1. CALL TO ORDER

1.1. Land Acknowledgement

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e'Hunn My heart is good.   *–Michael Miskwish, Kumeyaay Nation*

1.2. [SDSU University Senate Resolution on Principles of Shared Governance, April 9, 2019](#)

WHEREAS: Shared governance is a system of partnership, equity, accountability, and ownership that forms a culturally sensitive, inclusive, and empowering framework for developing and implementing sustainable and accountability-based decisions in service to all members of our campus and broader communities; and…

WHEREAS: Shared governance is an ongoing process in which faculty, staff, students, and administrators actively engage to share responsibility for 1) identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities and 2) active monitoring and evaluating of shared governance successes and pitfalls in service to continual improvement and the embodiment of a learning organization; and…

WHEREAS: A shared practice of, and shared commitment to, respect, communication, and responsibility will promote and support the growth and sustainment of trustworthiness within our University community…

1.3. Welcome (Butler-Byrd)

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SEC MEETING MINUTES (Fuller)

3.1. SEC meeting Minutes for 3/19/2024

4. ACTION ITEMS

4.1. Academic Policy and Planning (AP&P)(Lach)

4.2. Faculty Affairs Committee (FAC)(Jeffery)

4.3. Committee on Committees and Elections (CCE)(Walls)

4.4. Graduate Council (GC)(Love)

4.5. Freedom of Expression Committee (FEC)(Skupin)

4.6. University Resources & Planning (URP)(Jacobs)

5. INFORMATION ITEMS

5.1. Academic Policy and Planning (Lach)

6.6.   **Associated Students President Report (AS)(Morsy)**…..……[TIME CERTAIN 3:35PM]

6.7.   **SDSU Academic Applications of AI (AAAI)(Frazee)(Sobo/ Goldberg)**

…………………………………………………………...…..………[TIME CERTAIN 2:45PM]

6.8.   **Human Resources (HR)(Harpole)**

    6.8.1.   Pageup

7.   **EXECUTIVE SESSION (Voting SEC Members Only)**

7.1.   **University Relations and Development (URAD)**………………[TIME CERTAIN 4:00PM]

    (Vargas/ Bamberg/ Blevins/ Sara/ Lindmark)

8.   **ADJOURN**

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: ACTION: Curriculum Changes, Undergraduate and Graduate - EO 1071

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following change to University Policies: Academics, Curriculum Changes, Undergraduate and Graduate, Footnote 6:

Curriculum Changes, Undergraduate and Graduate[6]

[6] The following was approved as a temporary policy / process that will expire after the AY~~23-24~~ 24-25 year: 1. After consultation with the Department/School Curriculum Committee and faculty, Chair/Director or chair/director's designee initiates the program elevation form in Curriculog. This shall include a plan for deactivation of the existing concentration or specialization and a teach-out plan for the remaining students. Curriculum services will submit a Subchange Screening Form for WSCUC on behalf of the department. 2. The Elevation proposal is evaluated by the College Curriculum Committee to ensure that the degree requirements and other Catalog items are exactly the same as the original concentration or specialization. 3. The Dean evaluates the proposal to ensure that adequate resources are available within the college to support the elevation. Since all these programs already exist and are being offered, the Dean should ensure that separation of the concentration or specialization into its own degree does not cause complications with advising. 4. Elevations approved by the College and Dean that do not include any other curriculum changes are forwarded to SEC and the Senate for approval. 5. Approved proposals for elevation are forwarded to the Chancellor's Office. 6. Once the Chancellor's Office approves of the elevation, the program will be forwarded to CAL State Apply for inclusion in the application process

Rationale:
In 2017, the Chancellor's Office of the CSU passed Executive Order 1071 "Delegation of Authority to Approve Options, Concentrations, Special Emphases (and Similar Subprograms) and Minors." EO 1071 mandates that, "To ensure valid reporting to the National Center for Education Statistics through the Integrated Postsecondary Education Data System, an option, concentration, or special emphasis (or similar subprogram) must constitute less than one half of the units required in the major program." As such, all of our programs that have concentrations or emphasis must share 50%+1 with the main degree. Further guidance from the Chancellor's Office noted that campus should have 1071 modifications completed by April 2024.

As of August 26, 2021, per information from the Chancellor's Office, San Diego State University had 186 programs out of compliance with EO 1071. The University adopted an

expedited review process for elevations without curriculum changes and this process, along with significant faculty efforts, helped reduce the number of non-compliant 1071 programs to 64. SDSU just received a one-year waiver from the Chancellor's Office to 1071 to address the remaining 64 programs. These 64 programs will need to undergo curriculum modifications to bring them into compliance with 1071, be deactivated, or be elevated to stand-alone degrees. Given the amount of curriculum work still to be done, the now very short time frame in which to comply with 1071, the division of Curriculum, Assessment, and Accreditation requests a one year extension to the expedited process until April 2025. The process allows programs where the *only change made is an elevation to a standalone degree* undergo an expedited review process as outlined below. This process will be in place from January 2022 through April 2025 only.

1. Departments must complete the program elevation form in Curriculog which includes a plan for deactivation of the existing concentration or specialization and a teach-out plan for the remaining students. Curriculum services will submit a Subchange Screening Form for WSCUC on behalf of the department.
2. The Elevation proposal is evaluated by the College Curriculum Committee to ensure that it is exactly the same as the original concentration or specialization.
3. The Dean evaluates the proposal to ensure that adequate resources are available within the college to support the elevation. Since all these programs already exist and are being offered, the Dean should ensure that separation of the concentration or specialization into its own degree does not cause complications with advising.
4. Elevations approved by the College and Dean that do not include any other curriculum changes are forwarded to SEC and the Senate for approval.
5. Approved proposals for elevation are forwarded to the Chancellor's Office. Please note that, per the Chancellor's Office, "Campuses may mention proposed new degree programs (including concentration or option elevations to full programs) in recruitment material if it is specified that enrollment in the proposed program is contingent on authorization from the CSU Chancellor's Office."
6. Once the Chancellor's Office approves of the elevation, the program will be forwarded to CAL State Apply for inclusion in the application process.

*The Chancellor's Office considers elevations of existing options, specializations, and concentrations to be degree modifications and thus do not require Board of Trustees approval.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: ACTION: Curriculum Changes, Undergraduate and Graduate - AB 928

The Academic Policy and Planning Committee (AP&P) moves that the Senate add the following footnote (proposed footnote #8) to University Policies: Academics, Curriculum Changes, Undergraduate and Graduate for AY 24-25:

Curriculum Changes, Undergraduate and Graduate[6]

5.2.   New Undergraduate Courses, Changes in Existing Programs and Courses, and Major Modifications to Existing[7] Courses

5.2.1.   Curriculum proposals for new classes, major changes in existing classes, or programs shall be sent concurrently to the General Education (GE) Committee if changes involve the University's GE program and the Graduate Curriculum Sub-Committee (GCC) for undergraduate proposals that involve classes open to graduate students, for approval.[8]

5.2.2.   Proposals approved by GE and /or GCC shall be sent to the Undergraduate Curriculum Committee (UCC). Proposals that do not require review by GE or GCC shall skip step 5.2.1 and go directly to UCC. Proposals for minor modifications to existing undergraduate courses can skip 5.2.2 and go directly to the Senate as information items.

5.2.3.   Proposals approved by the UCC shall be reported to the Senate, to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items.

[8] Current Area E courses undergoing reconsideration of GE status will be evaluated by the department and college curriculum committees and if approved, forwarded to the Dean. If the Dean approves the new GE designation, the proposal will be forwarded to the University GE committee for review. If approved by the GE committee, the proposal will be presented to the Senate as an information item. Expedited GE consideration is only available to current Area E classes and only for the 24/25 AY.

Rationale:
In 2021, the state legislature passed AB 928: The Student Transfer Reform Act. AB 928 requires

a single, unified, lower division GE pattern for CSU, UC, and CCC for transfer students that is available to students by Fall 2025 and is named CAL GETC. On March 27, 2024 the Board of Trustees voted to apply CAL GETC to First Year Students as well.

Cal-GETC requires five fewer units than CSU GE Breadth. It does this by including a one-unit laboratory for Biological or Physical Sciences and removing three units of Arts or Humanities courses (in Area C) and three units of Area E, Lifelong Learning and Self-Development. The pattern still includes six lower division units of Arts/Humanities and thus no curriculum changes will be needed for those classes. However, since Area E was only a three-unit requirement, this GE designation will cease to exist after Fall 2025. Curriculum changes to the current set of Area E classes will need to be made by October 2024 to be available to students in the Fall 2025 catalog.

Our current catalog notes the following:

> Complete one course, Engineering majors automatically satisfy the Lifelong Learning and Self-Development foundations GE area by completion of preparation for the major.
>
> ANTH 111 - Anthropology of the Night: Sleep, Dreams, and Demons Units: 3
> ANTH 112 - Conspiracy and Culture Units: 3
> ANTH 113 - Pseudoscience and Science in Archaeology Units: 3
> ASIAN 111 - The Mindful Brain Units: 3
> AFRAS 102 - An Afrocentric Response to Generational Trauma Units: 3
> CCS 275 - Sports and Race Units: 3
> CCS 280 - Youth Studies in Racialized Contexts Units: 3
> CFD 135 - Principles of Family Development Units: 3
> CFD 170 - Child and Adolescent Development from a Cultural Perspective Units: 3 (also listed as TE 170)
> CFD 270 - Human Development Across the Lifespan Units: 3
> CSP 150 - Adversity, Resilience, and the Science of Well-Being Units: 3
> CSP 240 - Career Development and Life Design Units: 3
> COMM 245 - Interpersonal Communication Units: 3
> DANCE 281 - Dance, Popular Culture, and Identity Units: 3
> ECL 245 - Literature, the Self, and Society Units: 3
> ENGR 100 - Perspectives in Human-Technology Frontier Units: 3
> GEN S 150 - Building Your Future Self for Success in College and Beyond Units: 3
> GEN S 260 - Introduction to Peace and Social Justice Units: 3
> HIST 114 - Sports in American History Units: 3
> HIST 125 - Sexuality, Past and Present Units: 3
> HIST 150 - Why History Matters Units: 3
> HUM 201 - The Body: Identity, Crisis, Resistance Units: 3
> ITAL 120 - Italian Food Culture Units: 3
> JMS 210 - Social Media in the Digital Age Units: 3
> LGBT 101 - Introduction to LGBTQ+ Studies Units: 3

LING 252 - Language Across the Lifespan Units: 3
NURS 253 - Stress and Human Health Units: 3
PHIL 140 - Technology and Human Behavior Units: 3
PSY 117 - Health, Happiness, and Academic/Professional Success Units: 3
RTM 100 - Sustainable Self-Development Units: 3
RTM 102 - Wellness and Recreation for Life Through Surfing Units: 3
RTM 200 - Recreation, Travel, and Self-Awareness Units: 3
REL S 258 - Death, Dying, and Afterlife Units: 3
SOC 115 - Body and Society Units: 3
TE 170 - Child and Adolescent Development from a Cultural Perspective Units: 3 (also listed as CFD 170)
WMNST 101 - Gender: Self, Identity, and Society Units: 3

There are approximately 36 courses currently designated Area E. While each of these classes will automatically remain in the catalog unless otherwise instructed by the offering department, they will no longer qualify as a GE and this may significantly hurt enrollment and thus faculty workload and lecturer contracts. As such, departments may choose to request consideration for these classes in a different GE category. Should a department request consideration of an existing Area E class for a different, lower division, GE foundations course, Curriculum Services suggests that those classes be reviewed only by the GE committee in an expedited manner to help facilitate implementation of AB 928. Because the courses themselves exist and because a similar process was used when Area E was created in 2017, Curriculum Services suggests courses be entered into Curriculog as course modifications, proceed through standard college review, and then be reviewed by the GE committee for the course's consistency with GE goals and objectives. If approved by the GE committee for the new GE category, the course would then move to the Senate as an information item. This process would be in place ONLY for existing Area E classes and ONLY for the AY 2024-2025.

Should this process be approved, we recommend that programs begin the process as soon as possible in order to submit their proposals by the beginning of AY 2024-2025 so that the GE Committee can review in time to meet the October deadline. Both the Undergraduate Curriculum Committee and GE Committee support this proposal.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
             Roberto D. Hernández, Chair, Diversity, Equity, and Inclusion Committee (DEI)
Date: April 25, 2024
Subject: ACTION: Institutional Learning Outcome #7

The Academic Policy and Planning Committee (AP&P) and Diversity, Equity, and Inclusion Committee (DEI) move that the Senate adopt the following changes to Institutional Learning Outcome #7:

> ~~ILO 7. Demonstrate an understanding of diversity, equity, inclusion, and sustainability through local, global, and ethical perspectives.~~

> ILO 7. Demonstrate the ability to enact positive social change through the acquisition of knowledge, sensibilities, and skills associated with anti-racism, social justice, critical consciousness, leadership, ethnic identity, diversity, equity, inclusion, and sustainability using local, global, and/or ethical perspectives that provide direct service to society also known as liberatory outcomes.

Rationale:

As an emerging Research I institution that is also a recognized Hispanic Serving Institution (HSI), it is imperative that SDSU's policies and practices that impact student learning be informed by scholarly literature in the field of higher education. Such literature is voluminous, and scholars have synthesized its research to establish clear directions toward the type of learning outcomes that are most relevant for university students in the 21st century (Hurtado and Alvarado, 2015; Pascarella and Terenzini, 2005). Garcia (2017) developed a Multidimensional Conceptual Framework for Understanding Servingness in HSI's. The model includes "indicators of serving," which she describes as measurable, operationalizable variables suitable for assessment. The liberatory outcomes in her model include: Anti-racist orientation; Academic self-concept; Social agency; Racial identity; Leadership identity; Critical consciousness; Social justice orientation; Civic engagement; and Graduate school aspirations. Garcia emphasizes that the institutional assessment of liberatory outcomes are essential indicators of the degree to which transformed institutions reach servingness for all students and these libertory outcomes should be included in the strategic plan and connected to the infrastructure in order to conceptualize how the curriculum, co-curriculum, support services, and physical infrastructure elevate a humanizing and liberatory education (Garcia, 2023). SDSU's ILO 7 currently includes language that aligns with some of the content in Garcia's liberatory outcomes concept, however, as written it does not include social justice, and it focuses on knowledge acquisition, and not application through participation or engagement.

