes that each academic department has a unique set of needs in regards to library use and materials, so the following criteria will not necessarily be applicable for each subject area. In addition, consideration will be given to the potential cross-disciplinary value of materials as well as their use for historical research.

7.2.3.1 Availability. Availability can be considered both internally and externally. Considerations include: a) Whether or not other copies or editions exist in the SJSU collection and/or b) Whether or not the item can be readily borrowed from other institutions via Interlibrary Services or other library resource sharing programs. The desired format for availability will vary by program/discipline/department. Some will require/prefer electronic versions of materials while others will require/prefer print versions.

7.2.3.2 Content. A candidate for withdrawal may be one where the content has been determined by the liaison librarians in collaboration with faculty in departments associated with that Library of Congress classification area to be no longer beneficial to the collection (e.g., superseded information, duplicated content, changes in curricular needs).

7.2.3.3 Past use. Past use is generally considered a predictor of future use. Past use is measured by circulation system records and counts, interlibrary loan circulation records, and in-house usage statistics/records. Periods of inactivity will vary by discipline and circulation records may not necessarily be an appropriate criterion for withdrawal. Items, especially single copies, should not be discarded solely because of low use.

7.2.3.4 Physical condition. A candidate for withdrawal may be one that is worn, defaced, or otherwise in poor condition to the point that it cannot be used and its

value to the collection does not warrant replacement or preservation in the same or an alternate format.

7.2.4 Disposal of withdrawn materials. Materials to be withdrawn that are not wanted by other CSU or partner libraries will be donated to organizations responsible for placing used books with national and international libraries.

8. Acquisitions. At the beginning of an academic year, liaison librarians will solicit from faculty requests for new acquisitions. In addition, throughout the academic year faculty can request through their liaison librarian purchase of materials. The format requested (print or electronic) will be honored. Once the budget for purchases is exhausted, additional purchases will need to be postponed to review for the next fiscal year. When faculty members in an academic department do not send recommendations for materials by the ordering deadline determined and communicated to faculty by liaison librarians at the beginning of the academic year, the liaison librarian can either purchase materials on their behalf or make the unspent funds available to other departments who have requests exceeding their budget.

9. Supplemental Funding for the Library Collection. The Dean of the Library in collaboration with University Advancement and the Director of Development for the library shall identify and pursue potential donors to support the collection and the services of the library. In addition, the library shall be considered a priority in the distribution of student success funds.

10. Effects of Termination of the Joint Library Agreement on this Policy. In the event that the joint facility agreement is terminated, then only those parts of this policy germane to the University will remain in effect. The Dean of the University Library will consult with the University Library Board to determine which policy elements to abandon on a temporary basis, and the University Library Board will promptly recommend permanent revisions to the SJSU Library Policy to the Academic Senate.

Upon the recommendation of the committee chair. The recommendations shall be forwarded to the Associated Students for verification of continued academic qualifications for student office holders, as stipulated in S05-4. The Associated Students shall notify the Chair of the Committee on Committees approving the extension of the terms.

**SAN JOSE STATE UNIVERSITY
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S16-1, University Policy, Faculty Athletics Representative

Legislative History:

At its meeting of February 8, 2016, the Academic Senate approved University Policy S16-1, Faculty Athletics Representative presented by Senator Shifflett for the Organization and Government Committee. Interim President Susan W. Martin approved University Policy S16-1 on February 9, 2016. S16-1 rescinded university policy F05-2. There was a need to clarify term limits in the original policy (F05-2). Term limits provide the opportunity for a greater diversity of faculty to serve in this capacity and performance reviews provide a valuable check and balance to automatic reappointments and/or inadequate reviews. S16-1 also provides more information with regard to the charge and responsibilities of the FAR.

On March 18, 2016, Interim President Susan W. Martin approved Amendment A to S16-1. Amendment A corrected language in section 3.2. The corrections from Amendment A are incorporated below.

On April 25, 2023, President Cynthia Teniente-Matson approved Amendment B to S16-1. Amendment B is incorporated below.

Rescinds: F05-2

Amended by: Amendment A and B to S16-1

Effective: Immediately

**University Policy
Faculty Athletics Representative (FAR)
(includes Amendment A)**

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

- Each member institution is required to appoint a faculty athletics representative. [Constitution 6.1.3]

- Qualifications of those who may serve as faculty athletics representatives are described in Constitution 6.1.3: A member institution shall elect an individual to serve as faculty athletics representative. An individual so designated after January 12, 1989, shall be a member of the institution's faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department. Duties of the faculty athletics representative shall be determined by the member institution.
- A faculty athletics representative is a member of an institution's faculty or administrative staff who is designated by the institution's president or chancellor or other appropriate entity to represent the institution and its faculty in the institution's relationships with the NCAA and its conference(s), if any. [Constitution 4.02.2]

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

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

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

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

Resolved: That the attached policy be adopted and implemented as soon as it is approved by the President, and be it further

Resolved: That the Senate Chair, the President, and Athletics Board Chair review and update the FAR position description as needed at least once every three years.

Rationale: Revisions are needed to clarify implementation language in the current policy. For example, existing policy states that "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." Although this seems to establish an explicit term limit, the current policy also states that "Additional years of service may be added if service on national committees result in a significant benefit to the University." There is a need to clarify the open-ended nature of this provision. Term limits provide the opportunity for a greater diversity of faculty to serve in this capacity and performance reviews provide a valuable check and balance to automatic reappointments and/or

inadequate reviews. This policy revision also seeks to provide more information, not included in F05-2, with regard to the charge and responsibilities of the FAR.

Approved: 2/1/16
Vote: 8-0-0
Present: Mathur, Shifflett, Beyersdorf, Becker, Gleixner, Laker, Curry,
Grosvenor
Absent: El-Miaari
Financial Impact: None expected.
Workload Impact: No change from current situation.

1. Faculty Athletics Representative Charge

To ensure the academic integrity of the athletics program, to serve as an advocate for student-athlete well-being, represent faculty perspectives on all aspects of our intercollegiate athletics program, and to play a part in maintaining institutional control of the athletics program. Particularly important components of this charge include informing the athletics department of faculty concerns and conferring on academic/athletic matters with administrators, faculty, students and/or alumni. The FAR will also be actively engaged in the four domains identified in the NCCA FAR report: academics, compliance/rules interpretation, student-athlete well-being, and administrative responsibilities

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

2. Faculty Athletics Representative Responsibilities

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

2.1.1 The FAR must avoid both the reality and appearance of any conflict of interest, particularly in relationship to accepting perks or other fringe benefits from any individual, group, or agency connected to intercollegiate athletics.

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

2.3 Monitor the academic performance of student athletes and teams. Report results to the President. Work cooperatively and constructively with coaches, faculty, and students to assist student athletes in their academic pursuits.

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

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

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

2.7 Work closely with the Athletic Director, the AVP for Student Academic Success Services, and the Student-Athlete Success Services unit to review and evaluate the academic and general support services for student athletes.

2.8 Work with the AVP for Student Academic Success Services, the Student-Athlete Success Services unit, faculty, and coaches to facilitate nominations for all academic awards and scholarships available through our athletic conference, the NCAA, and other organizations.

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

2.10 Assess, understand, and address faculty concerns regarding student athletes and our Intercollegiate Athletics Program.

2.11 Assess, understand, and address student-athlete concerns regarding academic issues.

2.12 Participate in the investigation and reporting of possible violations of Conference, NCAA, and institutional policies and rules.

2.13 Facilitate adherence to eligibility requirements.

2.14 Meet with the Student-Athlete Advisory Committee at least once a semester.

2.15 Work cooperatively with and support the work of the Associate Athletic Director for Compliance and contribute to the development of appeals, reports, and other correspondence to our Conference and the NCAA as outlined in NCAA and Conference Manuals. Faculty athletics representatives should play a central role in any major institutional inquiries into alleged or suspected rules violations. They should be involved in the preparation of written reports of infractions that are made to our conference or to the NCAA.

2.16 Serve as an ex officio member of the University Athletics Board.

2.17 Represent SJSU as a delegate to NCAA Conventions and Conference meetings. Work cooperatively with the President, Athletic Director, Associate Athletic Director for Compliance, the faculty and others in developing the institution’s position on proposals at NCAA Conventions and Conference meetings.

2.18 Annually administer the NCAA Division 1 Coaches exam.

2.19 Annually review the institution's Graduation Rates Report and Academic Progress Rates Report for each sport.

2.20 Prepare an annual report for the Academic Senate with information including, but not limited to, FAR activities, academic performance statistics, including graduation rates, for student-athletes, academic services for student-athletes, compliance/rules concerns, and responses to faculty concerns related to our intercollegiate athletics program.

2.21 Be a knowledgeable resource for the campus community with respect to NCAA and conference rules.

2.22 Play an active role "in the preparation of the institution's NCAA self-study report in each of the four basic areas, and play a leading role in the areas of academic integrity, governance and commitment to rules compliance, and commitment to equity, which includes student-athlete welfare." [FARA Handbook]

2.23 Work closely with the FAR-elect to prepare that person to effectively transition into their FAR role.

2.24 Fulfill any additional duties assigned by the President.

3. Recruitment and Appointment of the Faculty Athletics Representative

3.1 The Senate Chair, Chair of the Athletics Board and the President are responsible for establishing, regularly reviewing, and updating as needed, the position description for the FAR.

3.2 The term of a FAR's appointment shall be three years, renewable for two additional three-year terms at the President's discretion, with input from the Chair of the Academic Senate and the Chair of the Athletics Board. Recruitment of applicants to serve as the Faculty Athletics Representative will be done through the President's Office. All full time tenured faculty interested in the FAR position will be required to submit a 1-page application detailing their experiences and qualifications to serve as SJSU's FAR. All applications will be forwarded to the Executive Committee of the Senate and the Athletics Board for review. In review of applicants consideration should include (a) the candidate must be a full time tenured faculty member, (b) the candidate should have prior successful faculty leadership experience, unrelated to intercollegiate athletics, (c) there should be no conflict of interest, and (d) the candidate should have experiences and skills likely to enhance their effectiveness as SJSU's FAR.

The Senate Executive Committee and the Athletics Board each will forward its recommendations to the President who will arrange for the individuals nominated to be

interviewed by the Chair of the Academic Senate, Chair of the Athletics Board, and the President. The President shall appoint a FAR following the interview process.

3.2.1 Reappointment of a FAR. Reappointment shall not be automatic, but rather shall be carefully considered by the President in consultation with the Chair of the Academic Senate and the Chair of the Athletics Board.

3.2.1.1 Timeline for re-appointments: At the conclusion of the second year of each three-year term, the President will consult with the Chair of the Academic Senate and the Chair of the Athletics Board when considering the re-appointment of an incumbent FAR.

3.2.1.2 Review process. At the conclusion of the second year of each three-year term, the Chief of Staff will initiate and complete a review of the performance of the. The review of the performance of the FAR shall be shared with the Chair of the Academic Senate and the Chair of the Athletics Board for consideration and input. Additional input may be solicited from the Executive Committee of the Academic Senate, and other members of the Senate.

3.2.1.3 Reappointment. When considering the reappointment of a FAR, the performance review (described in 3.2.1.2) shall be taken into consideration, and input shall be sought from the Chair of the Academic Senate and the Chair of the Athletics Board. The president makes the final decision on reappointment.

3.2.2 Interim appointments. When a FAR will be unable to serve for just one semester (e.g., sabbatical) an interim appointment can be made by the President in consultation with the Executive Committee of the Academic Senate. If a FAR will be unable to serve for a year or more, recruitment of a new FAR will be needed.

4. Recruitment and appointment of the FAR-elect.

At the start of the final year of a FAR's term, the President's Office will put out a call for applicants to serve as FAR-elect in the final semester of the FAR's term and subsequently assume the FAR role. The selection and appointment process followed is that noted above in section 3.2.

4.1 FAR-elect responsibilities. Confer and work with the outgoing FAR the semester before assuming their role as FAR. To facilitate a smooth transition, efforts should be directed toward gaining a solid understanding of and ability to assume their FAR responsibilities. Timing and release time should be considered to provide the incoming FAR with sufficient on-the-job training, ideally from the outgoing FAR.

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

Resources used in development of this policy:

- NCAA FARA Handbook: <http://farawebsite.org/what-is-an-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/thecoia/wp-content/uploads/sites/6/2014/07/Campus-Athletics-Governance-2004.pdf>

**SAN JOSE STATE UNIVERSITY
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S16-3, University Policy, SJSU Strategic Planning Policy

Rescinds: S09-6 and SM-S12-2

Legislative History:

At its meeting of March 7, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. Rescinds S09-6 (our current strategic planning policy) and SM-S12-2 which expanded the membership of the Strategic Planning Board.

On September 11, 2019, President Mary A. Papazian signed and approved University Policy S19-2. S19-2 is Amendment A to University Policy S16-3 and updates the charge of the Strategic Planning Steering Committee. Amendment A is incorporated into the policy as follows.

Action by University President:

**Approved and signed by
Interim President
Susan W. Martin on
March 12, 2016**

**University Policy
SJSU Strategic Planning Policy**

- Whereas: Strategic planning is a collaborative process that enables us to create a shared university vision, and
- Whereas: The recently endorsed statement (May 2015) on shared governance points out that 'Whether formulating policy, issuing directives, or making decisions of less formal character, both the Senate and the Administration should consult widely with those affected by decisions', and
- Whereas: An update to existing policy on strategic planning at this time is needed to bring closure to the Vision 2017 strategic planning process and initiate the next cycle of strategic planning, therefore be it
- Resolved: That S09-6 and SM-S12-2 be replaced by this policy, and be it further

Resolved: That the attached policy be adopted and a strategic planning steering committee be constituted by Fall 2016.

Rationale: Utilizing information from those involved in the last strategic planning cycle as well as those new to campus, this is an ideal time to revise the strategic planning policy in ways that bring closure to vision 2017, nurture collaboration across and within divisions, and act on the recommendations from the WASC visiting team with respect to engaging the campus community around strategic planning.

A range of perspectives exist regarding past challenges related to SJSU's strategic planning policy and its implementation (e.g., change in leadership, unwieldy committee size, lack of clarity regarding the process and/or committee responsibilities). This policy recommendation seeks to provide a structure and guidelines that clarify roles and responsibilities, improves communication and campus engagement throughout the life cycle of strategic planning, and results in a process that is transparent, inclusive and leads to the outcomes identified in the strategic plan.

Approved:	2/15/16
Vote:	7-0-0
Present:	Grosvenor, Mathur, Laker, Curry, Shifflett, Beyersdorf, Becker
Absent:	Romero, Gleixner
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 the 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.

Strategic Planning

1. Strategic Planning Steering Committee

The Strategic Planning Steering Committee (SPSC) will be a special agency of the Academic Senate. The SPSC will be advisory to the President and serve as a resource to solicit the views of the SJSU community as they pertain to the university's strategic direction. This steering committee is also intended as a resource to the campus community to facilitate the healthy development, implementation and evaluation of the strategic plan throughout its life cycle. The strategic planning steering committee plays an important role in nurturing shared governance in ways that provide for an inclusive process that leads to the achievement of common goals.

1.1 Charge

The Strategic Planning Steering Committee (SPSC) is responsible for advising the President on all aspects of the development, implementation, evaluation, and revision of a strategic plan for SJSU. The committee is responsible for the ongoing review of the planning process and for communication and engagement with campus constituents to sustain the plan's legitimacy and efficacy. As a representative group, SPSC members are expected to convey information out to all constituent groups they have connections with and serve as a conduit for information into the SPSC throughout a strategic planning cycle.

1.2 Membership

Academic Senate Chair (SPSC co-chair) (EXO)

Provost (SPSC co-chair) (EXO)

2 representatives from the President's cabinet (EXO)

AS President or designee (EXO)

1 Graduate Student

1 Dean

1 Department Chair

2 Faculty-at-large

2 Staff

1 SJSU Alumni

1 Community Member

Support Staff (not SPSC members):

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

1.2.1 Recruitment and Appointment of Members

Each non-ex officio member will initially serve a 3-year term renewable for one additional 3-year term. Recruitment of applicants to serve on the SPSC will be done through the normal Committee on Committees process for the seats designated for a dean, chair, faculty member, staff member and students. Recommendations for an alum member will be solicited from at least the Chairs, Deans, SJSU faculty and staff associations, and President's Cabinet. Recommendations for a community member will be solicited from at least the chairs, Deans, SJSU faculty and staff associations, and President's Cabinet. When filling initial appointments, the Associate Vice Chair of the Senate will stagger the terms to ensure continuity over time for a majority of the committee. When there are multiple applications for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering potential SPSC members, attention should focus on the person's breadth of involvement with campus and community groups in addition to their skills and experience in these areas: strategic planning, assessment, communication, and engagement of individuals and groups. Serious consideration should also be given to constituting a Strategic Planning Steering Committee that represents and reflects our values regarding diversity and inclusivity.

1.2.2 Interim Appointments.

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

1.2.3 Replacing Members

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

1.3 Responsibilities of the Strategic Planning Steering Committee

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

1.3.1 Plan, initiate and take part in conversations about strategic planning goals and priorities for the University with the campus, groups and individuals having a leadership

role on campus (e.g., Academic Senate, Deans, Chairs, President, President's Cabinet, Students), and external communities. Representatives are tasked with facilitating an inclusive dialogue among the entire SJSU community. While this clearly involves listening to groups and individuals actively engaged in leadership roles on campus, the strategic planning steering committee should especially seek input from those who are not often consulted or involved in such processes. The task of engaging diverse voices in an ongoing manner is critical for establishing and implementing effective planning and evaluation processes.

1.3.2 Consider university resources in preparation of a draft strategic plan including, but not limited to: budget, space, human capital, technology, and other university assets.

1.3.3 Circulate a draft of the overall strategic plan and priorities to obtain input from the campus.

1.3.4 Prepare, for the President's consideration, a draft strategic plan for SJSU which includes recommendations for a limited set of goals, strategies for achieving those goals, and performance measures to assess outcomes related to each goal. The strategic plan should be long-range with the length set to best meet the needs of the campus.

1.3.4.1 The president is responsible for finalizing the campus strategic plan.

1.3.5 Following consultation with the Budget Advisory Committee, advise the President regarding the alignment of campus resources with the strategic plan.

1.3.6 Provide suggestions with respect to communication plans related to strategic planning.

1.3.6.1 Individual SPSC members will communicate and promote the approved strategic plan and implementation strategies among the groups they represent.

1.3.7 Annually, collect a report detailing activities and accomplishments from the individuals assigned to lead initiatives related to each of the strategic planning goals.

1.3.8 Annually document and evaluate actions and outcomes of the strategic plan. Data from multiple sources and perspectives should be examined whenever possible. Evaluations should be made with respect to progress and effectiveness of implementation in the context of appropriate performance measures, timelines, and allocated resources. Included should be an evaluation of the strategic planning process overall and suggestions for any modifications that might be called for.

1.3.9 As identified in the strategic planning process (section 2) prepare reports as needed. In addition, the Academic Senate chair annually completes the summary report required of all special agencies and communicates that report to the Senate.

2. Strategic Planning Process

2.1 Review the University Mission with the President

The SPSC will meet with the president to discuss strategic planning in the context of SJSU's mission and obtain information and guidance on his/her priorities and vision for the campus.

2.2 Internal & External Analyses Conducted by the SPSC

The SPSC will examine SJSU's internal and external environment in a variety of ways to facilitate subsequent recommendations with respect to the strategic plan. The information evaluated should include, but not be limited to, recommendations from the most recent WASC review, campus-wide data, campus climate & diversity reports, National Survey of Student Engagement reports, and outcomes of the last strategic planning cycle.

2.3 Develop Goals and Draft Strategic Plan

The SPSC will plan and implement dialogues to guide the development of goals to be included in the strategic plan. Dialogs should be conducted in a thorough, collaborative, and inclusive manner. As the draft strategic plan is being developed discussions should be guided by examination of how proposed goals and wording supports inclusive excellence and engagement of the diversity represented in the campus and community constituents.

The SPSC will circulate widely a draft of the overall strategic plan to obtain further input from the campus.

The SPSC will seek the endorsement of the Academic Senate for their recommended draft strategic plan.

The SPSC will prepare and present to the President for his/her consideration a final draft strategic plan. The length of the strategic planning cycle should be set to best meet the needs of the campus. Recommendations should include a limited set of goals, strategies for addressing goals, and metrics to evaluate performance.

The President finalizes the strategic plan. A change in leadership at the President's level would not necessarily void the existing strategic plan.

2.4 Communicate the Strategic Plan to Campus

The President will take the lead on communicating the strategic plan and its progress. Communication will be reinforced by the President's Cabinet, the Academic Senate, the SPSC, and those serving as the lead for each goal in the strategic plan. The President's area of the SJSU web site should maintain an updated record of the plan, its progress, and a mechanism to collect feedback throughout the strategic planning cycle.

2.5 Implementation of Strategic Plan

The President assigns responsibility for the implementation of each goal. One individual will be designated as the lead for each goal. That person will organize implementation efforts (e.g., establish task forces or working groups) as needed.

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

2.6 Monitoring the Strategic Plan

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

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

Each year, the SPSC will prepare, in consultation with the president, a summary report that will be widely distributed. Recommendations could include specific actions designed to address problems that may have emerged with regard to implementation of the strategic plan.

In the final year of a strategic planning cycle, a summary report for the President from the SPSC will focus on the University's cumulative achievements as well as an evaluation of the process.

2.7 Communicate outcomes at the conclusion of the strategic planning cycle to campus.

In alignment with an overall communications strategy that keeps the SJSU community informed throughout the process and reflects input provided by the SPSC, the President's Cabinet, and the Academic Senate, outcomes of a completed strategic planning cycle will be conveyed to the campus by the President.

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S16-4, University Policy, Minimum Criteria for Undergraduate Minors

Legislative History:

At its meeting of March 7, 2016, the Academic Senate approved the following policy recommendation presented by Senator Mathur for the Curriculum and Research Committee. University Policy S75-4 was approved in May 1975. There have been significant changes related to minors at SJSU since S75-4 was approved. This policy updates and provides guidance on how to review and provide feedback to new minors.

Rescinds: S75-4

Action by University President: **Approved by Interim President
Susan W. Martin on
March 12, 2016**

**University Policy
Minimum Criteria for Undergraduate Minors**

Rationale: Since S75-4 was approved in May 1975, there have been several changes related to minors at SJSU. At one time, Title 5 of the CA Code of Regulations required that 6 of the 12 required minimum units be upper division. In addition, although the university has the basic rule of 12 units of coursework distinct from coursework in one's major, there are no additional guidelines that help in review of new minor curricula. Therefore, committees that review these minors have very little guidance on how to review and provide feedback to new minors.

Resolved: The following policy be adopted as the criteria for the minor.

Resolved: These criteria will apply to all minor programs by Fall 2018.

1. The minor needs to have a well-defined purpose and justification as well as a coherent focus or survey of the field.
2. The minimum criterion for any minor must be 12 units of coursework completely distinct and separate from the course work in one's major (i.e., Requirements of the Major).
3. A minimum of 6 units of coursework must be upper-division.

4. The maximum number of units for any minor is 24 units of coursework.
5. Courses designated as “In Preparation for the Major” may be included in the minor.
6. All prerequisite courses and expected proficiencies must be included in the course catalog description for the minor. Prerequisite courses will be included in the unit count. If there is a level of proficiency required to enter a minor (e.g., language or math proficiency), any courses to achieve proficiency will not be included in the minor unit count.
7. For any minor, at least 6 units must be taken in residence at SJSU.
8. The minimum aggregate GPA for all coursework required for the minor must be at least 2.0.

Approved (C&R): February 22, 2016

Vote: 10-0-0

Present: Anagnos, Bacich, Backer, Buzanski, Clements, Heil, Mathur, Matoush, Schultz-Krohn, Sibley

Absent: Stacks

Curricular Impact: Some programs will need to adjust their curriculum to meet the requirements of this new policy. Departments may also need to discuss the curricular coherence of their minor(s).

Financial Impact: None anticipated.

Workload Impact: Additional workload to departments and the Office of Graduate and Undergraduate Programs for the first year of implementation.

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S16-5, University Policy, Accreditation Review Committee

Legislative History:

At its meeting of March 7, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. SS-S12-1 (WASC Review Steering Committee) endorsed a WASC steering committee to serve through the accreditation cycle concluded in spring 2015. This policy formalizes the establishment of an accreditation review committee and a steering committee. University Policy S16-5 was approved and signed by Interim President Susan W. Martin on March 12, 2016.

On September 11, 2019, President Mary A. Papazian signed and approved University Policy S19-2. University Policy S19-2 is Amendment A to University Policy S16-5. Amendment A modified the charge of the Accreditation Review Committee and is incorporated below.

On May 4, 2020, President Mary A. Papazian signed and approved Amendment B to University Policy S16-5. Amendment B slightly modified the membership of the Accreditation Review Committee and is included below.

**University Policy
Accreditation Review Committee**

- Whereas: SS-S12-1 endorsed a WASC steering committee to serve through the accreditation cycle concluding in spring 2015; and
- Whereas: The previously endorsed WASC steering committee played a vital role in our recent accreditation review, and
- Whereas: WSCUC (WASC Senior College and University Commission) accreditation is a campus-wide responsibility, requiring broad participation, that must be led by the faculty; and
- Whereas: Faculty leadership for WSCUC accreditation should come from the Academic Senate; therefore be it
- Resolved: That the SJSU Academic Senate endorse the establishment of a special agency (Accreditation Review Committee) with the charge, responsibilities, and composition outlined in the attached guidelines; and be it further

Resolved: That following approval by the president, this policy be implemented and an accreditation review committee established as soon as possible.

Background and Rationale: The institutional review process in recent years has evolved in a way that calls for an extended period of engagement in a process focused on meeting student learning goals. In the short term, the review committee is needed to develop the campus response to concerns that emerged from the 2015 accreditation review and to prepare for the Fall 2017 WSCUC Special Visit. The special visit and a newly-required mid-term review are part of the next review cycle. Since the previous Senate resolution that established a steering committee expired with the recent completion of the accreditation review last spring, action is needed to establish a permanent special agency (accreditation review committee) to provide leadership to facilitate campus engagement in re-accreditation activities. In the longer term an accreditation review committee will be needed to meet interim WSCUC obligations including:

- Fall 2018 - Mid-cycle review preparation
- Spring 2019- Mid-cycle review by Commission
- Summer 2021- Submission of Institutional Report (Self-Study)
- Fall 2021 - Offsite review by Accreditation Team
- Spring 2022 - Accreditation visit by Visiting Team

Approved: 2/22/16

Vote: 8-0-0

Present: Laker, Shifflett, Beyersdorf, Becker, Gleixner, Grosvenor, Mathur, Romero

Absent: Curry

Financial Impact: Likely to include assigned time for the accreditation review committee chair; clerical and administrative support (e.g., for meetings, communication, preparation and distribution of materials); and costs associated with sending accreditation review committee members to relevant WSCUC training workshops and/or conferences.

Workload Impact: Increase in workload for members of the review committee and steering committee related to meetings, preparation of WSCUC reports, and support for WSCUC team visits.

Accreditation Review Committee and Steering Committee

1.0 Accreditation Review Committee

The accreditation review committee will be a special agency of the Academic senate. It is intended to serve a key role in meeting our WSCUC obligations and to provide leadership that fosters engagement in a review process focused on student learning and continuous improvement prior to, during, and after each review period.

1.1 Charge

The Accreditation Review Committee (ARC) is charged with leading the campus in preparation for its accreditation review in accordance with the most current WASC Senior College and University Commission (WSCUC) Handbook of Accreditation.

1.2 Membership

The membership of the Review Committee shall be comprised of persons representing the following offices, units, and positions responsible for specific initiatives and programs relevant to the WSCUS accreditation process, including those who are in a position to implement approved institutional changes and initiatives, and who have knowledge of institutional needs, resources, and history, and who will serve as ambassadors to their units for accreditation activities.

- A faculty member serving as chair of the review committee
- Five at-large faculty
- 1 Department Chair
- The Chair of the Academic Senate (or designee) – EXO
- The faculty Director of Assessment - EXO
- Program Planning Committee Chair - EXO
- The Provost or designee – EXO
- 2 Cabinet Members designated by the President
- 1 staff member from Academic Affairs
- 1 staff member from Student Affairs
- 1 Dean from one of the seven academic colleges
- WSCUC Accreditation Liaison Officer - EXO
- Director, Office of Institutional Research or designee EXO
- The President of Associated Students or designee – EXO
- A member of the community, appointed by the President

1.2.1 Recruitment and Appointment of Members

Each non-ex officio member serves an initial 3-year term with reappointment possible throughout the current accreditation cycle. Recruitment of applicants to serve on the Review Committee will be done through the normal Committee on Committees process for the seats designated for an academic dean, chair, faculty at large members, and staff members. For administrator-designated seats, the Senate will request from the appropriate administrator their appointee. The faculty chair for the Review Committee will be selected by the Provost in consultation with the Senate Executive Committee and will serve a 3-year term with re-appointment possible for the duration of the accreditation review period to provide continuity in leadership. When there are multiple applications for other seats the Executive Committee of the Academic Senate will select individuals to serve. In considering potential Review Committee members, attention should focus on the person's prior experience with institutional and/or program accreditation, assessment, program planning, related campus leadership, and commitment to representing the diversity of the campus. All applicants/nominees for positions other than those designated ex-officio or those that are administrative appointees shall submit a brief statement of interest which highlights relevant skills and experiences.

1.2.2 Interim Appointments.

When a seat will be vacant for no more than one semester (e.g., sabbatical or leave of absence) an interim appointment can be made following the guidelines in 1.2.1. Any seat that will be vacant for a year or more will require a replacement for the remainder of the term associated with that seat.

1.2.3 Replacing Members

Replacement of committee members shall follow the procedures provided in Senate bylaw 6.12.

1.3 Responsibilities of the Accreditation Review Committee

- Develop a campus preparation and implementation plan that responds to the directions given to the campus in previous WSCUC Commission letters and WSCUC accreditation review reports.
- Oversee campus preparations to meet the requirements of WSCUC review committee site visits (including special visits).
- Oversee campus preparations to meet the requirements of the Institutional Review process as specified by WSCUC.
- Generate institutional reports and materials needed to meet WSCUC requirements and respond to questions from WSCUC regarding written reports.
- Establish a steering committee in accordance with the guidelines in section 2.0.

- Create task forces and/or sub-committees as it deems appropriate to facilitate broad participation and engagement in the accreditation review process.
- Engage diverse voices in the reflection and analysis of information collected and reported to WSCUC.
- Participate in periodic meetings each semester to set meeting schedules, task force compositions and assignments, milestones, and related planning and preparation goals and processes.
- Communicate to all campus constituents' information regarding accreditation activities and priorities.
- The Review Committee chair will annually prepare the summary report required of all special agencies and submit that report to the Senate.
- Following each site visit, the Review Committee chair will prepare a report summarizing the feedback from the WSCUC review team and make the report widely available.

2.0 Steering Committee

A steering committee is needed to (a) provide guidance and direction to the larger review committee, (b) to ensure that steady progress is made toward established goals, and (c) to ensure that WSCUC-established deadlines are met.

2.1 Charge

The Steering Committee will guide the timeline and work of the Review Committee. This committee will also be responsible for facilitating communication among the various campus groups that will need to both receive and provide accreditation-related information during an accreditation review period. These groups will include, but are not limited to the Budget Advisory Committee, Strategic Planning Steering Committee, and Academic Senate.

2.2. Membership

The membership of the Steering Committee shall be comprised of representatives from the review committee and individuals in positions relevant to the accreditation review process, including those who are in a position to implement approved institutional changes and initiatives, and have knowledge of institutional needs, resources, and history.

- Steering Committee members:
 - The faculty chair of the Accreditation Review Committee
 - The Provost (or designee)
 - WSCUC Accreditation Liaison Officer
 - The Director of Institutional Research (or designee)

- Program Planning Committee Chair
- The Chair of the Academic Senate (or designee)
- President or administrator serving as designee

2.2.1 Appointment of Members

The faculty chair of the Accreditation Review Committee will chair the Steering Committee. Review committee members serving on the steering committee have the same appointment terms as that associated with their review committee membership and can be reappointed to serve throughout the current accreditation cycle. Administrative appointees shall serve for the duration of the accreditation review period.

2.2.2 Interim Appointments.

When a seat will be vacant for no more than 1 semester (e.g., sabbatical or leave of absence) an interim appointment can be made following the guidelines in 1.2.1. Any seat that will be vacant for a year or more will require a replacement for the remainder of the term associated with that seat.

2.2.3 Replacing Members

Replacement of committee members shall follow the procedures provided in Senate bylaw 6.12.

**SAN JOSE STATE UNIVERSITY
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SAN JOSE, CA 95192**

S16-6, University Policy, Committee Obligations and Senate Membership (Modifies Senate Bylaw 1.6.2)

Legislative History:

At its meeting of March 7, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. Clarification regarding the connection between committee responsibilities and senate service is needed.

Amends: Senate Bylaw 1.6.2

Action by University President: **Approved and signed by Interim President Susan W. Martin on March 12, 2016.**

**University Policy
Committee Obligations and Senate Membership
(Modifies Senate Bylaw 1.6.2)**

Whereas: The full engagement of senators in committee assignments is inextricably linked to their participation on the senate, and

Whereas: Senate by-laws clearly establish expectations and standards for attendance, and

Whereas: The primary responsibilities of the senate have been and remain the development of policy recommendations which requires the participation of senators on assigned committees, and

Whereas: Clarification regarding the connection between committee responsibilities and senate service is needed, therefore be it

Resolved: That Senate bylaw 1.6.2 be modified as noted in this policy.

Rationale: Upon election to the senate, each senator is assigned to a policy committee. In fact, by senate bylaw (6.10) the senate seeks to make

appointments so that at least half of the members are members of the Senate. Without the full participation of senators on senate-assigned committees, the senate cannot effectively fulfill its primary responsibility which is the consideration and development of policy recommendations. Senators not meeting their committee obligations are neglecting their Senate responsibilities and replacement of a senator in such circumstances is in the best interests of the Senate.

Approved: 3/1/16

Vote: 9-0-0

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

Absent: None

Financial Impact: None expected

Workload Impact: No changes

Recommended changes:

1.6.2

a) Vacancies are created by

- 1) resignation or recall from the Senate,
- 2) termination of employment,
- 3) removal from the senate as a result of being absent from 3 Senate meetings in an academic year,
- 4) removal from a policy committee as a result of being absent from 3 regularly scheduled policy committee meetings,
- 5) removal from a policy committee due to failure to perform assigned policy committee duties as determined by the Executive Committee of the Senate in consultation with the policy committee chair,
- 6) leave, with or without pay, which covers more than one semester,
- 7) appointment to a full-time administrative (Management Personnel Plan) position,
- 8) assumption of the role of Academic Senate Chair, or
- 9) no candidate files for a vacant seat

b) When a Senate seat is vacated, the associated seat on that senator's assigned policy committee would become vacant.

c) Faculty representatives, who accept one semester leaves with or without pay, may resign from the Senate or request the selection of a replacement for one semester, following the procedures listed in 1.6.1 above.

d) If no candidate files for that vacancy, it shall be filled for one year by a person in that constituency selected by the Executive Committee after consultation with

the Senators from that constituency. A permanent replacement shall be elected to fill out the remainder of the term as part of the next general election.

- e) If only one candidate files a nominating petition for a vacancy, the dean (or Senate Administrator for the General Unit election) shall not conduct an election but shall so report to the Executive Committee, and the Executive Committee shall declare the single candidate elected.
- f) If a vacancy occurs during the months of January or February, the seat shall be filled following the procedures listed in 1.6.1 above for temporary vacancies and the senator shall hold the seat for the remainder of the academic year. A permanent replacement shall be elected to fill out the remainder of the term as part of the general election.

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**S16-7, University Policy, Expansion of Senate Bylaw 15 -
Updating Senate Documents**

Legislative History:

At its meeting of March 7, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. This policy modifies Senate bylaw 15(b) to expand the scope of the Senate Chair's authorization to update existing documents with editorial changes.

Amends: Senate Bylaw 15

Action by University President: **Approved and signed by Interim
President Susan W. Martin on
March 12, 2016**

**University Policy
Expansion of Senate Bylaw 15 -
Updating Senate Documents**

- Whereas: Bylaw 15b currently allows the Senate Chair to authorize specific editorial changes in Senate documents, and
- Whereas: The examples of editorial changes that can be made are currently limited to whenever there is a change in the number, title, or designation of a law, regulation, executive order, or Senate document, and
- Whereas: Expanding the language of bylaw 15 to allow the Senate Chair to make editorial changes to a Senate document whenever there is an outdated reference to a law, regulation, executive order or Senate document, may improve the efficiency of a full Senate meeting, therefore be it
- Resolved: That the language of bylaw 15(b) be changed to include a wider range of circumstances for editorial changes, and be it further
- Resolved: That this change become effective with the passage of this policy.

Rationale: Presently under bylaw 15 the Senate Chair can approve changes to existing Senate documents (policies, constitution, by-laws, resolutions) with regard to a) title of a university official or of an agency or unit of the university, or b) numbers, titles or abbreviations relating to a law, regulation, executive order, or Senate document. Recent experience has been that there are additional editorial oversights (e.g., rescinding outdated policies) that might be more effectively handled by the Senate Chair rather than bringing them through the full Academic Senate. This resolution would still require that such editorial changes be reported to the Senate, and remain limited to circumstances when no other change affecting university policy is involved, but expand the language to any outdated/obsolete reference to a law, regulation, executive order, policy, or Senate document in an existing Senate document.

Approved: 2/1/16
Vote: 8-0-0
Present: Laker, Shifflett, Beyersdorf, Becker, Gleixner, Curry, Grosvenor, Mathur
Absent: El-Miaari
Financial Impact: None
Workload Impact: Reduced workload for the Senate with regard to handling essentially technical or routine changes rather than substantive changes.

Expansion of Bylaw 15. Editorial Changes - Senate Documents

- a) When the title of a university official or of an agency or unit of the university appearing in Academic Senate documents (including the constitution, bylaws, university policies, and resolutions providing for committee membership) is changed, but the functions and responsibilities of the office or agency remain the same, the Senate Chair may approve replacement in the Senate documents of the old title or designation by the new one, as an editorial change. Such changes shall be reported to the Executive Committee of the Senate and recorded in the meeting minutes.
- b) When a law, regulation, executive order, policy, or Senate document is referred to in a Senate document by number, title or other official abbreviated designation, and the number, title or designation is changed or rescinded by competent authority, but no other change affecting university policy is involved, the Senate Chair may authorize replacement or removal of the old number, title or designation by the new one, as an editorial change. Such changes shall be reported to the Executive Committee of the Senate, and recorded in the meeting minutes.
- c) When a policy recommendation or Senate Management Resolution is found to contain errors, that when corrected would not change the intent of the policy recommendation or resolution, the Senate Chair, following consultation with and unanimous consent from, the Executive Committee can correct the error(s) prior to

forwarding the policy recommendation to the president or implementation of a Senate management resolution. Such editorial corrections shall be recorded in the Senate Executive Committee meeting minutes.

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

S16-8, University Policy, Selection and Review of Administrators (with Amendment A as edited and Amendment B included)

Legislative History:

At its meeting of April 4, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. S16-8 was approved by Interim President Susan W. Martin on April 5, 2016. This policy rescinds University Policies F10-5 and S06-3. S06-3 superseded F98-2 related to the Selection and Review of Administrators to provide a rearrangement of responsibilities and a clearer definition of the scope of the policy in the context of a need for broader participation of staff and community representatives. F10-5 modified S06-3 to clarify the procedure for submitting faculty and staff nominations to serve on search and review committees.

On April 10, 2017, the Academic Senate approved Amendment A to University Policy S16-8. Amendment A modifies S16-8 to allow for the participation of lecturers and tenure track faculty on the search and review committees for academic Deans; college-wide election of all faculty representatives; and clarifies how selection and review committee chairs are determined.

Amendment A was returned unsigned by President Papazian and brought back to the Senate with an edit to Amendment A on May 15, 2017. The edit was the removal of the words "ideally a faculty member" from the sentence, "The committee chair, ideally a faculty member, shall be appointed by the Provost" in sections 1.3.1, 1.3.2, and 1.3.3. The Academic Senate approved the amended version brought by Senator Shifflett for the Organization and Government Committee on May 15, 2017. President Papazian approved the edit and Amendment A on August 1, 2017.

On April 19, 2021, the Academic Senate approved Amendment B to University Policy S16-8. Amendment B was approved and signed by President Mary A. Papazian on May 10, 2021. Amendment B modifies Article 1.3.2 of University Policy S16-8, the Dean of the University Library search committee membership and is incorporated into the policy as follows:

Rescinds: F10-5, S06-3

Amended by: Amendment A, edit to Amendment A, and Amendment B

University Policy Selection and Review of Administrators

- Whereas: Combining past and current changes into one policy makes it easier to locate information pertaining to the selection and review of administrators, and
- Whereas: A good case exists for including a Dean on decanal search committees; and
- Whereas: Recent application of S06-3 has revealed a need for clarification in the composition section of the policy; therefore be it
- Resolved: That F10-5 and S06-3 be rescinded and replaced with the updated policy presented below; and be it further
- Resolved: That as we transition from the old to new policy on the selection and review of administrators, the constitution of continuing and new selection committees can be modified at the discretion of the President or appropriate Vice President.

Rationale: The request for a review of S06-3 originated with the Executive Committee of the Academic Senate as a result of its recent experiences applying the policy to determine the composition of decanal search committees. Particular difficulty was encountered with the section on the composition of search committees. In addition, discussions led to interest in having the policy updated to include a Dean on decanal searches.

- Approved: 3/22/16
Vote: 8-0-0
Present: Gleixner, Shifflett, Beyersdorf, Becker, Curry, Laker, Mathur, Grosvenor
Absent: Romero
Financial Impact: None expected
Workload Impact: No change from current situation.

Selection and Review of Administrators

1. Academic Administrator and Vice President Searches and Appointments

1.1 Applicability

This policy applies to searches for and reviews of Management Personnel Plan (MPP) administrators who serve university-wide as vice presidents and those within the Academic Division including the provost, deputy provost, deans and all other associate vice president or equivalent positions. Where not otherwise specified, the words 'academic administrators' as used in this policy means all those in the Academic Division.

1.2. Vacancies and Initiation of Procedures

As soon as practical after it is known that a vacancy has occurred or will occur in any of these positions, the President (for all vice presidents) or the Provost (for all other offices) shall cause a selection committee to be formed in accordance with these procedures.

1.3 Composition of Search Committees

Committees shall be large enough to allow for sufficiently broad representation, yet small enough so as not to be unwieldy. When feasible, an odd number of voting members will be appointed to eliminate the possibility of tied votes. Faculty, students, administrators and staff shall be represented. Consideration should be given to representation of the diversity of the campus. Faculty shall comprise a majority on all search committees for administrators in the academic affairs division and at least one-third of other committees. If appropriate, alumni and community representatives may serve on search committees.

1.3.1 Special Procedures for Deans of Academic Colleges: The search committees for college deans shall be composed of nine members: five faculty (tenured, tenure track, lecturers), at least four of whom are tenured, and at least two who are chairs, all elected by and from the college faculty (no more than two from any department); one staff member, elected by the staff of the college; one student, one Dean (from outside the college searching for a Dean), and one member of the community or an SJSU administrator (MPP), each designated by the Provost. The committee chair shall be appointed by the Provost.

1.3.1.1 Recruitment Procedures

Recruitment of the faculty and staff members shall be arranged and conducted by the office of the provost. Faculty and staff will submit written statements to

their college office reflecting their interest and qualifications for serving on the search committee including perspectives on diversity and inclusion.

Each chair is expected to encourage faculty and staff from their department to serve on the search committee so that the resulting ballots, as best as possible, reflect the diverse nature of the programs, students, and faculty in their college and the campus.

1.3.1.2 Election Procedures

The statements of each candidate will be distributed to faculty and staff by the college office.

1.3.1.2.1 Elections for the faculty representatives from the college shall be arranged and conducted by an ad hoc election committee comprised of department chairs not on the ballot in that college.

The ballot will be constructed by college staff to enable faculty to vote for five faculty including at least two chairs. Faculty receiving the most votes, taking into consideration tenure status, department, and the requirement for at least two department chairs, shall be appointed to the committee by the Provost.

1.3.1.2.2 Election of the staff representative will be arranged and conducted by staff in the college office who are not on the ballot.

1.3.1.3 Appointment Procedures

1.3.1.3.1 Student: Each department in the college shall nominate one student from its majors. The Provost shall appoint, from among those nominated, one student as a committee member.

1.3.1.3.2 Dean and either a Community member or SJSU Administrator: The Provost shall appoint members who have experience or expertise relevant to one or more of the programs in the college and who understand our commitment to diversity and inclusion.

1.3.1.3.3 Faculty/Staff: Following the conclusion of college elections for faculty and staff representatives, the Provost shall appoint those elected to the search committee.

1.3.1.3.3.1 Following elections and prior to finalizing appointments, the Provost shall review the committee membership and consider the extent to which the committee is a representative group. The review may include, but is not limited to, representation of the

programs in the college and the composition of the committee with regard to identity, demographics, expertise, and experience.

If the membership appears insufficiently representative, the Provost shall consult with the Senate's Executive Committee to determine how best to improve the representativeness of the search committee. This could include the appointment of up to two additional members while maintaining the requirement that a majority of members be faculty.

1.3.2 Special Procedures for the Dean of the University Library. The search committee shall be composed of eleven members: four faculty librarians selected by and from the faculty librarians; two Library staff members, selected by the staff of the university library; one department chair from outside the library; one faculty member (not a chair) from outside the library; one student, one Dean (from outside the Library), and one member of the community, each designated by the Provost. The committee chair, ideally a faculty member, shall be appointed by the Provost.

1.3.2.1 Recruitment Procedures

Recruitment of the faculty, student, and staff members shall be arranged and conducted by the office of the provost. Faculty, students, and staff will submit written statements to the library Dean's office reflecting their interest and qualifications for serving on the search committee including perspectives on diversity and inclusion.

1.3.2.2 Election Procedures for Library Faculty and Staff

The statements of each candidate will be distributed to faculty and staff by the Dean's staff.

Elections for the faculty and staff representatives from the Library shall be arranged and conducted by staff in the Dean's office who are not on the ballot.

1.3.2.3 Appointment Procedures

Student, Faculty (outside library) and Department Chair: By mutual consent with the Senate Executive Committee, the Provost shall appoint members from among those who applied.

Dean and a Community member: The Provost shall appoint members who have experience or expertise relevant to our joint library and who understand our commitment to diversity and inclusion.

Library Faculty and Staff: Following the conclusion of library elections for faculty and staff representatives, the Provost shall appoint those elected to the search committee.

1.3.2.3.1 Following elections and prior to finalizing appointments, the Provost shall review the committee membership and consider the extent to which the committee is a representative group. The review may include, but is not limited to, representation of the programs in the library and the composition of the committee with regard to identity, demographics, expertise, and experience.

If the membership appears insufficiently representative, the Provost shall consult with the Senate's Executive Committee to determine how best to improve the representativeness of the search committee. This could include the appointment of up to two additional members while maintaining the requirement that a majority of members be faculty.

1.3.3 Special Procedures for the Dean of International & Extended Studies (IES). The search committee shall be composed of nine members: five faculty (inclusive of two department chairs); two IES staff members, selected by the staff of IES; one Dean (from outside IES), and one student, each designated by the Provost. The committee chair shall be appointed by the Provost.

1.3.3.1 Recruitment Procedures

Recruitment of the faculty, student, and staff members shall be arranged and conducted by the office of the provost. Faculty, students and staff will submit written statements to their Dean's office reflecting their interest and qualifications for serving on the search committee including perspectives on diversity and inclusion.

1.3.3.2 Election Procedures for IES Staff Member

The statements of each candidate will be distributed to staff by the college office.

Elections for the staff representatives from IES shall be arranged and conducted by Dean's office staff who are not on the ballot.

1.3.3.3 Appointment Procedures

Selected members should exhibit clear evidence of understanding IES, a history of engagement with the programs and activities of IES, and an understanding of our commitment to diversity and inclusion.

Student and Faculty: By mutual consent with the Senate Executive Committee, the Provost shall appoint members from among those who applied.

Dean: The Provost shall appoint this person.

IES Staff: Following the conclusion of elections for staff members, the Provost shall appoint those elected to the search committee.

1.3.3.3.1 Following elections and prior to finalizing appointments, the Provost shall review the committee membership and consider the extent to which the committee is a representative group. The review may include, but is not limited to, representation of the programs in the college and the composition of the committee with regard to identity, demographics, expertise, and experience.

If the membership appears insufficiently representative, the Provost shall consult with the Senate's Executive Committee to determine how best to improve the representativeness of the search committee. This could include the appointment of up to two additional members while maintaining the requirement that a majority of members be faculty.

1.4 Recruitment and Selection of Committee Members

1.4.1 *Recruitment.* Except as provided in 1.3.1, 1.3.2, and 1.3.3 above, an open nomination process for potential members for search and review committees shall be used. The office of the President or the Provost shall publish notice of intention to appoint a search committee and shall solicit written statements either in hard copy or electronically for membership on the committee from the University community. Nominations (including self-nominations) must include a statement reflecting their interest and qualifications for serving on the search committee including perspectives on diversity and inclusion. The statement will also include the nominee's signed or electronic consent to serve by the published nomination deadline.

1.4.2 *Selection.* Except as provided in 1.3.1, 1.3.2, and 1.3.3 above, committee members shall be selected, from among those nominated, by mutual consent of the President and the Senate Executive Committee. They shall consider the need for a representative group, including but not limited to academic discipline, identity, demographics, expertise, and experience.

If the pool of nominees appears insufficiently representative, the President or Provost and the Senate's Executive Committee shall determine how best to improve the representativeness of the appointed committee members. This could include the appointment of up to two additional members outside the pool of nominees to further diversify the committee.

If the President and the Executive Committee cannot arrive at mutual agreement, the President (or Provost, if the search is not for a vice president) shall confer with the chair of the Senate to attempt to arrive at a mutually satisfactory course of action. Failing that, the President or Provost shall appoint the membership. The President or Provost shall select the committee chair from the committee membership.

1.5. Scope and Procedures

The President or Provost shall determine the scope and procedures of the search process in consultation with the committee. The scope and procedures of the search, the target date for the report, the minimum requirements for candidates, the qualifications of the expected finalists, and other matters relating to the selection process should be discussed. The scope of the search shall always be as wide as feasible under the circumstances and shall be conducted in accordance with the University's policies and procedures on equal opportunity and diversity. Likely candidates must be interviewed. Provisions should be made for the campus community to meet the candidates. The deliberations and recommendations of the committee shall be confidential. Concerns regarding unethical conduct, inclusive of breaches of confidentiality, must be reported to the Provost or President. Unethical conduct will result in dismissal of the committee member by the Provost or President.

1.6. Committee Recommendations

At the conclusion of its search, the committee shall report to the President or Provost, without ranking, the names of the best-qualified candidates. The President or Provost shall meet with the committee to discuss its recommendations. The search committee's records shall be turned over to the President or Provost with its report. Upon delivery of the committee's report to the President or Provost all committee records shall be destroyed.

1.7. Action by the President

The President or Provost may appoint any person recommended by the committee. If the President or Provost decides not to appoint, or is unable to appoint, any of the recommended candidates, the President or Provost may ask the committee to extend the search, or the President or Provost may consult with the Senate Executive Committee regarding appointment of a new selection committee for a new search, consistent with the provisions of this policy.

1.8. Interim Appointments

An interim appointment occurs when a position covered by this policy has or will be vacated and there is insufficient time or it is otherwise impractical to complete the

normal search process explained above. The President or Provost, in consultation with the elected members of the Senate Executive Committee, may make interim appointments.

Alternatively, at the discretion of the President or Provost, the selection process for an interim appointee may utilize a selection committee wherein the interim position is announced campus-wide and interviews are held. While there is no requirement to announce the position off-campus, such announcement is not prohibited. The search committee must be no smaller than three people and will be selected by the President or Provost in consultation with the elected members of the Senate Executive Committee. Interim appointments usually are for a period of one year, unless a different period is specified at the time of the appointment. An interim appointment may be renewed or extended by the President or Provost as needed in consultation with the elected members of the Senate Executive Committee.

1.9. Acting Appointments

The title “acting” (e.g., acting dean) shall be applied to an individual who is designated to act on behalf of an administrator covered by this policy, who is on a short-term absence (illness, vacation, etc.), on leave, or has left his/her position on extremely short notice. The President or designee in consultation with the elected members of the Senate Executive Committee may make an acting appointment. In an emergency or when the Senate Executive Committee is not available, acting appointments may be made by the President or Provost in consultation with the Chair of the Academic Senate. Acting appointments usually are of short duration, lasting until either the incumbent returns or an interim appointment can be made according to the procedures described in this policy. In unusual circumstances, an acting appointment may be renewed or extended by the President or Provost in consultation with the elected members of the Senate Executive Committee.

2. Reviews of Administrators

2.1. Timing of Review

If the incumbent wishes to continue in his or her position beyond the sixth year, a review of the incumbent shall be initiated according to the provisions of this policy in the second semester of the fifth year of an incumbent's term. The review shall be concluded by the beginning of the sixth year of the incumbent's term. The President may at any time initiate an interim review.

2.2. Appointment and Composition of Review Committee

For all offices covered by this policy, a review committee shall be appointed and constituted in accordance with the procedures specified in Part 1, Sections 1.3 and 1.4

of this policy. The Provost shall not be eligible to serve on committees to review academic administrators.

2.3 Criteria for Review

The review committee, in consultation with the President (for vice presidents) or the Provost (for all other offices), shall specify the criteria for evaluating the incumbent's job performance, based upon the incumbent's job description, goals and recommendations arising from prior performance reviews (when such has occurred), and the function of the particular administrative office. The incumbent shall be asked to examine the criteria developed and to make such comments or suggestions as may seem advisable.

2.4 Procedures for Review

The review committee, in consultation with the President (for all Vice Presidents) or the Provost (for all other offices), shall develop procedures for conducting the review. The procedures shall be designed to secure appropriate information from as many persons as may be feasible who are knowledgeable of the incumbent's duties and performance. In addition, available data for the time period of the review should be analyzed as appropriate for the position (such as data on FTES, FTEF, class size, graduation rates, and fundraising). If he/she so desires, the incumbent shall be given an opportunity to provide the review committee with a self-evaluation based upon the criteria developed by the committee. The opinions and judgments received by review committees, the deliberations and reports of such committees, and any accompanying materials, shall be confidential. Concerns regarding unethical conduct, inclusive of breaches of confidentiality, must be reported to the Provost or President. Unethical conduct will result in dismissal of the committee member by the Provost or President.

2.5. Report of the Review Committee

2.5.1 The review committee shall consult with the President (for all vice presidents) or the Provost (for all other offices) before drafting its report. Following that consultation, and at the conclusion of its evaluative activities, the review committee shall prepare a written report embodying findings and conclusions. The report of the review committee shall include a statement of strengths found and improvements desired in the incumbent's performance with respect to the evaluative criteria. All raw data collected for review shall accompany, but not be part of, the review committee's report.

2.5.2 The report shall normally contain a specific recommendation by the review committee that the incumbent be reappointed or not be reappointed, with or without qualification. A majority vote of the review committee shall be sufficient to approve the report; the numerical vote shall be stated in the report. A minority report or reports shall be appended if requested by any member of the committee. Minority reports shall be seen by all members of a review committee.

2.5.3 Before forwarding the report, the review committee shall:

- provide a draft copy of the proposed report to the incumbent
- provide the incumbent with an opportunity to meet with the review committee in order to discuss the report
- provide the incumbent with the opportunity to submit to the committee a written statement which shall become part of the report to the President.

2.5.4 The President (for all vice presidents) or the Provost (for all other offices) shall again consult with the review committee to share his or her inclination and the reasons therefore.

2.6. Action of the President

Ultimate responsibility for the retention of administrators belongs solely to the President. If, after discussion with the review committee, the incumbent, and other appropriate sources of information, the President is inclined to believe a decision other than that recommended by the committee would best serve the interests of the University, before acting on that inclination the President shall consult with the Executive Committee of the Academic Senate, at which time both the report of the review committee and the reasons why the President is inclined to a decision other than that recommended would be revealed to and shared with the Executive Committee. The purpose of such a meeting would be to ascertain if some mutually agreeable course of action or decision can be found upon which the President could act. Failing that, the President shall make such decision as he or she considers best for the welfare of the University.

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

S16-9, University Policy, Course Syllabi

Legislative History:

At its meeting of April 4, 2016, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Instruction and Student Affairs Committee. University Policy F06-2 was the last comprehensive revision of the syllabus policy. Since that time, the size and scope of syllabi have expanded significantly to include a variety of information of use to students. Much of the language applies university-wide and thus is more appropriately hosted and presented centrally rather than being included in every class syllabus. This policy revision creates a clear separation between course-specific and university-wide language. It also provides a mechanism for Senate review of material to be added to course-specific or university-wide materials. S16-9 was approved and signed by Interim President Susan W. Martin on April 5, 2016.

At its meeting of March 12, 2018, the Academic Senate approved Amendment A to S16-9 presented by Senator Laura Sullivan Green. The current syllabus policy does not require that faculty members follow accessibility guidelines as shown in the syllabus template, and WASC requires a statement indicating the expected hourly commitment for each unit of credit in the syllabus. Amendment A addresses these concerns. Amendment A was signed and approved by President Mary A. Papazian on April 3, 2018.

Rescinds: F06-2 and S12-3

**University Policy
Course Syllabi**

Whereas: Syllabi provide an opportunity for faculty to openly communicate with students so that students more thoroughly understand the course requirements; and

Whereas: Syllabi uphold professional responsibility by providing full information to students to increase student success in the classroom; and

- Whereas:** As stated in University Policy S99-8 Academic Freedom and Professional Responsibility, "Professional responsibility is the natural complement of the academic freedom essential to the university's mission. Through their responsible professional conduct, faculty members promote and protect academic freedom;" and
- Whereas:** Responsible professional conduct includes announcing course requirements in a timely fashion, explaining how course grades are determined, assigning marks based only on criteria providing dependable evaluation of academic performance, and prohibiting the belated imposing of requirements not originally made clear; and
- Whereas:** Much of the information that is currently included in syllabi applies university-wide and/or is in response to external mandates, and is more appropriately published and maintained centrally; and
- Whereas:** Regular review of the information required in the syllabi is a Senate responsibility; and
- Whereas:** Maintaining a central repository for university-wide information will allow curriculum review committees to focus on course-specific information; and
- Whereas:** Maintaining a central repository for university-wide information will ensure that this information is kept up to date; therefore, be it
- Resolved:** That University Policies F06-2 and S12-3 be rescinded and replaced with the attached policy.

Approved: February 22, 2016
Vote: 17-0-0
Present: Brooks, Bruck (non-voting), Rees, Sen, Campsey, Walters, Medina, Branz (non-voting), Kaufman, Sullivan-Green, Sofish, Medrano, Khan, Wilson, Simpson, Nash, Amante, Abukhdeir, Gay
Absent: None
Financial Impact: Potential savings from shorter printed syllabi and less faculty and curriculum committee time spent on compliance
Workload impact: Slight increase for I&SA committee for review of changes up

to twice per year, more than offset by the reduction in general faculty time spent ensuring that they meet the requirements of the latest syllabus template. One-time modification of the syllabus template.

Syllabi

Introduction: Course syllabi enable students to better understand and fulfill their responsibilities as learners in courses. They are a necessary tool in higher education to enable students to take part in the learning process through knowing what is expected of them and what they can expect from the course. Student success is aided by students knowing in advance as much as possible about the course requirements so that they can plan their study time and coordinate work on assignments from multiple courses. Student success is also aided by encouraging students to contact their professors and providing information about key university policies to which they are subject. In addition, syllabi provide an opportunity to model thorough, clear, professional communication. Some of the modifications in this new policy are designed to separate overarching university-level policies and other requirements (e.g., federal law) that transcend particular courses from course-specific information. As such, university-wide policy language should be maintained in a central location (i.e., a university-managed web page), with modifications reviewed and approved periodically by the appropriate Senate committee. See Section 2 below.

A. General syllabus procedures

- Each member of the faculty at San José State University shall provide a syllabus to each student in every class, to be available no later than the first class meeting. Faculty members shall follow accessibility guidelines provided by the University to create their syllabus. If the faculty member chooses to make the syllabus available only online and not distribute hard copies to students, it must be available online no later than the first scheduled day of class. The faculty member shall provide an electronic or hard copy of the syllabus to the department office for department files on or before the first day of class.
- The syllabus shall include statements about learning goals, grading, expectations, content and other course-related information. While the syllabus may be changed as the semester develops, any changes shall be communicated to the students in writing. In general, changes to the syllabus should be made by the last day to add classes; if changes must be made later in the semester, timely notice and due consideration shall be given to students.

B. Each syllabus shall include, at a minimum, the following items.

1. Course Information

a) Basic information

- San José State University
- Course title, number, and section; days and times taught, location of class
- Semester and year course is being taught
- Professor's name, office number and location
- Professor's contact information, including as much information as possible and at least one direct way for students to reach the professor, *i.e.*, phone number(s) or email

NOTE: While not required, it is strongly recommended in the spirit of encouraging interaction with students, that faculty members include a statement of the method by which they prefer students to contact them to maximize successful communication between faculty and student.

b) Office hours: location, days and times

c) Course or section information

- Description of the course from the university catalog augmented by section-specific information.
 - Prerequisites
- Required and recommended texts, readers, or other reading materials
- Any other necessary equipment/materials/fees

d) Student learning objectives for the course and, if the course is GE, GE area student learning objectives

e) Course requirements, e.g. papers, projects, exams, quizzes, homework, laboratory work, fieldwork, participation.

- Course calendar including assignment due dates, exam dates, final exam date and time, and any other relevant information.
- The following language must be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

NOTE: University Policy S06-4 states “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.”

f) Grading information

- A statement of how grades will be determined for the course, including
- +/- grades if they are used.
- Extra credit options, if available.
- List of the percentage weight assigned to various class assignments.
- Penalty (if any) for late or missed work.

NOTE: According to University Policy F15-12, "Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated."

- Since attendance per se may not be used as a criterion for grading, if grading is done on the basis of participation, which is permitted, an indication of how participation will be assessed must be included.

2. University, College, and Department Policy Information

- a) Each syllabus shall contain a link to the university-level policy language, presented in accessible format, regarding such topics as academic integrity, accommodations, and services available to all students (e.g. learning assistance, counseling, and other resources). The precise contents of this page shall be reviewed each semester by the members of the Instruction and Student Affairs Committee (I&SA) of the Academic Senate. On each syllabus, the link will be preceded by the statement: "***University Policies: the link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.***" The review shall be completed in November for changes to take effect the following spring, and April for changes to take effect the following fall; this will allow faculty and students time to become familiar with upcoming changes to the required language. Authority for approving these changes rests only with I&SA which shall work with Graduate and Undergraduate Programs (GUP) to communicate any changes to faculty in a timely manner. GUP shall be responsible for hosting the link. Efforts shall be made through appropriate student communication channels to emphasize that the policies and services compiled on this link apply to all students in all university courses.

- b) If applicable, the syllabus shall also include links to department and

college-level policies, requirements and services. These links, presented in accessible format, shall be maintained by the appropriate office.

3. Archiving: Each department shall maintain an archive of syllabi from all sections for no less than 10 years.

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S16-10, University Policy, Special Agencies (Modification of Bylaw 10)

Legislative History:

At its meeting of April 4, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. This policy modifies existing By-law 10.1 which lists special agencies.

