

## Section I

**Name of Committee:** Student Faculty Policy Committee

**Submitted by:** Sarah Bolmarcich, School of International Letters and Cultures

**Date Submitted:** April 18, 2023

### Roster:

- Sarah Bolmarcich, International Letters and Cultures, *Chair*
- Josef Burgstaller, School of Music, Dance, and Theatre
- Donald Frost, W.P. Carey (Accountancy)
- Maria Adela Grando, College of Health Solutions
- Michelle Hale, American Indian Studies
- Whitney Hansen, Psychology
- Ted Ng, Edson College
- Xin Wei Sha, School of Arts, Media, and Engineering
- Aribidesi Usman, School of Social Transformation
- Chad Westover, Graphic Information Technology
- Douglas Wilkey, Criminology and Criminal Justice
- *ex officio:* Andrew Kalthoff. Undergraduate Student Government

This was an extremely busy and productive year on the SFPC, and special thanks go to all the committee members from their chair; the committee had more RFCs and topics or tasks to consider (14) than it did committee members (11), and the resulting work could not have been accomplished without the members' dedication and commitment.

We had five open RFCs carry over from 2021-22, and we acquired seven more RFCs during the course of the year. We also considered issues that did not become RFCs, such as graduate student housing, and those are included in our report (Section II). Four RFCs will be passed on to next year's committee, three of them added late in the academic year, so that the committee could do little work on them.

### Overview Narrative:

The purpose of the Student Faculty Policy Committee (SFPC) is to serve in a policy-forming and advising capacity in matters governing student conduct, consistent with the Rules of Maintenance of Public Order and the Student Code of Conduct, in matters concerning student organizations, and in other matters related to students including:

- undergraduate and graduate admission and readmission policies and procedures
- registration, graduation requirements, grading policies, scheduling, withdrawal policies, course load maximums, and program of study filing requirements
- student activities related to academic development, including advisement, counseling, and academic organizations
- policy development with respect to student-faculty-administration relationships.

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- review of organized extra-classroom activities to assess their continued effective relation to university academic goals.
- policy development with respect to academic integrity
- review of undergraduate education, including teaching in a research institution.

The SFPC reviews a variety of Request For Consultations (RFC) submitted by the committee members, senators, ASU faculty, and ASU students. RFCs very often require research and investigative work by committee members in order to develop a thorough understanding of the particular issue. Common outcomes from the SFPC are either a recommendation directly to the Provost's Office or other administrative organizations, a new policy proposal that is presented to the Senate for a vote, or a decline and closure of the RFC.

The committee has served its intended role as evidenced by the closed RFCs indicated in Section II as well as the motions and ongoing RFCs listed in Section III.

## Section II

The following RFCs and topics were reviewed by the committee during the course of the year and have been closed or not acted upon.

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**RFC 229** Student course evaluations.

Begun: Fall 2021.

Shared with the Personnel Committee.

Subcommittee: Sarah Bolmarcich, Josef Burgstaller, XinWei Sha, Jodi Swanson (Personnel).

**Context:** Concerns about possible bias in student evaluations, which are mandatory for promotion and tenure, led to this RFC. Questions the committee had included:

1. How is bias being considered in evaluations?
2. Why are evaluations not mandatory given the role they play in promotion and tenure? Is there a specific University policy against mandating evaluations?
3. Do synchronic, independent "snapshot" evaluations of courses pick up longitudinal trends of individual faculty?
4. How should evaluations be calibrated among incommensurate curricular programs?

The subcommittee met with Professor Audrey Beardsley (Mary Lou Fulton), who is performing research on bias in student evaluations and who with administration support is applying for grants to fund this project at ASU with various ASU colleges included in the study. While Professor Beardsley's research is not yet funded, we expect that when it is, within five years or so ASU would have a proven set of tools with which to detect and counterbalance possible bias in student evaluations.

Question 1 was also addressed with Deans Jennifer Fewell and Paul LePore (CLAS). Dean Fewell stated that committees on promotion and tenure are aware of bias and do consider the possibility in their decisions. Dean LePore made a number of suggestions addressing how faculty can improve their

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evaluation response rates, e.g., introducing the students to evaluation questions in class before the surveys open. Question 2 above was asked of several administrators, with no response forthcoming.