This proposal aligns with key aspects of SDSUs strategic plan, and supports ethnic studies GE

requirements as specified in AB 1460. Moreover, the proposed ILO language will support SDSU's 2025 accreditation process as the revised language aligns with the goals and the review criteria of the upcoming WASC accreditation visit; in particular, *CFR 1.2 Consistent with its purposes and character, the institution defines and acts with intention to advance diversity, equity, and inclusion in all its activities, including its goal setting, policies, practices, and use of resources, across academic, student support, and co-curricular programs and services*.

This proposal is supported by:
Associated Students
Undergraduate Council
HSI Campus Advisory Committee (Student Success, Academic and Liberatory outcomes subcommittee; Representation, Retention & Recruitment Subcommittee)

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: ACTION: Cheating and Plagiarism

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Academics, Cheating and Plagiarism:

UNIVERSITY POLICIES: Academics: Cheating and Plagiarism

1.0   Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which violate both academic and student disciplinary standards.

2.0   Definitions

2.1.   Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above

2.2.   Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting

quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; ~~and~~ (f) submitting as one's own work papers purchased from research companies~~.~~; and (g) representing work produced by generative AI as one's own.

Rationale:

The rise of generative AI tools such as ChatGPT and Copilot are impacting teaching and learning as faculty grapple with what place, if any, generative AI might occupy in their classrooms and students struggle to understand permissible uses of genAI. AP&P applauds the work of the Senate IIT Committee in developing general guidelines that might help us navigate these questions. As an initial step towards addressing the implications of generative AI in policy, we recommend augmenting the current definition of plagiarism to cover the use of such tools without proper attribution. Since work produced by generative AI is not directly human-created—though the algorithms, data sets, and data cleaning certainly are—we maintain that it is necessary to add an additional clause to our current definition of plagiarism to include work produced with generative AI, which is distinct from other AI tools such as the spellcheck and grammar check functions built into word processing software. We recommend this change as a first step in the process of adapting our lives and the Policy File to the fast-evolving realities of our modern world. This change will offer clarity to students who are unsure of the role of generative AI with respect to academic integrity. It will also help to defuse potential conflict when disagreements about this topic arise.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 22, 2024
Subject: ACTION: Search Committees for University Administrators (Referral 21/22_28)

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Administration, Search Committees for University Administrators:

UNIVERSITY POLICIES: Administration

Search Committees for University Administrators

1.0   Search for University-Wide Administrative Personnel

1.1.   Faculty, staff, and students shall participate in searches for (a) Provost, (b) Vice Provost, (c~~b~~) Vice President for Student Affairs and Campus Diversity, (d~~c~~) Vice President for Business and Financial Affairs, (e~~d~~) Vice President for University Relations and Development, (f) Vice President for IT and Chief Information Officer, (g~~e~~) Vice President for Research and Innovation, (h~~f~~) Associate Vice President for Faculty Advancement and Student Success, (i) Associate Vice President for Curriculum, Assessment and Accreditation, (j) Associate Vice President for Enrollment Management, (k) Associate Vice President for International Affairs, (l) Assistant Vice President for Labor Relations, (m) Associate Vice President for Financial Operations, (n) Assistant Vice President for Analytic Studies & Institutional Research, (o~~g~~) Dean of Global Campus, (p) Dean of Graduate Studies, and (q~~h~~) Dean of the Library.

1.1.1.   All vacancies shall be advertised and filled in compliance with the University's Nondiscrimination and Equal Opportunity Policy. The Director of the Office of Employee Relations and Compliance, the Chief Diversity Officer, and the Committee on Diversity, Equity, and Inclusion may assist in the search.

1.1.2.   An ad hoc search committee shall be formed each time it is necessary to recommend a person to fill one of the positions in sec. 1.1. ~~Faculty members shall be tenured and shall be selected in accordance with sec. 4.0. The Associated Students and Staff Affairs Committee shall respectively formulate rules for selection of students and staff members. Additional members shall be selected by the President or designee. The composition of search committees shall be as follows:~~

~~a)   Provost: six faculty members, two students, one staff member, and five additional members (of whom at least three shall be faculty)~~

~~b)   Vice President for Student Affairs and Campus Diversity: two faculty members, two representatives elected by and from the personnel of the Division of Student Affairs and Campus Diversity(of whom at least one~~

1.1.3. All elections for faculty to serve on search committees shall be overseen by the Committee on Committees and Elections. Associated Students and the Staff Affairs Committee shall respectively formulate rules for the election or appointment of students and staff members. Appointed members shall be selected by the President or designee. The President is encouraged to consider the diversity of the committee when making appointments. No more than two members from the same academic college or equivalent unit may serve, unless specified in 1.1.5.

1.1.4. For search committee membership, faculty shall be defined as 1.1 in the Bylaws. Unless otherwise stated, at most one elected faculty member per committee may be probationary (tenure-track), full-time contingent, or faculty on FERP appointment during their active employment period. Imperial Valley faculty are eligible for election, unless otherwise specified.

1.1.5. The regular composition of search committees shall include four faculty, selected from the tenured, probationary, contingent, or FERP faculty; one staff member from the hiring unit; two students (ideally drawn from the relevant units if applicable); and one appointed member.

1.1.5.1 The hiring unit may request additional elected seats on a committee; such

requests should be sent directly to Senate officers. The Senate Executive Committee, in consultation with the Committee on Academic Policy and Planning, shall review the request and, if deemed appropriate, recommend additional elected seats to search committees. Time permitting, the full Senate shall approve those additional seats before elections can be held. If action is required before the next regularly scheduled Senate meeting, the Senate Executive Committee shall act on behalf of the full Senate per Bylaw 3.2.2.4. Those additional seats will only apply to the current search.

1.1.6.~~1.1.3.~~ The procedures and duties of the search committee are as follows:

1.1.6.1.~~1.1.3.1.~~ The President or designee shall convene the organizational meeting of the committee and shall preside until a chair has been elected. The Chair of the Senate or designee shall attend the organizational meeting and participate without a vote. The search committee shall elect its chair from among its elected members and shall establish its own search and selection procedures, except that no member of the committee shall act unilaterally regarding committee business. The Director of the Office of Employee Relations and Compliance, the Chief Diversity Officer, or a representative from the Committee on Diversity, Equity, and Inclusion may attend committee meetings as a nonvoting member.

1.1.6.2. Searches for positions that are eligible for tenure in an academic unit via faculty retreat rights (academic MPP positions) shall align with the Building on Inclusive Excellence (BIE) criteria and process, as described in University Policies: Faculty, Tenure Track Hiring: Building on Inclusive Excellence Criteria.

1.1.6.3.~~1.1.3.2.~~ All committee recommendations shall be by a majority vote of the voting members of the committee. Search committee procedures shall be in compliance with the University Nondiscrimination and Equal Opportunity Employment policy and with Title 5 of the California Code of Regulations, sec. 42701.

1.1.6.4. In order to foster the honest, fair, and accurate assessment of candidates, confidentiality shall be honored throughout all aspects of the committee's work during and following the completion of the search process. Confidentially shall extend to the identities of prospective candidates, committee communications, and deliberations about specific candidates. Per Title IX and EEOC laws and regulations, search committee members shall be protected from future retaliation by candidates. The Center for the Prevention of Harassment and Discrimination shall ensure compliance with anti-retaliation laws.

1.1.6.5.~~1.1.3.3.~~ The committee, before inviting any candidates to the campus, shall present to the President the list of those whom it intends to invite. If the President requests it, the committee shall add names to the list before any candidates are interviewed on campus. The President shall appoint,

however, only from the final list of those recommended by the committee.

1.1.6.6.~~1.1.3.4.~~ For each position to be filled, the committee shall recommend the appropriate number of candidates to the President for selection.

1.1.6.7.~~1.1.3.5.~~ In searches for vice presidents, the Director of the Office of Employee Relations and Compliance shall have certified that all Nondiscrimination and Equal Opportunity Employment obligations and commitments have been satisfied. For the other administrators, the appropriate vice president shall have certified.

1.2. Selection of Faculty for University-Wide Administrative Personnel Search Committees

1.2.1. For all university-wide administrator searches, the President shall announce vacancies and anticipated vacancies to the Chair of the Senate. The Chair of the Senate shall call for the nominations process to be completed at the next regular or special Senate meeting. The faculty and the senators shall be informed of the impending nominations by campus mail or email. No more than one faculty member shall be chosen from any college, unless otherwise specified in the Policy File. Search committee faculty shall be tenured unless otherwise specified in 1.1. Eligibility criteria to serve on a search committee shall be identical to eligibility for election to the Senate, unless otherwise specified.

1.2.2. Nominations shall be made by a faculty member eligible to vote in Senate elections. Nominations by petition shall be in the Senate office seven days before the regularly scheduled Senate meeting. Nominations may also be made from the floor of the Senate. Faculty shall be considered nominated upon formal recommendation by a Senator. There shall be at least one nominee for each seat to be filled by the Senate. All nominees shall have agreed to serve.

1.2.3. Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority.

1.2.4. The Committee on Committees and Elections shall run all elections, including the nomination process.

1.~~2~~3 Searches for Positions Not Requiring Faculty Participation (administrative positions not specifically designated in sec. 1.1 or covered by the procedures of the bylaws of auxiliary organizations)

1.~~2~~3.1. The President or designee shall decide when a search committee is appropriate. When it is not, a person may be appointed to the position by the administrator to whom that person will report; this shall occur after a full search in compliance with University Nondiscrimination and Equal Opportunity Employment procedures.

1.~~2~~3.2. When a search committee is appropriate, it shall be appointed by the President or

designee to review all applications and to conduct personal interviews with the most qualified candidates. The committee shall include one or more members of the faculty. The Director of the Office of Employee Relations and Compliance, the Chief Diversity Officer, or a member of the Committee on Diversity, Equity, and Outreach may attend committee meetings as a nonvoting member.

    1.~~2~~3.2.1. The committees shall submit a list of the appropriate number of candidates to the President or designee for review and appointment.

    1.~~2~~3.2.2. The appropriate vice president, dean, or director shall have certified that all Nondiscrimination and Equal Employment Opportunity obligations and commitments have been satisfied.

2.0 Searches for Deans of Colleges and Related Positions (Including Deans of the Colleges of Arts and Letters, Fowler College of Business, Education, Engineering, Health and Human Services, Professional Studies and Fine Arts, Sciences, and of SDSU Imperial Valley).

2.1. All vacancies shall be advertised and filled in compliance with the University's Nondiscrimination and Equal Opportunity Employment policy.

2.2. An ad hoc 13-member search committee shall be formed each time to recommend a person to fill one of the above positions. The committee shall comprise (a) six ~~tenured~~ faculty members, at least five of whom must be tenured, from the college elected by the faculty of the college under the rules governing elections to the Senate, (b) one faculty member from outside the college elected by the Senate in conformance with sec. 4.0, (c) three members (of whom at least two shall be faculty) selected by the President or designee, (d) two upper division or graduate students whose majors are in that college, selected by Associated Students procedures, and (e) one member elected by and from the staff of that college. The Director of the Office of Employee Relations and Compliance or designee shall serve as a non-voting ex officio member of the committee.

2.3 The Senate Committee on Committees and Elections shall run the college-wide election to form the search committee, in addition to the Senate election for the outside faculty member.

2.4 Faculty eligible for election to a search committee are defined in section 1.1 of the Bylaws. All faculty shall be eligible to serve unless otherwise specified, including probationary faculty, full-time contingent faculty and FERP faculty during their active employment period.

2.5~~2.3~~ The procedures and duties of the search committee shall be as follows:

    2.5.1.~~2.3.1~~The President or designee shall convene the organizational meeting of the committee and preside until a chair has been elected. The Chair of the Senate or designee shall attend the organizational meeting and participate without a vote. The search committee shall elect its chair from among its elected members.

    2.5.2. ~~2.3.2~~The committee shall establish its own search and selection procedures in writing, before any formal deliberations, and shall forward these procedures to

the President. Any revision of the procedures requires reexamination of all submitted papers. Ongoing consultation with the President shall be established.

      2.5.2.1. 2.3.2.1. Minutes of all meetings shall be in writing. Copies of the minutes of each meeting shall be sent to the President and the Director of the Office of Employee Relations and Compliance.

      2.5.2.2. 2.3.2.2. The committee shall demonstrate its commitment to affirmative action by including the steps to be taken in the guidelines.

      2.5.2.3 Since these positions are eligible for tenure in an academic unit via faculty retreat rights, these searches shall align with the Building on Inclusive Excellence (BIE) criteria and process, as described in University Policies: Faculty, Tenure Track Hiring: Building on Inclusive Excellence Criteria.

      2.5.2.4. 2.3.2.3. Operational procedures shall include timelines. Changes in these time lines shall require a reopening of the search.

      2.5.2.5. 2.3.2.4. The committee, before inviting the candidates to the campus, shall present to the President the list of those it intends to invite. If the President requests it, the committee shall add names to the list before any candidates are interviewed on the campus. The President shall appoint, however, only from the final list of those recommended by the committee.

      2.5.2.6. In order to foster the honest, fair, and accurate assessment of candidates, confidentiality shall be honored throughout all aspects of the committee's work during and following the completion of the search process. Confidentially shall extend to the identities of prospective candidates, committee communications, and deliberations about specific candidates. Per Title IX and EEOC laws and regulations, search committee members shall be protected from future retaliation by candidates. The Center for the Prevention of Harassment and Discrimination shall ensure compliance with anti-retaliation laws.

2.6 2.4 Before committee recommendations, the Provost shall have certified that all Nondiscrimination and Equal Opportunity Employment obligations and commitments have been satisfied.

    2.6.1. 2.4.1 All committee recommendations shall be by majority vote of the voting members of the committee.

    2.6.2. 2.4.2 If the President disagrees with the committee's recommendations, the President shall communicate reasons to the committee. If an agreement cannot be reached between the committee and the President, the search shall be reopened.

3.0   Appointment of Acting Vice Presidents and Deans (including administrators identified in secs. 1.1 and 2.0)

3.1.   When, in accordance with Senate policies, a committee has been selected for the purpose of making recommendations concerning appointment to a position designated in secs. 1.1 and 2.0 and when the position becomes vacant before the committee has a candidate for permanent appointment, the President shall seek the advice of the committee before appointing an acting officer.

3.2.   When a position designated in Sections 1.1 and 2.0 above becomes vacant before a committee has been elected in accordance with Senate procedures for the purpose of recommending an appointment to the President; the President shall consult with appropriate Senate officers and committees and may then appoint an acting vice president or dean.