Amends: Senate Bylaw 10

Action by University President:

**Approved and signed by
Interim President
Susan W. Martin on
April 5, 2016.**

**University Policy
Special Agencies (Modification of Bylaw 10)**

Whereas: The policy on strategic planning provided a new name for the special agency responsible for strategic planning and assigned assessment responsibilities to the strategic planning steering committee (thus eliminating the former Strategic Planning Assessment Agency), and

Whereas: The Heritage, Preservation, and Public History Committee was dissolved in Fall 2015, and

Whereas: A new special agency (Budget Advisory Committee) was created in fall 2015, and

Whereas: A new special agency (Accreditation Review Committee) was created in Spring 2016, therefore be it

Resolved: That Senate bylaw 10.1 be modified to read:

10.1 Existing special agencies are:

- a) Accreditation Review Committee
- b) Alcohol and Drug Abuse Prevention Committee
- c) Athletics Board
- d) Budget Advisory Committee
- e) Campus Planning Board
- f) Strategic Planning Steering Committee
- g) Sustainability Board
- h) University Library Board

Rationale: This policy recommendation updates the list of special agencies in Senate bylaws. The changes, though proposed originally with separate policy recommendations, needs to be presented as a separate policy recommendation specific to bylaw 10.1 for the Senate's approval.

Approved: 3/14/16

Vote: 8-0-0

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

Absent: Laker

Financial Impact: None expected

Workload Impact: No change

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

S16-11, University Policy, Committee Obligations and Senate Membership (Modification of Bylaw 6)

Legislative History: Amends Senate Bylaw 6

At its meeting of April 25, 2016, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. This policy modifies existing bylaw 6 and clarifies the process for removing members (non-ex officio) from Senate committees.

Amends: Senate Bylaw 6

Approved and signed by Interim President Susan W. Martin on May 2, 2016.

**University Policy
Committee Obligations and Senate Membership
(Modification of Bylaw 6)**

Legislative History: Modification of existing bylaw 6.

- Whereas: The full engagement of senators in committee assignments is inextricably linked to their participation on the Senate, and
- Whereas: Senate bylaws clearly establish expectations and standards for attendance, and
- Whereas: The primary responsibilities of the senate have been and remain the development of policy recommendations which requires the participation of senators on assigned committees, and
- Whereas: Clarification regarding the connection between committee responsibilities and Senate service is needed, therefore be it

Resolved: That Senate bylaws 6.10, 6.12, and 6.13 be modified as noted in

this policy recommendation.

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

Approved: 4/11/16

Vote: 6-0-1

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

Absent: Grosvenor, Romero

Financial Impact: None expected

Workload Impact: No changes

Bylaw 6. Standing Committees

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

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

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

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

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

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

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

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

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

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

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

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

6.7.1 All policy recommendations shall include

- a) A statement of the rationale of the policy, including its source, intent and claimed need in language suitable for communication to faculty, staff and students affected;
- b) Either the policy committee's finding that the recommended policy is not expected to have any significant financial impact, or an estimate, obtained from a named body or person responsible for implementing the policy, of the approximate direct cost or saving to the university if the recommended policy is adopted;
- c) A statement of the likely workload impact of the policy, that is, whether and how much compliance will increase or decrease required activity or expenditure of time by faculty, staff, or students.

6.8 Except as otherwise provided in these bylaws, chairs of operating committees shall be elected by the committee. Any member of the committee, except an ex officio member, is eligible as chair. Chairs of policy committees shall be elected annually by the Senate from its faculty representatives. Nominees for Chair of Professional Standards must be tenured full professors.

- 6.9
- a) All policy committee appointments shall be for one year, commencing with the first meeting of the Senate for the year (in the last month of the Spring semester).
 - b) Seniority shall not be the primary factor in selecting members of policy committees.
 - c) Tenured faculty should be given priority for appointment to the Professional Standards Committee.

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

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

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

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

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

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

- 6.12
 - a) If a member (non-ex officio) of an Academic Senate committee (policy, operating, 'other', special or special agency) cannot complete the term for any reason, the chair of the committee may request, through the Associate Vice Chair of the Senate, that a replacement be appointed. The Associate Vice Chair, using the normal procedures of the Committee on Committees then solicits nominations for a replacement and brings a recommendation to the Executive Committee and subsequently the Senate via the consent calendar.
 - b) If a member (non-ex officio) of an Academic Senate committee (policy, operating, 'other', special or special agency) is absent from three regularly scheduled committee meetings in an academic year or repeatedly does not perform assigned committee duties, the chair of the committee may request, through the Associate Vice Chair of the Senate, that the person be removed from the committee. The Associate Vice Chair, following discussion with and approval from the Executive Committee for removal of the committee member will then solicit nominations for a replacement (or notify the relevant college if an election is needed) and bring a recommendation to the Executive Committee and subsequently the Senate via the consent calendar.
 - c) Removal of a senator from their assigned policy committee will result in removal from the Senate.
- 6.13
 - a) Notwithstanding the provisions of bylaw 6.10.1, and excluding seats for which an election is required, college seats on policy committees, operating committees, special agencies, 'other' committees or special committees, for which no faculty from that college willing to serve have been found and which remain vacant after the fourth week of instruction in the fall semester shall become faculty-at-large seats for the balance of the academic year.
 - b) Following the third week of instruction, the Associate Vice Chair of the Senate shall inform each college representative and college dean which of

that college's committee seats are still vacant and invite them to recommend faculty for those seats within one week's time. The college representative and deans shall be reminded that the seats will become faculty-at-large seats for the year if no college faculty to fill them can be found. The dean's recommendations shall be forwarded to the college's Committee on Committees representatives who shall present one name to the Associate Vice Chair of the Senate to be reported to the Senate or to the Executive Committee, as appropriate under bylaw 6.2.

- c) Following the fourth week of instruction, all vacant college seats on committees for which no faculty from the college have been recommended under paragraph (b) above (or otherwise identified) shall become faculty-at-large seats for the balance of the year and all members of the Committee on Committees shall be requested to supply names of faculty from any representative unit to fill these vacancies.
- d) Following the third week of instruction, all vacant college seats on committees shall become faculty-at-large seats for the balance of the year (except as noted in part (a) above). First priority in filling these vacancies shall be given to elected faculty representatives not assigned to other policy committees. If all elected faculty representatives (other than Senate officers) have been appointed to policy committees and there are policy committee seats still remaining vacant, they shall be filled as provided in 6.13(b) and (c) above.
- e) The Associate Vice Chair of the Senate shall coordinate this selection process so as to maintain as far as possible a representative balance across committees and shall report one name for each vacancy to the Senate or the Executive Committee as appropriate under bylaw 6.2.
- f) Elected faculty representatives (other than Senate officers) not appointed to seats designated for representative units and also not appointed to faculty-at-large seats as provided above shall be appointed as additional members-at-large of policy committees. If there is only one such member, s/he shall be appointed to the Organization and Government Committee. If there is a second, s/he shall be appointed to the Instruction and Student Affairs Committee. A third shall be appointed to the Professional Standards Committee and a fourth to the Curriculum and Research Committee. The provision shall be implemented in a manner consistent with Academic Senate bylaw 6.10.1.

**SAN JOSÉ STATE UNIVERSITY
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**S16-12, University Policy, Restoring Options for Students
with Quantitative Reasoning Disabilities Affecting Math Skills**

Legislative History:

At its meeting of April 25, 2016, the Academic Senate approved the following policy recommendation presented by Senator Mathur for the Curriculum and Research Committee. This policy establishes a substitution process for the B4 requirement for all matriculated students identified as having dyscalculia, or a disability related to a quantitative reasoning impairment, verified by the Accessible Education Center (AEC).

Effective: Fall 2016

**Approved and signed by Interim
President Susan W. Marin on
May 2, 2016.**

**University Policy
Restoring Options for Students with Quantitative Reasoning
Disabilities Affecting Math Skills**

BACKGROUND

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

- WHEREAS** SJSU has an obligation to provide suitable academic pathways and reasonable accommodations to students it admits; and
- WHEREAS** SJSU has never had a quantitative reasoning *waiver* policy though SJSU had a *substitution* process from the 1980's until 2008; and SJSU had a different substitution process from 2008 – 2010, after which the substitution process was terminated by the Office of Undergraduate Studies; therefore be it
- RESOLVED** A *substitution* process be available for all matriculated students identified as having dyscalculia, or a disability related to a quantitative reasoning impairment, verified by the Accessible Education Center (AEC), for whom required completion of a B4 class (and developmental math courses) will effectively prevent the student from ever completing a baccalaureate degree; and be it further
- RESOLVED** The process shall honor CSU commitments to critical thinking and logical reasoning consistent with the overall aims of the GE program while respecting the requirements of SJSU degree programs; and be it further
- RESOLVED** This substitution of the B4 requirement be determined through the collaborative efforts of the SJSU degree program (or, in the case of an undeclared student, the intended degree program), a representative from AEC, and a representative from the Office of Graduate and Undergraduate Programs; and be it further
- RESOLVED** If the department deems that the B4 requirement is essential for success in a specific degree program then the substitution will not be permitted for that program; and be it further
- RESOLVED** This policy shall be adopted in time to be effective for those students matriculating for the first time at SJSU in Fall 2016.

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

**SAN JOSÉ STATE UNIVERSITY
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**S16-13, University Policy, Rescinds University Policy S02-8—
Information Technology Resources Responsible Use Policy**

Legislative History: Rescinds S02-8

At its meeting of April 25, 2016, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. The CSU has created a system-wide Information Technology Resources Responsible Use policy as part of the CSU Information Security Policy (8105) making the current SJSU policy redundant. This policy rescinds the current SJSU policy.

Effective: Immediately

**Approved and signed by Interim
President Susan W. Martin on
May 2, 2016.**

**University Policy
Rescinds University Policy S02-8—Information Technology
Resources Responsible Use Policy**

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

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

Rationale: Clear guidance for faculty, staff, students, and administrators on the responsible use of technology resources is needed, but since the adoption of SJSU's own responsible use policy in 2002, the CSU has created a system-wide policy, in the form of the 2013 Responsible Use policy component of the CSU's Information Security Policy (<https://www.calstate.edu/icsuam/sections/8000/8105.0.shtml>). This CSU policy establishes basic responsibilities for all users, the CSU and

campuses, and describes expectations for responsible use. It addresses a wide range relevant circumstances (e.g., network and information system integrity, trademarks and patents, and incidental use. It also covers

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

The existing SJSU policy is largely redundant. To the extent that SJSU needs specific guidelines of its own that goes beyond the CSU policy, they can be drafted and submitted for Senate recommendation in the same manner that S02-8 was originally drafted and submitted.

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

Vote: 8-0-0
Present: Mathur, Shifflett, Beyersdorf, Becker, Romero, Laker, Curry,
Grosvenor
Absent: Gleixner

Approved 3/21/16 by Professional Standards

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

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

S16-14, University Policy, Internships, Service Learning, and Off-Campus Learning Experiences

Legislative History:

At its meeting of April 25, 2016, the Academic Senate approved the following policy recommendation presented by Senator Mathur for the Curriculum and Research Committee. This policy creates a University-Organization Agreement (UOA) template, consistent with CSU requirements, overseen and maintained by the Office of Graduate and Undergraduate Programs and designated offices, that departments will use for their Internships, Service Learning, and Off-Campus Learning Experiences.

Effective: Fall 2016

Approved and signed by Interim President Susan W. Martin on May 2, 2016.

**University Policy
Internships, Service Learning, and Off-Campus Learning
Experiences**

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

Whereas; Internship is defined as "...an off-campus activity designed to serve educational purposes by offering experience in a service learning, business, non-profit, or government setting" and as further defined by the Chancellor's Office as excluding teacher preparation placements or clinical placements such as nursing, counseling, physical therapy or

occupational therapy and including practicum courses where students work in settings off-campus; and

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

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

Resolved; That a University-Organization Agreement (UOA) template be created, consistent with the CSU system requirements, and overseen and maintained by the Office of Graduate and Undergraduate Programs (GUP) and designated offices (e.g., Center for Community Learning and Leadership; CCLL) and when changes are needed in the general UOA template (not the modifications at the department/program level), these changes will be reviewed and approved by the University Curriculum & Research Committee; and be it further

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

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

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

- Resolved:** That full implementation of UOA, LP, and PG documents; and training as necessary be developed and overseen by GUP and designated offices (i.e., CCLL); and be it further
- Resolved:** That the campus, under the leadership of GUP, investigate and implement solutions to streamline and develop a simpler process for establishing agreements with partner sites; and be it further
- Resolved:** That all learning sites be entered into the CSU database in a timely fashion consistent with the development of this system-wide database, and the training of SJSU faculty and staff with its implementation with particular emphasis on risk management issues; and be it further
- Resolved:** That this policy be effective Fall 2016 and the UOA approval process formalized by Fall 2017.

Approved (C&R):

April 21, 2016 (electronic vote)

Vote:

12-0-0

Present:

Anagnos, Bacich, Backer, Buzanski, Clements, Heil, Mathur, Matoush, Sarras, Schultz-Krohn, Sibley, Stacks

Curricular Impact:

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

Financial Impact:

Very closely tied to the Workload Impact.

Workload Impact:

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

- Workload impact will be closely tied to the following factors:
 - the number of students enrolled in a given department's internship program
 - the total number of organizations at which the department's students are interning
 - what percentage of the organizations that a department is working with already have a non-expired UOA on file

- to what extent new organizations in the process of signing a UOA request changes/amendments to their agreements

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

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

S16-15, University Policy, Student Rights and Responsibilities

Legislative History: Rescinds S90-5 and S98-6

At its meeting of April 25, 2016, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Instruction and Student Affairs Committee. There have been significant changes in student rights and responsibilities. Therefore, this policy replaces University policies S90-5 and S98-6.

Approved and signed by Interim President Susan W. Martin on May 2, 2016.

**University Policy
Student Rights and Responsibilities**

Whereas: There have been significant changes in student rights and responsibilities since 1990, and

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

Resolved: That University Policies S90-5 and S98-6 be rescinded and replaced with the attached policy.

Approved: March 21, 2016
Vote: 13 - 0 - 1
Present: Brooks, Bruck (non-voting), Rees, Sen, Campsey, Walters, Medina, Branz (non-voting), Kaufman, Sofish, Medrano, Khan, Wilson, Simpson, Nash, Abukhdeir
Absent: Amante, Gay, Sen, Sullivan-Green
Financial Impact: No significant impact

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

Student Rights and Responsibilities

PREAMBLE

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

Students, as members of the academic community, accept both the rights and responsibilities incumbent upon all members of the institution. To the extent that their rights as students are not denied, students acknowledge the authority of the faculty in matters of scholarship and the authority of faculty and administrators in operating the university. Concomitantly, the faculty and administration realize and respect the rights of students to help in formulating university policies. Students also have the right to challenge the ideas of others without fear of retaliation, to work for change believed necessary for the improvement of the institution and to challenge any attempt to deprive them of their rights.

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

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

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

concerning Student Rights and Responsibilities is subject to and limited by all applicable provisions of the Constitution of the United States and of State law including the regulations and orders duly made by the Trustees and the Chancellor of the California State University.

Applicable Policies and Procedures:

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

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

S16-16, University Policy, Probation and Disqualification

Legislative History: Rescinds S10-6, S11-1, and S15-5

At its meeting of May 9, 2016, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Instruction and Student Affairs Committee. University Policy S10-6 has already been amended twice (S11-1 and S15-5) and now would require many further amendments to become consistent with policies such as F12-7 (Former Students Returning), Academic Disqualification and Reinstatement Review Committee (ADRRRC) Guidelines on Probation and Disqualification in the Major, and changes in ADRRC implementation of reinstatement criteria, therefore this policy replaces University Policies S10-6, S11-1, and S15-5. University Policy S16-16 was approved and signed by Interim President Susan W. Martin on May 17, 2016.

S16-16 was amended by S19-2 on September 11, 2019. The Amendment A was approved by President Mary A. Papazian. This policy amended the membership of many Senate Committees.

S16-16 was amended by SM-F19-1 (Amendment B) in September 2019. SM-F19-1 modified the membership of the ADRRC.

S16-16 was temporarily amended by University Policy S20-7 (Amendment C) on April 2, 2020 due to COVID.

S16-16 was temporarily amended by Amendment D on December 8, 2020 due to COVID.

At its meeting of May 8, 2023, the Academic Senate approved Amendment E to University Policy S16-16. Amendment E was approved and signed by President Cynthia Teniente-Matson on June 20, 2023. Amendment E is incorporated below.

University Policy

Academic Notice, Administrative Academic Probation, and Disqualification

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I. Glossary of Terms

Academic Notice (formerly Academic Probation): academic standing category for students with a SJSU cumulative GPA below 2.0 (undergraduates) or 3.0 (graduate students)

Academic Disqualification: academic standing category for students on academic notice who have not met the criteria to remain on continued notice (term GPA of at least 2.0 for undergraduates, at least 3.0 for graduate students), or return to good academic standing (SJSU cumulative GPA of at least 2.0 for undergraduates, at least 3.0 for graduate students)

Academic Standing: status applied to student record based on GPA; categories include good standing, academic notice (formerly academic probation), continued notice (formerly continued probation), academic disqualification, administrative academic probation, and administrative academic disqualification

Administrative Academic Probation: students are placed in this category by appropriate campus authorities based on unsatisfactory academic progress toward their degree program or if there are noted behavioral or safety concerns

Administrative Academic Disqualification: students are subject to administrative academic disqualification if they fail to meet the criteria defined in their administrative academic probation notice, or in the case of serious concerns about the safety or well-being of the student or others in certain course contexts such as clinical, laboratory, or fieldwork courses (see policy for details)

ADRRC: Academic Disqualification and Reinstatement Review Committee, Academic Senate committee that serves as a review and appeals committee for various policies and student petitions

Continued Notice (formerly Continued Probation): academic standing category for students with a term GPA of at least 2.0 (undergraduates) or 3.0 (graduate students), but a SJSU cumulative GPA below that threshold

Former Student Returning (FSR): a student who attended SJSU as a matriculated student and is seeking to return following disqualification or a stop-out period

GPA (Grade Point Average): Various Grade Point Averages are utilized to evaluate a student's standing

All College GPA: the GPA for all courses taken at all higher education institutions attended

Major GPA: the GPA for all required courses in the major program; can include courses required in preparation for the major (as defined by the program, in the Academic Catalog)

Term GPA: the GPA earned in a specific academic term (e.g., fall semester, spring semester)

SJSU cumulative GPA: the GPA for all courses taken at SJSU

Open University: option for non-matriculated students to take SJSU courses, if seats are available; students who have been disqualified may take courses through Open University to improve their SJSU cumulative GPA

Post-Baccalaureate (PBXT): category of students who have earned a Bachelor's degree and are not currently matriculated in a graduate program

Readmission: the process by which students apply for admission to the university after being disqualified and reinstated. Special consideration is given to Former Students Returning (FSRs) through the FSR Petition for Readmission

Reinstatement: the process by which students may return to academic good standing, or academic notice, after being disqualified. Note that students must also be readmitted to the university to be eligible to continue as a matriculated student at SJSU

II. Undergraduate Students

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

A. University Academic Notice and Continued Academic Notice

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

Undergraduate students on academic notice will remain on continued academic notice when the following term GPA is 2.0 or better, while the SJSU cumulative GPA remains below 2.0. The continued academic notice

status is shown on the transcript and is treated like academic notice in terms of academic standing.

First year students¹ who have not returned to good standing will remain on academic notice and are not subject to disqualification until they have attempted 30 units at SJSU or have completed three semesters, whichever comes first.

The Registrar's Office will notify students who are placed on academic notice when term grades are posted. The notification will include a referral of the students to their advisors for consultation. Undergraduate students on academic notice may have restrictions placed on their total unit load until they return to good standing.

Undergraduate students on academic notice or continued academic notice will have holds placed on their records and will not be allowed to participate in further registration activities until they have conferred with their academic advisor(s) to design a study plan to raise their SJSU cumulative GPA to at least 2.0 in the most expeditious manner. The registration hold will continue until the student returns to good standing.

Undergraduate students will remain on academic notice or continued academic notice until they return to good standing or are disqualified. They are removed from academic notice and returned to good standing when the SJSU cumulative GPA is at or above 2.0. Academic standing will be updated when a change affecting the SJSU Cumulative GPA is made to the academic record, such as the addition of new grades (following a Fall, Spring, or Summer term) or approval of a petition for a grade change or retroactive course drop or semester withdrawal.

Special Session programs, including SJSU Online, may have their own calendar/process for placing students on academic notice or continued academic notice and disqualification. Programs should have their process approved by the ADRRC.

B. University Academic Disqualification

¹ First year students are defined as first-time students who have attempted up to 30 units at SJSU. Transfer students are not included in this category.

Undergraduate students on academic notice or continued academic notice will be academically disqualified when the term GPA for a Fall or Spring semester is below 2.0. The disqualified status is shown on the transcript. First year students will not be disqualified before they have attempted 30 units at SJSU or have completed three semesters, whichever comes first; instead, students will be placed on continued academic notice until 30 attempted units are reached.

C. **Reinstatement following Academic Disqualification**

Undergraduate students disqualified from the university can petition to be reinstated. Reinstatement is a process separate from readmission.

Readmission requires reapplication to the university. Readmission is the process by which a student is returned to the university. Reinstatement is the process by which a student is returned to the original major or a different major. University Policy F12-7 provides a mechanism to give Former Students Returning (FSRs) priority for readmission as upper-division transfers. This is a separate petition process with its own deadlines distinct from those pertaining to university application deadlines and to reinstatement petition deadlines.

The reinstatement petition and FSR petition processes include department and college-level approvals. Reinstatement on academic notice requires, additionally, the signature of the Associate Dean of Undergraduate Education. For undergraduates, reinstatement into the university does not guarantee reinstatement into the previous major. Undergraduate students who do not obtain department or college-level approval for reinstatement into their previous majors may petition for reinstatement into new majors or into an undeclared status, if eligible. The ADRRC is charged with establishing and evaluating the guidelines for reinstatement.

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

1. **Raising the SJSU Cumulative GPA to 2.0 or Better.** Generally, the SJSU cumulative GPA is raised through SJSU Open University coursework, although retroactive (after the last day of classes) actions by students, such as completion of Incomplete ("I") grades or course drops, can also raise the SJSU cumulative GPA.
2. **Extenuating Circumstances.** Reinstatements in this category will be

granted only for serious and compelling circumstances that were clearly beyond a student's control and are clearly documented in the petition. The criteria for approval under this category are similar to those required for a retroactive course drop or retroactive semester withdrawal. Sometimes the approval of such retroactive petitions will raise the SJSU cumulative GPA to 2.0 or better (good academic standing), thus shifting to a Category 1 approval.

3. **Special Consideration.** This category is reserved for students whose petitions cannot be accommodated within the other categories. Typically, such students have spent substantial time (five years or more) away from SJSU since their disqualification and can demonstrate that their life experiences have prepared them for a successful return to school. Generally, students must be eligible for readmission on academic notice prior to approval under this category. Multiple reinstatements under this category are rarely granted.
4. **Petitioned Grade Change.** This category is reserved for changes in grade approved under Section III (Grade Appeal) and Section IV (Change of Grade) of University Policy S09-7. If a timely grade change results in an increase in the term GPA or in the SJSU cumulative GPA to 2.0 or better, the student may qualify, not only for reinstatement under this category, but also for the rescinding of the academic standing of academic notice or disqualification (meaning that the academic standing is removed from the transcript). The rationale for the rescinding of academic standing is that the instructor and not the student made the error that led to an incorrect posting of academic standing. Generally, the grade change must be made by the Drop Deadline of the following Fall or Spring semester. Further extension of this deadline will be considered only when there is documentation of the student's attempt(s) to contact the instructor and/or the department chair, and the late submission of the change of grade form is clearly beyond the student's control, as described in University Policy S09-7.

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

D. Administrative Academic Probation and Disqualification

Per Sections 41300.1 Title 5, “An undergraduate... student may also be placed on academic probation or may be disqualified by appropriate campus authorities for unsatisfactory scholastic progress regardless of cumulative grade point average or progress points. Such actions shall be limited to those arising from repeated withdrawal, failure to progress toward an educational objective and noncompliance with an academic requirement...” Further, a student may be placed on administrative academic probation if there are noted behavioral or safety concerns.

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

Transcript Notation. Both administrative academic notice and administrative academic disqualification status will be shown on the transcript.

Academic Progress in the Major². Most instances of administrative academic probation and disqualification result from academic notice and disqualification in the major.³

² Definition of Major. For the purposes of this policy, “major” means a unique degree program. Specifically, each individual concentration is a degree program. For example, there is only one individual type of baccalaureate degree in the College of Business, the B.S., Business Administration. There are, however, multiple concentrations, many of which have different criteria related to probation and disqualification, change of major, and (re)admission to the major. Each of these concentrations is treated as its own major.

³ Supporting Student Success. Although it may seem harsh to disqualify students from the majors of their choice, in many instances, students will be well served by such departmental policies. For example, there are many students who barely progress through their major degree programs, only to discover when they are high unit seniors that they are unable to complete key upper-division or capstone courses, or they have major GPAs well below 2.0 even though their SJSU cumulative GPAs are above 2.0. It is better for students to discover early in their degree work that either they need to demonstrate improvement in courses leading to the major or they should find another major more suited to their talents and interests. All policies developed to be consistent with this policy will still require advising and student support structures (tutoring, counseling, etc.) to function as intended. Academic notice and disqualification in the major, at its best, can provide a mechanism to

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

Program-Level Criteria. Undergraduate programs must ensure that program-level criteria and the consequences of being placed on Administrative Academic Probation and disqualification are clearly communicated to all students within the concerned majors. At a minimum, criteria in addition to or differing from university regulations must be posted on departmental and/or program websites and any other program documents, such as student handbooks.

E. Academic Notice in the Major and Disqualification from the Major.

1. Academic Notice in the Major

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

Departments and schools must notify students in writing of (new) academic notice in the major or disqualification from the major status

compel struggling students to recognize areas for improvement, successfully negotiate hurdles, and get back on track. Alternatively, such policies can help students realize early in their academic careers that they should be exploring other majors and possible careers prior to spending a great deal of time and money pursuing a major that is a poor fit. In summary, well-designed and well-implemented policies for academic notice and disqualification in the major will be beneficial as an early warning system for students and enhance retention and graduation efforts more generally.

no later than two weeks following the posting of university academic standing. They must also be provided with the conditions for release from administrative academic probation and the circumstances that would lead to administrative academic disqualification should the student not return to good standing. There should be a mechanism to permit return to good standing from academic notice. Undergraduate students must be advised to meet with an advisor in the major to design a study plan to raise their major GPA to 2.0 in the next semester of enrollment.

2. Disqualification from the Major

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

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

3. Guidelines and Criteria for Programmatic Academic Notice and Disqualification

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

- a. Admission requirements and degree requirements are different. Admission to an impacted degree program may include supplemental criteria such as a GPA greater

than the 2.0 threshold. However, once a student is admitted to a major, the degree requirements must be limited to “C or better” for undergraduates (Title 5).

- b. Following a disqualification from the major, reinstatement to the major may include course grades or GPA requirements higher than the standard thresholds. In effect, students seeking such reinstatements are being admitted to the major again and may be held to higher standards than are required to complete a degree. This is especially appropriate for impacted majors that already apply supplemental criteria for admission of new students to the major.

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

- a. Approved course drops or semester withdrawals (W grades) are considered to be without prejudice and should not be counted as an attempt at a course if the program restricts the number of attempts of a course (per University Policy S09-7).
- b. If grade forgiveness is allowed (undergraduates only), then the repeat grade must be considered without prejudice (as implicit

in University Policy F08-2).

- c. If grade forgiveness is not possible when a course is attempted multiple times, the university will use grade averaging in computing the all applicable SJSU GPA (per University Policy F08-2). A program may also do this or may consider the final attempt at the course or the highest grade in the course for the purposes of the major GPA or to satisfy any requirements prior to completion of the major.
- d. If the course in question is offered by another department, the program may choose to consider only the first two attempts in determining academic notice or disqualification status. Clearly, the major department cannot restrict the number of times a student enrolls in a course offered by another department, but it is permitted, for instance, to ignore the grade from a third attempt to pass a class with a C or better.

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

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

satisfy certain conditions, which, if not met, may lead to disqualification from the major degree program without an intervening term on academic notice. Cohort programs must provide in their policies a reasonable accommodation for students who must stop out for legitimate reasons.

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

4. Reinstatement to the Major

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

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

5. Petitions

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

III. Graduate, Post-baccalaureate, and Credential Students

A. University Academic Notice and Continued Academic Notice

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

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

Distinction between SJSU Cumulative GPA (as shown on the transcript) and Degree Program GPA (as shown on the candidacy form). All upper-division (100 level) and graduate-level (200 level) courses, including SJSU Open University courses taken while in a GRAD career, will be used in the calculation of SJSU cumulative GPA. Courses from other institutions, and courses from the SJSU undergraduate career will not be counted in the graduate SJSU cumulative GPA. In addition, the degree program GPA among all of the courses that appear on the candidacy form taken in a GRAD career must also be a minimum of 3.0 for degree conferral. SJSU courses taken at the lower-division level (numbered below 100) will be shown on the student transcript but cannot be used to satisfy graduate degree requirements and will not be included in the SJSU cumulative GPA and degree program GPA calculations.

The Registrar's Office will notify students who are placed on academic notice when term grades are posted. The students will also be advised of conditions required for return to good standing, the consequences of not maintaining a term GPA of 3.0, and the necessity of conferring with their graduate advisor.

Graduate and credential candidates will remain on academic notice or continued academic notice until they return to good standing or are disqualified. They are removed from academic notice and returned to good standing when the SJSU cumulative GPA is at or above a 3.0. Academic

Standing will be updated when a change affecting the SJSU cumulative GPA is made to the academic record, such as the addition of new grades (following a Fall, Spring, or Summer term) or approval of a petition for a grade change or retroactive withdrawal.

Completion of all Degree or Credential Requirements

While on Academic Notice. Enrollment in at least one letter-graded course is required of graduate students in each Fall and Spring term that they are on academic notice.

If a graduate student does not complete the graduate degree program with the minimum 3.0 GPA in the candidacy coursework, the student's program may terminate the candidacy or permit completing additional courses in an attempt to raise the degree program GPA in the program to the 3.0 threshold. When the student's program department recommends the latter, 30% of the total units in the major may be added to the candidacy form, but this total is for the entire duration of the graduate career. The additional courses can be ones already taken or courses to substitute for elective courses on the candidacy form. Note that the original grade, even with a substitution, cannot be eliminated but instead grade averaging is used in GPA calculations. Any course with a grade less than a "B" may be repeated at the graduate level, but no more than 9 units in the graduate career, no matter the number of units required in the degree program, can be repeated per University Policy F08-2.

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

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

B. University Academic Disqualification

Graduate students on academic notice or continued academic notice will be academically disqualified when the term GPA for a Fall or Spring term is below 3.0. The disqualified status is shown on the transcript.

C. **Reinstatement following Academic Disqualification**

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

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

1. **Raising the SJSU Cumulative GPA to 3.0 or Better.** The SJSU cumulative GPA can be raised through SJSU Open University coursework as part of a Program of Study (see below), although retroactive (after the last day of classes) actions by students, such as completion of Incomplete ("I") grades or course drops, can also raise the SJSU cumulative GPA.
2. **Extenuating Circumstances.** Reinstatements in this category will be granted only for serious and compelling circumstances that were clearly beyond a student's control and are clearly documented in the petition. The criteria for approval under this category are similar to those required for a retroactive (course) drop or retroactive (semester) withdrawal. Sometimes the approval of such retroactive petitions will raise the SJSU cumulative GPA to 3.0 or better (good academic standing), thus shifting to a Category 1 approval.
3. **Special Consideration.** This category is reserved for students whose petitions cannot be accommodated within the other categories. Such students will typically have spent substantial time (five years or more) away from SJSU since their disqualification and can demonstrate that their life experiences have prepared them for a successful return to school.

Because this category of reinstatement exists to give students a fresh start on their degree pursuit, past grades that led to the previous disqualification should not hinder a student's progress through the newly begun degree program. Circumstances could exist in which the original scholastic performance was so poor that, even with excellent progress through the new degree program, the GPA could not be returned to a 3.0 level. This can be effected by means of a Disregard of All Previous Graduate Coursework for Reinstatement Petition. The corollary to this benefit is that none of the disregarded coursework may be used in the new degree program. By the same token, no other courses from any source may be transferred into the new degree program.

4. **Petitioned Grade Change.** This category is reserved for changes in grade approved under Section III (Grade Appeal) and Section IV (Change of Grade) of University Policy S09-7. If a timely grade change results in an increase in the term GPA or in the SJSU cumulative GPA to 3.0 or better, the student may qualify not only for reinstatement under this category, but also for the rescinding of the academic standing of academic notice or disqualification (meaning that the academic standing is removed from the transcript). The rationale for the rescinding of academic standing is that the instructor and not the student made the error that led to an incorrect posting of academic standing. Generally, grade change must be made by the Drop Deadline of the following Fall or Spring semester. Further extension of this deadline will be considered only when there is documentation of the student's attempt(s) to contact the instructor and/or the department chair, and the late submission of the change of grade form is clearly beyond the student's control, as described in University Policy S09-7.
5. **Program of Study.** A graduate student must confer with their graduate advisor to develop a schedule of classes appropriate to the student's major. The courses must consist of a minimum of 6 units taken in a single term. They must be letter graded, upper division (100-level), and taken through SJSU Open University or SJSU's Extended Studies summer term. The 100-level courses may or may not be part of the graduation requirements for the student's degree program. The advisor may require more than 6 units of coursework but no more than 9 units. (International students must also work with

an advisor from International Student and Scholar Services before their program of study is approved to ensure that their plan satisfies F-1 visa requirements.)

Graduate (200-level) courses are not permitted in the program of study, and disqualified students cannot enroll in 200-level courses. *Courses taken prior to approval of the program of study via submission of the Graduate Petition for Reinstatement will not be accepted.* Also precluded from the program of study are courses taken at another university, 300-level, 400-level, or 500-level courses, and lower- division courses. If the student plans to pursue a different degree program upon readmission to the university, the program of study must be applicable to the new major, be developed in conjunction with the graduate program coordinator in the new major, and demonstrate the student's capacity to complete the new graduate degree requirements. If a course on an approved program of study becomes unavailable, another reinstatement petition must be submitted and approved immediately after enrollment in a substitute course. Once the program of study has been completed successfully with a minimum GPA of 3.3 ("B+") with no course grades lower than a "B," the student will be reinstated and, after reapplication to the university, readmitted to the university and the degree program. Should the student fail to achieve the minimum GPA of 3.3 in the program of study, additional programs of study are permissible with entirely new classes and consent of the graduate program coordinator of the major they intend to matriculate into.

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

Graduate students reinstated following university disqualification normally return on academic notice. Subsequently, they must achieve a term GPA of 3.0 or better each fall, spring or summer term following readmission until their SJSU cumulative GPA is 3.0 or higher. Failure to attain a minimum term GPA of 3.0 will result in a second and final disqualification.

D. Administrative Academic Probation and

Disqualification

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

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

As with academic notice and disqualification, administrative academic probation must precede administrative academic disqualification in all but the most exceptional circumstances (see below). In most cases, a direct reassignment from good standing to disqualification is prohibited. In other words, at least one semester of academic probation that is initiated by the department and approved by the College of Graduate Studies is required prior to disqualification from the university. The underlying philosophical premise is that students should be placed on notice prior to disqualification. For example, a substandard grade in one course could not result in disqualification; rather, the student would be put on administrative academic probation and afforded the opportunity to repeat that class. Passage of the repeated course with the required grade would result in the return of the student to good standing. Programs can limit the number of semesters on academic probation in the student career to as few as one.

Program-Level Criteria. Graduate programs must ensure that program-level criteria and the consequences of being placed on Administrative Academic Probation and disqualification are clearly communicated to all students within the concerned degree programs. At a minimum, criteria in addition to or differing from university regulations must be posted on departmental and/or program websites and any other program documents, such as student handbooks.

Transcript Notation. Both administrative academic probation and administrative disqualification status will be noted on the transcript.

1. Administrative Academic Probation

Departments and schools must notify students in writing of (new) probation no later than two weeks following the posting of university academic standing. Students must also be provided with the conditions for release from administrative academic notice and the circumstances that would lead to administrative academic disqualification should academic notice not be cleared. There should be a mechanism to permit return to good standing from academic probation. Graduate students must be advised to meet with an advisor or program coordinator in their program to design a plan to return to good standing. When administrative-academic probation occurs, students will be notified of the reasons in writing by the program with copies delivered to the Associate Dean of Graduate Studies and the Registrar.

2. Administrative Academic Disqualification

When administrative academic disqualification occurs, students will be notified of the reasons in writing by the program with copies delivered to the Associate Dean of Graduate Studies and the Registrar.

3. Guidelines and Criteria for Administrative Academic Probation and Disqualification at the Program Level⁴

⁴ Examples. Among the standards that a program might make mandatory is the achievement of grades of "B" in every class or in particular classes with a stipulated number of repetitions permitted. Similarly, an acceptable standard would be to require a "CR" in field, student teaching, or internship courses with a stipulated number of "NC" grades allowed for repetition. In addition, graduate students are expected to make reasonable progress through their degree program. One cannot, for example, have been admitted to one program but take no courses in it while taking courses in a second program. Usually, graduate students must successfully form a master's or doctoral committee. While the program should make every attempt to aid a student in forming a committee, the inability to do so would be grounds for dismissal from the program.

Qualifying or Comprehensive Exams. Graduate programs in which qualifying or comprehensive exams must be passed, must have policies governing program-level exam procedures available to all students and must be posted on departmental and/or program websites and any other program documents, such as student handbooks. Important information such as the number of times an exam may be attempted or remedial work to be completed in response to failing an exam must be available.

Maximum Course Grade or GPA Requirements (Title V).

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

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

Restrictions on Course or Unit Load Per Semester. Programs may restrict a student to two attempts of any course offered by the program. The university rules for repeating courses should be followed unless the program chooses to be more lenient than the university. Such criteria may be set as a minimum or maximum. For example, cohort programs may require that a minimum number of courses/units be taken each semester in order to best utilize resources or to ensure that the program is completed in a timely manner. Alternatively, setting a maximum number of units may make sense for students on academic notice.

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

- b. For graduate students, the university will use grade averaging in computing the SJSU cumulative GPA (per University Policy F08-2).
- c. If the course in question is offered by another department, the program may consider only the first two attempts in determining academic notice or disqualification status. The program cannot restrict the number of times a student enrolls in a course offered by another department, but it is permitted to ignore the grade from a third attempt to pass a class with a "B or better."

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

- a. In clinical courses, laboratory courses, student teaching assignments, or other types of programmatic requirements, there may be such serious concerns about the safety or well-being of the student, other students, clients, patients, and so forth, that repetition of the courses is not reasonable. For such courses or programmatic experiences, departments may establish "no repeat" policies, i.e., a course may not be repeated if not passed on the first attempt. However, the "no repeat" option would not have to be in place to disqualify a student from a course. In clinical or lab settings in which safety or well-being are severely compromised, an instructor may disenroll a student from the course, which may lead to disqualification from the major. In general, the immediate move from good standing to disqualification (without a term of academic notice in between) should be associated with the inability to satisfy a specific course requirement on the first and only allowable attempt, not with a less specific programmatic requirement. Unless clearly falling into the category described here, courses by which immediate disqualification can be imposed must be approved in advance by the ADRRC.
- b. A program can disqualify a student without a probationary period for behavior that fails to comply with professional standards of conduct appropriate to the field of study. This conduct could occur in or out of class. It must be highly

egregious for the disqualification action to be taken. Generally, a department will base its decision on a student's failure to comply with a written set of professional standards in the field of study. The disqualification is appealable through ADRRC.

- c. Conditional acceptance to a program is, in effect, acceptance under academic notice. Typically, a specified set of courses or requirements must be passed prior to being classified in the program. There may be time limits or unit limits established to satisfy the conditions, which, if not met, may lead to disqualification without an intervening term on explicit academic notice. Cohort programs must provide in their policies a reasonable accommodation for students who must stop out for legitimate reasons.
- d. Teaching credential students do not receive a degree from SJSU and are subject to the regulations of the state legislature and licensing agency. Credential courses that exceed the seven-year limit cannot be revalidated. As with graduate master's degree programs in the CSU, the SJSU cumulative GPA and degree program GPA on the candidacy form must be at 3.0 or above for completion. In the case of credentials, a recommendation from the university to the state credentialing agency would be withheld without the requisite GPA. Students who fail to achieve this level of scholastic success or who are deemed dispositionally unsuitable for a teaching career can be precluded by the program from repeating courses or taking other courses to raise the GPA and so are effectively permanently terminated from the university without the credential recommendation.

4. Reinstatement after Administrative Academic Disqualification

Without compelling reasons, administratively academically disqualified graduate students may not be reinstated to the major from which they were dismissed.

Should a graduate student wish to be considered for admission into a different program, they may apply for readmission to the university in

the new program. Disqualified students may not take graduate-level courses through SJSU Open University or SJSU Extended Studies.

IV. Appeal of Administrative Academic Notice or Disqualification for Undergraduate and Graduate Students

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

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

In cases of extenuating circumstances, a student must present evidence of such circumstances beyond their control that disrupted previously satisfactory academic performance, and documentation that such conditions will no longer affect academic performance.

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

- A. **Student Appeal Filing.** Students must submit a written appeal to the appropriate appeals officer of the ADRRC, the Associate Dean of Undergraduate Education or of Graduate Studies, within one calendar month after the start of the succeeding Fall or Spring semester. The student name, ID, contact information (email and phone), unofficial transcript, and a personal statement must be included.
- B. **Validity of Appeal.** The appeals officer is afforded the authority to determine whether adequate grounds exist for a formal hearing. The appeals officer will conduct a review to determine whether the student has been treated according to the approved departmental/school policy (that is,

whether policy has been faithfully executed by the department or school), whether the student was adequately and reasonably informed of the policy, whether an adequate and persuasive written record of actionable student conduct was constructed, and whether the student's conduct and/or course grade makes them subject to the consequences of the policy. If the case cannot be settled by consultation with department/school advisors or program coordinators and if the complaint is based on violation of an approved departmental policy that the ADRRC deems to be confusing, unclear, or unfair, then the ADRRC will form a subcommittee and schedule a hearing, normally within 45 working days of receiving the student appeal.

- C. **Subcommittee Structure.** The subcommittee will be chaired by the Associate Dean of Undergraduate Education or Graduate Studies, based on the student career, and they will also be a voting member. The subcommittee will further consist of one college Associate Dean as a second voting member, chosen on a rotating basis. The Associate Dean of the college in which the student's program resides will also serve, but as a nonvoting member. The third voting member, again on a rotating basis, will be an ADRRC member who is not an Associate Dean.
- D. **Hearing Rules.** Documentation can be submitted by either party but must be disclosed to the other party. Testifying individuals may include the student complainant, the department chair/school director or a designee, and other individuals requested by either party if deemed relevant by the subcommittee chair. Nontestifying individuals present for emotional support or legal representation may not speak unless directly addressed.
- E. **Decisions.** Unless additional testimony or significant investigation is needed following an appeal hearing, the ADRRC subcommittee will notify the student of its decision in writing within 10 working days. Of the three voting members of the subcommittee, a majority is needed for a decision.

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

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**S16-17, University Policy, Academic Certificate Programs:
Review and Approval Process**

**Legislative History: Rescinds S12-5, S13-10, Amended by
Amendment A to University Policy S16-17**

At its meeting of May 9, 2016, the Academic Senate approved the following policy recommendation presented by Senator Mathur for the Curriculum and Research Committee. University Policies S12-5 and S13-10 provide the review and approval process for the current certificate process at SJSU. However, problems have arisen with undergraduate and graduate admissions, the use of Open University within certificates, and the review process timeline of certificate proposals within committees. Therefore, this policy replaces S12-5 and S13-10 and requires that all certificate programs at SJSU be reviewed and approved under the new process outlined in the attached guidelines, and that all existing certificate programs that predate the adoption of this policy also be reviewed and approved under these guidelines within two years. Interim President Susan W. Martin signed and approved S16-17 on May 17, 2016.

On December 5, 2022, the Academic Senate approved Amendment A to S16-17. Amendment A updates reporting and oversight roles to match current university structures and adds language intended to better define basic and advanced certificates, provides safeguards for students stacking certificates to complete a master's degree, clarifies double counting of courses for more than one certificate, defines expiration of courses for certificates, and corrects an error in the description of grade averaging. On December 9, 2022, Interim President Steve Perez signed and approved Amendment A to S16-17. Amendment A is incorporated below.

**University Policy
Academic Certificate Programs: Review and Approval
Process**

Rationale:

Executive Order #806 from the Chancellor's office provided a framework for offering certificate programs and encouraged the development of such programs. The existing certificate policies, S12-5--Policy Recommendation, Review and Approval

Process for Academic Certificate Programs and S13-10--Policy Recommendation, Modify the Review and Approval Process for Academic Certificates, provide the review and approval process for the current certificate process at SJSU (including earning certificates through Open University). As described in Title 5, California Code of Regulations, Section 40400 provides that the Board of Trustees, upon recommendation of the faculty of a campus, shall issue a certificate to a student who has completed the prescribed course of study. After implementation of our certificate policies in the last three years, problems have arisen with undergraduate and graduate admissions, the use of Open University within certificates, and the review process timeline of certificate proposals within committees.

- Resolved:** That the following be adopted as policy; and be it further
- Resolved:** That all certificate programs at San José State University must be reviewed and approved under the process outlined in the attached guidelines; and be it further
- Resolved:** That, within two years, certificate programs that predate the adoption of this policy must be reviewed and approved under the attached guidelines; and be it further
- Resolved:** That only certificates from approved certificate programs can be awarded and posted on transcripts.

Certificate Guidelines

Types of Certificate Programs

- 1) Certificate programs are defined as any program in which some form of recognition from San José State University is awarded to participants. Two general categories of certificate programs exist, Academic and Other (defined below) but only the former is the subject of this policy.
- 2) Academic certificate programs
 - a) **Definition:** Certificate programs are classified as “Academic” if students receive academic credit for any courses in the program.
 - b) Types of Academic certificate programs
 - i) Basic (undergraduate level)
 - (1) **Definition:** A basic certificate program provides opportunities for students to pursue specialized, often pre-professional, focused educational objectives that may be separate from a degree program.
 - (2) **Jurisdiction:** Basic certificate programs (stateside and self-support) are under the jurisdiction of the Undergraduate Studies (UGS) Committee and administered by the Office of Undergraduate Education (UE).
 - ii) Advanced (graduate level)
 - (1) **Definition:** An advanced certificate program offers post-baccalaureate students coursework leading to a specific, applied, focused goal.
 - (2) **Jurisdiction:** Advanced certificate programs (stateside and self-support) are under the jurisdiction of the Graduate Studies and Research (GS&R) Committee and administered by the College of Graduate Studies (CGS).
- 3) Other certificate programs
 - a) **Definition:** Certificate programs are classified as “Other” if no academic credit or grade is required to be awarded for completion of courses in the program. Professional development units are not considered academic credit.
 - b) **Jurisdiction:** College of Professional and Global Education (CPGE) oversees these certificates.

General Guidelines for Academic Certificate Programs

- 1) Academic certificate programs must be credit bearing and must go through the curricular review process overseen by the University Curriculum Office.
- 2) Academic certificate programs should establish at least one advisor or director to oversee certificate programs within the unit.
- 3) All academic certificates must be conferred by the University and not by an individual department or program. University oversight includes listing in the catalog, evaluation and record of completion, and issuance of the certificate of completion.

Specific to Academic Basic Certificate Programs

Requirements

- 1) Basic certificate programs must include a minimum of 9 units and maximum of 18 units of coursework. Programs may require that all prerequisite coursework has been completed prior to enrolling in the basic certificate program. At least 6 units must be completed at SJSU. At least 50% of coursework counted toward the certificate must be letter graded.
- 2) Basic certificate programs may include lower-division and upper-division courses numbered 1 through 199.
- 3) A clearly stated assessment plan with learning outcomes must be included in the certificate proposal.
- 4) Basic certificates are available to matriculated students (regular or special session status).
- 5) Generally, a maximum of 33% of basic certificate units (e.g., 3 units for a 9-unit certificate) can be completed in non-matriculated status at SJSU with approval from the department or school. In some cases, a basic certificate may be completed entirely through Open University if the student has completed a Bachelor's degree and received approval from the department or school.
- 6) Unless otherwise stated in the catalog, courses taken as part of an SJSU Academic Certificate program can be applied to an approved major, minor, or emphasis program subject to SJSU policies. Unless otherwise stated in the catalog, courses taken for a major or minor may be applied to a basic certificate program upon approval from the basic certificate program advisor/director.
- 7) Students must have a minimum GPA of 2.0 in basic certificate coursework in order to be awarded a certificate. However, departments or comparable units may elect to set more stringent standards to ensure the quality of certificate holders with respect to the program.
- 8) The advisor/director of the program is responsible for verifying a student's satisfactory completion of the academic requirements established for the program and for forwarding a copy of the certificate completion form to the Office of the Registrar. The Office of the Registrar records the completion of the program on the student's transcript.

Specific to Academic Advanced Certificate Programs

Requirements

- 1) Advanced certificate programs must include a minimum of 9 units and maximum of 18 units of coursework. At least 50% of coursework counted toward the certificate must be letter graded.
- 2) Advanced certificate programs must consist of courses numbered 100 through 299 and/or 500-599, with at least 3 units of coursework numbered 200 or higher.
- 3) A clearly stated assessment plan with learning outcomes must be included in the proposal.
- 4) With the approval of the department or school, units may be applied to both an advanced certificate program and a graduate degree program offered by the department. A maximum of 3 units of coursework may be applied to two different advanced certificates as long as there are at least 9 unique units in each certificate.
- 5) All advanced certificate programs must be constructed solely with courses taken through San José State University.
 - a) Students must maintain a minimum GPA of 3.0 in all advanced certificate coursework, with no less than the grade of "C" in any course. A maximum of 4 units of coursework with a grade of "C" can be applied toward an advanced certificate.
 - b) A maximum of 4 units of coursework may be repeated. If a course is repeated, grade points and units from all attempts shall be included in the calculation of the student's SJSU cumulative GPA and overall GPA, as described in F08-2.
 - c) Generally, a maximum of 33% of advanced certificate units (e.g., 3 units for a 9-unit certificate) can be completed in non-matriculated status at SJSU with approval from the department or school. In some cases, an advanced certificate may be completed entirely in non-matriculated status if the student has received approval from the department or school and the Associate Dean of Graduate Programs in the College of Graduate Studies.
 - d) A maximum of 30% of any graduate degree program units (e.g., 9 units for a 30-unit Master's degree) can be completed from another institution or units from Open University (including advanced certificate courses) at SJSU with approval from the department or school.
 - e) The choice of grading requirements may have implications for transferability to degree programs.
- 6) These guidelines constitute minimum standards for advanced certificate programs; departments may propose additional requirements for approval by the GS&R Committee.
- 7) Departments/programs offering advanced certificate programs must have their advanced certificate students complete an intake form and submit an official transcript(s) (noting the completion of a U.S. bachelor's degree from an accredited institution or the equivalent of a U.S. bachelor's degree from an accredited and/or

recognized institution from a foreign country). Students must have an undergraduate GPA of at least 2.5 (where A=4). A department or program can propose more restrictive requirements subject to approval by the GS&R committee.

- a) Non-matriculated students who complete an advanced certificate program solely through Open University are required to send copies of this documentation to CPGE wherein this information will be retained and tracked by CPGE. Matriculated advanced certificate students that go through a formal university admissions review will have the said documentation retained and tracked at the Graduate Admissions and Program Evaluations (GAPE) office within CGS.
 - b) Departments/programs offering advanced certificate programs may specify subject matter and/or coursework prerequisites for entrance into the certificate program. Such prerequisites must be listed in the university catalog. Prerequisite courses or equivalent experience must demonstrate current and appropriate preparation as determined by the program. All other grading regulations of the graduate school apply to the courses in the certificate programs (e.g., the prohibition against taking graded classes pass/fail).
 - c) Where appropriate, some form of portfolio presentation, performance audition, or other evidence of specific competence may be required by departments. Such criteria will also be listed in the catalog.
- 8) The advisor/director of the certificate program is responsible for verifying information in the student's intake form and the student's satisfactory completion of the academic requirements established for the program and for forwarding the certificate completion form to GAPE. After a review and evaluation, GAPE then records the completion of the program onto the student's transcript.
 - 9) Courses taken in the advanced certificate program expire 7 years from the point of grade posting. A maximum of 3 units may be revalidated in accordance with S17-7, if permitted by department or program policy, for an advanced certificate program. The student must have earned at least a "B" grade in a course to revalidate it. The department that offered the class must administer an assessment of the student's knowledge. The assessment could be an oral exam, written exam, research paper, or of any other kind of format approved by the department. The assessment must be evaluated by the faculty member who taught the original course, by one who has taught the course at another time, or by one who has reasonable knowledge of the course content. Note that any course(s) that may be applied to a graduate degree program are also subject to expiration 7 years from the date of original grade posting.

Process for Proposing and Reviewing Academic Certificate Programs

- 1) All courses in a certificate program must undergo the normal course approval process prior to approval of the certificate course package.
- 2) Proposal Content:
 - a) SJSU College Dean Curricular Proposal Approval Form(s).
 - b) Brief statement of purpose.
 - c) Clearly stated learning outcomes mapped to coursework.
 - d) Catalog copy, which includes the following:
 - i. Brief statement of purpose.
 - ii. Admissions requirements.
 - iii. Course requirements.
 - iv. Any prerequisites for the certificate program.
 - v. Total number of units.
 - e) GPA needed to earn the certificate if other than a minimum of 2.0 for basic certificates and 3.0 for advanced certificates.
 - f) Program advisor.
 - g) For advanced certificates: number of units applicable (if any) to a degree and/or major depending upon matriculation status (with the caveat that the units may not be uniformly applied but require advisor consent).
 - h) For advanced certificates: if students are allowed to complete certificate courses through Open University, then the department/program must provide a justification for this pathway. The justification establishes that sufficient space will be available in the courses required for the certificate program.
 - i. This justification must comply with Executive Order #1099 which allows OU enrollment in state-supported courses on a space available basis after enrollment opportunities have been provided to state-support matriculated students.
 - ii. The justification must also comply with Executive Order #805 which states "enrollment or potential enrollment of non-matriculated students in state supported courses shall not be the basis of the addition for a course that would otherwise be canceled because of low enrollment of regular matriculated students".
 - iii. Departments/programs must go through a recertification process every five years that re-evaluates the justification for certificate completion through Open University. These recertification requests will need approval by the college deans, the Chair of GS&R, and the Provost. CGS will oversee this recertification process.
- 3) Submission process
 - a) Academic certificate programs (either basic or advanced) may be proposed by department, school or college curriculum committees.
 - b) Proposals may be submitted, reviewed, and approved at any time during the academic year.

- c) For entry into the catalog, the approval must be registered with the University Curriculum Office according to published catalog deadlines.

4) Review process for new proposals

The reviewing bodies are responsible for timely review and approval of academic certificate programs:

- a) Proposals from either department or college level curriculum committees are submitted to the appropriate department chair(s) or school director(s) for review.
- b) Upon approval, the department or school reviews are then submitted with a copy of the proposal to the appropriate curriculum committee(s) and college dean(s) for review and approval.
- c) Upon approval of the college deans, a copy of the proposal (along with reviews from departmental/school and deans) is submitted to the Chair of the appropriate operating committee.
 - i. If the program contains any 200 level courses, the materials are referred to the Chair of the GS&R Committee for review.
 - ii. If the program does not contain any 200 level courses, the materials are referred to the Chair of the UGS Committee for review.
 - iii. During duty days, within one week, the committee Chair will determine if the Committee needs to review the proposal. If no full committee review is required, the proposal and accompanying reviews are submitted to the Provost via the University Curriculum Office with a statement from the Chair specifying that a review from their committee was not necessary.
- d) If review by the appropriate operating committee is necessary, the Chair of the operating committee will send recommendations from the committees, along with the proposal and accompanying reviews, to the Provost via the University Curriculum Office.
- e) The Provost makes the final decision on whether or not to approve the certificate program.

5) Review process for existing certificate programs

- a) Substitution, deletion, or addition of courses to the program will need to go through the minor program change process in the University Curriculum Office.
- b) Certificates involving multiple programs will be assigned to a home department under which to be reviewed.

**SAN JOSÉ STATE UNIVERSITY
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S17-1, University Policy, Final Examinations, or Culminating Activities Policy

Legislative History:

At its meeting of February 13, 2017, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Instruction and Student Affairs Committee. This policy replaces S06-4 which required that all classes have a final examination or other appropriate culminating activity at the scheduled final examination time. There was concern that final exams were being rescheduled to times not allowed under S06-4. This policy clarifies final examinations and/or culminating activities policy and procedures. On March 7, 2017, President Mary A. Papazian signed University Policy, S17-1.

Replaces: S06-4

On September 30, 2024, the Academic Senate approved Amendment A to University Policy S17-1, Culminating Activities and Final Examinations Policy. On October 7, 2024, President Cynthia Teniente-Matson signed Amendment A to University Policy S17-1.

Amends: S17-1

University Policy

Final Examinations, or Culminating Activities Policy

Whereas, SJSU's final examination periods are among the longest in the CSU system; and

Whereas, Research shows that students, especially teenagers and young adults, are not the most effective academically in early morning hours. It suggests that taking early morning examinations is akin to taking examinations with jetlag, which can be problematic given that such final examinations and culminating activities may be a significant portion of a student's final course grade; and

Whereas, In response to this body of evidence, the State of California now requires high schools to begin no earlier than 08:30 AM; and

- Whereas**, Early exam times outside of business hours may make commutes challenging for students who rely on public transportation to arrive in time to take a final exam that begins at 07:15 AM, the current start time of final examinations; and
- Whereas**, Early morning examination times may also cause stress for students who have family obligations, such as childcare or eldercare, that are dependent on business hours; and
- Whereas**, Early morning examination periods may be assigned to classes that start as late as 10:25, which is significantly different than the normal class meeting times; and
- Whereas**, The current policy related to culminating activities and final examinations does not provide equal consideration for culminating activities other than final examinations, such as papers, projects, artistic works, presentations, or performances; and
- Whereas**, With the expansion of online coursework and programs, the policy should provide specific guidance on culminating activities and final examinations for online, hybrid, and asynchronous courses; and
- Whereas**, The current Excused Absence Policy ([S22-2](#)) should be clearly identified and applied within the context of culminating activities for culminating activities and final examinations; therefore, be it,

Resolved, That University Policy S17-1 be revised as follows.

Approved: September 22, 2024

Vote: 10-0-1

Present: Katelyn Gambian, Lisa Giampaolo, Yoon Chung Han, Resa Kely (non-voting), Amy Leisenring (non-voting), Ravisha Mathur, Kelly Masegian, Marco Meniketti, Soma Sen, Laura Sullivan-Green, Sidhant Sadawarti, Julian Vogel, Gregory Wolcott

Absent: Leonardo Brown, Eric Rollerson, Jon Tucker

Financial Impact: None

Workload Impact: Initial workload for Academic Scheduling to modify the current final exam schedule, as well as update relevant documentation. For the first two years of implementation there will be additional workload for Academic Scheduling. In addition, Academic Affairs will need to provide consistent communication throughout the division to ensure that faculty, students, and staff have access

to the updates within the policy.

Approved: April 29, 2024

Vote: 14-0-0

Present: Samuel Brown, Diya Doshi, Lisa Giampaolo, Estevan Guzman, Melinda Jackson (non-voting), Ravisha Mathur, Kelly Masegian, Gilles Muller, Sarab Multani, Iris Price, Eric Rollerson, Soma Sen, Jon Tucker, Julian Vogel, Gregory Wolcott

Absent: Amy Leisenring (non-voting), Romey Sabalius, Laura Sullivan-Green

Financial Impact: None

Workload Impact: Small initial workload for Academic Scheduling to modify the current final exam schedule, as well as update relevant documentation.

Original Policy:

Approved: November 14, 2016

Vote: 16-0-0

Present: Campsey, Kaufman, Khan, Medina, Medrano, Miller, Nash, Ng (non-voting), Perea, Sen, Simpson, Spica, Sullivan-Green, Trousdale, Walters, Wilson, Whyte

Financial Impact: None

Workload Impact: Small workload addition for chairs to educate and consult with faculty members about appropriate culminating experiences.

University Policy

Culminating Activities and Final Examinations

Faculty members are required to have a culminating activity for their courses. This applies to courses offered during Regular Session Fall and Spring¹, during intersessions (Winter and Summer terms), and in all special session programs. Culminating activities may include a final examination, research paper, project, creative work, performance, portfolio, or other appropriate assignment. Supervision, internship, and individual study courses are not required to have a culminating activity.

Culminating activities for Regular Session Fall and Spring Courses, including final examinations, must be completed no later than the last day of the Culminating Activity Period (“Makeup Day²”). Culminating activities for intersession, summer term regular session, and special session courses must be completed no later than the last instructional day².

Timing and Schedule for All Culminating Activities for Regular Session Fall and Spring Courses

Culminating activities, including final examinations, shall not be held or be due prior to the start of the “Culminating Activity Period²” for the given term. They shall not be held or be due during the instructional period or on “Study/Conference Day².”

All courses are assigned a day/time for their culminating activity to be held or be due based on the start time, meeting pattern of the course and its mode of instruction. These “Culminating Activity Time Slots” shall be scheduled during the designated “Culminating Activity Period²,” as assigned in the academic calendar², and shall:

- Be scheduled for no more than two hours in duration;
- Start no earlier than 0830; and,
- Be spaced a minimum of fifteen minutes apart.

Courses with multiple components or multiple meeting patterns must specify which component(s) and/or meeting time(s) will have a culminating activity scheduled.

The schedule for the “Culminating Activity Period” for each Regular Session Fall and Spring courses shall be published prior to the beginning of the registration period.

Final Examinations or other Timed Culminating Activities

In the case where there is to be a scheduled final examination, whether in person

¹ For definitions of term sessions, please refer to <https://www.sjsu.edu/academicscheduling/class-scheduling/types/index.php>.

² For identification of these days, please refer to the academic calendar that applies to your term session.

or online, it must occur during the scheduled “Culminating Activity Time Slot” for that course. If a final examination is to be a take-home examination, it may not be due prior to the start of the scheduled “Culminating Activity Time Slot” for that course.

Courses with multiple sections may be assigned a day/time for a group final examination. This examination schedule will be announced at the beginning of the semester in the course syllabus.

Online or hybrid courses without a designated day or time will be able to select a “Culminating Activity Time Slot” from a designated list offered by the university.

Submission Dates for Culminating Activities other than Final Examinations

Submission dates and times for final papers, projects, creative works, portfolios, or other culminating activities shall fall no earlier than the beginning of the scheduled “Culminating Activity Time Slot” for the course.

Timing and Schedule for All Culminating Activities for Intersession, Summer Regular Session, and Special Session Courses

For intersession, summer regular session, and special session courses culminating activities are typically scheduled for the last instructional² day. The culminating activity schedule must be available in the syllabus on the first instructional day² of the course.

Courses with multiple components or multiple meeting patterns must specify which component(s) and/or meeting time(s) will have a culminating activity scheduled.

Exceptions to Timing and Schedule for Culminating Activities

Courses may have culminating activities where students cannot feasibly be assessed during the scheduled “Culminating Activity Time Slot.” Instructors or course coordinators, as appropriate, shall provide a rationale for an exception to the college dean for approval, with notification to the department chair/director. Exceptions will normally be requested before the start of the term and approved by the dean's office and then included in the syllabus. Deadlines for the exceptions will be set by the Office of the Provost.

