

2024-2025 Academic Senate Minutes
May 5, 2025

I. Call to Order and Roll Call

The meeting was called to order at 2:00 p.m., and 45 Senators were present.

Ex Officio: Present: Curry, Rodan, Lacson, Sasikumar, Van Selst Absent:	HHS Representatives: Present: Baur, Chang, Sen Absent:
Administrative Representatives: Present: Del Casino, Fuentes-Martin, Nosek, Teniente-Matson Absent: Dukes	COB Representatives: Present: Chen, Pruthi, Vogel Absent:
Deans / AVPs: Present: d'Alarcao, Meth, Absent: Kaufman, Shillington	EDUC Representatives: Present: Mathur, Munoz-Munoz Absent:
Students: Present: De Oliveria, Gambarin, Joshi, Nwokolo, Absent: Brown, Swaminathan	ENGR Representatives: Present: Elahi, Sullivan-Green, Wong Absent: Bellofiore
Alumni Representative: Absent: Vacant	H&A Representatives: Present: Frazier, Kataoka, Lee, Riley, Shojaei Absent: Han
Emeritus Representative: Present: Jochim Absent:	SCI Representatives: Present: Heindl, Shaffer, Madura Absent: Muller
Honorary Representative: Present: Peter, Lessow-Hurley Absent:	SOS Representatives: Present: Buyco, Hart, Meniketti, Pinnell Absent: Raman
General Unit Representatives: Present: Johnson, Pendyala, Masegian, Velarde Absent:	

II. Land Acknowledgement:

Senator Curry read the land acknowledgement.

III. Approval of Academic Senate Minutes:

A. Draft Senate Minutes of April 14, 2025- approved unanimously

IV. Communications and Questions

A. From the Chair of the Senate

What a privilege and pleasure it has been to have the undivided attention of the crème de la crème of SJSU, the senators of this university. I'm aware this is the last time in two years that I will have this opportunity, and I was tempted to use it to talk about what I have learned, and also to thank the long list

of people who have helped me along the way. However, I'm aware that we are on a very tight schedule today, and it is absolutely necessary to end the meeting a few minutes before 4 PM, so that the new senate can be seated. Therefore, I will email my gratitude and my lessons learned instead.

I would like to however, acknowledge the following departing senators in alphabetical order: Alessandro Bellofiore, Marc D'Alarcao, Behin Elahi, Yoon Chung Han, Michael Kaufman, Sabrina Pinnell, Gilles Muller, Michael Meth, and Audrey Shillington. To the student senators who are stepping off, best of luck to you for finals and for your future projects. Please collect your certificates after the meeting!

There's a special group of senators who have been on the Senate for at least ten years, and they are being honored this year with plaques: Julia Curry, Ravisha Mathur, Shannon Rose Riley, Soma Sen, and Laura Sullivan-Green.

I'll end with a request to everyone to be mindful of time today as they frame questions and respond to the policies, reports, and resolutions. And finally, best of luck to my colleagues who are standing for elections for Senate Offices.

B. From the President

I want to thank and acknowledge the leadership the Senate Chair has provided to the Academic Senate. Under your leadership, we have adopted a new Senate structure that includes staff, which is an enormous accomplishment among other things. Your legacy will be cemented into Academic Senate history.

Senate Bill 550, which Senator Cortese introduced, explores the concept of a Lincoln Law School having some affiliation with San Jose State University. This bill came out of the Judiciary Committee last Thursday and will now move to Appropriations. I have been consulting with the Senate Chair as this has been moving through. It is not a bill that SJSU is leading. We're responding to this bill, and the intent of the senator is for us to have meaningful conversations and to explore. The university is not in a position to explore an affiliation with any sort of law school because of the Master Plan. So the senator's intent in this legislation is to provide that on-ramp. In the press, Senator Cortese accurately stated that I was open to the conversation because when he called to let me know this bill was being submitted, I said, "Yes, sir, I am open to the conversation." That was really the extent of the significance of the conversation that occurred. So if this continues to move forward, members of the president's leadership team and I, in collaboration with the government affairs team of the CSU, will be in conversation. They have the same concerns that we have about the Master Plan and funding.