3.3   No person appointed as an acting officer shall serve for longer than one year without the concurrence of the committee elected in accordance with Senate procedure to recommend to the President a permanent appointment to the position.

3.0   ~~Procedures for the Selection of Faculty to Serve on Search Committees (other than those selected within colleges as specified in sec. 2.0)~~

4.1   ~~The President shall announce the vacancies or anticipated vacancies to the Chair of the Senate. The Chair of the Senate shall call for the nominations process to be completed at the next regular or special Senate meeting. The faculty and the senators shall be informed of the impending nominations by campus mail or email. The search committee shall comprise the number of faculty indicated for the position with no more than one from any college, and the faculty shall be tenured and themselves eligible for election to the Senate.~~

4.2   ~~Nominations shall be made by a faculty member eligible to vote in Senate elections. Nominations by petition shall be in the Senate office seven days before the regularly scheduled Senate meeting. Nominations may also be made from the floor of the Senate. Faculty shall be considered nominated upon formal recommendation by a Senator. There shall be at least one nominee for each seat to be filled by the Senate. All nominees shall have agreed to serve.~~

4.3   ~~Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority.~~

45.0   If an administrative search needs to take place for a position of the same category as the positions listed in 1.1, but the position is not explicitly described above, and the search needs to take place before this policy is amended, then the Senate Executive Committee (SEC) shall determine the composition of an ad-hoc search committee. All elections for faculty to serve on search committees shall be overseen by the Committee on Committees and Elections. Associated Students and the Staff Affairs Committee shall respectively formulate rules for the election or appointment of students and staff members. Appointed members shall be selected by the President or designee.

Rationale:

These proposed changes are in response to Referral 21/22_28, which asked AP&P to add new administrative positions and clarify election processes for searches for university administrators. AP&P dedicated considerable attention to determining what positions needed to be added and what the composition of search committees should be. We determined that, in addition to new administrative positions previously not listed in the policy (including the Vice Provost and Vice President for IT and Chief Information Officer), all Associate/Assistant Vice Presidents in Academic Affairs should be included in section 1.0.

As we reviewed current policy, we could find no standard composition for search committees across administrative roles. We likewise lacked institutional memory as to why different search committees were differently composed. As such, we recommend standardizing search committee memberships for all positions listed in 1.0, while also allowing a degree of flexibility for hiring units to request one-time additions to committees to involve relevant stakeholders in the process. This will minimize confusion about future search committees and make it easier to add positions to 1.0 in response to future organizational changes.

We also expanded eligibility for search committee membership to include probationary and full-time contingent faculty (sections 1.0 and 2.0) to be more inclusive and provide a larger pool for faculty nominations in the search committee formation process (CCE's 2022-2023 Chair recommended a more inclusive balloting approach). We clarified that FERP faculty are eligible to serve during their active employment period. And we clarified the CCE's role in running elections to determine search committee membership.

In practice, these searches are handled with full confidentiality. Here we introduce language to align our policy with our practice, noting in particular the need to protect more vulnerable committee members (probationary faculty, contingent faculty, and staff members). Similarly in practice, many recent administrative searches have adopted Building on Inclusive Excellence criteria; our proposed language requires it for any search where faculty retreat rights are reasonably expected. Finally, we re-ordered the policy (moving former section 4.0 up to 1.2) to improve readability and clarify the policy.

All told, we believe that these changes fill gaps in the process, clarify roles and responsibilities, and will create a more inclusive hiring process for university administrators.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: ACTION: Emeritus Employee Policy (Referral 20/21_06)

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to University Policies: Emeritus Employees:

UNIVERSITY POLICIES: Emeritus Employees

Emeritus status is a right extended to all eligible faculty, ~~and~~staff, and administrators. Emeritus status brings with it continued affiliation with the institution and specific benefits (listed in 4.0). Emeritus status, and its accompanying benefits, have associated responsibilities. In order for emeritus status and/or benefits to continue, an emeritus employee must remain in good standing with the University.

1.0   **Eligibility:** ~~Faculty and staff e~~Employees who retire from SDSU after having served ~~shall have served~~ 10 or more full-time years, or the part-time equivalent, either continuously or at different times at SDSU or elsewhere in the California State University (CSU) system, are eligible for emeritus status. In addition to the length of service, either at SDSU or elsewhere within the CSU, employees must be eligible to activate their annuities from the CSU system.

    1.1.   Faculty: Emeritus status is granted at a campus, and may be conferred at more than one campus or university system. All faculty, as defined by 1.1 in the Bylaws, are eligible for emeritus status. Full-time appointments may be 10- or 12-month, as specified in Bylaw 1.1.1.

    1.2.   Administrators: Emeritus administrator status shall be granted by and at the pleasure of the President of the university.

2.0   **Nomination:** At least once a semester, a list of employees who have announced their intention to retire and meet the eligibility requirements shall be distributed by the appropriate office to the ~~Senate Office for inclusion on an upcoming SEC/Senate agenda.~~ appropriate Senate committee (Faculty Honors and Awards Committee and Staff Affairs Committee). The Center for Human Resources shall compile the list of retiring eligible staff, and the President's Office (or designee) shall compile the list of retiring faculty. Committees will review the recommended names to ensure that nominated individuals meet the eligibility criteria. After finalizing the nominations, the names of nominated employees shall be sent to the Senate for consideration.

    2.1.   The Senate shall vote on these lists no later than the final meeting of that semester.

2.2. If eligible persons are omitted from emeritus status, they may request from the Chair of the Senate conferral of emeritus status.[1] ~~This includes currently retired employees who become eligible for emeritus status under newly formed rules.~~

3.0   Conferral: Emeritus status shall be granted by formal vote of the Senate.

3.1. Upon approval, Senate officers shall include the full list of emeritus employees in their Action Memo to the President. A copy of that memo shall be sent by the Senate Office to the following individuals and offices to ensure the continuation of access and timely conferral of benefits: Senior HR Director, Director of IT User Services, University Library Circulation Department Head, Director of Parking and Transportation Services, Provost, Curriculum Services (in order to update the Catalog), and the employee's supervisor (department chair, school director, college dean, MPP, etc.).

3.2. The names of emeritus faculty and administrators shall be listed in the back of the ~~General~~ Catalog and with department and school faculty in the body of the Catalog for a period of 10 years, with extension granted upon request of the faculty member. Departments are responsible for communicating with Curriculum Services the names of emeritus faculty for their department page in the Catalog.

3.3. ~~The names of emeritus staff shall be listed on the Senate, Staff Affairs Committee, and departmental, school and/or college websites.~~ The names of emeritus staff and their division or college shall be listed in the Catalog for a period of 10 years, with extension granted upon request of the staff member.

3.4 Human Resources shall be responsible for maintaining historic and current lists of emeritus employees, and for sharing publishable-ready lists with Curriculum Services to add to the Catalog. Curriculum Services shall annually deposit the Catalog in the University Library's Department of Special Collections and University Archives in order to memorialize past emeritus employees.

4.0   Benefits: Emeritus employees in good standing shall receive the following benefits as available and following normal procedures for allocation: (a) library privileges accorded to all employees, (b) free annual parking permits, (c) email continuation, (d) access to site licensed software suites when licensing agreements allow, and (e) identification cards indicating emeritus status. Emeritus benefits are managed by the appropriate service unit.

4.1. When available, emeritus employees may be granted office space and/or computer access upon the recommendation of the appropriate departmental unit (school, department, college, center).

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[1] This includes currently retired employees who become eligible for emeritus status under newly formed rules.

4.2.   Emeritus employees are eligible to serve on Senate appointed and campus ad hoc committees as appropriate.

5.0   Revocation: Once granted, the decision to revoke emeritus status and its associated benefits may be considered in cases of serious misconduct or just cause that contravenes basic university or public policy, per ASCSU Resolution AS-3456-20/FA.[2]

5.1.   **Revocation Process:** Due to the potentially confidential nature of a revocation request, the revocation process shall be handled confidentially at all levels of review.

5.1.1.   The Provost, or designee, may recommend the revocation of emeritus status and privileges. A written recommendation shall be sent to the Senate Officers to share with the Senate Executive Committee (SEC) in an executive (closed) session with only voting members. The recommendation shall specify the cause for revocation and provide supporting evidence. The Provost shall send the emeritus employee a copy of this recommendation.

5.1.2.   The emeritus employee may submit a response/rebuttal to the Senate Executive Committee within 10 calendar days of receiving a copy of the notification.

5.1.3.   The Senate Executive Committee shall, in executive (closed) session, determine whether the information presented in the initial recommendation merits review. Per Bylaw 3.2.2.4., an absolute two-thirds majority vote will be required to reject the revocation request without a full review process. If the SEC determines that no further action is required, Senate Officers will notify the emeritus employee within 10 days of its decision.

5.1.4   Should the SEC determine the request has merit, the SEC shall form a review committee within one month to evaluate the request for revocation. The review committee shall consist of five members, at least four of whom shall be tenured faculty. Full-time contingent faculty, FERP faculty during their active employment period, and staff are eligible to serve. One member of the review committee shall be from the same unit (or equivalent should the unit no longer exist) as the emeritus employee. One member shall be from a different unit. No member of the SEC shall serve on this committee. The names of the members shall be made public.

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[2] https://www.calstate.edu/csu-system/faculty-staff/academic-senate/resolutions/2020-2021/3456.pdf

5.1.5   The review committee shall report its recommendation to the SEC as soon as is reasonable but no later than within six months. The SEC may adjust the timeline as needed when forming the review committee. Any changes to the timeline shall be shared with the emeritus employee. If the review committee requires an extension to complete its work, a revised timeline shall be shared with the emeritus employee.

5.1.6   The review committee shall elect among its members a chair. The committee shall meet with the Provost or designee, the emeritus employee in question, or other individuals as warranted by the specific case to gather additional information. The AAUP's Statement of Professional Ethics[3] shall guide the committee's deliberations. A three-fifths majority vote is required to recommend the revocation of emeritus status and its associated benefits. All committee discussions and deliberations will be held in closed session and shall be treated as fully confidential.

5.1.7   After receiving the review committee's recommendation, the SEC shall, within one month of receiving the recommendation, meet in executive (closed) session to deliberate and vote on the review committee's recommendation. The decision to revoke emeritus status shall require an absolute two-thirds majority vote. The emeritus employee may attend the confidential executive session, but cannot be present for the vote. The emeritus employee shall be sent a copy of the decision within 10 days.

5.1.8   The appropriate offices listed in 3.1 shall be notified of the revocation of emeritus status and associated benefits.

5.1.9   The SEC shall notify the full University Senate of the decision to revoke emeritus status, though the details of the case shall not be disclosed.

5.2.   **Appeal process:** The emeritus employee may appeal a revocation decision within six months of revocation. Due to the potentially confidential nature of the revocation and appeal, the Senate Executive Committee shall act on behalf of the entire Senate.

5.2.1.   A written appeal shall be sent to Senate Officers to share with the Senate Executive Committee in executive (closed) session.

5.2.2.   The Senate Executive Committee shall make a final recommendation within three months of receiving the appeal. An absolute two-thirds majority vote of the entire membership of the Executive Committee shall be required to reverse the revocation.

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[3] https://www.aaup.org/report/statement-professional-ethics

5.2.3.   The final recommendation shall be shared with the emeritus employee, the Provost, and the appropriate offices responsible for administering associated benefits.

5.2.4.   If the SEC decides to reverse the revocation, the SEC shall notify the full University Senate of that decision, though the details of the case shall not be disclosed.

5.2.5.   If the SEC recommends reversing the revocation, the appropriate offices listed in 3.1 shall be notified in order to immediately restore all associated benefits to the employee.

Rationale:

There are two parts to this action item. The first part updates the Emeritus Employees policy the Senate adopted in May, 2024. Based on feedback from the first year of implementation, AP&P suggests changes to sections 1.0 - 4.0 to clarify the roles of the Faculty Honors and Awards Committee and Staff Affairs Committee in reviewing recommendations for emeritus status; the role of HR in compiling, distributing, and maintaining lists of emeritus employees; and the general mechanisms by which those names will be shared publicly via the Catalog and then archived in Special Collections and University Archives.

The second part of this action item responds to Referral 20/21_06: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal. [Resolution AS-3456-20/FA](#) calls upon campuses to establish a revocation process "in cases of serious misconduct or just cause that contravenes basic university or public policy." The resolution requires that such policies identify who may revoke the faculty emeritus/emerita status once granted and specify the appeal process, including "the timeline and to whom or what University division the appeal shall be submitted."

AP&P recommends the following revocation process in cases of serious misconduct or just cause that contravenes basic university or public policy: A request for consideration of revocation will begin with the Provost (or designee) and be shared with the Senate Executive Committee in executive (closed/confidential) session. Given the potential confidential nature of the recommendation, the SEC will act on behalf of the full Senate, who holds ultimate responsibility in conferring emeritus status. If the SEC agrees that the revocation request has merit, they will form a review committee who will report back within six months. The SEC will then consider and vote on the committee's recommendation. If revocation is approved, the offices responsible for administering benefits will be notified in order to end those benefits. The employee then has up to six months to submit an appeal to the SEC, who in turn will have three months to deliberate and vote to restore emeritus status/benefits. Should the SEC decide to reverse the revocation,

benefits will be restored to the employee. All SEC votes will be held in executive session, be treated as confidential, and require an absolute two-thirds majority, as specified in Bylaw 3.2.2.4 when the SEC acts on behalf of the full Senate.

AP&P felt strongly that there should be multiple layers of review and a sufficient timeline for handling revocation, as revocation is not a decision to be made lightly or quickly. Our proposed policy ensures that decision-making is not left to a single individual and that the process is robust and credible, balancing shared governance with the need for confidentiality.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Action Item: Update to Policy Language Regarding Grades

Grades

1.0 ~~In order that the assignment of grades truly reflects the student's achievement in courses, the integrity of the academic program, and the integrity of departments or schools and instructors, grades~~ The assignment of grades should reflect the student's accomplishment in courses ~~and shall genuinely distinguish between high and low levels of achievement~~. The student's achievement shall be assessed with respect to the course learning outcomes specified for each course. These course learning outcomes and assessment metrics should be consistent with the expectations and norms of the field and/or national standards. Although no formula for a curve shall be appropriate to all courses offered at the university, instructors shall use all grades from A through F to distinguish among levels of academic accomplishment. The grade for satisfactory performance in a course by an undergraduate ~~average undergraduate achievement~~ shall be C; the grade for satisfactory performance in a course by a graduate student ~~average graduate achievement~~ shall be B.