The SFPC formally closed this RFC with a 9-0-1 vote at its March 13, 2023, meeting. However, the chair notes the following for future committees:

1. The issue of bias in student evaluations is not going away. Future committees should keep an eye on it.
  2. It is important to note that the Senate RFC specifically included possible categories of bias besides race and gender. Age, sexual orientation, gender identity, religion, and disability might also factor into bias in student evaluations, and should not be forgotten.
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**RFC 230** Review the Multi-Cultural Communities of Excellence (MCoE) locations policies and procedures for their use and purpose for all students on campus.

Begun: Fall 2021.

Subcommittee: Sarah Bolmarcich, Michelle Hale, Chad Westover.

**Outcome:**

The 2021-2022 SFPC recommended the following:

- ASU employs a full-time staff member who oversees MCoE operations and training.
- Specific rules for conduct to be posted in the MCoE.
- MCoE is funded through each campus' Dean of Students
- Regular meetings between MCoE leadership, university leadership, and Senate leadership to ensure the MCoE are serving students as intended.

A discussion with Deans Cassandra Aska and Lance Harrop and Assistant Dean Kira Greenwood indicated that the first three suggestions have already been implemented. There are regular meetings between MCoE leadership and EOSS.

It was further noted that the Deans have decided not to implement specific rules for conduct in the MCoE in favor of a policy of general adherence to the ASU Charter. Student workers (MCoE Ambassadors) staff the MCoE locations and are trained in de-escalation and conflict resolution if need be.

The subcommittee notes that there are eight student Coalitions, plus ASASU, who consult with the Deans and MCoE on programming and events. The subcommittee reached out to each of these coalitions (some multiple times) to enquire how the groups within their coalitions used the MCoE and whether they had any input to offer us. None responded.

The Committee encourages faculty who mentor student organizations to consider scheduling their events via the MCoE. Committee member Ted Ng has already done this with the Malaysian Student Association.

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The SFPC formally closed this RFC with a 10-0 vote at its April 10, 2023, meeting.

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**RFC 231: Academic Integrity – Consistency**

Begun: Fall 2021.

Subcommittee: Donald Frost, Douglas Wilkey.

During the prior Senate term, the Student and Faculty Policy Committee (SFPC) was asked to review the above referenced issue. This RFC focused on academic integrity violations regarding student plagiarism and having instructor materials removed from third-party websites. It is important to note the bulk of the work performed with respect to this RFC occurred in the previous academic year and was discussed in detail in the 2022 SFPC annual report. ACI issues have also been the subject of at least two earlier projects assigned to the SFPC.

While the specific issues contained in RFC 231 were largely resolved in the prior year, the SFPC was aware of certain related nascent developments at the University level. Thus, the Committee concluded this RFC should remain open into the current Senate term. During the current Senate term, additional research was conducted by the SFPC and this Subcommittee. In addition, discussions were conducted with several parties, including Vice Provost for Undergraduate Education Anne Jones regarding University ACI policies and procedures. At the conclusion of this additional research/discussion, this Subcommittee along with the SFPC as a whole, concluded it was appropriate to close RFC 231 as complete. However, recognizing that ACI issues are not static, the SFPC initiated new RFC 244 as addressed *infra*. (See Section III.)

The SFPC formally closed this RFC with a 8-0-1 vote at its November 7, 2022, meeting.

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**RFC 232** Review of the standardized syllabus for all courses for the addition to the template of (a) counseling services, (b) health services, and (c) diversity, equity, and inclusion.

Begun: Fall 2021.

Subcommittee: Maria Adela Grando.

**Motivation:** The impact that the COVID-19 pandemic have had on the well-being of students and faculty and the need to create more diverse, equitable and inclusive learning environments. In 2021-22, the SFPC was approached by Undergraduate Student Government with this request.