We had two candidates for the VP of Administration and Finance position here last week, and we continue to move through candidates to determine if we will bring someone else on or go through the background and references of the candidates we have. My intent is to have this search complete before the end of the academic semester.

On April 29th, we had a CSU executive leadership team meeting, and a lot of the meeting was spent talking about the budget. The current status of the budget has not changed. As described at the budget town hall, the university is adopting two scenarios: a 3.3% reduction and a 4% reduction. We are planning for both scenarios going forward. As I have expressed to AS leaders and students, it is not in our

plan to reduce faculty. Our intent is to preserve instruction and support for students, but we will have to take cuts, which will manifest themselves in a number of other ways.

At the American Association of State Colleges and Universities strategic planning meeting, SJSU was selected to join the AASCU strategic planning initiatives to adopt the Post-Secondary Values Success Report, which was funded by the Gates Foundation. They have selected five universities across the nation to do a deep dive into goal one, which is all about student success. The module has three lanes: access, affordability, and completion. We are not paying for this work; it is being paid for by AASCU and the consulting team.

Questions

Q: Our Day of Giving was very successful; however, when I looked at the individual crowdfunding projects across the colleges, they were not as successful. Many of them did not reach their goals. Has there been a discussion with advancement regarding how to support those individual crowdfunding projects? If not, could there be something for next year in terms of the timing of when that Day of Giving occurs and how to support those individuals' projects?

A: In our strategic planning with both campus leadership and the Tower Foundation, we are looking at all the priorities by college and by unit to lift those priorities, so that we have more concrete fundraising plans to advance those.

V. Executive Committee Report:

A. Minutes of the Executive Committee:

Executive Committee Minutes of April 7, 2025

Executive Committee Minutes of April 21, 2025

Executive Committee Minutes of April 28, 2025

B. Consent Calendar- No Consent Calendar

I. Unfinished Business:

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

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

Senator Sullivan-Green presented AS 1894 Academic Integrity (First Reading)

Our academic integrity policy is very extensive and needs major review in part due to the many requests and questions that we have had regarding AI in our curriculum and its appropriate use. And for providing additional guidelines and oversight for any instructor who may find themselves in need of using the policy. We have made many grammatical and organizational changes that occur throughout the policy.

We kept in mind the various people and groups involved and the potential issues that may arise from any sanctions that may have been imposed as a result of an integrity violation. On page five, we have added that the ADRRC must review academic sanctions that are referred to them by SCED based on recommended sanctions for similar types of violations. This is to ensure we have consistency across the campus. There have been several guidelines and policies in place to ensure that students are penalized consistently across campus and that sanctions are imposed proportionately to the incident. In section 4, there are timelines for reporting incidents as well as for students responding to incidents so that these violations are handled in a timely manner. That is tied to Executive Order 1098 as well. People from Undergraduate Education, CGS, and SCED have widely revised these changes. The area we are looking for the most feedback on is the levels of offenses and recommended sanctions, which is a new section. There has been significant discussion over exactly how the wording would be. 5.2.1 has two different options for language. One of the considerations that we were not quite sure about was evidence of intent, because we all know students make integrity violations without necessarily intending to do so.

Q: Under the definition of plagiarism, are we going to count misuse of AI sources as plagiarism?

A: In 2.1.8, it says “ any authorized use of technology per guidelines established by the instructor, including but not limited to generative AI and tutoring sites,” so it would be included in the cheating section. In response to this, the syllabus policy would need to be updated to mandate that instructors have a clear AI policy.

Q: The 10-day timeline for faculty to report cheating is going to put pressure on faculty.