1.1. Undergraduate grades shall be: A, outstanding achievement; B, praiseworthy performance; C, satisfactory performance~~, the most common undergraduate grade~~; D, minimally passing; and F, failing. Graduate grades shall be: A, superior performance; B, satisfactory performance; C, minimally passing; D, unacceptable for graduate degree credit; and F, failing.

In relation to course learning outcomes (CLOs) and assessments this can be understood as follows.

       A - The student demonstrated outstanding achievement by exceeding all of the CLOs, as demonstrated through course assessments.
       B - The student demonstrated praiseworthy performance by meeting all or almost all of the CLOs with only minor shortcomings.
       C - The student demonstrated satisfactory performance. They met some of the CLOs but missed others, or approached all of the CLOs but did not meet them in full.
       D - The student demonstrated minimally passing performance. They did not meet many of the CLOs, and those they met had shortcomings.
       F - The student demonstrated failing performance. They failed to meet all or most of the CLOs.

1.2. Faculty may assign plus and minus grades with the exception of A+, F+, and F-.

2.0 **Variations:** Some courses ~~naturally~~ call for varied application of the policy above. Courses graded credit/no credit do not produce the distribution of grades indicated in the grade descriptions above. Courses in which the differential quality of performance is difficult or

impossible to assess may be graded other than A through F when authorized by the same officers, agencies, and procedures required for changes in the curriculum. When requested by a department, school, or program, experimental departures from regular grading practices may be authorized in undergraduate courses by the Undergraduate Council.

Competency-based courses shall normally be graded credit/no credit. Upper division work, including specialized work, shall not be a normal exception to the general grading policy. Although students are prepared to do higher level work than in lower division courses, higher levels of achievement shall be demanded therein for higher grades.

3.0 Administration of Policy

3.1. To facilitate common understanding of grading policy, each department, school, and program shall have a grading policy based on University policy and elaborating all general and special applications of the policy acceptable to the relevant college academic policy and planning committee and on file in the college dean's office.

3.2. Every member of the faculty shall assign grades in their his or her classes in conformity with the policies set forth above. To facilitate common understanding between the instructor and students, the specific coordination of course requirements and University grading policy shall be presented to the students at the beginning of a course.

3.3. Responsibility for maintaining department, school, or program integrity in grading practices shall rest with the department or program chair or school director. Every semester or session the chair or director shall review receive data on grades awarded in courses offered in the department, school, or program. The chair or director shall compute and distribute the department, school, or program grading data according to internal procedures. The department, school, or program shall maintain grading standards integrity chiefly through discussions of grading practices and peer pressure. An instructor who provides a professionally defensible explanation for marked or persistent departure from predictable grading patterns shall be in conformity with policy.

3.4. Late Grade Submission: Every instructor shall report grades to the Office of the Registrar by the published due date. Not turning in grades on time shall constitute failure to perform the responsibilities of the position (cf. California Education Code, sec. 89535(f). Violations of this policy shall result in progressive discipline, including written warnings, reprimands, and, in the case of repeated incidents, disciplinary action as stated in the Collective Bargaining Agreement. A list of all violators shall be a matter of public record. If grades have not been submitted fifteen days past the published due date, the department chair or school director may submit grades in the instructor's stead.

4.0 Options, Computation, and Registration of Grades

4.1. **Registration of Grades**: At the end of each semester or session in which a student is enrolled, a report of courses taken, showing units used in reporting shall be as follows: Grade of A ~~(outstanding achievement, available only for the highest accomplishment)~~, 4 points; B ~~(praiseworthy performance)~~, 3 points; C ~~(average, awarded for satisfactory performance, the most common undergraduate grade)~~, 2 points; D ~~(minimally passing, less than the typical undergraduate achievement)~~, 1 point; F ~~(failing)~~, 0 points; I (incomplete), counted as units attempted after one year, 0 points; SP (satisfactory progress), not counted in the grade point average; W (withdrawal), not counted in the grade point average; Audit, no credit earned and not counted in the grade point average; No Audit, no credit earned and the course title shall not appear on the transcript; Cr (credit), signifying units earned 59 but not counted in the grade point average; NC (no credit), no credit earned and not counted in the grade point average; U (unofficial withdrawal), counted as F for grade point average and progress point computation.

Rationale

This policy change adds Course Learning Outcomes to referenced assessment criteria as a reflection of current practice. It also seeks to clear up a common misreading of Senate Policy that has led to a belief that the University requires the average letter grade for an undergraduate class be C, and that the average letter grade for a graduate class be B. This policy language removes reference to any grade being "average" to clarify that Senate policy mandates these grades not as the average grade of a class as a whole, but rather as the grades given for satisfactory, but unremarkable, performance by individual students.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Action Item: Update to Policy Language Regarding SDSU Syllabi

Action Item

Academic Responsibilities

1.0 **Instructional Materials**

1.1. Instructors shall ensure that instructional materials used in or for a course are significantly related to the announced structure and purpose of the course. Giving the audience forewarning of materials that may be deemed offensive shall be optional.

1.2. Instructional materials, whatever their source (rental, purchase, private collection, guest lecture), shall be legally acquired and shall include captioning whenever possible.

2.0 **Course Syllabi**: The syllabus for each course shall describe the course's purpose, scope, and student learning outcomes. In addition, each syllabus shall include office hours and contact information for the instructor, refer to the current procedure for accommodating students with disabilities (refer to Student Ability Success Center), and describe the course design, required materials, schedule, and grading policies, which may vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to student learning outcomes, major assignment due dates and exam dates, and grading policies, shall be made only for compelling reasons.

2.1. As a university located on the historic lands of the Kumeyaay Nations, faculty retain the option to include the SDSU Land Acknowledgement statement (the abbreviated or full version) in their syllabus as recognition that SDSU resides on the land of the Kumeyaay, and as an expression of the university's commitment to advancing access, justice, equity, diversity, and inclusion. 146

2.2. Instructors shall provide students with access to their course syllabus at or before the first class meeting, and ~~In addition, instructors shall~~ post their syllabus on the official ~~and available course site of the SDSU Canvas~~ learning management system as well as any other course web site routinely accessed by the course students. Any major changes to the course syllabus shall be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.

2.3 Recognizing that access to syllabi is important for alumni and prospective students, instructors shall submit their syllabi to the appropriate department coordinator at a time specified by College policy or by the end of the semester.

2.4 Departments shall, by the end of each semester, submit their syllabi for deposit into the SDSU Syllabus Collection according to procedures defined in the Chairs and Directors Handbook.

Rationale

Currently policy requires that syllabi are to be deposited into the SDSU Syllabus Collection by departments. This new policy language clarifies how syllabi are obtained by departments.

TO: Senate Executive Committee / Senate
FROM: Linda Abarbanell, Co-Chair, SDSU Imperial Valley Faculty Council, David Kanaan, Co-Chair, SDSU Imperial Valley Faculty Council, Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Action Item: Resolution on Priorities for Collegiality, Inclusivity, and Equity for IV Faculty in Home Departments on the San Diego Mesa Campus

San Diego State University Resolution on Priorities for Collegiality, Inclusivity, and Equity for IV Faculty in Home Departments on the San Diego Mesa Campus

WHEREAS, all tenure-track faculty whose primary teaching assignment is on the Imperial Valley campus have dual appointments with a home department on the SDSU Mesa campus in San Diego; and

WHEREAS, all tenure-track faculty whose primary teaching assignment is on the Imperial Valley campus undergo tenure review by a peer committee and their department chair on the Mesa campus; and

WHEREAS, the degree of inclusivity extended to said faculty by their home departments on the Mesa campus, including mentorship, resources, and invitations to participate in meetings and committees where decisions have import for them, has historically and continues to depend on the practices of individual department chairs; and

WHEREAS, said faculty have historically and continue to experience large inequalities with respect to resources when compared with faculty in their home departments on the Mesa campus, including large gaps in salary;

WHEREAS, the above-mentioned factors have historically had and continue to have an effect on faculty recruitment and retention, and, by extension, the education that is offered to students enrolled on the Imperial Valley campus; and

WHEREAS, the above-mentioned factors contradict SDSU's stated mission of excellence and its goal of being One SDSU Community;

Be it resolved, that the SDSU University Senate supports the following list of Priorities for Collegiality, Inclusivity, and Equity for Imperial Valley faculty in their Home Department on the Mesa Campus to be considered for adoption into the SDSU Senate Policy File and the Department Chairs Handbook.

1. Recruitment and retention of SDSU Imperial Valley faculty should require offering and adjusting salaries equivalent to their San Diego-unit colleagues based upon experience and achievements, and not be reduced due to the location of the campus.

2. SDSU Imperial Valley tenured/tenure track faculty should be included in all faculty directories and have equivalent website profile pages as other tenured/tenure-track faculty within their San Diego-based unit (Department, Division, School, or College).

3. SDSU Imperial Valley tenure-track faculty at the Assistant level should be offered the opportunity of having a tenured faculty mentor and tangible systems of support (e.g., administrative support) from their San Diego-based unit or equivalent.

4. SDSU Imperial Valley tenured/tenure track faculty should be invited to attend faculty meetings within their San Diego-based unit with a virtual option being provided.

5. SDSU Imperial Valley tenured/tenure track faculty should be included in the conversation of their respective San Diego-based unit committees where decisions have implications for the SDSU Imperial Valley campus, e.g., curriculum committees.

6. SDSU Imperial Valley tenured/tenure track faculty is to be provided with access to individual or shared office space on the San Diego Mesa campus.

7. SDSU Imperial Valley faculty should receive appropriate reimbursement and/or accommodations for travel expenses (e.g., mileage) when required to attend activities or teach at the Mesa Campus.

8. To avoid confusion with the local community college (Imperial Valley College or IVC), and because virtually all of the students in the Valley who transfer to SDSU-IV come from that college, references to SDSU Imperial Valley should consist exclusively of SDSU Imperial Valley, SDSU-IV or, in the simplest case, IV. All relevant systems should be updated to reflect this nomenclature.

9. Information about the rights and responsibilities of IV faculty, including the points outlined above, should be added to the Senate Policy File and the Department Chair Handbook.

10. Department chairs on the Mesa campus should receive training about the existence and integration of Imperial Valley campus faculty into their home departments in San Diego.

MEMORANDUM

Date: April 15, 2024

To: University Senate
        San Diego State University

From: Michele Goetz
        Chief Executive Officer and Associate Vice President
        SDSU Research Foundation

RE: Senate nominations for the SDSU Research Foundation Board of Directors

The SDSU Research Foundation (SDSURF) board has two upcoming Senate-recommended vacancies that need to be filled. I am requesting that the two nominations referenced in the body of this memo be brought to the University Senate floor at the May 7, 2024, meeting for Senate recommendation to the SDSU President for nomination approval.

Background
The composition of the SDSU Research Foundation Board of Directors as specified in Article III Directors states:

The Board of Directors shall consist of two categories of voting Directors as follows:

Ex officio Directors: The President, the Provost, the Vice President for Research and Innovation, the Vice President for Business and Financial Affairs, and the President of Associated Students of San Diego State University.

Directors elected by the Board of Directors: Four faculty members of the University recommended by The Senate, nominated by the President, and elected for four-year terms, and up to eight individuals, at least five of whom are "public" members from the community, nominated by the President and elected for three-year terms.

Responsibilities
Board members must meet certain standards of conduct and attention in carrying out their responsibilities to SDSU Research Foundation. Duties and obligations expected during the duration of Board service include: regular attendance at meetings and functions; active participation; advocacy and understanding of SDSU Research Foundation's purpose, mission, services, policies, and programs; assure financial responsibility by approving the annual budget and overseeing adherence to it; provide planning oversight and support; governance of SDSU Research Foundation policies and legal accountability for its operation; responsibility of creating, reviewing, and updating the mission statement; and provide self-assessments to evaluate how well the Board is performing.

Nomination #1
Jennifer Thomas, Ph.D. is a professor and the master's program advisor in the Department of Psychology. She joined SDSU as an assistant professor in 2000. Dr. Thomas has served on the SDSU Research

Foundation Board of Directors for two terms and has a strong interest in serving a third term. We support Dr. Thomas nomination for renewal as she is an experienced researcher who brings thoughtful questions and perspectives to issues presented to the board. Her prior experience on the board brings valuable knowledge and historical continuity to furthering the mission of SDSU Research Foundation in supporting the research, scholarship, and creative activities of SDSU faculty, staff, and students.

Biography

Dr. Jennifer Thomas' research focuses on the effects of prenatal exposure to drugs of abuse on brain and behavioral development. She is particularly interested in reducing the severity of fetal alcohol effects, using choline supplementation as a potential treatment. She is also interested in identifying risks associated with prenatal cannabis exposure and on the effects of prenatal drugs on sleep behavior. Dr. Thomas's lab integrates students into all levels of research, enabling them to gain experience with behavioral testing and neuropathological evaluation.

Dr. Thomas is the recipient of over $9 million in grants—primarily from the National Institute on Alcohol Abuse and Alcoholism. This includes a prestigious National Institutes of Health MERIT Award. She has also been instrumental in the administration and/or preparation of conference, consortium, and training grants.

Dr. Thomas received her B.S. from Iowa State University and her M.A. and Ph.D. from the University of Iowa.

Nomination #2

Uduak Z. George, Ph.D. is a tenured associate professor in the Department of Mathematics and Statistics. She joined SDSU as an assistant professor in 2018. Dr. George has expressed enthusiastic interest in being nominated for and serving on the SDSU Research Foundation Board of Directors, as she feels her experience and expertise would be a beneficial addition to the board. She is also excited to support and help further the mission of SDSURF. We support Dr. George's nomination as she will bring a new voice and a fresh perspective to the board that will be valuable in ensuring we are meeting the needs of SDSU faculty, staff, and students.