**Recommendations:** modify the ACD 304-10 Course Syllabus to include this new text:

- availability of [ASU Counseling Services](#) providing counseling and crisis services for students who are experiencing a mental health concern

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- availability of [ASU Health Services](#) dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate
- availability of the [Office of Inclusive Excellence](#) and the [ASU Office of Diversity, Equity and Inclusion](#) dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives
- availability of [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) providing guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

These recommendations became University Senate motion 2023-48, which received a first read on February 27, 2023, and had its second read on March 27, 2023. It passed the Senate by a vote of 98-1-6. See Appendix A for the full text of the motion.

In consequence, the SFPC formally closed this RFC with a 10-0 vote at its April 10, 2023, meeting.

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### **RFC 233 Graduate Student Childcare**

Begun: Fall 2021.

Subcommittee: None.

The committee became involved in this matter several years ago at the request of the GPSA, who were then negotiating with University administration to create childcare spaces for graduate students on the four campuses. The role of the committee was to offer feedback and put a non-binding resolution before the University Senate supporting the initiative should the GPSA ask us to do so.

Currently, the GPSA is not furthering this initiative, and the committee does not believe that taking our own action on it is within our ambit. Consequently, SFPC closed the RFC by an 8-0 vote at their January 9, 2023, meeting.

The GPSA was informed that the RFC is now closed, but the SFPC is open to a new RFC should the GPSA require support on this matter in the future.

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### **RFC 241 Student Credit Hours and Time Commitment**

Begun: Fall 2022.

Subcommittee: Sarah Bolmarcich.

In November 2022 the Senate office assigned to the SFPC RFC 241, a request that the university revise the course overload policy to include students who were registered for more than 54 hours/week of coursework in any of Sessions A, B, or C. A student could be within the 18-credit hour limit, but still

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end up with over 80 hours of coursework a week. Generally this happens in A or B session when a student is simultaneously taking C session courses.

After reviewing the paperwork submitted by the proposer, the SFPC concurred that there was a clear issue. When consulted, Vice Provost for Academic Excellence Anne Jones indicated that the actual problem would apply to very few students, and that those students tended to be high-achieving students who had proven that they could handle the workload. (Students tend to perform better in Session A or B courses, including minority students.)

The SFPC still considered the possible time commitment overload a serious issue and at its February 13, 2023, meeting, voted 10-0 to advance the matter to the full Senate via a resolution.

Specifically, the SFPC recommended:

1. the re-evaluation of the Arizona State University course load policy to take into account the differences in weekly time commitment required of students between Sessions A and B and Session C;
2. the establishment of a system in which the maximum course load is consistent with the standard time commitment for Session C courses totaling 18 credit hours of 54 hours of time commitment/week; and
3. that the course registration system establish a “red flag” for students whose course registration would result in more than 54 hours of time commitment/week in any of Sessions A, B, and C, so that the students can be appropriately advised.

The resolution (2023-49) had its first read on February 27, 2023, and its second read on March 27, 2023. It was approved by the Senate with a vote of 103-0-5. See Appendix B for the text of the resolution.

The SFPC then formally closed the RFC with a 10-0 vote at its April 10, 2023, meeting.

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## **RFC 242 FERPA and Student Emails**

Begun: Fall 2022.

Subcommittee: Sarah Bolmarcich.

This RFC was shared with DETL. The original RFC asked if there was a better way to communicate with students who use their private email accounts, linked to their ASU accounts, to communicate with faculty. It makes it difficult to find emails, for instance. Canvas Inbox was not considered a reasonable solution as its search function is inadequate.

The SFPC’s job was to check on the subsidiary question of whether communicating with a student’s private email account, linked to their ASU email, was a violation of FERPA on the faculty member’s

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part. The subcommittee spoke with Kimberly Demarchi in the Office of the General Counsel, and learned the following:

1. Students have the right of forwarding their email.
2. Faculty have the duty to ensure they really are communicating with their student. To that end, the Office of the General Counsel recommends requiring students to use their ASU emails or Canvas Inbox (anything that requires a logon verification) to communicate with faculty.

The SFPC closed its portion of RFC 242 by a vote of 10-0 at its March 13, 2023, meeting.

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### **RFC 246 (Cameras and Proctoring Services)**

This RFC was received in March 2023 from a Senator in the Math department. It requested the SFPC to require that students taking exams online have:

- one camera looking at the student from the perspective of the monitor
- one camera showing the student from above and 45 degrees behind, so that the entire work area is visible AND what the student is looking at.