A: Yes, we had a lot of discussion on when that stop time was for identifying and reporting an infraction, very much related to grading. Given that we do have a policy that says grading must be done in a timely manner, typically within two weeks of submission. We are assuming that that is part of it, with the recognition that it's not going to always be perfect due to workload and things like that.

Q: If the appeals process is not completed in compliance with the timeline we are supposed to give the student an incomplete?

A: No, they should be assigned a grade. We have discussed with the Registrar that a grade can be changed even as a transcript is finalized. So it is possible to change that grade, but the intent is that the grade will be assigned, and then the process will continue.

C: That would need to be clear to faculty because it is understood that you change a grade if you have made a mistake. This also could lead to confusion at the end of a semester, when many of us are trying to get our grades done in an increasingly shrinking window of grade calculation. If this puts pressure on them, they can make decisions very quickly at the end of a semester. Some of them may say I'm not going to go after the student for cheating, it's not worth it. We don't want to decrease the potential for cheaters to be able to sneak early.

A: There is language in here that explains that the department chairs need to be sure that they are sharing this information and process with their faculty. We've also recognized, that we are trying to make sure that instructors have easy access to this information in one place so that it will help instructors identify all of these policies that are related to instructional activities, related to grading, related to their syllabus, related to academic integrity, so that our faculty can be informed in general about what's expected. The reason that we are pressing this, especially at the end of the semester, because we have instances where faculty are not reporting any academic activity until the end of the semester, or they are dragging on for an excessive amount of time which is why we're putting the timelines in, and these do match with EO

1098.

Q: Has the committee discussed the interface of the ADRRC, SCED, and the Board of Professional Responsibility so that there is no overlap?

A: We will review that.

Q: Since the committee is inserting this section on levels of offense, a problem I can foresee is that faculty do not know when they are reporting an offense, or whether that person has had previous offenses. How can we judge a level of severity when we don't know the background of that particular individual? Is there someone who will make that judgment and write this policy, not establish that the seventh appearance should be treated differently from an earlier offense?

A: That would go under SCED's responsibility. The instructor is not entitled to any background about previous incidents. So SCED would make the assessment, and usually, they are more about education than penalization for violating the integrity policy.

Q: How would we handle a situation where a student was assigned a grade and then the hearing happened, but that was the student's last course needed for graduation, and the hearing comes back and shows the student did cheat? Are we rescinding their degree? That would have major implications. Also, do we know if the workload increases for the various committees if more incidents start being reported? How long would it take to get through all of those hearings?

A: There is the recognition that ADRRC might be meeting more frequently depending on the workload. Maybe twice a month instead of once. Regarding conferring degrees, that is the reason why we are trying to ensure there is a timeline so that we can address these things as quickly as possible, so that we don't end up in a situation like that. But the assumption is that the grade will be assigned with the sanction that was imposed, and then allow the process to follow through. That is also why there is a section in here that even though we have a policy that says grading is the purview of the instructor of record, it does offer the opportunity for the department chair or associate dean to intervene when a faculty either may be unavailable, or it's summer.

Q: This is an academic process, and I am not sure the oversight piece belongs to the student content. So I'm wondering if we need a different infrastructure to handle academic integrity that is managed within Academic Affairs, compared to student conduct. I think the workload in that office has grown exponentially, and I think it's underestimated here. To the question of multiple violations when I was an associate dean, that is what I did, since the faculty did not know. This also protects the faculty from having to take on this extra stuff with the record. I don't think that the policy, as written now, will be easy to manage.

C: In ISA, we did meet with someone from the student conduct office, but from my understanding, it is just her and another person who are taking on the majority of these conduct cases. I think it might be worth having more conversations with student conduct about how much they can take one.

A: I think with this policy, the big work shift load is more with ADRRC than SCED; however, SCED was consulted on this, and they did provide feedback and suggestions

Q: The student code of conduct is a CSU policy; we do not have one that is unique to SJSU. In the CSU policy, academic dishonesty is one of the categories of student misconduct. If there is ever a time at the

very end of someone's academic career, when they commit cheating, that is so outrageous that it requires failing them in the course or suspending them from the institution, revocation of a degree is an option. It would not be done independently. It would be in consultation with academic colleagues.