Biography

Dr. Uduak Z. George is a mathematical biologist with expertise in multiscale computational modeling and artificial intelligence (AI)/machine learning. She is the principal investigator of George Lab at SDSU. Her lab focuses on two broad areas of research: one area of research is the utilization of multiscale computational modeling to understand how the tissue environment regulates the normal development/formation and long-term functioning of branched organs such as the human lungs, pancreas, and mammary gland. Another area of research involves utilizing AI/machine learning to address health disparities in underserved populations. Dr. George earned her B.S. in Electrical Electronic Engineering from University of Uyo, Nigeria, her M.S. in Computational Mathematics with Modeling from Brunel University, West London, and her Ph.D. in Mathematics from the University of Sussex, England. Dr. George had her postdoctoral research training at the University of Wisconsin-Milwaukee and at North Carolina State University, and prior to joining SDSU she worked at the University of Georgia's College of Engineering in Athens as a limited-term assistant professor. Dr. George is a recipient of the National Institutes of Health's Artificial Intelligence/Machine Learning Consortium to Advance Health Equity and Researcher Diversity (AIM-AHEAD) fellowship. Dr. George's research is supported by funds from the National Science Foundation (NSF) and the National Institutes of Health (NIH). Dr. George is a recipient of the 2023 NSF CAREER Award. She is a recipient of the NIH Future Research Leaders Award.

SDSU

Graduate Council

To: Senate Executive Committee / Academic Senate
From: Graduate Council
Date: April 18, 2024
Subject: ACTION: Update Policy File Language for Faculty-Student Relations

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The Graduate Council moves to update the Senate Policy File with the following changes to
UNIVERSITY POLICIES: Codes
     Faculty-Student Relations

Faculty-Student Relations

1.0 Governing Principles: In all matters related to classes and grades, relations between faculty and students at San Diego State University shall be governed by the following principles:

    1.1. The instructor (i.e., professor, lecturer, or graduate teaching associate) shall be in charge of the class and shall be responsible for its discipline and grading. The instructor shall provide and follow a syllabus, shall maintain an atmosphere conducive to learning, and shall administer examinations and other exercises to determine the level of student attainment in a manner reasonably calculated to minimize the possibility of dishonest work. Grading practices shall meet the highest professional standards of objectivity, fairness, and accuracy, and testing procedures shall be designed to reasonably determine student attainments in the course's subject matter.

    1.2. The student shall cooperate with the instructor and fellow students in maintaining an atmosphere conducive to learning. The student shall be courteous to faculty and fellow students and shall be scrupulously careful to adhere to the highest standards of academic honesty.

2.0 Disciplinary Responsibilities: In fulfilling responsibilities, the instructor may impose reasonable penalties for infractions of university and class rules and for instances of student dishonesty. In addition, the instructor shall report all incidents of academic dishonesty to the Vice President for Student Affairs and Campus Diversity or to the appropriate judicial body.

3.0 Grade Changes: The grade given to a student by an instructor shall not be changed by anyone other than the instructor except 1) as described in 9.0 Official Withdrawal, and 2) under the provisions in the Student Grievance Code. In controversies about grades, assigned grades shall be presumed to be correct.

4.0 For additional discussion of academic misconduct, see University Policies: Academics, Cheating and Plagiarism.

Rationale:

The Policy File authorizes retroactive withdrawal in UNIVERSITY POLICIES: Academics, Grades, 9.0 Official Withdrawal (W). Retroactive withdrawal is a form of grade change, and the workflow involves individuals other than the instructor. Cross-referencing the Senate's retroactive withdrawal policy in this section eliminates an existing ambiguity.

SDSU

Graduate Council

To: Senate Executive Committee / Academic Senate
From: Graduate Council
Date: April 18, 2024
Subject: ACTION: Update Policy File Language for Retroactive Withdrawal

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The Graduate Council moves to update the [Senate Policy File](#) with the following changes to
UNIVERSITY POLICIES: Academics
    Grades

Grades
9.0 Official Withdrawal (W)

After the Schedule Adjustment Deadline, a student may withdraw from a course(s) under conditions outlined below. For late withdrawals processed from the Schedule Adjustment Deadline through Census, all notation of the course shall be deleted from the student's record; for late withdrawals processed after Census, the symbol W shall replace an assigned grade. Summer Session deadlines may vary.

9.1. Late Schedule Adjustment

    9.1.1. Withdrawing from a course(s) after the Schedule Adjustment Deadline and before the last 20% of instruction shall be permitted only for unforeseen serious and compelling reasons. All such requests shall be accompanied by appropriate verification. Undergraduate students may withdraw from no more than 18 semester-units attempted at SDSU. Permission to withdraw from a course(s) during this period shall be granted only with the approval of the instructor, the approval of the College dean or designee (Graduate Dean or designee in the case of graduate students). Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee (Graduate Dean or designee in the case of graduate students). Catastrophic Withdrawals (see 9.1.2.) during Late Schedule Adjustment do not count toward the unit maximum.

    9.1.2. Catastrophic Withdrawal: Students shall not be permitted to withdraw from a course(s) during the final 20% of instruction except in cases, such as accident or serious illness where the cause of the withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete is not practical. All such requests shall be accompanied by appropriate verification. Such withdrawals will not count against unit maximums in 9.1.1. Permission to withdraw from a course during this period shall be granted only with the approval of the instructor, the College dean or designee (Graduate Dean or designee in the case of graduate students), and an Academic Affairs administrator appointed by the president. Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee (Graduate Dean or designee in the case of graduate students) and the Academic Affairs Administrator or designee. For graduate students, withdrawal from

one or more courses during the final 20% of instruction shall require the ~~signature~~ written acknowledgment of each instructor, who shall indicate the student's grade in the class, and approval of the Graduate Dean ~~of the College of Graduate Studies~~ or designee.

9.2. Retroactive Withdrawal

    9.2.1. After the last day of the semester or session, ~~a~~ an undergraduate student who wishes to change assigned grades to W grades may request to withdraw from either individual courses, or the full semester's or session's work. Graduate students must petition for retroactive withdrawal from all courses in a prior semester; exceptions for partial retroactive withdrawal based on unusual circumstances may be approved by the Graduate Dean or designee. ~~Such requests~~Retroactive withdrawal may be granted only in cases such as accident or serious illness where the cause for substandard performance was beyond the student's control. All requests shall be accompanied by appropriate verification. Only those retroactive changes from an assigned grade to a W shall be made that are approved by the dean or designee (including assistant deans) of the college of the student's major (Graduate Dean or designee in the case of graduate students) and the Academic Affairs Administrator or designee.

    9.2.2. For graduate students, each retroactive change from an assigned grade to a W shall ~~be approved by~~ require written acknowledgment from the instructor who assigned the original grade except that (a) the Graduate Dean ~~of the College of Graduate Studies~~ or designee may authorize the change of U or WU to W and (b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university or absent from the university for a length of time that would unduly delay processing the withdrawal request.

    9.2.3. For graduate students, retroactive withdrawal must be filed within two years after grades are posted. Approval beyond that time may be granted by the Graduate Dean or designee in highly unusual circumstances, unless a degree has been awarded and the transcripts are sealed.

Rationale:
The proposed changes from the Graduate Council fall into five categories.

1. Inconsistent language and unintended omissions regarding the role of "Graduate Dean or designee" are resolved.

2. In section 9.1.2, "written acknowledgement" is more appropriate than "signature". Because paper forms are no longer used, written acknowledgment of a student's withdrawal petition often occurs via email rather than a signature.

3. The opening sentence of 9.2.1 better clarifies that undergraduate and graduate student policy differ in this section.

4. In section 9.2., Graduate Council approves changes to which courses may be approved for retroactive withdrawal. The history of this section is:

   a. Prior to April 2020, retroactive withdrawal was an "all or none" policy:

      After the last day of the semester or session, a student who wishes to change assigned grades to W grades shall request to withdraw from the full semester's or session's work; no requests for individual classes shall be accepted.
      …

   b. In an emergency April 2020 meeting, Senate approved a temporary policy change, associated with the global pandemic and sudden switch to remote instruction:

      After the last day of instruction for a term, if a student wishes to change assigned grades to W grades, the student shall request to withdraw from individual classes or the full semester's work. Total withdrawal requests shall be granted where the cause for substandard performance was due to circumstances clearly beyond your control. The COVID-19 pandemic constitutes such a circumstance.

   c. In May 2021, Senate made a permanent policy change in this area:

      After the last day of the semester or session, a student who wishes to change assigned grades to W grades may ~~shall~~ *request to withdraw from either individual courses, or the full semester's or session's work~~; no requests for individual classes shall be accepted~~. Such requests may be granted only in* ~~verified~~ *cases such as accident or serious illness where the cause for substandard performance was beyond the student's control.* All requests shall be accompanied by appropriate verification. *Only those retroactive changes from an assigned grade to a W ~~which are approved by the instructor who assigned the original grade~~ shall be made ~~except that (a)~~* that are approved by *the dean or designee* (including assistant deans) *of the college of the student's major ~~shall authorize the change of U to W, and (b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university~~* and the Academic Affairs Administrator or designee.

   The newly proposed changes for graduate students in section 9.2.1 are intermediate between historical restrictions (requests for individual class retroactive withdrawal will not be considered) and current policy (requests for individual class retroactive withdrawal will not be restricted). Graduate Council faculty believe that newly proposed changes better balance appropriate grade change exceptions for a range of serious student circumstances against the integrity of the transcripts. For graduate students, retroactive withdrawal from only the lowest grade courses in a prior term would become the exception, rather than the norm.

5. In section 9.2.2, instructor "approval" is replaced with "written acknowledgement". "Approval" in 9.2.2 seems to be a previously unnoticed conflict with other language throughout section 9.0. "Written acknowledgement" has long been in use for both undergraduate and graduate student withdrawal requests. To justify a withdrawal request, students are only required to provide personal information to the small number of staff and academic administrators who are making the decision. Without access to this (usually confidential) information, instructors cannot be expected to make a reasonable decision regarding approval or denial.

6. Many requests are filed for retroactive withdrawal from courses that were completed many years ago. As the length of time increases, it becomes more difficult for the student to obtain third party documentation, more difficult to obtain acknowledgment from the instructor of record, and more difficult for staff and academic administrators to make a well-informed decision. For example, Graduate Studies receives many requests each year to withdraw from courses completed five or more years ago. The most extreme recent example is a request to retroactively withdraw from a single course taken in 1987.

   There are currently no guidelines or restrictions on when retroactive withdrawal petitions may be filed. In contrast, students who cannot reach agreement with an instructor regarding a typical grade appeal have only one semester to file an appeal with the Student Grievance Committee (per procedures posted on the Student Grievance Committee website). In a somewhat related policy, instructors are only required to retain student course materials for one year (CSU Records/Information Retention and Disposition Schedule). Graduate Council believes that the policy proposed in 9.2.3 represents a reasonable restriction on retroactive withdrawal for graduate students: two years after course completion, with allowance for exceptions.

To: SEC/Senate
From: André Skupin, Chair, Freedom of Expression Committee
Date: October 26, 2023
Subject: ACTION: Modification of automatic signature content attached to Senator Discussions listserv posts

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ACTION: The Freedom of Expression Committee moves that language automatically added to the signature section of messages sent to the Senator Discussions listserv since approximately September 25, 2023 be removed, such that this language is no longer is appended to future messages. Respective language added on September 25 is the following:

"The Senate Discussions listserv is unmoderated and NOT the official channel for University Senate Business. Participation in this listserv is entirely voluntary. The Senate Discussions listserv is meant to promote dialogue and deliberative decision-making for the benefit of the SDSU Community. In alignment with the SDSU Principles of Community, "We respect the right of every individual to think, speak, and discuss any idea in the spirit of advancing knowledge when expressed in a manner that promotes dignity and understanding" Please note that the Senate Policy on Electronic Communication applies to all listserv communication, and provides examples of misuse (e.g. using electronic communication via email, listserv, chat, web conference or otherwise to harass or intimidate others). Violations of this policy may lead to disciplinary actions, up to and including termination or expulsion, as well as revocation of access to university information technology resources."

Removal of such language shall include any modifications made after September 25, including the current version of this appendage:

"The Senate Discussions listserv is unmoderated and NOT the official channel for University Senate Business. Participation in this listserv is voluntary. This listserv promotes dialogue and deliberative decision-making for the benefit of the SDSU Community. In alignment with the SDSU Principles of Community, "We respect the right of every individual to think, speak, and discuss any idea in the spirit of advancing knowledge when expressed in a manner that promotes dignity and understanding". The Senate Policy on Electronic Communication applies to all listserv communication, and provides examples of misuse (e.g. using electronic communication via email, listserv, chat, web conference or otherwise to harass or intimidate others). Violations of this policy may lead to disciplinary actions, up to and including termination or expulsion, as well as revocation of access to university information technology resources. https://senate.sdsu.edu/06_policy-file/2023-08-25_policy-file.pdf"

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Rationale:

Starting September 25, 2023, every message sent to the Senator Discussions listserv automatically includes language shown above. No justification was provided for this added language as of October 26, nor were any questions raised by senators in regards to this answered. Specifically, questions regarding this were raised by Senator and FEC member Peter Herman on Sep 26 (cc: Senate Chair) and again on Oct 2 (to: Senate Officers and Senate) and Oct 3 (to: Senate Officers and Senate). No responses were received as of Oct 26, a full month after the changes were made.

The added language is objectionable on several grounds:

1) **Selective Policy Content**
   The added language is highly selective when it comes to referencing specific elements of existing policy. For example, it fails to reference the Freedom of Expression Policy, which explicitly recognizes that:
   > "the principles established in the First Amendment of the United States Constitution, Article 1, Section 2 of the Constitution of the State of California, and the California

Education Code (sec. 66301) apply to all faculty, staff, and/or students, San Diego State University (SDSU) affirms the following principles of the free expression of ideas: Freedom of expression is a tenet of higher education; is integral to the mission of the University and to its students, staff, and faculty; is a central and inviolate freedom to learn and teach; necessary for an educated populace; is a requisite to a free society; is incompatible with the suppression of opinions; is incompatible with prior restraint; encompasses forms of expression other than speech; and defends the expression we abhor as well as the expression we support."

Instead, when it comes to actually existing policy, the added language chooses to highlight punitive measures in regards to the use of electronic communications, concluding with a reference to "disciplinary actions, up to and including termination or expulsion, as well as revocation of access to university information technology resources".

Such selective focus on punitive measures, including threats to the livelihood of employees of San Diego State University and affiliated entities, could have the effect of stifling voices critical of the University, its administration and mechanisms. That is especially problematic when involving the SDSU Senate, which is not an academic or administrative unit, but instead constitutes the deliberative assembly of the University. Senators are accorded certain rights and privileges, including the right to submit action items, information items, and report items for consideration by the Senate and to participate in university governance in ways not accorded to non-senators. It is thus in the interest of the whole university community to be able to trust that the provisions of the Freedom of Expression Policy are fully respected in all deliberations and discourse that senators are engaged in. That includes in particular the Policy's asserted incompatibility with prior restraint.