It also requested that we require that ASU contract with an online proctoring service that can support two cameras.

At its September 28, 2023, meeting, the SFPC had rejected by a 10-0 vote a similar (if slightly less specific) request for an RFC requiring a second camera on the grounds that, while academic integrity issues are well within the SFPC's bailiwick, setting University policy and hiring vendors is not.

The committee still feels this way in spring 2023. We also note that this RFC would impose an additional financial and technical burden on students, who would be required to buy a second camera and set it up accurately. RFC 246 was rejected by the committee on April 10, 2023, by an 8-2 vote.

The chair notes that:

1. A less specifically phrased RFC might be amenable to the committee; and
  2. Since the SFPC covers academic integrity, University administration should be aware that there is growing frustration among faculty over issues of academic integrity. In the era of ChatGPT, the University should consider taking a stand to protect the value of its degrees and coursework.
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## Graduate student housing

The committee considered adding this issue as an RFC in Fall 2022, and declined to do so because we did not think it fell within our ambit. However, we did discuss the issue, invite GPSA input, and have guest speakers on the issue at our December 7, 2022, meeting.

*GPSA position* (courtesy of Florian Schneider, GPSA President): Graduate students face housing insecurity due to inflation. The GPSA recognizes that the compensation for graduate student assistants (GSAs) is insufficient in the context of rising living costs in the Phoenix Metro area. Hence, GPSA supports policies that provide stable funding sources for fair compensations, including benefits and protection, for GSAs. GPSA also supports inclusive housing policies for family and rent stabilization in the area. A housing and relocation fund (trial through GPSA) will fund eligible students who request the fund.

The Council of Presidents (USG+GPSA) recognizes the importance of attracting top-quality graduate students. However, the current ASU stipend, which falls in the median range of PAC-12 institutions and is behind public institutions, such as the University of Washington and private institutions such as Stanford, render ASU not competitive to attract top talents. This fact is supported by the survey conducted by the GPSA in Fall 2021, which showed that for many students, they rely on RA/TA pay as their main source of long-term income. The Council requested the Office of the President to share a 5-year housing project plan for all ASU campuses with students. A committee comprising members from the Provost's Office, the Graduate College, and the GPSA has been meeting monthly to discuss the status of stipends at ASU.

*Guest speakers:* Marisol Perez, Associate Dean of Graduate Initiatives in CLAS, and Daniel Jackson, a GPSA representative, were invited by the committee to speak about the issue at the committee's December 7, 2022, meeting.

Dean Perez walked us through the typical basic needs cost of living for a graduate student in the Phoenix area. For the 2022-23 academic year, the pre-tax total of a graduate student's stipend is \$21,879 over nine months, or \$1093.95 per pay period. Even if tuition is paid as part of the student's award package, there are fees: a graduate student support fee of \$260; for international students, a visa processing fee of \$200; and student-initiated fees that can go as high as \$640. Depending on where a student chooses to live, average rent can range from \$1000 for a studio apartment (Glendale) to \$2555 for a three-bedroom apartment (Mesa). The further out a student lives to save money, the more must be spent in transportation and parking fees. Food costs an average of \$434 per month, and the estimate that 25%-40% of graduate students experience food insecurity is likely an underestimate.

The College has tried the following short-term solutions on its own initiative to alleviate housing costs for graduate students, with varying success:

- negotiating for discounted rents at apartment complexes in Tempe
- provided letters of support for Section 8 Housing Choice Vouchers and guided students through the process

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- created an emergency crisis fund that does not impact graduate student financial aid

Other possible short-term solutions include housing graduate students in ASU dorm rooms as rooms become available each semester, and establishing extra resources for international graduate students in particular. Dedicated graduate student housing is the long-term solution for the problem.

In other areas, Dean Perez has tried or is trying:

- negotiating with grocery chains to get discounts for graduate students, beginning with Fry's
- connecting graduate students to volunteer with Borderland Produce Rescue in exchange for free produce
- attempting to get graduate students reduced-cost prescription medicine plans at services like costplusdrugs.com

Discount cards for food and medicines are a short-term solution. A long-term solution would be meal plans for graduate students.