A: We are bound by EO 1098, and we just want to make sure that we are adding the levels of offense and the response so that violations are proportional to the punishments and they are reasonably consistent across campus.

C: That is why it is centralized, so if someone cheats in one major compared to the other, there's one place that all the incidents come to, and we do have a matrix. I think this is something we're pretty good at, but we will definitely work in partnership with academic colleagues to interpret each situation.

Q: Is there going to be an effort in policy to understand the root of dishonesty in academics, particularly with AI? From what I understand, anecdotally, the majority of cases are not reported. Is there going to be an attempt to figure out how policy might discourage cheating?

A: We are hoping that on both the student side and the instructor side, we can improve people's access to this information so that they're not hunting for things when they realize there was a violation. The hope is to be able to provide that additional guidance to instructors so that instructors will not wait till the end of the semester to report an integrity violation.

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

Senator Baur presented the Report on the Merger of the Departments of Environmental Studies and Urban and Regional Planning.

We were asked about the report O&G is generating on the merger of the Department of Environmental Studies and Urban and Regional Planning. We are still working on that report, and we anticipate having it prepared and delivered as per Senate policy by the end of the semester.

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

Senator Wong presented a Report on the AI Forums and Survey: Summary and Proposed Considerations

C&R had two AI Forums and a survey. Our report summarized what we have received from the faculty on AI education at SJSU. The first section is about the background and the logistics of how we collected the data. The second section summarizes the discussion of C&R from three different meetings, and due to time constraints, we do not suggest any campus-wide policy because it is complicated and we need a lot of time to discuss it. C&R did come up with some guidance for faculty and students on AI. Which can be used to construct future policies. In the final section, we proposed three referrals to ISA, PS, and C&R on how we can, at this stage, improve the policy regarding AI use.

D. University Library Board (ULB):

E. Professional Standards Committee (PS):

II. Special Committee Reports:

III. New Business:

Senator Riley presented AS 1893 Sense of the Senate Resolution: Support for, and Solidarity with, International Faculty, Scholars, Staff, and Students (Final Reading)

We felt that we did not want to be silent, but did not want to say anything that would put us unnecessarily in a difficult position. While drafting this SoS, the Call for Constructive Engagement came out, and we thought that gave us the ability to call on work we are already doing and say more. We did not want to only ask the university to do things, but ourselves as well.

Q: Can someone comment on the status of the revoked visas, and is that continuing or on pause?

A: There is a visa revocation where you can't re-enter the country if you left, and SEVIS termination is when you cannot be in the country to do anything. What we are seeing is the SEVIS terminations being revoked, except for one person at this point. I'm not sure all the visas have actually been reinstated. So if any one of those students leaves the country, they're going to have to apply for a new visa to come back in.

C: Under many people's leadership in the administration, we're supporting every student in every way possible when we become aware of their status or status question. We're working with AS and others to continue to make them aware and to encourage and provide network support for students who are at risk.

Q: Is it possible for our administration to act on items 4-11?

A: We have looked at 4-10 pretty extensively and reviewed them. 11 is the most difficult statement because indicating whether we would join in a lawsuit or not has so many factors. I think the parenthetical phrase "if possible or necessary," provides the leniency that the university will need to be able to support something like this. In the footnote for number 10, the reference below refers to services that we are already providing for legal support through a non-profit organization in the community.

AS 1893 passed 39-0-0

Senator Mathur made a motion to suspend the standing rules to present AS 1895 Sense of Senate Honoring and Thanking Dr. Karthika Sasikumar for her Service in the Senate.