Students may request an excused absence for a culminating activity per the university Excused Absence Policy ([S22-2](#)). Students should inform their instructor of the need to reschedule the culminating activity as quickly as feasible so a suitable alternative can be identified.

A student may request the rescheduling of a culminating activity if their schedule results in three or more culminating activities held/due within a 24-hour period.

Requests must be made at least three weeks prior to the last class instructional day² of the semester. If one of those culminating activities scheduled for that 24-hour period is an individual activity, such as a final paper or project, the deadline for that activity will be moved to a mutually agreeable time within the culminating activity period.

Oversight of Culminating Activities

The department chairs will oversee culminating activities in a manner that assures that the rules for culminating activities are followed. If a dispute arises, the dean (or designee) will be consulted.

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S17-2, University Policy, Adopting New SOTE and SOLATE Instruments

Legislative History:

At its meeting of February 13, 2017, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. University Policy F12-6, Evaluation in Effectiveness in Teaching for all Faculty provides that the Student Evaluation Review Board (SERB) will prepare the questions and survey instruments to be used to measure student opinions of teaching effectiveness (SOTES and SOLATES). SERB will then submit these new SOTES and SOLATES to the Professional Standards Committee, and the Professional Standards Committee will bring before the Senate for approval.

**Approved and signed by
President Mary A. Papazian on
March 7, 2017.**

**University Policy
Adopting New SOTE and SOLATE Instruments**

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

Resolved: That this become effective for the administration of all SOTES and SOLATES as soon as practicable.

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

SERB shall prepare the specific questions and survey instrument to be used to measure student opinions of teaching effectiveness. It shall decide the scale, format, and layout of the instrument, and determine the information that is provided in the reports generated by the surveys. The instrument shall be approved by the Senate upon recommendation of

SERB and the Professional Standards Committee, and may only be amended by SERB.

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

For the rationale explaining the changes to the questions in the SOTE and SOLATE instrument, Professional Standards refers you to the version of this policy passed by the Senate on October 24, 2016, which was itself a modified version of a proposal returned to committee by the Senate on May 9, 2016. The October 24 policy recommendation was returned by the President without signature with several concerns expressed. This rationale is restricted to addressing those concerns:

- 1) There was a typographical error in numbering the questions; this has been corrected.
- 2) There was a minor discrepancy in the phrasing of the open ended questions on the SOTE and SOLATE. This has been corrected.
- 3) There was concern about the new language in the SOTE/SOLATE instructions indicating that the instrument is not designed to provide feedback “on your instructor’s physical appearance.” This was added at the request of instructors who have received inappropriate feedback about their attractiveness and other variables that are either outside of their control and/or inappropriate for comment on the professional evaluation of their work—in some cases bordering on a kind of anonymous harassment. SERB conducted a review of appropriate literature and found that these instructions may be helpful in addressing a known gender bias in student evaluations (MacNell, Driscoll, & Hunt, 2015) and are unlikely to introduce unconscious bias (e.g., Duguid & Hunt 2015). Furthermore, since the teaching evaluation policy (F12-6) lists “comments on personal appearance” among those items that are inappropriate and that may be removed prior to placement in the personnel file, it is in the interest of the University to prevent such comments from being recorded in the first place.
- 4) There was a question about how the data collected from the existing (unchanged) informational question on “undue influence” is used. This is a matter that falls within the teaching evaluation policy’s charge (F12-6) that “Additional technical and implementation details not covered in this policy will be decided by the AVP for IEA in consultation with SERB and the Professional Standards Committee.” The current procedure is that this information is released only on the request of Department Chairs or the faculty member. Typically, such requests only occur when students make independent allegations of improprieties related to the SOTEs and an investigation is conducted.

Professional Standards endorses these changes and reminds the Senate that these revisions are now in their third year of Senate review. The last time the instruments were changed was in 2004.

Approved: 1/30/2017
Vote: 9-0-1
Present: Peter, Green, White, Lee, Reade, Kauppila, Caesar, Hamedi-Hagh, Caesar, Hwang
Absent: None

Approved by the Student Evaluation Review Board 1/25/2017

Vote: 6-0-0
Present: Slusser, Venkatsubramany, Smith, Lee, Eirinaki, Heil
Absent: Strage
Financial Impact: No changes over the previous policy.
Workload Impact: Institutional Effectiveness and Analytics (IEA) will need to update the online questionnaires.

Student Opinion of Teaching Effectiveness (SOTE) Revision

January 2017 Revision

Instructions

This instrument is designed to be a professional evaluation of your instructor's teaching performance. It is NOT designed to measure your reaction to the subject, the facilities (such as the physical conditions of the classroom), or your instructor's physical appearance. Your individual ratings will be anonymous and a summary of items 1-18 will be available to your instructor after grades are turned in. This summary may enhance your instructor's teaching. It will also be used in the evaluation of your instructor for personnel matters such as retention, tenure and promotion. **If the question does not apply to your course, please select "not applicable/no opportunity to observe".**

The instructor:

1. Demonstrated relevance of the course content.

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly Disagree
- Not applicable/no opportunity to observe

2. Used assignments that enhanced learning.

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly Disagree
- Not applicable/no opportunity to observe

3. Summarized/emphasized important points.

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly Disagree
- Not applicable/no opportunity to observe

4. Was responsive to questions and comments from students.

- 5. Strongly Agree
- 4. Agree
- 3. Neutral
- 2. Disagree
- 1. Strongly Disagree
- Not applicable/no opportunity to observe

5. Established an atmosphere that facilitated learning.

- 5. Strongly Agree

- 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

6. Was approachable for assistance.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

7. Was respectful of the diversity of students in this class.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

8. Showed strong interest in teaching this class.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

9. Used teaching methods that helped students learn important concepts.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

10. Used grading criteria that were clear.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

11. Helped students analyze complex/abstract ideas.
- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral

- 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

12. Provided meaningful feedback about student work.

- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

13. Overall, this instructor's teaching was effective.

- 5. Strongly Agree
 - 4. Agree
 - 3. Neutral
 - 2. Disagree
 - 1. Strongly Disagree
- Not applicable/no opportunity to observe

Free-Response Questions:

14. What do you think are the strengths of this instructor's teaching?

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

16. If you like, please use this space to elaborate on your responses.

Informational Items:

17. What is your current estimate of your expected overall grade in this course?

- A
- B
- C
- D or F
- Other (Credit/No Credit, Incomplete, etc.)

18. You are a:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student
- Credential Only
- Other (e.g. Open University)

19. Did you complete this form without undue influence from other students?

- Yes
- No

20. Did you complete this form without undue influence from the instructor?

Yes

No

Student Opinion of Laboratory and Activity Teaching Effectiveness (SOLATE) Revision

January 2017 Revision

Instructions

This instrument is designed to be a professional evaluation of your instructor's teaching performance. It is NOT designed to measure your reaction to the subject, the facilities (such as the physical conditions of the classroom), or your instructor's physical appearance. Your individual ratings will be anonymous and a summary of items 1-14 will be available to your instructor after grades are turned in. This summary may enhance your instructor's teaching. It will also be used in the evaluation of your instructor for personnel matters such as retention, tenure and promotion. **If the question does not apply to your course, please select "not applicable/no opportunity to observe".**

The lab or activity instructor:

1. Made course requirements clear.
 5. Strongly Agree
 4. Agree
 3. Neutral
 2. Disagree
 1. Strongly Disagree

Not applicable/no opportunity to observe
2. Used grading criteria that were clear.
 5. Strongly Agree
 4. Agree
 3. Neutral
 2. Disagree
 1. Strongly Disagree

Not applicable/no opportunity to observe
3. Was well prepared for class or activity.
 5. Strongly Agree
 4. Agree
 3. Neutral
 2. Disagree
 1. Strongly Disagree

Not applicable/no opportunity to observe
4. Showed concern for student success in the course, and was accessible and responsive to students
 5. Strongly Agree
 4. Agree
 3. Neutral
 2. Disagree
 1. Strongly Disagree

Not applicable/no opportunity to observe

5. Made the class environment safe for students, including demonstration of the proper use of any equipment and techniques.

5. Strongly Agree

4. Agree

3. Neutral

2. Disagree

1. Strongly Disagree

Not applicable/no opportunity to observe

6. Helped me integrate the lecture concepts with the class/activity.

5. Strongly Agree

4. Agree

3. Neutral

2. Disagree

1. Strongly Disagree

Not applicable/no opportunity to observe

7. Increased my understanding of the subject.

5. Strongly Agree

4. Agree

3. Neutral

2. Disagree

1. Strongly Disagree

Not applicable/no opportunity to observe

8. Stimulated my interest in the subject.

5. Strongly Agree

4. Agree

3. Neutral

2. Disagree

1. Strongly Disagree

Not applicable/no opportunity to observe

9. Overall, this instructor's teaching was effective.

5. Strongly Agree

4. Agree

3. Neutral

2. Disagree

1. Strongly Disagree

Not applicable/no opportunity to observe

Free-Response Questions:

10. What do you think are the strengths of this instructor's teaching?

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

12. If you like, please use this space to elaborate on your responses.

Informational Items:

13. What is your current estimate of your expected overall grade in this course?

- A
- B
- C
- D or F
- Other (Credit/No Credit, Incomplete, etc.)

14. You are a:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student
- Credential Only
- Other (e.g. Open University)

15. Did you complete this form without undue influence from other students?

- Yes
- No

16. Did you complete this form without undue influence from the instructor?

- Yes
- No

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**S17-3, University Policy, Rescinds S82-10 and F86-7
Pertaining to Technology-Related Advisory Boards**

Legislative History:

At its meeting of February 13, 2017, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. University Policy S82-10 established the Information Systems and Computing Advisory Board, and University Policy F86-7 added a member to this board. The Information Systems and Computing Advisory Board was eventually replaced by the CIO Advisory Board. The CIO Advisory Board was then dissolved by University Policy S00-5 in 2000. University Policies S82-10 and F86-7 should have been rescinded at that time, but were overlooked. This policy rescinds both S82-10 and F86-7.

Rescinds: S82-10 and F86-7

**Approved and signed by
President Mary A. Papazian on
January 10, 2017.**

**University Policy
Rescinds S82-10 and F86-7, Pertaining to Technology-
Related Advisory Boards**

- Whereas: The Information Systems and Computing Advisory Board was dissolved in 1998 (S98-9) and replaced with a CIO Advisory Board, and
- Whereas: The CIO Advisory Board was dissolved in 2000 (S00-5), and
- Whereas: At that time, earlier policies pertaining to the Information Systems and Computing Advisory Board were overlooked, therefore, be it
- Resolved: That S82-10 and F86-7 be rescinded.

Rationale: This corrects an oversight and rescinds policies related to committees which no longer exists.

Approved:

2/6/17

Vote:

7-0-1

Present:

Laker, Shiflett, Boekema, Rajkovic, Hart, Grosvenor,
Ormsbee, Tran

Absent:

Bailey, Higgins

Financial Impact:

None

Workload Impact:

None

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S17-4, University Policy, Change in Membership, Charge, and Category for the Student Success Committee

Legislative History:

At its meeting of March 13, 2017, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. This policy rescinds University Policy S11-6, and disbands the current Student Success Committee, an operating committee of the Academic Senate. This policy then reconstitutes the Student Success Committee as a special agency reporting to the Instruction and Student Affairs Committee. On September 18, 2019, President Mary A. Papazian approved and signed amendment A to University Policy S17-4. Amendment A updates the membership of the Student Success Committee.

Rescinds: S11-6

**Approved and signed by
President Mary A. Papazian
on April 13, 2017**

**University Policy
Change in Membership, Charge, and Category for the
Student Success Committee**

- Whereas: SJSU has taken proactive and definitive steps to strategically tackle issues related to student success through its Student Success Plan, and
- Whereas: Reorganization of the student success committee in the context of the Plans' initiatives and goals could facilitate progress campus wide, and
- Whereas: The current structure and size of the student success committee may not be the most effective arrangement with regard to the coordination of efforts to improve student success or to effect changes to advance student success initiatives, therefore, be it

Resolved: That the current student success operating committee be dissolved and in its place constitute a special agency focused on student success that will report to the Instruction and Student Affairs Policy Committee, and be it further

Resolved: That the membership and charge of the newly constituted Student Success Committee be as proposed in this policy recommendation.

Rationale: SJSU needs a university-level committee focused on student success that is populated in a way that puts key representatives together who can help move initiatives forward, provide objective input on what's working and what's not, and can review and recommend changes to academic policies, practices, and procedures. With clear expectations about providing as well as receiving input, this group can be instrumental in offering advice and nurturing connections that enable all groups engaged in various aspects of student success to more effectively reach common goals. Constituting this group as a special agency with reporting responsibilities to the Instruction and Student Affairs policy committee would work quite well and fits within the guidelines for special agencies as provided for in our bylaws: "Special agencies are bodies created by policies recommended by the Academic Senate which, because of functions or membership, are not designated Senate committees."

Approved: 2/20/17

Vote: 9-0-1

Present: Grosvenor, Laker, Shifflett, Rajkovic, Ormsbee, Boekema, Hart, Tran, Higgins, Bailey

Absent: None

Financial Impact: None expected

Workload Impact: Increased workload for the originating members as they establish connections and determine how best to meet the elements of their charge and effectively impact efforts campus-wide around student success.

Charge:

In the context of the University's strategic plan, this committee reviews and recommends changes to academic policies, practices, and procedures as they relate to all aspects of student success. This would include, but is not limited to, student enrollment, financial aid, retention, engagement, academic skills and competencies, and time to degree. The committee will assist in identifying challenges, serve as a central information resource to gather recommendations and disseminate information on student success policies and goals and provide advice regarding the planning, development, and implementation of initiatives designed to facilitate student success. Individual members are charged with the responsibility of maintaining robust communications with the groups they are affiliated with. This will be critically important

to the group's ability to formulate sound recommendations that can shape and coordinate efforts to improve student success.

The group will report to the Instruction and Student Affairs Policy Committee; any policy proposal shall be forwarded to ISA. In addition, the Student Success Committee chair, at the conclusion of each academic year, will submit a report summarizing activities and accomplishments, as all special agencies do, to the Academic Senate.

Membership:

AVP Transition & Retention Services (Exo)

Senior AVP Enrollment Management (Exo)

1 Representative from Academic Affairs - appointed by VP Academic Affairs (Exo)

1 Representative from Student Affairs - appointed by VP Student Affairs (Exo)

1 Graduate/undergraduate student

2 Undergraduate students

5 faculty

The student success committee will be co-chaired by the Senior AVP Enrollment Management and a faculty member selected by the committee members.

If any member cannot complete their term for any reason, or is absent from three regularly scheduled committee meetings, or repeatedly does not perform assigned committee duties, the committee chair may request a replacement from the Chair of the Committee on Committees.

Recruitment and Appointment of Members

Faculty members serve a 3-year term which is renewable for one additional 3-year term. When filling initial appointments, the Chair of the Committee on Committees will stagger the terms of non ex-officio seats. The student members serve a 1-year term and can be re-appointed. Solicitation of applications to serve on the Student Success Committee will be made through the normal Committee on Committees process for the seats designated for faculty members. Faculty interested in serving on this committee will submit a brief letter of interest that includes information regarding their experience and engagement in student success initiatives. When multiple applications are submitted for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering applicants, attention should focus on the person's expertise in areas related to student success, direct engagement with student success initiatives, and the need for broad representation.

The student success committee will be co-chaired by the AVP Student and Faculty Success and a faculty member selected by the committee members.

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S17-5, University Policy, Required Enrollment for Culminating Graduate Students

Legislative History:

At its meeting of March 13, 2017, the Academic Senate approved the following policy recommendation presented by Senator Kaufman for the Instruction and Student Affairs Committee. This policy rescinds University Policy F11-2.

Rescinds: F11-2

**Signed and approved by
President Mary A. Papazian
on April 13, 2017.**

**University Policy
Required Enrollment for Culminating Graduate Students**

- Whereas Graduate students usually receive a Report-in-Progress (RP) grade on thesis, project, or comprehensive exam courses while they are in the process of completing their research, scholarly or creative activity, report, and/or comprehensive exams; and
- Whereas Graduate culminating experiences can involve considerable university resources, including faculty and staff time and library resources; and
- Whereas Payment of fees for these services sets a standard to the student, faculty, and university that the professional nature of the relationship must be respected and that all parties involved must provide their needed and timely input in the process; and
- Whereas At SJSU, there is a two-tiered payment structure (0-6 units or greater than 6 units) in regular session courses. Fees solely for 1 unit can be charged only through special sessions; and
- Whereas Most universities require enrollment (with fees) of graduate students as they work on their culminating experiences, including at least nine other CSU campuses; and

Whereas This policy recommendation has the unanimous support of the University Graduate Studies & Research Committee;

Whereas The current system of ensuring continuous enrollment for SJSU graduate students who have completed all of their requirements for a master's degree except for the culminating experience is to allow them to take a 1-unit UNVS or Departmental 1290R course, which limits the fees collected from students to a small amount; therefore be it

Resolved That F11-2 be rescinded and replaced with the following policy.

Approved: March 6, 2017
Vote: 13-0-0
Present: Bruck (non-voting), Campsey, Kaufman, Khan, Nash, Ng (non-voting), Saran, Sen, Simpson, Spica, Torres, Trousdale, Walters, Wilson, Yao
Financial Impact: Addition of funds to the university through added fee collection, financial cost to students
Workload Impact: Additional workload to Graduate Admissions & Program Evaluations to review registration of students in RP status prior to processing "Verification of Culminating Experience;" additional registrar workload to transfer students to special session status; additional Graduate Studies workload to administer the program, review appeals, handle retroactive adds, and alleviate problems with the system.

Required Enrollment for Culminating Graduate Students

1. All master's candidates on a thesis (Plan A) or creative project (Plan C) track must receive credit for at least one unit of a Departmental 299 course as a degree requirement to receive a master's degree. The total number of units for which master's degree credit may be received is governed by the limitation that not more than six semester units shall be allowed for a thesis or project, as stipulated in the California Code of Regulations, Title 5, Article 7, Section 40510. This limitation extends to all project or thesis-preparation (but not thesis writing) courses (often 298s although other course numbers are also used) but not to research classes. There is no limitation on the number of 298, 299, or other project or thesis course units that can be taken so long as credit (CR grade) is not received in project or thesis courses until all degree requirements are met and the units in excess of six do not appear on the degree candidacy form. The 299 and 599 numbers may be used for no purpose other than a thesis or dissertation, respectively. Despite the parlance used in some departments in calling non-299 reports "theses," a thesis is defined as a document written and submitted according to the SJSU Master's Thesis and Doctoral Dissertation Guidelines and formally reviewed by Graduate Studies within the Office of Graduate & Undergraduate Programs (GUP). Unless a thesis or dissertation is approved by Graduate Studies, thesis (299) and dissertation (599) units may not be awarded credit (CR grade). Credit in Plan B project (usually 298s) and comprehensive exam-preparation courses must also be delayed until the completion of the project or passage of the exam, respectively. Students switching from Plan A thesis to Plan B project or comprehensive exam must retroactively drop any 299 thesis units on their record or have the grades changed to NC. Project units must then be taken or added, but the latter only if all requirements of the project class, including submission of a final project report, have been fulfilled while pursuing the thesis. No more than 12 units of dissertation writing credit (599) can be applied to the doctoral degree.
2. Effective Fall 2012, once a culminating experience supervisory course (thesis, dissertation, project, or comprehensive exam-preparation course required in the degree program) has been taken with any non-letter grade (RP, I, CR), graduate students will be required to enroll in regular session (state-supported) classes to finish the requirements of their degree program or a special session (self-supported) class, UNVS or Departmental 1290R every fall and spring semester until the culminating experience is completed. Thus continuous enrollment is required of graduate students once they have begun their culminating experience work and have completed all other course requirements for their degrees. For programs that split the culminating experience coursework into two or more semesters, the requirement of continuous enrollment applies to that period following the second of those semesters unless other degree-required coursework is still to be taken. Instructors must not give grades of CR until the students have completed the course requirements; however, if they mistakenly are given CR grades, this policy still

requires the students to maintain continuous enrollment, thus allowing the students to take 1290R. The instructor of the class will be asked to change the grade to an RP.

If any work for a class is handed in after the last day of the semester, the student must enroll the following semester even if the work simply completes an incomplete or RP. Students receiving C- or lower letter grades or NC grades in their culminating courses must repeat those courses and are therefore not eligible for the 1290R course. Summers are excluded from this continuous enrollment requirement. As previously, departments can require retaking 298, 299, 599, or other project or exam-preparation courses if it is deemed that the student needs repetition of the instruction given in those courses. The exception to this requirement for course enrollment each semester until graduation is for students with an official leave of absence from the university. However, as per University Policy S15-3, VIII, 2, graduate students at this point in their program will not be eligible for a leave of absence other than a medical or military leave, except under rare circumstances. Continuous enrollment will be substantiated by GAPE prior to processing of the "Verification of Culminating Experience" memo indicating degree completion.

3. The 1290R-courses are to be made available as an accommodation to graduate students to maintain continuous enrollment in fall and spring semesters at a reduced cost in comparison with regular session enrollment. Students may elect to retake the regular session thesis, dissertation, project, or exam-preparation course in which the original RP or I grade was obtained instead of taking the special session 1290R course; therefore, the 1290R course is not an absolute degree requirement.
4. The Provost, in consultation with the Academic Planning & Budget unit, will set the special session fees for the UNVS and Departmental 1290R courses. The UNVS 1290R course has been created by GUP and is available in the semester immediately following approval of this policy. If a program does not already have a 1290R course, the program must propose it. For those departments/schools that fail to create the classes, their students will take the UNVS 1290R course. For the UNVS 1290R course, the Provost will determine the distribution of the fees collected but will not include distribution to the colleges and departments/schools with which the students are affiliated. Retroactive course add fees will apply for students who enroll in the 1290R course after the end of the semester.
5. Students who register in courses in which RP is a grading option will be notified, by the Registrar in collaboration with GUP, of this policy and the fee ramifications if an RP grade is earned. All reading committees and project, thesis, dissertation, and comprehensive exam-preparation advisors in classes in which RP is a grading option will be notified by GUP of the fee ramifications and timeline applicable if an RP grade is awarded. Students who earn an RP grade will be notified by the Registrar on how to enroll in the special sessions course.
6. The university requires continuous enrollment of graduate students once all degree requirements are satisfied other than the culminating experience; thus "stopping out"

for even a single semester is not permitted at this point in the graduate career. This latter requirement applies to all graduate students, even if the culminating experience is a set of comprehensive exams for which there is no departmental preparation class. Therefore, all graduate students, no matter the culminating experience and courses associated with it, must be enrolled each semester once all degree requirements other than the culminating experience are fulfilled. Those who fail to register for the designated course will be notified by GAPE that they must retroactively add the course in each semester missed. If such students have not at that point finished their culminating experience, they must enroll each semester thereafter until it is completed. If they have completed all degree requirements, they can graduate. In either of these cases, the students need not apply for re-admission.

7. Appeals of the 1290R course fee on the basis that the delay in completing the culminating experience was substantially beyond the student's control can be made to the Associate Dean of Graduate Studies. Results of the appeal will be communicated to the student within four weeks of the student filing the appeal.

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

S17-6, University Policy, Departmental Voting Rights

Legislative History:

On March 13, 2017, the Academic Senate approved policy recommendation S17-6, Departmental Voting Rights, presented by Senator Shifflett for the Organization and Government Committee. S17-6 rescinded F66-6, F02-4, S98-2, and F07-5, which pertained to departmental voting rights. F02-4 arose from deliberations about whether and how lecturers could participate in the nomination and selection of department chairs, and a concern that the previous policy (S98-2) appeared to exclude lecturers from such participation. F07-5 pertained to voting privileges for faculty assigned to more than one representative unit. S17-6 was approved and signed by President Mary A. Papazian on April 18, 2017.

Amendment A to University Policy S17-6 was approved by the Academic Senate on April 9, 2017 and approved by President Mary A. Papazian on April 27, 2018.

Amendment A pertains to departmental voting rights and specifies proportional voting for faculty who have entered the Faculty Early Retirement Program (FERP) or the Pre-Retirement Reduction in Time Base (PRTB) Program. In addition, Amendment A adds language related to the timely reporting of the results of voting.

Rescinds: F66-6, F02-4, S98-2, F07-5

**University Policy
Departmental Voting Rights**

Whereas, The voting rights associated with decisions relating to policies/bylaws/guidelines, curricula, and other business of academic departments requires clarification; and

Whereas, Meaningful engagement of departmental faculty in decision making is an essential component of shared governance, assuring the integrity of departmental business, and our commitments to students; now, therefore, be it

Resolved: That S98-2, F07-5 and F66-6 be replaced by this policy, and be it further

Resolved: That the administration, in consultation with the Senate, investigate

options and subsequently acquire an appropriate resource to facilitate online voting at all levels (department, college, university), and be it further

Resolved: That the attached policy be implemented following approval by the President, and be it further

Resolved: That until such time as S14-8 (selection & review of department chairs) is updated, section 1.a. of F02-4 will remain in effect while all other provisions of F02-4 will be replaced by this policy. Thus, lecturer votes related to department chair recommendations remain advisory. S14-8 is presently under revision by Professional Standards. Once their work is completed, this section of F02-4 will become obsolete.

1.a. Names for inclusion in the list of qualified (tenured or probationary) faculty to serve as department chair may be recommended by all regular and temporary faculty in the department. Normally, a department meeting shall be held at which persons whose names are proposed as chair shall be open for discussion, and all regular and temporary faculty may attend and participate. All faculty may then vote by secret ballot (proportional votes for part-time faculty, as provided below) on all candidates proposed and willing to serve. The name or names of those receiving a majority vote of the regular (tenured and probationary) faculty shall be forwarded to the President via the College Dean as the nominee(s) of the department. A statement of the vote of all faculty, broken down into two categories – vote by regular faculty and by temporary faculty, including the actual number of votes cast in each category - will be forwarded to the President via the College Dean for information.

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

Retention of section 1.a. of F02-4 is needed to temporarily bridge the gap between rescinding F02-4 and update of S14-8 (selection & review of department chairs). Subsequently the revision of S14-8 will contain all information regarding department chair nomination and selection procedures.

Note: Regarding department chair assignments, the current CSU/CFA Agreement states that:

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

Original Policy

Approved:	3/6/17
Vote:	8-1-0
Present:	Bailey, Boekema, Grosvenor, Hart, Higgins, Laker, Ormsbee, Shifflett, Tran
Absent:	Rajkovic
Financial Impact:	Depending on decisions regarding tools for online voting, one-time costs for the purchase of software can be expected.
Workload Impact:	Potential reduction as a result of the clarification of processes and potential prevention of time consuming corrections resulting from inappropriate procedures. Potential increase initially depending on departmental time invested in development of their bylaws/guidelines related to voting rights.

Amendment A

Approved:	4/2/18
Vote:	8-0-0
Present:	Bailey, French, Grosvenor, Hart, Higgins, Ormsbee, Norman, Shifflett
Absent:	Curry, Rajkovic, Ramasubramanian
Financial Impact:	None
Workload Impact:	None

Departmental Voting Rights

The ideals of higher education within the United States are rooted in principles of democracy and shared governance. This policy affirms the primacy of faculty members in decision-making related to the academic and educational matters of departments. The voting rights described in this policy exclude all personnel matters. Separate policies govern (including voting procedures) Retention, Tenure, and Promotion (S15-7) and the Selection and Review of Department Chairs (S14-8).

Overall, engagement in deliberations prior to voting should be the norm as it leads to more informed decision making. Additionally, those leading departments and/or committees should strive to make agendas and supporting materials available in a reasonable time in advance of meetings and seek the input of all faculty on matters related to their roles and responsibilities.

1. Definitions

1.1 Departmental voting rights are the rights granted to faculty to have a voice, through voting, on matters pertaining to their roles and responsibilities in the department(s) they are formally affiliated with, including but not limited to governance, curriculum, and leadership

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

2. Department Faculty Voting

2.1 The faculty vote on a number of matters, including those assigned to them through university policies and the Collective Bargaining Agreement. Those eligible to vote are those who have departmental voting rights in the area(s) being voted on. Changes to the curriculum of the department must be approved by the department's faculty according to the department's voting guidelines/bylaws as explained below.

2.2 In order to provide flexibility at the department level with regard to departmental voting, departmental guidelines/bylaws shall be established by tenured and tenure track faculty to stipulate lecturers' departmental voting rights (proportional to their assignment) on some or all department issues excluding those assigned to tenured and tenure track faculty by university policy or departmental guidelines/bylaws.

2.2.1. Given variations in the culture, history, and composition of departments with regard to tenure density, differences in the extent to which lecturers will be engaged in decision making are expected. In establishing departmental

guidelines/bylaws pertaining to lecturers voting rights, departments may take into consideration a range of issues including, but not limited to, years of experience, terminal degrees and other qualifications, entitlements, years of service in the department, and appointment level (e.g., .2, .5, 1.0)

2.2.2 Departmental voting rights, when granted, take effect at the beginning of the next semester (fall or spring) and remain in effect until departmental voting guidelines/bylaws are modified. When department guidelines/bylaws pertaining to departmental voting are modified, the changes go into effect at the beginning of the next semester.

2.2.3 Departments may not require lecturers to serve on committees in order to obtain voting rights since appointments for lecturers typically do not include service requirements.

2.2.4 When a department establishes a committee responsible for making preliminary decisions on departmental matters, department guidelines/bylaws can grant a full vote (rather than proportional) to all members of such committees regardless of their proportional assignment in the department.

2.3 Voting, unless otherwise stipulated in department guidelines/bylaws or university policy, is restricted to tenured and tenure track faculty in these areas merging, dividing, transferring, or eliminating academic units (S13-9); and department name changes.

2.4 Voting, unless otherwise stipulated in department guidelines/bylaws or university policy, is restricted to tenured and tenure track faculty in these areas: development of and/or changes to departmental curricula, curricular policies, and program requirements for students (inclusive of establishing or modifying courses).

2.4.1 Depending on a department's guidelines/bylaws, voting may be conducted by: (a) representative committees; (b) tenured and tenure track faculty only; or (c) all department faculty (lecturers, tenured, tenure track) faculty when voting rights related to curriculum have been granted to lecturers.

2.4.1.1 When a department establishes a committee responsible for making curricular decisions, faculty members with voting rights on curricular matters not on the curriculum committee may request a review of a specific committee decision. This request must be voted on and approved by the department faculty with voting rights on curricular matters in order for a committee decision to be reviewed.

2.5 Departments may choose to vote (or not vote) on a range of matters beyond those specified in sections 2.3 and 2.4. However, faculty voting rights do not extend to matters that may contravene university policies, violate the Collective Bargaining Agreement,

interfere with departmental management and participation in university governance, or fall under the responsibilities of the department chair or equivalent.

3. Voting Methods and Procedures.

3.1 Tenured and tenure track faculty will determine the acceptable methods, mechanisms and timelines for voting (e.g., paper ballots, double envelope, email, online, show of hands, etc.) for department matters in general. They may select different methods for various types of decisions unless otherwise stipulated or precluded by University policy, Collective Bargaining Agreement, and/or laws.

3.1.1 Because of the importance of deliberations in resolving conflicts and determining policies, proxy and absentee voting on departmental matters are permissible only if authorized by specific departmental guidelines/bylaws.

3.1.2 Any selected method must include a process for verifying the proportion and eligibility of those voting, and provide the option of a vote to 'abstain'.

3.2 If the Department does not have an established voting procedure at the time a decision is to be made, a vote by secret ballot conducted by the department or committee chair shall be the default practice.

3.3 When a vote has been by secret ballot, the method used and the reporting of results must be done in such a way as to not reveal the identity of voters even to the chair.

3.4 Within departmental committees, faculty members can decide what process they will use for decision making (e.g., consensus, secret ballot).

3.5 Results of departmental voting must be reported to the department and to other relevant stakeholders within ten working days after the close of the vote.

4. Tenured and Tenure Track Faculty Departmental Voting Rights

4.1 Tenured and tenure track faculty are responsible for establishing departmental guidelines/bylaws regarding matters on which lecturers may vote.

4.2 Tenured and tenure track faculty shall have voting rights in the areas specified in sections 2.3 and 2.4, including constitution of decision-making committees for these matters, unless otherwise specified by department guidelines/bylaws.

4.3 Tenured and tenure-track faculty members have departmental voting rights in proportion to their permanent assignment in a department and can choose not to exercise that right (not vote).

4.4 Tenured and tenure-track faculty members with teaching assignments outside their department of permanent assignment retain full voting rights in their department of permanent assignment. In addition, they may request departmental voting rights in the non-permanent department. Proportional voting rights in the non-permanent department may be granted by a vote of the tenured and tenure track faculty in that department.

4.4.1 Departmental voting rights, when granted, take effect at the beginning of the next semester (fall or spring) and remain in effect throughout the faculty member's service in the department.

4.5 Leaves. Tenured and tenure track faculty members on an approved leave retain departmental voting rights.

4.6 Faculty Early Retirement Program (FERP) and Pre-Retirement Reduction in Time Base (PRTB). Faculty participating in FERP or PRTB retain departmental voting rights proportional to their annualized appointment. They retain a full proportional vote, regardless of their academic assignment in a given semester, through the last semester of their teaching appointment.

4.7 Tenured and tenure track faculty suspended under article 17 (Temporary Suspension) of the Collective Bargaining Agreement (CBA) retain their departmental voting rights.

4.8 Departmental voting rights of tenured and tenure track faculty are suspended for any semester in which the individual holds a full-time administrative (i.e. MPP), or other full-time non-faculty position, in the university. Faculty on re-assigned time engaged in administrative duties remain Unit 3 faculty and retain their faculty departmental voting rights.

4.9 Departmental voting rights of tenured and tenure track faculty members end upon termination of employment or full retirement.

5. Departmental Voting Rights for Lecturers

The nature of lecturers' appointments including appointment level, entitlements, and areas of expertise, among other things, affect the engagement of lecturers in department matters. Thus, department guidelines/bylaws may prescribe lecturers' voting rights on various matters.

5.1 Lecturers can participate in votes on departmental matters excluding those entrusted to tenured and tenure track faculty by department guidelines/bylaws (per 2.2, 2.3, and 2.4 above) or university policy.

5.1.1 Lecturers have departmental voting rights in proportion to their assignment in a department and can choose not to exercise that right (not vote).

5.1.2 Proportional voting rights of lecturers may fluctuate with fall and spring appointments.

5.2 Leaves. Lecturers on an approved partial leave retain the proportional voting rights of their teaching assignment. Those on full leave relinquish their voting rights for the duration of their leave.

5.3 Lecturers suspended under article 17 (Temporary Suspension) of the CBA retain their departmental voting rights.

5.4 Departmental voting rights of lecturers are suspended for any semester in which the individual holds a full-time administrative (i.e. MPP), or other full-time non-faculty position, in the university. Lecturers on re-assigned time engaged in administrative duties remain Unit 3 faculty and retain their faculty departmental voting rights.

5.5 Departmental voting rights of lecturers end upon termination of employment or retirement.

6. Department Chair Voting Rights.

6.1 Chairs have full voting rights in the department they chair during their term regardless of the level of assignment (i.e., 0.4, 0.6).

6.2 Faculty assigned as interim or acting chair for a department outside their department of permanent assignment have full voting rights in the department they are serving in as interim or acting chair. They also retain full voting rights in their permanent department.

7. Visiting faculty, students, staff, and other non-faculty voting rights.

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

**SAN JOSÉ STATE UNIVERSITY
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S17-7, University Policy, Graduate Course Revalidation

Legislative History:

At its meeting of April 10, 2017, the Academic Senate approved the following policy recommendation presented by Senator Miller for the Instruction and Student Affairs Committee. SJSU does not currently have a policy on the expiration of graduate coursework. This policy creates procedures for revalidation of graduate coursework over 7-years old in accordance with Title 5 requirements.

**Approved and signed by
President Mary A. Papazian
on April 13, 2017.**

**University Policy
Graduate Course Revalidation**

Whereas: SJSU does not have policy on expiration or revalidation of graduate coursework; and

Whereas: the University Graduate Studies & Research Committee endorsed this policy unanimously; therefore be it,

Resolved: That the following policy be enacted.

Approved: March 6, 2017
Vote: 13-0-0
Present: Bruck (non-voting), Campsey, Kaufman, Khan, Nash, Ng (non-voting), Saran, Sen, Simpson, Spica, Torres, Trousdale, Walters, Wilson, Yao
Financial Impact: None
Workload impact: Slight increase for faculty supervising the revalidation process, though this is already university practice.

Graduate Student Revalidation of Courses that Exceed the 7-Year Limit

1. Courses taken by graduate students at SJSU expire 7 years from the point of grade posting, in compliance with California Code of Regulations, Title 5, Article 7, Section 40510. Any one student may revalidate a maximum of 9 units for a 30-unit program, or 12 units for a program with more than 30 units, of expired courses. Programs have the option of setting stricter policy limits on revalidation, such as allowing no units or fewer units to be revalidated. The student must have earned at least a "B" grade in a course to revalidate it. The department that offered the class must administer an examination of the student's knowledge. The examination could be an oral exam, written exam, research paper, or of any other kind of format approved by the department. The examination must be graded by the faculty member who taught the original course, by one who has taught the course at another time, or by one who has reasonable knowledge of the course content. If there are no faculty members with the requisite knowledge in the discipline, the course cannot be revalidated. The examination must be appropriately rigorous.
2. Because the course material is considered outdated after 7 years, the goal must be to determine if the student's knowledge is up to date. That is, simply knowing the original content of an outdated course is inadequate. Students may be presented with a list of relevant books or other materials that would help bring them up to speed with respect to current knowledge in the field. The exam should reflect and test their understanding of that more current material; thus, administering an exam similar to the original final exam would not necessarily be warranted. Testing the current knowledge of the field should be the goal even if the course has changed little or the field has not progressed past the point of the original class.
3. Unless a department makes an exception, independent study, research, project, thesis, or comprehensive exam preparatory courses cannot be revalidated. Graduate courses taken as a senior undergraduate at SJSU to be used for graduate credit are eligible for revalidation (with departmental consent), but those taken at other institutions are not. If these courses expire, they must be repeated or replaced. Expiration of projects and theses is an extremely rare event given that they usually occur at the end of the curricular program. If they were to expire, they would have to be replaced by entirely new ones that did not repeat any material in the original one. Theses previously published would remain in the SJSU repository as legitimate contributions. Comprehensive exams would need to be retaken in their entirety to reflect the more current state of material in the field. Credential courses can be revalidated at the discretion of the department.

4. If students can present a compelling case that their progress through the program was delayed unnecessarily by department advisors, unavailability of required courses, or other departmental circumstances beyond their control, they can appeal to the Associate Dean of Graduate Studies for an extension of the limit. Extensions should very rarely be awarded.
5. Approval of the revalidation will be by the examining professor and the program's graduate advisor, and affirmed by the Associate Dean of Graduate Studies.

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S17-12, University Policy, SJSU Graduate and Undergraduate University Learning Goals

Legislative History:

At its meeting of May 15, 2017, the Academic Senate approved the following policy recommendation presented by Senator Mathur for Curriculum and Research Committee.

Rescinds and Replaces: S13-2

**Approved and signed by
President Mary A. Papazian
on August 31, 2017**

**University Policy
SJSU Graduate and Undergraduate
University Learning Goals**

Rationale: Since the passage of this university policy in Spring 2013, the campus has received recommendations from its recent WASC accreditation report regarding SJSU's University Learning Goals (ULGs). It is important to establish the qualities that define the competencies of SJSU graduates to inform both undergraduate and graduate current and future students, as well as the community, about the expected outcomes of an SJSU education. SJSU graduate programs also recognized that the ULGs needed adjustment to be more inclusive to graduate curricula.

Whereas: The first ULGs were generated by the Mission, Outcomes and Meaning WASC task force in consultation with the University Council of Chairs and Directors (UCCD), Associate Deans, Deans and the WASC Steering Committee within the categories defined by the San José State University Academic Senate (SS-S12-3); and

Whereas: This same consultation process was used to revise these ULGS; and

Whereas: These ULGs were designed such that they would articulate with existing assessment strategies; and therefore be it

Resolved: That the following University Learning Goals be adopted, effective AY 2017-2018, as the University Learning Goals for San José State University.

Approved: May 8, 2017
Vote: 12-0-0
Present: Anagnos, Buzanski, Chang, Cargill, Chung, Heil, Matoush, Medrano, Mathur, Rodan, Stacks, Trulio
Absent: Grindstaff

Curricular Impact: Programs may adjust some of their program learning outcomes to better align with these ULGs and thus there may be changes in some of their curricular offerings.

Financial Impact: None anticipated.

Workload Impact: These revised ULGs require programs to re-map their program learning outcomes for both their undergraduate and graduate programs. This is a process that would occur before our next full WASC accreditation visit.

University Learning Goals

San José State University graduates will have developed:

Social and Global Responsibilities

- An ability to consider the purpose and function of one's degree program training within various local and/or global social contexts and to act intentionally, conscientiously, and ethically with attention to diversity and inclusion.

Specialized Knowledge

- Depth of knowledge required for a degree, as appropriate to the discipline.

Intellectual Skills

- Fluency with specific theories, assumptions, foundational knowledge, analytical and interpretive protocols, tools, and technologies appropriate to the discipline or field of study.
- Skills necessary for mastery of a discipline at a level appropriate to the degree and leading to lifelong learning, including critical and creative thinking and practice, effective communication, thorough and ethical information gathering and processing, competence with quantitative and/or qualitative methodologies, and productive engagement in collaborative activities.
- *For undergraduate students in a baccalaureate program:* an understanding of critical components of broad academic areas, including the arts, humanities, social sciences, quantitative reasoning, and sciences.
- **Integrative Knowledge and Skills**
 - Mastery in each step of an investigative, creative, or practical project (e.g., brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating) with integration within and/or across disciplines.
 - An ability to articulate the potential impacts of results or findings from a particular work or field in a societal context.
- **Applied Knowledge and Skills**
 - An ability to apply theory, practice, and problem solving to new materials, settings, and problems.

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**S17-13, University Policy, Undergraduate Student Honors at
SJSU**

Legislative History:

In 1996, F96-5 codified several previous Senate policies on honors, replaced previous University Policies S65-24, F86-5, S93-6, S66-7, F85-9, S86-7, and used forgotten information from supposedly superseded policies F65-12 and F67-10.

On May 15, 2017, the Academic Senate approved AS 1650 (sent to the President for signature as University Policy S17-13) presented by Senator Kaufman for the Instruction and Student Affairs Committee. This policy recommendation was returned unsigned by President Papazian with a request to revisit the GPA level for Summa Cum Laude.

At its meeting of September 18, 2017, the Academic Senate approved an amendment to AS 1650, presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. This amendment restored the GPA level for Summa Cum Laude to 3.85.

On October 4, 2017, President Mary A. Papazian approved and signed University Policy S17-13.

On April 30, 2018, the Academic Senate approved Amendment A to University Policy S17-13 presented by Senator Khan for the Instruction and Student Affairs Committee. Amendment A to University Policy S17-13 was approved and signed by President Mary A. Papazian on May 9, 2018. Amendment A changed section 2.7.1 and added section 2.7.3.

On November 16, 2020, the Academic Senate approved Amendment B to University Policy S17-13 presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. Amendment B was signed and approved by President Mary A. Papazian on March 18, 2021. Amendment B changed section 3.0 from Department Honors to Honors in the Major.

On March 17, 2025, the Academic Senate approved Amendment C to University Policy S17-13, Undergraduate Student Honors at SJSU, presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. Amendment C was signed and approved by President Cynthia Teniente-Matson on April 1, 2025.

Amendments A, B, and C are incorporated into the policy below.

Rescinds and Replaces: F96-5

UNIVERSITY POLICY UNDERGRADUATE STUDENT HONORS AT SJSU

Whereas, San Jose State University's current policy codifying student honors, F96-5, is more than 20 years old; and

Whereas, Several conditions of F96-5 have not been consistent in their implementation; and

Whereas, Awarding Honors at Entrance for freshmen based on GPA, ELM, and EPT scores is difficult to implement because they are not awarded until after the student matriculates; and

Whereas, Determining President's and Dean's Scholars based on a two-semester "block of work" excludes the possibility of entering students earning honors their first semester, causes confusion for students and advisors, and complicates the computing process; and

Whereas, Students and faculty have requested a means by which honors-level work could be recognized in interdisciplinary course sequences; therefore be it

Resolved, The attached document rescinds previous policy F96-5 and implements "Undergraduate Student Honors at San Jose State University."

Rationale: This final reading addresses the issue raised by the President and returns the GPA level for Summa Cum Laude to 3.85. All other components of this policy recommendation were previously (spring 2017) approved by the Senate.

UNDERGRADUATE STUDENT HONORS AT SJSU

1.0 Overview and General Procedures

1.1 In order to encourage and reward outstanding academic achievement of students, San José State University awards honorific designations in these categories:

2.0 [The Semester Honor Roll: President's and Dean's Scholars](#)

3.0 [Honors in the Major](#)

4.0 [Honors in a Special Course Sequence](#)

5.0 [Latin Honors at Graduation](#)

1.2 All references to grade point average (GPA) in this document are to a 4.0 letter grading system, as defined in the SJSU catalog.¹

2.0 The Semester Honor Roll: President's and Dean's Scholars

2.1 Honor Roll designations will be determined twice a year, for the Fall and Spring semesters. Summer and Winter term coursework does not play any role in determining Fall and Spring Honors.

2.2 Only SJSU courses are counted for honor roll calculations. An undergraduate student must complete a minimum of 12 units during a semester to qualify for consideration. Of those 12 minimum units, at least 8 units must be letter-graded. Any "No Credit" (NC) grades disqualify a student from consideration for semester honors.

2.3 The determination and transcript notation of honor roll designations shall be done as soon as possible following the census date of the following Fall or Spring semester.

2.4 Semester honors may be awarded retroactively for students who have Incomplete ("I") and/or Report Delayed ("RD") grades that are cleared after

¹ To understand how a GPA is calculated, please refer to the following policies and procedures:

University Policy [F18-5: University Grading System Policy](#)

University Policy [S09-7: Grading Symbols, Drop, and Withdrawal; Retroactive Drop and Retroactive Withdrawal; Assignments of Grades and Grade Appeals; Change of Grade; and Integrity of the Academic Record](#)

Registrar's Website on [Grade Changes](#)

Catalog Description of [Grades](#)

honors status reporting per Section 2.2 and 2.3 of this policy. Retroactive honors requests shall be submitted to the Office of Graduate and Undergraduate Programs.

2.5 Any undergraduate student who has earned an SJSU GPA of 4.00 for the Fall or Spring semester shall be deemed to be a President's Scholar for that semester.

2.6 Any undergraduate student who has earned an SJSU GPA of 3.65 or higher GPA shall be deemed to be a Dean's Scholar for that semester.

2.7 Recognition and Privileges

2.7.1 All honor roll awards, whether earned for the previous Fall or for the previous Spring, will be recognized by the Office of the Provost.

2.7.2 Honor roll status will be shown on the transcript beneath the semester in which it is earned, together with a notation explaining what the designation means.

2.7.3 The University shall host an Honors Convocation (at least yearly) overseen by the Office of the Provost.

3.0 Honors in the Major

3.1 Qualifications: Honors in the major are awarded to students who successfully complete an approved program with their major.

3.1.1 Each department that elects to have a major honors program should customize the program to its individual discipline.

3.1.1 Honors in the major must be approved by the same on campus mechanisms that are used to approve other academic programs. This includes review by the appropriate college curriculum committee and the relevant curriculum committees of the Academic Senate.

3.1.2 Approved Honors in the Major are then filed with the Office of Undergraduate Education which then notifies the appropriate campus agencies to begin implementation.

3.2 Criteria for honors in the major programs: honors should be earned by specific honors level work as contrasted to work only in regular classes.

3.2.1 Honors in the major should be awarded strictly for academic achievement (GPA and specified coursework).

3.2.2 Honors in the major will be given only to students who distinguish themselves with outstanding academic achievement. Among the methods used to measure this achievement, there must be a component that uses grades earned in the department.

3.2.2.1 This may include use of a minimum GPA requirement in the major

3.2.2.2 This may include use of a minimum GPA requirement in a specified group of major courses

3.2.3 There must be a component of academic work that is unique to the Honors in the major (e.g., honors thesis, an honors colloquium, etc.)

3.2.4 There may be other components as recommended by the department and approved by the relevant committees.

3.2.5 Programs must be constructed so as to provide the opportunity for transfer students to participate.

3.2.6 All indications of Honors in the major prior to successful completion of all requirements must be noted as tentative and dependent upon maintenance of honors standards in the student's final semester.

3.3 Recognition and Privileges

3.3.1 Honors in the major status will be shown on the transcript, together with a notation explaining what the designation means.

3.3.2 Honors in the major status will be indicated on the official diploma of the student.

4.0 Honors in a Special Course Sequence

4.1 Qualifications: Honors in a Special Course Sequence (SCS) are awarded to students who successfully complete an approved SCS honors program.

4.1.1 SCSs are unique course sequences outside of a major program, which provide students with an interdisciplinary perspective on topics of broad interest. By their nature, SCSs require curricular oversight and subject expertise across departments and/or colleges.

SCSs are subject to the same unit minima as minors.

4.1.2 Honors requirements for a SCS must be approved by the same on-campus mechanisms used to approve other academic programs. This includes review by the appropriate college curriculum committee(s) and the relevant curriculum committees of the Academic Senate.

4.1.3 Approved SCS honors programs are then filed with the Office of Graduate and Undergraduate Programs (GUP), which then notifies the appropriate campus agencies to begin implementation.

4.2 Criteria for SCS honors: honors should be earned by specific honors level work in the designated SCS.

4.2.1 SCS honors should be awarded strictly for academic achievement (GPA and specified coursework).

4.2.2 SCS honors will be given only to students who distinguish themselves within their SCS with outstanding academic achievement. Among the methods used to measure this achievement, there must be a component that uses grades earned in the SCS.

4.2.2.1 This may include use of a minimum GPA requirement in the SCS

4.2.3 There may be other components as recommended by the coordinating body and approved by the relevant committees.

4.2.4 All indications of SCS honors prior to successful completion of all requirements must be noted as tentative and dependent upon maintenance of honors standards in the student's final semester.

4.3 Recognition and Privileges

4.3.1 SCS honors status will be shown on the transcript, together with a notation explaining what the designation means.

4.3.2 SCS honors status will be indicated on the official diploma of the student.

5.0 Latin Honors at Graduation

5.1 Qualifications

5.1.1 The Latin honors designations depend upon the achievement of a high grade point average at graduation in each of two categories:

5.1.1.1 An "All College" GPA, which reflects all graded, accredited baccalaureate work and assures that the honor is bestowed for outstanding achievement in the earning of the entire degree; and

5.1.1.2 The "SJSU cumulative" GPA, which reflects all graded collegiate work at this university and assures that the honor (also) reflects outstanding achievement in work completed at SJSU.

5.1.1.3 Each average will include work completed during the semester immediately preceding graduation. Graduation programs will note that indications of honor awards are tentative and depend on maintenance of honors standards in the student's final semester.

5.1.2 Any undergraduate student who has earned a 3.85 or higher GPA (both All College and SJSU Cumulative), shall graduate Summa Cum Laude.

5.1.3 Any undergraduate student who has earned a 3.70 or higher, but less than 3.85, GPA (both All College and SJSU Cumulative), shall graduate Magna Cum Laude.

5.1.4 Any undergraduate student who has earned a 3.50 or higher, but less than 3.70, GPA (both All College and SJSU Cumulative), shall graduate Cum Laude.

5.2 Recognition and Privileges

5.2.1 All those earning Latin honors shall be authorized to wear a symbol on their academic regalia, which shall be chosen by an appropriate Academic Senate committee.

5.2.2 Latin honors status will be indicated on the transcript, together with a key explaining what the designation means.

5.2.3 Latin honors status will be indicated on the official diploma of the student.

I&SA vote on original policy:

Approved: April 3, 2017
Vote: 11-0-0
Present: Kaufman (Chair), Walters, Yao, Simpson, Miller, Wilson, Nash, Perea, Mendoza, Spica, Sen, Bruck (non-voting)
Financial impact: None
Workload impact: The result of this policy would be a decrease in the number of students receiving honors (elimination of Honors at Entrance) and potentially smaller numbers of Latin honors designations due to higher GPA requirements. Semester honors designations will be determined on a shorter time scale, but by eliminating the use of the past 3 semesters work, fewer total honors designations are likely.

I&SA vote on amendment:

Approved: September 11, 2017
Vote: 14-0-1
Present: Bullen, Busick, Gill, Hill, Khan, Nash, Ng, Sen, Simpson, Sofish, Sullivan-Green, Trousdale, Walters, Wilson, Yao
Absent: Grindstaff, Hospidales, Kinney, Manzo
Financial impact: None expected
Workload impact: No change from current situation

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

S18-1, University Policy, Rescinding S88-5 and F02-2 (Old SOTE and SOLATE Instruments)

Legislative History:

At its meeting of February 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Peter for the Professional Standards Committee. University Policy S17-2 approved new SOLATE and SOTE instruments, but did not rescind the old policies. This policy corrects that oversight.

Rescinds S88-5 and F02-2

**Approved and signed by
President Mary A. Papazian on
March 5, 2018.**

**University Policy
Rescinding S88-5 and F02-2
(Old SOTE and SOLATE Instruments)**

- Whereas: S88-5 approved the questions for the Student Opinion of Laboratory Teaching Effectiveness (SOLATE) instrument in 1988; and
- Whereas: F02-2 approved the questions for the Student Opinion of Teaching Effectiveness (SOTE) instrument in 2002; and
- Whereas: S17-2 approved new SOLATE and SOTE instruments without formally rescinding the old ones; now, therefore, be it
- Resolved: That S88-5 and F02-2 be rescinded immediately.
- Rationale: Failing to rescind S88-5 and F02-2 was an oversight that this action will correct.

Approved: February 8, 2018 (email)
Vote: 7-0-0
Present: Chin, He, Marachi, Kauppila, McKee, Peter, Donahue, Kimbarow
Absent: White, Donahue*
*Donahue was present and voted for an earlier version of this resolution.
Financial Impact: None.
Workload Impact: None.

**SAN JOSÉ STATE UNIVERSITY
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S18-2, University Policy, Rescinding F72-1, Athletics Board Composition

Legislative History:

At its meeting of February 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. University Policies F07-2 and S13-7 superseded F72-1, but did not rescind F72-1. University Policy S08-2 rescinded all prior Athletic Board policies, but overlooked rescinding F72-1. Therefore, this policy corrects that oversight and rescinds F72-1.

Rescinds F72-1

**Approved and signed by President
Mary A. Papazian on March 5, 2018.**

**University Policy
Rescinds F72-1, Athletics Board Composition**

- Whereas: Through the systematic review of policies that the Organization and Government Committee has been conducting, dated policies referring to committees that are no longer active or have been modified have been found, and
- Whereas: Overlooked in S08-2 was the need to rescind the earlier policy F72-1, therefore be it
- Resolved: That F72-1 be rescinded.

Rationale: This will retain current membership established by F07-2 and subsequent amendments and update Senate records by retiring the original policy.

Approved: 2/5/18
Vote: 9-0-0
Present: Curry, Grosvenor, Hart, Higgins, Norman, Ormsbee,
Rajkovic, Ramasubramanian, Shifflett
Absent: Bailey
Financial Impact: None
Workload Impact: None

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

S18-3, University Policy, Rescinding F88-5, Continuing Education Committee

Legislative History:

At its meeting of February 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. While the final incarnation of the Continuing Education Committee was dissolved by SM-F08-4, University Policy F88-5 was never specifically rescinded.

Rescinds F88-5

**Approved and signed by
President Mary A. Papazian
on March 5, 2018.**

**University Policy
Rescinds F88-5, Continuing Education Committee**

- Whereas: Through the systematic review of policies, the Organization and Government Committee has been conducting, dated policies referring to committees that are no longer active or have been modified have been found, and
- Whereas: F88-5, refers to a Continuing Education Committee that no longer exists, and
- Whereas: The section of F88-5 referring to review of certificate programs has been superseded by S16-17, and
- Whereas: The section of F88-5 referring to review of continuing education proposals is now handled by the College of International and Extended Studies (see <http://www.sjsu.edu/ceu/docs/ceu-course-proposal.pdf>), therefore be it

Resolved That F88-5 be rescinded.

Approved: 2/5/18

Vote: 9-0-0

Present: Curry, Grosvenor, Hart, Higgins, Norman, Ormsbee,
Rajkovic,

Ramasubramanian, Shifflett

Absent: Bailey

Financial Impact: None

Workload Impact: None

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

S18-5, University Policy, Research, Scholarship, and Creative Activity: Advisor-Student Relationship, Sponsored Projects, and Proprietary and Confidential Information in RSCA

Rescinds: University Policy S94-8

Legislative History:

At its meeting of March 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Schultz-Krohn for the Curriculum and Research Committee. This policy recommendation was first presented during AY 2016-2017, but the language about Non-Disclosure Agreements (NDA) needed revisions, so the policy was returned to the Curriculum and Research Committee during AY 2017-2018. This policy was signed and approved by President Mary A. Papazian on April 3, 2018.

At its meeting of November 8, 2021, the Academic Senate approved Amendment A to University Policy S18-5. Amendment A was approved and signed by President Mary A. Papazian on December 6, 2021. Amendment A is incorporated into the policy below.

**University Policy
Research, Scholarship, and Creative Activity: Advisor-
Student Relationship, Sponsored Projects, and Proprietary
and Confidential Information in RSCA**

Rationale: There is need to update the University policy on Research, Scholarship, and Creative Activity (hereafter RSCA) in compliance with the [Integrated CSU Administrative Manual Section 11000](#). In addition, policies, procedures, and practices on campus have undergone significant changes in the last 20 years that necessitates an update to our RSCA policy.

RSCA at a university advances the frontiers of knowledge, keeps individuals

energized and familiar with recent developments in their fields, and provides an experiential learning context for students. These activities enrich a university community, contribute to knowledge and progress in the profession, and contribute to high-quality education. San José State University (SJSU) endorses the principles of academic freedom in RSCA and the University promotes conditions of free inquiry as outlined in SJSU University Policy S99-8. We re-affirm S94-8, that SJSU supports RSCA activity and the pursuit of research in concert with other university duties. All RSCA undertaken by SJSU personnel and students must be in compliance with all federal, state, CSU, and SJSU laws, regulations, and policies (contact Office of Research for guidance on laws, regulations, and policies). RSCA is defined by the discipline and may be further elaborated on within departments and colleges. RSCA typically excludes individual consulting or individual private business ventures.

Whereas: RSCA at SJSU includes a wide range of activities, funding approaches, disciplines, and practices, this policy covers only three aspects of RSCA: I. The RSCA Advisor - Student Relationship; II. Sponsored Projects; and III. Proprietary and Confidential Information in RSCA¹;

Whereas: Tenure/Tenure Track (T/TT) faculty are expected to engage in RSCA as indicated by the appointment process; this policy does not preclude others from engaging in RSCA; therefore be it

Resolved: That this policy recommendation be adopted to guide the above mentioned three aspects of RSCA activities.

¹ See Table 1 for list of other University Policies relating to RSCA.

Approved (C&R): March 5, 2018

Vote: 12-0-0

Present: Anagnos, Bacich, Buzanski, Cargill, Chung, De Guzman, Heil, Jensen, Stacks, Rodan, Trulio, Schultz-Krohn

Absent: Matoush

Curricular Impact: None anticipated.

Workload Impact: There is potential for University personnel to expand their grant and funding opportunities

Financial Impact: The Office of Research may have increased workload as University personnel contact them for guidance in conducting RSCA, proprietary research and confidential research.

I. The RSCA Advisor- Student Relationship

The involvement of students as active participants in RSCA projects provides students with richly rewarding, and often unique, learning opportunities, and the University encourages student involvement in RSCA. Thus, one of the criteria that may positively influence the decision to undertake RSCA projects or to accept extramural support is the potential to enrich the quality of the student learning experience. The University thus adopts the following policy governing the RSCA Advisor - Student Relationship:

A. RSCA Advisor Role

When bringing students into a RSCA project as collaborators, the advisor should encourage the free pursuit of learning, should show respect for the student as an individual, act as an intellectual guide and advisor/mentor, and provide oversight of the student to ensure that applicable laws and university policies are followed such as IRB, animal care and welfare, and responsible conduct of research

B. Alignment of Commitments and Obligations

Prior to bringing a student into a RSCA project, the advisor and the student should discuss time constraints and commitments and establish their respective responsibilities, make clear any obligations to third parties, and discuss possible implications of research misconduct. In some cases, the advisor and student may face conflicts when there are simultaneous academic and RSCA obligations for the student or competing commitments/obligations or third-party involvement that may impact the advisor's role as a teacher, mentor, or supervisor of RSCA. In these cases, the RSCA advisor and/or the student should contact the department chair (or associate dean if the chair is the RSCA advisor) for guidance. The ultimate goal is to establish a clearly defined relationship between all parties and establish a quality educational experience.

C. Financial Support

The University affirms the student's right to know the source(s) of the RSCA funding. Should a student choose to reject financial assistance linked to the source, the student has the right to do so without adverse consequences.

D. Recognition

Significant scholarly or artistic contributions from students must be acknowledged by the RSCA advisor. Prior to bringing students into a RSCA project, the RSCA advisor must discuss what is meant by significant contributions within the discipline.

II. Sponsored Projects

Sponsored projects are funded activities in which there is a formal written agreement (i.e., grant, contract, or cooperative agreement) between an institution and an external sponsor, and may be thought of as a transaction in which there is a specified statement of work with a related, reciprocal transfer of something of value. An externally-funded sponsored project is an agreement between SJSU and an external sponsor; such agreements are enforceable by law and performance is usually accomplished under time and fund use constraints with the transfer of support revocable for cause.

The University adopts the following guidelines governing sponsored projects:

A. Oversight of Sponsored Projects

With respect to externally-funded sponsored projects, the policies in [Integrated CSU Administrative Manual Section 11000](#) "serve as the fundamental system-wide requirements governing the California State University's (CSU) involvement with the solicitation, acceptance and administration of awards from extramural sponsors for the conduct of research and scholarly activity, and other sponsored activities." [ICSUAM Section 11001.00]. ICSUAM Section 11002.01. Section 1.5 defines "Recipient" of a sponsored project as the university or auxiliary, but not an individual, department or other constituent unit. Section 1.8 "Sponsored Program Administrator" (SPA) is defined by the Recipient as the entity that will administer the grant or contract.

In consultation with the Associate Vice President (AVP) for Research or his/her designee (hereafter: the term AVP for Research includes his/her designee except where specified), SPAs help the Principal Investigator (PI) address the requirements governing proposal preparation and submission, award negotiation, and post-award management. SPAs assist with identification of possible funding opportunities, management of solicitation of internal applications for limited submission opportunities, and facilitate development of current and pending reports. A SPA negotiates and executes Materials Transfer Agreements, RSCA-related Non-Disclosure Agreements (NDAs), intellectual property (IP), Tech Transfer agreements, and all other legal instruments associated with sponsored programs.

The PI, acting for and on behalf of SJSU, has primary responsibility for the management of his/her sponsored project in accordance with federal, state, University, and sponsor requirements. For every funded award, a single PI must be designated who personally participates in the project to a significant

degree. In circumstances where a sponsor specifies that the PI must be the President, Provost or Dean, the designated PI will serve on behalf of the President, Provost, or Dean.