Mr. Jackson shared with us the results of a survey of graduate students in CLAS, indicating that many experience food and housing insecurity. The chair notes similar results in a survey done by the Director of Graduate Studies in the School of International Letters and Cultures.

The Committee notes that since we heard from the guest speakers, the Provost has announced a raise in stipends for graduate teaching and research assistants:

to \$24,586 for AY 2023-24. This increase is part of a multi-year plan to bring the stipend into alignment with the Maricopa County entry hourly wage or "living wage," as it is sometimes called. Stipends for graduate research assistants on all future grant requests must be budgeted at the new minimum rate. Based on the number of TA positions and stipends paid in Fall 2022, we will provide central funding in FY 2023-24 to support the increase to \$24,586 for TA positions that were below this new minimum rate. (Email from Provost Nancy Gonzales to College deans, 1/27/23)

This represents a \$2707, or 12.37%, increase from the AY2022-23 stipend of \$21,879. Whether it will be sufficient to alleviate food and housing insecurity among graduate students remains to be seen.

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### **Contribution to the ten-year HLC accreditation process**

The chair was asked by Shelly Potts, Senior Director of UOEEE, to "please send along two paragraphs and a source document we can [provide as evidence](#) related to:

1. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structure – specifically related to the Student-Faculty Policy Committee.

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This was submitted on February 11, 2023.

## Section III

The following RFCs and topics were reviewed by the committee during the course of the year and have been left open with recommendations for next year's committee.

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### **RFC 237 Student Disability Accommodations**

Begun: Fall 2022.

Subcommittee: Sarah Bolmarcich, Whitney Hansen, Aribidesi Usman

In August 2022, the SFPC was approached by the student group the Accessibility Coalition and one of their faculty advisers, who were concerned about problems students with disabilities were experiencing in getting disability accommodations on campus. As the students described it, the problem could stem from the faculty member in charge of a course, communications issues with advisers at SAILS and a slow process for requesting accommodations, and the inaccessibility of many student organization events. The SFPC voted to create an RFC on the matter at its September 28, 2022, meeting, by a 9-0 vote. As faculty members, we have all handled student accommodation requests and we shared some of the concerns expressed by the Accessibility Coalition and its adviser.

The committee asked to meet with Chad Price, Director of SAILS at ASU, and Alicia Wackerly-Painter, Supervisor of Accessibility Consultants, to learn about SAILS, and they graciously agreed. They told us that in October 2022 there are approximately 7,900 students currently registered with SAILS and in a given academic year they will serve about 10,000 students. About 65% receive accommodations. SAILS has 10-12 Accessibility Consultants (ACs) who work with students and faculty on these accommodations. Students are made aware of the availability of SAILS at orientation. Students can request to join SAILS online and will then meet with an Accessibility Consultant to discuss the student's situation, while the student also provides the necessary medical documentation. The time for an initial appointment varies, but it can take as long as 1.5-3 weeks. A memo is then sent to the faculty member, indicating which accommodations from the menu that SAILS provides are appropriate for the student in that faculty member's course. Accommodations are an interactive process; faculty who do not believe an accommodation request is appropriate for their course should reach out to the AC who contacts them.

We also met with Amanda Kraus, Executive Director for Disability Resources and Chief Accessibility Officer at the University of Arizona, to see how an in-state peer institution handles accommodations. UA has a centralized model, which means their DRC oversees both student and faculty accommodations, as well as any campus events; according to Dr. Kraus, NAU follows the same model. The DRC at UA has about 4,000 registered students and 9-10 ACs who work to provide classroom accommodations. Dr. Kraus said that they could benefit from an additional 2-4 ACs to manage their

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existing case load. Each AC works one-on-one with students and faculty to find the right match for a given course, and ACs mentor faculty in making their courses accessible. The UA DRC does not work from a set menu of accommodations. Their timeline for an appointment and implementation of accommodations is approximately 1 week but could be 2 weeks during busy times of the year.

