

## Section I

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

**Submitted by:** Scott Day, Chair

**Date Submitted:** 4/25/2022

**Membership Roster:**

|                   |             |
|-------------------|-------------|
| Sarah Bomarcich   | Tempe       |
| Josef Burgstaller | Tempe       |
| Scott Day         | Tempe       |
| Sherman Dorn      | Tempe       |
| Kathleen Farrand  | Tempe       |
| Donald Frost      | West        |
| Adela Grando      | Downtown    |
| Michelle Hale     | Tempe       |
| Hala King         | West        |
| Gilberto Lopez    | Tempe       |
| Diana Madril      | Student     |
| Renuka Vemuri     | Student     |
| Xin Wei Sha       | Tempe       |
| Chad Westover     | Polytechnic |

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## Overview Narrative:

The following summarizes committee work accomplished throughout this past year:

The purpose of the Student and 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 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 concerning student-faculty-administration relationships.
- review of organized extra-classroom activities to assess their continued effective relation to university academic goals.
- policy development concerning academic integrity
- review of undergraduate education, including teaching in a research institution.

The SFPC reviews a variety of Requests for Consultation (RFC) submitted by the committee members, senators, ASU faculty, and ASU students. RFCs very often require research and investigative work by committee members to develop a thorough understanding of an issue and a possible resolution. During 2021-2021 the committee actively worked on the following RFCs:

- 1. RFC 229** Review the student course evaluation questions to eliminate any biases and make sure they are inclusive of all races, nationalities, religions, gender, sexual preferences, and disabilities for all instructors at the Arizona State University.
- 2. RFC 230** Review the Multi-Cultural Communities of Excellence locations policies and procedures for their use and purpose for all students on campus.
- 3. RFC 231** Review the Academic Integrity procedures for consistency of disciplinary actions throughout the University's schools, colleges, and departments.
- 4. RFC 232** Review of the standardized syllabus for all courses for inclusion and belonging additions to the template, as well as Student Wellness including mental health.
- 5. RFC 233** Review ways the faculty can impact additional support services for graduate students, including childcare.

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## Section II

**Request for Consultations and/or topics reviewed by the committee and outcomes** (topics reviewed by the committee decided not to act/review should be listed herewith, no action taken):

None

## Section III

**Request for Consultations and/or topics that were not started or remain unfinished and need to be carried over to the next academic year.**

**1. RFC 229** Review the student course evaluation questions to eliminate any biases and make sure they are inclusive of all races, nationalities, religions, gender, sexual preferences, and disabilities for all instructors at the Arizona State University.

**Outcome:** We are working jointly with the Policy Committee on the issues surrounding student course evaluations. We understand the University's student course evaluations are being reviewed by the Provost's Office. As a result, we requested that a senator from each committee be a part of that review in the provost's office. Our focus is on the elimination of the implicit biases and addressing and changing the excessive weight given to student course evaluations in the instructor's performance reviews. The committee acknowledges this challenge extends beyond the evaluation questions themselves and into systemic bias and supports the heightened partnership between Faculty, Administration, and the University Office of Evaluation and Educational Effectiveness to continue researching and implementing ways of educating all parties involved to address how systemic bias could affect all aspects of evaluations. **Recommendations:** We have been getting numerous requests from senators and constituents concerning student course evaluations as they relate to performance reviews. This is a very serious issue that must be addressed by the University. SFPC will need to continue this discussion with the Provost's Office in 2022-23.

**2. RFC 230** Review the Multi-Cultural Communities of Excellence locations policies and procedures for their use and purpose for all students on campus.

**Outcome:** An incident that took place at one of the Multi-cultural Communities of Excellence locations last fall. This incident sparked concern and interest from university faculty over the policies, procedures, and safety of these locations. We looked at the sensitivity of this issue, wanting to show faculty support for the Multi-cultural Communities of Excellence locations considering the ASU Charter.

**Recommendations:** The following are suggestions from the committee. 1. Transparent and guaranteed funding for MCC programming. 2. Bi-yearly meetings between student governance, Provost, and Senate leadership to listen to ongoing successes and challenges of MCC, and to provide support and guidance. 3. A list of rules of conduct is to be developed, in collaboration between students and university officials. Rules to be placed on the wall of the center-yes everyone is welcome to the MCC, but there

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should be some behaviors not allowed in this shared setting. 4. The hiring of a committed staff member to coordinate and supervise the events happening in the MCC so that the burden doesn't fall on the underpaid and overworked graduate students.