B. Principal Investigator Eligibility

Any award is to the University and the University is thus responsible for ensuring fiscal and other criteria are met. Not only must the PI and any Co-PIs be qualified by education, training and/or experience in the area in which the funded RSCA or other project is being conducted, additional responsibilities to the institution are required as a PI and Co-PI.

1. Internal Eligibility

Faculty members at SJSU on the tenure-line as defined in University Policy S15-6 are eligible to be a PI on sponsored projects. Additionally, Faculty Early Retirement Program (FERP), emeriti, lecturer, visiting, and volunteer faculty, as well as University or auxiliary employees, may serve as PI upon approval. For academic personnel in these groups, the relevant department and/or college will make a recommendation regarding their expertise. The Dean or designee will make a recommendation regarding the stated willingness of the potential PI to comply with administrative and fiduciary requirements. Non-academic personnel will use a parallel recommendation process. The recommendations are forwarded along with a Curriculum Vitae or resume to the AVP for Research for final decision. This approval may provide limited eligibility for a specific proposal or provide status for submissions for a specified period. If the AVP for Research does not approve the request, the dean or unit head will be notified and alternative PI solutions will be discussed.

A Co-PI may be a faculty member, student, or other University personnel.

2. External Eligibility

Certain sponsors or funders may specify PI or Co-PI eligibility criteria. An external party without affiliation with SJSU may not serve as PI or Co-PI. However, external personnel may request approval to serve as PI or Co-PI. The PI or Co-PI must provide an assurance of compliance with administrative, regulatory compliance, and fiduciary requirements. The appropriate department chair or school director and college dean will make a recommendation with rationale that is forwarded along with the curriculum vitae or resume to the AVP for Research for final decision. This approval may provide limited eligibility for a specific proposal or provide status for

submissions for a specified period. The PI status can be revoked upon recommendation by the chair or dean to the AVP at any time. If the AVP for Research does not approve the request, the Dean or unit head will be notified and alternative PI solutions will be discussed.

C. Externally-Funded Proposal Submission, Review, and Approval

All requests for externally-funded, sponsored projects (including but not limited to letters of intent, contracts or grant proposals that might be construed as a SJSU commitment to the external party) shall only be submitted to sponsoring agencies with prior written approval of the president and the chief financial officer, or their designees (at SJSU, the AVP for Research and AVP for Finance, respectively).

The designees work closely with the SPA through which external funding proposals are submitted and subsequent awards are received. Other responsibilities of the SPA include: negotiating and accepting awards on behalf of the University and PI (it must be emphasized that all awards are given to the institution and not to the PI); drafting, negotiating and executing subcontracts; representing SJSU and the PI when interacting with sponsors. The Office of Research, SPA, and the PI are jointly responsible for ensuring institutional compliance with Federal and State regulations; sponsor policy and University policy compliance; coordinating pre-award and post-award actions that require either institutional or sponsor prior approval; and reporting responsibilities.

Individual faculty members or non-authorized staff may not negotiate, sign, amend, or accept externally funded contracts and grants on behalf of SJSU or its auxiliaries. As noted above, each contract or grant proposal for extramural funding of RSCA, training, and public service projects, and extramural awards received for such projects, must name an eligible employee of the University or auxiliary to serve as a principal investigator (see Section II B. to review eligibility guidelines).

Funding proposals to support students' RSCA activity must be sponsored by an eligible PI, as the designated PI. A student may be listed as a co-PI, but may not be the point of contact or PI for the project. In general, students who participate in sponsored programs must conform to all rules under the RSCA Student-Advisor Section 1, in addition to the policies listed in Table 1.

D. Principal Investigator Responsibilities

While there may be any number of co-PIs, there must be one individual who is recognized as PI (Lead PI) and is ultimately responsible to:

- Conduct the sponsored project and complete required reports and deliverables in accordance with applicable University, SPA, and sponsor or funder policies and guidelines;
- Ensure that all required University and SPA forms and certifications are completed in a timely manner;
- Conduct the work on the project according to the research protocol or statement of work that was submitted with the original proposal or as subsequently modified by the sponsor or funder in agreement with the PI and the University/SPA;
- Manage the project budget so that funds are spent in accordance with financial and administrative policies and ensure timely submission of expenses for reimbursement;
- Manage project personnel in compliance with federal and state laws, as well as University and SPA policy;
- Manage the retention and storage of all programmatic technical materials and reports in accordance with sponsor or funder guidelines and requirements.

E. Principal Investigator Performance, Compliance, and Review

Satisfactory progress and review of sponsored programs are determined by the sponsor or funding agency on a project-by-project basis. Any issues or concerns with the performance or regulatory compliance of a PI regarding adherence to University and SPA policies and procedures initially will be addressed with the PI by the SPA in consultation with the AVP for Research. If the PI is non-responsive or if the response does not result in adherence to applicable policies and procedures, the AVP for Research will involve the dean or University official to resolve the circumstances including possible reassignment of PI responsibilities to accomplish compliance.

III. Proprietary and Confidential Information in RSCA

In general, while it is the policy of SJSU that RSCA should be accomplished openly and without prohibitions on the publication and dissemination of the results of academic and RSCA activities, in certain circumstances issues related to confidentiality or proprietary RSCA may take precedence. Proprietary RSCA refers to information or materials that cannot be made public or disseminated without the approval of the entity that owns the proprietary rights to that information or materials. SJSU recognizes that some publishable work can best be accomplished if a University investigator(s) has access to a sponsor's proprietary information or materials. Confidential research is any research that may need be kept non-public, but is not

necessarily proprietary (e.g., medical or academic records). Specific situations are governed by complementary policies.

Classified research is covered by SJSU University Policy F69-12. Student theses are governed by SJSU University Policy S14-10. RSCA involving human subjects are governed by SJSU University Policy F17-1. RSCA dissemination related to Intellectual Property and Conflict of Interest is governed by SJSU University Policies S96-11, F98-3, and S99-11. The pursuit of RSCA upholds the principles of Academic Freedom and Professional Responsibility as outlined in SJSU University Policy S99-8.

A. Confidentiality in RSCA Projects

Information gathered and/or generated in RSCA projects may need to be considered as confidential. This information may include, but is not limited to, personal information regarding other RSCA team members, industry partners, and funders, as well as intellectual property, marketing plans, and financial and operational information. Every member of a RSCA team must take all reasonable precautions to ensure that access to this information is restricted to authorized individuals as determined by the PI of the team. RSCA team members may travel with confidential information to a location on campus or outside the campus, but team members must receive permission to do so from the PI. PI's should inform students on the requirements of confidentiality and mentor students as to the appropriate uses and contexts for sharing RSCA information.

B. RSCA-related Non-Disclosure Agreements

The University's mission, the intellectual engagement, and professional growth of the faculty and students should be the principal consideration whenever an NDA is considered for a particular RSCA project.

A RSCA-Related Non-Disclosure Agreement (NDA) is a legally binding agreement that typically:

- Defines and describes information, knowledge, or materials to be shared between or among the parties; and
- Restricts the use and disclosure of the shared information, knowledge, or materials.
- Any RSCA-Related NDA which purports to apply to SJSU or any department or unit thereof (or to commit or bind SJSU) can only be signed by the AVP for Research.
- ***Serves as the starting point to facilitate discussions between entities and may be time limited.***

A RSCA-Related NDA may be proposed when the University is considering entering into a relationship with a company or individual, and/or where there is a need to understand or evaluate each other's technology, research or processes, some of which might be proprietary or otherwise sensitive or confidential in nature. The duration of the RSCA-Related NDA will be negotiated by the RSCA member, the AVP for Research and the outside party.

While NDAs are common in private industry, they may be less appropriate in the University context because they can inhibit RSCA members' and the University's ability to use information. RSCA-related NDAs must be viewed in conjunction with the California Public Records Act, the McKee Transparency Act² (which applies to all SJSU auxiliary organizations and limits some disclosures) or other laws.

Participation in a RSCA project with a NDA requires both prior consultation between the PI and the RSCA team member and the RSCA team member's free and un-coerced consent.

In general, students should not be asked to sign a RSCA-related NDA (e.g., as part of class projects or academic courses). In exceptional cases where faculty members believe it is necessary for students to enter into an NDA, they must obtain approval from the college dean and the AVP for Research.

NDAs related to an individual's private business or consulting are not subject to SJSU authorization. However, if these individual partnerships develop into a SJSU RSCA activity, a conflict of interest declaration must be disclosed by the individual and managed with the AVP for Research, recognizing a new NDA may be required. (For additional information see the SJSU Conflict of Interest Policy S99-11.)

Any questions regarding proprietary research, confidential research, or the use of RSCA-related NDAs should be referred to the Office of Research.

C. Relationships with External Entities

The following statements establish the basis, under this general policy, on which SJSU will enter into contractual agreements with external entities dealing with RSCA-related NDA. External entities may operate within a proprietary environment while the University functions on the principle of free inquiry and

open expression. To serve the common interests of both the University and the external entities, reasonable and workable guidelines for collaborative work must first be established.

1. Generally, SJSU enters into no contractual agreement that restrains it from disclosing the existence of the agreement, the broad nature of the work, or the identity of the sponsor.
2. Normally, SJSU will not enter into any RSCA-Related NDA that permanently bars investigator(s) from publishing or otherwise disclosing the findings publicly. However, the AVP for Research, on behalf of the institution and with the concurrence of the investigator(s), may negotiate in advance to delay publication and/or presentation to allow sponsors to give input on whether their proprietary information may be revealed, or whether they will exercise their intellectual property rights in agreements with the institution.
3. Exceptions to Section III.C may be granted by the AVP for Research who may rely on the recommendation of an ad hoc committee. The AVP for Research will make an annual report to the President specifying exceptions granted under this provision.
4. This section on “Relationships with External Entities” does not apply to individual, private, consulting projects. These would be projects that are not sponsored projects or do not use university resources or SJSU students.

² McKee Transparency Act 2011. Senate Bill 8. Section 72696.5 (deals with trade secrets not being subject to disclosure and shall be redacted from auxiliary organization records before disclosure).

Table 1: Other University Policies Relating to Research, Scholarship, and Creative Activities

Roles and responsibilities	
<u>S99-8</u>	Academic Freedom and Professional Responsibility
<u>S99-11</u>	Conflict of Interests Policy for Principal Investigators
<u>S05-13</u>	Reporting of Organized Research and Training Units
<u>F69-12</u>	Prohibition of Classified Research; Academic Freedom
<u>E12-5</u>	Responding to Allegations of Research Misconduct

<u>S15-7</u>	Retention, Tenure and Promotion for Regular Faculty Employees: Procedures
<u>S15-8</u>	Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards
Intellectual property	
<u>F98-3</u>	Intellectual/Creative Property
<u>S96-11</u>	Fair Use of Copyrighted Materials; Intellectual Property
Treatment of research subjects	
<u>S14-6</u>	Policy and Assurance for Humane Care and Use of Animals at SJSU
<u>F17-1</u>	Policy for Protection of Human Research Subjects

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

S18-6, University Policy, Rescinds S90-13, At-Large Committee Appointments

Legislative History:

At its meeting of March 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. University Policy S90-13 established a process for converting unfilled college seats on the Senate to at-large seats. When University Policy F16-2 (Conversion of College Seats to At-Large Seats) was passed to modify bylaw 6.13, it superseded S90-13.

Rescinds: S90-13

**Approved and signed by
Mary A. Papazian, President
San José State University on
April 3, 2018**

**University Policy
At-Large Committee Appointments**

- Whereas: Through the systematic review of policies that the Organization and Government Committee has been conducting, older policies that have been superseded have been identified; and
- Whereas: Bylaw 6.13 now specifies the process and timeline by which college seats become at-large seats; therefore be it
- Resolved: That S90-13 be rescinded.

Rationale

This corrects an oversight when F16-2 was established. At that time the policy recommendation should have included rescinding S90-13.

Approved: March 5, 2018
Vote: 8-0-0
Present: Bailey, Curry, French, Hart, Higgins, Ormsbee, Rajkovic,
Shifflett
Absent: Grosvenor, Norman, Ramasubramanian
Financial Impact: None
Workload Impact: None

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

**S18-7, University Policy, Rescinds F71-14, Acting
Appointments: Vice Presidents or Deans**

Legislative History:

At its meeting of March 12, 2018, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. University Policy F71-14 was superseded by University Policy S16-8.

Rescinds: F71-14

**Signed and Approved by
Mary A. Papazian, President,
San José State University on
April 3, 2018**

**University Policy
Rescinds F71-14, Acting Appointments: Vice Presidents or
Deans**

Whereas: The Organization and Government Committee has been conducting a systematic review to identify policies that have been outdated and/or replaced; and

Whereas: F71-14: Acting Appointments: Vice Presidents or Deans has now been superseded by S16-8: Selection and Review of Administrators (with Amendment A as edited included); therefore be it

Resolved: That F71-14 be rescinded.

Rationale

At the time the policy recommendation (S16-8) was approved, it should have included the recommendation to rescind the older policy: F71-14.

Approved: March 5, 2018
Vote: 8-0-0
Present: Bailey, Curry, French, Hart, Higgins, Ormsbee, Rajkovic,
Shifflett
Absent: Grosvenor, Norman, Ramasubramanian
Financial Impact: None
Workload Impact: None

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

S18-8, University Policy, Rescinds S66-11, College Reports to Selective Service Boards

Legislative History:

At its meeting of April 9, 2018, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. University Policy S66-11 was approved in Spring of 1966 and is now very out-of-date. The Selective Service System website does not show a reporting mechanism or standards for classifying registrants in order to replace S66-11 with a more current policy. Therefore, S66-11 should be rescinded.

Rescinds: S66-11

**Approved and signed by
President Mary A. Papazian
on April 27, 2018.**

**University Policy
Rescinds S66-11, College Reports to Selective Service
Boards**

Whereas, The Selective Service System does not currently classify registrants, and

Whereas, The Selective Service System does not have criteria regarding a reporting mechanism or required information to be reported; therefore, be it

Resolved: That S66-11 be rescinded.

Approved: February 19, 2018

Vote: 12-0-0

Present: Busick, Gill, Grindstaff, Khan, Manzo, Nash, Ng, Sen, Simpson, Sullivan-Green, Trousdale, Walters, Wilson, Yao

Financial impact: None

Workload impact: None

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

S18-9, University Policy, Rescinds F83-10, Entry-Level Mathematics (ELM) Examination; Sanctions; Probation

Legislative History:

At its meeting of April 9, 2018, the Academic Senate approved the following policy recommendation presented by Senator Schultz-Krohn for the Curriculum and Research Committee. Executive Order 1110 (issued by the Chancellor on August 2, 2017) discontinued, with immediate effect, the offering of the English Placement Test (EPT) and the Entry-Level Mathematics (ELM) Test. University Policy F83-10 stipulates that students who are required to take the ELM test must do so during their first semester of enrollment. This requirement conflicts with EO 1110. Therefore, University Policy F83-10 needs to be rescinded.

Rescinds: F83-10

**Approved and signed by
President Mary A. Papazian on
April 27, 2018.**

**University Policy
Rescinds F83-10, Entry-Level Mathematics (ELM) Examination;
Sanctions; Probation**

Whereas: [Executive Order 1110](#) discontinued the offering of the English Placement Test (EPT) and the Entry- Level Mathematics (ELM) Test effective August 2, 2017, and

Whereas: [F83-10](#) stipulates that students who are required to take the ELM test must do so during their first semester of enrollment, therefore be it

Resolved: that F83-10 be rescinded.

Approved:	March 5, 2018
Vote:	13-0-0
Present:	Bacich, Buzanski, Cargill, Chung, Jensen, Heil, Matoush, Stacks, Rodan, Trulio, Schultz-Krohn, Anagnos, De Guzman
Absent:	None
Workload Impact:	None
Financial Impact:	None

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

S18-10, University Policy, Rescinds S80-9, Resource Analysis Required for Curricular Proposals

Legislative History:

At its meeting of April 9, 2018, the Academic Senate approved the following policy recommendation presented by Senator Schultz-Krohn for the Curriculum and Research Committee. University Policy S80-9 designated that specific forms be used for curricular proposals that are no longer used in practice. Therefore, University Policy S80-9 needs to be rescinded.

Rescinds: S80-9

**Approved and signed by
President Mary A. Papazian
on August 27, 2019.**

**University Policy
Rescinds S80-9, Resource Analysis Required for Curricular
Proposals**

Whereas: Curricular proposals are typically initiated at the department/school, and

Whereas: Budget and resources are handled at the college level, and

Whereas: The Office of Graduate and Undergraduate Programs provides information regarding the required elements to be included in a course proposal, and

Whereas: S80-9 designated that specific forms be used for course proposals that are no longer used in practice; therefore be it

Resolved: that S80-9 be rescinded.

Approved: 3-7-2018
Vote: 11-0-0
Present: Anagnos, Bacich, Cargill, Chung, De Guzman, Heil, Jensen,
Matoush, Rodan, Schultz-Krohn, Stacks
Absent: Buzanski, Trulio
Workload Impact: None anticipated
Financial Impact: None anticipated

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

S18-11, University Policy, Rescinds S09-5, Priority Registration

Legislative History:

At its meeting of April 9, 2018, the Academic Senate approved the following policy recommendation presented by Senator Schultz-Krohn for the Curriculum and Research Committee. University Policy S97-1 set the order for priority registration. S97-1 was amended by University Policy S09-5. In Fall of 2017, University Policy F17-4 updated the order for priority registration and rescinded University Policy S97-1. However, due to an oversight, S09-5—the amendment to S97-1, was not rescinded by F17-4. This policy addresses that oversight.

Rescinds: S09-5

**Approved and signed by
President Mary A. Papazian on
April 27, 2018**

**University Policy
Rescinds S09-5, Priority Registration**

Whereas: S09-5 amended S97-1, and

Whereas: S97-1 set the order for priority registration, and

Whereas: the order for priority registration is now defined in F17-4, therefore be it

Resolved: that S09-5 be rescinded.

Approved: 4-2-2018

Vote: 13-0-0

Present: Anagnos, Bacich, Buzanski, Cargill, Chung, De Guzman, Heil, Jensen, Matoush, Rodan, Schultz-Krohn, Stacks, Trulio

Absent: None

Workload Impact: None anticipated

Financial Impact: None anticipated

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

**S18-13, University Policy, Rescinds University Policy F97-4,
Educational Equity Advisory Board**

Legislative History:

F97-4 (Educational Equity Advisory Board) dissolved the educational equity advisory board, the outreach council, the retention council, and reorganized the Faculty Enhancement Council as an administrative agency in the Senate's 'other' classification for committees with the name Educational Equity Council.

Rescinds: F97-4

**Signed and approved by
President Mary A. Papazian on
May 9, 2018.**

**S18-3, University Policy
Rescinds University Policy F97-4
Educational Equity Advisory Board**

- Whereas: The Educational Equity Council no longer exists, and
- Whereas: Significant changes in infrastructure and programming have been made since 1997 with respect to issues related to diversity, and
- Whereas: The council's purpose and objectives are now incorporated in campus programs and structures such as the faculty diversity committee, a recently established Office of Diversity, Equity, and Inclusion, a student success committee, and a center for faculty development, therefore be it
- Resolved: That F97-4 (Educational Equity Advisory Board) be rescinded.
- Rationale: F97-4 sought to update and reorganize disparate efforts in the area of educational equity with a focus on fostering positive and effective rapport between students and faculty and facilitating faculty development and involvement. Since that time, the campus has undertaken several

initiatives designed to impact not only faculty but students and the campus as a whole. With the Educational Equity Council no longer in existence and its work embraced by current groups, F97-4 needs to be rescinded.

Approved: 4/16/18

Vote: 9-0-0

Present: Bailey, Curry, French, Hart, Norman, Ormsbee,
Rajkovic, Ramasubramanian, Shifflett

Absent: Grosvenor, Higgins

Financial Impact: None

Workload Impact: None

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

S18-14, University Policy, Department or School Name Change

Legislative History:

At its meeting of April 30, 2018, the Academic Senate approved the following policy recommendation presented by Senator Schultz-Krohn for the Curriculum and Research Committee. On March 12, 2018, the Academic Senate approved a policy recommendation sent to the President as University Policy S18-4. This policy was returned unsigned with a request to make it less prescriptive and remove the name of Graduate and Undergraduate Programs (GUP) as the location of the Department or School Name Change Guidelines and indicate that the Guidelines be maintained by the Office of the Provost or designee. This policy recommendation incorporates those changes. When a name change is proposed due to merging, dividing, or transferring academic units, use this policy in conjunction with S13-9.

**Signed and approved by
President Mary A. Papazian
on May 9, 2018.**

**S18-14, University Policy
Department or School Name Change**

Rationale: There is no current policy guiding a name change for departments or schools.

On March 12, 2018, the Academic Senate approved AS 1676 presented by Senator Schultz-Krohn for the Curriculum and Research Committee. The policy recommendation was then sent to the President for signature as University Policy S18-4. This policy recommendation was returned unsigned by President Papazian with a request to make the policy recommendation less prescriptive and remove the name of Graduate and Undergraduate Programs (GUP) as the location of the Department or School Name Change Guidelines and indicate that the Guidelines be maintained by the Office of the Provost or designee.

The Curriculum and Research Committee, during the April 23, 2018 meeting, revised this policy recommendation by removing the specific name of GUP as the location of the

Department or School Name Change Guidelines and indicating that these Guidelines be maintained by the Office of the Provost.

- Whereas: The campus community would benefit from an operational roadmap to ensure procedural transparency when proposing a department or school name change; and
- Whereas: The process to be used when requesting a department or school name change should allow the review of the proposed name change to occur in a timely manner, and
- Whereas: A policy should guide meaningful consultation across academic units to avoid conflict with a requested name change; therefore be it
- Resolved: That the Department or School Name Change Guidelines shall specify the components to be included in the name change proposal and submission process, and be it further
- Resolved: That the Guidelines shall be maintained by the Office of the Provost or designee and reviewed by the University Curriculum & Research Committee, and be it further
- Resolved: That the following process shall be used when requesting a name change for a department or school.
1. The name change proposal shall follow the Name Change Guidelines and include evidence of meaningful consultation with all academic units potentially affected by the proposed name change.
 2. The name change proposal shall provide a record of the vote at all levels of review.
 3. The University Curriculum & Research Committee shall review the name change proposal and forward a recommendation to the Provost.

Approved:	April 30, 2018
Vote:	13-0-0
Present:	Bacich, Buzanski, Cargill, Chung, Heil, Stacks, Rodan, Trulio, Schultz-Krohn, Anagnos, Matoush, De Guzman, Jensen
Absent:	None
Workload Impact:	Minimal; will use existing committees and curriculum management system
Financial Impact:	Minimal; will use existing committees and curriculum management system

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

**S18-15, University Policy, Alcohol and Drug Abuse
Prevention Committee (ADAPC)**

Rescinded: University Policies S01-2 and F01-1

Effective: Fall 2018

Legislative History:

At its meeting of May 14, 2018, the Academic Senate approved the following policy recommendation presented by Senator Shifflett for the Organization and Government Committee. University Policy S18-15 superseded previous policies related to the current special agency: Alcohol and Drug Abuse Prevention Committee (ADAPC). The originating policy related to this committee (S89-9, Substance Abuse Committee) was amended by S92-11 (Alcohol and Drug Abuse Prevention Committee) and subsequently rescinded by S96-12 (Alcohol and Drug Abuse Prevention Committee). S01-2 (Alcohol and Drug Abuse Prevention Committee) rescinded S96-12 and was modified by F01-1 (Alcohol and Drug Abuse Prevention Committee Composition). University Policy S18-15 was approved by President Mary A. Papazian on June 20, 2018.

At its meeting of March 4, 2019, the Academic Senate approved Amendment A to University Policy S18-15. Amendment A to S18-15 amends the last paragraph of section 2.1 to specify that the co-chairs shall include one representative from Academic Affairs and one representative from Student Affairs. This corrects an oversight in S18-15 where co-chairs, appointed by the President, were to include an administrator. The non-faculty on this committee are not MPPs, but rather directors/coordinators.

Amendment A to University Policy S18-15 was approved and signed by President Mary A. Papazian on April 15, 2019.

At its meeting of November 16, 2020, the Academic Senate approved Amendment B to University Policy S18-15. Amendment B to S18-15 replaced the Assistant Director of International Student Services (ISS) with the International Programs Manager (IPM) in International Student and Scholar Services (ISSS), whose work directly intersects with the goals and mission of this committee. Amendment B to University Policy S18-15 was signed and approved by President Mary A. Papazian on March 18, 2021. Amendments A and B are incorporated into University S18-15 as follows.

S18-15, University Policy Alcohol and Drug Abuse Prevention Committee (ADAPC)

Whereas: The Alcohol and Drug Abuse Prevention Committee has proposed changes to its charge and membership, and

Whereas: SJSU's attention to issues surrounding health and wellness highlights the importance of providing the campus with a resource that can support and facilitate efforts to provide education and support services in the areas of alcohol and drug abuse, and

Whereas: A special agency is particularly well suited to service that brings together knowledgeable individuals who can inform the work of the committee as well as convey information to their respective programs, and

Whereas: Members with expertise and direct engagement with campus programs and initiatives in the areas of alcohol and drug abuse are needed for effective outreach and communication, therefore be it

Resolved: That S01-2 and F01-1 be rescinded and replaced by the following proposal regarding the charge and membership of a special agency called the Alcohol and Drug Abuse Prevention Committee effective Fall 2018.

Rationale: The interest from the current ADAPC in taking on a more active and engaged role is welcome and should be supported. The reflection and subsequent proposal are what O&G hoped to nurture with its call to all committee chairs to review their charge and membership this semester. One of the keys to the group's ability to achieve the work outlined in its charge is to have members include those directly involved in health/wellness programs, initiatives, education, and services.

Approved: 5/7/18

Vote: 9-0-0

Present: Bailey, French, Grosvenor, Hart, Norman, Higgins, Shifflett, Curry, Rajkovic

Absent: Ramasubramanian, Ormsbee

Financial Impact: None

Workload Impact: None

Alcohol and Drug Abuse Prevention Committee

The Alcohol and Drug Abuse Prevention Committee (ADAPC) will be a special agency able to assist with identifying challenges, serve as an advisory resource to the campus community, and communicate information across the campus related to alcohol and drug abuse prevention and intervention activities, programs, and policies. In addition, this committee will serve as a resource to enhance the campus community's understanding of issues pertaining to alcohol and drug abuse; develop a broad and deep understanding of these issues at all levels in order to identify and analyze problem areas and propose solutions; and provide advice to the President and campus programs as needed.

1. Charge

ADAPC serves as a campus resource and advisory group to the University President. The committee will help in facilitating educational awareness and communication on the topics of alcohol and drug abuse, intervention and prevention through various engagement and outreach activities and events across SJSU departments, organizations, and divisions.

ADAPC will identify and assist in promoting current and relevant university policies, Presidential Directives, best practices, and research-informed practices in its committee, coordination, and collaboration efforts.

ADAPC will collaborate with various departments, organizations, and divisions at SJSU to utilize the expertise available around the topics of alcohol and drug abuse, intervention and prevention.

2. Membership (see section 2.1 for administrative designees)

Associate Director, Wellness and Health Promotion or designee (EXO)

Director, Student Conduct & Ethical Development or designee (EXO)

Director, Counseling & Psychological Services or designee (EXO)

Chief of Police or designee (EXO)

Executive Director for Associated Students or staff designee (EXO)

Associate Director for Residence Life (EXO)

Student Engagement Coordinator (Greek Life) from Student Involvement (EXO)

Senior Associate for Academics and Student Services (athletics) (EXO)

International Programs Manager (IPM) in International Student and Scholar Services (ISSS)

2 Faculty-at-large (1 preferably from a health-related discipline)

1 Staff-at-large (non MPP from academic affairs division)

AS Board of Directors student designee

Residential Advisor designated by RHA
Greek Life Student Representative
Student from Peer Health Education Program

2.1 Recruitment and Appointment of Members

Members (other than ex-officio) serve a 3-year term which is renewable for one additional 3-year term. When filling initial appointments, the Associate Vice Chair of the Senate will stagger the terms of non ex-officio seats. Student members serve a 1-year term and can be re-appointed. Solicitation of applications to serve on the Alcohol and Drug Abuse Prevention Committee (ADAPC) will be made through the normal Committee on Committees process for the seats designated for faculty, staff, and student members and will include a brief statement from each applicant regarding their interest and experience in the areas of ADAPC's work. When multiple applications are submitted for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering applicants, attention should focus on the person's expertise/ experience in areas related to the committee's work.

For administrative designee appointments, representatives with expertise/experience in areas related to the committee's work should be designated.

From among the committee members, co-chairs, one of which should be a representative from Academic Affairs and one of which should be a representative from Student Affairs, shall be appointed by the President in consultation with the Senate's Executive Committee.

2.2 Interim Appointments.

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

2.3 Replacing Members

If a member is absent from three regularly scheduled committee meetings in an academic year, the ADAPC committee co-chairs may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement. If a member repeatedly does not perform assigned committee duties, the co-chairs of the committee may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement.

3. Policy Modifications

Following implementation, if modifications to this policy appear needed, the ADAPC committee co-chairs will provide the Academic Senate Chair with the committee's suggestions. The Chair of the Academic Senate will then refer the recommendation(s) out to the appropriate policy committee for timely review and subsequent action.

**SAN JOSÉ STATE UNIVERSITY
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S19-1, University Policy, Rescinds Campus Smoking Policies

Legislative History:

At its meeting of February 11, 2019, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. Since the passage of both University Policies S03-6 and S93-11, Presidential Directive 2014-01 and Executive Order 1108 restrict smoking areas, tobacco sales, and advertising. Therefore, University Policies S03-6 and S93-11 are obsolete.

Rescinds S03-6 and S93-11

**Signed and approved by President
Mary A. Papazian on April 15, 2019**

**University Policy
Rescinds Campus Smoking Policies S03-6 and S93-11**

Resolved, that S03-6 and S93-11 be rescinded.

Rationale. Since the passage of policies S03-6 and S93-11, the campus and California State University System have both been declared smoke-free through Presidential Directive 2014-01 and Executive Order 1108, respectively. S03-6 and S93-11 restrict smoking areas and tobacco sales and advertising, which are covered through both the Presidential Directive and Executive Order listed above.

Approved:	February 4, 2019
Vote:	15-0-0
Present:	Gill, Grindstaff, Hill, Hurtado, Kethepalli, Khan, Kim, Kinney, Manzo, Nash, Sen, Simpson, Sullivan-Green, Walters, Wilson, Yao
Absent:	Bullen, Ng, Pang
Financial Impact:	None.
Workload Impact:	None.

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

S19-2, University Policy, Charge and Membership of University Committees

Legislative History: The charge and membership information for committees is widely dispersed across Senate Management Resolutions and University Policies. This proposal seeks to update the charge and/or membership of some committees and the Senate's repository which documents the charge and membership of committees. Changes would supersede the charge and membership information in previous Senate Management Resolutions and University Policies.

On March 4, 2019 the Academic Senate approved University Policy, Charge and Membership of University Committees, presented by Senator Shifflett for the Organization and Government Committee. On September 11, 2019 President Mary A. Papazian approved and signed University Policy S19-2, Charge and Membership of University Committees.

On April 14, 2025, the Academic Senate approved Amendment A to University Policy, Charge and Membership of University Committees in relation to SMS25-1, presented by Senator Baur for the Organization and Government Committee. On May 30, 2025 President Cynthia Teniente-Matson approved and signed Amendment A to University Policy S19-2, Charge and Membership of University Committees.

- Whereas: An updated resource regarding the charge and membership of policy committees, operating committees, special agencies, and other university committees is needed, and
- Whereas: The Senate's Committee Descriptions document should continue to be the repository of all information on the charge and membership of committees, and
- Whereas: A comprehensive review of the charge and membership of committees with input from policy committees, operating committees, special agencies, and other university committees has been conducted, therefore be it

Resolved: That the charge and membership of committees as noted in this proposal amend the charge and membership information contained in previous policies and Senate management resolutions in which charge and membership have been specified, and be it further

Resolved: That henceforth, the charge and membership of committees be contained in a Policy Recommendation or Senate Management Resolution exclusively dedicated to a committee's charge and membership, and be it further

Resolved: That policies and Senate management resolutions not specific to the charge or membership of committees not contain charge and membership information but rather direct the reader to the appropriate policy or senate management resolution where such information resides, and be it further

Resolved: That the information in the attached Appendix A, documenting the charge and membership of policy committees, operating committees, special agencies, and other university committees, replaces the contents of the Senate's current Committee Descriptions document. The Committee Descriptions document will continue to be maintained by the Academic Senate office and be available on its website, and be it further

Resolved: That for all committees, the following principle should be considered in the determination of seats and membership: Ideally, committees should be broadly diverse and inclusive of various backgrounds and perspectives, and be it further

Resolved: That unless otherwise specified in a Policy Recommendation or Senate Management Resolution, appointments to committees are made following the normal Committee on Committees processes.

Rationale: Beginning in January 2018, O&G invited all committees to review their charges and memberships. The thoughtful and reflective nature of the reviews have brought excellent recommendations to O&G which the committee now advances to the Senate.

Where substantial changes were proposed, O&G brought separate recommendations to the Senate which are included in Appendix A where they have been approved by the Senate and the President. The changes in this proposal do not alter the functions of committees but rather clarify the charges. Where changes to the membership have

been recommended, the relevant committee and members of Organization and Government concur on the need for the change.

One document detailing the charge and membership of policy committees, operating committees, special agencies, and other SJSU committees will be of immense value to faculty, staff, administrators, students, and the Senate. The contents of Appendix A are intended to update the Senate's current Committee Descriptions document.

The first section of the attached materials contains the proposed changes to committee charges and/or membership for consideration by the Senate. Following that is Appendix A with a complete listing of all committees including those where no changes have been proposed.

The contents of the Appendix are intended to facilitate a one-time update of the Senate's repository of information on the charge and membership of committees. Future updates shall be made to that repository, not to this Appendix.

Approved: 2/4/19

Vote: 8-0-1

Present: Curry, French, Gallo, Higgins, Grosvenor, Millora,
Ormsbee, Rodan, Shifflett

Absent: Capizzi, Saldamli

Financial Impact: None

Workload Impact: Initially, considerable work needed to update/amend existing policies or Senate Management resolutions where charge and membership information resides. Following that, ongoing update to the contents of the Senate's Committee Descriptions document (updated based on Appendix A) will not require additional work since the Senate office already updates its committee descriptions document as changes are made.

University Policy
Charge and Membership of University Committees

Faculty Diversity Committee [reporting to PS] - Addition and updates to membership.

<http://www.sjsu.edu/senate/docs/S10-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-S05-6.pdf>

Membership

Chief Diversity Officer [EXO]

Senior AVP UP or designee [EXO]

Senior Vice Provost or designee[EXO]

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

AS Director of Academic Affairs

A.S. Director of Intercultural Affairs

International Programs and Students Committee [reporting to ISA] - Update to charge and membership.

<http://www.sjsu.edu/senate/docs/SM-S05-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-F04-4.pdf>

<http://www.sjsu.edu/senate/docs/F90-5.pdf>

<http://www.sjsu.edu/senate/docs/F88-11.pdf>

Charge: Considers issues related to the experiences of international students & scholars and participants in SJSU study abroad programs. Advocates for the success of international and study abroad students through interactions with relevant SJSU offices and administrators. Partners with colleagues in various campus divisions to promote awareness of global opportunities for students, staff, and faculty. Reviews and recommends policies and procedures on SJSU international programs and activities including Faculty Led Programs (FLP).

Membership

Director International Programs & Services [EXO]

Student Affairs Office designee [EXO]
AVP, Enrollment & Academic Services or designee [EXO]
GUP Graduate Studies Office designee [EXO]
GUP Undergraduate Studies Office designee [EXO]
Director of Study Abroad and Away [EXO]
CIES, Director Global Studies [EXO]
CIES, AVP Continuing Education Office [EXO]
ACIP Rep [EXO]
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
1 Faculty, College of Social Science
2 Students

Program Planning Committee [reporting to CR]- Update to charge.

<http://www.sjsu.edu/senate/docs/S17-11.pdf>
<http://www.sjsu.edu/senate/docs/SM-F08-6.pdf>
<http://www.sjsu.edu/senate/docs/SM-F03-2.pdf>
<http://www.sjsu.edu/senate/docs/SM-S96-4.pdf>

Charge: Implements the academic program planning process, including the review of programs, as provided in the program planning policy and guidelines. Recommends changes in the policy and guidelines and other matters relating to program planning and review to the Curriculum and Research Committee.

Student Evaluation Review Board [reporting to PS] - Update to charge.

<http://www.sjsu.edu/senate/docs/F10-2.pdf>
<http://www.sjsu.edu/senate/docs/SM-S99-4.pdf>
<http://www.sjsu.edu/senate/docs/SM-S94-1.pdf>
<http://www.sjsu.edu/senate/docs/F87-6.pdf>

Charge: In consultation with the appropriate disciplines, designs evaluation instruments to be used by all departments and colleges. In collaboration with IEA, establishes norm groups and norm ranges. Develops and makes available to the University community, information and guidelines for the effective interpretation of the rating instruments. Develops guidelines for the participation of students in the evaluation of faculty.
Reviews proposals for matters concerned with rating instruments, norm grouping or any other variance to established policy.

Student Fairness Committee [reporting to ISA]- Update to charge; membership clarifies one faculty from each college. S14-3 says 'preferably'
<http://www.sjsu.edu/studentconduct/docs/S14-3.pdf>

Charge: In accordance with S14-3, the student fairness committee adjudicates grade disputes and advises professors and departments on practices that will limit future problems. The committee also suggests ways to bring teaching practices and departmental practices in alignment with university policy. Based on the nature of the grievance, the student fairness committee also guides students to other institutional resources that are available to address various types of grievances.

Membership

Ombudsperson [EXO]

2 University administrators (management)

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

2 Staff (non-management)

7 Students

Undergraduate Studies Committee [reporting to CR] - Update to charge.

<http://www.sjsu.edu/senate/docs/SM-F16-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-F15-2.pdf>

<http://www.sjsu.edu/senate/docs/SM-S98-2.pdf>

Charge: Reviews and coordinates the undergraduate curriculum and its development across all colleges; advises on policies relevant to undergraduate education; encourages and supports curricular innovation on campus; formulates or considers and makes recommendations on policy for awarding honors to undergraduate students; reviews and makes recommendations on proposed departmental honors programs; and members serve as liaisons to their respective units.

Accreditation Review Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/S16-5.pdf>

Charge: The Accreditation Review Committee (ARC) is charged with leading the campus in preparation for its accreditation review in accordance with the most current

WASC Senior College and University Commission (WSCUC) Handbook of Accreditation.

Athletics Board - Update to charge; Update to membership.

<http://www.sjsu.edu/senate/docs/S13-7.pdf>

<http://www.sjsu.edu/senate/docs/F07-2.pdf>

<http://www.sjsu.edu/senate/docs/F79-4.pdf>

Charge: In alignment with SJSU's Athletics Policy (F07-2), the athletics board performs such functions as to enable it to carry out its responsibilities to ensure academic integrity of the athletic programs and compliance with NCAA and affiliated conference athletic rules. It shall recommend to the President and to the Executive Committee of the Academic Senate policies that promote a strong environment of rules compliance and provide a positive academic environment for all student-athletes; it shall act in an advisory capacity to the President and his/her designee and to the Director of Athletics; it shall have an overall awareness of the athletic programs of the University and the rules, procedures and guidelines of the athletic organizations of which the University is a member, in order to make recommendations pertaining thereto and to act in an advisory capacity.

Membership:

Faculty Member-at-Large, tenured

Faculty Member-at-Large, tenured

Faculty Member-at-Large, tenured

Faculty Member-at-Large

Faculty Member-at-Large

President, Associated Students, or Designee

Student-Athlete Advisory Committee President or designee

Faculty Athletics Representative

President, Spartan Athletic Fund, or Designee

Director, Division of Athletics (non-voting member)

Senior Athletics Administrator for Academic and Student Services (non-voting member)

President's Designee (non-voting member)

Senior Athletics Administrator for Compliance (non-voting member)

Budget Advisory Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/F15-9.pdf>

Charge: Advises the President of the University by providing input and recommendations throughout the planning, implementation and subsequent review of budget expenditures including advice on key campus priorities.

Assists with identifying challenges and problem areas and proposes solutions.

Acts as a resource to the campus community in understanding state-wide, CSU, and university-wide budgeting processes. Provides advice concerning the planning, development, and implementation of materials to communicate budget-related information to the campus community, ensuring alignment of campus resources with the strategic plan.

Campus Planning Board - Update to charge and membership.

<http://www.sjsu.edu/senate/docs/F15-10.pdf>

<http://www.sjsu.edu/senate/docs/S08-4.pdf>

Charge: Advises the President of the University regarding long- range physical planning for the campus and the surrounding area, including preparation and review of the Campus Master Plan. For this purpose, the Board serves as the Campus Planning Committee as described in Executive Order 672.

Membership

Provost or designee [EXO]

VP, Advancement or Designee [EXO]

VP, Student Affairs or Designee [EXO]

AVP, Facilities Development and Operations [EXO]

Chief of Staff [EXO]

Director Planning, Design & Construction [EXO] (non-voting)

1 faculty, College of Business

1 faculty, College of Education

1 faculty, College of Engineering

1 member, General Unit

1 faculty, College of Health and Human Sciences

1 faculty, College of Humanities & Arts

1 faculty, College of Science

1 faculty, College of Social Science

1 member of support staff

1 member of the community

AS Director of Business Affairs

A.S. Director of Sustainability Affairs

Strategic Planning Steering Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/S16-3.pdf>

Charge: The Strategic Planning Steering Committee (SPSC) is responsible for advising the President on all aspects of the development, implementation, evaluation, and

revision of a strategic plan for SJSU. The committee is responsible for the ongoing review of the planning process, and for communication and engagement with campus constituents to sustain the plan's legitimacy and efficacy. As a representative group, SPSC members are expected to convey information out to all constituent groups they have connections with and serve as a conduit for information into the SPSC throughout a strategic planning cycle.

University Library Board - Update to charge.

<http://www.sjsu.edu/senate/docs/S15-10.pdf>

Charge: The University Library Board advises and assists the Dean of the University Library on matters concerning the academic role of the library. The board serves as liaison between faculty and students and the Library administration, faculty, and staff; examines the relationships between the Library and the general faculty, the various colleges and the programs of the University, for the purpose of recommending improvements in Library services and policy, as well as the stature of the Library. The board recommends ways of assuring the stewardship of the library's various collections of materials in all formats. The board recommends ways of assuring that the library provide an atmosphere appropriate to quiet study and research, collaboration, student academic success, and thoughtful reading. The board widely consults representatives from all groups and disciplines who use the library's resources for curriculum and research, so as to advise the Dean of the University Library on campus needs for the Library's collections and academic services, and receives periodic reports on the library's progress and expenditures toward meeting those needs. Receives reports from the library Dean regarding any issues raised at the King Library Management Team meetings that affect the management of the King Library. The University Library Board may, in cooperation with the library, co-sponsor events within the library that bring members of the university community together with other citizens of the region for discourse on subjects of common scholarly and literary interest. The board conducts periodic reviews of this policy and makes recommendations to the Academic Senate for appropriate revisions.

Academic Disqualification and Reinstatement Review Committee - Updates to charge and membership.

<http://www.sjsu.edu/senate/docs/S16-16.pdf>

<http://www.sjsu.edu/senate/docs/S10-6.pdf>

<http://www.sjsu.edu/senate/docs/SM-F09-2.pdf>

Note: Information from S16-6: Establishing and evaluating the procedure for the appeal process will be the charge of the ADRRC. Establishing and evaluating the guidelines for reinstatement will be the charge of the ADRRC.

Charge: Enforces and reviews academic regulations governing disqualification and reinstatement to the University. Serves as the review committee for students whose petitions have been denied for Change of Major/Adding a second major/or minor for students with more than 90 units, per PD 2009-05.

Membership:

Associate Dean of Undergraduate Studies [EXO]

Associate Dean of Graduate Studies [EXO]

Director or designee Advising and Retention Services [EXO]

AVP, Student Affairs [EXO]

AVP Faculty & Student Success or Designee [EXO]

Director or designee Counseling Services [EXO]

Associate Dean Business [EXO]

Associate Dean Education [EXO]

Associate Dean Engineering [EXO]

Associate Dean Health and Human Sciences [EXO]

Associate Dean Humanities and the Arts [EXO]

Associate Dean Science [EXO]

Associate Dean Social Sciences [EXO]

College of International and Extended Studies (CIES) Associate Dean [EXO]

Award Committees: - Charge (new) based on contents of S13-6.

<http://www.sjsu.edu/senate/docs/S13-6.pdf>

Charge: In accordance with S13-6, the purpose of the Outstanding Professor, President's Scholar, Distinguished Service Award, and the Outstanding Lecturer Awards committees is to recommend for recognition faculty members who have excelled in the areas of teaching and advising, scholarship or creative activity, service to the university or profession, and a lecturer's excellence in teaching effectiveness and service, respectively.

Writing Requirements Committee - No update to charge; clarification in membership.

<http://www.sjsu.edu/senate/docs/F15-6.pdf>

<http://www.sjsu.edu/senate/docs/S95-5.pdf>

Membership:

College Dean/WRC Chair; Appointed by the Provost [EXO]

SJSU Writing Programs Administrator (WPA) [EXO]

SJSU Writing Across the Curriculum (WAC) [EXO]

AVP GUP or Designee [EXO]

Director Testing (EXO, non voting)

Writing Skills Coordinator (WSC) (EXO, non voting)
AVP Student Academic Success Services or Designee (EXO, non voting)
Faculty - University Library
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Humanities & Arts; LLD
1 Faculty, College of Science
1 Faculty, College of Social Science
1 Student - UG or Grad; (has satisfied WC II requirement)
1 Student - UG or Grad (satisfied WC II requirement and preferably has experience with ESL Learning)

Board of General Studies: - Update title in membership.

<http://www.sjsu.edu/senate/docs/F15-13.pdf>

Membership

AVP, Undergraduate Studies or designee (EXO, Non Voting)
Director of Assessment (EXO, Non Voting)
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
1 Faculty, College of Social Science
1 student

Appendix A

Charge & Membership of Committees

Policy Committees: In general, these committees study policy issues and investigate policy problems in their areas at the request of the Academic Senate and prepare policy recommendations for official action.

Executive Committee - Note: Update to charge passed with SM-S19-1.
See bylaw 4: <http://www.sjsu.edu/senate/docs/handbook/bylaws.pdf>

Charge: Acts as an Ad Hoc Advisory Committee to the President on request; acts for the Academic Senate at such times when the members may not be available; formulates policy proposals; refers matters of business to the appropriate agencies; develops and approves the agenda for Senate meetings; handles external relations with elected officials and their staff, as appropriate; prepares nominations/appointments as needed to policy committees, operating committees, special agencies, and other committees for Senate (or administrator) approval; and handles external relations with elected officials and their staff.

Membership

Senate Chair (elected)
Vice Chair (elected)
President [EXO]
Provost [EXO]
VP Administration & Finance [EXO]
VP Student Affairs [EXO]
Chief Diversity Officer [EXO]
Past Chair or Faculty at Large (elected)
Statewide Senator (elected)
AS President [EXO]
Chair Committee on Committees/Assoc. Vice Chair (elected)
Chair Curriculum & Research (elected)
Chair Instruction & Student Affairs (elected)
Chair Organization & Government (elected)
Chair Professional Standards (elected)

Committee on Committees - Update to charge passed with SM-S19-1.

<http://www.sjsu.edu/senate/docs/F05-1.pdf>

<http://www.sjsu.edu/senate/docs/S98-3.pdf>

See bylaw 4: <http://www.sjsu.edu/senate/docs/handbook/bylaws.pdf>

Charge: Prepares nominations for policy committees, operating committees, special agencies, and other committees as needed. In cooperation with the Organization and Government Committee, makes recommendations for the improvement of the Senate's committee operations and structure. Maintains a record of faculty, staff, students, and administrators currently serving on University-level administrative committees, and at the request of the President or other administrator, making the appointments may recruit nominees and suggest names of faculty, staff, and students for service on such committees as needed. Acts as Election Committee.

Membership

- 1 Faculty, College of Business
- 1 Faculty, College of Education
- 1 Faculty, College of Engineering
- 1 Member, General Unit
- 1 Faculty, College of Health and Human Sciences
- 1 Faculty, College of Humanities & Arts
- 1 Faculty, College of Science
- 1 Faculty, College of Social Science
- 1 Student Senator

Curriculum and Research – Update to membership passed with SM-S19-1.

<http://www.sjsu.edu/senate/docs/SM-S89-3.pdf>

Charge: Responsible for all matters relating to curriculum and research and for development of an academic master plan.

Membership

- AVP, Research [EXO]
- Dean of Undergraduate Education [EXO]
- Dean of College of Graduate Studies [EXO]
- 1 Faculty, College of Business
- 1 Faculty, College of Education
- 1 Faculty, College of Engineering
- 1 Member, General Unit
- 1 Faculty, College of Health and Human Sciences
- 1 Faculty, College of Humanities & Arts

1 Faculty, College of Science
1 Faculty, College of Social Science
1 Student Senator
1 Staff Senator (preference for SSP staff representative)
1 Faculty senator at-large

Instruction and Student Affairs – Update to membership passed with SM-S19-1.

<http://www.sjsu.edu/senate/docs/SM-F13-1.pdf>
<http://www.sjsu.edu/senate/docs/SM-F04-2.pdf>
<http://www.sjsu.edu/senate/docs/SM-S04-2.pdf>

Charge: Responsible for all matters relating to instruction and to student affairs, including recruitment, admission, retention, academic status, educational equity, rights and responsibilities. The Instruction and Student Affairs Committee may establish task forces in consultation with the Executive Committee of the Academic Senate to address specific matters that are beyond its ability or the ability of the Student Success Committee to address in a reasonable time period.

Membership

VP, Student Affairs or designee (EXO)
SAVP, Enrollment Management or designee (EXO)
Associate Dean for Undergraduate Studies (EXO)
Associate Dean for Graduate Studies (EXO)
1 faculty, College of Business
1 faculty, College of Education
1 faculty, College of Engineering
1 Member, General Unit
1 faculty, College of Health and Human Sciences
1 faculty, College of Humanities & Arts
1 faculty, College of Science
1 faculty, College of Social Science
1 Staff Senator (preference for SSP staff representative)
AS President
3 Student Senators (preference for at least one graduate student senator if available)

Organization and Government - Update to charge passed with SM-S19-1.

Note: original charge and membership (archived) superseded with the passage of SM-S19-1.

Charge: Considers problems related to and prepares recommendations regarding governance of the University, including revisions of the Senate Constitution and Bylaws, and the structure and purview of colleges and departments. This committee is also

responsible for reviews and recommendations regarding the charges and functions and creation or abolishment of University and Senate committees in consultation with the committee on committees where appropriate.

Membership

President's Designee [EXO]
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
1 Faculty, College of Social Science
1 Student Senator
1 Emeritus Faculty Rep [EXO]
2 Staff Senators

Professional Standards - Update to membership passed with SM-S19-1.

Note: original charge and membership (archived) superseded with the passage of SM-S19-1.

Charge: Responsible for all areas pertaining to faculty affairs and professional standards.

Membership

Senior Vice Provost (EXO)
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
1 Faculty, College of Social Science
1 Student Senator
2 Faculty senators at large

Operating Committees: In the context of their charge, operating committees serve a range of functions including the preparation of reports and making recommendations for changes in policy to their designated policy committees.

Faculty Diversity Committee [reporting to PS] - Addition and updates to membership.

<http://www.sjsu.edu/senate/docs/S10-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-S05-6.pdf>

Charge: The Faculty Diversity Committee promotes diversity through appropriate recruitment and retention strategies. It also conducts periodic forums and other activities directed at increased recruitment and retention of diverse faculty. It reviews effectiveness of such activities and may recommend appropriate strategies and policies.

Membership

Chief Diversity Officer [EXO]

Senior AVP UP or designee [EXO]

Senior Vice Provost or designee [EXO]

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

AS Director of Academic Affairs

A.S. Director of Intercultural Affairs

Graduate Studies and Research Committee [reporting to CR] - No update.

<http://www.sjsu.edu/senate/docs/SM-F15-4.pdf>

<http://www.sjsu.edu/senate/docs/SM-F08-3.pdf>

<http://www.sjsu.edu/senate/docs/SM-S98-2.pdf>

<http://www.sjsu.edu/senate/docs/SM-S96-5.pdf>

Charge: Recommends policies and policy changes pertaining to graduate studies and research (including issues relating to intellectual property); reviews proposals for new graduate degree programs and new organized research units; conducts reviews of existing organized research units; reviews entries for outstanding thesis awards, formulates or considers and makes recommendations on policy for awarding honors to graduate students, selects students to represent SJSU at the CSU Student Research

Competition, and reviews applications for the Pre-Doctoral Program, Forgivable Loan Program, and any similar program; establishes guidelines for format and style for master theses and projects; and encourages and facilitates the development, administration, promotion, and recognition of research at San José State University.

Membership

Coordinator, Library Collection [EXO]

Associate Dean Graduate Studies [EXO]

Associate Dean Research [EXO]

Director Sponsored Programs or designee [EXO]

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

2 Graduate Students

Institutional Review Board - Human Subjects [reporting to CR] - No update.

<http://www.sjsu.edu/senate/docs/F18-3.pdf>

<http://www.sjsu.edu/senate/docs/F17-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-F05-2.pdf>

<http://www.sjsu.edu/senate/docs/SM-S05-3.pdf>

<http://www.sjsu.edu/senate/docs/SM-S00-1.pdf>

<http://www.sjsu.edu/senate/docs/F90-4.pdf>

Charge: Facilitates the responsible conduct of inquiry by reviewing all proposals for human subject research to be conducted under the direction of University personnel, including University students; ensures that, before data collection is begun, all appropriate measures have been taken to protect the safety, personal rights and dignity of all individuals and social groups involved as participants in the project. The Board may also provide information to the campus community on IRB-HS procedures and compliance with applicable rules and regulations.

Membership

IRB Coordinator [EXO]

1 Faculty, College of Business

2 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

2 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
2 Faculty, College of Social Science
1 student
Community-at-large
Physician or licensed health professional
Physician (Kinesiological Consultant) - as needed
Prisoner Advocate - as needed

International Programs and Students Committee [reporting to ISA] - Update to charge and membership.

<http://www.sjsu.edu/senate/docs/SM-S05-1.pdf>
<http://www.sjsu.edu/senate/docs/SM-F04-4.pdf>
<http://www.sjsu.edu/senate/docs/F90-5.pdf>
<http://www.sjsu.edu/senate/docs/F88-11.pdf>

Charge: Considers issues related to the experiences of international students & scholars and participants in SJSU study abroad programs. Advocates for the success of international and study abroad students through interactions with relevant SJSU offices and administrators. Partners with colleagues in various campus divisions to promote awareness of global opportunities for students, staff, and faculty. Reviews and recommends policies and procedures on SJSU international programs and activities including Faculty Led Programs (FLP).

Membership

Director International Programs & Services [EXO]
Student Affairs Office designee [EXO]
AVP, Enrollment & Academic Services or designee [EXO]
GUP Graduate Studies Office designee [EXO]
GUP Undergraduate Studies Office designee [EXO]
Director of Study Abroad and Away [EXO]
CIES, Director Global Studies [EXO]
CIES, AVP Continuing Education Office [EXO]
ACIP Rep [EXO]
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science

1 Faculty, College of Social Science
2 Students

Program Planning Committee [reporting to CR] - Update to charge.

<http://www.sjsu.edu/senate/docs/S17-11.pdf>
<http://www.sjsu.edu/senate/docs/SM-F08-6.pdf>
<http://www.sjsu.edu/senate/docs/SM-F03-2.pdf>
<http://www.sjsu.edu/senate/docs/SM-S96-4.pdf>

Charge: Implements the academic program planning process, including the review of programs, as provided in the program planning policy and guidelines. Recommends changes in the policy and guidelines and other matters relating to program planning and review to the Curriculum and Research Committee.

Membership
Office of the Provost
Office of AVP Grad and Undergrad Studies
Office of AVP Research
Office of Dir IEA or designee
Director of Assessment
2 Faculty, Business
2 Faculty, Education
2 Faculty, Engineering
2 Faculty, Health and Human Sciences
2 Faculty, Humanities and the Arts
2 Faculty, Science
2 Faculty, Social Science
2 Members, General Unit
Staff member (Non-Voting)
1 Graduate Student
1 Undergraduate Student

Student Evaluation Review Board [reporting to PS] - Update to charge.

<http://www.sjsu.edu/senate/docs/F10-2.pdf>
<http://www.sjsu.edu/senate/docs/SM-S99-4.pdf>
<http://www.sjsu.edu/senate/docs/F87-6.pdf>

Informational Note: Two recommendations modified F87-6 in conflicting ways:
F10-2 modified F87-6 (no testing director seat) - and should have also addressed SM-S99-4
SM-S99-4 modified F87-6 (director of testing seat, but no IEA or CFD seat).

Text of F10-2: The Board shall consist of one faculty member from each college, one student, the Director of the Center for Faculty Development and Support or designee, ex officio, and the Associate Vice President for Institutional Research or designee, ex officio.

Charge: In consultation with the appropriate disciplines, designs evaluation instruments to be used by all departments and colleges. In collaboration with IEA, establishes norm groups and norm ranges. Develops and makes available to the University community, information and guidelines for the effective interpretation of the rating instruments.

Develops guidelines for the participation of students in the evaluation of faculty.

Reviews proposals for matters concerned with rating instruments, norm grouping or any other variance to established policy.

Membership

Director, IEA or designee [EXO]

Director, Center for Faculty Development & Support or designee [EXO]

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

1 Student

Student Fairness Committee [reporting to ISA]- Update to charge; membership clarifies one faculty from each college.

<http://www.sjsu.edu/studentconduct/docs/S14-3.pdf>

Charge: In accordance with S14-3, the student fairness committee adjudicates grade disputes and advises professors and departments on practices that will limit future problems. The committee also suggests ways to bring teaching practices and departmental practices in alignment with university policy. Based on the nature of the grievance, the student fairness committee also guides students to other institutional resources that are available to address various types of grievances.

Membership

Ombudsperson [EXO]

2 University administrators (management)

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Science
1 Faculty, College of Social Science
2 Staff (non-management)
7 Students

Undergraduate Studies Committee [reporting to CR] - Update to charge.

<http://www.sjsu.edu/senate/docs/SM-F16-1.pdf>

<http://www.sjsu.edu/senate/docs/SM-F15-2.pdf>

<http://www.sjsu.edu/senate/docs/SM-S98-2.pdf>

Charge: Reviews and coordinates the undergraduate curriculum and its development across all colleges; advises on policies relevant to undergraduate education; encourages and supports curricular innovation on campus; formulates or considers and makes recommendations on policy for awarding honors to undergraduate students; reviews and makes recommendations on proposed departmental honors programs; and members serve as liaisons to their respective units.

Membership

AVP, GUP or designee

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

1 Faculty, College of Humanities & Arts

1 Faculty, College of Science

1 Faculty, College of Social Science

2 Students

Special Agencies: Special agencies are created as needed. All special agencies report to the Academic Senate unless otherwise specified at the time of their establishment.

Accreditation Review Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/S16-5.pdf>

Charge: The Accreditation Review Committee (ARC) is charged with leading the campus in preparation for its accreditation review in accordance with the most current WASC Senior College and University Commission (WSCUC) Handbook of Accreditation.

Membership:

A faculty member serving as chair of the review committee

5 faculty-at-Large

1 Department Chair

Chair of the Academic Senate (or designee) [EXO]

Faculty Director of Assessment [EXO]

Program Planning Committee Chair [EXO]

Provost (or designee) [EXO]

2 members of the President's cabinet

1 staff member from Academic Affairs

1 staff member from Student Affairs

1 dean from one of the seven academic colleges

AVP, Graduate and Undergraduate Programs (WSCUC Accreditation Liaison Officer) [EXO]

Director, Office of Institutional Effectiveness and Analytics [EXO]

The President of Associated Students or designee – [EXO]

A member of the community, appointed by the President

Alcohol & Drug Abuse Committee - No update.

<http://www.sjsu.edu/senate/docs/S18-15.pdf>

<http://www.sjsu.edu/senate/docs/F01-1.pdf>

<http://www.sjsu.edu/senate/docs/S01-2.pdf>

Charge: ADAPC serves as a campus resource and advisory group to the University President. The committee will help in facilitating educational awareness and communication on the topics of alcohol and drug abuse, intervention, and prevention through various engagement and outreach activities and events across SJSU departments, organizations, and divisions.

ADAPC will identify and assist in promoting current and relevant university policies, Presidential Directives, best practices, and research-informed practices in its committee, coordination, and collaboration efforts.

ADAPC will collaborate with various departments, organizations, and divisions at SJSU to utilize the expertise available around the topics of alcohol and drug abuse, intervention and prevention.

Membership

Associate Director, Wellness and Health Promotion or designee [EXO]

Director, Student Conduct & Ethical Development or designee [EXO]

Director, Counseling & Psychological Services or designee [EXO]

Chief of Police or designee [EXO]

Executive Director for Associated Students or staff designee [EXO]

Associate Director for Residence Life [EXO]

Student Engagement Coordinator (Greek Life) from Student Involvement [EXO]

Senior Associate for Academics and Student Services (athletics) [EXO]

Assistant Director, International Student & Scholar Advising (CIES) [EXO]

2 faculty-at-large (1 preferably from a health-related discipline)

1 staff-at-large (non MPP from academic affairs division)

AS Board of Directors student designee

Residential Advisor designated by RHA

Greek Life Student Representative

Student from Peer Health Education Program

Athletics Board - Update to charge; updates to membership.

<http://www.sjsu.edu/senate/docs/S13-7.pdf>

<http://www.sjsu.edu/senate/docs/F07-2.pdf>

<http://www.sjsu.edu/senate/docs/F79-4.pdf>

Charge: In alignment with SJSU's Athletics Policy (F07-2), the athletics board performs such functions as to enable it to carry out its responsibilities to ensure academic integrity of the athletic programs and compliance with NCAA and affiliated conference athletic rules. It shall recommend to the President and to the Executive Committee of the Academic Senate policies that promote a strong environment of rules compliance and provide a positive academic environment for all student-athletes; it shall act in an advisory capacity to the President and his/her designee and to the Director of Athletics; and it shall have an overall awareness of the athletic programs of the University and the rules, procedures and guidelines of the athletic organizations of which the University is a member, in order to make recommendations pertaining thereto and to act in an advisory capacity.

Membership:

3 faculty-at-large, tenured

2 faculty-at-large

President, Associated Students, or Designee [EXO]

Student-Athlete Advisory Committee President or designee [EXO]

Faculty Athletics Representative

President, Spartan Athletic Fund, or designee [EXO]

Director, Division of Athletics (non-voting member) [EXO]

Senior Athletics Administrator for Academic and Student Services (non-voting member)

President's Designee (non-voting member)

Senior Athletics Administrator for Compliance (non-voting member)

Budget Advisory Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/F15-9.pdf>

Charge: Advises the President of the University by providing input and recommendations throughout the planning, implementation and subsequent review of budget expenditures including advice on key campus priorities.

Assists with identifying challenges and problem areas and proposes solutions. Acts as a resource to the campus community in understanding state-wide, CSU, and university-wide budgeting processes. Provides advice concerning the planning, development, and implementation of materials to communicate budget-related information to the campus community, ensuring alignment of campus resources with the strategic plan.

Membership:

Presidential appointee from outside Academic Affairs

Senate Vice Chair, Co-chair

VP, Administration & Finance, Co-chair

AVP, Academic Budgets & Planning

1 dean

1 department chair

2 faculty senators

2 faculty-at-large

AS President or designee

1 staff member from Academic Affairs, with budget responsibility

Campus Planning Board - Update to charge and membership.