The caseload for ASU ACs is approximately 700-900 students per AC, but can be higher when staff depart and are not immediately replaced, while at UA it is about 400. This means that UA's case loads are nearly half what the ACs at ASU have to manage. Other UA metrics, as well as their centralized model of providing accommodations, seem to reflect these smaller caseloads: the time to meet with an AC is about half of what it is at ASU and UA does not have issues with faculty compliance.

The subcommittee also spoke to two further resources for ASU faculty who want to make their courses as accessible as possible or who need help with accessible resources:

1. Debra Riley-Huff, Associate University Librarian, Engagement and Learning Services ([debra.riley-huff@asu.edu](mailto:debra.riley-huff@asu.edu)). If faculty utilize the library reading lists on Canvas, the materials they post on those lists will be checked for accessibility standards by library staff and made accessible if they are not (whether they are library materials or not). The library no longer regularly contracts with vendors who do not make their materials accessible. The library can fulfill some accessibility requests independently of the library reading lists, if there is a demonstrable academic need and the resources to do so are available.
2. Christopher Hanks, University Vendor, Follett ([hanksc@asu.edu](mailto:hanksc@asu.edu)). Mr. Hanks wrote us: "As part of our contract with the University, the Bookstore provides a certain amount of funding each year that the Alternative Format office draws from to procure textbooks needed for the alternative formatting process....Students work with Alternative Format to communicate their needs, and [it] in turn works with us to secure the physical materials needed to start the alternative formatting process.  
"Additionally, we work with publishers to provide digital products that meet industry standards in terms of accessibility. Our primary e-book platform, Brytewave, demonstrates a commitment to accessibility. More information on that can be found here:  
<https://brytewavesolve.zendesk.com/hc/en-us/articles/360057892453-Our-Commitment-to-Accessibility#:~:text=We%20evaluate%20accessibility%20and%20usability,meet%20our%20standards%20for%20accessibility.>"

The SFPC voted 9-1 at their April 10, 2023, meeting to leave RFC 237 open. This was partly done because we did not get a chance to examine the accessibility procedures for student events, and partly because SAILS indicated strong interest in continuing the conversations begun on how faculty and SAILS staff can best work together.

The 2022-23 SFPC recommends that next year's committee:

- Monitor financial resources directed towards SAILS and ascertain whether those are appropriate.
- Investigate funding models from other schools, such as PAC-12 schools or ASU's out-of-state peer institutions.

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- Consider enhanced training opportunities for faculty and staff so they can better accommodate student needs. Faculty are often unaware of the resources available to them on SAILS's website, either under AccessZone or the faculty portal.
- Look at encouraging the adoption of universal design principles by ASU faculty in both online and immersion courses.
- Discuss increasing outreach to students to make them aware of SAILS and its services.
- Conduct further conversations with both EOSS (and SAILS (for academic accommodations) on the issue

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## **RFC 244** Evolving Academic Integrity Issues

RFC 244, as a logical successor to RFC 231, is meant to be broader in scope and encompass a range of matters, including but not limited to, i) plagiarism, ii) use/abuse of third party websites iii) enhanced communication of University ACI resources/policies to faculty and iv) the use/abuse of Artificial Intelligence (AI).

The rapid expansion of AI in general (e.g. ChatGPT) is an ongoing and vital issue at the University. As AI is a relatively new technological development, it has garnered considerable attention, concern, and urgency throughout the University. In recognition of the growing importance of AI, recently Vice-Provost for Education Anne Jones created an ad hoc committee at the University level to address an assortment of AI issues, including matters related to ACI. The SFPC wholeheartedly supports these recent actions and believes RFC 244 is the appropriate vehicle to monitor and support this and any future ACI-related actions at the University level.

The committee created this RFC unanimously by a 9-0 vote at its February 13, 2023, meeting.

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## **RFC 245** Non-Grade Grievance Policies

In February 2023 the SFPC was approached by a faculty member at Lake Havasu and asked to look into the presence of non-grade grievance policies for when a student complains about, for example, the format or content of a faculty member's course. The SFPC approved the request as an RFC by a 9-0 vote at our February 13, 2023, meeting.

We have not yet had the time to do much investigation because of the large number of other RFCs we had, but we have established that at least some colleges, although not all, do have a non-grade grievance policy.