2) **Non-Policy Content**
   The added language makes reference to and quotes from the "SDSU Principles of Community". These do not constitute approved university policy, a fact made clear at https://www.sdsu.edu/community-principles:

   "The principles of community are not official SDSU policy; nor do they replace existing policies, procedures or codes of conduct."

   Its inclusion in the language added on September 25 and its mingling with selective elements of actual policy may lead recipients to wrongly conclude that the Principles of Community constitute approved policy.

3) **Inefficiency**
   Aside from the issues raised in regards to policy content and non-policy content of the language added on Sep 25, it is highly inefficient – technologically and cognitively – to add such lengthy language to every listserv message. It is the nature of listserv discourse that messages are sent in response to each other. As a result, a lengthy thread replicates the same signature language, significantly adding to message length.

To: SEC / Senate
From: Brian Hentschel, Co-Chair, University Resources & Planning (URP) Committee
Date: November 9, 2023
Subject: ACTION: Procedures and policies for recording meetings

Background:

Recording Senate and SEC meetings that include a Zoom modality has become common place, but as best I can tell, the Policy File contains no information on the procedures for recording meetings and making those recordings available to Senators who participated in a recorded meeting or to the broader SDSU community.

I inquired about this at the beginning of the SEC meeting on 24 October 2023 and the Chair responded that requests to access recordings can be made to Analyst Saldaña (see draft SEC Minutes). At the beginning of the November 7th Senate meeting, however, I believe I heard Chair Butler-Byrd state that recordings of Senate meetings would not be made available to members of the Senate. I was unclear about the details of this decision and its rationale and, therefore, requested (at 8:51 am on November 9) that Analyst Saldaña provide me with access to the November 7th recording so I could review Chair Butler-Byrd's statements (I note that, by the time I needed to submit this item to meet the November 9th deadline for agenda submissions, I had not been able to access the recording). Shortly after the November 7th meeting, several Senators expressed concern in the Senator Discussions listserv about the apparent non-distribution of recordings. I am troubled by the inconsistency between the SDSU University Senate Resolution on Principles of Shared Governance (April 9, 2019) and an apparent refusal of Senate Officers to distribute recordings, the creation of which legally required the consent of meeting participants, to Senators who participated in the meeting.

Suggested Action:

SEC and the Senate need to discuss the procedures for recording SEC and Senate meetings and for distributing those recordings to Senators who participated in a recorded meeting or to the broader SDSU community. Normally a committee referral to CBL and/or APP would seem appropriate and the creation of thoughtful policies and procedures likely would require considerable time, but clarifying the procedures for recording meetings requires urgent action because the current practices create a conflict between the responsibilities of elected Senators to participate in meetings (e.g., Bylaw 4.2.6) and the choice presented to Senators at the start of a recorded Zoom meeting: either consent to the meeting being recorded or leave the meeting (in some circumstances, such coercion can nullify consent).

Before members of SEC or the Senate are required to either consent to their next meeting being recorded or leave the meeting, the following questions need to be answered:

1) Why are SEC and Senate meetings being recorded? Because California law dictates that all participants must consent to being recorded, the senate should consider if a recording is *necessary* to conduct the business of SEC or the Senate and how a recording enhances the abilities of SEC and the Senate to conduct their business.

2) Who can access recordings of past meetings, and what are the procedures for Senators to access a recording?

3) Which portions of a meeting are recorded and which portions of a recorded meeting are accessible to participants?

4) What exactly are participants being asked to consent to: a Zoom recording created exclusively by the meeting host(s) or any other recording that could be made by any participant in the meeting.

5) Are any accommodations possible to facilitate the participation of Senators who do not consent to being recorded?

To: Senate Officers, SEC, Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: AY 2023-2024 End of Year Report

During the 2023-2024 academic year, the Academic Policy & Planning Committee (AP&P) undertook the work of our established annual agenda, including receiving and addressing referrals from the Senate; reviewing proposals for new programs, program elevations, and program deactivations; and engaging in work related to enrollment, retention, and graduation. The following provides a brief summary of our work, including the status of our current referrals and an overview of all of the action and information items we sent to the Senate.

Roster

AP&P's anticipated roster for AY 24-25 is:

1. **Arts and Letters**: Paula De Vos (2023-2026)
2. **Business**: Yan Luo* (2021-2024; renewing for 2024-2027)
3. **Education**: TBD (Nicholas Johnson's term ends 2024; not renewing)
4. **Engineering**: Khaled Morsi (2021-2024; renewing for 2024-2027)
5. **Health and Human Services**: Changqi Liu* (2022-2025)
6. **Imperial Valley**: David Kanaan* (2023-2026)
7. **Library**: Pamella Lach, chair* (term renewed through 2027); **AY 24-25 chair**
8. **Professional Studies and Fine Arts**: Dani Bedau* (2022-2025)
9. **Sciences**: Vadim Ponomarenko* (2021-2024; renewing for 2024-2027)
10. **Staff**: Leviticus Johnson (2023-2026)
11. **Associated Students**: one-year appointment to be made Fall 2024
12. **Associated Students**: one-year appointment to be made Fall 2024
13. **Provost (ex officio)**: Bill Tong* (no term limit)
14. **AVP FASS (ex officio)**: Joanna Brooks* (no term limit)
15. **Dean of Graduate Studies (ex officio):** Tracy Love or designee Andy Bohonak (no term limit)
16. **Senate Chair (ex officio):** TBD* (no term limit)

*denotes Senator

Status of Referrals

20/21_06: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal
Emeritus revocation policy created and forwarded to SEC for consideration at the final Senate meeting of AY 23-24.
Status: Action item pending

20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses
No progress made.
Status: on hold

21/22_04: Five-Year Review of Academic Administrator
Clarification received about the positions that should undergo five-year review. Preliminary committee discussions began after receiving feedback from last year's review committees. AY24-25 revisions anticipated to focus on the composition of review panels (including how elections and appointments are managed), procedures and responsibilities, and clarifying the early review request process.
Status: In process

21/22_28: Review & Update Search Committees for University Admin Bylaws
Policy updated and forwarded to SEC for consideration at the final Senate meeting of AY 23-24.
Status: Action item pending

23/24_01: Assess the Feasibility of an Online Campus-wide Policy File Catalog
Preliminary discussion held at our November meeting to explore this referral. Next steps uncertain.
Status: In process

23/24_08_Updating Definition of Faculty in Constitution
Preliminary discussion held with representatives from the Lecturer Affairs Committee at our March meeting. We anticipate collaborating with LAC in AY 24-25 to explore expanded voting rights for contingent faculty.
Status: In process

Action Items
In addition to our ongoing referral work, we sent the following action items to Senate this year:

Minor modifications to graduate courses: Applies the same process of abbreviated review for minor modifications of undergraduate courses to graduate courses. *Approved at the November Senate meeting.*

AP&P Charter Membership Update, Second Reading: Adds the University Senate chair as a voting ex-officio member to AP&P. *Approved at the December Senate meeting.*

Tenure Track Planning Policies: Chair Lach co-authored this policy with the Chair of the Tenure Track Planning Committee, the Chair of Diversity, Equity, and Inclusion Committee, and the Chair of the Faculty Affairs Committee. Revisions to policies related to tenure track planning

and the TTPC. Revisions included clarifying and strengthen the TTPC's role in determining hiring priorities in each planning cycle, creating greater transparency in the decision-making process for allocating new faculty lines, connecting hiring priorities to enrollment management, clarifying processes and procedures for recommending and pursuing interdisciplinary cluster hires, and aligning our policy with new provisions in the Collective Bargaining Agreement related to hiring contingent faculty into tenure-track lines when appropriate. AP&P discussed some of these changes, but did not review or vote on the action item. *Approved at the December Senate meeting.*

Emergency measures for add/drop, late schedule adjustment period, and Cr/NC: Senate Officers asked AP&P to develop an emergency policy to extend the add/drop period in anticipation of a weeklong CFA strike. AP&P reviewed the proposed policy but did not take a formal vote on it. The Senate Executive Committee met in an emergency session in January to consider the item. The proposed policy did not receive the required two-thirds vote to be approved. *President de la Torre implemented the proposal as permitted by Title 5.*

Curriculum review process for special topics classes: Applies the same process of abbreviated review of minor modifications of undergraduate courses to experimental and interdisciplinary limited-duration courses (aka Special Topics). *Approved at the February Senate meeting.*

Loss of Registration Opportunity: Editorial change to the policy file to reflect the migration away from WebPortal. *Approved at the February SEC meeting; SEC deemed it unnecessary to send to the full Senate.*

Establish Independent School of Physical Therapy in HHS: Sent jointly with the University Resource and Planning (URP) Committee, recommends the establishment of an independent school in HHS for the Doctor of Physical Therapy (DPT). *Approved at the March Senate meeting.*

Academic Notice: Changes the language of "academic probation" to "academic notice" for undergraduate students. *Approved at the April Senate meeting.*

Curriculum Changes, Undergraduate and Graduate - EO 1071: Requests a one-year extension of the temporary expedited review process for program elevations that do not require curricular changes or new resources. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Curriculum Changes, Undergraduate and Graduate - AB 928: Proposes an expedited review process for converting Area E GE courses to a different GE area. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Institutional Learning Outcome #7: Recommends revisions to current ILO 7. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Cheating and Plagiarism: Updates the definition of plagiarism to include representing work produced by generative AI as one's own. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Finally, two of our current referrals were submitted as action items to the April SEC meeting for consideration at the May Senate meeting:
- 20/21_06: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal
- 21/22_28: Review & Update Search Committees for University Admin Bylaws

Information Items
AP&P submitted the following information items in AY 23-24:

Change to Catalog for 900-level classes: Informs the Senate of a change to the Catalog related to 900-level courses now that blended and integrated programs are being phased out as a result of financial aid constraints. This change allows undergraduates to enroll in 900-level credentialing courses with program permission, thereby allowing us to remain compliant with Title 5. *Accepted at the March Senate meeting.*

Undergraduate Readmissions: Describes a new process to readmit students who have exhausted their leaves of absence and thereby lost their catalog rights. *Accepted at the March Senate meeting.*

Impaction Changes for 2025-26: AP&P shared this memo outlining impaction changes for AY 2025-2026 in accordance with CSU policy. These changes would affect transfer students and first-time first-year students (when they are ready to move into the major). *Accepted at the April Senate meeting.*

Enrollment, Retention, and Graduation (ERG) Report: Submitted in fulfillment of our charge to annually review, discuss, and report on enrollment, retention, and graduation (ERG) data and enrollment management policies and outcomes. This information item is the product of data AVP Stephan Hyman shared with AP&P at our March and April meetings. Of particular note, it raises questions about SDSU's capacity to support continued enrollment growth with respect to classroom space and utilization and faculty hiring. *Submitted to the April SEC meeting for consideration for the May Senate meeting.*

Progress made toward AY 23-24 Annual Agenda

AP&P set and approved an annual agenda at its August meeting. In addition to our work receiving and responding to referrals, reviewing new program/degree proposals and proposals for program/degree deactivation, and our ERG work, members of AP&P expressed interest in exploring the following:

1. Investigate summer course offerings, faculty compensation, etc. (continued from AY 22-23). *Status: Did not address this year.*

2. Confer on matters related to the development of AI-related policy. *Status: Began conversations with the Senate Instructional and IT (IIT) Committee, the Senate Faculty Affairs Committee, and the Center for Teaching and Learning about potential policy updates related to generative AI. Proposed update to the plagiarism policy developed. We anticipate this work to continue well into AY 24-25.*

3. Engage in efforts to recruit new members to fill gaps in the roster and encourage future committee leadership. *Status: Did not address this year beyond requesting CCE's help filling sabbatical vacancies (unable to fill). We will work with CCE to fill gaps in the roster for AY 24-25.*

4. Investigate policy related to faculty governance of classes (such as course caps) and staff capacity in relationship to ongoing my.SDSU implementation; propose Senate referral(s) as necessary. *Status: Did not address this year.*

5. Explore developing policy related to future platform migrations and implementations to ensure shared governance processes are fully honored and followed. *Status: Did not address this year. Chair Lach submitted a formal referral request at the end of AY 23-24 to support AP&P's work on this in AY 24-25.*

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 25, 2024
Subject: INFORMATION: Enrollment, Retention, and Graduation (ERG) Report

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The Academic Policy and Planning Committee (AP&P) annually reviews, discusses, and reports on enrollment, retention, and graduation data and enrollment management policies and outcomes. In fulfillment of this responsibility, we welcomed Stefan Hyman, Associate Vice President for Enrollment Services, to our March 26 and April 16 meetings to discuss general enrollment, retention, and graduation (ERG) trends. In particular, we asked AVP Hyman to share information about faculty hiring and resource management in light of our record-breaking enrollments. Brief highlights are included in this memo and a copy of the slidedeck is attached.

Enrollment Trends

As we've heard several times in Senate meetings, our enrollment is strong, with 2023-2024 FTES at 102.6% of the CO target. AVP Hyman worked closely with college deans to set admissions targets based on capacity. Transfer admissions for Fall 2024 were adjusted down slightly to account for the record-high rising junior class. Graduate admissions have improved after working out many of last year's my.SDSU implementation glitches. Summer enrollment is likewise strong. The biggest admissions challenge this year stems from the downstream impacts from changes to FAFSA. Delays in releasing the new FAFSA by the Department of Education combined with errors in their aid calculations and (for some students) an inability to submit the form at all has resulted in challenges across the country. As of April 12, 2024, 41% fewer Californians had submitted the FAFSA this year compared to the same time a year ago. As a result of these delays, SDSU has extended its intent to enroll deadline for undergraduates from May 1 to May 15.

Retention, Graduation, and Equity Gaps

Having already met our GI 2025 goals, SDSU continues to improve its retention and graduation rates. We are experiencing record retention for first-time first-year students, and record four-year graduation rates both for first-time first-years and transfer students. Equity gaps continue to close for underrepresented minorities (URM) and Pell recipients, though the four-year graduate gap for first-generation students has proven to be more stubborn, hovering at around 12.3%. SDSU has the highest four-year graduation rate for black students in the CSU, and is essentially tied with Cal Poly SLO for the highest at the six-year rate. Major migration does not typically adversely impact graduation rates. Approximately 40% of first-year students change their academic program at least once, while just 8% of transfer students do. National research shows that the so-called stubbornness factor, whereby students resist changing majors that are not a good fit, typically slows them down.