<http://www.sjsu.edu/senate/docs/F15-10.pdf>

<http://www.sjsu.edu/senate/docs/S08-4.pdf>

Charge: Advises the President of the University regarding long- range physical planning for the campus and the surrounding area, including preparation and review of the Campus Master Plan. For this purpose, the Board serves as the Campus Planning Committee as described in Executive Order 672.

The board advises the President (subject to applicable CSU regulations and University policies) about the planning, location, construction and operation of lesser physical structures, facilities and equipment on or near the campus. The board reviews plans for installation of art in external areas and common internal areas; recommends plans to enhance and maintain the plant and animal life of the campus with emphasis on both the aesthetics and the instructional value of the campus plantings; reviews and makes recommendations on all proposed plantings and landscape design on campus; monitors the use of pesticides and herbicides on campus; and educates all members of the campus community about the campus landscape. In addition, as needed, the board provides advice to the President on matters related to historical buildings and grounds.

Membership

Provost or designee [EXO]

VP, Advancement or Designee [EXO]

VP, Student Affairs or Designee [EXO]

AVP, Facilities Development and Operations [EXO]

Chief of Staff [EXO]

Director Planning, Design & Construction [EXO] (non-voting)

1 faculty, College of Business

1 faculty, College of Education

1 faculty, College of Engineering

1 member, General Unit

1 faculty, College of Health and Human Sciences

1 faculty, College of Humanities & Arts

1 faculty, College of Science

1 faculty, College of Social Science

1 member of support staff

1 member of the community

AS Director of Business Affairs

A.S. Director of Sustainability Affairs

Strategic Planning Steering Committee - Update to charge.

<http://www.sjsu.edu/senate/docs/S16-3.pdf>

Charge: The Strategic Planning Steering Committee (SPSC) is responsible for advising the President on all aspects of the development, implementation, evaluation, and

revision of a strategic plan for SJSU. The committee is responsible for the ongoing review of the planning process, and for communication and engagement with campus constituents to sustain the plan's legitimacy and efficacy. As a representative group, SPSC members are expected to convey information out to all constituent groups they have connections with and serve as a conduit for information into the SPSC throughout a strategic planning cycle.

Membership

Provost, Co-chair of SPSC [EXO]

Senate Chair, Co-chair of SPSC [EXO]

2 members of the President's Cabinet [EXO]

AS President or designee [EXO]

1 graduate Student

1 dean

1 department chair

2 faculty-at-large

2 members of staff

1 alumnus/a

1 community member

Student Success Committee [reports to ISA] - No update.

<http://www.sjsu.edu/senate/docs/S17-4.pdf>

<http://www.sjsu.edu/senate/docs/F14-1.pdf>

Charge: Reviews and recommends changes to academic policies, practices, and procedures as they relate to all aspects of student success. This includes, but is not limited to, student enrollment, financial aid, retention, engagement, academic skills and competencies, and time to degree. The committee will assist in identifying challenges, serve as a central information resource to gather recommendations, and disseminate information on student success policies and goals and provide advice regarding the planning, development, and implementation of initiatives designed to facilitate student success. Individual members are charged with the responsibility of maintaining robust communications with the groups they are affiliated with.

Membership:

AVP Faculty and Student Success

AVP Transition & Retention Services

1 representative from Academic Affairs

1 representative from Student Affairs

2 undergraduate Students

5 faculty-at-large

Sustainability Board – No Update.
<http://www.sjsu.edu/senate/docs/S10-5.pdf>

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

Membership:
Director, Sustainability [EXO]
Provost or designee [EXO]
VP for Advancement or designee [EXO]
VP for Student Affairs or designee [EXO]
AVP of FDO (or designee) [EXO]
Executive Director Spartan Shops or designee [EXO]
AS Director of Comm. & Envr. Affairs [EXO]
1 Dean
1 faculty, Business
1 faculty, Education
1 faculty, Engineering
1 faculty, Health and Human Sciences
1 faculty, Humanities and the Arts
1 faculty, Science
1 faculty, Social Science
1 faculty, General Unit (excluding library)
1 member of staff
1 student

University Library Board - Update to charge.
<http://www.sjsu.edu/senate/docs/S15-10.pdf>

Charge: The University Library Board advises and assists the Dean of the University Library on matters concerning the academic role of the library. The board serves as liaison between faculty and students and the Library administration, faculty, and staff; examines the relationships between the Library and the general faculty, the various colleges and the programs of the University, for the purpose of recommending improvements in Library services and policy, as well as the stature of the Library. The board recommends ways of assuring the stewardship of the library's various collections of materials in all formats. The board recommends ways of assuring that the library provide an atmosphere appropriate to quiet study and research, collaboration, student academic success, and thoughtful reading. The board widely consults representatives from all groups and disciplines who use the library's resources for curriculum and research, so as to advise the Dean of the University Library on campus needs for the Library's collections and academic services, and receives periodic reports on the library's progress and expenditures toward meeting those needs. Receives reports from the library Dean regarding any issues raised at the King Library Management Team meetings that affect the management of the King Library. The University Library Board may, in cooperation with the library, co-sponsor events within the library that bring members of the university community together with other citizens of the region for discourse on subjects of common scholarly and literary interest. The board conducts periodic reviews of this policy and makes recommendations to the Academic Senate for appropriate revisions.

Membership:

Library Dean, ex officio, non-voting

Past Chair of the Academic Senate or FAL to the Executive Committee

3 regular university library faculty (tenured or tenure-track) who represent different professional specializations.

1 faculty, Business

1 faculty, Education

1 faculty, Engineering

1 faculty, Health and Human Sciences

1 faculty, Humanities and the Arts

1 faculty, Science

1 faculty, Social Science

1 faculty member from the School of Library and Information Science

AS President or designee [EXO]

2 Members of the MLK Libr. Staff

1 undergraduate student

<http://www.sjsu.edu/senate/docs/S15-10.pdf>

Other Committees: The following are committees authorized by the Senate with their work specified in the policy that established them.

Academic Disqualification and Reinstatement Review Committee - Update to charge and membership.

<http://www.sjsu.edu/senate/docs/S16-16.pdf>

<http://www.sjsu.edu/senate/docs/S10-6.pdf>

Charge: Enforces and reviews academic regulations governing disqualification and reinstatement to the University. Serves as the review committee for students whose petitions have been denied for Change of Major/Adding a second major/or minor for students with more than 90 units, per PD 2009-05.

Membership:

Associate Dean of Undergraduate Studies [EXO]

Associate Dean of Graduate Studies [EXO]

Director or designee Advising and Retention Services [EXO]

AVP, Student Affairs

AVP Faculty & Student Success or Designee [EXO]

Director or designee Counseling Services [EXO]

Associate Dean Business [EXO]

Associate Dean Education [EXO]

Associate Dean Engineering [EXO]

Associate Dean Health and Human Sciences [EXO]

Associate Dean Humanities and the Arts [EXO]

Associate Dean Science [EXO]

Associate Dean Social Sciences [EXO]

College of International and Extended Studies (CIES) Associate Dean [EXO]

Board of Academic Freedom and Professional Standards - No update.

<http://www.sjsu.edu/senate/docs/S99-9.pdf>

<http://www.sjsu.edu/senate/docs/S99-8.pdf>

<http://www.sjsu.edu/senate/docs/S94-5.pdf>

Charge: Implements University Policy on Academic Freedom and Professional Responsibility. Monitors the state of academic freedom and professional responsibility at the University, making reports and recommendations (including revisions of all documents relating to academic freedom and responsibility) to the Academic Senate and the University community as it deems necessary; works in concert with the Office of Faculty Affairs to advise and orient new faculty in the areas of academic freedom and professional responsibility; educates the academic community about academic freedom

and professional responsibility by disseminating Academic Freedom and Professional Responsibility policy and holding workshops and forums as necessary; remains available to consult confidentially with members of the University on issues related to academic freedom and professional responsibility; addresses complaints of infringements of academic freedom brought by members of the University, issuing findings as appropriate; advises and assists the Office of Faculty Affairs on the handling of all complaints of breaches of faculty responsibility, including complaints of scientific misconduct.

Membership

- 1 Faculty, College of Business
- 1 Faculty, College of Education
- 1 Faculty, College of Engineering
- 1 Member, General Unit
- 1 Faculty, College of Health and Human Sciences
- 1 Faculty, College of Humanities & Arts
- 1 Faculty, College of Science
- 1 Faculty, College of Social Science

Board of General Studies: - Update title in membership.

<http://www.sjsu.edu/senate/docs/F15-13.pdf>

Charge: Receives and solicits courses and curricular proposals designed to satisfy General Education (GE), American Institutions (AI), and Graduation Writing Assessment Requirement (GWAR) requirements from all colleges and departments of the University; reviews, approves, and authorizes courses and curricular proposals for purposes of GE, AI, and GWAR; and evaluates the courses and curricula it has approved according to procedures described in the 2014 Guidelines. The Board evaluates modifications requested by degree programs in accordance with the 2014 Guidelines.

Membership

- AVP, Undergraduate Studies or designee (EXO, Non Voting)
- Director of Assessment (EXO, Non Voting)
- 1 Faculty, College of Business
- 1 Faculty, College of Education
- 1 Faculty, College of Engineering
- 1 Faculty, College of Health and Human Sciences
- 1 Faculty, College of Humanities & Arts
- 1 Faculty, College of Science
- 1 Faculty, College of Social Science
- 1 student

Traffic Transit and Parking Advisory Committee - No update. NOTE: recommended update to charge has been proposed to the President.

<http://www.sjsu.edu/president/directives/current/pd0705revised.html>

<http://www.sjsu.edu/president/directives/current/pd0705.html>

http://www.sjsu.edu/president/docs/directives/PD_99-02.pdf

Charge: To advise, directly, the University Police Department and, indirectly (through the Vice President for Administration and Finance) the President and the President's staff, about policies, processes, and practices regarding parking, traffic and transit at SJSU. The committee's purpose is to be an important conduit of information to and from UPD (including the Office of Traffic and Parking Operations) and the campus community. The committee is not authorized to formulate policy, or negotiate or receive input or make determinations concerning matters within the scope of bargaining, nor shall it be a review board for individual cases. However, it should devise methods for keeping the campus community informed of its activities and provide a venue for open dialogue regarding current and planned operations, possible solutions and suggestions, as well as discussion of problems and concerns, from all campus constituents.

Membership

3 students

3 faculty

1 non-bargaining unit staff employee

1 representative of the University Police Department who has line responsibility for traffic and parking operations (e.g., the Support Services Commander);

The manager of Transportation Solutions (or the duly designated campus Transportation Demand Management (TDM) program).

1 representative from the Disability Resource Center (DRC) selected by the Director of the DRC;

1 representative from Housing selected by the Director of Housing;

1 representative of the surrounding campus neighborhood associations, selected by the other voting committee members from a list of nominees and self-nominees.

A minimum of one ex officio, non-voting member from the staff of UPD

An ex officio, non-voting member of the University Public Affairs Office

A staff member from the TDM program

Award Committees:

<http://www.sjsu.edu/senate/docs/S13-6.pdf>

Note: Overall charge (new) based on contents of S13-6

Charge: In accordance with S13-6, the purpose of the Outstanding Professor, President's Scholar, Distinguished Service Award, and the Outstanding Lecturer Awards

committees is to recommend for recognition faculty members who have excelled in the areas of teaching and advising, scholarship or creative activity, service to the university or profession, and a lecturer's excellence in teaching effectiveness and service, respectively.

Distinguished service award selection committee Membership:

Administrator (Committee Chair)
3 Prior Faculty Award Recipients
Community Member

Outstanding lecturer award selection committee Membership:

Administrator (Committee Chair)
3 Prior Faculty Award Recipients
1 Student

Outstanding professor award selection committee Membership:

Administrator (Committee Chair)
3 Prior Faculty Award Recipients
1 Student

President's scholar award selection committee Membership:

Administrator (Committee Chair)
4 Prior Faculty Award Recipients

Writing Requirements Committee - No update to charge; clarification in membership.

<http://www.sjsu.edu/senate/docs/F15-6.pdf>
<http://www.sjsu.edu/senate/docs/S95-5.pdf>

Charge: The University Writing Requirements Committee shall set standards to be met by instructors of approved courses, may sponsor workshops and training programs for instructors of approved courses and shall use these and other appropriate means to maintain uniformity of composition standards throughout the University. In addition to its other powers and responsibilities, the University Writing Requirements Committee may make such recommendations as it deems desirable in regard to policies, procedures and examinations for completion or satisfaction of all University written communication requirements and for establishment and maintenance of satisfactory standards of writing proficiency for all students. It shall make such recommendations, through the Board of General Studies, to the appropriate policy committee of the Academic Senate. It may also recommend to the Associate Academic Vice President for Undergraduate Studies guidelines for decisions on student petitions and appeals in regard to University writing requirements.

Membership:

College Dean/WRC Chair; Appointed by the Provost [EXO]
SJSU Writing Programs Administrator (WPA) [EXO]
SJSU Writing Across the Curriculum (WAC) [EXO]
AVP GUP or Designee [EXO]
Director Testing (EXO, non voting)
Writing Skills Coordinator (WSC) (EXO, non voting)
AVP Student Academic Success Services or Designee (EXO, non voting)
Faculty - University Library
1 Faculty, College of Business
1 Faculty, College of Education
1 Faculty, College of Engineering
1 Member, General Unit
1 Faculty, College of Health and Human Sciences
1 Faculty, College of Humanities & Arts
1 Faculty, College of Humanities & Arts; LLD
1 Faculty, College of Science
1 Faculty, College of Social Science
1 Student - UG or Grad; (has satisfied WC II requirement)
1 Student - UG or Grad (satisfied WC II requirement and preferably has experience with ESL Learning)

Forum of Senate Chairs and Officers - No update.

<http://www.sjsu.edu/senate/docs/SM-F00-1.pdf>

Charge: (Per SM-F00-1) The Council of Senate Chairs and Officers will meet at least once per semester to discuss issues pertaining to the operation of the Senate and its committees, to allow for an exchange of ideas, to discuss any issues before the Senate that affect a number of the committees, and to work on improvement of communications among the committee chairs. The Forum will be chaired by the Senate Chair or his or her designee. The Forum members will be invited to all Senate retreats; members will be invited to other events as deemed appropriate by the Executive Committee.

Membership: The Forum will consist of the chairs of all Senate policy, operating and special committees and boards, and the remaining Senate Officers.

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

**S19-3, University Policy, University Writing:
Requirements/Guidelines, University Writing Committee**

Rescinds: [S94-7](#), [S95-5](#), and [F15-6](#)

Legislative History:

At its meeting of March 25, 2018, the Academic Senate approved the following policy recommendation presented by Senator White for the Curriculum and Research Committee. This policy recommendation changes the name, membership and charge of the current Writing Requirements Committee. On August 23, 2019, President Mary A. Papazian approved University Policy S19-3.

On May 4, 2020, President Mary A. Papazian approved Amendment A to University Policy S19-3. Amendment A modifies the membership of the University Writing Committee.

On April 25, 2023, President Cynthia Teniente-Matson approved and signed Amendment B to University Policy S19-3. Amendment B modifies Sections 1 and 3.

On December 18, 2023, President Cynthia Teniente-Matson approved and signed Amendment C to University Policy S19-3. Amendment C modifies Section 2.

Amendments A, B, and C are incorporated below:

- Resolved: That [S94-7](#), [S95-5](#), and [F15-6](#) be rescinded and replaced with the following, effective immediately, and be it further
- Resolved: That graduate students admitted for Fall 2020 and after will be held to the requirements stipulated in Section 2, and be it further
- Resolved: That the currently titled “Writing Requirements Committee” be renamed “University Writing Committee.”
- Rationale:** *Writing requirements and guidelines at the university level are currently contained in three policies: S95-5, F15-6 (an amendment to the previous),*

and S94-7 (for graduate-level writing), as well as in the [Guidelines for General Education \(GE\)](#), [American Institutions \(AI\)](#), and the [Graduation Writing Assessment Requirement as per S14-5](#). In addition, SJSU is obligated to abide by CSU policies, specifically [Executive Order 665](#).

S19-3, University Policy, University Writing: Requirements/Guidelines, University Writing Committee

- 1. Graduation Writing Assessment Requirement (GWAR), undergraduate level.**
 - a. Demonstration of competence in written communication shall be a requirement for graduation with any bachelor's degree. Competence shall be demonstrated by satisfaction of the university requirement for Writing in the Disciplines (WID). Students shall satisfy the WID requirement either by passing a course approved as provided below in (c), or by satisfying the CSU Graduation Writing Assessment Requirement (GWAR) prior to matriculation at San José State University, or through credit for prior learning as applicable. Completion of General Education lower-division requirements for written communication and a formal placement mechanism shall be the prerequisites for taking the WID course.
 - b. Normally, students shall satisfy the WID requirement as soon as possible after completion of 60 units. Departments should include a WID course (100W) between 60 units and 90 units in their curricular roadmaps. The Provost or designee may allow WID courses (100W) to appear in the roadmap after 90 units if they find that curricular patterns and requirements in particular majors justify the postponement.
 - c. Courses fulfilling the WID requirement:
 - i. Every department (or equivalent unit) responsible for an undergraduate degree program shall either offer an upper-division Writing in the Disciplines (100W) course for its majors or designate for its majors, by agreement with that department, such a course offered by another department. College deans

shall coordinate department offerings to assure that students will be accommodated. The primary responsibility for offering such courses is that of the major department and college. A department shall not designate a course in another college without notice to and consent of both college deans.

- ii. Courses satisfying the WID requirement are submitted for approval to the General Education Advisory Committee (GEAC) in the same manner as lower division GE and SJSU Studies courses. For approval, GEAC must be satisfied that the proposed course will require substantial appropriate writing, that a high standard for successful completion of the course will be maintained and that the course complies with all other applicable criteria. GEAC shall periodically review all approved courses and may recommend withdrawal if, in GEAC's judgment, 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 GEAC's request

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.
 - iv. Satisfactory completion of an alternative writing assessment as 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.

3. University Writing Committee (UWC) Charge and Membership

- a. Charge: The charge of the UWC shall be to develop and support writing instruction at SJSU. To do this, the UWC shall study and support the teaching of writing at all levels, all across the curriculum. The UWC shall be a resource for the teaching and learning of writing all across campus, in support of student writers' university careers from beginning to end.

Members of the UWC serve a vital role as representatives of their colleges and departments. UWC members shall communicate with faculty members in their home colleges and departments, keeping them informed of the activities of the UWC; act as conduits between their colleges and departments and the UWC, helping the committee understand the various (and varied) needs of departments and programs on campus; and help develop policies and programs to address these needs.

The UWC may sponsor workshops and training programs for instructors of approved courses and shall use these and other appropriate means to provide guidance on composition standards throughout the University.

The UWC will be consulted as necessary for the following:

- assessment of the writing core competency
- placement of students in writing classes
- supplementary writing support for students
- writing in General Education and GWAR courses, especially Areas A2, A3, and R; and writing in capstone and other courses as part of a student's degree program

- b. Committee membership:

The University Writing Committee shall be a university committee reporting to the Curriculum & Research Committee and be composed of the following members:

- College dean (EXO; UWC Chair; Appointed by the Provost)
- SJSU Writing Programs Administrator (WPA) (EXO)
- SJSU Writing Across the Curriculum (WAC) Director (EXO)
- Writing Center director (EXO)
- Coordinator of Multilingual Writing Support Services (EXO)
- Vice Provost, Undergraduate Education or designee (EXO)
- Director of Testing (EXO; non voting)
- Dean, College of Graduate Studies or designee (EXO)
- 2 faculty, Humanities & the Arts, with one from the
- Department of Linguistics and Language Development
- 1 Faculty, College of Business
- 1 Faculty, College of Education
- 1 Faculty, College of Engineering
- 1 Member, General Unit
- 1 Faculty, College of Health and Human Sciences
- 1 Faculty, College of Humanities & Arts • 1 Faculty, College of Science
- 1 Faculty, College of Social Science
- 1 Faculty, University Library
- 2 students, one undergraduate that has satisfied University Written Communication II, one graduate student that has satisfied graduate writing requirements.

ii. Recruitment and appointment of members. Faculty members will serve a 3-year term with the possibility of renewable for one additional 3-year term if selected. Student members will serve a renewable 1-year term. Recruitment to serve on the UWC will be done through the normal Committee on Committees process for the seats designated for faculty members and students. When there are multiple applications for a seat, the Executive Committee of the Academic Senate will select individuals to serve. In considering potential UWC members, attention should focus on the person's experience including that they have taught an undergraduate writing course. At least two faculty must have experience teaching a writing course either at the masters or doctoral level. iii. Interim appointments. When a seat will be vacant for no more than 1 semester (e.g., sabbatical) an interim appointment can be made following normal Committee on Committee processes. Any seat that

will be vacant for a year or more will require a replacement for the remainder of the term associated with that seat. iv. Replacing members. If a member is absent from three regularly scheduled committee meetings in an academic year, the chair of the UWC may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement. If a member repeatedly does not perform assigned committee duties, the chair of the UWC may request that the Associate Vice Chair of the Senate initiate action to recruit a replacement.

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

S19-7, University Policy, Credit Hours and Maximum Unit Load during Summer and Intersession

Rescinds: S75-12

Legislative History:

At its meeting of May 13, 2019, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee.

**Approved and signed by
President Mary A. Papazian on
August 19, 2019.**

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

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

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

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

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

University Policy

Credit Hours and Maximum Unit Load During Intersession and Summer Session

1. Students may register for a maximum of four semester units during a three-week session, and six units during a five-week session, and twelve units during a ten-week session without special approval.
2. Students wishing to register for additional units must obtain written approval from the Associate Dean of the College in which the student's major is housed, using the same procedures and requirements as utilized during the regular semester program of the University.

Approved: April 29, 2019
Vote: 12-0-0
Present: Gill, Grindstaff (EXO, non-voting), Hill, Hurtado, Khan, Kim, Kinney, Manzo, Pang, Sen, Sullivan-Green, Walters, Wilson
Financial impact: None
Workload impact: None

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

**S20-1, University Policy, English Language Proficiency
Requirement for SJSU Applicants**

Rescinds and Replaces: University Policy F75-6

Effective: Immediately

Legislative History:

At its meeting of February 10, 2020, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. At its meeting of November 24, 1975, the Academic Senate passed F75-6 a resolution on the TOEFL requirement for applicants who were at that time called "Resident Aliens," i.e., permanent residents granted an immigration visa. Because a permanent resident was not required to present evidence of English proficiency, such a student was often admitted to the University without proof of adequate language skills to succeed in their academic program. Therefore, it was resolved that permanent residents who graduated from a "foreign" high school be required to achieve a minimum score of 500 on the TOEFL and it was further resolved that this requirement may be waived in the Admissions Office if the applicant met certain well-defined criteria indicating English language proficiency.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and Approved by
Mary A. Papazian, President
San José State University, on
May 4, 2020.**

University Policy

English Language Proficiency Requirement for SJSU Applicants

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

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

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

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

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

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

Whereas: F75-6 does not concur with Sections 40752.1, 40802.1, and 41040 of Title 5 of the California Code of Regulations specifying the CSU English language requirements for applicants or Executive Order 1082: International Students
[\(https://calstate.policystat.com/policy/6591473/latest/\)](https://calstate.policystat.com/policy/6591473/latest/), therefore be it

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

Approved: January 27, 2020

Vote: 14-0-0

Present: Delgadillo, Honda (non-voting), Jackson (non-voting), Khan, Kim, Kitajima, Parent, Rollerson, Roque, Sen, Sullivan-Green, Trang, Walters, Wilson, Wolcott, Yao

Absent: Hill, Sorkhabi

Financial Impact: None

Workload Impact: None

POLICY RECOMMENDATION

English Language Proficiency Requirement for SJSU applicants

Undergraduate Students:

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

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

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

Post-baccalaureate and Graduate Students:

Post-baccalaureate or graduate applicants who meet both of the following criteria are required to submit a score of 550 or above on the Test of English as a Foreign Language (TOEFL) to the Office of Graduate Admissions:

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

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

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

1. The applicant has completed three years or more of study at a secondary or high school in the U.S.

2. The applicant has completed 72 semester/108 quarter transferable units at an accredited college or university in the U.S.
3. The applicant has studied full-time at a U.S. college or university for at least three years.
4. The department graduate admissions representative requests that a waiver be granted after consultation with the College of Graduate Studies to assess English language proficiency.

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

S20-2, University Policy, Students' Rights to Timely Feedback on Class Assignments

Rescinds and Replaces: University Policy F13-1

Effective: Fall 2020

Legislative History:

At its meeting of February 10, 2020, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. F13-1 was adopted in Fall 2013 in response to concerns that grading policies were fragmented and did not include expectations for feedback to students on assignments. The policy was meant to be temporary until a comprehensive grading policy was created. In Fall 2018, the Academic Senate approved F18-5, which incorporated a majority of grading policies related to final course grades; However, F18-5 did not include language relating to student feedback.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and Approved by
President Mary A. Papazian
San José State University
on May 4, 2020.**

University Policy

Students' Rights to Timely Feedback on Class Assignments

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

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

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

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

Approved: February 2, 2020.

Vote: 12-0-0.

Present: Delgadillo, Honda (non-voting), Jackson (non-voting), Khan, Kim, Kitajima, Parent, Roque, Sen, Sullivan-Green, Trang, Wilson, Wolcott, Yao.

Absent: Hill, Honda, Rollerson, Sorkhabi, Walters.

Financial Impact: Small amount of work to the faculty to adjust their assignment schedules.

Workload Impact: None.

University Policy

Students' Right to Timely Feedback on Class Assignments

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

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

S20-3, University Policy, Graduate Credit Earned by SJSU Undergraduate Students

Rescinds and Replaces: University Policy S89-2

Effective: Immediately

Legislative History:

At its meeting of February 10, 2020, the Academic Senate approved the following policy recommendation presented by Senator White for the Curriculum and Research Committee. University Policy S89-2 unnecessarily restricts SJSU undergraduate students from earning the number of graduate units permissible by Title 5 Section 40510 for transfer into a graduate program. This policy provides guidance on how undergraduate students may earn graduate credit while still an undergraduate student.

ACTION BY UNIVERSITY PRESIDENT:

**Approved and signed on
September 14, 2020 by
Mary A. Papazian, President,
San José State University.**

University Policy

Graduate Credit Earned by SJSU Undergraduate Students

- Whereas: University Policy S89-2 was developed to provide guidance on how undergraduate students may earn graduate credit while still an undergraduate student, and
- Whereas: Any SJSU undergraduate student may take a graduate level course at SJSU provided that they meet the course prerequisites, and
- Whereas: If an SJSU undergraduate student takes a graduate level course, then that graduate level course is listed in the student's undergraduate transcript regardless if the course is applied to the undergraduate degree or not, and

Whereas: There is a benefit to having the transcript clearly indicate whether a graduate level course taken by an SJSU undergraduate student is applied to the undergraduate degree or is available for use as graduate credit, and

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

Resolved: That S89-2 be rescinded effective immediately and the new policy described below be approved.

University Policy

Graduate Credit Earned by SJSU Undergraduate Students

1. Undergraduate students shall petition through their major advisor to earn graduate credit for a graduate course (200 level or higher) taken.
2. Undergraduate students shall meet the following criteria before enrolling in graduate level courses for graduate credit:
 - a. Will have applied to graduate from their baccalaureate degree program prior to enrolling in graduate level courses;
 - b. No more than 30 units are needed to complete the baccalaureate degree at San José State University;
 - c. None of the courses to be taken for graduate credit is required for the baccalaureate degree or minor;
 - d. Normally, a grade point average of 2.75 or better on all work completed in upper division standing at San José State University;
 - e. Normally, a maximum of 16 units is attempted in the semester in which the courses for graduate credit are proposed.
3. Graduate credit will appear on the student's official transcript, but that credit does not imply admission to any graduate degree program.
4. The student may not elect to take letter-graded graduate courses as CR/NC when graduate credit is requested.
5. If a student is admitted to an SJSU graduate degree program, the maximum graduate credit earned, including through the process described within this policy, that may be transferred into the graduate program is limited to 30% of the total units of the graduate degree (per University Policy S13-8) and must be approved by the appropriate program authority.

Approved: February 3, 2020

Vote: 11-0-0

Present: Anagnos, Coelho, d'Alarcao, Khavul, Kaur, Lombardi, Maffini, Masegian, Schultz-Krohn, Stacks, White

Absent: Hart, Ramasubramanian

Workload Impact: None anticipated

Financial Impact: None anticipated

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

**S20-4, University Policy, Optional Exclusion of Student
Opinion of Teaching Effectiveness surveys (SOTEs)
Administered During Spring 2020**

Effective: Immediately

Legislative History:

On March 9, 2020, after SJSU announced the suspension of in-person classes and provided direction to faculty to move to “distributed” or “fully online” instruction, faculty across campus voiced concerns regarding the potential negative impact of change in teaching modality on their student evaluations. On March 10, 2020 Professional Standards noted these concerns and developed and voted on this recommendation. Subsequently, on the behalf of the Academic Senate (and as outlined in Senate Bylaw 4.1), the Senate Executive Committee took immediate action and voted on this recommendation to ensure that faculty have the option to exclude any SOTEs obtained Spring 2020 from future evaluations.

ACTION BY UNIVERSITY PRESIDENT:

Signed and Approved on March 11, 2020 by
President Mary A. Papazian.

Resolved: That faculty be permitted, at their option, to exclude any SOTE results obtained during Spring 2020 from future evaluations.

Rationale: *As a result of the Covid-19 epidemic reaching Santa Clara County, SJSU suspended (on March 9, 2020) in-person classes and directed that faculty move to “distributed” or “fully online” instruction. While these changes were instituted for good public health reasons, they will necessarily disrupt course pedagogy halfway through the semester. Many faculty have never before used those teaching modalities, and they may harbor concerns that the changes will negatively impact their student evaluations. This policy seeks to allow faculty to concentrate on course conversion and supporting their students unburdened by that particular fear.*

Professional Standards

Approved: March 10, 2020 by electronic voting.
Vote: 9-0-0
Present: Kemnitz, He, Cargill, Peter, Monday, Kumar, Mahendra, Riley, Chin.
Absent: Birrer.
Financial Impact: No known impact.
Workload Impact: No significant impact.

Senate Executive Committee

Approved: March 10, 2020 by electronic voting.
Vote: 14-0-0
Present: Curry, Day, Del Casino, Faas, Frazier, Marachi, Mathur, McKee, Parent, Peter, Shifflett, Sullivan-Green, White, Wong(Lau).
Absent: Papazian.
Financial Impact: No known impact.
Workload Impact: No significant impact.

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

**S20-5, University Policy, Administrative Reorganization of
Selected Agencies**

Rescinds: S74-1

Effective: Immediately

Legislative History:

On March 23, 2020, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. S74-1 was a University policy related to Administrative Reorganization that is outdated and superseded by administrative reorganizations.

ACTION BY UNIVERSITY PRESIDENT:

**Approved and signed by
President Mary A. Papazian
San José State University
on May 4, 2020.**

**University Policy
Administrative Reorganization of Selected Agencies;
Rescinds S74-1**

Whereas: S74-1 is outdated and long superseded by other administrative reorganizations over time, therefore be it

Resolved: That S74-1 be rescinded.

Rationale: Changes in organizational structure have superseded the reorganization specified in S74-1. The principles related to coherence, common purpose, need for close coordination, effective support, and unchanging engagement in relevant committees remain salient. However, the specifics of the reorganization are outdated.

Approved: 3/16/20

Vote: 10-0-0

Present: Altura, Grosvenor, Okamoto, Shifflett, McClory, Higgins, French, Kao, Skinnell, Sasikumar,

Absent: Gallo, Millora

Financial Impact: None

Workload Impact: None

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

**S20-6, University Policy, Rescinds University Policies: F70-12,
F70-13, and S73-21**

Rescinds: F70-12, F70-13, S73-21

Effective: Immediately

Legislative History:

On March 23, 2020, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. A string of policies, dating back through the 1970s, were related to Priority Registration. Most recently, Policy S18-11 was passed by the Academic Senate on April 9, 2018 and approved by President Papazian on April 27, 2018. Policies F70-12, F70-13, and S73-21 were never rescinded and are no longer relevant.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and Approved by
President Mary A. Papazian
San José State University
on May 4, 2020.**

**University Policy
Rescinds University Policies: F70-12, F70-13, and S73-21**

Whereas: Priority Registration has changed significantly over the years; and
Whereas: Numerous policies related to priority registration have been passed, most recently in 2018; therefore be it
Resolved: That F70-12, F70-13, and S73-21 be rescinded.
Approved: February 17, 2020.
Vote: 10-0-0.
Present: Delgadillo, Honda (non-voting), Jackson (non-voting), Khan, Kim, Parent, Roque, Sen, Sullivan-Green, Trang, Wilson, Yao
Absent: Hill, Kitajima, Rollerson, Sorkhabi, Walters, Wolcott
Financial Impact: None.
Workload Impact: None.

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

S20-7, University Policy, Temporary Modification to University Policies F18-5, Grading Policy, and S16-16, Probation and Disqualification, Due to Special Circumstances of the COVID-19 Pandemic

Amends: University Policies F18-5 and S16-16 for Spring 2020

Effective: Immediately through Spring 2020

Legislative History:

After SJSU announced the movement to remote or online instruction on March 9, 2020, students and faculty voiced concerns regarding the potential negative impact of this move on student grades. On April 1, 2020, the Senate Executive Committee, in consultation with faculty, students, and administrators, noted these concerns and developed this recommendation to allow students to change their grading scheme and to suspend academic disqualification for Spring 2020. Subsequently, as outlined in Senate Bylaw 4.1, on the behalf of the Academic Senate, the Senate Executive Committee took immediate action and voted on this recommendation to ensure that students will have the maximum time to make informed decisions about these grading changes.

ACTION BY UNIVERSITY PRESIDENT:

**Approved and Signed by President
Mary A. Papazian on April 2, 2020**

**University Policy
Temporary Modification to University Policies F18-5, Grading Policy, and S16-16, Probation and Disqualification, Due to Special Circumstances of the COVID-19 Pandemic**

Resolved: That the following changes shall be implemented regarding graded classes at SJSU for the Spring 2020 semester:

1. A student can petition to the Registrar to request any graded course (major, minor, General Education or elective) be changed to Credit/No Credit grading.

- a. This option will be made available to any undergraduate, post-baccalaureate and graduate student at SJSU.
 - b. Credit is defined in University Policy F18-5 as a C- or better for undergraduate courses and a B- or better for graduate courses.
2. A student can petition to the Registrar by May 1, 2020 to change a letter grade to Credit/No Credit. Students who elect to change by May 1st will have their choice reflected in the Spring semester's grades. A student who chooses to elect Credit/No Credit by May 1st cannot normally revert to a letter grade at a later date.
 3. A student can petition to the Registrar for a grade change from the time their grade is posted through June 8, 2020 to convert a posted letter grade to Credit/No Credit due to the special circumstances of the COVID-19 pandemic, with the understanding that there may be a considerable delay in updating their transcript to reflect the change.
 4. Faculty, while remaining available for advice to their students, shall not make the final decision on a student's choice of Credit/No Credit or letter grade.

Resolved: That [University Policy S16-16](#), Probation and Disqualification, Sections I.B and II.B shall be suspended for Spring 2020 Semester. Students who are currently on academic probation and opt for Credit/No Credit for courses this semester will be allowed to continue on probation for an additional semester.

Resolved: That these temporary changes supersede all other relevant university policies regarding Credit/No Credit grades or grading for the Spring 2020 semester at SJSU.

Rationale: As a result of the COVID-19 pandemic, the decision was made to shift all classes at SJSU to a remote modality. This sudden change in modality has resulted in extraordinary stress to SJSU students, faculty, and staff, with grades being a primary concern. The decision to allow students the option to seek Credit/No Credit for their coursework has not been an easy one because of some potential negative impacts on certain groups of students. Nevertheless, after considerable discussion among faculty, staff and students as well as system-wide discussions with the Chancellor's Office, provosts and presidents within the CSU, the resolutions above will alleviate some of the stressors and create options under the special circumstances of the COVID-19 pandemic.

Workload: It is anticipated that there will be an increase in workload for the Registrar's Office and advisors to implement this process for the Spring 2020 semester.

Other implications: It is very difficult to anticipate every implication in allowing a student to declare Credit/No Credit in place of a grade for courses. Students should consult carefully with their advisors before making this decision.

Approved: April 1, 2020
Vote: 13-0-0
Present: Mathur, Del Casino, McKee, Marachi, Frazier, White, Curry, Day,
Faas, Sullivan-Green, Parent, Shifflett, Peter
Absent: Wong(Lau), Papazian
Financial Impact: None anticipated
Workload Impact: Substantial increase for the Registrar and Campus Advisors

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

S20-8, University Policy, Rescinding Policies related to Senate Bylaws

Rescinds: University Policies F05-1, S06-2, F06-6, S07-5, F07-1, S08-5, F08-3.

Effective: Immediately and is rescinded immediately after implementation.

Legislative History:

These policies pertaining to modifications to Senate Bylaws were previously implemented at the time the recommendations were approved: F05-1, S06-2, F06-6, S07-5, F07-1, S08-5, F08-3.

ACTION BY UNIVERSITY PRESIDENT:

**Approved and signed on
September 14, 2020 by
Mary A. Papazian, President,
San José State University**

**University Policy
Rescinding Policies related to Senate Bylaws**

Whereas: The Organization and Government Committee has completed its examination of University Policies referred to the committee for review, and

Whereas: The recommendations were implemented and updates incorporated into our current Bylaws, therefore be it

Resolved: That the directions detailed on the following page be implemented in order to rescind and subsequently relocate the specified policies to the Senate's web page archiving past/superseded Bylaws and Standing Rules, and be it further

Resolved: That future proposals related to changes to Senate Bylaws be brought to the Senate as Senate Management Resolutions rather than policy recommendations.

Rationale: The specific policies proposed for rescinding have been superseded and changes incorporated into our current Bylaws. Updates to our Bylaws and Standing Rules are clearly

matters specific to the Senate and its operations. Thus, the appropriate vehicle for updates is a Senate Management Resolution.

Approved: 4/13/20
Vote: 11-0-0
Present: Altura, Grosvenor, Okamoto, Shifflett, McClory,
Higgins, French, Kao, Skinnell, Sasikumar, Millora
Absent: Gallo

Financial Impact: None
Workload Impact: None

Policies		
Policy	Topic	Recommendation
F05-1	Update of Senate By-Laws; <u>https://www.sjsu.edu/senate/docs/F05-1.pdf</u>	Rescind and archive this item on wording and title/name changes and other clarifications.
S06-2	Update of Senate By-laws; <u>https://www.sjsu.edu/senate/docs/S06-2.pdf</u>	Rescind and archive this item on senate representation for the college of social work (related to dissolution).
F06-6	Policy Recommendations to Include Rationale and Estimated Effect on Workload [amends bylaw 6.7.1]; <u>https://www.sjsu.edu/senate/docs/F06-6.pdf</u>	Rescind and archive this item.
S07-5	Amendment of By-Law 10 (Special Agencies), Responsibility to Stagger Faculty-at-Large Terms; <u>https://www.sjsu.edu/senate/docs/S07-5.pdf</u>	Rescind and archive this item.
F07-1	Senate Vacancies; <u>https://www.sjsu.edu/senate/docs/F07-1.pdf</u>	Rescind and archive this item on vacancy of a faculty representatives (excluding ASCSU reps).
S08-5	Revision to By-Law 13, Representative, Academic Senate, CSU; <u>https://www.sjsu.edu/senate/docs/S08-5.pdf</u>	Rescind and archive this item to clarify temporary and permanent vacancies in the Representation to the CSU Academic Senate.
F08-3	Changes to the Composition of the Professional Standards Committee, Senate bylaw changes; Amends bylaws 2.21, 6.8, and 6.9; <u>https://www.sjsu.edu/senate/docs/F08-3.pdf</u>	Rescind and archive this item regarding the need for the Professional Standards chair to be a tenured full professor and details related to policy committee appointments.

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

S20-9, University Policy, Instructor Drop Policy

Effective: Immediately

Legislative History:

On May 11, 2020, the Academic Senate approved the following policy recommendation presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee. Policies, dating back through the 1990s, have been related to dropping courses after Advanced Registration. Most recently, F04-2, which was predicated by F01-2, S99-12, S99-7, S93-13, and S93-10, focused mainly on the administrative consequences, i.e. refunds, census calendar, and late drops, and not on the circumstances leading to the instructor drop. Policy S93-5 made reference to the rights of an instructor to drop students from a course, though did not clarify the responsibilities of an instructor who does so.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and approved by
President Mary A. Papazian
San José State University on
June 9, 2020.**

Whereas: Students should not be dropped from courses without their knowledge and without clear rationale, and

Whereas: There exists no dedicated university policy regarding instructor drops, therefore be it

Resolved: That the following be adopted.

Approved: May 4, 2020

Vote: 13-0-0

Present: Delgadillo, Honda (non-voting), Jackson (non-voting), Kim, Kitajima, Parent, Roque, Sen, Sorkhabi, Sullivan-Green, Trang, Wilson, Wolcott, Yao (Sofish)

Absent: Rollerson, Walters

Financial Impact: None.

Workload Impact: A small increase in work for instructors to track their communication with students they intend to drop.

University Policy

Instructor Drop Policy

It is the responsibility of the student to make sure classes are dropped. While instructors are not required to drop students, they are permitted to do so if a student:

1. Does not establish a committed presence in the class, as per F15-3. F15-3 defines committed presence as:
 - In-person classes. Attending the first class meeting or informing the instructor of the intention to continue in the class within 48 hours after the first official class meeting.
 - Online classes. Logging on to the Learning Management System class shell on the first scheduled day of class or informing the instructor of the intention to continue in the class within 48 hours after the first day of instruction.

Or,

2. Does not meet the stated course prerequisites or departmental requirements.

All instructor drops must be communicated directly to the student in writing by the instructor through MySJSU (student's email on record). Instructors must state the reason for the drop, as defined above, and provide a timeline by which they will drop the student that gives the student time to respond that enables the instructor to follow the Registrar's Office deadlines. Documentation of the written notification to the student should be kept on file. All instructor drop requests are due by the date posted on the Registrar's Calendar, available at www.sjsu.edu/registrar/calendar.

Students have the responsibility to ensure they establish a committed presence, as defined above and in F15-3, and to meet the stated course prerequisites. If a student does not drop prior to the drop deadline, they must petition to drop a course with a "W" (Withdrawal). Otherwise, the student will receive either a "WU" (Withdrawal Unauthorized) or a "F" at the end of the semester. See the Academic Advising and Retention Services (AARS) website for details, available at: <http://www.sjsu.edu/aars/>

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

S21-2, University Policy, Appointment, Evaluation, And Range Elevation for Lecturer Faculty

Rescinds University Policy S10-7

Legislative History:

At its meeting of April 19, 2021, the Academic Senate approved University Policy S21-2 presented by Senator Cargill for the Professional Standards Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

**Signed and approved by
President Mary A. Papazian,
San José State University on
May 10, 2021.**

Resolved: That S10-7 be rescinded and replaced by the following policy effective as soon as administratively practicable.

Rationale: In 2018 Professional Standards received two referrals noting several provisions in this policy that were obsolete, and in response began an in-depth review. The committee discussed the policy directly with the Senior Associate Vice President for University Personnel, the CFA Lecturer faculty Representative, and a representative of concerned Department Chairs. The questions principally concerned the “range elevation” section of the policy, which is a method under the Collective Bargaining Agreement (CBA) whereby lecturer faculty with substantial experience may apply to move up to a higher pay scale. The CBA generally leaves the criteria to local campuses to determine, although recent arbitration rulings have set some precedents that local policies must respect.

For example, the old policy contained one particularly notable confusion that has led to numerous grievances. The discussion of terminal degree requirements for lecturer faculty is handled under the “Range Elevation”

section of the old policy, although case law indicates that terminal degrees should not be the principal qualification for a lecturer faculty to receive a range elevation, particularly if not a required element of the lecturer's assignment. However, terminal degree requirements are not discussed under the "Appointment" section of the policy, even though terminal degrees are relevant to the initial appointment of Lecturer faculty. We moved the discussion of terminal degrees out of the Range Elevation section and into the Appointment section where it belonged.

Another major confusion has to do with the criteria on which lecturer faculty are to be evaluated. We have emphasized that lecturer faculty must be judged on their actual assignment and not on areas of achievement that they are not appointed to do. For example, there are some lecturer faculty assigned to do service and research, but these are rare, and most lecturer faculty are appointed strictly to teach. For lecturer faculty assigned strictly to teach, materials on research or service would be provided on a voluntary basis to the extent that the faculty member desires to make the case that the activities enhance their teaching.

As the committee reviewed S10-7, it found numerous passages which were obsolete, abstruse, unnecessary, and in some cases, insulting to lecturer faculty. For example, the preferred term is "lecturer faculty" since this is parallel with the commonly used "tenure/tenure track faculty," and it calls attention to their status as *faculty*. This is the term we use. We also have established a procedure for the Provost, in consultation with the Professional Standards Committee, to create and revise honorific titles for lecturer faculty that our university may use within the nomenclature already established by the CBA. For example, we propose an honorific title of "Senior Lecturer" for lecturer faculty with multi-year contracts and six years of seniority.

The policy seemed to us to need a wholesale rewrite. We have attempted to craft a policy that is less likely to become obsolete with each revision of the Collective Bargaining Agreement, and which we hope will be more intelligible for the average reader. We also modernized the numbering system for ease of reference.

Approved: April 12, 2021
Vote: 10-0-0
Present: Peter, Wang, Raman, Monday, Cargill, Saldamli, Riley, Quock,
Mahendra, Barrera
Absent: Smith
Financial Impact: No direct impact
Workload Impact: No direct impact

UNIVERSITY POLICY S21-2
APPOINTMENT, EVALUATION, AND RANGE ELEVATION
FOR LECTURER FACULTY

1. Introduction

1.1. Purpose

- 1.1.1. This policy covers the procedures for appointment, reappointment, and evaluation (including range elevation) of Unit 3 faculty members serving a full-time or part-time Lecturer appointment. This policy also establishes a procedure for creating honorific titles that may be applied to lecturer faculty.
- 1.1.2. There are two valued professional career pathways for faculty at SJSU. The appointment, evaluation, and promotion of tenure/tenure track faculty are dealt with in other policies. This policy concerns the appointment, evaluation, and range elevation of lecturer faculty.
- 1.1.3. Lecturer appointments meet a variety of needs within the University. Lecturer faculty are most typically appointed to teaching roles. More rarely, lecturer faculty are appointed to service and research roles.
- 1.1.4. All types of lecturer faculty appointments are distinct from probationary (tenure-track) faculty appointments. Lecturer faculty appointments do not guarantee or imply the right to tenure or the eventuality of a tenure-track appointment, but qualified lecturer faculty who apply for a tenure track appointment shall be given fair consideration.
- 1.1.5. Evaluations for Unit 3 coaching faculty shall meet all standards of the CBA and shall include an opportunity for peer input and evaluation by appropriate administrators but are not otherwise covered under this policy.

1.2. Relationship to the Collective Bargaining Agreement (CBA)

The procedures provided in this policy are consistent with the terms of the current Collective Bargaining Agreement (CBA) between the California State University (CSU) and the California Faculty Association (CFA). To apply this policy requires frequent reference to the CBA, which covers pay, length of appointment, and numerous other matters that are closely related to the provisions of this policy.

1.3. Guidance

The University provides web-based resources of interest to lecturer faculty, and lecturer faculty are also strongly encouraged to seek guidance from their Department Chair for clarification of items covered by this policy, as well as other University policies and department practices.

1.4. Confidentiality

All deliberations in the appointment and evaluation process are to be confidential. Confidentiality shall be maintained pursuant to applicable policies (e.g. CBA Article 15.11) and law.

2. Titles

- 2.1 While the CBA distinguishes between temporary faculty and probationary/tenured faculty, SJSU typically refers to all part-time and full-time temporary instructional faculty as "Lecturer Faculty" (in all its variants) and refers to all tenured or tenure-track faculty as "Professors" (in all its variants,) with allowances for various specialized titles such as Librarian and Counselor faculty.
- 2.2 SJSU maintains a list of honorific titles and variations of titles that are appropriate for defined categories of lecturer faculty who meet certain specified qualifications. These honorific titles are for informal and descriptive use and do not replace any titles designated by the CBA, nor do they expand privileges or subtract limitations associated with categories of faculty defined by the CBA.
- 2.3 Personnel documents must use standard titles designated by the CBA. Business cards, university websites, etc. may use titles from the approved list.

- 2.4 Within the tradition described in 2.1, the list of honorific titles may be expanded or revised by the Provost, in consultation with the Professional Standards Committee. Creating honorific titles outside the tradition described in 2.1 requires a policy recommendation of the Academic Senate, signed by the President.
- 2.5 The initial list of approved honorific titles is included in Appendix B, but may be revised and updated as per 2.4.

3. Initial and Subsequent Appointments

3.1. Appointment Letters and Timing

- 3.1.1. Offers of appointment are to be made in writing by the Dean or the Provost on behalf of the President. Oral offers or offers made by persons other than those listed in the previous sentence are neither valid nor binding upon the University. Official notification of appointment shall follow the requirements as outlined by the CBA (12.2). The notification shall also state that the appointment automatically expires as outlined by the CBA (12.4).
- 3.1.2. Generally, lecturer faculty appointments (both full- and part-time) should be made sufficiently in advance of the beginning of instruction to allow adequate time for course preparation and the acquisition of appropriate texts and instructional materials.

3.2. Nature of Work Assignments

The nature of the work performed by lecturer faculty—the proportions of teaching, service, or research—is stated in the work assignment. Historically, most lecturer faculty have been assigned primarily to teach, but other configurations are possible. Lecturer faculty are not expected to do work that is outside of their assignments. For example, lecturer faculty whose work assignment does not include service cannot be required to do service activities except those directly related to their teaching assignment. They may, if willing, take on additional service assignments and be compensated appropriately. Lecturer faculty may attend most university, college, and department functions as a matter of professional

responsibility associated with their assignment, or otherwise on a volunteer basis. Lecturer faculty may not be excluded from meetings except when necessary for confidential or personnel matters.

3.3. Establishing the Appropriate Range at Appointment.

The following explanations of each range (LA, LB, LC, and LD) are meant to be general. The official listing of minimum requirements, including minimum degrees and/or minimum relevant experience, shall be established by the President after recommendation by the departments, college deans, and the Provost; and the listing may be amended after similar consultation. Lecturer faculty shall be appointed at a level commensurate with their qualifications.

- 3.3.1. LA: Initial appointment at this range is for an entry-level lecturer showing promise as an educator. A candidate for this range would typically possess at least a Master's degree and/or equivalent specialized professional expertise or experience. Persons without a qualifying degree may be appointed in this range with approval from faculty services.
- 3.3.2. LB: Initial appointment at this range is for a person showing promise as an educator and/or scholar or practitioner. They will have the appropriate terminal degree, or a lower degree and additional specialized professional expertise and experience in the field that is deemed equivalent to the terminal degree.
- 3.3.3. LC: Initial appointment at this advanced range is for a person demonstrating notable achievements or contributions in the field as an educator and/or scholar or practitioner. They will have the appropriate terminal degree and substantial expertise and experience, or lower degree and advanced specialized professional expertise and experience that is deemed equivalent to the terminal degree. Appointment at this level implies the ability to teach advanced upper division and/or graduate courses, although such an assignment is not required of the appointment.
- 3.3.4. LD: Initial appointment at this highest range is for an established senior educator and/or scholar or practitioner. The candidate will

have the appropriate terminal degree and advanced expertise and experience or a lower degree and recognition as a leader in the field with extensive specialized professional expertise and experience that is deemed equivalent to the terminal degree.

3.4. Careful Consideration for Reappointment

Lecturer faculty shall receive careful consideration in the appropriate situations, as per the CBA (12.7). Chairs and Administrators should consult UP Faculty Services/Employee Relations regarding the meaning of “careful consideration” prior to making reappointment decisions for lecturer faculty. At a minimum, careful consideration means that a department must carefully review the relevant information within at least the most recent period of review available in a candidate’s Personnel Action File (PAF). This will, in most cases, include the SOTES, direct observations of teaching, and other periodic evaluations.

4. Evaluation

4.1. General Process

- 4.1.1. **Notification.** Lecturer faculty should be notified of evaluation criteria and procedures as per the CBA (15.3). Decision makers should be aware that the current CBA requires notification “no later than 14 days after the first day of instruction in the academic term.”
- 4.1.2. **Purpose:** The performance of lecturer faculty should be carefully evaluated in order to provide students with the best instruction possible and to assist in the careful consideration of lecturer faculty for any future Lecturer or probationary positions for which they may be candidates.
- 4.1.3. **Multiple Assignments:** lecturer faculty are to be evaluated separately within each department for which they have an assignment.
- 4.1.4. **The Working Personnel Action File (WPAF)** shall be defined by and include all material as outlined in the CBA (15.8).

4.1.5. Periodic Evaluation: The CBA (15.23) calls for periodic evaluation of lecturer faculty which results in written statements to be placed in the lecturer's Personnel Action File. The specifics of the periodic evaluation are explained below.

4.1.6. Optional Response: lecturer faculty shall be issued recommendations at each level of review and have an opportunity for rebuttal or response as per CBA (15.5).

4.2. Review Process

4.2.1. Frequency of Evaluations

4.2.1.1. Lecturer faculty holding three (3) year appointments pursuant to Article 12 of the CBA, shall be evaluated at least once during the term of their appointment (CBA 15.26).

4.2.1.2. Lecturer faculty appointed for two or more semesters, regardless of a break in service, shall be evaluated in accordance with the periodic evaluation procedure (CBA 15.23, 15.24).

4.2.1.3. Lecturer faculty appointed for one semester or less shall be evaluated at the discretion of the Department Chair, appropriate administrator, or the department. In addition, the lecturer may request that an evaluation be performed (CBA 15.25).

4.2.1.4. Volunteer and visiting lecturer faculty: volunteer and visiting lecturer faculty with an appointment of one academic year or less need only be evaluated if the appropriate administrator or Department Chair requests such evaluation. Visiting faculty cannot be appointed for more than one year.

4.2.2. Role of Chairs and Committees

4.2.2.1. Full-time lecturer faculty and lecturer faculty undergoing a three year cumulative review shall be evaluated by a department committee of tenured faculty.

4.2.2.2. All other lecturer faculty shall be evaluated by the Department Chair, who may choose to consult with a department committee of tenured faculty. If the Department Chair suspects that a rating of “needs improvement” or “unsatisfactory” may be indicated, the Chair is advised to consult with a department personnel committee before concluding the evaluation.

4.2.2.3. The Department Chair, if not serving on the department committee, may make a separate recommendation as part of the evaluation process.

4.2.3 Documentation for Evaluation

4.2.3.1 In accordance with the CBA (15.23, 15.24), documentation for evaluation shall include:

4.2.3.1.1 All available data from student opinions of teaching effectiveness (SOTEs) in accordance with university policy on teaching evaluation

4.2.3.1.2 All available direct observation(s) of teaching by peers

4.2.3.1.3 Information provided by the lecturer on an “Annual Summary of Achievements” form

4.2.3.1.4 Evidence of performance in academic assignment including course materials such as syllabi and evidence of performance in other assignments if applicable.

4.2.3.1.5 Evidence of required qualifications (e.g. credential, continuing education).

4.2.3.1.6 All department and administrative level evaluation recommendations from the current cycle, and all rebuttal statements and responses submitted.

4.2.3.1.7 Unsolicited materials. In addition to materials required by policy and/or provided by the candidate, the CBA (11.4,

15.2, 15.8) permits the inclusion of additional information provided by faculty unit employees, students, external reviewers, and academic administrators. For such materials to be inserted into the working personnel action file without the consent of the candidate, they must be submitted to the Department Chair or Dean before the closing date, and they must subsequently be inspected by an administrator with relevant academic credentials designated by the President to determine a) if the insertion is allowed under the Collective Bargaining Agreement, and b) that the insertion is both germane to the criteria of this policy and neither prejudicial nor defamatory. If the insertion is allowed, it will be withheld from the working personnel action file until the candidate has been given at least seven days to include a response to the material.

4.2.3.1.8 If the lecturer under review does not submit any material, evaluation will be based on information available within the electronic evaluation portal.

4.2.4 The Lecturer's WPAF including the evaluations of the department committee and Chair, if applicable, shall be forwarded to the Dean. Following the review, the Dean shall forward copies of the completed evaluation and Summary of Achievements to UP Faculty Affairs for placement in the official Personnel Action File and to the faculty member and the department.

4.2.6 The evaluation process must be completed by the date indicated in the annual calendar established by UP-FS. Evaluations must be included in the careful consideration process where applicable (addenda or revisions may be submitted later if necessary).

4.3. Criteria for Evaluation

4.3.1. The most fundamental principle of the evaluation of lecturer faculty is that they be evaluated in terms of their particular assignment and the criteria appropriate to that assignment. For example, if a Lecturer Faculty is appointed to teach .8 and do service at .2, then 80% of the evaluation should focus on criteria appropriate to teaching and 20% on criteria appropriate to service. Such a Lecturer Faculty may not be evaluated directly on scholarship.

- 4.3.2. Many lecturer faculty have substantial accomplishments in areas that are not directly covered by their assignment—i.e., scholarship in the case of instructional lecturers. Such lecturer faculty should be encouraged to explain how these achievements have a bearing on teaching and thus could be considered as an enhancing factor in the evaluation of the actual assignment. Similarly, lecturers who contribute service should be encouraged to show how this activity enhances student success, campus climate, and/or their assigned activities. Asking for consideration of activities that may indirectly enhance the actual assignment will be at the option of lecturer faculty.
- 4.3.3. The evaluation of teaching must be holistic and in accordance with the University policy on the evaluation of teaching (F12-6.) “When evaluating effectiveness in teaching, chairs, committees, and administrators are required to conduct a holistic evaluation. This means that teaching must be considered in context and must be evaluated using multiple sources of information.” (F12-6). Such sources of information include the candidate’s own statements via the annual summary of achievements, course materials such as syllabi, direct observations, and student opinion surveys.
- 4.3.4. Certain assignments may require continued currency in a field and/or the maintenance of professional credentials, e.g., licensure in a professional field for accreditation requirements. Such requirements should be delineated in an appointment letter, and then may be evaluated as part of the assignment.
- 4.3.5. If colleges or departments develop any supplementary criteria (e.g. licensure, clinical practice experience, training required by accreditation) for evaluating lecturer faculty, these criteria shall not be changed until after the conclusion of the current evaluation process (CBA 15.3).
- 4.3.6. Lecturer faculty annual evaluations will be characterized using the following scale:
 - 4.3.6.1. Unsatisfactory. The documentation does not establish that the performance in the assignment has been fully met and completed.

- 4.3.6.2. Needs improvement. The documentation does not establish that the performance in the assignment has been fully met and completed, but modest improvements as indicated in the review—if promptly implemented—would result in a satisfactory performance.
- 4.3.6.3. Satisfactory. The documentation establishes that the performance in the assignment has been fully met and completed.
- 4.3.6.4. Good. The documentation establishes that the performance in the assignment has been fully met and completed, and with a level of experience and quality that goes beyond the minimum.
- 4.3.6.5. Excellent. The documentation establishes that the performance in the assignment has been fully met and completed, and with a level of experience and quality that goes significantly beyond the minimum.

4.3.7 Lecturer faculty cumulative evaluations will be characterized using a dichotomous scale of Satisfactory or Unsatisfactory.

5. Range Elevation

5.1. Definition and Principles

- 5.1.1. Definition: Range elevation refers to movement on the salary schedule for lecturer faculty to the next range (e.g. LA to LB, LB to LC, or LC to LD). Range elevation represents a form of advancement in salary and classification based on evaluation of performance in assignment.
- 5.1.2. Eligibility: lecturer faculty become eligible to apply for a range elevation when they meet the requirements stipulated in the CBA and any pertinent ancillary documents. They shall be informed of their eligibility by UP-FS. Counselor faculty classification review follows a different process (CBA 12.30); hence counselor faculty are not covered under the range elevation portion of this policy.

5.1.3. Range elevation does not imply any guarantee of future employment nor does it affect the conditional nature of the temporary appointment

5.2. Process

- 5.2.1. At the beginning of each academic year, UP-FS will establish a timeline for applications for range elevation and provide this information to Chairs and Deans and eligible lecturer faculty.
- 5.2.2. Lecturer faculty who are eligible for range elevation in more than one department or unit must apply separately in each department or unit in which they are eligible.
- 5.2.3. Application Process: lecturer faculty seeking range elevation must submit their application with the appropriate documentation via the current electronic process.
- 5.2.4. Documentation. Material supporting a lecturer's request for range elevation should include:
 - 5.2.4.1 Curriculum Vitae
 - 5.2.4.2 Narrative statement. This section should summarize the candidate's professional growth and development that warrants range elevation. The narrative should be limited to 2000 words and should explain how the evidence supports the evaluation of the particular assignment of the lecturer as outlined in the letter(s) of appointment. For example, if the assignment is to teach, then the evidence should be related to teaching—even indirectly, such as if research or service activities can be shown to promote currency in the discipline needed for effective teaching.
 - 5.2.4.3 Evidence of Professional Growth and Development. Appendix A provides examples that may be appropriate evidence, depending on the specific assignment of the candidate, and depending upon the arc of the candidate's professional development.
 - 5.2.4.4 Copies of all periodic evaluations, SOTEs received during all years of the assignment in accordance with university policies on teaching evaluation, periodic direct observation(s) of teaching, and copies of all past department

- and administrative level evaluation recommendations including rebuttal or response statements submitted, if available. If the assignment was for greater than six years, then only materials from the most recent six years are required.
- 5.2.4.5 A comprehensive index of all materials shall be prepared by the faculty member and submitted with the range elevation materials.

5.2.4. Criteria

To be recommended for range elevation, a lecturer must demonstrate professional growth and development appropriate to the lecturer's work assignment and the mission of the university during the period between the date of initial appointment or, where applicable, the date of the last range elevation and the time of the current request. Accumulated teaching experience alone is not a criterion for range elevation. This is the only review period in which candidates' professional achievements shall be evaluated. Appendix A lists examples of activities that may be used to demonstrate appropriate professional growth and development.

5.2.5. Levels of achievement

Higher level of advancement (such as from C to D) require higher levels of professional growth and development than do lower levels (such as from A to B.) While sustained satisfactory performance in the work assignment may be sufficient for elevation to LB, performance evaluated as good or excellent is required for range elevation to LC and LD, respectively. Applicants should document their professional growth and development as appropriate for the nature of their assignment as outlined in the letter(s) of appointment, their academic discipline, and the particular range for which they are applying.

5.2.6. Review Process—Department or Equivalent Unit: Range elevation requests shall be evaluated by the personnel committee composed of tenured faculty that are elected by probationary and tenured faculty (may be the RTP committee) within the department or equivalent unit. The Department Chair may provide a separate

review if he or she did not serve on the personnel committee. The committee shall write an evaluation and make a written recommendation to the Dean. The Department Chair, if performing a separate review, shall do the same. The recommendations will be forwarded to the candidate who will have a ten-day period to submit a written rebuttal or response, if desired. The recommendation(s) and rebuttal will then be forwarded to the Dean.