Recommendations for the SFPC AY23-24:

1. Continue to investigate which and how many colleges at ASU have non-grade grievance policies, and collect these policies.
2. Examine the policies and consider the need for them and their usefulness.
3. Reach out to the Personnel Committee about collaboration on this RFC.

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## **RFC 248 (MWF scheduling and overcrowding)**

In April 2023, the SFPC was assigned this RFC. Faculty, students, and staff have all raised concerns about overcrowding on campus on Tuesdays and Thursdays, due to classes having two scheduling options: MWF and TTh. MW 75-minute afternoon classes are often frowned upon if not forbidden, since they leave classrooms empty on Friday afternoons.

Consequently, students—many of whom work at least part-time as well as attend the University—try to schedule everything on Tuesdays and Thursdays to allow themselves as much time as possible for working. Course scheduling has followed student preferences. This has led to overcrowding on all campuses on Tuesdays and Thursdays, creating transit problems both for those who utilize parking and those who use campus shuttles. Students may often even be forced to miss classes on Tuesdays and Thursdays if they rely on shuttles to get between, say, Poly or West and Tempe. Additionally, it is very difficult to get classroom space for Tuesday-Thursday classes.

We stress that this issue is not being raised simply because students or faculty do not want to work or attend class on Fridays; plenty of faculty and students still teach and attend the 50-minute MWF class blocks. Rather, the issue is one of space utilization, by which we mean not only classrooms but the availability of parking and shuttle transportation between campuses.

Recommendations for the SFPC in 2023-24:

- Procure data on classroom utilization on each campus for all weekdays
- Procure data on the utilization of parking on each campus and the use of public mass transit between campuses for all weekdays
- Procure data on enrollments and course scheduling, e.g., numbers of courses on MWF versus TTh and numbers of students enrolled
- Discuss the issue further with the Vice Provost of Undergraduate Education

## **Section IV**

In conclusion, as chair, I would like to identify some obvious trends that next year's committee and future committees should be aware of:

1. Academic integrity. The SFPC has at least one RFC on academic integrity every year. We recommend close collaboration with Academic Integrity Officers and the office of the Vice Provost of Undergraduate Education in order to communicate academic integrity policies successfully to faculty, and express faculty concerns to the administration.
  - a. As noted in Section II above, University administration should be aware that there is growing frustration among faculty over issues of academic integrity. In the era of ChatGPT, the University should consider taking a stand to protect the value of its degrees and coursework.
2. Both faculty and students often bring concerns to the committee about policies as they affect the classroom. This year, these included:

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- a. student disability accommodations
- b. policies governing student time commitment to courses
- c. syllabus provisions to make both faculty and students aware of the campus resources available to students

Again, close collaboration with the office of the Vice Provost of Undergraduate Education and the Deans of Students, both at the campus and the college level, is necessary for successful outcomes on these issues.

3. Faculty also have concerns about policies that directly affect them, such as:
  - a. course evaluations
  - b. non-grade grievances
  - c. course scheduling

A good working relationship should be established with the office of the Vice Provost of Academic Personnel and the University Senate Personnel Committee for the SFPC to be an effective voice on these issues.

Additionally, while graduate students do not necessarily fall under the Committee's ambit, the Committee is the closest means the University Senate has for dealing with graduate student issues. I recommend that the Senate consider where issues for graduate students belong.

Respectfully submitted,



Sarah Bolmarcich

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**Please type a summary in 100 words or less in this space. This paragraph will be cut and pasted directly into the Senate Annual Report.**

The Student-Faculty Policy Committee dealt with 12 Requests for Consultation (RFCs) and two other topics of interest to the Senate during AY2022-23. Issues investigated ranged from academic integrity, updating syllabus language on resources available to students, student time/credit hours commitment requirements, graduate student concerns, non-grade grievance policies, and student disability accommodations. The Committee also contributed to Arizona State University's re-accreditation process with the Higher Learning Commission. Four RFCs will be passed on to next year's Committee.