Resource Management

AP&P asked AVP Hyman to contextualize our steady enrollment growth within our capacity to

serve these students given space and staffing limits. We are particularly concerned about SDSU's capacity to support sustained growth. AVP Hyman presented information about classroom utilization, noting that his data reflect registrar controlled classrooms and excludes department controlled spaces. The Fall 2023 classroom utilization data (slide 22) shows that we are near full capacity during peak times (9-5) and 25-30% classroom capacity utilization in the evenings. It should be noted that classroom utilization data at Imperial Valley is flipped, with greater usage during evening hours (not included in the slide). AVP Hyman discussed the need to explore strategic scheduling of classes, adjusting class times as appropriate, and considering hybrid and online classes. It should be noted, however, that online instruction is not an across-the-board solution; rather it represents a solution for some programs and student cohorts, and one that should not be forced onto programs or students.

AVP Hyman and Registrar Stephanie Anderson will likely form a class scheduling committee in AY 24-25 to help think through the best way to use infrastructure and pedagogical approaches to solve our space utilization challenges. AP&P looks forward to supporting those efforts and thinking about unintended consequences, such as competing pulls on students who are caregivers and/or working full-time, as well as implications for graduate education.

Faculty Hiring
Finally, we asked AVP Hyman to dig into longitudinal data about whether faculty hiring is keeping pace with student enrollment. These data are incredibly complex and difficult to gather, as numbers shift depending on when the data are collected, whether faculty on leave are counted (which may vary depending on the type of leave), and whether FERP and/or Grant-Related/ Specially-Funded Instructional Faculty (GRIF) are included. Notwithstanding these challenges, as well as discrepancies between Chancellor's Office data and SDSU data (which only goes back to 2016), *there are continued questions about whether tenure-track hiring, which has been ticking upward, has kept pace with our rapid enrollment growth.* Following the start of the Great Recession, both enrollments and TT faculty began to decline due to loss of state funding. Student enrollments began to rebound in 2011-12, while TT faculty only began to rebound in 2016-17, creating more sporadic ratios between the two groups.

AP&P recognizes that more work needs to be done to understand the relationships between student enrollment and TT faculty hiring. Additionally, more data are needed to better understand the relationship between TT and contingent faculty teaching loads. The committee looks forward to working with AVP Hyman and others in AY 24-25 to improve the dataset in order to explore these complex questions.

SDSU

San Diego State University

ENROLLMENT MANAGEMENT REPORT
2023-24

2023-24 ENROLLMENT

SDSU | San Diego State University

RECORD ENROLLMENT IN SUMMER 2023

	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Summer 2019	Summer 2020	Summer 2021	Summer 2022	Summer 2023
Total	6,889	6,664	6,540	7,509	8,303	8,536	10,708	10,501	10,634	11,063
GRAD	967	1,117	971	1,081	1,203	1,182	1,290	1,329	1,445	1,452
UGRD	5,922	5,547	5,569	6,428	7,100	7,354	9,418	9,172	9,189	9,611

■ GRAD ■ UGRD

56
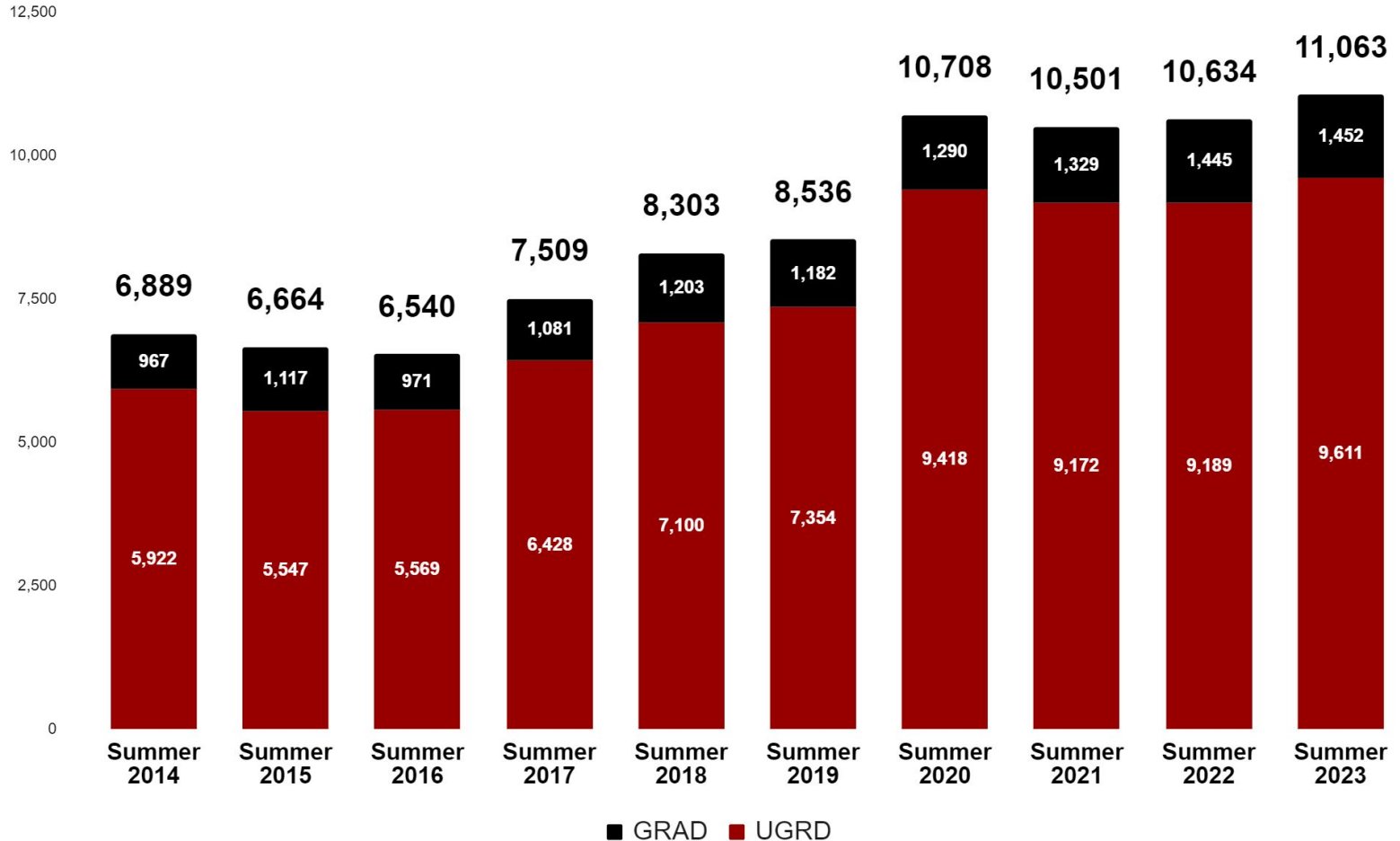
RECORD ENROLLMENT IN FALL 2023

	Fall 2014	Fall 2015	Fall 2026	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Total	33483	34254	34688	34828	34881	35081	35578	35732	36637	37539
GRAD	5121	5020	4835	4663	4488	4469	4492	4867	4913	4643
UGRD	28362	29234	29853	30165	30393	30612	31086	30865	31724	32896

■ GRAD ■ UGRD

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SDSU | San Diego State University
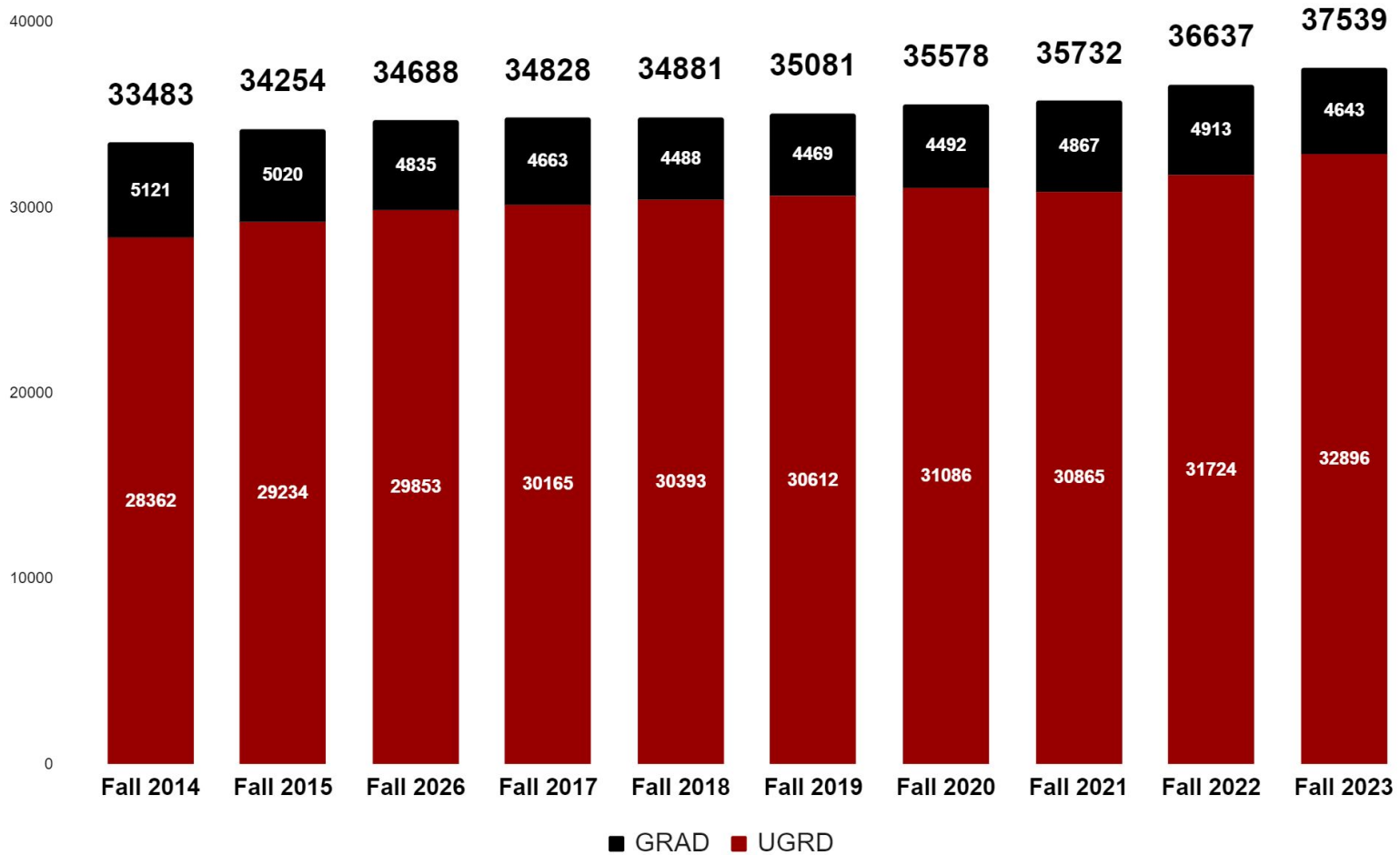
RECORD ENROLLMENT IN SPRING 2024

	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Total	30750	31299	31966	32176	32005	32500	32760	32674	33637	35185
GRAD	4586	4398	4296	4224	4089	4088	4174	4492	4523	4315
UGRD	26164	26901	27670	27952	27916	28412	28586	28182	29114	30870

■ GRAD ■ UGRD

58
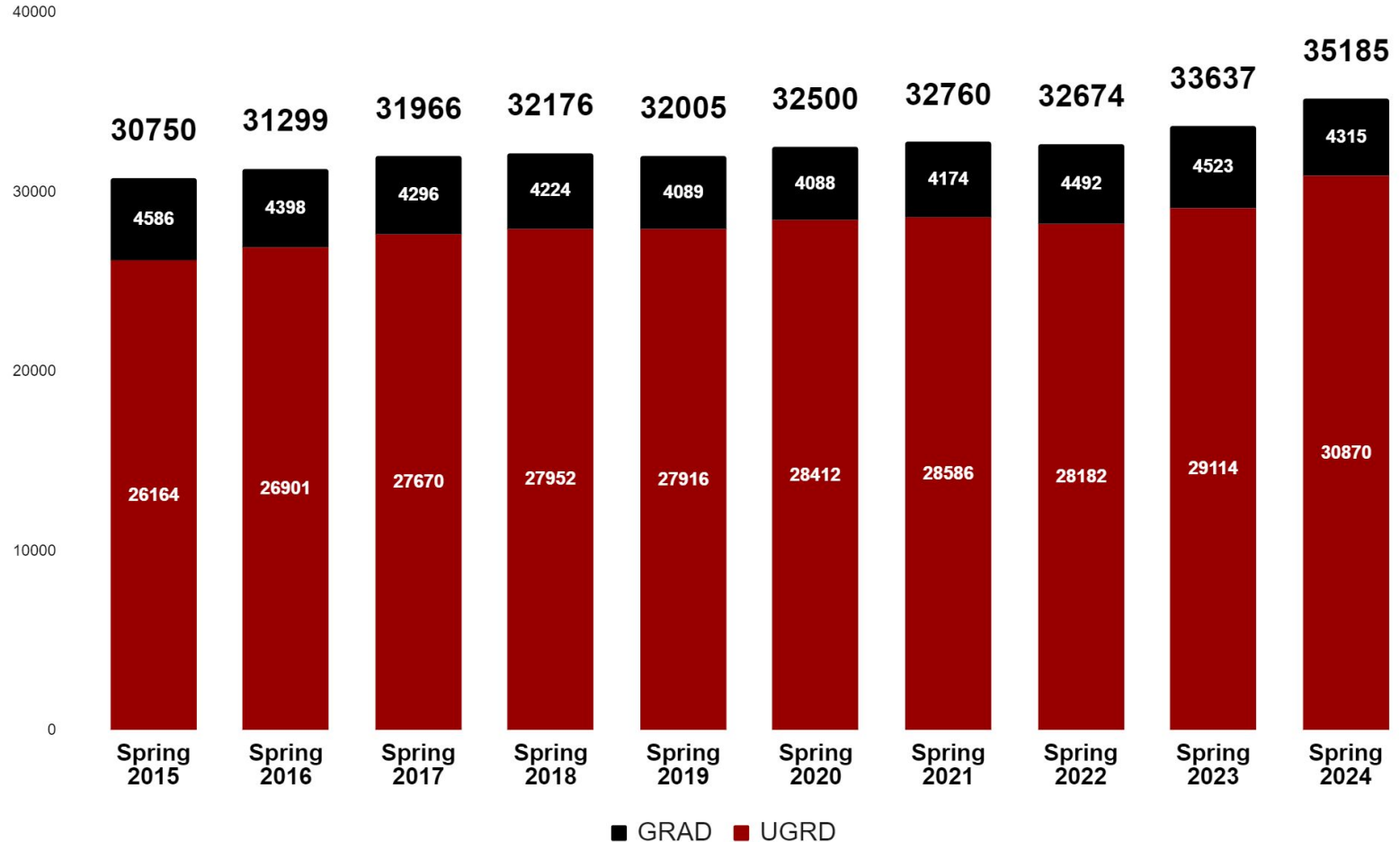
2023-24 Full Time Equivalents (FTES)