- 5.2.7. Review Process—Dean: The Dean will review the recommendations of the department and make a recommendation. A copy of the recommendation will be sent to the candidate who will have ten days to respond in writing. The recommendations and candidate responses (if any) will then be forwarded to UP-FS and the Provost for final review and action.
- 5.2.8. Decision by the President. The result of the reviews by the department and Dean is to deliver a recommendation to the Provost for the President's final decision with respect to the request for range elevation. The President may choose to delegate authority to decide in whole or in part to the Provost.
- 5.2.9. Effective date of range elevation: Range elevation salary increases shall be effective as indicated in the CBA (12.16).
- 5.2.10. Peer Review Process: Denial of a range elevation is subject to appeal to a Peer Review Panel. UP-FS shall establish a single Peer Review Panel consisting of three full-time tenured faculty (not including faculty in the FERP program) who have served on committees in the preceding academic year that made recommendations on matters of retention, tenure, and promotion and who have attained the rank of full professor or equivalent. Faculty services shall select at random from the eligible full-time tenured faculty three (3) members and one (1) alternate for service on the Peer Review Panel. A member of the Peer Review Panel may not hear an appeal of a range elevation denial if he/she is in the same department as the appealing lecturer. Relevant dates and steps in the peer review process are explained below.

5.2.11.1. A lecturer who wishes to request peer review for denial of range elevation shall request peer review no later than 21 days after the receipt of the denial.

5.2.11.2. The Peer Review Panel shall follow the timeline outlined by the CBA (12.20). The Peer Review Panel shall notify the candidate and Provost of its findings and decision. The Peer Review Panel shall forward to the Provost all written materials it considered. The decision of the Peer Review Panel shall be final and binding.

5.3. Range Elevation Amount

5.3.1. Range elevation for lecturer faculty shall be accompanied by an advancement in salary of a minimum of 5% (or to the minimum of the next range) (Article 31.6).

5.3.2. Deans may recommend an increase greater than the minimum called for in the CBA and shall provide reasoning for such to the Provost. The decision to award a range elevation greater than the minimum is at the final discretion of the Provost.

Appendix A

This section lists examples of activities that may be used to demonstrate and document appropriate professional growth and development. It is neither exhaustive nor minimal, but simply a listing of the typical professional activities engaged in by lecturer faculty in a wide range of disciplines. In all cases, quality of performance and appropriateness of the activity shall be the primary consideration when evaluating the merit of a specific activity.

Note regarding synergies between the categories: Please see section 4.3.2, “It may be that a Lecturer has substantial accomplishments in areas that are not directly covered by their assignment—i.e., scholarship in the case of an instructional Lecturer. Such a Lecturer should be encouraged to make the case that these achievements have a bearing on teaching and thus could be considered as an enhancing factor in the evaluation of the actual assignment. This would be at the option of the Lecturer.”

1. Teaching related.
 - activities enhancing the effective teaching of the discipline
 - collaborative teaching
 - creative activities in support of effective teaching
 - development of instructional materials
 - increased mastery of knowledge in fields relevant to the teaching assignment
 - enhanced mastery of knowledge in relevant fields via scholarly activity
 - involvement of students in the research and creative processes
 - completion of a higher academic degree
2. Service related
 - advising and mentoring student associations
 - development of standards and/or outcomes assessment
 - curriculum and program development
 - contributions to improving the campus climate: the promotion of mutual respect and acceptance of diversity in all its forms
 - grant proposals to conduct research in the discipline, to support pedagogy, or to further the mission of the University
 - leadership and participation in service activities of professional associations
 - external fundraising and resource development related to the mission of the university

- leadership and special contributions to the basic instructional mission of the university
- leadership in faculty governance, including the Academic Senate and its committees, campus life at the department, college, university, CSU system level, and CFA leadership.
- maintenance and technical support of university labs, equipment, materials, supplies, safety standards and any other support of environments that require advanced professional attention
- mentoring of colleagues
- organizing events and activities for the sharing of ideas and knowledge
- recruitment and retention of students
- research and/or creative activity in the discipline thesis research and supervision

3. Research related

- collaborative research and creative activity involving the campus and the community
- editing of publications
- participation at professional meetings and presentations at conferences
- contributions to the community, including professional efforts which bring the community and the campus together
- publications, exhibitions, and/or performances that advance knowledge
- research and/or creative activity in discipline related pedagogy
- patents and innovations credited to the lecturer

Appendix B

This appendix describes titles and categories of faculty.

B.1. Categories of non-tenure/tenure track faculty established by the CBA.

The CBA defines certain categories of faculty, and these categories may change as the CBA is revised. UP-FS provides a list of these titles and their specific definitions. This appendix lists these categories as they presently are defined. These categories of faculty include:

- Lecturers—Describes all part-time and full-time temporary instructional faculty.
- Unit 3 temporary faculty with assignments in Athletics, Library and Student Services Professional Academic-Related (SSP-AR) (Counseling)—Employees in these areas will have designations appropriate to their field, while differentiated from their tenure/tenure track faculty colleagues.
- Visiting Faculty—A full-time instructional faculty member for up to one academic year, and is a category defined by the CBA (12.32). Visiting faculty are a separate classification, independent from tenure track faculty and from lecturer faculty. It should be noted that the hiring of Visiting Faculty shall not result in the displacement or time base reduction of an incumbent Temporary Faculty Unit Employee as reflected in the order of work in provision 12.29.
- Visiting Scholars—J-1 visa holders and non-J-1 visa holders coming to the university through an exchange visitor program. Visiting Scholars are a separate classification, independent from tenure track faculty and from lecturer faculty.
- Volunteer faculty—are defined in the CBA as “faculty who are not receiving direct compensation from the CSU for the assigned Unit 3 work.” As such, this is not a separate category of faculty but a separate category of compensation.
- Adjunct faculty—is a term no longer used by the CBA.

B.2 Honorific Titles Established by SJSU.

SJSU uses the following honorific titles to honor and distinguish various sub-categories of faculty from within the official designations of the CBA.

- Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor, Visiting Lecturer. These are all honorific titles that may be used as subsets of the Visiting Faculty designation of the CBA. These honorific titles may be used when a Visiting Faculty has earned such a title at a prior institution.
- Distinguished Visiting Lecturer or Distinguished Visiting Professor. These are honorific titles that may be used as subsets of the Visiting Faculty designation of the CBA. These designations are reserved for visitors with particularly distinguished careers, and must be approved by the Provost after a request from the appropriate college Dean which documents the qualifications and contributions that warrant this title.
- Distinguished Visiting Scholar. This is an honorific title that may be used as a subset of the Visiting Scholar designation of the CBA. This designation is reserved for visiting scholars with particularly distinguished careers, and must be approved by the Provost after a request from the appropriate college Dean which documents the qualifications and contributions that warrant this title.
- Senior Lecturer—This is an honorific title that may be used as a subset of the Lecturer designation of the CBA. SJSU bestows this honorific title to a lecturer faculty member with a three-year appointment and six consecutive years of experience in a single department at SJSU.

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

**S21-3, University Policy, Rescind University Policy S68-18,
Special Major**

Rescinds: University Policy S68-18

Legislative History:

At its meeting of May 10, 2021, the Academic Senate approved the following policy recommendation presented by Senator White for the Curriculum and Research Committee. This policy recommendation rescinds University Policy S68-18, Special Major. The Special Major BA/BS no longer exists because of a name change to Interdisciplinary Studies BA/BS effective fall 2021.

ACTION BY THE UNIVERSITY PRESIDENT:

**Signed and approved by
President Mary A Papazian,
San José State University on
May 18, 2021.**

Whereas: The Special Major BA/BS no longer exists because of a name change to Interdisciplinary Studies BA/BS effective fall 2021, and

Whereas: The Program and its requirements are included in the Academic Catalog (catalog.sjsu.edu), and

Whereas: Whereas other CSU campuses do not have a policy authorizing and defining procedures for their Interdisciplinary Studies (formerly Special Major) program, therefore be it

Resolved: That S68-18, Special Major be rescinded.

Approved: May 3, 2021

Vote: 9-0-0

Present: Anagnos, d'Alarcao, Maguire, Izenstark, Kaur, Kitajima, Masegian, Schultz-Krohn, White (chair)

Absent: Abousalem, Backer

Workload impact: No impact anticipated.

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

**S22-1, University Policy, Establishment, Reporting,
Continuation and Termination of Campus Centers and
Institutes (CCI), Formerly Known as Organized
Research and Training Units**

Rescinds University Policy S05-13

Legislative History:

On February 7, 2022, the Academic Senate approved the following policy recommendation presented by Senator White for the Curriculum and Research Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

**Approved and signed by Interim
President Steve Perez,
San José State University on
February 14, 2022.**

Whereas: CSU policy [AA 2014-18](#), Centers and Institutes: Guidelines, “establishes guidelines for campuses and auxiliaries to develop and maintain policies and procedures related to the oversight and reporting of all Campus Centers and Institutes (CCIs),” and charges each CSU campus to “establish a written policy on the managements of CCIs that incorporates the components outlined in this coded memo,” replaces Chancellor’s Executive Order 751, which necessitates an update of University Policy S05-13, and

Whereas: AA 2014-18 grants the “naming of CCIs under the purview of each campus,” and

Whereas: annual reports to the University are required and an annual list of active CCIs shall be submitted to the Chancellor's office via the Assistant Vice Chancellor for Research Initiatives and Partnerships to update the system-wide website upon request, and

Whereas: the President is "delegated the responsibility for the approval and oversight of CCIs" and whose "authority may be delegated," and

Whereas: the University has created the Division of Research and Innovation; be it therefore

Resolved: That S05-13 be rescinded and the following new policy be adopted.

Rationale: Our current policy is not in alignment with the CSU Chancellor's Office policy AA 2014-18 to direct the oversight of Campus Centers and Institutes (CCIs) at the University level. Because the changes to the policy were so significant, C&R elected to rescind the old policy and replace it with the new policy rather than showing line by line edits.

Approved: 01/31/2022

Vote: 11-0-0

Present: Richard Mocarski (seat A), Thalia Anagnos (seat B), Marc d'Alarcao (seat C), Gigi Smith (seat D), Faranak Memarzade (seat E), Cara Maffini (seat F), Katy Kao (seat G), Wei-Chien Lee (seat H), Stefan Frazier (seat I), Brandon White (seat J, chair), Marie Haverfield (seat K), Chloe Cramer (seat L)

Absent: None

Financial Impact: To be determined

POLICIES AND PROCEDURES

ESTABLISHMENT, REPORTING, CONTINUATION AND TERMINATION OF CAMPUS CENTERS AND INSTITUTES

(CCIs), FORMERLY KNOWN AS ORGANIZED RESEARCH AND TRAINING UNITS

Research, scholarship, creative activity, education, and public service are recognized as vital components of the academic mission of San José State University. These can involve the lone scholar, the collaborative effort of a team, or a large but coordinated group. Because of the diverse ways in which these activities may be carried on, centers and institutes established within the university are recognized as efficient means to fulfill these functions. To facilitate the process and coordinate the effort, the following basic procedural and operational policy related to centers and institutes has been developed.

Separate centers and institutes, with their own budgets and administrations, may be organized within the university when there is a clear indication that they will aid the research, scholarship, creative activity, education, or public service of participating members of the faculty and that their activities will continue on a reasonably permanent basis.

1. Definition. As defined in the Chancellor's Office coded memorandum AA 2014-18, a Campus Center or Institute (CCI) is a formally approved interdisciplinary and/or collaborative unit that:
 - (i) is organized around a scholarly, creative, research, education, and/or public service activity ("CCI Activity") that combines the interests and expertise of individuals, departments or administrative units, and may draw on expertise of others external to the campus or the Academy; and
 - (ii) may offer services to constituents beyond the campus community, e.g. individuals as well as private and public entities. While CCIs by their nature and location serve the campus community, their focus is not exclusively internal.

CCIs were previously referred to as Organized Research and Training Units at San José State University.

2. In carrying out their programs, CCIs may seek and are encouraged to seek financial grants and provide funds and facilities for coordinated programs. Funds may be from contracts, grants, or gifts; but the value of the program to the campus--not the immediate availability of funds--shall be the criterion for establishing or continuing CCIs.
3. CCIs may be organized and established as either an institute or a center according to these definitions:
 - a. Institute. An institute is an agency established primarily for the coordination and promotion, on a continuing basis, of ascertained faculty. CCI Activity needs and interests organized around a broad interdisciplinary subject area. The breadth of the subject will be reflected in CCI Activity projects and programs which cut across college or campus boundaries. An institute, however, may also be proposed when needed by a single department to coordinate broad and varied CCI Activity programs across an interdisciplinary set of questions that encompass partnerships beyond that one department.
 - b. Center. A center is an agency established to promote focused CCI Activity interests of the faculty in a designated major area and may be within an institute, college or department. The depth of the subject will be reflected in CCI Activity projects and programs which address a focused set of questions that serve a designated area.
 - c. Public service activities and programs stemming from RSCA conducted within an institute or center, or from the professional interests of participating faculty may also be undertaken by CCIs.
 - d. Those entities that existed under S05-13 as an ORU or ORTU prior to the passage of this policy and are not named as an institute or center are allowed to maintain their title to enable ongoing name recognition by campus or external constituents, or to maintain alignment with their original or required mission or charter statements. Nevertheless, those entities are encouraged to update their mission, charter, and title to align with this policy.
 - e. Those entities that meet the definition of a CCI that have not previously obtained approval as an ORU or ORTU under the old University Policy S05-13, will be required to be subject to this policy.
 - f. This policy does not apply to state or federal centers governed by their authority or campus central administrative or service units.
4. The creation of CCIs should be proposed with clear and strong evidence that long range needs and interests of the faculty and the university will be served thereby.

- a. Functions of CCIs may include:
 - i. Providing opportunities for professional development of faculty and staff through teaching, research, scholarly and creative activities, and public service.
 - ii. Fostering and facilitating interdisciplinary efforts among disciplines, departments and across colleges.
 - iii. Providing a clearinghouse for information of interest to professionals, and conducting workshops and conferences for continuing education.
 - iv. Enhancing the curriculum by facilitating and supplementing the academic experience of students.
 - v. Other functions as stated in the organizational document, and approved following the process described below.
- b. Faculty and administrators may propose CCIs, but all proposals shall be reviewed and recommended by the administrative dean (if more than one college is involved, one administrative dean shall be named) to the Associate Vice President for Research (AVPR).
- c. Proposals shall include the CCI's financial plan including funding sources and any specific financial support. It is possible that it is in the best interests of an academic unit to provide support for a CCI based on the services it offers. In such a case, the administrative dean shall include a memo documenting the need and plan for such startup support.
- d. Proposals shall include a description of the organizational structures, community partnerships, and all related organizational documents. The CCI shall be headed by a director appointed by the administrative dean. Proposals may specify a faculty nomination process to recommend a director for consideration and appointment by the administrative dean. The management and review of a director resides with the administrative dean who may receive feedback from an Advisory Board (internal and/or external).
- e. The proposal shall include the names of those initiating the proposal, name of the CCI, a statement of the purpose of the CCI, and a table of organization. The AVPR will provide a checklist of necessary items to be included in the proposal.
- f. The AVPR shall review the proposal and consult with the chair(s) of the department(s) most directly affected by the proposal and with the administrative dean, as needed, regarding the merits of the proposal. The AVPR may request revisions to establish conformity of the proposed CCI with the standards established by this policy.
- g. When convinced that these standards have been met, the AVPR shall then submit the proposal to the Curriculum & Research Committee of the Academic Senate. The Curriculum & Research Committee shall consider the

proposal and make recommendations to the Vice President for Research and Innovation (VPRI). The VPRI, in consultation with the Provost, shall review the proposal with accompanying recommendations. CCI proposals accepted by the VPRI are presented to the President for final decision. The President's decision shall be in writing to the administrative dean, with a copy to the VPRI, Provost, AVPR, and the Curriculum and Research Committee and shall include the original copy of the proposal with approval signature (or not).

- h. CCI proposals not accepted by the VPRI will be returned to the administrative dean with written feedback with a copy to the Curriculum and Research Committee. Revised proposals (if any) shall be reviewed by the AVPR. The AVPR shall then submit the modified proposal to the VPRI for further consideration and assessment. The VPRI, in consultation with the Provost, shall review the revised proposal with accompanying recommendations. Depending on the outcome of the VPRI's assessment of the revised proposal, he/she will take action as outlined above.
5. A CCI shall be administered by a director who shall be appointed by the administrative dean. The director may be nominated by the faculty members of the CCI for consideration. If a director nomination process is chosen for the CCI, the initial director shall be selected by the administrative dean until faculty membership is established. Operating procedures, including the selection, retention, service period, and annual evaluation of the director, shall be outlined in the CCI proposal and will be in compliance with all applicable policies. The name of the director shall be submitted to the AVPR who annually will inform the CSU.
6. The administrative dean is responsible for the oversight of the fiscal health of each CCI under his/her supervision.
 - a. Limited state support, commonly in the form of office or resource space, time for the director, or other startup functions, is a decision prerogative of the administrative dean.
 - b. CCIs may not handle money directly. Administration of finances, except for that support coming out of the state budget, for all CCIs will be handled by SJSU auxiliaries in accounts in the name of the CCI.
 - c. Each director shall be responsible for the CCI account(s). The CCI account(s) shall consist of funds derived from unit activities including conferences, publications, and donations.
 - d. Distribution of any indirect costs earned by the CCI shall follow the current Division of Research and Innovation policy and SJSU Research Foundation process and be determined prior to receipt of grant or contract funding.

7. Directors of established CCIs shall submit annual reports to the administrative dean, who shall review, sign, and forward the report to the AVPR. These reports are due to the AVPR on September 30th of each year. The report shall cover the preceding fiscal year describing accomplishments and future plans of the CCI, full accounting of income and expenses from all accounts (operating funds and any auxiliary accounts), and conflict of interest statements, updates, and management plans for disclosed conflict of interest statements. At intervals of no more than seven years, each unit shall be examined by the Graduate Studies and Research (GS&R) Committee of the Academic Senate. The purposes for which the CCI was initially established and the emergence of further or changed value to the campus shall be reviewed. The capacity of CCIs to become and remain financially self-sustaining is assessed. Although it is desirable to become self-sustaining, it is possible that it is in the best interests of an academic unit to provide support for a CCI based on the services it provides to the faculty and students. In these cases, the administrative dean should include a memo documenting the need for such support for consideration during the seven-year review.
8. Proposals of substantive modifications to the CCI shall be made by the CCI director as part of the annual or seven-year reports (e.g., name, focus, location) and shall be reviewed by the AVPR. If acceptable, the AVPR shall submit the proposed modifications to the VPRI for consideration and assessment. The VPRI, in consultation with the Provost, shall review the modifications. Depending on the outcome of the VPRI's assessment of the modifications, he/she will take approval action as outlined above.

The GS&R committee shall submit its review to the AVPR to recommend (or not) the continuation of a CCI with or without conditions. A recommendation to continue the unit shall be acknowledged in writing by the AVPR to the administrative dean, with a copy to the VPRI and the University Curriculum and Research Committee.

If the CCI director requests, or if the Provost, administrative dean, AVPR or the GS&R Committee recommends termination of a CCI, the recommendation shall be forwarded to the VPRI with a copy to the AVPR and the administrative dean. The VPRI will make an assessment in consultation with the Provost, the administrative dean, and the AVPR. If the VPRI accepts the recommendation, the VPRI will make the recommendation of termination to the President who will make the final decision to continue or terminate the unit. The President's decision shall be in writing to the administrative dean, with a copy to the VPRI, Provost, AVPR, GS&R Committee, and the Curriculum & Research Committee. The AVPR will notify the CSU of the termination of the CCI.

9. CCIs with gross receipts of less than \$10,000 per year, and less than \$5,000 in expenditures per year, and having a balance of funds of less than \$10,000 will file a short annual report with the AVPR. They will not be reviewed by the GS&R Committee, except in the following cases:
 - (1) They exceed one of the above amounts in three consecutive years.
 - (2) At the request of the AVPR.
10. No CCIs shall deliver SJSU curriculum (regular or special session), offer regular academic curricula, confer degrees, or offer for-credit academic degree instruction, without involvement of supporting units with such authority (e.g. university curricular review processes). However, CCIs may advise on curricular matters, and faculty members holding CCI appointments may supervise students who seek academic credit for research or training supported by an academic unit.

**SAN JOSÉ STATE UNIVERSITY
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S22-2, University Policy, Student Excused Absences

Legislative History:

On March 7, 2022 Interim President Steve Perez approved and signed University Policy S22-2, Student Excused Absences. On April 25, 2023, President Cynthia Teniente-Matson signed and approved Amendment A to University Policy S22-2. Amendment A is incorporated below.

**University Policy
Student Excused Absences**

- Whereas: While faculty and staff have the ability to take an excused absence without penalty during a semester, students currently do not have this option; and
- Whereas: Some faculty have denied students the ability to make up work when students have had a family emergency or work problem; and
- Whereas: Students can have valid reasons for missing classes and should have the option to make up work as long as the work is submitted in a reasonable time frame; and
- Whereas: SJSU is trying to promote student success and timely graduation, so supporting students during times of short-term crisis is one way to help students continue to succeed and graduate on time; therefore be it
- Resolved: That the following become university policy.
- Approved: February 21, 2022
- Vote: 12-0-1
- Present: Allen, Frazier, French, Jackson (non-voting), Kaur, Lupton, Masegian, Rollerson, Sen, Walker, Wilson, Wolcott, Yang, Yao
- Absent: Hill, Leisenring (non-voting), Merz, Kumar
- Financial Impact: None.
- Workload Impact: Some significance for faculty workload in the case of makeup assignments or exams.

Student Excused Absences Policy

Students may have valid reasons to miss one or more classes, whether anticipated or unforeseen. Students are responsible for informing their instructor in writing about such absences as soon as possible. Absences may be considered “excused” and may require modification or flexibility for course requirements.

1. Student responsibilities

If a student is aware of a future absence ahead of time, the student shall notify the instructor in writing within the first two weeks of classes or as soon as the student learns of the need for an absence. If the student must be absent for an unforeseen reason, they shall inform the instructor as soon as circumstances permit.

Absences can happen for any number of reasons. The following list provides examples, but there are many other possibilities not captured among these.

- ROTC or other military duties
- Jury duty
- Death of a family member or friend
- Illness or injury, including physical and mental health-related issues
- University-sanctioned SJSU Athletics competitions
- University-sanctioned leadership conferences
- Academic or research conferences
- Adding a class late (though still during the add period)
- Duties related to elected or appointed Associated Students representatives
- Mandatory work-related activity or travel that temporarily impacts a student's ability to participate in their academics
- Caregiving duties for family members, including parents, spouses or domestic partners, a minor child, an adult child, a child of a domestic partner, grandparent, grandchild, or sibling¹
- Personal instability in a student's life that temporarily affects their ability to attend class²
- Religious holidays (see University Policy S14-7)
- Unanticipated emergencies or instabilities

2. Faculty responsibilities

Faculty shall treat personal matters of “reasons for absence” with the utmost sensitivity. Students may have reasons included in the list above, or they may have others; they also may be reluctant to mention specifics, and faculty should be understanding when that is the case. Faculty should request documentation only in rare cases. (Faculty members may only require students to provide verification for repeated or successive

¹ Family often extends beyond those defined herein. Faculty should be considerate of those family members that may not be clearly defined here, but have a familial relationship with the student.

² Personal instability may include housing instability, food insecurity, or other financial crises.

absences, or absences on the days of tests, presentations, and other graded activities.) Faculty shall reasonably accommodate absences to the extent possible.

Excused absences normally should not exceed two cumulative weeks of class time. The faculty member should make arrangements with the student to address missed learning opportunities, which could include submitting work late, completing different but comparable assignments, or waiving an assignment.

3. Possible considerations following extended absences

The following are situations when an excused absence could become an incomplete or a course withdrawal. Students should consult with their instructor and advisor to determine the most suitable course of action.

- If the absence exceeds two consecutive weeks of class time.
- If the student returns to the class and attempts in good faith to complete the missing work but is overwhelmed and cannot finish.

**SAN JOSÉ STATE UNIVERSITY
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SAN JOSÉ, CA 95192**

S22-3, University Policy, Accessibility in Curricular Materials

Rescinds: University Policy S08-3

Legislative History:

On February 28, 2022, the Academic Senate approved the following policy recommendation presented by Senator White for the Curriculum and Research Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

**Approved and signed by
Steve Perez, Interim President,
San José State University
on March 7, 2022.**

**University Policy:
Accessibility in Curricular Materials**

WHEREAS: Equitable education requires equal accessibility to all curricular materials, and

WHEREAS: Ensuring accessibility should be the responsibility of all divisions at SJSU and not limited to the Accessible Education Center, the Center for Faculty Development, SJSU Information Technology, and Procurement, and

WHEREAS: The California State University Board of Trustees [Policy on Disability Support and Accommodations](#) requires all CSU campuses to create and implement plans to promote faculty and administrative practices that will assure timely access to curricular materials for all students, and states that "Each campus and the Chancellor's Office shall provide funding, resources, and training to members of its campus community to ensure compliance with this executive order. CSU campuses and the Chancellor's Office may consult with Systemwide Professional Development in the Human Resources Division of the Chancellor's Office for

assistance in locating available resources and tools that will meet campus-specific needs,” and

WHEREAS: Incorporation of accessibility is an ongoing process that requires faculty and staff time, resources, and training, and faculty need support in adapting course materials to meet accessibility standards;

WHEREAS: Departments through course coordinators and curriculum committees should ensure that all courses meet federal mandated accessibility standards;

WHEREAS: An implementation memo will be provided to all faculty by the Provost or designee; therefore, be it

RESOLVED: That S08-3 be rescinded effective immediately and the new policy described herein be approved; and, be it further

RESOLVED: The faculty, being responsible for distributing curricular materials (including but not limited to course textbooks, syllabi, handouts, electronic materials, learning management systems, etc.) for their classes, shall ensure—in concert with the university—the distribution of accessible versions of all curricular material; and, be it further

RESOLVED: Accessible materials shall be made available to all students regardless of disability status; and, be it further

RESOLVED: That the university shall ensure that faculty have access to the appropriate resources to convert or create accessible materials.

RESOLVED: That faculty shall ensure the conversion of any materials that are not accessible to an accessible format with the help provided from the Accessible Education Center, Affordable Learning Solutions, and eCAMPUS; and, be it further

RESOLVED: That if materials cannot be made accessible due to technology limitations then an equally effective alternative must be created or provided; and, be it further

RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall be informed regularly of available resources for developing accessible course materials or equally effective alternative; and, be it further

RESOLVED: That those involved in course instruction (e.g. faculty, staff, GTAs, ISAs) shall undergo accessibility training appropriate to their duties on a regular basis as implemented by the Office of the Provost; and, be it further

RESOLVED: That the appropriate Vice President(s) shall conduct a baseline assessment to determine compliance with federally mandated accessibility requirements for

courses and designate the necessary resources to bring the campus into full compliance; and, be it further

RESOLVED: That an assessment be submitted by each department, as part of the normal program planning process, evaluating the extent to which its existing courses meet federally mandated accessibility criteria and faculty and staff have received appropriate training; and

RESOLVED: The Senate urges the Provost to submit a written report to the Academic Senate yearly with a summary of the total number of curricular accessibility claims filed under the "Accessibility Concerns Form" and how those claims were accommodated.

Rationale: Each CSU campus is required to develop a method to incorporate accessibility as a required component in the curriculum review and approval process. University Policy S08-3 established timelines that have since expired and the policy needed to be updated significantly with additional details on accessibility. The development and/or conversion of curricular materials to accessible format is an important aspect of the SJSU mission to provide quality education for all students. In order to assure timely conversion of materials, it is imperative that appropriate resources be devoted to this task. Curriculum and Research (C&R) has obtained information from various parties across campus on how to update the policy appropriately. An inherent problem in ensuring accessibility is the cost associated with accessibility and C&R was unable to put an accurate estimate on this cost.

Approved: 2/21/22

Vote: 11-0-0

Present: Richard Mocarski (seat A), Thalia Anagnos (seat B), Marc d'Alarcao (seat C), Gigi Smith (seat D), Faranak Memarzade (seat E), Cara Maffini (seat F), Wei-Chien Lee (seat H), Sharmin Khan (seat I), Brandon White (seat J, chair), Marie Haverfield (seat K), Chloe Cramer (seat L)

Absent: Katy Kao (seat G)

Guests: None

Relevant documents available online:

EO-1111: calstate.policystat.com/policy/6590867/latest

SJSU University Policy F07-3 (www.sjsu.edu/senate/docs/F07-3.pdf) outlines procedures for the timely adoption of textbooks, course readers and library reserves.

www.sjsu.edu/accessibility

Financial Impact: The magnitude of the financial impact will depend upon the needs assessment, but we expect that it will be substantial.

Workload Impact: We anticipate increases in workload for:

- departments that are undergoing program planning to review accessibility of all department curriculum
- faculty involved in converting and/or creating new accessible course materials or finding equally effective alternatives. Further, if a curricular material cannot be converted to an accessible format due to technology limitations, it places an additional burden on faculty to identify and incorporate new materials into a course.
- campus staff to work with faculty to create accessible materials. In order to assure timely conversion of materials (e.g., inability to convert due to technology limitations), it is imperative that faculty provide sufficient time to connect with support resources.
- university to conduct a needs based assessment to determine the actual cost of implementing accessibility campus wide.

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

S22-4, University Policy, Emergency Short Term Loans for Students

Rescinds: University Policy S72-22

Legislative History:

On April 18, 2022, the Academic Senate approved the following policy recommendation presented by Senator Stefan Frazier for the Instruction and Student Affairs Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

**Approved and signed by Interim President
Steve Perez, San José State University on
May 2, 2022.**

**University Policy:
Emergency Short Term Loans for Students**

Whereas: The Committee for Organization and Government, in its review of University policies in 2017, determined that circumstances around emergency short-term loans for students had changed since the 1972 passage of a policy on that topic, and so had procedures in the Bursar's Office; be it therefore

Resolved: That S72-22 be rescinded, and the following become university policy.

Approved: March 14, 2022

Vote: 10-0-3

Present: Allen, Frazier, French, Hill, Jackson (non-voting), Kaur, Kumar, Lupton, Merz, Sen, Walker, Wilson, Yang, Yao

Absent: Leisenring, Masegian, Rollerson, Wolcott

Financial impact: None.

Workload impact: None.

Emergency short-term loans for students

The SJSU Bursar's Office makes a certain amount of funding available to students with emergency short-term needs. General stipulations on such loans are as follows:

- The student must be matriculated (undergraduate or graduate, domestic or international).

The Bursar's Office shall determine, and publish, specific stipulations, possibly including but not limited to the following:

- loan amount limits
- whether loans may be used to pay tuition or fees
- a minimum-unit enrollment requirement for loan applicants
- requirements for repayment of the loans
- repayment period
- consequences following delinquent loans
- whether extensions are permitted
- circumstances of check disbursement
- requirements of promissory notes or co-signers if any
- service charges if any
- other loan eligibility requirements

**SAN JOSÉ STATE UNIVERSITY
ONE WASHINGTON SQUARE
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S22-6, University Policy, Adding, dropping, and withdrawing from courses; the “W” symbol; and refunds related to withdrawals also Amendment A to University Policy F15-3

Rescinds: University Policies S05-12, and F04-2

Legislative History:

On May 9, 2022, the Academic Senate approved the following policy recommendation presented by Senator Frazier for the Instruction and Student Affairs Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

**Signed and approved by Interim
President of San José State
University, Steve Perez, on June 1,
2022.**

**University Policy:
Adding, dropping, and withdrawing from courses; the “W”
symbol; and refunds related to withdrawals**

- Whereas: Current policy allows insufficient time for students to adjust their course schedules in the first few weeks of the semester; and
- Whereas: Allowing students to drop courses up to the census date would prevent them from incurring “W” grades on their transcript, which count toward “units attempted” for semester enrollment and financial aid eligibility purposes; and
- Whereas: Allowing students to drop courses without a petition up to the census date will speed up this process, opening up seats for other students; and

- Whereas: Having a single deadline for both dropping and adding courses adds clarity and consistency; and
- Whereas: Until the seventh day of instruction, students are automatically enrolled in courses if they are on waitlists, in accordance with [F20-1](#); and
- Whereas: Permission codes can therefore be required in order to add courses starting on the eighth day of instruction, giving faculty control over enrollment at that point; be it therefore
- Resolved: That S05-12 and F02-2 be rescinded, and the following become university policy.
- Resolved: That in [F15-3](#) “Establishing a Committed Presence in a Class,” the sentence “Six instructional days before Census Day, i.e. the 14th day of instruction, is the last day for the student to add a class” be modified to “One instructional day before Census Day is the last day for the student to add a class.”
- Approved: April 11, 2022
- Vote: 11-1
- Present: Allen, Frazier, French, Hill, Jackson (non-voting), Kumar, Leisenring (non-voting), Lupton, Merz, Sen, Walker, Wilson, Yang, Yao
- Absent: Kaur, Masegian, Rollerson, Wolcott
- Financial impact: Reduced late add fee for students: late add fee between add deadline and Census Day (currently \$45) would no longer apply.
- Workload impact: Reduced workload for Registrar’s Office, Undergraduate Education, and College of Graduate Studies in processing late drop and add petitions in the pre-Census period. Reduced workload for faculty, department chairs, and administrators in signing late drop and add petitions. Potential increased workload for faculty if students are granted permission to add classes late.

Adding, dropping, and withdrawing from courses; the “W” symbol; and refunds related to withdrawals

Note: Census Day is the 20th day of instruction.

1. Adding, dropping, and withdrawing from courses; and the “W” symbol
 - a. *Starting on the 8th day of instruction, instructor consent (a permission code) shall be required for a student to add a class. The online registration system (currently PeopleSoft) will be programmed accordingly and per F20-9.*
 - b. The last day for a student to add class (with a permission code) and / or drop a class shall be *one instructional day before Census Day.*¹
 - c. Late drops (*withdrawals*): on or after Census Day, a student may withdraw from class only for “serious and compelling reasons”. Poor academic performance or non-attendance, in the absence of other extenuating circumstances, are not valid reasons for withdrawing from a course.
 - d. The Vice Provost-for Undergraduate Education and the Dean of the College of Graduate Studies shall *together* develop a list of acceptable circumstances and guidelines for *supporting documentation* of said circumstances, petition form (which shall include space to state the reasons for the proposed withdrawal, and the current grade the student is earning), and appropriate sanctions for those submitting fraudulent *documentation*.
 - e. The President shall appoint one individual (in accordance with Executive Order 1037) to administer course and university withdrawals. This individual will be responsible for distributing and receiving petitions, verifying *supporting documentation*, and approving withdrawal from the University.
 - f. In the case of course withdrawals, students must first obtain the *instructor of record’s signature*. This signature *acknowledges that instructor of record has been informed of the student’s intent to drop the course*

¹ See separate policy [S20-9](#) for instructor drops.

Students will be advised to *consult with their appropriate academic advisors about the possible impacts of dropping the course, and will be encouraged to consult with the Financial Aid Office about how this may impact their financial aid eligibility or award, if appropriate.* If an *instructor of record* does not sign the petition, the matter will be resolved by the President's appointee.

- g. The option of the Incomplete remains as before.
 - h. A “WU” is *the appropriate grade* to assign when a student, who is enrolled on Census Day, does not successfully petition for a “W” but fails to complete course requirements, and those assignments that were completed were insufficient to make normal evaluation of academic performance possible. A “WU” counts toward the GPA as an “F.”
2. Refunds in relation to dropping or withdrawing from courses
- a. For regular state supported semesters, refund regulations for the CSU system are prescribed by the California Code of Regulations Title 5, Section 41802 and applicable CSU Chancellor Executive Orders. In particular, at SJSU, the principles for refunds include the following:
 - i. Dates for full refunds shall be as close as possible to the first day of instruction (not the first course meeting), but shall in no case be more than five business days before the first day of instruction;
 - ii. Information regarding refunds shall be stated clearly and disseminated widely as early as possible so that students and departments can plan in a timely manner. For regular state supported sessions, all refund information will be posted in all versions of the Schedule of Classes where fee and payment information are publicized. The information will also be detailed on the Bursar’s website.
 - b. Title 5, Section 41802 states that for self-support, special sessions and extension course fees, refunds shall be made in accordance with policies and procedures established by each campus. At SJSU, the refund procedures shall be established by the *College of Professional and Global Education*, and shall include the following:

- i. Dates for full refunds for self-support, special sessions, and extension courses shall be as close as possible to the first day of instruction (not the first course meeting) but shall in no case be more than five business days before the first day of instruction;

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

**S23-1, University Policy, Policy Recommendation,
Guidelines for Experimental Courses: 96/196/296/596, Also
Amendment A to University Policy S67-2 Guidelines for
Individual Studies (180) and Special Studies (196)**

Legislative History:

On May 8, 2023, the Academic Senate approved S23-1, Guidelines for Experimental Courses: 96/196/296/596 as a new policy and Amendment A to University Policy S67-2, Guidelines for Individual Studies (180) and Special Studies (196) presented by Senator Wong for the Curriculum and Research Committee.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and approved by President
Cynthia Teniente-Matson, President,
San José State University on June 20,
2023.**

**University Policy
Guidelines For Experimental Courses: 96/196/296/596,
Also Amendment A to University Policy S67-2 Guidelines
for Individual Studies (180) and Special Studies (196)**

Whereas: Current experimental course policies were implemented more than five decades ago with outdated terminology; and

Whereas: It is more streamlined to combine the graduate-level experimental course policy ([F67-11](#)) with the undergraduate experimental course policy ([F68-24](#)) into one single policy; and

Whereas: Course number 196 is mentioned in two policies ([S67-2](#) and [F68-24](#)) with duplication; and

Whereas: Course number 596 has been used for experimental courses in doctoral programs; be it therefore

Resolved: That F67-11 and F68-24 be rescinded, S67-2 be modified to eliminate all references to 196 courses, and the following become university policy.

Approved:

May 1, 2023

Vote:

11-0-0

Present:

Richard Mocarski, Thalia Anagnos, Marc d'Alarcao,
Megan Chang, Collin Onita, Ellen Middaugh, Hiu Yung
Wong, Vishnu Pendyala, Stefan Frazier, Scott Shaffer,
Marie Haverfield

Absent:

Safiullah Saif

Workload Impact:

None

**SAN JOSÉ STATE UNIVERSITY
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S24-1, University Policy, Credit for Prior Learning

Rescinds: [F15-5](#), [F15-11](#), [F73-8](#), and [F83-5](#)

Legislative History: At its meeting of February 5, 2024, the Academic Senate approved the following policy recommendation presented by Senator Wong for the Curriculum and Research Committee. 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](#)). 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.

ACTION BY UNIVERSITY PRESIDENT:

Action by University President:

**Signed and approved by
Cynthia Teniente-Matson, President,
San José State University on March 18, 2024.**

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:	January 29, 2024
Vote:	9-0-0
Present:	Kourosh Amirkhani, Marc d'Alarcao, Megan Chang, Stefan Frazier, Marie Haverfield, Heather Lattimer, Scott Shaffer, Cristina Velarde, Hiu-Yung Wong
Absent:	Ellen Middaugh, Richard Mocarski
Workload Impact:	University catalog and website will need to be updated. Faculty subject matter expert(s) in each program will need to be appointed. Faculty subject matter expert(s) will need to evaluate the credibility of prior learning. The Academic Disqualification and Reinstatement Review Committee may need to handle additional appeal cases. The Testing Office needs to administer additional assessments.
Financial Impact:	Increase in workload in the Testing Office. Faculty who develop the assessment need to be compensated. Students need to pay the assessment fees. Ideally, the cost will be offset by the assessment fees.

UNIVERSITY POLICY

Credit for Prior Learning

1. Background

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.

This policy documents the procedures, criteria, and appeal processes for earning academic credit from categories (1)-(4). Policies related to credit for exams are inherited from the rescinded policies “Credit by Exam for Challenge Examinations” ([F15-11](#)) and “Advanced Standing by Examination” ([F73-8](#)).

In this document, the general rules will be discussed followed by the policies of the four categories in the order presented in EO 1036.

2. General Rules

Through prior learning assessment, an undergraduate student may be awarded up to a total of 30 credit units (excluding AP and/or IB credits) and a graduate student may be awarded up to a total of 6 credit units from the four categories of credit for prior learning. Note that for graduate students, the total units earned through Open University, credit transfer from institutions outside of SJSU, and credit for prior learning cannot exceed 30% of the required units. Only units will be awarded (not the grade) and the results will not be used in the GPA calculation.

Appeals should be submitted to the Office of Undergraduate Education for undergraduate students or the College of Graduate Studies for graduate students to be adjudicated by the Academic Disqualification and Reinstatement Review Committee.

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

3. Credit for Exams - SJSU awards credit to be applied toward the degree and/or admission eligibility for students who pass a standardized examination or Credit by Exam - Challenge Exam. Standardized examinations include Advanced Placement (AP) Tests, International Baccalaureate (IB), and College Level Examination Program (CLEP).

A. Standardized Exam:

- a. General Rules
 - i. Evaluating appropriateness of examinations is performed by Chancellor's General Education Advisory Committee and the current list can be found at [CSU Systemwide Credit for External Examinations](#). The passing score and the minimum amount of credit awarded for the calculation of admission eligibility and toward the degree shall be based on this list.
 - ii. The name of the examination, student's score, and credit earned shall be identified on the student's academic record.
 - iii. Students who enter with an Associate Degree for Transfer (ADT), full or partial certification in CSU General Education (GE) Breadth, IGETC, any future CSU General Education requirements, certifications that apply credits earned by passing standardized examinations as authorized by CSU policy and set forth in Section 3.A.a.i of this policy are honored.
 - iv. Credit for passage of standardized examinations shall not be awarded if
 1. the student has taken that examination within the previous term and received a passing score,
 2. equivalent degree credit has been previously earned for regular coursework, prior learning assessment, or other instructional processes, or
 3. credit has been granted at a level more advanced than the content level in the examination.
 - v. Care shall be taken not to award duplicate credit because of overlapping tests, college-level courses, or both. Where there is partial overlap, the amount of examination credit shall be reduced.
- b. **College Level Examination Program (CLEP)** - The college level examination program (CLEP) is designed to be a means through which recognition, academic credit and advanced placement may

be given for less conventional forms of educational experiences. Those who may have reached a university level of education in certain areas through home or correspondence study, on-the-job training, television courses, non-university-based online courses, or other means, may take the CLEP examination and receive credit toward graduation. Students who have received conventional university credit for courses taken in the areas covered by the examination are not eligible to receive credit through the CLEP examination.

Specific details of the program may be obtained from the Testing Office.

- c. **Advanced Placement (AP) Program of the College Board and International Baccalaureate (IB)** San José State University grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Board or the International Baccalaureate examination. Students who present passing scores will be eligible to receive credits in accordance to the university and the chancellor's office.

- B. **Special Examination / Course Credit by Exam (CBE) - Challenge Exam - Specific Course Credit.** Credit by examination is designed to encourage a regularly enrolled student to seek university credit in courses in which the person appears to be reasonably well qualified by training or experience, but for which the student has not earned credit by the usual academic processes. Courses for which credit by special examination may be earned are determined by the department, from those listed in the current university catalog. Information about challenge examinations shall be included in campus catalogs and web sites.

- a. CBE - Challenge exams are not permitted to generate FTES, nor associated WTU (Weighted Teaching Units) workload.
- b. For appropriate courses, available upon student request (per Title 5, §40408), SJSU shall provide a challenge exam.
- c. CBE - Challenge exam will not be allowed in a course in which the student has received a failing grade in the same course previously attempted, or in which the student has unsuccessfully sought credit by examination. Students are not eligible to take a CBE-Challenge exam for a particular course if that course has already

been taken for a letter or CR/NC grade. A “W” grade shall not prevent a student from taking a CBE-Challenge exam. A student may not receive credit by examination via Challenge exam to remove a grade of “F,” “WU”, or “NC”. Students shall not be allowed to take a campus generated challenge examination for a particular course more than once. As is current practice, if a challenge exam is passed, then a grade of CR and a notation of CBE shall be recorded on the transcript. Earned units (UE) must be generated and these must be recorded on the SJSU transcript. Units earned through challenge exams will not be counted as part of the SJSU residency requirements. Only matriculated SJSU students are eligible to take CBE-Challenge exams.

- d. Where there are existing AP or CLEP or IB exams that have been determined to earn General Education (GE), American Institutions (AI), and/or course credit (see current SJSU Catalog for list), these external exams should be used rather than campus generated challenge exams. If there is a discrepancy between the units earned according to the CBE website and the units assigned to the articulated course at SJSU, the units found at the CBE website shall be assigned.
- e. Where there are no external AP or CLEP or IB exams equivalent to SJSU courses, the determination of whether “campus-originated challenge examinations” (per EO-1036) are available for a particular course is determined by the department or college curriculum committee, and not by individual faculty who may teach that course. A list of courses allowable for CBE via challenge exams shall be recommended by departments/colleges, approved by their respective Dean’s Offices, and maintained by the Office of Undergraduate Education and College of Graduate Studies. Credit by examination for 100W is not eligible for CBE-Challenge Exams. Courses that are cross-listed will be determined by the home department following consultation with the other department.
- f. The Registrar’s Office shall work with the College of Graduate Studies and Office of Undergraduate Education to develop reporting forms, processes, and transcript notations consistent with this policy.
- g. The Testing Office will oversee registration and reporting results of all campus challenge exams. The Testing Office can oversee

administration of the exam and will coordinate with the department where needed. The Testing Office, in consultation with UE and CGS, will determine the costs of administering the exams and propose a fee to the Course Fee Advisory Committee. The Testing Office shall establish deadlines for the test administration and work with the Accessible Education Office if requested by the student.

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

A. Conditions:

- a. Students should be matriculated at SJSU at the time of awarding the credit. Before academic credit becomes a part of a student's academic record, undergraduate students shall complete 15 units at SJSU, and graduate students shall complete 3 units in residence at SJSU.
- b. Experiential learning has to be academically creditable and verifiable through a prior learning assessment methodology.
- c. Academic credit for learning, knowledge, or skills acquired through experience shall not be used in determining eligibility for admission, unless it was previously transcribed on the student's academic record.

B. Assessment:

- a. Assessments for experiential credit recognition shall be created and evaluated in accordance with academic standards by faculty subject matter expert(s). One or more faculty who are subject matter experts shall be appointed by the department chair or program director. Supporting information may be supplied by a field supervisor and/or employer. Examples of assessment methodologies include written examinations, portfolios, personal interviews, demonstrations, and/or other appropriate means of documentation. The individual program should establish the appropriate assessment and inform the Testing Office and UE or CGS.
- 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 the registration and reporting results of all assessments of experiential credit recognition. The Testing Office can oversee the 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 course, and industry-recognized credentials. Examples of industry-recognized credentials are listed in [the ACE National Guide](#).
- c. SJSU shall accept and award course credit as recommended by ACE National Guide to College Credit for Workforce Training, as appropriate for a student's academic objectives which is determined by the department chair or program director-appointed faculty who are subject matter expert(s).

B. Credit:

- 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 learning acquired outside of traditional higher education 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.

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 sub-area C2 or any future CSU General Education equivalent sub-area. 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 website.
- 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

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

**S24-2, University Policy, Student Advising and Holistic
Student Support Services Policy**

Rescinds:S89-10

Legislative History:

On May 6, 2024, the Academic Senate approved University Policy Student Advising and Holistic Student Support Services Policy presented by Senator Sullivan-Green for the Instruction and Student Affairs Committee.

ACTION BY UNIVERSITY PRESIDENT:

**Signed and approved by President Cynthia
Teniente-Matson, President, San José State
University, on May 24, 2024.**

University Policy

Student Advising and Holistic Student Support Services Policy

- Whereas,** Advising of students is critical to their academic and personal success at SJSU; and
- Whereas,** Academic advising affects a student's selection of a degree program, retention in their chosen program, and progress towards a timely graduation; and
- Whereas,** Supporting the student beyond their academics more holistically is also crucial to their educational journey and success in their chosen program; and
- Whereas,** One of the most important relationships between students and advisors, whether faculty or staff, is that which develops during the cooperative planning of their educational journey, and this relationship can have far reaching consequences in student success beyond academics; and
- Whereas,** Over 30 years has passed since the approval of S89-10: Undergraduate Academic Advisement; Advising. Many of the challenges related to faculty and staff advising noted then were also identified by the NACADA reports shared

with the greater campus community in August 2019¹ and February 2024². These include lack of an advising curriculum, disparate participation in advisor training for all advisors, inaccessibility of advisors, inconsistency in the quality of advising, and a lack of a cohesive advising strategy; and

Whereas, The 2019 report lists the following recommendations:

- Establish campus-wide leadership and strategic planning efforts to enhance academic advising.
- Consider an exclusively professional advisor model to more effectively meet the needs of students.
- Create SJSU advising definition, vision, mission, goals and learning outcomes that apply across the university.
- Clearly define roles and responsibilities of academic advisors.
- Provide a framework to evaluate and assess academic advising success.
- Create a comprehensive, ongoing, advisor training and professional development program for all faculty and professional academic advisors.
- Expand the role and responsibilities of the Academic Advising and Retention Services Office to support the leadership and campus framework of academic advising.
- Reaffirm the Advising Council to support the advancement of established university-wide strategic goals and learning outcomes related to academic advising and student success.
- Develop an advising communication plan for the institution appropriate for all constituencies.
- Revise and implement a comprehensive orientation program that gives equal prominence to students' academic journey.
- Develop and implement a technology plan for academic advising.

Whereas, The 2023 report states that: "The highest priorities for improvement of academic advising at SJSU are related to the 1) Organization and 2) Collaboration and Communication conditions.

- There needs to be transparency and sharing of the overall strategic plan and direction for academic advising.
- To foster effective communication, it's essential to consistently share thoughts and needs. Clear and frequent communication, both in writing and verbally, is key to ensuring that your intentions and desires are well-understood by others.
- It is absolutely essential to create ways for faculty and staff to collaborate and communicate to improve your academic advising programs and systems. It is impossible for excellent advising to occur in a siloed

¹ NACADA Consultants SJSU Report Final 2019

² NACADA Consultants SJSU Report Final 2024

system.”

Additional, more detailed suggestions are included throughout the body of the report; and,

- Whereas:** SJSU’s vision states that students need to “*proactively engage[ing] with academic advisors on their journey;*”³ and
- Whereas:** A comprehensive advising plan requires crucial engagement of both staff and faculty advisors; and
- Whereas:** University Policy S15-8: Retention, Tenure and Promotion for Regular Faculty Employees: Criteria and Standards specifically states that the Service Category must include “*...advising, mentoring, and participating in activities to enhance student success that are not subsumed in teaching or the primary academic assignment*”, and
- Whereas:** Some lecturer faculty may assume advising responsibilities as part of their work assignment, which counts as service to the university in periodic evaluations and range elevation; therefore, be it
- Resolved:** That the administration of San José State University prioritize making demonstrable changes to the advising structure based on the recommendations from the 2019 and 2024 NACADA reports and from current publications; and therefore, be it
- Resolved,** That University Policy 89-10 be rescinded and replaced with the following.

Background/Rationale: The campus has had two visits from NACADA, one in 2019 and one in 2023, that evaluated the advising structure on campus. These visits resulted in two detailed reports that discussed advising from the perspectives of the students, faculty, staff, and administration. Each report also provided specific recommendations to improve advising across the campus. The SJSU Academic Senate responded in 2021 to the first NACADA report and passed AS 1818: Undergraduate Advising, along with SS-S21-7: Advocating for a Collaborative Advising Structure. Then President Papazian sent S21-4 back to Instruction and Student Affairs without signing it, for further consultation with a more robust inclusion of students and staff advisors. Instructional and Student Affairs, recognizing the importance of the policy for the campus, has returned to the policy, making significant improvements to its content based on additional consultation and feedback across campus, as well as the 2024

³ [SJSU Academic Advising Vision, Mission, and Values 2019](#)

NACADA report. Most notable, the policy was restructured to include both undergraduate and graduate advising across campus.

University Policy

Student Advising and Holistic Student Support Services

I. Tenets of Advising

San Jose State University shall be a student-ready⁴ campus and provide excellent advising and holistic support for students throughout their educational journey.

SJSU shall have a comprehensive advising structure that is consistent and equitable for all students. A clear definition of advising and holistic student support services, as well as mission, vision, and values statements will be developed and be readily available to everyone within the SJSU community.

All forms of advising and holistic student support services shall occur in a supportive manner which is sensitive to the needs of a diverse student population.

All students should be active agents in constructing and achieving their academic, career, and personal goals.

“Academic advising should be *systemic* (throughout the university), *systematic* (all parts function methodically and seamlessly to promote the whole) and *purposeful* (missional and intentional) to meet institutional strategic goals.”

Advising at SJSU encompasses a wide range of services to support students. Such services include: Academic Advising, Career Advising, and Holistic Student Support Services.

The coordination, delivery, and assessment of advising shall be a shared responsibility of the SJSU advising community and university administration, which includes faculty, staff, and appropriate administrators at the university, college, and department levels.

Positive, collaborative relationships must be maintained among all members of the advising community. Communication is a critical component of such relationships. Such communications should ensure all members of the advising community are aware of the complete advising structure, goals, objectives, training and professional development opportunities, and opportunities for engagement.

⁴ <https://www.csustudentsuccess.net/2023/04/21/creating-a-student-ready-institution-for-first-generation-college-students/> and <https://www.aacu.org/publication/becoming-a-student-ready-college-a-new-culture-of-leadership-for-student-success>

University resources, including both financial resources and appropriate staffing hours, that support advising goals and objectives should be a priority and appropriate to the work required.

All advisors within the SJSU advising community shall act as a source of referral to other forms of advising and holistic student support services as needed.

SJSU will require comprehensive on-boarding/training appropriate to each advisor's or staff's role that focuses on the quality of advising and leads to positive outcomes for students' educational journeys for all incoming advisors and support staff. Comparable continuous professional development programs will also be required for those within the comprehensive advising structure. Such programs, while focusing on the responsibilities of the person's role, will also ensure that they are up-to-date on current advising standards, have training and development opportunities to engage with those outside the SJSU community, have awareness of the roles of others in the SJSU advising community, and the referral system as well as promoting a collaborative mindset.

SJSU will develop an assessment program that evaluates the quality, effectiveness, and availability of advising and support services to all student populations at various stages of their academic career. Student satisfaction will be a significant component of this assessment program.

Online and special session programs may have their own advising structures and access to support services that are unique to their program. Students should consult with their programs to determine which advising and services apply based on their program and standing.

II. Support Services for All Students

Career Advising. Career advising is defined as professional guidance for students to prepare for career success through personal and professional explorations and skill development. It further includes connections to employers and professional networks that align with the career objectives of the student.

Career advising should be supported at the university level and conducted by professional career center counselors, advisors, and faculty. Career advising should be connected to college and department-level activities with support from the career center, as faculty play a critical role in career mentoring and exploration, and as recognized student organizations sponsor activities that lead to interactions with industry partners.

Holistic Student Support Services. Holistic student support services provide for the student beyond their academics, including health and wellness, basic needs, financial support services, and programs that support various social and

cultural identity groups. Holistic student advising requires comprehensive knowledge of the many offices and programs that provide holistic support, including, but not limited to: SJSU Cares; Student Wellness Center; Counseling and Psychological Services (CAPS); Accessible Education Center (AEC); Peer Connections; Education Opportunity Program (EOP); Bursar's Office; Financial Aid Office; Cultural Centers and other Resource Centers.

Members of the SJSU advising community should be capable of providing appropriate referrals to a variety of offices based on student needs.

III. Undergraduate Academic Advising

Major/minor Advising. Major and minor advising is defined as the utilization of program information and advising tools in partnership with student information to design a pathway to completion of their academic program(s).

Major and minor advising should be governed by curriculum and policies as described in the university catalog. Major and minor curriculum is developed by the faculty and is department-driven. Advising may be formal or informal and shall be conducted by staff advisors and/or faculty.

General Education Advising. General Education advising is defined as the utilization of General Education and SJSU Studies guidelines to assist students in identifying coursework that satisfies these requirements. Such guidance requires specialized knowledge for select programs that have General Education requirements met within the major.

General Education advising should be primarily staff advisor-driven, with appropriate consultation with departments, at the college level in the student success centers.

IV. Graduate Academic Advising and Research Advising

Effective academic advising is an important aspect of all successful graduate degree and credential programs. While graduate students should receive strong advising at all stages of their educational career, their advising needs vary as they progress through their programs.

There are two types of advisors that the majority of graduate programs utilize: Graduate Program Coordinator and Graduate Research Advisor. Departments may have additional faculty or staff advisors. Students should consult with their department to identify the program's specific advising structure for graduate students.

Graduate Program Coordinator. The Graduate Program Coordinator (also sometimes called a Graduate Advisor or Graduate Director) is the primary point

of contact for graduate students at the program level and serves as a liaison between programs/departments and the College of Graduate Studies. While the specific responsibilities of Graduate Program Coordinators vary across programs, they are generally responsible for supporting academic student success, assisting students in making timely progress towards degree, overseeing comprehensive examinations, and advising students on degree requirements and policies and procedures at the program, college, and university levels. Further, Graduate Program Coordinators formally approve students' candidacy forms, assist with student petitions and forms, and assist students who are placed on academic notice or probation, and refer students to other support services on campus when needed.

Graduate Research Advisor. The Graduate Research Advisor is responsible for overseeing a student's research, scholarly, and creative activity as it most often relates to the student's culminating experience (e.g., thesis, project, and/or dissertation). The Graduate Research Advisor almost always serves as a student's thesis chair or project advisor. Because of their close academic relationship to the student, Graduate Research Advisors often advise students on issues specific to their program of study, such as course selection and career pathways.

Approved: April 29, 2024

Vote: 14-0-0

Present: Samuel Brown, Diya Doshi, Lisa Giampaolo, Estevan Guzman, Ravisha Mathur, Kelly Masegian, Gilles Muller, Sarab Multani, Iris Price, Eric Rollerson, Soma Sen, Jon Tucker, Julian Vogel, Gregory Wolcott

Absent: Melinda Jackson (non-voting), Amy Leisenring (non-voting), Romey Sabalius, Laura Sullivan-Green

SAN JOSE STATE COLLEGE
SAN JOSE 14, CALIFORNIA

ACADEMIC COUNCIL

June 2, 1966

ACADEMIC COUNCIL POLICY RECOMMENDATION

#S66-12

At its meeting of April 25, 1966 the Academic Council adopted the following policy statement on transferring extension credit and correspondence credit from other institutions. The statement was formulated by the Committee on Student Admissions and Retention.

We recommend, as a general policy, that San Jose State College accept undergraduate transfer credit earned through extension and correspondence from other institutions in the same manner in which the originating institutions use that credit toward their own baccalaureate degrees. Credit for extension toward the baccalaureate degree at San Jose State College shall not exceed the provisions of the Education Code, paragraph 40407. Credit in correspondence shall not exceed one-half of the total units allowable in extension transfer.

ACTION BY COLLEGE PRESIDENT:

Approved, R.D.Clark, 7-18-66

APPROVED, R. D. CLARK. 7-18-66.

ACADEMIC COUNCIL NOTIFIED: July 19, 1966
(Date)

Filed Under:

SAN JOSE STATE COLLEGE

SAN JOSE 14, CALIFORNIA

ACADEMIC COUNCIL

June 2, 1966

ACADEMIC COUNCIL POLICY RECOMMENDATION #S66-15

At its meeting of June 2, 1966 the Academic Council adopted the following recommendations of the Ad Hoc Committee on Evaluation of Foreign Degrees:

1. That the Academic Senate of the California State Colleges be requested to appoint a committee of qualified individuals to study the matter of foreign degrees and to recommend system-wide policies and procedures for evaluating their equivalency with U. S. degrees.
2. That, until such policies and procedures are established, appointing officials at San Jose State College conduct their own evaluations of foreign degrees presented by applicants for positions, using available assistance of the Dean of Admissions and through him, of various other offices such as the University of California, the U. S. Office of Education, and the American Council on Education. In no case should a foreign doctorate be accepted as the equivalent of a U. S. doctorate without such investigation and assessment.

ACTION BY COLLEGE PRESIDENT:

Approved, R D Clark 7-18-66

APPROVED, R. D. CLARK. 7-18-66.

ACADEMIC COUNCIL NOTIFIED: July 19, 1966
(date)

Filed Under:

S66-20 Control of Information Contained in Student Records

Legislative History:

At its meeting of June 2, 1966 the Academic Council adopted the guidelines for the development of institutional policy concerning control of information contained in student records, as developed by the Committee on Student Admissions and Retention.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved" signed R.D. Clark, July 18, 1966

GUIDELINES FOR DEVELOPMENT OF INSTITUTIONAL POLICY CONCERNING CONTROL OF INFORMATION CONTAINED IN STUDENT RECORDS

Institutional policy for the control of information contained in student records is based on the following principles:

1. It is the responsibility of those maintaining student records to be cognizant of the purposes for which the records were gathered and are maintained. Records should be accessible to those who have a legitimate need for the information
2. The college should recognize that whenever information is released, it is the responsible for interpreting it to the user.
3. Laws regarding privilege, confidentiality, and privacy should be considered as they relate to the release of information.

RELEASE OF INFORMATION FOR NON-COLLEGE USE

1. Personal data such as that found on applications, questionnaires, etc.
 - a Phone requests: No information concerning a student shall be given over the phone to an outside party beyond whether or not he is enrolled and, if a graduate, what degree he earned. Exceptions to this practice shall be made only by professional staff and then only when they are acquainted with the caller and the request is for valid educational or personal purposes.

- b. Written requests from private individuals or firms such as insurance companies, credit bureaus, prospective employers: No information beyond that which may be given by phone shall be released without approval of the student. Information already provided by the student may be verified without specific permission.
- c. Written requests from government investigative agencies or in-person requests by representatives form such agencies: All inquiries from federal agencies shall be answered, but investigators shall not be permitted to review personally complete files. The file shall first be reviewed by a professional staff member, and if the material requires interpretation, the investigator shall meet with this person. Where the content is routine, review under supervision within the office may be permitted. Information shall be supplied to other agencies on written permission of the student or by court subpoena.
- d. Requests for information such as address and phone numbers, etc: Whether such a request is for informational concerning an individual or large group of students, it shall not generally be honored when coming from outside of the college and never for commercial purposes.
- e. Emergency requests: When a true emergency situation exists, the college shall assist in getting a message to the student concerned.

2. Academic Information

- a. Transcripts, grade reports from other institutions: Information contained in such records is for use by professionals concerned with the student's education. They shall not be shared with individuals outside of the college except for persons clearly qualified who represent other reputable institutions. When the college has no further use for such documents, they shall be destroyed, returned to the originating institution, or forwarded to another institution at the student's request.
- b. College Permanent Record Cards: These data are for professional use and shall be carefully protected. The following rules shall govern the use of this record.
 - 1. Requests from other colleges and secondary schools shall be honored without charge. When the request shall cause workload and expense beyond reasonable limits, the requesting institution shall be so advised. In such cases that request may be deferred or steps may be taken to cover actual costs.
 - 2. All requests by the student for submission of records to other schools and prospective employers shall be in writing and be honored
 - 3. Requests by parents shall be handled with the utmost of care. In the case of a student over 21, information shall not be released without his permission. If the student is under 21, information may be released at the discretion of a professional staff member.

- c. **Test Scores:** Scores of routine aptitude, interests, and achievement tests shall be shared only with other educational agencies (with appropriate interpretation), with the student and his parents, and with individuals representing other agencies who have a reasonable "need to know."

Scores generally requiring explanation or involving psychometric evaluation shall only be provided to persons clearly qualified by background and training to use such information.

3. **Disciplinary Records**

Information concerning disciplinary proceedings and action shall be kept in a locked file and access limited to the Dean of Students or authorized representative. Confidential information contained in these records shall be released only with the student's permission.