This is a very serious issue that must be addressed by the University. The SFPC will need to continue to follow this issue in 2022-23.

**3. RFC 231** Review the Academic Integrity procedures for consistency of disciplinary actions throughout the University's schools, colleges, and departments.

**Outcome:** During the current Senate term, the Student and Faculty Policy Committee was asked to explore the above-referenced issue. Specifically, concern was raised regarding the following items:

- a) Perceptions of rampant plagiarism.
- b) The apparent burgeoning number of commercial enterprises (e.g., Chegg) are perceived as possible facilitators of AI violations (e.g., sale of unauthorized course materials).
- c) Any actions or policies (at the university level) designed to mitigate the above.
- d) Whether the University has policies/procedures in place to provide for uniform enforcement of extant AI standards across colleges and other academic units.

The Subcommittee condensed the preceding items and posed the following two questions to the Academic Integrity Officer community ("AIO") in place at ASU.

1. What is ASU doing or what can be done to promote an environment so that students will not violate the Academic Integrity Policies?
2. What are the penalties for academic dishonesty across schools, colleges, and campuses, and are they consistent university-wide?

**Recommendations:** These issues came to light during the pandemic with the increasing number of third-party websites providing opportunities to violate the academic integrity policy. They require a shift in the instructors' assessment strategies for their courses. We did find the AIOs are resources available to unit leadership, faculty, staff, and students to help promote AI awareness. Along with these proactive efforts, AIOs also provide support and consultation when there is an alleged or reported violation of AI standards. There may be a potential violation of the Arizona Board of Regents' policies regarding [Intellectual Property](#). Accordingly, the Subcommittee believes further research into this matter may be warranted. Coordination or collaboration with the University Senate's Digitally Enhanced Teaching and Learning Ad Hoc Committee may also be appropriate. The SFPC will need to continue researching this issue in 2022-23. *For more information, see Appendix A.*

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**4. RFC 232** Review of the standardized syllabus for all courses for inclusion and belonging additions to the template, as well as Student Wellness including mental health.

The standardized syllabus template provided by the Provost's office provides instructors with the most important policies and procedures. Considering the impact of the last two years of the pandemic on the well-being of students and faculty, should more resources be included in the syllabus template? We think ASU Counseling Services, Basic Needs Services, and the Student Advocacy and Assistance resources need to be added to the syllabus with links. **Recommendations:** The SFPC will need to work on this important issue in 2022-23.

**5. RFC 233** Review ways the faculty can impact additional support services for the graduate students, including childcare.

Because of the common needs of students, staff, academic professionals, and faculty who are parents and caretakers of young children, and the role that reliable childcare can play in recruitment and retention, the University Senate has a role in ensuring that parenting needs are addressed by both long-term planning and pursuit of short-term opportunities.

Historically, most discussions of child-care needs at colleges and universities focus on campus-based capacity. We recommend expanding that framework: ASU's students and employees need to be able to rely on community capacity for childcare. Even if the University dramatically increased its on-campus childcare facilities, most students' and employees' dependent children would need off-campus childcare. Supporting off-campus capacity also aligns with the Charter's obligation for ASU to assume responsibility for the community.

We thus recommend that in the 2022-23 academic year, the SFPC study child-care needs and focus on the following issues: long-term facilities planning, drop-in childcare planning, and using flexible spaces. **Recommendations:** For 2022-23, we recommend that the SFPC Faculty-Student Policy Committee inventory existing degree programs and other activities that currently interact with the metropolitan childcare community and that could in the future support metropolitan capacity, as well as community organizations that would be logical partners in the long term. *For more information, see Appendix B.*

## Section IV

### Recommendations to the Senate or Final Comments

It has been my honor to be the Chair of this committee over the past two years. Important issues affecting the lives of students, faculty, and staff come before this committee every year. We need to collaborate with the Provost's office, other committees, and student governance to achieve a workable outcome while using the ASU Charter as our guidepost.

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**Summary:**

The Student and Faculty Policy Committee will always be faced with sensitive and challenging policy issues. We welcome these challenges with open arms, and we are committed to resolving them with honor, passion, inclusiveness, and excellence. Our outcome is to serve the students and faculty at Arizona State University now and in the future. We will continue our efforts in resolving student course evaluations implicit biases, opportunistic behavior on academic integrity, and economic threats to the basic needs of undergraduate and graduate students.

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