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## Appendix A

Senate Motion 2023-48 (see Section II, RFC 232, above)

### Arizona State University

#### University Senate

#### Senate Motion #2023-48

**Motion Introduced by:** University Senate Student-Faculty Policy Committee

**Date of Motion:** February 27, 2023

**Title of Motion:** Resolution to Amend ACD 304-10, Course Syllabi

**Action Requested:** Amendment of ACD 304-10

#### Resolution

**WHEREAS**, Arizona State University is measured not by whom we exclude, but by whom we include and how they succeed, and by assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves;

**WHEREAS**, there is an increasing incidence of mental health issues among college-aged students, with a nationwide, multi-campus study (Healthy Minds Network, sponsored by NIH) showing a 135% increase in depression and a 110% increase in anxiety among college-aged students from 2013-2021, and a doubling of the number of students experiencing mental health problems from 2013-2021;

**WHEREAS**, Educational Outreach and Student Services (EOSS) offers a guide to Basic Needs Resources and Student Advocacy and Assistance, but many students and faculty are not aware of the resources available to students through the university;

**WHEREAS**, Arizona State University promotes diversity, equity, and inclusion through the Office of Inclusive Excellence and the Office of Diversity, Equity, and Inclusion, as well as numerous committees at the college or unit level;

**WHEREAS**, the Arizona State University Senate remains committed to supporting all students inside and outside of the classroom;

**THEREFORE, BE IT RESOLVED**, that the Arizona State University Senate, representing members of the Academic Assembly:

1. supports the emendation of [ACD 304-10](#), "Course Syllabi," by the addition of four resources, to be the new Points 8-11 in the policy:

availability of [ASU Counseling Services](#) providing counseling and crisis services for students who are experiencing a mental health concern

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availability of [ASU Health Services](#) dedicated to the well-being and educational success of each individual student by providing high-quality health care that is accessible, affordable and compassionate

availability of the [ASU Office of Diversity, Equity and Inclusion](#) and the [Office of Inclusive Excellence](#), dedicated to supporting and fostering a culture of inclusiveness, promoting and assisting with equal opportunity and diversity initiatives

availability of [Basic Needs Resources](#) and [Student Advocacy and Assistance](#) providing guidance and assistance in connecting students with campus and community resources as well as additional access to one-on-one guidance in resolving personal challenges and concerns.

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## Appendix B

Senate Motion 2023-49 (see Section II, RFC 241, above)

### Arizona State University

#### University Senate

#### Senate Motion #2023-49

**Motion Introduced by:** University Senate Student-Faculty Policy Committee

**Date of Motion:** February 27, 2023

**Title of Motion:** Resolution

**Action Requested:** Revision of the [course load policy](#) to account for differences in time commitment between Sessions A and B and Session C courses.

#### Resolution

**WHEREAS**, the current maximum course load for which a student may register across all three sessions (A, B, or C) during the fall or spring semester is 18 credit hours, with a maximum of 9 credit hours in each A or B session;

**WHEREAS**, a student wishing to register for more than 18 credit hours must petition the standards committee of the college in which they are enrolled and must obtain approval for a course overload before registration;

**WHEREAS**, the Arizona Board of Regents requires “a minimum of 45 hours of work by each student is required for each unit of credit” (2-224, Academic Credit), resulting in 135 hours of work for a 3-credit course, or 9 hours/week in C session, 18 hours/week in A or B session;

**WHEREAS**, Arizona State University’s current maximum course load of 18 credit hours does not recognize that the time commitment required of students differs between sessions A and B and session C; and

**WHEREAS**, this can result in students overburdened with course time commitments while not registered for a course overload, which may render the policy inefficient in its goal of protecting students;

**THEREFORE, BE IT RESOLVED**, that the Arizona State University Senate, representing members of the Academic Assembly,

1. supports the re-evaluation of the Arizona State University course load policy to take into account the differences in weekly time commitment required of students between Sessions A and B and Session C;

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2. supports the establishment of a system in which the maximum course load is consistent with the standard time commitment for Session C courses totaling 18 credit hours of 54 hours of time commitment/week; and
3. recommends that the course registration system establish a “red flag” for students whose course registration would result in more than 54 hours of time commitment/week in any of Sessions A, B, and C, so that the students can be appropriately advised.

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