4. **Placement and Activity Records**

Information maintained in these records shall be released only with the student's permission and only to those who have a reasonable "need to know."

5. **Employment Records**

Information concerning the students past employment record shall be released only with the student's permission.

6. **Financial Aid Records**

Information maintained in these records shall be released only with the student's permission. Students shall be informed that when they are delinquent in loan payment their case may be referred to a collection agency, and that requests for grades or transcripts will not be honored until they have made satisfactory arrangements to meet the obligation.

INFORMATION FOR USE WITHIN THE COLLEGE

1. **Academic Records**

- a. Transcripts from other Institutions
- b. Permanent record
- c. Test Scores

All of the above shall be fully accessible to faculty and staff under appropriate controls designed to assure the safety of the documents. They shall not be removed from the student personnel area except in the custody of a representative

2. **Disciplinary Records**

Information concerning disciplinary proceedings and actions, except for a notation on the permanent record card, shall be kept in locked files, access to which is limited. Any review of such materials by other college staff member shall be permitted only with the approval of the Dean of Students or authorized representative.

3. Placement Records

Access to these records shall be limited to professional staff, and others responsible for maintaining them. Review by faculty should be permitted only with approval of the Placement Officer or his authorized representative.

4. Activity Records

Information in these records shall not contain confidential material. They may be made available to the professional staff and to representatives of student groups for legitimate purposes.

5. Employment Records

These records shall be restricted to use by student personnel staff and other college staff who may be considering the student for employment.

6. Counseling and Medical Records

These records shall be under the strict control of the counselor or physician. maximum security will be maintained at all times and no information shall be released except by a counselor or physician with the permission of the student.

SAN JOSE STATE COLLEGE
SAN JOSE 14, CALIFORNIA

ACADEMIC COUNCIL

March 20, 1967

ACADEMIC COUNCIL POLICY RECOMMENDATION

S67-2

At its meeting of February 27, 1967, the Academic Council accepted the following guidelines as presented by the Curriculum and Instruction Committee.

At its meeting of May 8, 2023, the Academic Senate approved Amendment A to University Policy S67-2 (also known as University Policy S23-1/Amendment A to University Policy S67-2). On June 20, 2023, President Cynthia Teniente-Matson approved and signed S23-1/Amendment A to University Policy S67-2. Amendment A removed Guidelines for 196 classes from S67-2 and reissued these guidelines in University Policy S23-1.

Guidelines for 180: Individual Studies

1. Under the 180 number a single student pursues independent work under the supervision of a faculty member. No formal course may be offered under this number.
2. Credit for 180 will range from 1 to 4 units. Only 4 units total may be counted toward a student's graduation. Only under extraordinary circumstances will more than 4 units be counted, and this by petition.
3. 180 should be restricted to students who either major or minor in the department or school in which it is taken. Under unusual circumstances, however, such as the necessity to complete a single unit of general education in order to graduate, general students may be accommodated.
4. It is a departmental responsibility to maintain an adequate record of individual study projects and credits.

ACTION BY COLLEGE PRESIDENT:

APPROVED

MAR 22 '67

APPROVED: R. D. CLARK

PRESIDENT
San Jose State College

ACADEMIC COUNCIL NOTIFIED: MARCH 31, 1967
(date)

Filed Under:

S67-31 STANDARDS FOR AWARDING ACADEMIC CREDIT: FACULTY APPOINTMENT AT SJSU; DISCIPLINE SPECIFIC EXPERTISE OF FACULTY; CATALOG PUBLICATION OF COURSE

Legislative History:

Document dated July 12, 1967.

At its meeting of June 1, 1967, the Academic Council adopted the following resolution on academic credit for courses offered outside the regular college program. This resolution was presented by the Committee on Curriculum and Instruction.

ACTION BY COLLEGE PRESIDENT:

"Approved." Signed: Robert D. Clark, September 8, 1967.

ACADEMIC CREDIT FOR COURSES TAKEN OUTSIDE OF PROGRAM

S 67-31

BE IT RESOLVED: That all course work for which academic credit is awarded and recorded on the student "Permanent Record Card," by the Registrar of San Jose State College, must comply with the following criteria:

1. The course must be taught by an officially appointed member of the College faculty.
2. The course taught must fall within the discipline of the department to which the faculty member is assigned. Exceptions may occur where disciplines have considerable overlap or where faculty members are often exchanged among disciplines (physical sciences, social sciences, engineering, business departments).
3. The course taught must be listed in current San Jose State College catalogs or must have been approved, by the Academic Vice President, for offering within the limits of the policy on special

experimental courses (196 series).

S69-18 ACQUISITION, POSSESSION AND USE OF FIREARMS ON SAN JOSE STATE UNIVERSITY PROPERTIES

Legislative History:

Document dated April 11, 1969.

At its meeting of April 7, 1969, the Academic Council adopted the following policy on firearms, presented by Chairman Elliott of the Campus Development and Community Relations Committee.

Memorandum with changes to this policy suggested by Glen Guttormsen was sent to Council for consideration. These suggestions were accepted by the Council in Policy recommendation S 69-36, but this recommendation was returned to the Campus Development and Community Relations Committee by president Clark, and never left the committee again.

ACTION BY COLLEGE PRESIDENT:

"Approved." Signed: Robert D. Clark, April 29, 1969.

COLLEGE POLICY ON THE ACQUISITION, POSSESSION AND USE OF FIREARMS

ON SAN JOSE STATE COLLEGE PROPERTIES

S 69-18

1. Definition of "Firearms".

1.1 As referred to in this policy statement, firearms shall be any type of shooting instrument or weapon capable of firing ammunition either of factory-prepared types or other prepared types, and capable of propelling single or multiple projectiles.

1.2 Firearms shall include those shooting devices which commonly are not used for firing projectiles--for example, "starter guns" for athletic events.

1.3 Firearms as used in this policy statement shall include various propellant types of guns which use compressed gas or other propellant types of devices for propelling projectiles upon firing.

1.4 Firearms shall further be defined as any device capable of launching a projectile by means of a propellant, and capable of inflicting injury to persons or damage to physical properties of the College.

2. Types, locations and uses of firearms presently owned by the College.

2.1 "Starting pistols" - Physical Education for Men issue rooms, south and north campuses.

2.2 "Starting pistols" - Physical Education for Women issue rooms.

2.3 "Collection firearms" - rifles and shotguns, Biological Sciences storeroom, Sciences storeroom, Science Building.

2.4 Drama "Prop guns" - Drama Department.

2.5 "Instructional weapons" - Law Enforcement and Administration, Law Enforcement and Administration arms room, MacQuarrie Hall.

3. Types, locations and uses of firearms on campus - not owned by the College.

3.1 Instructional weapons including sidearms, rifles, grenade launchers, etc., - R.O.T.C. weapon room, MacQuarrie Hall. These weapons have been rendered functionally inoperative by removal of components.

3.2 Small bore target rifles - College Rifle Teams - Guns may on occasion be stored adjacent to College range in MacQuarrie Hall.

3.3 Firearms possessed by law enforcement personnel who are on the College premises either in line of duty, as members of the College staff, or as students.

3.4 Firearms owned by students in the L.E.A. Department -used in the gunnery classes held in College range, MacQuarrie Hall.

4. Acquisition and recording of College-owned firearms.

4.1 All purchase orders for firearms as defined in this policy statement will be subject to approval by the Executive Vice President of the College or a person designated by him.

4.2 All College-owned firearms will be recorded by means of the serial number of the firearm and/or the State of California inventory number.

4.3 The records of each College-owned firearm will include in addition to serial numbers and inventory numbers, specific information as to type of firearm, specific description of size, caliber, etc., and any unusual features of the firearm.

4.4 The record entry for each firearm will include the location where firearm is stored at the College, and the record will also list the name of the person or persons primarily responsible for the use and issuance of the firearm.

4.5 At no time shall a College firearm be relocated within the College or disposed of without approval in writing from the person designated as the "College Firearm Supervisor", and that the Chief Security Officer be designated as the College Firearm Supervisor.

4.6 An annual inventory inspection shall be made by the College Firearm Supervisor of firearms at the College at which time all firearms owned by the College shall be accounted for and inspected if necessary.

5. Use of College firearms.

5.1 College-owned firearms can be used only for purposes relating to official College functions.

5.2 College-owned firearms must be signed out when individuals remove them from their usual place of storage at the College.

5.3 Only authorized personnel may issue firearms.

6. Use of non-College owned firearms at the College.

6.1 Non-College-owned firearms will be permitted to be used only at the College range and athletic events.

6.2 Use of non-College-owned firearms at the College will conform to regulations covering the use of College firearms (excluding law enforcement officers and agents of the United States Government.)

6.3 Use of non-College-owned firearms at the College must be under College-authorized supervision with the exception of use by persons named in 7.2 of this document.

7. Possession of firearms on College property.

7.1 Possession of firearms on the College campus shall be restricted according to the Penal Code, Section 12031 and Section 12025.

7.2 Certain students and faculty members of the Law Enforcement and Administration Department may, by nature of their employment, be required to carry concealed or exposed firearms while they conduct or attend classes at the College (sometimes while wearing uniform).

7.3 Law Enforcement and Administration students, whether in uniform or not, shall not be authorized to carry or wear any exposed or unexposed firearms while at the College with the exception of carrying (not wearing) firearms to appropriate L.E.A. classes in an inconspicuous manner and with the exception of L.E.A. students who are employed by law enforcement agencies which require their employees to be armed at all times (7.2 above).

7.4 Firearms possessed by the Military Science Department will be controlled by Department Chairman of that department in such a manner that the firearms will be:

7.4.1 Appropriately inventoried at all times.

7.4.2 Carried without live ammunition at all times while on the College campus, other than when firearms are being used in the firing range in MacQuarrie Hall.

S69-25 MINIMUM NUMBER OF UPPER DIVISION UNITS FOR BACHELOR'S DEGREE

Legislative History:

Document dated May 9, 1969.

At its meeting of April 28, 1969, the Academic Council approved the following policy recommendation, presented by Chairman Gustafson of the Curriculum and Instruction Committee.

ACTION BY COLLEGE PRESIDENT:

"Approved." Robert D. Clark, May 13, 1969.

40 UNIT RULE

S 69-25

RECOMMENDATION:

The Committee on Curriculum and Instruction recommends the approval of the recommendation of the Undergraduate Studies Committee to amend the present College policy on upper division units required for graduation to read as follows:

"At least 40 of the total units required for graduation with the bachelor's degree must be upper division."

S70-5 USE OR POSSESSION OF ALCOHOLIC BEVERAGES ON SCHOOL GROUNDS

Legislative History:

Document dated April 6, 1970.

At its meeting of March 30, 1970, the Academic Council adopted the following policy recommendation of the Housing Committee as presented by Chairman Chaldecott of the Student Affairs Committee.

ACTION BY THE COLLEGE PRESIDENT:

"Approved." Signed: H.W. Burns, April 4, 1970.

USE OR POSSESSION OF ALCOHOLIC BEVERAGES ON SCHOOL GROUNDS

S 70-5

RECOMMENDED THAT:

The College delete from the current residence hall license the statement which follows "College Rules Prohibit," and which says, "use or possession of any alcoholic beverages in the hall or on the grounds"; that it substitute for this deletion the following statement:

"The College desires to call to the attention of all residents the following statement from the Alcoholic Beverage Control Act: 'Every person who sells, furnishes, gives or causes to be sold, furnished, or given away, any alcoholic beverage to any person under the age of 21 years is guilty of a misdemeanor' (Business and Professions Code 25658)."

S70-12 ACUTE ACCENT (é) PLACED ON THE "E" OF SAN JOSE IN ALL WRITTEN COMMUNICATION

Legislative History:

Document dated June 16, 1970.

At its meeting of May 11, 1970, the Academic Council approved the following resolution introduced by Marles Alaimo.

ACTION BY COLLEGE PRESIDENT:

"Approved in spirit - but probably impossible to implement as no one, not even the Council or the President, has the power to make people use an accent mark on San José. But in the spirit I've asked that all further stationery carry that accent mark when it is printed." Signed: H. W. Burns, June 16, 1970.

ACUTE ACCENT (é) PLACED ON THE "E" OF SAN JOSE IN ALL WRITTEN COMMUNICATION

S 70-12

WHEREAS, The community is very heavily populated with Mexican-American people; and

WHEREAS, The city in which we live has itself a Mexican American name; therefore be it

RESOLVED: That in respect to the Mexican-American people and our city with its Mexican-American name, that from this day forward in all written communication an acute accent is placed above the "e" in San José.

S71-7 SURROGATES

Legislative History:

Document dated March 15, 1971.

At its meeting of March 8, 1971, the Academic Council approved the following resolution regarding substitutes on Academic Council committees, presented by Chairman William Gustafson of the Organization and Government Committee.

ACTION BY COLLEGE PRESIDENT:

"Approved." Signed: John H. Bunzel, March 15, 1971.

SURROGATES

S 71-7

WHEREAS, It has been customary to assign some Academic Council committee seats on an ex-officio basis; and

WHEREAS, Some officers find it necessary to designate temporary or permanent substitutes to some of the numerous committees on which they are accorded seats; be it therefore

RESOLVED: That ex-officio seats be designated by the Committee on Committees as representing either the office, e.g., the office of the academic vice president, in which instance the officer may designate a temporary or permanent substitute with full committee privileges;

or the officer, e.g., the academic vice president, in which instance the officer may not designate a temporary or permanent substitute. (Note: if the officer cannot attend a meeting, he may send an observer, whose participation in the proceedings will be at the discretion of the committee, but the observer shall not vote.)

S73-4 GUIDELINES FOR SECOND BACCALAUREATES

Legislative History:

The Academic Council, at its meeting of February 26, 1973, passed the following policy recommendation as presented by Dr. Theodore Norton, Chairman of the Curriculum Committee. The President, John H. Bunzel signed and approved University policy S73-4 on 3/12/73. Copies sent to AVP, Dean of the Faculty, all School Deans, Dean of Undergraduate Studies, Dean of Graduate Studies and Research.

On December 4, 2006, the Academic Senate passed a policy recommendation as presented by Dr. Sigurd Meldal for the Instruction and Student Affairs Committee that amended S73-4 by removing item number 2, and renumbering the document. The President, Don Kassing, approved and signed University policy F06-5 on December 11, 2006. F06-5 was relabeled as Amendment A to University Policy S73-4 and S97-1 on January 10, 2018.

GUIDELINES FOR SECOND BACCALAUREATES

S73-4

1. California State University, San Jose, shall admit second baccalaureate degree candidates.
2. All second baccalaureate degree candidates shall be counted in the undergraduate quotas in the admission procedures.
3. No special departmental review for admission shall be made for second baccalaureate students.
4. All FTE generated by students in the second baccalaureate status will be counted as undergraduate FTE.
5. No course taken while the student is in second baccalaureate status shall be used as credit toward a Master's Degree, until the student is within the last semester of meeting all requirements for the baccalaureate degree.

Students may petition through their major departments to use the number of units between those required for the baccalaureate degree and a total of fifteen units as "graduate" credit, provided the following conditions are met:

- A. The student has a minimum of 2.5 average in all upper division work completed at California State University, San Jose.
- B. Neither the courses involved nor the credit for them is needed to complete requirements for the baccalaureate degree.
- C. The student agrees to enroll for no more than the maximum load of 15 units for the semester in which this work is taken.
- D. The student has been cleared for graduation.
- E. The department endorses the request.

S73-6 UNIVERSITY REQUIREMENTS TO RECEIVE PRIORITY STAFFING; GENERAL EDUCATION (GE)

Legislative History:

Document dated March 12, 1973.

The Academic Council, at its meeting of 2/26/73, passed the following resolution as presented by Dr. Theodore Norton, Chairman of the Curriculum Committee.

Copies sent to AVP and all School Deans.

ACTION BY UNIVERSITY PRESIDENT:

"Approved". Signed: John H. Bunzel, March 12, 1973.

ALL-UNIVERSITY REQUIREMENTS

S 73-6

RESOLVED, that the Academic Council requests the Academic Vice President and the dean of each school

- 1) to review the schedules and staffing of departments whose courses satisfy all-university requirements to assure that course offerings are adequate to enable most students to meet all-university requirements while in the lower division;**
- 2) if satisfied that such a department cannot offer the appropriate number of such courses because of lack of faculty, to use their best efforts to allocate sufficient additional faculty;**
- 3) to monitor the use of such additional faculty and to withdraw the positions if not used for courses meeting all-university requirements.**

California State University, San José

SAN JOSE, CALIFORNIA 95192

(408) 277-2471

ACADEMIC COUNCIL

ATSS (8) 522-2471

ACADEMIC COUNCIL POLICY RECOMMENDATION #S73- 7

The Academic Council, at its meeting of 2/26/73, passed the following resolution as presented by Dr. Robert Spicher, Chairman of the Instruction and Research Committee (as friendly amended).

Office of Faculty and Instructional Development

The Instruction and Research Committee recommends adoption of the following resolution:

WHEREAS, The functions described in #F71-7 and in #F71-12 are overlapping and complementary, and

WHEREAS, The creation of separate offices and structures to perform overlapping and complementary functions is expensive and would dilute scarce resources; now therefore be it

- RESOLVED:
1. That the Council reconsider #F71-7
 2. That there be established an Office of Faculty and Instructional Development responsible to the Academic Vice President
 3. That this Office of Faculty and Instructional Development combine the functions described in #F71-7 and #F71-12.

RECEIVED ACTION BY UNIVERSITY PRESIDENT:

FEB 28 1973

PRESIDENT
John H. Bunzel

APPROVED, with understanding that limited resources may inhibit fulfillment of all the kinds of activities contemplated here and in F71-7 and F71-12.

Copies sent to:

John H. Bunzel
3-12-73.

AVP

Chair of the Faculty

S73-9 CONTINUING EDUCATION-COURSE STANDARDS

Legislative History:

Document dated March 29, 1973.

At its meeting of March 12, 1973, the Academic Council passed the following policy as presented by Dr. Theodore Norton, Chairman of the Curriculum Committee.

Copies Sent to AVP and all Deans.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: John H. Bunzel, March 29, 1973.

CONTINUING EDUCATION-COURSE STANDARDS

S 73-9

I. General

It is the policy of this University to apply to continuing education courses for which degree credit is given the same standards as are applicable to regular course offerings for matriculated students, as stated in the Curriculum Guide. Departments, deans of schools and (as may be appropriate) the Dean of Graduate or of Undergraduate Studies are responsible for supervision of course content and for evaluation procedures, as for regular offerings. Supervision of course standards is coordinated with the Dean of Continuing Education, who is administratively responsible for the extension and other continuing education programs.

II. 400 Series Courses

Continuing education courses numbered 400 - 499 are especially designed for professional in-service growth or for subjects of special interest. Unit credit may be given for such courses, but such unit credit is not applicable to degree programs. The basic time requirement for these courses is a minimum of fifteen hours contact time for each unit of credit assigned. Meetings will normally be held on at least

three calendar days for each unit. Exceptions are two-day programs which require at least six hours of pre- or post-session projects, reports, reading, research or other activities. Other reductions in the basic time requirement will be made only with the approval of the school dean based on appropriate justification. The Dean of Continuing Education is administratively responsible for these courses.

S74-2 SPECIAL PROGRAMS FOR HIGH SCHOOL STUDENTS

Legislative History:

Document dated May 1, 1974.

The Academic Council at its meeting of March 4, 1974, passed the following recommendation as presented by Dr. June McCann, Chairwoman, Curriculum Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: John H. Bunzel, May 1, 1974.

SPECIAL PROGRAMS FOR HIGH SCHOOL STUDENTS

S 74-2

It is recommended that the Academic Council accept the policy statement on "Special Programs for High School Students" which follows. The recommendation was approved (unanimously) by the Undergraduate Studies Committee prior to transmittal to the Curriculum Committee.

Policy Statement:

Upon written recommendation of the high school principal and approval of the appropriate department chairpersons, the Office of Admissions will admit a qualified high school student to the University as a non-matriculated student, as provided by Title V of the California Adminlstrative Code, for the purpose of enrolling in a special program, with the provision that admission is only for the course(s) and term specified, and does not constitute the right to continued enrollment.

It is further recommended that the following statement on implementation be accepted.

In order to attract more qualified students to take advantage of the program:

1. Each department be requested to specify appropriate courses for qualified high school students. That information regarding the courses be provided to the Relations with Schools Office for distribution to

the high schools.

2. Summer Sessions and Extension Program be encouraged to develop special programs for high school juniors and seniors, and that the programs be advertised through the Public Relations Office and the Office of Relations with Schools.
3. The Relations with Schools Office be encouraged to develop information about the advantages for students to accelerate their college programs by taking courses at San Jose State University prior to high school graduation.

S74-8 KSJS RADIO STATION

Legislative History:

Document dated April 25, 1974.

The Academic Council at its meeting of April 1, 1974, passed the following policy recommendation on Radio Station KSJS, as presented by Mr. Roger Chapman of the Curriculum Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: John H. Bunzel, April 25, 1974.

KSJS RADIO STATION

S 74-8

WHEREAS, The curriculum in the departments of Drama and Journalism require laboratory facilities which are presently provided by KSJS, and

WHEREAS, The current operation of KSJS provides coverage of campus events which benefits the university community, now therefore be it

RESOLVED: That the radio station KSJS continue to operate with the present structure of administrative responsibility, with such additional financial support as may be feasible within the context of university priorities.

It appears that many options are open to the station for its future development and program direction. A continuing study by an appropriate group or groups on campus, such as the Communication Board, might be advisable, preparatory for such a time as increased financing would permit expansion on equipment, personnel, and program.

S75-5 "UNDECLARED" UNDERGRADUATE CATEGORY

Legislative History:

Document dated May 9, 1975.

The Academic Senate passed the following resolution at its meeting of April 14, 1975. The resolution was presented by Ms. June McCann, Chairwoman of the Curriculum Committee. (Supersedes A/C Policy # S 71-8.)

Copies sent to AVP and all Deans.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: John H. Bunzel, May 9, 1975.

"UNDECLARED" UNDERGRADUATE CATEGORY

S 75-5

BE IT RESOLVED, That the category for admission known as the Undeclared Undergraduate be expanded to permit the admission of upper division students in addition to lower division students; and

BE IT RESOLVED, That no restriction be placed on the number of units that may be completed by students in Undeclared status; and

BE IT FURTHER RESOLVED, That a student must declare a degree objective before graduation and prior approval from the department in which he/she chooses to major, must be obtained in accordance with University regulations.

S76-8 CONCURRENT ENROLLMENT

Legislative History:

Document dated May 10, 1976.

At its meeting of April 5, 1976, the Academic Senate passed the following modifications in senate policy # F 71-8, as presented by Ms. J. McCann (and amended).

Amends (Replaces) F71-8.

ACTION BY COLLEGE PRESIDENT:

"Approved, with the understanding that residence credit be authorized at such time as Trustee policy is modified to authorize the use of extension credit to meet residence requirements."

Signed: John H. Bunzel, May 10, 1976.

CONCURRENT ENROLLMENT (MODIFICATIONS IN POLICY F 71-8)

S 76-8

WHEREAS, The Trustees recently amended Title V to permit enrollment of extension students in regular session courses, known as concurrent enrollment; and

WHEREAS, The Chancellor's Office has developed proposed regulations to govern concurrent enrollment in the various State Colleges when concurrent enrollment is made operative; therefore be it

RESOLVED, That concurrent enrollment shall be permitted at San Jose State College in individual departments or programs which determine that such enrollment conditions are agreeable to the faculty of the respective departments or programs; and be it further

RESOLVED, That concurrent enrollment in cooperating departments or programs shall be implemented at this college subject to the following policies:

1. Concurrent enrollment shall be administered by the Director of Extension Services who shall:
 - a. charge the enrollee the same fees were the course offered in the regular extension program,
 - b. register him in a uniquely numbered course so that distinctions can be made between regular and concurrent enrollments,
 - c. maintain records related to this program so that evaluative studies can be made, and
 - d. deposit revenues derived from the program in the Continuing Education Revenue Fund, from which reimbursement shall be made for expenses of concurrent enrollment, in accordance with existing procedures;
2. Concurrent enrollment shall not be used to add new course sections or continue low enrollment classes;
3. Concurrent enrollment in a given class will be permitted only with the instructor's approval;
4. Concurrent enrollment will not provide direct faculty compensation;
5. Concurrent enrollment shall be permitted only after reasonable efforts have been made to provide full enrollment opportunity to regularly matriculated students, who shall have first priority for enrollment; and
6. Upon prior approval by the school dean or department chairperson, at the discretion of the school, courses completed through concurrent enrollment may be used to complete residence and/or degree requirements, provided such courses are otherwise acceptable by the department and meet other applicable college requirements.

S77-6 POLICY ON CLEP (COLLEGE LEVEL EXAMINATION PROGRAM)

Legislative History:

Document dated April 28, 1977.

The Academic Senate at its meeting of April 18, 1977 passed the following resolution regarding CLEP programs. This document modifies Senate Policy # S 76-2 (which modified # S 72-15). Mr. L. Janke, Chair, Curriculum Committee presented the document to the Senate.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: John H. Bunzel, April 28, 1977.

POLICY ON CLEP

(College Level Examination Program)

S 77-6

WHEREAS: Representatives of the Biology Departments of nineteen campuses of the CSUC system have endorsed a one-year pilot project to offer a system wide Biology Equivalency Examination (for three (3) semester units toward the Natural Science requirement for general education), and

WHEREAS: The Academic Senate of the California State University and Colleges supports the one-year project as recommended by the system wide Biology Credit-byEvaluation Conference, and

WHEREAS: The existing policy (# S 76-2) does not reflect the opportunity for students to receive credit for completion of this examination nor how that credit is applied under conditions of Executive Order 203; now therefore be it

RESOLVED: That the following revision of the University's use of the General Examination of the

CLEP and the CSUC English Equivalency Examination be accepted as a substitute for the resolve clause of # S 76-2

That students be permitted at their option, to take the General Examinations of the College Level Examination Program and the California State University and Colleges' English Equivalency and General Biology Equivalency Examinations and, on completion of an examination in an area, with a score of 500 or above, receive credit in that area as follows:

GENERAL EXAMINATIONS (CLEP}

Examination: Semester Units: General Education Areas

Natural Sciences: 6: Natural Sciences

Mathematics: 3: Basic Subjects

Humanities: 6: Humanities (satisfies Lit/Phil requisite)

Social Sciences/History: 6: Social Sciences (satisfies US History requisite)

NOTE: No credit will be granted for the English General Examination of the College Level Examination program

ENGLISH EQUIVALENCY EXAMINATION (CSUC)

Examination: Semester Units: General Education Areas

English Equivalency: 6: Basic Subjects (satisfies English IA and IB requirements)

GENERAL BIOLOGY EQUIVALENCY EXMINATION (CSUC)

Examination: Semester Units: General Education Areas

General Biology Equivalency: 3: Natural Sciences (Life)

In each area where credit by these examinations is received, the general education requirement must be completed as follows:

Natural Science: One course in Science with lab: 3 (units)

Basic Subjects: Speech: 3 (units)

Basic Subjects: English 1A, or CSUC English Equivalency Exam: 3 (units)

Humanities: One course: 3(units)

Social Science: POL S 1, 101 or HIST 171 to meet the US Constitution and California Government Requirements: 3 (units)

AND BE IT FURTHER

RESOLVED: That the General Catalog statement be worded identically except in beginning, "The student who takes the General Examination of the College Level Examination Program and the California State University and Colleges' English Equivalency and General Biology Equivalency Examinations will receive credit as follows for each examination completed with a score of 500 or above..."

S77-8 TRANSFERABILITY OF CREDIT BY EXAMINATION

Legislative History:

Document dated May 9, 1977.

The Academic Senate on May 2, 1977, endorsed the following recommendation by the Chancellor's Advisory Committee on Credit by Evaluation. The proposal was introduced by Mr. R. Haight, Instruction and Research Committee.

Copies sent to AVP, EVP, all deans.

ACTION BY UNIVERSITY PRESIDENT:

Approved and signed as University Policy by John H. Bunzel, May 16, 1977.

Chancellor's Recommendation

"That unit credit by examination granted at any CSUC Campus shall be fully accepted for any intra-system transfer at least for any elective baccalaureate credit."

Endorsed by the Academic Senate

May 2, 1977

S78-6 GUIDELINES FOR CEU (CONTINUING EDUCATION UNIT) COURSES

Legislative History:

Document dated April 21, 1978.

The Academic Senate at its meeting of April 17, 1978 passed the following resolution. Mr. L. Janke presented the resolution on behalf of the Curriculum Committee.

ACTION BY UNIVERSITY PRESIDENT:

Approved and signed as University Policy John H. Bunzel, May 8, 1978.

GUIDELINES FOR CEU COURSES

Policies and procedures for Continuing Education Unit (CEU) courses shall be the same as are presently provided for extension courses generally, with the following exceptions only:

1. CEU credit shall not be applicable to any degree program.
2. A single-rate salary schedule using the extension hourly rate for assistant professors may be used for all teachers in CEU courses. Salary shall be earned at the rate of two hours of salary for every one hour of instruction.
3. All CEU courses shall be graded Credit/No Credit.
4. CEU courses require a record of hours of student participation, which may be reported to licensing boards and employers.
5. CEU courses shall be shown on the transcript in a section separate from degree credit courses. The transcript shall also contain a definition of the CEU and a statement that CEU courses do not carry degree credit.

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

**S78-7, University Policy, Student Evaluation Review Board
(SERB)**

Amended by: University policies F78-2 (Amendment A), S79-6 (Amendment B), F80-7 (Amendment C), F82-2 (Amendment D), F87-2 (Amendment E), S87-9 (Amendment F), F87-6 (Amendment G), SM-S94-1 (Amendment H), SM-S99-4 (Amendment I), F10-2 (Amendment J), S19-2 (Amendment K), (Amendment L) to University Policy S78-7 and (Amendment M) to University Policy S78-7

Legislative History:

The Academic Senate at its meeting of April 17, 1978 passed the following resolution. Mr. J. Mori presented the resolution on behalf of the Instruction and Research Committee.

This policy was originally approved in 1978, throughout the years that followed multiple amendments were made and have been incorporated into the policy below.

Amendment L was approved and signed by President Mary A. Papazian on May 4, 2020 and is incorporated into the policy as well. Amendment L updates the membership of SERB.

On September 21, 2020, President Mary A. Papazian approved Amendment M to S78-7 which updates the charge of SERB. Amendment M is incorporated into the policy below.

STUDENT EVALUATION REVIEW BOARD

MEMBERSHIP:

Director, Center for Faculty Development or designee [EXO]

Director of Institutional Research or designee [EXO]

1 Faculty, College of Business

1 Faculty, College of Education

1 Faculty, College of Engineering

1 Member, General Unit

1 Faculty, College of Health and Human Sciences

- 1 Faculty, College of Humanities & Arts
- 1 Faculty, College of Science
- 1 Faculty, College of Social Science
- 1 Student

To the extent possible, the Committee on Committees shall recruit faculty who are familiar with assessment, survey research and/or statistical analysis. (**As modified by Amendment L**).

APPOINTMENT PROCEDURE:

The board is an operating committee of the Academic Senate and reports to the Professional Standards Committee.

CHARGE: (updated by Amendment M to S78-7 and incorporated below)

In consultation with the appropriate disciplines, designs evaluation instruments to be used by all departments and colleges, *counselors, and librarians*. In collaboration with Institutional Research, establishes norm groups and norm ranges. Develops and makes available to the University community, information and guidelines for the effective interpretation of the rating instruments. Develops guidelines for the participation of students in the evaluation of faculty. Reviews proposals for matters concerned with rating instruments, norm grouping, or any other variance to established policy.

PROCEDURES FOR REVIEW OF FACULTY BY STUDENTS:

1. A minimum number of evaluation instruments shall be used throughout the university. The instruments, designed by the Student Evaluation Review Board in consultation with the appropriate discipline, shall encompass at least three formats: lecture, laboratory, and seminar. Variances to these formats will be considered by the Student Evaluation Review Board in consultation with the Instruction and Student Affairs Committee and the Professional Standards Committee.
2. The evaluation instruments to be used shall be in three tiers: common overall items on general teaching methods that are university-wide; items appropriate to school level concerns; and items appropriate to the discipline.
3. Appropriate university, school, and academic unit norms shall be developed by the Student Evaluation Review Board.
4. Upon completion of the above, classroom student evaluations shall be obtained for all members of the university faculty at least once each year (during the thirteenth week of instruction or during the next to the last week of instruction) in the semester(s) selected by the faculty member. At least one section in each of two assigned courses shall be included.
5. The faculty member being reviewed shall not participate in the gathering of student evaluation data. Persons responsible for the data gathering process shall attest to the maintenance of adequate controls assuring the integrity of the process. The attestation shall form a part of the student evaluations.

6. All persons, especially those members of personnel committees at all levels, shall be cognizant of the Student Evaluation Review Board's guidelines for the appropriate interpretation of the student statistical data. The Student Evaluation Review Board shall make available, in one or more forms, the methods and conceptual bases required for effective assessment of the data.
7. Students in residence, both present and former, may provide oral and/or written testimony directly to the unit personnel committee for faculty members subject to review within the provisions of the University RTP.
8. Academic units shall encourage former students not in residence to participate in the review of faculty members who are subject to the University RTP policy. When feasible, the unit personnel committee should solicit their comments in a manner that provides validity and effective interpretation.
9. Copies of the student statistical data shall be sent to the faculty member and the academic unit chairperson. When deemed appropriate by the faculty member or by the unit chairperson, the results of the evaluation of these data shall be discussed with the faculty member by the unit chairperson in a constructive manner, providing guidance for continual professional development. The review data shall be included in the faculty member's academic unit personnel file.
10. The faculty member may write a response to the review data to be included in the academic unit personnel file prior to the use of the file for personnel decisions.

S79-4 CAMPUS POLICY ON STUDENT FIELD EXPERIENCES DURING STRIKES

Legislative History:

Document dated March 17, 1979.

The Academic Senate at its meeting of March 12, 1979 passed the following resolution on Campus policy on Student Field Experiences During Strikes. This resolution was recommended to the Senate by Dr. Roger Haight, Chair of the Instruction & Research Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved. Effective immediately." Signed: Gail Fullerton, March 17, 1979.

CAMPUS POLICY ON STUDENT FIELD EXPERIENCES DURING STRIKES

S 79-4

RESOLVED:

The University shall maintain a position of neutrality in any strike involving school districts or other agencies with which it has contracts for the placement of student teachers, interns, or other students engaged in supervised field work activities. As used further in this statement, "student" is understood to include those engaged in student teaching internships, or other field experiences.

The University has an obligation to protect its students and to provide them with instruction. In the event of a strike, an immediate re-assignment normally will not be initiated. Rather, University supervisors shall assign related duties under the assumption that the strike will be settled within a short period of time. Such duties shall be integral parts of the program and shall constitute assignments as in a University course. If it appears, however, that a student will be deprived of adequate field experience, the student may be reassigned.

The student has the responsibility for notifying his/her University supervisor that a strike has begun, or will begin at a certain time. The student may request re-assignment.

No student/intern/field worker shall assume control of an activity in lieu of a professional staff member during a strike. Should a student accept employment in such a situation, it shall be presumed that the student's field assignment has been terminated.

Students are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the student's University supervisor.

Neither University faculty nor agency supervisors shall refer to a student's involvement in a strike action, when evaluating for the purpose of granting credit or when preparing rating sheets.

S79-7 ADVISORS SIGNATURE REQUIREMENT ON REGISTRATION FORMS

Legislative History:

Document dated April 3, 1979.

The Academic Senate at its meeting of March 26, 1979 passed the following policy recommendation as presented by Dr. R. Haight, Chair, Instruction and Research Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved." Signed: Gail Fullerton, April 3, 1979.

ADVISORS SIGNATURE REQUIREMENT ON REGISTRATION FORMS

S 79-7

WHEREAS: Academic Advising is a required function of all full-time academic employees of the University, and

WHEREAS: the students may benefit from academic advising if they seek it, and

WHEREAS: pre-registration forms currently require the signature of the academic advisor, and

WHEREAS: signature waiver form use, which officially sanctions the non-use of academic advising, has been instituted without benefit of local or system-wide policy, and

WHEREAS: the waiver form use may exceed 8000/semester (cost ca \$5000.00 per year), an untenable cost, and

WHEREAS: evening students and an obvious large fraction of the day-time student body have considerable difficulty in contacting an advisor making it difficult to obtain his/her signature, and

WHEREAS: schedule changes during walk-through registration and the free add/drop period do not require sanction of the academic advisor, **THEREFORE BE IT**

RESOLVED: that the production and use of Academic Advising waiver forms cease immediately, and be it further

RESOLVED: that the pre-registration forms contain a signature line for use of the academic advisor and a signature line for the student to use if the student has not obtained advice from his/her academic advisor.

S81-11 UNIVERSITY REQUIREMENT: ORAL COMMUNICATION

Legislative History:

Document dated May 1, 1981.

At its meeting of April 27, 1981, the Academic Senate approved the following policy recommendation as presented by Senator Ruth Yaffe, Chair, Curriculum Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved and accepted as University Policy effective Fall, 1981 term." Signed: Gail Fullerton, May 1, 1981.

UNIVERSITY REQUIREMENT: ORAL COMMUNICATION

S 81-11

RESOLVED:

That students who matriculate at this University without certification of completion of general education shall be required to complete or have completed a minimum of three semester units of course work (or pass an appropriate examination) in oral communication, whose content and activity is mainly concerned with learning principles and developing skills in analyzing, adapting, organizing, and communicating ideas effectively.

S81-16 SPECIAL SESSION SALARIES

Legislative History:

At its meeting of May 11, 1981 the Academic Senate approved the following policy recommendation as presented by Senator Ruth Yaffe, Chair, Curriculum Committee.

ACTION BY UNIVERSITY PRESIDENT:

"Approved with the understanding that we must have the chancellor's approval to implement."
Signed: Gail Fullerton, May 29, 1981.

SPECIAL SESSION SALARIES

S 81-16

WHEREAS, January Session is a designated Special Session which serves matriculated students with residence credit and an opportunity to accelerate their education as in Summer Session, and

WHEREAS, Most of the courses taught in January Session are regular University class offerings as is the case for summer session classes, and

WHEREAS, Such programs as the one offered at Soledad State Correctional Facility are designated as Special Session, providing students with residence credit; therefore be it

RESOLVED: That faculty members teaching January Session be compensated at the same salary rates paid during the previous Summer Session; and be it further

RESOLVED: That the Office of Continuing Education, with the approval of the Academic Vice President, be authorized to use the summer session pay schedule for selected special session programs conducted during the academic year.

S83-5 SENATE ELECTION CHALLENGE POLICY

Legislative History:

Document dated April 27, 1983.

At its meeting of April 11, 1983, the Academic Senate approved the following policy recommendation presented by Ray Pimentel of the Executive Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted and Approved as University Policy. Effective immediately." Signed: Gail Fullerton, April 27, 1983.

SENATE ELECTION CHALLENGE POLICY

S 83-5

1. Candidates in any election for Faculty Representative on the Academic Senate, SJSU, or member of the Academic Senate, CSU, who are not officially reported by the Election Committee as having been elected, may challenge the report in accordance with the following rules and procedures.
2. A challenge must be in writing and must be filed with the Executive Committee of the Academic Senate, SJSU, within five working days of the date on which the Election Committee's report is presented to the Senate.
3. Grounds for challenge are improper procedures, invalid votes, errors in tabulation, or gross fraud or misrepresentation by or on behalf of another candidate. For all grounds, the challenge must show that the error or misconduct had a substantial effect on the outcome of the election adverse to the challenger.
4. When a challenge is filed, the Executive Committee, unless it determines that the challenge is completely without substance, shall promptly appoint a special committee composed of five former members of the CSU or SJSU Senate. Where a SJSU Senate election is challenged, none of the faculty shall be faculty from the unit from which the challenge arises. The person reported as winning the challenged election shall not take his/her seat in the Senate until the challenge is resolved.

5. The special committee shall inquire into the facts alleged as the grounds for challenge and shall seek all relevant evidence. The burden of proof shall be on the challenger. Any hearings shall be open to the public.
6. If the special committee finds that the challenge is supported by the facts and that the outcome of the election was affected thereby, it may recommend a) that a new election be held, or, b) where there were only two candidates, that the challenger be declared elected. If a new election is recommended and if the special committee has found that a candidate in the initial election was guilty of fraud, misrepresentation or other serious misconduct, it may also recommend that he/she not be allowed to compete in the new election.
7. The special committee shall report to the Academic Senate, SJSU, which shall make the final decision.

S85-4 CRITERIA FOR UPPER DIVISION COURSES

Legislative History:

Document dated March 20, 1985

At its meeting of March 4, 1985, the Academic Senate approved the following Policy Recommendation presented by Ruth Yaffe for the Curriculum Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved and accepted as University Policy. Effective immediately." Signed: Gail Fullerton, March 20, 1985.

CRITERIA FOR UPPER DIVISION COURSES

S 85-4

WHEREAS, Within the State of California, there is legal distinction between lower division and upper division courses, and

WHEREAS, Community Colleges are permitted to offer courses only at the lower division level, and

WHEREAS, San Jose State University has an obligation to its colleagues in the Community Colleges to explain why a given course is placed in the upper division, and

WHEREAS, San Jose State University has an obligation to its students to apprise them of the preparation and academic sophistication expected in a given course; be it therefore

RESOLVED, That all upper division courses shall have prerequisites, and be it further

RESOLVED, That one or more of the following prerequisites shall be used, in order of priority, in official course descriptions:

1. Specific course prerequisites in the same or closely related subject matter areas.

2. Course prerequisites in supportive subject matter areas.
3. Prerequisites in General Education, such as composition, quantitative reasoning, or critical thinking, or prerequisites in American Institutions.
4. Upper division standing.

And be it further

RESOLVED, That the right of "consent of instructor" is not affected by this policy; and be it finally

RESOLVED, That these criteria for upper division courses shall be stated in the general catalogue.

S86-1 PROCEDURES FOR NOMINATION OF FACULTY TRUSTEE CANDIDATES

Legislative History:

Document dated February 18, 1986.

At its meeting of February 10, 1986, the Academic Senate approved the following Policy Recommendation. By this act SM-F 82-4 is rescinded.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved and Accepted as University Policy. Effective immediately." Signed: Gail Fullerton, February 18, 1986.

PROCEDURES FOR NOMINATION OF FACULTY TRUSTEE CANDIDATES

S 86-1

1. The procedure for nomination of San Jose State University faculty as candidates for the faculty seat on the CSU Board of Trustees shall be as follows:

Option 1 - Candidates may be nominated by petition signed by no fewer than fifty (50) teaching faculty. Such petition shall be filed with the elected Secretary of the Senate, who shall verify the signatures. Teaching faculty means the faculty electorate, excluding parttime faculty and those listed in SJSU Senate By-Law 1.2.

Option 2 - Each department may nominate, by majority vote of those qualified to vote in the nomination of a chairperson, one or more members of the department faculty as a candidate. The department shall notify the Secretary of the Senate of the nomination(s).

Option 3 - Candidates may be nominated by petition signed by no fewer than fifty (50) faculty. Such petitions shall be filed with the Secretary of the Senate, who shall verify the signatures. Faculty in this instance shall be defined as those faculty eligible to vote for members of the Academic Senate.

2. With each nomination there shall also be filed with the Secretary a current curriculum vitae for each nominee structured to the eligibility criteria (see CSU Senate Policy AS-1468-84/EX), a one-page statement from the nominee, and names, addresses, and telephone numbers of five references.
3. The Secretary shall report all nominations to the Executive Committee with the supporting papers. The Executive Committee shall verify from the papers filed compliance with the CSU criteria. The names of all nominees found qualified shall be reported to the SJSU Academic Senate for information. At least two (2) weeks shall then be allowed for further nominations under any option.
4. The complete list of qualified nominees with the supporting papers shall be sent to the CSU Academic Senate.

S86-5 GUIDELINES FOR TEMPORARY AND PERMANENT REASSIGNMENT OF REGULAR FACULTY FROM DEPARTMENTS OF ORIGINAL APPOINTMENT

Legislative History:

Document dated April 15, 1986.

At its meeting of April 7, 1986, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

This policy superseded University Policies S 79-13 and S 80-19.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved and Accepted as University Policy. Effective immediately." Signed: Gail Fullerton, April 15, 1986.

GUIDELINES FOR TEMPORARY AND PERMANENT REASSIGNMENT OF REGULAR FACULTY FROM DEPARTMENTS OF ORIGINAL APPOINTMENT

S 86-5

This policy supersedes University Policies S 79-13 and S 80-19. It is intended to provide guidelines for temporary and permanent reassignment of faculty outside their departments of original appointment unless reassignment is a result of program discontinuation or reorganization. The policy guides action whether reassignment is requested voluntarily by a faculty member or department for curricular reasons, by a faculty member or department because the department is overstaffed, or by a faculty member who has received notice of layoff. In the case of faculty members requesting temporary or permanent reassignment following notice of layoff, additional procedures are specified in the Memorandum of Understanding for Unit 3.

I. Guidelines for the Temporary Reassignment (Partial or Full) of Regular Faculty

A. Temporary reassignment may be motivated by curricular need, overstaffing, or notice of layoff. It is the policy of the University that qualified regular faculty in overstaffed departments shall be considered for reassignment before positions are opened for temporary appointments elsewhere in the University. The Academic Vice President may refuse to authorize the hiring of temporary faculty by any department until there is evidence that full consideration has been given to the qualifications of available regular faculty. Temporary assignments shall not occur without consultation with the department of original appointment, with the receiving department or equivalent unit, and with the respective school deans. Temporary assignments do not require the prior announcement of a position vacancy or the comparison of a faculty member with persons in the department's applicant pool.

B. The faculty member requesting or being recommended for reassignment shall provide the department in which reassignment is sought documentation of relevant qualifications for teaching specified courses. Such documentation shall normally include a current vita, teaching evaluations, and evidence of appropriate scholarly, creative, or professional achievements, and shall be transmitted at a time allowing adequate consideration before scheduling for the succeeding semester must be done.

C. The tenured faculty, or the recruitment committee, of the department in which reassignment is sought shall review faculty under consideration for reassignment in terms of their academic preparation, experience, and other qualifications relevant to teaching the courses specified. The recommendation of the department and its chair shall be based on that review of a faculty member's qualifications in relation to the department's instructional program and staffing needs, and may include requirements for preparation for teaching. Where necessary and possible, deans and department chairs of overstaffed departments should assist faculty members to become qualified to meet requirements for teaching reassignments, and chairs and faculty of receiving departments should provide temporarily reassigned faculty appropriate assistance to insure a successful teaching transition.

D. The Change of Assignment Form shall be initiated by the faculty member's department of original appointment. A summary of any conditions of the temporary reassignment shall accompany the change of assignment materials.

E. A temporary reassignment to teach courses in a department other than the department of appointment does not constitute a continuing right to teach such courses, nor does it create a right to permanent reassignment to that department.

II. Guidelines for the Permanent Reassignment of Regular Faculty

A. Requests for permanent reassignment may be initiated by a faculty member or by a department wishing the permanent reassignment to it of a faculty member appointed by another department. Permanent reassignment requires consultation with the department of original appointment, the receiving department, and respective school deans. Permanent reassignments do not require the prior announcement of a position vacancy or the comparison of a faculty member with applicants responding to a national search.

- B. A request from a faculty member should be directed, with documentation of qualifications, via the department chair and the school dean, to the Associate Academic Vice President for Faculty Affairs (AAVP/FA), who will forward the request and documentation to the appropriate department for review.
- C. A request from a department for reassignment of a faculty member to it from his/her department of original appointment should be directed by the chair of the requesting department through the school dean to the AAVP/FA, who will forward the request to the original department. The response of the original department and the faculty member shall be returned to the AAVP/FA through the school dean with a statement of agreement or disagreement and such documentation as may be appropriate.
- D. The tenured faculty, or the recruitment committee, of the department in which permanent reassignment is being considered shall review the request in terms of the faculty member's qualifications for an appointment in that department, such as academic preparation, teaching or other relevant experience, scholarship and professional activity. The department's recommendation, and that of the department chair and the school dean, shall be based on the review of a faculty member's qualifications in relation to the department's instructional program. If reassignment is required to avoid layoff, the department shall recommend reassignment if a faculty member is qualified to teach the range of courses (at the lower and upper division or graduate levels) that a person appointed to the department is normally expected to teach, provided that a transfer of the faculty member to the department will not result in the department's inability to offer courses which are a regular and essential part of its curriculum. A department may, if it wishes, condition its recommendation of permanent reassignment of a faculty member facing layoff on permanent forfeiture of all or part of the seniority points of the transferring faculty member.
- E. The department of original appointment, the receiving department, and the respective school deans shall send their recommendations to the AAVP/FA. The AAVP/FA shall forward these materials and his/her recommendation to the Academic Vice President. The AVP shall issue written notification of the reassignment decision and of any accompanying conditions of reassignment.

S87-10 EXCEPTIONAL (SPECIAL) ADMISSION REPORTS

Legislative History:

Document dated May 26, 1987.

At its meeting of May 11, 1987, the Academic Senate approved the following Policy Recommendation presented by Theodore Norton for the Organization and Government Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted and Approved as University Policy with the understanding that all exceptional admissions be included in the report and that wherever possible the report include comparisons to the total student cohort. (E.g. that the percentage of students completing degrees who were special or exceptional admissions be compared to the percentage of all students admitted in the same term who have completed degrees.) Effective Fall, 1987 Admission cycle." Signed: Gail Fullerton, May 21, 1987.

EXCEPTIONAL ADMISSION REPORTS

S 87-10

RESOLVED

1. That the Associate Executive Vice President/Admissions and Records (or other appropriate administrator) shall report to the Academic Senate in March of every year the number of exceptional admissions to this University under Administrative Code, Title V, section 40900, in the preceding twelve months. The report shall show the number of students admitted in each of the categories provided for by section 40900 and also list them (so far as the information is available from Admissions Office records) by gender, ethnicity, and class level and grade-point average at entrance.
2. The report shall also include measures of academic performance of students admitted under section 40900 for the six years following admission or until a degree program is completed, whichever is the shorter time. Measures of academic performance include totals for semester-by-semester retention,

cumulative SJSU grade-point averages, numbers of academic probation or disqualified (and percentages within each special-admission category) and numbers who have completed degree programs (and percentages within each special-admission category). Individual students shall not be identified.

3. A copy of the report shall also be sent to the Admissions Advisory Committee.

4. If computer programming necessary for preparation of that part of the report called for by paragraph 2, above, is not yet available, that information may be omitted until such programs are prepared.

S90-10 EDUCATIONAL EQUITY

Legislative History:

**At its meeting of May 7, 1990, the Academic Senate approved the following Policy
Recommendation presented by Gabe Reyes for the Instruction and Student Affairs Committee.**

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved and Accepted as University Policy Effective Fall, 1990 and thereafter." Signed Gail Fullerton, May 25, 1990.

The California State University defines "educational equity" to be ". . . justice, equal opportunity, fairness and impartiality in the educational processes affecting underrepresented minorities. It involves the implementation of programs designed to attract, admit and support students heretofore excluded from full participation in the university by conditions of educational and economic disadvantages." (Educational Equity: A Continuing Commitment, published by the California State University, 1989.)

Whereas, San José State University fully supports the California State University's commitment to educational equity, be it

Resolved, That each school shall designate one of its members an educational equity resource person (the logical choice might be the chair of its already established educational equity committee/task force); this person's name, phone number and office location shall be included in materials documenting the school's programs, projects, committees, administrators, etc., and shall be forwarded to the Associate Dean for Educational Equity, who will compile a comprehensive list and use it as appropriate to further the University's educational equity goals for students; and be it further

Resolved, That all university departments, or equivalent unit, shall include in their promotional and informational materials developed for students and faculty a statement of commitment to educational equity. Such publicly distributed materials shall include, but are not limited to: University catalogs; department advising materials and informational brochures, tapes and films; faculty, student and staff handbooks; new faculty, student and staff orientation materials; and telephone and service directories; and be it further

Resolved, That university departments, or equivalent unit, should publish in appropriate service related materials information on its programs and activities specifically directed toward educational equity; and be it further

Resolved, That each department chair or designee (logical choice might be the department's representative on the school educational equity committee/task force or equivalent) will forward in writing to the school's educational equity committee/task force documentation of its efforts over the past year through any special projects or programs to advance the goals of educational equity; and be it further

Resolved, That all orientation programs for new faculty, student and staff shall include information on the importance of educational equity programs and activities at SJSU, and that organizers of such orientation programs shall, insofar as possible, include individuals, especially professionals, from underrepresented groups affected by educational and economic disadvantages in the development and implementation of such orientation programs; and be it further

Resolved, That each school shall, by the seventh week of each spring semester, provide a brief summary in writing to the Associate Dean for Educational Equity of the programs, activities and materials produced by departments and/or the school over the past year that were directed toward educational equity; and be it further

Resolved, That those with responsibility for curricula and pedagogy shall, as appropriate and insofar as possible, include the considerations and goals of educational equity in their work.

S92-2 ORGANIZATION AND POWERS OF COLLEGES

Legislative History:

Amends (replaces) S67-22.

At its meeting of February 3, 1992, the Academic Senate approved the following Policy Recommendation presented by Cecilia Mullen for the Organization and Government Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy" Signed J. Handel Evans, Feb. 10, 1992.

1. Each College is authorized to establish its own policies on any matter or subject, so long as such policies are consistent with policies and procedures prescribed by the University (or higher authority) and do not affect substantially any segment or activity of the University outside of that College.
2. Each College shall establish procedures for the making of College policy. College faculty shall participate in the formulation of such procedures, and these procedures shall not be put into effect until approved by majority vote of the College faculty. In general, such procedures shall provide for both faculty and administrative approval of policy measures. Colleges are urged to establish such procedures as soon as possible.
3. All faculty entitled to participate and vote in department meetings and proceedings in a department in the College are likewise entitled to participate and vote in College meetings and proceedings, including the selection or designation of a College Policy Committee.
4. It is recognized that the relationship between Colleges and their constituent instructional units need not be the same in all Colleges. Each College is urged to consider and define the status and function of its member departments and programs.
5. In case of conflict, College policies prevail over policies of departments or other constituent instructional units. Both College and department (or other unit) measures must, of course, be consistent with University policies.

At its meeting of February 3, 1992, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

APPOINTMENT AND EVALUATION POLICY FOR LIBRARY FACULTY WITH TEMPORARY APPOINTMENTS

This policy supersedes previous university policy (S90-6) concerning full-time and part-time library faculty with temporary appointments. All temporary appointments must be made in accordance with relevant provisions of the agreement between the California State University and the California Faculty Association, and the University Affirmative Action Policy. The Academic Vice President may waive normal search requirements for distinguished visiting library faculty at the request of the First Level Personnel Committee and the Library Director. It should be clearly understood that all types of temporary appointments are distinct from probationary (tenure-track) appointments and do not guarantee or imply the right to tenure or the eventuality of a tenure-track appointment.

A. Full-Time Temporary Appointments

Full-time temporary appointments should not be used as a substitute for probationary appointments.

1. There are two types of full-time temporary appointments:

a. Appointments to replace faculty members on leave, or to provide library service while a search continues for a person to fill a probationary position. Normally, such appointments are available only for a semester or a year.

b. Appointments designed to meet the needs of library departments when circumstances in the library, such as funding, make it difficult to establish at that time a probationary position, but in which a full-time appointment is desirable. Normally, such appointments are available for no more than three years.

All such appointments must be reviewed annually; renewal for a second or third year shall be contingent upon satisfactory performance and the availability of funding and work.

National affirmative action searches need not be conducted for appointments extended through three years. In those cases in which positions are to be maintained as temporary beyond three years, new national affirmative action searches are required. It is the policy of the University to identify and seek to convert positions filled by faculty with temporary appointments which could, consistent with sound academic planning, be filled by probationary or tenured faculty.

2. Persons initially appointed to temporary positions may apply for probationary appointment, in accordance with the University Affirmative Action Policy, if a probationary position is available. Persons appointed to probationary positions may be granted one or two years of credit toward tenure for previous service.

B. Part-Time Temporary Appointments

1. Part-time temporary appointments are designed to meet a variety of needs within the library. Some of these, for example, may be to enrich the curriculum, to provide instruction in specialized areas not

otherwise available to the University, to provide flexibility in staffing to meet unanticipated student demand or shifts in enrollment, or to replace faculty members on leave or on temporary assignments elsewhere.

2. Part-time appointments may be renewed indefinitely. A new affirmative action search need not be conducted each time a part-time appointment is to be renewed, but persons receiving successive part-time appointments must be evaluated in comparison with candidates recruited through an appropriate affirmative action search at least once every two years. Appointments at the end of a two-year period, as well as new appointments, must be made in accordance with the University Affirmative Action Policy for the recruitment of faculty with part-time, temporary appointments.

C. Conditions of Appointment

1. Appointment requires a Master's degree in Library Science from a library school accredited by the American Library Association or an equivalent degree.

2. The placement of an appointee on the salary schedule is a function of an individual's qualifications, not whether the appointment is on a full- or part-time basis. Appointment shall be in accordance with standards in Appointment, Retention, Tenure and Promotion Standards and Procedures for Librarians (F89-4).

3. Only the President has the authority to appoint library faculty; however, written offers of appointment may be made by the Library Director, the Associate Academic Vice President for Faculty Affairs, or the Academic Vice President, as delegated by the President. Oral offers or offers made by persons other than those listed in the previous sentence are neither valid nor binding upon the University.

D. Timing and Term of Temporary Appointments

Prior to appointment, candidates should be informed in writing of the nature, term and conditions of their appointment, and of the criteria, standards, and procedures for evaluation.

E. Evaluation of Faculty with Temporary Appointments

The performance of faculty with temporary appointments should be carefully evaluated in order to provide students with the best library service possible, and to assist in the careful consideration of these faculty members for any future temporary or probationary positions for which they may be candidates.

At the end of three months, the department head or equivalent will schedule an oral interview with the faculty member to review his/her progress to date.

Faculty with appointments of less than eight months shall be evaluated in writing by their supervisor, addressing the points listed in F89-4.

1. Faculty with Full-Time Temporary Appointments

Faculty with full-time temporary appointments of eight months or more, regardless of a break in service, shall be evaluated according to the criteria established for evaluating probationary/tenured library faculty (effectiveness in academic assignment and scholarly or artistic or professional achievement). At a minimum, the First Level Personnel Committee shall consider an Annual Summary of Achievements and a curriculum vitae provided by the faculty member, and the written evaluation by the department head or equivalent. This material must be submitted to the chair of the First Level Personnel Committee by the third Monday in March. During the period of review, this material shall be considered as an extension of the Personnel Action File. Copies of any material not provided by the faculty member and not previously a part of the Personnel Action File must be given to the faculty member by the First Level Personnel Committee before being considered by the committee.

The documentation and evaluations shall be forwarded by the First Level Personnel Committee to the department head. The department head shall forward the dossier to the appropriate Associate Director for evaluation and signature. The appropriate Associate Director shall then return the documentation and evaluations to the Library Office which shall notify the candidate to review the documentation and evaluations.

Each faculty member under review shall indicate that s/he has read the evaluations by the First Level Personnel Committee, department head and the Associate Director. If a faculty member disagrees with the evaluations by the First Level Personnel Committee, the department head, or the Associate Director, s/he shall have the right to respond to or rebut in writing the evaluation within seven (7) calendar days after notification of the evaluation. (Responses or rebuttals should be addressed to the Library Director but should be delivered to the Library Office to be added to the rest of the documentation and evaluations.) Upon request, the faculty member may be provided an opportunity to discuss the evaluation with the evaluating party. This provision shall not require that the timelines be altered.

The documentation and evaluations shall be forwarded to the Library Director no earlier than the eighth day after notification, accompanied by any response or rebuttal materials.

When the Library Director's evaluations are completed, each faculty member under review shall indicate that s/he has read the evaluation by the Library Director. If a faculty member disagrees with the evaluation by the Library Director, s/he shall have the right to respond to or rebut in writing the evaluation within seven (7) calendar days after notification of the completed evaluation. (Responses or rebuttals should be addressed to the Associate Academic Vice President for Faculty Affairs but should be delivered to the Library Office to be added to the rest of the documentation and evaluations.) Upon request, the faculty member may be provided an opportunity to discuss the evaluation with the Library Director. This provision shall not require that the timelines be altered.

Following the review, the completed evaluations shall be forwarded to the official Personnel Action File and the Library Personnel Action File no earlier than the eighth day after notification, accompanied by any response or rebuttal materials. A copy of the completed evaluation shall also be forwarded to the faculty member. All other documentation used in the review shall become part of the Library Personnel Action File.

The evaluation process should be completed by the third Monday in April.

2. Faculty with Part-Time Temporary Appointments

Faculty with part-time appointments of eight months or more, regardless of a break in service, shall be evaluated in terms of their particular assignment and the criteria appropriate to that assignment. The First Level Personnel Committee shall consider an Annual Summary of Achievements and a curriculum vitae provided by the faculty member and the department head or equivalent's written evaluation. During the period of review, this material shall be considered as an extension of the Personnel Action File. Copies of any material not provided by the faculty member and not previously a part of the Personnel Action File must be given to the faculty member by the First Level Personnel Committee before being considered by the committee.

The documentation and evaluations shall be forwarded by the First Level Personnel Committee to the department head. The department head shall forward the dossier to the appropriate Associate Director for evaluation and signature. The appropriate Associate Director shall then return the documentation and evaluations to the Library Office who shall notify the candidate to review the documentation and evaluations.

Each faculty member under review shall indicate that s/he has read the evaluations of the First Level Personnel Committee, department head and the Associate Director. If a faculty member disagrees with the evaluations of the First Level Personnel Committee, the department head, or the Associate Director, s/he shall have the right to respond to or rebut in writing the evaluations within seven (7) calendar days after notification of these evaluations. (Responses or rebuttals should be addressed to the Library

Director but should be delivered to the Library Office to be added to the rest of the documentation and evaluations.) Upon request, the faculty member may be provided an opportunity to discuss the evaluation with the evaluating party. This provision shall not require that the timelines be altered.

The Associate Director shall forward copies of the evaluation and documentation to the Library Director who shall in turn forward copies of the completed evaluation to the official Personnel Action File and the Library Personnel Action File no earlier than the eighth day after notification, accompanied by any response or rebuttal materials. A copy of the completed evaluation shall also be forwarded to the faculty member. All other documentation used in the review shall become part of the Library Personnel Action File.

The evaluation process should be completed by the third Monday in May.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President J. Handel Evans on February 11, 1992.

At its meeting of May 11, 1992, the Academic Senate approved the following Policy Recommendation presented by Cecilia Mullen for the Organization and Government Committee.

ALCOHOL AND DRUG ABUSE PREVENTION COMMITTEE

Resolved,

That UP S89-9 be amended to read as follows:

1. The existing body known as the Substance Abuse Committee shall be continued as a special agency called the Alcohol and Drug Abuse Prevention Committee.
2. The committee shall be the campus steering committee to coordinate and plan a comprehensive substance abuse program for San José State University students, faculty, and staff, and to develop and recommend policies and procedures related to alcohol and drug abuse problems. The committee shall also plan and, as feasible, provide for individualized assistance to persons with substance abuse problems.
3. Members of the committee shall be appointed by the President for staggered three year terms from the following groups and organizations:
 - a. One representative from each -- Counseling Services, University auxiliary organizations (e.g., Spartan Shops), Employee Assistance Program, University Housing, Human Resources, Health Service, University Police, Nursing Department, Vice President for Student Affairs Office, Prevention Education Program, Intercollegiate Athletics (administration), Intercollegiate Athletics (coach), Associated Students, Interfraternity Council, Panhellenic Council, Students (at large).
 - b. Two representatives from each -- Faculty (at large), Staff (at large). Faculty representatives shall be nominated by the Committee on Committees.
 - c. The committee chair shall be designated by the President.
4. The committee shall report to the President. The President shall consult with the Academic Senate on all committee recommendations affecting policy.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President J. Handel Evans on May 22, 1992.