The motion was seconded and approved unanimously

The SoS was read aloud and approved by acclamation

IV. State of the University Announcements:

A. CSU Statewide Representative(s)-

It is my honor to give my last report to the Senate. There is not much to report since our meetings are this week, beginning on Wednesday. Many issues have been raised this time, having to do primarily with the Executive Orders. Thank you for your support and the opportunity to serve you.

B. AS President

Our last Board of Directors meeting is on Wednesday, and we'll be closing out the year, then right after the first Board of Directors meeting of the 25-26 AY will take place. Our incoming AS President, Katelyn Gambarin, is here. Per my email this morning, we do have a couple of places on our Board of Directors open. We are currently finishing reviewing and interviewing for the Director of Legislative Affairs, and hopefully will have that filled by the end of the year. We also have the Director of Academic Affairs, Intercultural Affairs, and Civil Rights and Responsibilities that will need to be filled sometime during the summer. So, please reach out to your students who might be interested. Earlier today, I co-hosted the Spartan Voices United Student Leadership Roundtable with the President, and we got a lot of positive feedback. This past weekend, Director Gambarin and I attended our last CSSA meeting at Stan State. I am excited to share the resolution that I proposed earlier this semester, regarding trans student rights, which was unanimously passed. So nearly half a million students are behind this resolution. I'm excited to move it forward. I have some meetings planned with some federal offices this week. Finally, thank you all for giving me this space and empowering me as a leader. Seeing how passionate you all are in serving your fellow senators, faculty, and students, and just the whole campus community, has always been a constant inspiration and drive in my own advocacy work.

C: Ariana was elected student advocate of the year over the weekend as well.

C. Provost

It is retention, tenure, and promotion season for the Provost's Office right now, and I have been reading a lot of amazing files. It is one of the best parts of the year for me. For enrollment, you know we brought in Andrew Wright to be the Senior Associate Vice President, and we've done a lot of work on the back end for enrollment to make the process smoother. We have the potential to bring in 5120 students in the first year call this fall. That would make the largest class we've had by 400-500 students. But that also means we need to be prepared for all those students. We are also trending up in transfer students. We've been hovering around 3000 at the height before the pandemic. This campus normally brings in north of 4000 transfer students. With what we are doing in spring, because we're bringing 12 to 1400 new transfer students, that class will be north of 4000 students. We also haven't even started the re-enrollment campaign yet, which is going to try to attract 3000 students back. If you add all those numbers up, that's between 9 to 9500 new students on the campus this year.

We're going to have to be very focused and use every space effectively. Fortunately, between Ad Astra and what FDO's done, we have the space to do all this work, but it's about stretching the times out. Our PaCE programs are also growing rapidly, and we're adding a number of degree programs. We are changing the financial model to simplify for PaCE so everything is going to work on a 60/40 split, including SJSU Online. That will drive a lot of revenue back to the colleges, and we're reorganizing some infrastructure around that. We are also looking at the colleges to start developing hiring plans. Lastly, it is heartbreaking to get notifications about our colleagues losing grants and other things. This impacts faculty obviously, but also staff who are supported and students who are in things like labs.

Q: Do you have any updates on international students?

A: We started sending out acceptance letters in December for undergraduate students and international students. Those numbers are like 250% higher right now than the acceptances of undergraduate international students. There's actually a whole bunch of them in the community colleges who are

looking to transfer. Graduate international students are down because of the impact of OPT and other things going on. We're also starting to see good bumps from the Western Undergraduate Exchange. We have about 20-30 of those students on board, and we're extending those deadlines so their intent can go later into the summer.

C: We will have three dean candidates for the College of Education this week and next week.

Q: One of the things I noted with our dean is that I have no control over undergraduate recruitment, other than doing my best to table as widely as I can on my individual Saturdays and Sundays, and also to go to events like ASD and then follow up with each of those students, yet my budget is dictated by recruitment. So, how can department chairs work on the issue so that we can increase our numbers?