S92-12

At its meeting of May 11, 1992, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

Resolved, that the Academic Senate of San José State University endorse and adopt the Statement on Academic Freedom and Artistic Expression as endorsed by the AAUP in June, 1990; and be it further

Resolved, that the SJSU Senate request the University administration to distribute a copy of the Statement on Academic Freedom and Artistic Expression to each faculty member.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President J. Handel Evans on
May 22, 1992.

S93-5 ENROLLMENT VERIFICATION PROCEDURES; DROP PERIOD; CENSUS DATE

Legislative History:

Supersedes F87-5.

At its meeting of March 15, 1993, the Academic Senate approved the following Policy Recommendation presented by John Engell for the Instruction and Student Affairs Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy" J. Handel Evans, 3/18/92.

Whereas, In August, 1975, the Board of Trustees adopted a resolution requiring "each campus to establish procedures whereby faculty will review class rosters and report apparent discrepancies to the registrar or other appropriate administrative officer or indicate that the roster appears to be correct," and

Whereas, The resolution continued, "This action should be done sufficiently early in the term to permit correction of significant discrepancies prior to submission of census date enrollment reports and to allow time for preparing reasonably accurate final grade rosters"; and

Whereas, Effective enrollment management requires timely knowledge of numbers of seats available by section; and

Whereas, Many students cannot add classes needed for an orderly progression toward graduation because spaces are taken by other students who ultimately drop the classes in question, often waiting until the last minute to drop courses they do not intend to keep, thus preventing the faculty member from adding students on waiting lists; and

Whereas, Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and the intention to continue in the class; therefore be it

Resolved, That the Office of Admissions and Records supply all departments with updated class rosters

three times: before the first day of classes, by the third working day after the end of the student drop period, and by the third working day after the census date; and be it further

Resolved, That the implementation of this policy shall begin with the Fall semester, 1993.

A campus of The California State University

Office of the Academic Senate One Washington Square San Jose, California 95192-0024 408-924-2440 Fax 408-924-2451

S93-9

At its meeting of April 19, 1993, the Academic Senate approved the following Policy Recommendation presented by Theodore Norton for the Organization and Government Committee.

RECOGNITION OF RETIRED

SUPPORT STAFF AND ADMINISTRATORS

RESOLVED, that

1. The President is authorized to confer upon retiring non-faculty honorary titles, as follows:

a. Members of the support staff with at least ten years service, "University Staff, retired."

- b. Personnel with at least ten years service in a Management Plan position, "University Administrator, retired."
2. Identification cards showing the appropriate titles shall be issued to those upon whom they have been conferred. The President may, from time to time, in her/his discretion, authorize for the holders of such cards appropriate privileges for access to university facilities and activities, subject to considerations of cost and availability.
3. Faculty qualified for both "emeritus" designation and one of the above titles may be given both.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President J. Handel Evans on April 26, 1993.

S93-14 CURRICULAR PRIORITIES; ACADEMIC PRIORITIES

Legislative History:

Document dated May 13, 1993.

At its meeting of May 3, 1993, the Academic Senate approved the following Policy Recommendation presented by Kay Schwartz for the Curriculum and Research Committee.

This policy supersedes S 79-2 and was approved as University Policy effective immediately.

Copies sent to Executive Committee and Academic Senate

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy". Signed: J. Handel Evans, May 13, 1993.

CURRICULAR PRIORITIES

S 93-14

Supersedes S 79-2.

Whereas, The current statement on Curricular Priorities at San Jose State University has proven to be difficult to implement; and

Whereas, The current statement on Curricular Priorities needs to be revised in light of fourteen years of curricular changes and developments at San Jose State University; and

Whereas, Recent events underscore the need for San Jose State University to be able to rationally plan its curriculum; now, therefore be it

Resolved, That the attached document, "The Curricular Priorities of San Jose State University", be adopted as policy.

THE CURRICULAR PRIORITIES OF SAN JOSE STATE UNIVERSITY

I. Introduction

A. Purpose

This statement of curricular priorities provides a tool for the rational evaluation of the San Jose State University curriculum. It is to guide any decisions to add, expand, eliminate, consolidate, reduce, or review programs. It is to be employed by all those who are charged with making such decisions.

B. Curricular Priorities defined

The university strives to achieve its mission by providing students with opportunities for education that are appropriate to varied points in their educational development. These opportunities are formalized as courses and programs that collectively constitute a curriculum.

It is unlikely that any university possesses sufficient resources to provide a curriculum that satisfies all demands at the highest level of quality. In the face of limited resources, choices must be made between various potential parts of a university curriculum. These choices are a university's curricular priorities.

C. Considerations for application

Those who are given the responsibility of applying this statement of curricular priorities should consider the following:

A product of the whole university community:

The Mission Statement and these accompanying Curricular Priorities are the fundamental documents that shape San Jose State University. Because of their importance, they were crafted with the broadest possible consensus of the San Jose State University community and approved through collegial means. These documents should be implemented with the same community spirit that created them.

A holistic view of an entire university curriculum:

The whole of a university is more than the sum of its parts. Some vital components of the University's curriculum, such as General Education and Teacher Education, either contribute to or draw from many programs. Since curricular priorities are largely implemented by the allocation of resources to particular instructional programs, the implementation of curricular priorities should be tempered with a broad vision of the whole university.

Traditional commitments to students in the service region:

Curricular priorities should be implemented with due regard for the roles that the university has historically played for students within its service region. San Jose State University has been dedicated to providing access to higher education to a wide range of students. It has provided students with broad choices of fields of study, including professional studies as well as those in the liberal arts. It has served the needs of students at different stages in their intellectual development by providing instruction at the lower division, upper division, and graduate levels. It also has historical relationships with community colleges and public universities as specified in the California Master Plan for Higher Education. It would not be appropriate for these curricular priorities to greatly modify such commitments; any such modification should be the subject of a separate and sustained public debate within the university community.

The ordering of criteria:

The eight criteria offered below are provided in order of priority (A-H). However, this ordering in no way implies that criteria lower on the list are unimportant, but that they are all relevant and useful guides in curricular planning. This ordering of criteria is intended to be applied with due regard for the sophistication and complexity of each individual case. Notes are contained for each criterion that may tend to modify its importance depending upon relevant circumstances.

Finally, as a general rule, only the eight main criteria are presented in order of priority. Unless a sub-list is specifically designated as being offered in order of priority, its order has no special significance.

II. Criteria for the evaluation of the curriculum at San Jose State University

A. Centrality to Mission

1. Explained:

The Mission of San Jose State Universiq is:

to enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

2. Considerations for application:

Centrality to the Mission of the University can be determined by considering the extent to which programs contribute to the attainment of its stated goals by providing, for both undergraduate and graduate students:

- in-depth knowledge of one major field of study.
- broad understanding of the sciences, social sciences, humanities, and the arts.
- skills in communication and in critical inquiry.
- multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.
- active participation in professional, artistic, and ethnic communities.
- responsible citizenship and an understanding of ethical choices inherent in human development.

3. Notes on relative priority among other criteria:

- This criterion has precedence over all others.
- While "Centrality to Mission" is the first criterion, it may not differentiate between the many actual or possible programs that would contribute to the mission. The remaining criteria provide narrower guidance within the boundaries of the more expansive Mission Statement.

B. Quality of instructional program

1.Explained:

The overall quality of a program is predicated upon three separate but related elements: quality of the academic program (in terms of curricular content and faculty expertise), quality of instruction, and benefit to students.

2. Considerations for application:

- For quality of academic program:

Assessment by the University program planning process.

Accreditation by an appropriately recognized accrediting agency, if applicable.

Faculty expertise and currency in their discipline.

- For quality of instruction:

Surveys of student opinion of teaching effectiveness.

Expectations of student achievement.

Effective student advising.

Student outcomes assessment.

- For benefit to student:

Student performance, student awards.

Success of graduates.

Graduation rates (i.e., degree to which a program helps insure a timely progression of students to the completion of a degree) compared to those of similar programs.

- The preferred technique for evaluating a program's instructional quality is comparative; care must be taken to assure that comparisons be as objective as possible:

For example, the relative quality of a program is best determined by comparing it with similar programs at other universities.

The relative quality of a program can seldom be determined by comparing it with dissimilar programs at SJSU.

3. Notes on relative priority among other criteria:

- In general higher quality programs that contribute to the mission of the university are preferred over lower quality programs that also seek to contribute to the mission of the university.

- Programs of low quality that are nonetheless essential for other reasons may need additional resources in order to improve.

- Programs of high quality may be dispensable if student demand is absent (see below).

C. Student demand

1. Explained:

Measurable indicators of student interest in the program, provided that there is an adequate body of

knowledge to justify the existence of the program as an academic field.

2. Considerations for application:

Indicators of student demand include actual enrollment, potential enrollment, and enrollment trends:

- Course enrollments that are appropriate to the method of instruction and the discipline.
- Number of students sufficient to support appropriate program offerings in the program's major field of study (or minor, concentration, waiver program, etc.)
- A sustained student interest in the program at a sufficient level to meet the above criteria.
- Total number of students served by the program.
- Hypothetical enrollments should all student demand be satisfied.
- Application and admissions data.

3. Notes on relative priority among other criteria:

- Student demand takes on a special importance as a "threshold" indicator. If there is an insufficient number of students to make a program viable, then all other criteria become moot.
- Heavy student demand suggests that other criteria might also be high such as interdependence of programs or societal need for the program.

D. Societal need:

1.Explained:

A program is needed by society if it does one or more of the following:

- Teaches fundamental intellectual skills, such as critical inquiry, aesthetics, creativity, communication, and quantitative and deductive reasoning, that are necessary or beneficial for all individuals.
- Provides knowledge about society that facilitates responsible citizenship, such as civics, ethics, history, global and multi-cultural perspectives, and all forms of knowledge that contribute to broad social understanding.

- Prepares students to apply knowledge and skills in the service of their society and the solution of its problems.

2. Considerations for application:

- Hiring of graduates by the private, public, and non-profit sectors.
- Responsiveness to challenges facing society and the economy with attention to regional needs.
- Development and growth of students into individuals able to critically view and appreciate their society and fully participate as democratic citizens.
- External support for program as indicated by community involvement or financial assistance.
- Demonstrable needs for the scholarship of a program.
- Community service by faculty and/or students.

3. Notes on relative priority among other criteria:

- In general, programs needed by society that meet all higher criteria are preferred over less needed programs that also meet all higher criteria.

E. Financial resource effectiveness, viability, and efficiency

1. Explained

Financial resources have never been adequate at SJSU to satisfy all aspirations or to fund all plans. As a consequence, the capacity to retain academic programs as well as improve their quality involves joining academic planning with well-designed strategies for managing revenues and costs. At the program level as well as for the university overall, resource evaluation and planning must involve several perspectives. These perspectives are offered in order of priority:

- a. The first perspective is effectiveness, the extent to which stated goals are or can be attained with the resources available.
- b. The second perspective is viability, the extent to which a program can function at an appropriate level of quality within current and projected state support or supplemented by non-state resources such as continuing education, grants, industry support, and private donations.

c. The third perspective is efficiency, the extent to which goals are attained at the most reasonable cost to the university.

2. Considerations for application:

a. For effectiveness:

Capacity to successfully meet goals with current resources.

Capacity to meet enrollment and service goals established by the university.

Capacity to meet emerging trends in the field.

b. For viability:

Program capacity and willingness to augment state resources with non-state resources in an ethically and legally acceptable manner (acknowledging that not all programs have similar earning potentials or sources.)

c. For efficiency:

Relationship of resource consumption to resource generation.

Opportunity taken or plans made to contain or reduce costs through resource sharing with other programs, prudent management, or innovative instructional methods.

Relationship of actual student-faculty ratio to student-faculty ratio established for the program.

3. Notes on relative priority among other:

a. In general, more effective programs that meet all higher criteria are preferred over less effective programs that also meet all higher criteria.

b. Viability becomes crucial if a program's resources drop below the "critical mass" necessary to sustain it. This criterion by itself cannot answer the question whether such a program should be maintained at the minimum threshold or eliminated entirely; that decision would depend upon higher criteria.

c. Efficiency or lack of efficiency may sometimes be outweighed by other criteria:

Some programs of high quality or high societal need may sometimes be preferred over more efficient programs that are of lesser quality or that fulfill fewer societal needs.

Conversely, relatively efficient programs may be dispensable if they fail to satisfy other criteria, such as "Societal Need" or "Quality of Instructional Program."

Costly programs that are nonetheless important by the standards of the other criteria may need to be retained, and if they can be made more efficient their chances for retention will be improved.

F. Interdependence of programs

1. Explained:

In addition to or in place of offering a baccalaureate or graduate degree, some programs provide a basic general education on which other programs can build, and some also provide specific courses to serve the needs of other programs. Conversely, some programs are dependent upon other programs for these services.

Whether a program is a provider or a consumer of inter-program services, reducing or increasing the resources allocated to that program may have a major impact on other programs.

In short, programs seldom operate in isolation, but are often interdependent with each other. The extent of interdependence needs to be considered in the evaluation process.

2. Considerations for application:

- The extent to which a program prepares students for work in other programs.
- The extent to which a program directly serves the needs of other programs, by providing specialized training.
- The converse of the above two--the extent to which a program is dependent upon instruction offered by other programs.
- This criterion applies primarily to two categories of instruction: service courses and general education.

3. Notes on relative priority among other criteria:

- In general, programs that provide courses and services to meet university-wide requirements or essential services to other programs will be preferred over programs that do not.
- While seldom decisive on its own, this is a useful supplementary criterion. The actual priority of any interdependent program will vary, in part, with the number and priorities of the programs with which it is linked.

G. Capacity to contribute to an academic field

1. Explained:

The program contributes to the advancement of its field in ways that go beyond the instruction of students.

2. Considerations for application:

- Collective contributions by the program, such as professional journals, symposia, research activity, and events in the public interest that are sponsored by the program.
- Individual contributions by the faculty members and students of the program, such as quality publications, works of art, performances, inventions, contributions to the community, etc.

3. Notes on relative priority among other criteria:

- While seldom decisive on its own, this is a useful supplementary criterion.
- All higher criteria being equal, a program that demonstrates an outstanding record of scholarship or community contribution will be preferred over a program that does not demonstrate such achievements.

H. Availability of instructional alternatives

1. Explained:

SJSU cannot determine its priorities in a vacuum. The availability of instruction in other public and private contexts may be a relevant factor in setting priorities.

2. Considerations for application:

- Availability of comparable instruction at other institutions of higher education within the region.
- Availability of comparable instruction in business and industrial settings.
- If the above two points suggest that alternatives to SJSU's instruction exist, then the alternative needs to be compared with SJSU's program in the following ways:

Quality of instruction.

Number of (additional) students the alternative program can accommodate.

Cost of the alternative for students.

Other uses of funds by the university.

3. Notes on relative priority among other criteria

- This is a useful supplementary criterion that can, under some circumstances, become decisive.
- The decisiveness of this criterion often depends upon the related criterion of student demand:

When the criterion of student demand is strong for SJSU, the availability of alternative means of instruction is usually irrelevant.

When student demand is marginal, the availability (or lack thereof) of alternatives to a program may prove decisive.

S94-1, S95-8 SELECTION OF FACULTY REPRESENTATIVES FOR ADVISORY COMMITTEE TO THE TRUSTEES COMMITTEE FOR THE SELECTION OF THE PRESIDENT

Legislative History:

Document dated April 8,1994.

**At its meeting of April 4, 1994, the Academic Senate approved the following Policy
Recommendation presented by Cecilia Mullen for the Organization and Government Committee.**

Amended by S 95-8.

ACTION BY THE UNIVERSITY PRESIDENT:

S94-1 "Approved and signed as University Policy" J. Handel Evans, April 8,1994.

S95-8 "Accepted as University Policy" Signed: Robert L. Caret, May 18, 1995.

SELECTION OF FACULTY REPRESENTATIVES FOR ADVISORY COMMITTEE TO THE TRUSTEES COMMITTEE FOR THE SELECTION OF THE PRESIDENT

S 94-1 AS AMENDED BY S95-8

The three faculty representatives on the Advisory Committee to the Trustees Committee for the Selection of the President shall be selected as follows:

1. a. The faculty electorate in each of the Academic Senate representative units (as defined in By-Law 1.1.a) shall choose one nominee. Any member of the faculty electorate qualified to vote in that unit may become a candidate for unit nominee by timely filing of a nominating petition signed by at least ten others qualified to vote in that unit; the candidate shall also sign a statement on the petition that he/she is willing to serve on the committee if selected. Votes of part-time faculty shall be weighted as provided in Article 11, section 3.c, of the Senate Constitution. The candidate receiving the highest number of votes in each unit (whether or not a majority) shall be the unit nominee.

b. If only one candidate files a nominating petition in a unit, that person shall be the nominee, without an election. If no candidate is nominated in a unit, there shall be no unit nominee. If there is a unit election and the result is a tie vote, the candidates who have tied shall all be unit nominees.

2. The unit nominees shall be invited to appear before the Academic Senate and make brief statements of their respective views regarding presidential selection.

3. The faculty members of the Senate (those holding office under sections 3, 4, and 5 of Article II of the Senate Constitution) shall then proceed to choose the three faculty representatives from the unit nominees by secret ballot in accordance with the following procedure:

- a. All of the unit nominees shall be listed on the ballot; faculty Senators shall vote for no more than three.
 - b. If three and only three of the unit nominees have a majority of the votes cast, they are elected.
 - c. If more than three have a majority, the three with the highest number of votes, respectively, are elected.
 - d. If only one or two have a majority, she/he or they are elected and the faculty Senators shall vote again on the remaining candidates.
 - e. If no candidate has a majority on the first or a subsequent ballot, the unit nominee with the fewest votes shall be dropped and another vote taken on the remaining candidates.
 - f. If, on any ballot, two or more candidates, each with sufficient votes to be elected, are tied and both or all cannot be elected, the faculty Senators shall take a separate vote to break that tie.
4. If, after the election, a vacancy occurs in the faculty representation, the faculty Senators shall elect one of the remaining available unit nominees to fill it. If none of the unit nominees is available, the faculty Senators shall elect a Senator who is a faculty representative to fill it. If the faculty Senators, by reason of vacation or otherwise cannot be convened, the elected members of the Executive Committee shall act for them.
5. Dates and timelines for the selection of unit nominees by the faculty electorate and for selection of Advisory Committee faculty representatives by the Senate shall be set by the elected members of the Executive Committee. Academic Senate nomination and election procedures shall be followed where not inconsistent with this policy.

S95-4 STUDENT FEES REPORTING

Legislative History:

Document dated April 12, 1995

**At its meeting of April 3, 1995, the Academic Senate approved the following Policy
Recommendation presented by Tom Jordan for the Instruction and Student Affairs Committee.**

This policy was accepted as University Policy effective April 6, 1995.

Copies sent to Executive Committee and Academic Senate

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted as University Policy" Signed: Robert L. Caret, April 6, 1995

STUDENT FEES REPORTING

S 95-4

Whereas, The students of San Jose State University pay a variety of fees for laboratory use, child care, health services, testing, and Instructionally Related Activities (IRS), among others, and

Whereas, Taken as a whole, these fees may constitute an additional financial burden in the basic cost of attending school at SJSU (based on "typical" 94/95 fees, for example, about 25 percent over and above the basic \$792 fee), and

Whereas, Information about the application of these fees to the purposes for which they have been collected is not readily available; therefore be it

Resolved:

That the administration of SJSU shall make available on an annual basis, along with its annual report to the Academic Senate on the university budget, an accounting of all the monies collected for each student fee category and the disposition of those funds, including surpluses as well as deficits; and be it

Resolved:

That the report shall be made available in the Academic Senate Office and the Associated Students Office for perusal by students, faculty, administrators, and any other interested member of the SJSU community.

At its meeting of May 8, 1995, the Academic Senate approved the following Policy Recommendation presented by Chris Jochim for the Organization and Government Committee.

**Selection of Faculty Representatives for
Advisory Committee to the Trustees Committee for the
Selection of the President**

Whereas, UP S94-1 (Selection of Faculty Representatives for Advisory Committee to the Trustees Committee for the Selection of the President), paragraph 6, states that S94-1 shall be reconsidered by the Senate after completion of the presidential search (of 1994); and

Whereas, The Election Committee, charged with handling the election of faculty members to the Advisory Committee, found it necessary to establish certain procedures not included in S94-1 (As reported to the Senate on April 18, 1994); be it

Resolved, That (in line with the Election Committee's advice) UP S94-1 be amended as follows:

The existing language of paragraph 1 becomes 1.a.

Add the following:

1.b. If only one candidate files a nominating petition in a unit, that person shall be the nominee, without an election. If no candidate is nominated in a unit, there shall be no unit nominee. If there is a unit election and the result is a tie vote, the candidates who have tied shall all be unit nominees. And be it further

Resolved, That paragraphs 6 and 7 be deleted.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret on May 18, 1995.

UP S94-1 as amended by UP S95-8

The three faculty representatives on the Advisory Committee to the Trustees Committee for the Selection of the President shall be selected as follows:

1. a. The faculty electorate in each of the Academic Senate representative units (as defined in By-Law 1.1.a) shall choose one nominee. Any member of the faculty electorate qualified to vote in that unit may become a candidate for unit nominee by timely filing of a nominating petition signed by at least ten others qualified to vote in that unit; the candidate shall also sign a statement on the petition that he/she is willing to serve on the committee if selected. Votes of part-time faculty shall be weighted as provided in Article II, section 3.c, of the Senate Constitution. The candidate receiving the highest number of votes in each unit (whether or not a majority) shall be the unit nominee.

b. If only one candidate files a nominating petition in a unit, that person shall be the nominee, without an election. If no candidate is nominated in a unit, there shall be no unit nominee. If there is a unit election and the result is a tie vote, the candidates who have tied shall all be unit nominees.

2. The unit nominees shall be invited to appear before the Academic Senate and make brief statements of their respective views regarding presidential selection.

3. The faculty members of the Senate (those holding office under sections 3, 4, and 5 of Article II of the Senate Constitution) shall then proceed to choose the three faculty representatives from the unit nominees by secret ballot in accordance with the following procedure:

a. All of the unit nominees shall be listed on the ballot; faculty Senators shall vote for no more than three.

b. If three and only three of the unit nominees have a majority of the votes cast, they are elected.

c. If more than three have a majority, the three with the highest number of votes, respectively, are elected.

d. If only one or two have a majority, she/he or they are elected and the faculty Senators shall vote again on the remaining candidates.

e. If no candidate has a majority on the first or a subsequent ballot, the unit nominee with the fewest votes shall be dropped and another vote taken on the remaining candidates.

f. If, on any ballot, two or more candidates, each with sufficient votes to be elected, are tied and both or all cannot be elected, the faculty Senators shall take a separate vote to break that tie.

4. If, after the election, a vacancy occurs in the faculty representation, the faculty Senators shall elect one of the remaining available unit nominees to fill it. If none of the unit nominees is available, the faculty Senators shall elect a Senator who is a faculty representative to fill it. If the faculty Senators, by reason of vacation or otherwise cannot be convened, the elected members of the Executive Committee shall act for them.

5. Dates and timelines for the selection of unit nominees by the faculty electorate and for selection of Advisory Committee faculty representatives by the Senate shall be set by the elected members of the Executive Committee. Academic Senate nomination and election procedures shall be followed where not inconsistent with this policy.

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

S96-2, Direct Instruction Obligations Policy

Rescinded: S92-5

Legislative History:

At its meeting of December 10, 2018, the Academic Senate approved Amendment A to University Policy S96-2 presented by Senator Peter for the Professional Standards Committee and as follows. University Policy S96-2 superseded University Policy S92-5 and was approved by the President Robert Caret on February 22, 1996.

**Approved and signed by
President Mary A. Papazian
on January 17, 2019.**

Resolved: That S96-2 be amended as shown in the strikeout and underline.

Rationale: This 1996 policy is still in use but contains quotations from an obsolete collective bargaining agreement, obsolete titles, and other obsolete language. Many of the following revisions were recommended by the Senior Associate Vice President for University Personnel. The Professional Standards Committee has additionally edited and shortened to reduce this policy to its most essential points.

Approved: November 26, 2018

Vote: 9-0-0

Present: He, McKee, Cargill, Peter, Hart, Monday, Kumar, Kemnitz, Mahendra

Absent: Rodriguez, Kemnitz

Financial Impact: No direct impacts

Workload Impact: No direct impacts

DIRECT INSTRUCTION OBLIGATIONS POLICY

(Superseded S92-5)

S96-2

Resolved: That the attached document (Direct Instructional Obligations, Policy and Procedures) be adopted as policy.

Direct Instructional Obligations

Policy

It is the normal obligation of a faculty members to meet each of their classes at the scheduled time and place for the mode of instruction and to present or have presented to the class material appropriate to the stated subject matter. A faculty member who fails to meet or so instruct a class without justification may be formally reprimanded. Repeated failures may be the basis for disciplinary proceedings leading to suspension, demotion or dismissal.

For planned absences from instructional assignments, faculty members shall provide the chair advance notice of the personal or professional considerations which result in the absence and shall consult with the chair about suitable arrangements to satisfy instructional obligations. Any substitute arrangements are subject to the approval of the chair, subject to appeal or review by the appropriate dean.

S96-3 STUDENT FEE ITEMIZATION ON BILLS

Legislative History:

Document dated March 18, 1996

**At its meeting of March 4,1996, the Academic Senate approved the following Policy
Recommendation presented by Tom Jordan for the Instruction and Student Affairs Committee.**

This policy was accepted as University Policy effective March 17, 1996.

Copies sent to Executive Committee and Academic Senate

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy" Signed: Robert L. Caret, March 17, 1996.

STUDENT FEE ITEMIZATION ON BILLS

S 93-3

Whereas, Students attending San Jose State University pay the Basic Registration Fees per semester based on the number of units for which they have registered; and

Whereas, the State Registration Fees pay for services not listed on the billing statement to the student; and

Whereas, the Campus Registration Fees pay for services not listed on the billing statement to the student; therefore be it

Resolved, that each student fee category for Basic Registration, which includes but is not limited to the State and Campus Registration Fees, any optional fees, or any other fee imposed as part of the Basic Registration Fee, be itemized on the billing statement of the student; and be it further

Resolved, that a detailed explanation of services paid for by the State and Campus Registration Fees be included in the billing statement to the student.

S96-8 DIFFERENCE IN PAY LEAVES POLICY; SEE ALSO SABBATICAL LEAVES

Legislative History:

At its meeting of April 8, 1996, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy" Signed Robert L. Caret, 5/30/96.

POLICY RECOMMENDATION**DIFFERENCE IN PAY LEAVES POLICY [\(1\)](#)****I.Purpose:**

The purpose of difference in pay leaves is to benefit the University, its students and its programs through the professional development of its faculty as teachers and scholars. Projects which, because of their scope, cannot be undertaken in the course of a faculty member's full-time responsibilities and which propose to benefit the University in at least one of the following ways (not listed in rank order) are eligible for consideration: scholarly, creative, and/or professional activities; activities which enhance a faculty member's pedagogical and/or professional competencies; projects which contribute significantly to the development of a discipline or curricular area.

II. Eligibility:

According to the Collective Bargaining Agreement between the Board of Trustees of the California State University and the California Faculty Association, a full-time faculty unit employee shall be eligible for a difference in pay leave "if he/she has served full-time for six (6) years at that campus in the preceding seven (7) year period prior to the leave, and has served full time for three years after the last sabbatical leave or difference in pay leave, and has rendered service to the CSU upon return from a sabbatical leave or difference in pay leave at the rate of one (1) term of service as a faculty unit employee for each term of leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling the eligibility requirements for a difference in pay leave. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements."

III.Procedures:**A. Application**

The application shall provide: 1) a detailed description of the plan to carry out the project, including, if appropriate, a description of any preparatory work scheduled before the leave or of pertinent completed work; 2) a statement of the project's benefit to the University in one or more of the ways listed above; 3)

evidence of the applicant's ability to complete the project; 4) a statement that the final report of a previous San José State University professional leave (sabbatical or difference in pay) has been filed. In addition, the application shall state the amount of leave time requested and what CSU resources, if any, are necessary for the project's implementation. The applicant's curriculum vitae or professional resumé must be attached to the application.

B. Evaluating Applications

Each department shall adopt a professional leaves document which provides for the election of a department committee by the probationary and tenured faculty members of the unit. Provisions must be made to disqualify applicants for sabbatical leaves or DIP leaves from serving on such a committee.

The Faculty Affairs Office shall set the calendar and distribute applications each semester to each eligible faculty unit employee. The calendar shall permit flexibility so that a faculty unit employee who is afforded external funding or other unexpected opportunity to carry out a professional leave project may have a rapid and expedited review of a proposal for a difference in pay leave. Eligible faculty shall follow this calendar and submit applications to the department chair. The chair shall write a statement regarding the impact of the absence of the proposer(s) from his/her department on the curriculum and operation of the department, and explaining any benefits to the department were the application to be approved. The chair's statement shall be provided to the department committee and dean, with a copy to the proposer, who has seven calendar days to respond in writing to the college dean, with a copy to the chair.

In each department a professional leaves committee shall review the proposals for difference in pay leaves submitted by faculty members in their department. The committee shall evaluate individual applications according to the criteria listed in Section IV below. Applications which do not meet the criteria shall receive a recommendation against the granting of the leaves. For each application the professional leaves committee shall provide a written evaluation explaining the strengths and/or weaknesses of the proposal. A copy of the evaluation and recommendation for each application shall be provided to the proposer, who has seven calendar days to respond in writing to the department professional leaves committee.

The dean shall review the applications, chairs' statements, the recommendations of the department professional leaves committee, and any responses from proposers. The dean shall recommend in writing to the President that each application be approved or disapproved, and shall state the reasons for the recommendation. A copy of the recommendation shall be provided to the proposer, who has seven calendar days to respond in writing to the President, with a copy to the department chair and dean.

The President, after considering all prior recommendations and any response from the applicant, shall notify each applicant of the final status of the application. Such notification shall include in writing the reasons for approval, denial, or postponement, and any conditions of the leave. A copy of this notice shall be provided to the applicant's department chair, dean, and department committee.

C. Difference In Pay Leave Report

Within six weeks after returning to service at San José State University, the faculty member shall submit a written report to the department professional leaves committee, and to the President via the Office of Faculty Affairs. In addition, faculty members returning from leave are encouraged to present the results of the difference in pay leave at departmental, college or university forums.

IV. Criteria:

The major criterion for evaluating applications for difference in pay leaves is the benefit to the University in one or more of the following ways, not listed in rank order: through the project's contributions to scholarship, to creative activities and/or professional advances; through the project's contribution to curricular development; through the project's contribution to the improvement of instruction or academically-related areas and/or the instructional or professional skills of the applicant. Additional criteria are the applicant's ability to carry out the proposal, the planning evidenced in the detailed description of the proposal, and the time-lines for the completion of the project.

1. This edited version of S96-8 has been corrected 9/96 for typographical errors and should replace copies circulated earlier

S96-11 FAIR USE OF COPYRIGHTED MATERIALS; INTELLECTUAL PROPERTY

Legislative History:

At its meeting of April 22, 1996, the Academic Senate approved the following Policy Recommendation presented by John Mitchem for Nancie Fimbel and Curriculum and Research Committee.

ACTION BY THE UNIVERSITY PRESIDENT

"Approved as University Policy" Signed Robert Caret, 5/30/96,

WHEREAS, There are no officially recognized campus guidelines regarding the use of copyrighted intellectual property for instruction and research; now be it therefore

RESOLVED That the attached document (Fair Use of Copyrighted Materials) be adopted as policy.

FAIR USE OF COPYRIGHTED MATERIALS

The fair use of copyrighted materials has been a part of American copyright law by judicial interpretation for nearly two centuries and has been a principle in statutory law for two decades. The emergence of new technologies that permit broad and immediate dissemination of materials has raised significant questions from the publishing community regarding the protection of creators (authors, musicians, painters, photographers, programmers, etc.) from unauthorized use of their works without compensation. At the same time, existing copyright law specifically reserves the privileges of fair use of copyright materials for "...criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research..." (Section 107, Copyright Act of 1976). San Jose State University encourages the broadest possible dissemination of information for these legitimate uses, and believes that appropriate protections of the rights of creators can be established for application within the new distribution technologies.

General Principles

San Jose State University subscribes to the principles that fair use of copyrighted materials is applicable to teaching, research, and scholarship in higher education; that access to information, regardless of its format, is essential for the creative and learning processes; and, that licenses and/or transaction fees inhibit the free exchange of information. San Jose State University accepts the obligation to educate constituents about intellectual properties and the lawful (fair) uses of the copyrighted works of others.

The factors in law that guide decisions regarding fair use are:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

These are the decision criteria that shall guide San Jose State University in the determination of fair use.

Extended discussion of the meaning and interpretation of these factors and illustrative court cases can be found in Fair Use of Copyrighted Works, a guide published jointly by CSU-SUNY-CUNY (1995) and incorporated by reference into this policy.* The application of these factors must be made separately, since they are compelling both alone and together in decisions regarding fairness of any use made of copyrighted materials. The CSU-SUNY-CUNY guide states: "If most factors lean in favor of fair use, the activity is allowed; if most lean in the opposite direction, the action will not fit the fair use exception and may require permission from the copyright owner" (p.15). Serious evaluation of each factor is essential for sound decision-making regarding fair use of each element of copyrighted material.

Application of Fair Use to Multimedia Production

The use of copyrighted materials in the development of multimedia products has provoked serious review of Section 107 of the Copyright Law. At San Jose State University, faculty, staff and students involved in multimedia production incorporating copyrighted materials shall accept the following obligations in order to assure compliance with the four factors that address fair use:

Copyrighted materials to be incorporated within multimedia products must be lawfully acquired.

Proper attribution and credit with citations to sources must be noted for all copyrighted works included in all multimedia programs prepared by faculty, staff, and students, including those prepared under fair use.

Notice that certain materials within the multimedia program have been included under the fair use exemption of the Copyright Law must be presented on the opening screen of the production, noting that they are restricted from further use.

Faculty, staff, and students shall seek permission before using copyrighted works in multimedia productions for commercial reproduction and/or distribution.

* Copies of the guide are available from Clark Library, the Alquist Center for Innovative Learning, and the Office of Graduate Studies & Research. Electronic versions are available on the home page of the Consortium for Educational Technology for University Systems:

<http://www.cetus.org>

Balancing Privilege and Respect

Administrators, faculty, staff, and students are encouraged to assert the fair use privileges permitted by Copyright Law in the pursuit of teaching and scholarship, the preservation and dissemination of information to the university community, and the involvement of students in creative works for classroom and/or personal use. At the same time, all members of the university community shall exercise due diligence in respecting the rights of copyright holders and are asked to observe the following precautions in the use of copyrighted materials:

Caution must be exercised in using digital material downloaded from the Internet since there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and some copyrighted works may have been posted to the Internet without the proper authorization of the copyright holder.

Caution must be exercised when copyrighted materials are to be disseminated over an instructional (digital and/or audio-visual) network. Access to these materials must be protected by password, dedicated server, limited IP addresses or other appropriate means and must be limited to students enrolled in the course for which they were developed.

Caution must be exercised in the retention and use of student projects intended to be kept by the student as part of his/her portfolio when the project includes copyrighted materials. The student project should note the inclusion of copyrighted materials and prohibition against duplication in any non-educational or for-profit setting.

Caution must be exercised in the development of multimedia prototype lessons by the faculty when they include copyrighted materials. Clear notice should be given that the lesson has been developed for research purposes, contains copyrighted materials, and may not be duplicated or used, except for research and testing.

In order to respect the integrity of the original creation, caution must be exercised when making any alterations in a copyrighted work. Any alterations must be clearly described. Permission to use may often need to be sought.

By promoting the informed application of the four factors in the Copyright Law and the observance of cautions in this policy, San Jose State University will advance the protection of higher education's right to make a fair and balanced use of copyrighted materials in our mission to advance and disseminate knowledge.

Clarified by S98-12

S97-5 Post Tenure Review

Legislative History:

At its meeting of April 7, 1997, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

Supersedes S92-4

ACTION BY THE UNIVERSITY PRESIDENT:

"Approved as University Policy" signed Robert Caret, May 7, 1997.

POLICY RECOMMENDATION POST TENURE REVIEW

- WHEREAS: San Jose State University offers to faculty undergoing post tenure review the provision of opportunities to take a proactive approach that will lead to an enhancement of professional practice, with a focus on faculty career paths and the professorial "life cycle;" and
- WHEREAS: Substantial revisions to the current policy, S92-4 could provide for faculty undergoing post tenure review the opportunity to participate in reflection about career development in a formative and prospective nature; therefore be it
- RESOLVED: That the attached policy be implemented.
-

Post Tenure Review

Guidelines for Review of the Professional Effectiveness of Tenured Faculty

A. Introduction:

This policy is to provide a process whereby faculty performance is reviewed for the purpose of acknowledging, maintaining and improving a tenured faculty unit employee's performance. At San Jose State University the emphasis in post tenure review will be on providing opportunities to take a proactive approach that will lead to an enhancement of professional practice, with a focus on faculty career paths and the professorial "life cycle." Rather than following the traditional "summative" model of faculty evaluation employed in the RTP process, faculty involved in post tenure review are to be provided the opportunity to participate in reflection about career development; the review is to be of a formative or prospective nature. A variety of activities are provided in this policy as options.

B. Basis for Requirement

These guidelines are to provide for the periodic review of the professional effectiveness of tenured faculty in accordance with the minimum standards stipulated in agreement Provisions 15.29 through 15.31 and those clauses within the general provisions of Article 15 of the Agreement that specifically relate to tenured faculty.

C. Condition of Implementation

The purpose of post tenure review shall be to promote and maintain excellence in professional effectiveness. These reviews should be conducted in a positive atmosphere of constructive and beneficial communication between all involved. As based on these guidelines, the review of tenured faculty shall be conducted in such a way as to protect the principle of academic freedom in conformity with American Association of University Professors' policies of academic freedom and due process and the right of each faculty member to such protection.

D. Review Schedule

1. All tenured faculty members shall be reviewed once every five years of service. Exceptions to this are:

- a. Faculty who are reviewed for promotion need not be reviewed until the fifth year subsequent to that review.
- b. Faculty will not be reviewed while on sabbatical or on full-time leave-of-absence.

2. The department as a whole, through a designated committee, or through the chair, shall establish the five year review cycle and each fall shall inform the college dean of the faculty members to be reviewed that year. Faculty to be reviewed will be notified at the same time and provided with a copy of the present policy.

3. At the beginning of each academic year each college dean will forward the list of all faculty scheduled for post tenure review to the Office of Faculty Affairs so that these faculty may be invited to workshops, retreats, receptions, and other events focusing on faculty professional career enhancement opportunities.

E. Review Committee(s)

1. Departments shall establish one or more review committees. Except for full professors, no member of the committee(s) may participate in the review of faculty of equal or higher rank.

2. No review committee shall have fewer than two members in addition to the department chair. Should the department chair be of lower rank than the faculty member under review, the department chair shall designate someone to serve in his/her place. Should there be too few faculty of appropriate rank within the department to meet the minimum number required, the department will, in consultation with the college dean, select additional members from other departments.

3. No faculty member can be a member of a committee which is reviewing his/her own professional effectiveness. However, it is recommended that the faculty member under review should meet informally with the committee to engage in reflective dialogic process.

F. Review Content

1. Initial Review: The purpose of the Post Tenure Review is to review and acknowledge the professional effectiveness of a faculty member with reference to the scope and currency of their professional work, not only for the previous five year period, but particularly with reference to their current and future professional career plans . This, to the extent possible, should focus on a positive, formative, and proactive approach to enhancing faculty careers. To that end:

- a. The standard "Student Opinion of Teaching Effectiveness" (SOTE/SOLATE) ratings completed during the five year review cycle shall be considered. Additional assessment forms devised by the department, the college, or the faculty member under review should be reviewed if requested by that faculty member. Signed letters, written by students, graduates, or professional colleagues during the period of review may also be considered.
- b. Currency pertinent to the professional assignment of the faculty member shall be discussed.
- c. When a faculty member elects to engage in a reflective model focusing on his/her professional career as it relates to scholarly, professional or artistic work, teaching, work within the community, or service to the university he/she should have an opportunity to discuss with the committee any previously developed professional development plan(s); such plans may be prepared in advance, perhaps in consultation with the chair, college dean, Office of Faculty Affairs, or others designated to assist with faculty professional development.
- d. Additional Materials, including course green sheets, faculty developed course materials or a statement from the faculty member about his/her professional philosophy or style shall also be considered at the request of the faculty member.

2. Further Review

If the committee decides that a further review is necessary, it may take additional steps, such as those identified in University Policy S91-9, Evaluation of Effectiveness in Teaching for All Faculty, approved May 13, 1991.

Other information volunteered by the faculty member shall be considered.

G. Results of the Review

1. A written summary of the post tenure review shall be given to the reviewed faculty member by May 1, The reviewed faculty member may attach a written statement to it. The summary of the evaluation shall be placed in the faculty member's personnel file by May 15; the faculty member's response, if any shall be included when submitted. If areas for commendation and/or encouragement have been identified, the committee shall inform the faculty member.
2. The department chair, in every case, shall discuss the summary with the faculty member. When appropriate, the department chair shall also inform the faculty member about opportunities available within the department and elsewhere on campus for professional support and assistance. The summary shall be reviewed by the college dean and placed in the faculty member's Personnel Action File along with the faculty member's statement by May 15.

3. When the department chair's professional effectiveness is reviewed, the committee chair, or his/her designee, shall discuss the summary with the department chair.

S97-10 TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Legislative History:

At its meeting of May 12, 1997, the Academic Senate approved the following Policy Recommendation presented by Shirley Reekie for the Instruction and Student Affairs Committee.

Supplements: PD 95-04

ACTION BY THE UNIVERSITY PRESIDENT:

Awaiting signature 7/30/97.

POLICY RECOMMENDATION ON TESTING ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Whereas: The ad hoc Committee on Testing Accommodations for Students with Disabilities has devoted many hours to consideration of the matter of appropriately accommodating all students; and

Whereas: The technology to identify students with disabilities and our knowledge of disabilities have improved; and

Whereas: The number of students so identified has increased greatly in recent years, without corresponding increase in University resources; and

Whereas: Some faculty have expressed concern that accommodations may be overused and have indicated that more information related to understanding disabilities is desired; and

Whereas: Some students have expressed concern that some faculty are not knowledgeable about the legal and practical considerations concerning this matter; and

Whereas: The Disability Resource Center may not be able to meet students' needs regarding testing in a timely manner; therefore be it

Resolved: That possible new and innovative solutions to these problems should be explored jointly by faculty and the Disability Resource Center; and be it further

Resolved: That the attached policy be implemented immediately.

Testing Accommodations for Students with Disabilities

1. In order that faculty may be well acquainted with their responsibilities when students with disabilities are enrolled in their courses, a Faculty Guide shall be distributed as needed to all faculty, and every year to all new faculty. Both full and part-time faculty shall be included. Funding for this shall be allocated from University allocation to the Disability Resource Center.
2. The Disability Resource Center shall schedule a representative to attend a meeting with each department during Fall, 1997, to answer any questions regarding working with different disability populations, ADA (Americans with Disabilities Act) requirements, test accommodations or related matters. The Disability Resource Center and departments are expected to work together to share information about ADA material and disability matters as needed.
3. The Academic Senate of San Jose State University supports the position that adequate funding for the Disability Resource Center shall be considered a University funding priority to keep the University in compliance with ADA. Funding shall be made available from the University to hire additional personnel so that students who need to be tested to determine whether they have a disability may be tested in a timely manner.
4. Departments should include material about students with disabilities in any future workshops on diversity.
5. The University should consider it a priority to identify, and make available, rooms that may be used for testing accommodations.
6. Faculty are encouraged to include the following information (or words to this effect) on each course syllabus:

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

7. Any disputes regarding accommodations are to be resolved according to PD 95-04.
8. Faculty have the right to request signed verification of a student's disability from the Disability Resource Center.
9. Nothing in this policy shall be construed to imply that faculty must alter the essential elements of the program/curriculum to accommodate students with disabilities.

Modified by [S99-2](#)

S98- THE EMPLOYMENT OF TEACHING ASSOCIATES 10 AND GRADUATE ASSISTANTS

Legislative History:

At its meeting of May 4, 1998, the Academic Senate approved the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

Replaces: F91-4

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted as University Policy." Signed Robert Caret, 6-18-98

Policy Recommendation
The Employment of Teaching Associates and Graduate Assistants

WHEREAS: The employment of students as teaching associates and graduate assistants at San Jose State University, properly regulated, can benefit the University and its students; therefore be it

RESOLVED: That the attached be approved as University policy on the Employment of Teaching Associates and Graduate Assistants.

POLICY RECOMMENDATION ON THE EMPLOYMENT OF TEACHING ASSOCIATES AND GRADUATE ASSISTANTS

1. Purpose of Employment.

The employment of Teaching Associates and Graduate Assistants at San Jose State University provides graduate students with an opportunity to gain supervised teaching experience in fields related to their advanced study, while simultaneously maintaining the highest possible standards of undergraduate instruction. To these ends, each school, department or program employing Teaching Associates (TAs) or Graduate Assistants (GAs) shall, in consultation with the AVP for Graduate Studies and Research and the AVP for Faculty

Affairs, develop and maintain guidelines for their employment, establishing the application process, qualifications, job descriptions, placement in the pay scale, process for removal due to unsatisfactory performance, rights and obligations, expected progress toward the degree, and minimum grade point average. These guidelines shall be distributed to all graduate students and supervising faculty members in the employing school, department, or program.

2. Eligibility for Employment.

To be eligible, graduate students shall be enrolled in classified graduate programs of study, for a minimum of three units of coursework per semester, except for students in the final semester before receiving the degree, who shall be enrolled for a minimum of one unit. Students shall have had a course or workshops leading to competency in teaching in the discipline, or teaching experience, prior to working as TAs, but they shall not be required to enroll repeatedly in such a course, or series of courses, credit-bearing or otherwise, as a condition of employment. All TAs and GAs shall work under the close supervision of a faculty member, and the school, department, or program employing them shall bear the financial burden of their supervision. Students shall not earn academic or intern credit for serving as a TA or GA. Appointment as a TA shall be limited to a total of four semesters. Appointment as a GA, or any combination of GA and TA, shall be limited to a total of six semesters. Use of the Teaching Associate classification shall not result in the layoff of regular faculty.

3. Limitations on Employment.

In any one semester, a student shall be employed as a TA or GA, or any combination of the two, for no more than twenty hours per week, which for TAs is the equivalent of a maximum of six Weighted Teaching Units (WTUs) of lecture or discussion sections or a maximum of eight WTUs of laboratory sections. TAs shall be appointed to teach either .20 (one course) or .40 (two courses) per semester. According to the need for their services, GAs shall receive semester appointments of 5, 10, 15, or 20 hours per week. These semester appointments are in contrast to the employment of Student Assistants and Research Assistants, who may be either undergraduate or graduate students, and who are hired on an hourly basis. Unlike TAs and GAs, Research Assistants may not be paid with instructional funds, nor may they be assigned any teaching duties, nor may they serve any directly instructional function. Student Assistants may be paid with instructional funds and may serve as readers or tutors, but -- unlike TAs and GAs -- they may not perform both functions for a particular class, nor may they make presentations in a class.

4. Graduate Assistants.

A Graduate Assistant provides instructional support, and may assist faculty or

teaching staff with various professional and technical activities, and may also be assigned instructional duties in support of a specific course, such as grading student work, creating teaching aids and course materials, and meeting with students from the course for discussions or tutoring. GAs shall not be responsible for the instructional content of a course, for selection of student assistants, for planning examinations, or for determining the final course grades of students, nor shall they be assigned responsibility for instructing the entire enrollment of a course, or for providing the entire instruction of a group of students enrolled in a course.

5. Teaching Associates.

A Teaching Associate is an instructor who may perform any and all of the duties of GA, and, under faculty supervision, may also be in the instructor of record, normally for a lower-division course, or for a seminar or laboratory section of a large lower-division course. Teaching Associates shall work under the supervision of an individual faculty member designated by the Department Chair. Such supervision shall include periodic meetings between the supervising faculty member and each TA over the course of each semester, in addition to at least one classroom visitation by the supervising faculty member per section per semester. For each section taught, the classroom performance of TAs shall be evaluated in writing by the supervising faculty member, as well as by the students using the university's standard "Student Opinion of Teaching Effectiveness" (SOTE) surveys.

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S98-12**Guidelines for the Evaluation of the Performance In Assignment of Tenured Librarians****Legislative History:**

At its meeting of May 11, 1998, the Academic Senate passed the following Policy Recommendation presented by David McNeil for the Professional Standards Committee.

Rescinds : S90-12
Clarifies : S97-5

ACTION BY THE UNIVERSITY PRESIDENT:

"Accepted as University Policy." Signed Robert Caret, 6-28-98

Policy Recommendation**Guidelines for the Evaluation of the Performance In Assignment of Tenured Librarians**

WHEREAS:

When S97-5 became policy, it provided for the Post-Tenure Review of tenured faculty members; and

WHEREAS:

The policy does not explicitly include the post-tenure review of tenured non-teaching faculty; therefore be it

RESOLVED:

That University Policy S97-5 in its reference (Section D. 1) to "all tenured faculty members" apply to all Unit 3 (Faculty) members, including librarians and other non-teaching faculty; and be it further

RESOLVED:

That University Policy S90-12 ("Guidelines for the Evaluation of the Performance in Assignment of Tenured Librarians") be rescinded.



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S99-2

At its meeting of February 1, 1999, the Academic Senate passed the following Policy Recommendation presented by Annette Nellen for Professional Standards Committee.

**POLICY RECOMMENDATION
MODIFICATION TO S98-10
THE EMPLOYMENT OF TEACHING ASSOCIATES AND
GRADUATE ASSISTANTS**

Whereas: S98-10 refers to "classified graduate programs of study" rather than "classified graduate students," and

Whereas: S98-10 limits the appointment of teaching associates to either .20 (one course) or .40 (two courses) per semester, and some departments have class and lab configurations that result in variations on this requirement, yet normally do not exceed 20 hours of employment per week

Whereas: Latitude in class and weighted teaching units (WTU) should be allowed to reflect department needs as long as the 20 hour per week workload is not exceeded and the six WTU of lecture or discussion sections or eight WTU of laboratory sections for teaching assistants is not exceeded without advance approval of the AVP for Faculty Affairs and the AVP for Graduate Studies and Research.

Resolved: That S98-10 be modified as shown in the attached policy.

Approved:

Present: Bienenfeld, Edgar, Huang, Lee, Merighi, Mesher, Nellen, Romig, Wall

Absent: Green, Harper

Vote: 9-0-0

Financial Impact: None

ACTION BY UNIVERSITY PRESIDENT: Approved by President Robert Caret on March 4, 1999.

POLICY RECOMMENDATION ON THE EMPLOYMENT OF TEACHING ASSOCIATES AND GRADUATE ASSISTANTS

1. Purpose of Employment.

The employment of Teaching Associates and Graduate Assistants at San Jose State University provides graduate students with an opportunity to gain supervised teaching experience in fields related to their advanced study, while simultaneously maintaining the highest possible standards of undergraduate instruction. To these ends, each school, department or program employing Teaching Associates (TAs) or Graduate Assistants (GAs) shall, in consultation with the AVP for Graduate Studies and Research and the AVP for Faculty Affairs, develop and maintain guidelines for their employment, establishing the application process, qualifications, job descriptions, placement in the pay scale, process for removal due to unsatisfactory performance, rights and obligations, expected progress toward the degree, and minimum grade point average. These guidelines shall be distributed to all graduate students and supervising faculty members in the employing school, department, or program.

2. Eligibility for Employment.

To be eligible, graduate students shall be enrolled in classified status in a graduate programs of study, for a minimum of three units of coursework per semester, except for students in the final semester before receiving the degree, who shall be enrolled for a minimum of one unit. Students shall have had a course or workshops leading to competency in teaching in the discipline, or teaching experience, prior to working as TAs, but they shall not be required to enroll repeatedly in such a course, or series of courses, credit-bearing or otherwise, as a condition of employment. All TAs and GAs shall work under the close supervision of a faculty member, and the school, department, or program employing them shall bear the financial burden of their supervision. Students shall not earn academic or intern credit for serving as a TA or GA. Appointment as a TA shall be limited to a total of four semesters. Appointment as a GA, or any combination of GA and TA, shall be limited to a total of six semesters. Use of the Teaching Associate classification shall not result in the layoff of regular faculty.

3. Limitations on Employment.

In any one semester, a student shall be employed as a TA or GA, or any combination of the two, for no more than twenty hours per week. Normally, the maximum TA assignment is considered to be six weighted teaching units (WTUs) of lecture or discussion sections or eight WTUs of laboratory sections. Any assignment that combines lab and lecture sections, that includes other types of class configurations, or that exceeds these recommended maxima must be clearly defined in the departmental TA guidelines and approved in advance by the AVP for Faculty Affairs in consultation with the AVP for Graduate Studies and Research. Detailed justification is required to establish that such assignments do not commit the TA to an instructional assignment that exceeds the twenty hour per week guideline.

According to the need for their services, GAs shall receive semester appointments of 5, 10, 15, or 20 hours per week. These semester appointments are in contrast to the employment of Student Assistants and Research Assistants, who may be either undergraduate or graduate students, and who are hired on an hourly basis. Unlike TAs and GAs, Research Assistants may not be paid with instructional funds, nor may they be assigned any teaching duties, nor may they serve any

directly instructional function. Student Assistants may be paid with instructional funds and may serve as readers or tutors, but -- unlike TAs and GAs -- they may not perform both functions for a particular class, nor may they make presentations in a class.

4. Graduate Assistants.

A Graduate Assistant provides instructional support, and may assist faculty or teaching staff with various professional and technical activities, and may also be assigned instructional duties in support of a specific course, such as grading student work, creating teaching aids and course materials, and meeting with students from the course for discussions or tutoring. GAs shall not be responsible for the instructional content of a course, for selection of student assistants, for planning examinations, or for determining the final course grades of students, nor shall they be assigned responsibility for instructing the entire enrollment of a course, or for providing the entire instruction of a group of students enrolled in a course.

5. Teaching Associates.

A Teaching Associate is an instructor who may perform any and all of the duties of GA, and, under faculty supervision, may also be in the instructor of record, normally for a lower-division course, or for a seminar or laboratory section of a large lower-division course. Teaching Associates shall work under the supervision of an individual faculty member designated by the Department Chair. Such supervision shall include periodic meetings between the supervising faculty member and each TA over the course of each semester, in addition to at least one classroom visitation by the supervising faculty member per section per semester. For each section taught, the classroom performance of TAs shall be evaluated in writing by the supervising faculty member, as well as by the students using the university's standard "Student Opinion of Teaching Effectiveness" (SOTE) surveys.



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S99-4

At its meeting of March 1, 1999, the Academic Senate passed the following Policy Recommendation presented by Ann Doordan for the Curriculum and Research Committee.

POLICY RECOMMENDATION
Degree Termination

Replaces: S79-12, F79-3,F79-2, F83-3

Whereas: Termination of a degree program is a serious undertaking that requires sufficient time for all involved in the process to complete a thorough and thoughtful review, and

Whereas: This review process must be balanced by the need to facilitate future planning for enrollment in the program(s) under consideration, and this requires that the review process be accomplished in a timely manner. Therefore, be it

Resolved: That the attached policy be implemented as soon as it is administratively possible.

Approved

Present: Doordan, Dorosz, Fisher, Hamill, Holscher, Lessow-Hurley, Nuger, Redfern, Sree-Harsha, Van Hooff

Absent: Burton, Canziani, Singh

Vote: 10:0:0

Financial Impact: None

ACTION BY UNIVERSITY PRESIDENT:

"Approved as University Policy" signed Robert Caret, March 4, 1999

DEGREE TERMINATION POLICY

- 1. Scope of Policy.** This policy governs the termination of any graduate or undergraduate degree or concentration. The termination of emphases, options, minors, and certificates shall proceed under normal curricular review processes.¹ Under all circumstances of termination of degree or concentration, provision shall be made for currently enrolled students to complete their degrees. Insofar as possible, termination of emphases, options, minors and certificates shall also provide opportunities for students to complete those curricular paths.
- 2. Termination initiated by the department (or equivalent academic unit).** Termination of a degree path often occurs through reorganization of existing courses into new degree paths. Two or more concentrations are often collapsed into a smaller number, and occasionally degrees and/or concentrations are merged across degree lines (e.g., a BS concentration merged into a BA). Such condensation/terminations are a normal part of curricular development and as such are subject only to normal curricular review processes initiated in departments and reviewed by appropriate college and university committees and offices. These curricular review bodies shall take into consideration any objection to the curricular change that is posed by dissenting faculty, students, or members of the public.
- 3. Termination initiated by College Dean, in consultation with or at the request of the Provost.**
 - 3.1 If the department, following its normal curricular review procedures, concurs with the Dean's written termination request, then termination shall proceed under the conditions of Section 2 of this policy. This department decision shall be made within 20 faculty duty days (as specified in the current year's academic calendar) of referral by the Dean.
 - 3.2 If the department, following its normal curricular review procedures, does not concur with the termination request, the department Chair shall report this outcome to the Dean within 20 faculty duty days of the Dean's termination request. Then the proposed termination shall be subject to the following procedures. Both the Chair's and the Dean's report discussed in the following sections must address potential issues of faculty lay-off, re-assignment to a different academic unit, or change in academic responsibilities of affected faculty, or other personnel matters covered by the current Bargaining Unit Contract. Both the Chair's and the Dean's report must also address resources necessary to support program continuation, and resource implications of termination.
 - 3.2.1 No later than 15 faculty duty days after the department decision not to terminate the degree path, the department Chair and the College Dean shall provide to the College

¹ On the SJSU campus, only degrees and concentrations are noted formally on the diploma and transcript. Emphases and options exist within degrees and concentrations as curricular paths, but are not formally designated on diplomas or transcripts, nor are numbers of students in emphases or options tallied in the University's various statistical reports.

Curriculum Committee complete written arguments respectively against and for termination. The Chair's arguments shall contain a full report of departmental deliberations, and may also include other materials that support the department's position, including but not limited to student petitions, statements from other campus personnel, and statements from the public. The Dean's arguments shall include whatever materials the Dean believes appropriate to the discussion.

3.2.2. No later than 25 faculty duty days after receipt of materials from the Chair and the Dean, the College Curriculum Committee shall make written recommendations to the Undergraduate or Graduate Studies Committee (as appropriate). During its deliberations, the College Curriculum Committee shall conduct one well publicized public hearing for a minimum of two hours (or less if all present have had an opportunity to speak). This hearing shall be conducted by the Chair of the Undergraduate or Graduate Studies Committee, and must be attended for its full duration by a quorum of the College Committee. The session must be video-recorded and must also be attended or viewed by the Department Chair, the Dean, and the Associate Vice President for Graduate Studies or the Associate Vice President for Curriculum and Assessment. Members of the Undergraduate or Graduate Studies Committee, and the Curriculum & Research Committee, shall be notified of the hearing and invited to attend.

3.2.3. No later than 15 faculty duty days after receipt of materials from the College Committee, the Graduate or Undergraduate Studies Committee shall make a written recommendation for or against termination. This recommendation, all prior recommendations and reports, and any statement the Committee wishes to make, shall be forwarded to the Curriculum & Research Committee and to the Provost.

3.2.4. No later than 20 faculty duty days after receipt of materials from the Graduate or Undergraduate Studies Committee, the Curriculum & Research Committee and the Provost shall forward their independent recommendations to the University President. At its discretion, the Curriculum and Research Committee may ask the full Senate to report to the President in its stead.

3.2.5. If the President decides that the program shall be terminated, a report shall be forwarded to the Chancellor's Office for review. If the termination is approved by the Chancellor, the campus Academic Master Plan shall be altered, and program termination publicized appropriately.



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S99-11

At its meeting of May 3, 1999, the Academic Senate passed S99-9 presented by Annette Nellen for the Professional Standards Committee resolving that the following policy be issued as a new policy.

POLICY RECOMMENDATION

CONFLICT OF INTEREST POLICY FOR PRINCIPAL INVESTIGATORS

Background

San José State University actively encourages increased involvement of academic researchers and educators with industry and with private entrepreneurial ventures. However, such involvements create an increased risk of conflict between the private interests of individuals, the companies with which they are involved, and the public interest that Federal funding serves. SJSU has adopted policies to regulate potential conflicts of interest among its grantees and its investigators in order to protect the funded research from bias.

The National Science Foundation and the Department of Health and Human Services (NIH-PHS-HHS) are adopting parallel policies on Investigator Financial Disclosure that are relatively consistent. The CSU has had a policy related to Conflict of Interest in effect since 1985. The SJSU Conflict of Interest Policy incorporates requirements from the federal funding agencies and the CSU into its policy.

Investigator Disclosure

Investigators must disclose significant financial interests at the time of proposal submission and update this information annually or as new interests are obtained during the life of the award.

- Investigator

Investigator is defined as principal investigator, co-principal investigator, and any other person who is responsible for the design, conduct, or reporting of the sponsored project. In addition, disclosure must be made for each investigator's spouse and dependent children.

- Significant Financial Interest

Significant financial interest is defined as any financial interest that a principal investigator would have that would reasonably appear to be directly and significantly affected by the sponsored activities or any interest that a principal investigator would have in entities whose financial interest would reasonably appear to be directly and significantly affected by the sponsored activities. Financial interest includes salary or payment for services outside the parameters of the award, interests in business enterprises more than \$1,000 or 5 percent ownership interest, and intellectual property rights.

Institutional Certification

Certification will be performed by the Associate Vice President for Graduate Studies and Research (AVP GS&R) and will be based on information provided by the Investigator on the Conflict of Interest Disclosure Form (Attachment A). The AVP GS&R will review disclosures, assess their potential for

conflicts of interest, confer with the Board of Academic Freedom and Professional Responsibility (as needed) if a potential conflict is identified, and develop resolution strategies with the investigator to manage, reduce or eliminate such conflicts.

- *Resolution Plan*

A Resolution Plan must be implemented prior to award. The Resolution Plan must be in writing and approved by the AVP GS&R and the College Dean.

Resolution Options may include but are not limited to:

- public disclosure of significant financial interests
- monitoring of research by independent reviewers
- modification of the research plan if necessary to avoid conflict of interest
- disqualification from participation in the portion of the project that is affected by the significant financial interest
- divestiture of significant financial interests
- severance of relationships that create actual or potential conflicts

- *Enforcement Mechanisms and Sanctions*

Potential violations of the Conflict of Interest Resolution Plan shall be handled by the Board of Academic Freedom and Professional Responsibility which monitors the state of academic freedom and professional responsibility at SJSU. The Board of Academic Freedom in conjunction with the AVP GS&R will establish and enforce appropriate sanctions based on the specific conduct of an investigator failing to follow the approved Resolution Plan.

Documentation and Record Maintenance

The SJSU Foundation will maintain records related to all disclosures and ensure that follow-up reporting is conducted in a timely manner.

History

This policy was originally created by S95-9 and was added as an appendix to S93-12, Academic Freedom and Professional Responsibility. In Spring 1999, it was removed from S93-12 to stand as a separate policy because it does not apply only to faculty.

ACTION BY THE UNIVERSITY PRESIDENT: Approved by President Robert Caret on May 4, 1999.