A: Now that we've finally got the customer relations management system in place, we're going to be able to start to do more specific targeted messaging from chairs and do it for you. So you'll be able to provide the content, but we'll be able to do the outreach for you. I have also been discussing doing something like open drop-ins on some of these degrees. Things we've never done before, which puts the agency back in your hands. We're also working on building the budget for colleges with some tools.

D. Interim Vice President for Administration and Finance

I hope that many of you saw the Budget Town Hall a couple of weeks ago, and I hope those of you who did feel we're moving toward a more focused and transparent sharing of financial information on campus. That's our goal, and we attempted to do that this year with involvement from research, enrollment, philanthropy, and all the sources of revenue that we have coming to campus. Right now, we're waiting for the May revision, which should come on or before the 14th. It will reflect the updated economic status of the state and, therefore, any adjustments we might experience with our budget. Lastly, we sent an offer letter today to a candidate for the senior AVP of Facilities Development and Operations, and I'm hoping that that gets signed in the next day to make the announcement soon.

Q: Can any of the recent construction be done at a later time? It has been very disruptive.

A: I need to talk to FDO about why we are doing some of the particular projects while we still have classes and finals. That's something we have to do we should be doing significant planning for and avoid that at all costs. What we need to do better with two is notify you of these projects that are occurring. So, the current leadership in facilities development and operations is aware of that and is working on it.

Q: How do you deal with, finally, after all these years, more enrollment than we ever expected or hoped for, at the very moment that we won't have the money to support those students?

A: I think our campus has decided to continue to fund faculty hires in the face of budget reductions. Money has gone to the Provost's Office to keep that supply of faculty coming in.

C: One of the things that I think positions us slightly differently from other public higher education institutions in California at the moment is that we've tried to diversify our revenue streams that come in so that we have more opportunities to reinvest. So, trying to take advantage of professional and continuing education expanding there allows us to bring resources in that we didn't otherwise have. At the same time, there is an inflection point where that amount of investment doesn't matter. I will say this, I think one of the things we're trying to do is hone in on the use of our spaces and resources so we don't have to keep having that higher student-faculty ratio. We have to use every classroom as efficiently as

possible with as many students as they're supposed to have. If the entire thing falls out from the bottom of the California budget, that's a whole different problem that we're going to have to deal with.

Q: If things go south, is it possible to dip into reserves to support student instruction and research?

A: We have already dipped into reserves this past year through a loan. We've taken \$9 million out of reserves that we're going to try out in the next several years to put back into reserves. So our reserves are getting smaller as we go along. But your question really is, when push comes to shove, where do we put resources? I think you've heard from the Provost that we're putting resources into improving student success.

Q: How many weeks of reserves does the Research Foundation typically hold?

A: The Research Foundation has reserves that could hold for about four weeks. But the difference is that when there's a government shutdown and there's a delay, we end up getting that money back. But in the current scenario, there's no future funding for that. We do have some bridge funding, but it's nowhere near enough to fill the hole we are experiencing.

Q: Is there an argument to be made by our leaders here on this campus, to the Chancellor's office, to release more of the big dollars, the billions of dollars that CSU has into our budget?

A: I asked them what about this 8 billion dollars in reserves. They responded that, besides the designated funds that we cannot touch because of the designated payments of certain mortgages, etc, there is \$777 million that the Chancellor's office has in real, fungible reserves. But we do not know if any of that is accessible.

E. Chief Diversity Officer - not here

F. Vice President for Student Affairs

This has been my first full year here, and it has been a great learning experience. I work with tremendous colleagues both at the cabinet level and with my team in Student Affairs. I work with very strong professionals who are very committed to students. The reason I wanted to stay at SJSU was the students. The students here are amazing. This is probably the coolest, most diverse campus, and I am really proud to be here amongst you. There have been some challenges, but we've learned a lot. I want to thank everyone for their patience during the reorganization and the changes we've made. I think that they will help set us up for success in Transformation 2030 and the year of engagement.

V. **Adjournment:** The meeting adjourned at 3:53 p.m.