	Summer	Fall	Spring	Annualized*	CSU Target**	% Target
CA Resident	4,167	29,104	27,055	30,163	29,407	102.6%
Non-Resident	557	5,251	4,772	5,290		
Total	**4,724**	**34,355**	**31,827**	**35,453**		

*Sum of Summer, Fall and Spring, Divided by Two
**CSU Target Only for California Residents

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Changes in the Ethnic Profile of SDSU Students, Fall 2014, Fall 2019, Fall 2023

URM	Fall 2014	Fall 2019	Fall 2023	5 yr Chg.	10 yr Chg.
Native American	88	117	84	-28.2%	-4.5%
African American	1,181	1,374	1,359	-1.1%	15.1%
Hispanic	9,913	11,020	13,223	20.0%	33.4%
Total	**11,182**	**12,511**	**14,666**	**17.2%**	**31.2%**

Not-URM	Fall 2014	Fall 2019	Fall 2022	5 yr Chg.	10 yr Chg.
Asian	2,326	2,499	2,855	14.2%	22.7%
Pacific Islander	85	98	85	-13.3%	0.0%
Filipino	1,956	1,921	1,963	2.2%	0.4%
Multiple Ethnicities	1,976	2,160	2,540	17.6%	28.5%
White	11,826	11,974	12,531	4.7%	6.0%
Other/Not Stated	1,748	1,369	1,393	1.8%	-20.3%
International	2,384	2,549	1,506	-40.9%	-36.8%
Total	**22,301**	**22,570**	**22,873**	**1.3%**	**2.6%**
Grand Total	**33,483**	**35,081**	**37,539**	**7.0%**	**12.1%**

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FALL 2023 ADMISSIONS

SECOND LARGEST FIRST-YEAR CLASS IN FALL 2023

San Diego Campus

	F14	F15	F16	F17	F18	F19	F20	F21	F22	F23
	4,978	5,142	5,011	5,301	5,680	5,210	4,798	5,236	6,514	6,095

62
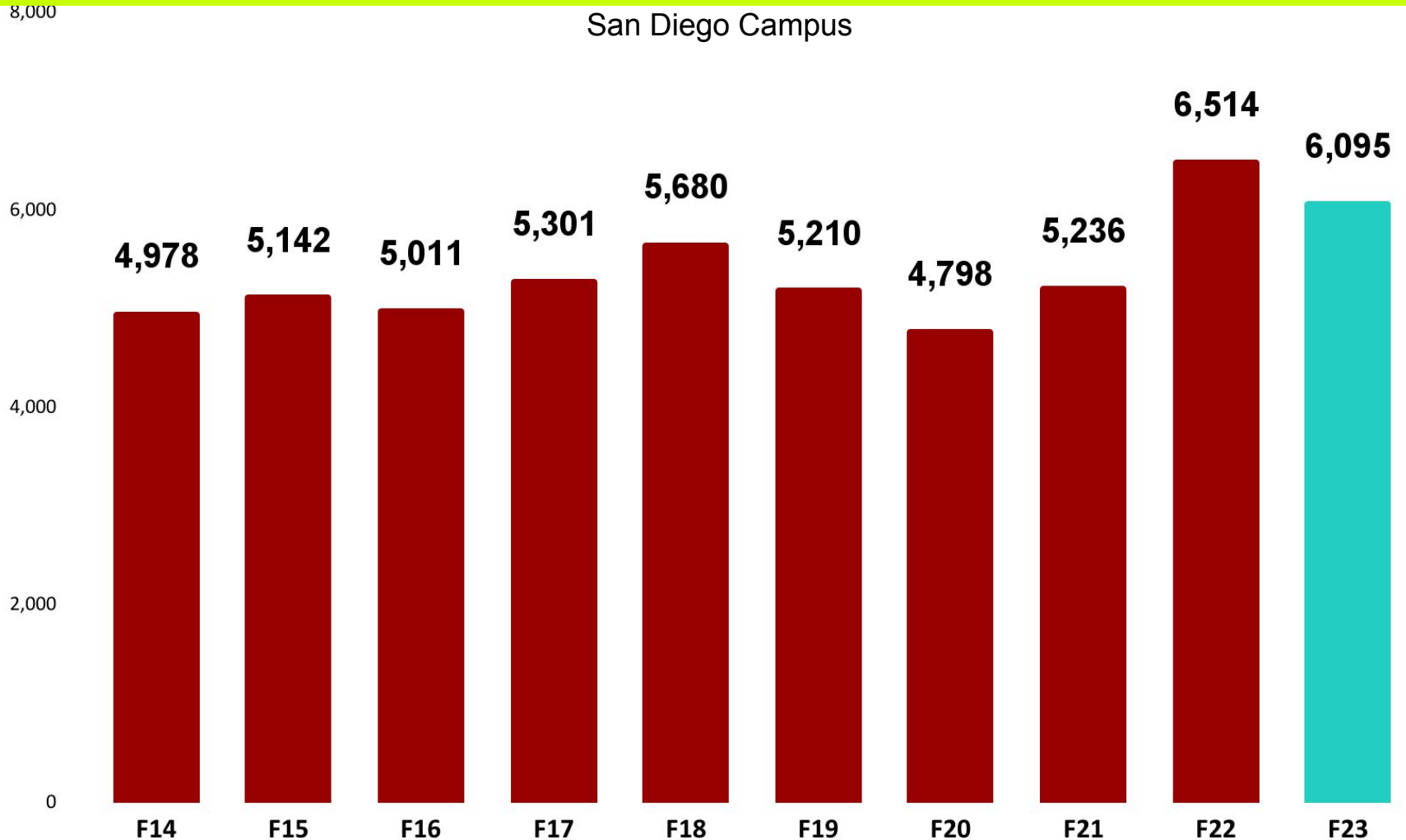
3.9
Mean Cumulative
Weighted GPA
Record High

59:41
Females:Males
10 Nonbinary

2248
Service Area
Students
+330 YOY

47
U.S. States +
D.C.

36
Other
Nations

Academic Unit

- Arts and Letters (10%)
- Business (21%)
- Education (3%)
- Engineering (11%)
- Health/Human Services (11%)
- Professional Students/Fine Arts (15%)
- Sciences (20%)
- Undecided (7%)

Ethnicity

- African American (3%)
- Asian (9%)
- Filipino (6%)
- Hispanic, Latino (31%)
- International (2%)
- Multiple Ethnicities (8%)
- Native American
- Other, Not Stated (2%)
- Pacific Islander, Native Hawaiian
- White (38%)

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RECORD TRANSFER & READMIT CLASS IN FALL 2023

San Diego Campus

Term	Value
F'14	3067
F'15	3364
F'16	3543
F'17	3195
F'18	3227
F'19	3911
F'20	4224
F'21	3693
F'22	3878
F'23	4472

64

FALL 2022 TRANSFER & READMIT PROFILE
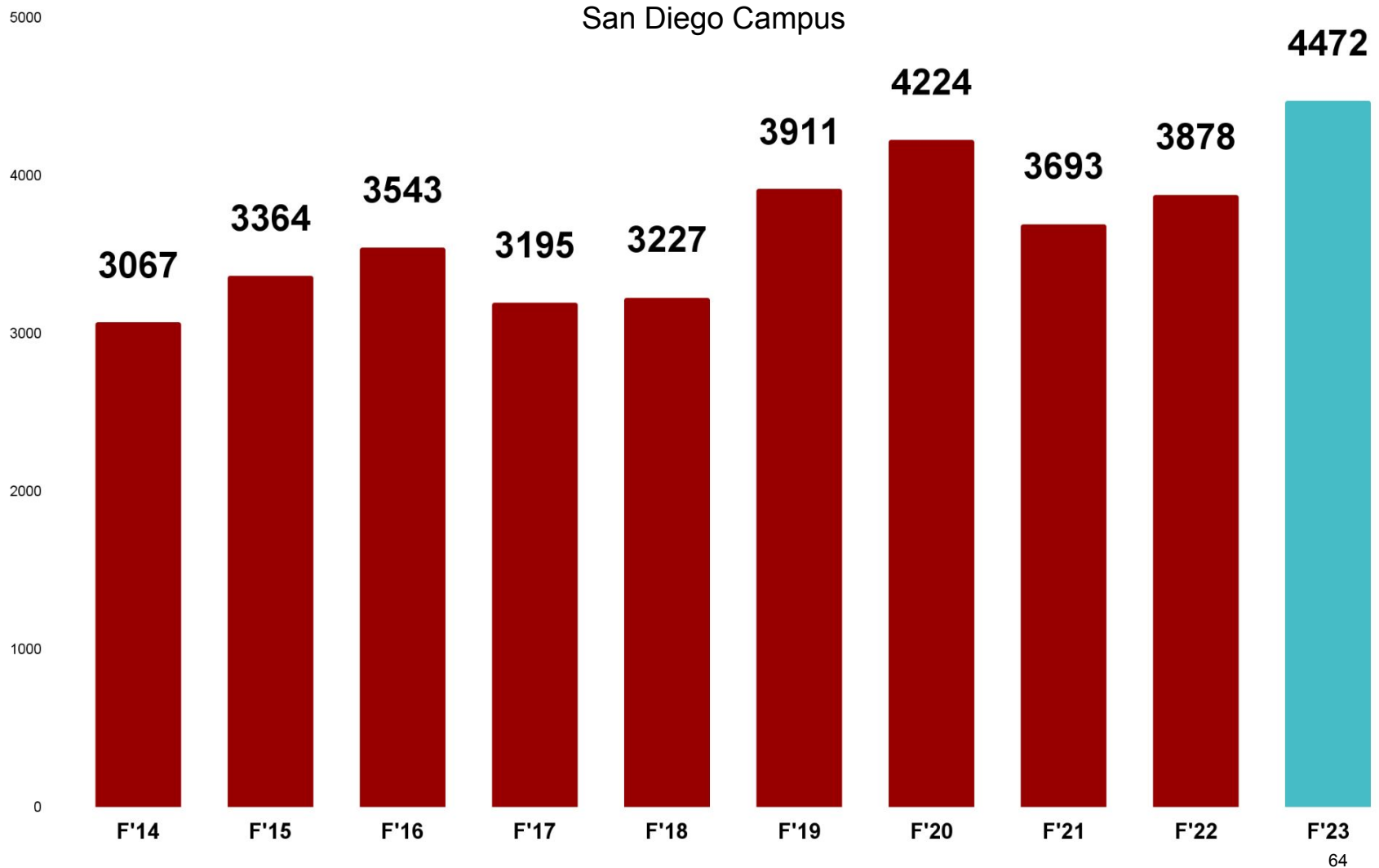
4472	**3.4**	**89.2**	**51:49**	**2793**
Students Enrolled	Mean Cumulative Weighted GPA	Average Units (Includes Summer Courses)	Females:Males 12 Nonbinary	Region X Students
Record High				+312 YOY

Academic Unit

17%
26%
5%
7%
11%
18%
16%
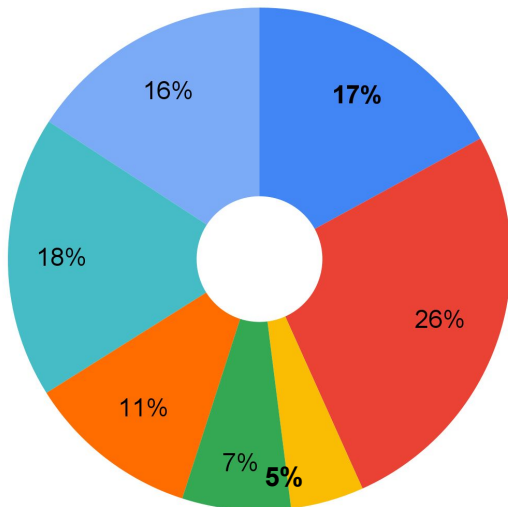
● Arts and Letters ● Business ● Education ● Engineering
● Health/Human Services ● Professional Students/Fine Arts ● Sciences

Ethnicity

4%
7%
6%
43%
2%
6%
4%
28%
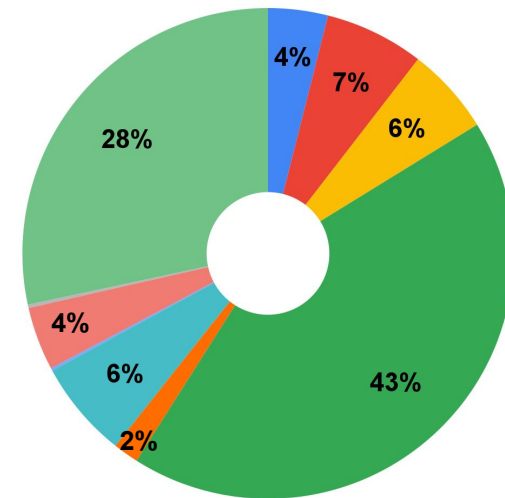
● African American ● Asian ● Filipino ● Hispanic, Latino ● International
● Multiple Ethnicities ● Native American ● Other, Not Stated
● Pacific Islander, Native Hawaiian ● White

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New Graduate Students by Type, F'14-F'23

	F'14	F'15	F'16	F'17	F'18	F'19	F'20	F'21	F'22	F'23
Total	2342	2146	2229	2054	2102	2106	2143	2502	2282	2049
POST-BACC	459	423	420	429	466	522	490	536	418	366
MASTERS	1749	1586	1662	1472	1479	1405	1466	1743	1684	1510
DOCTORAL	134	137	147	153	157	179	187	223	180	173

POST-BACC MASTERS DOCTORAL

66
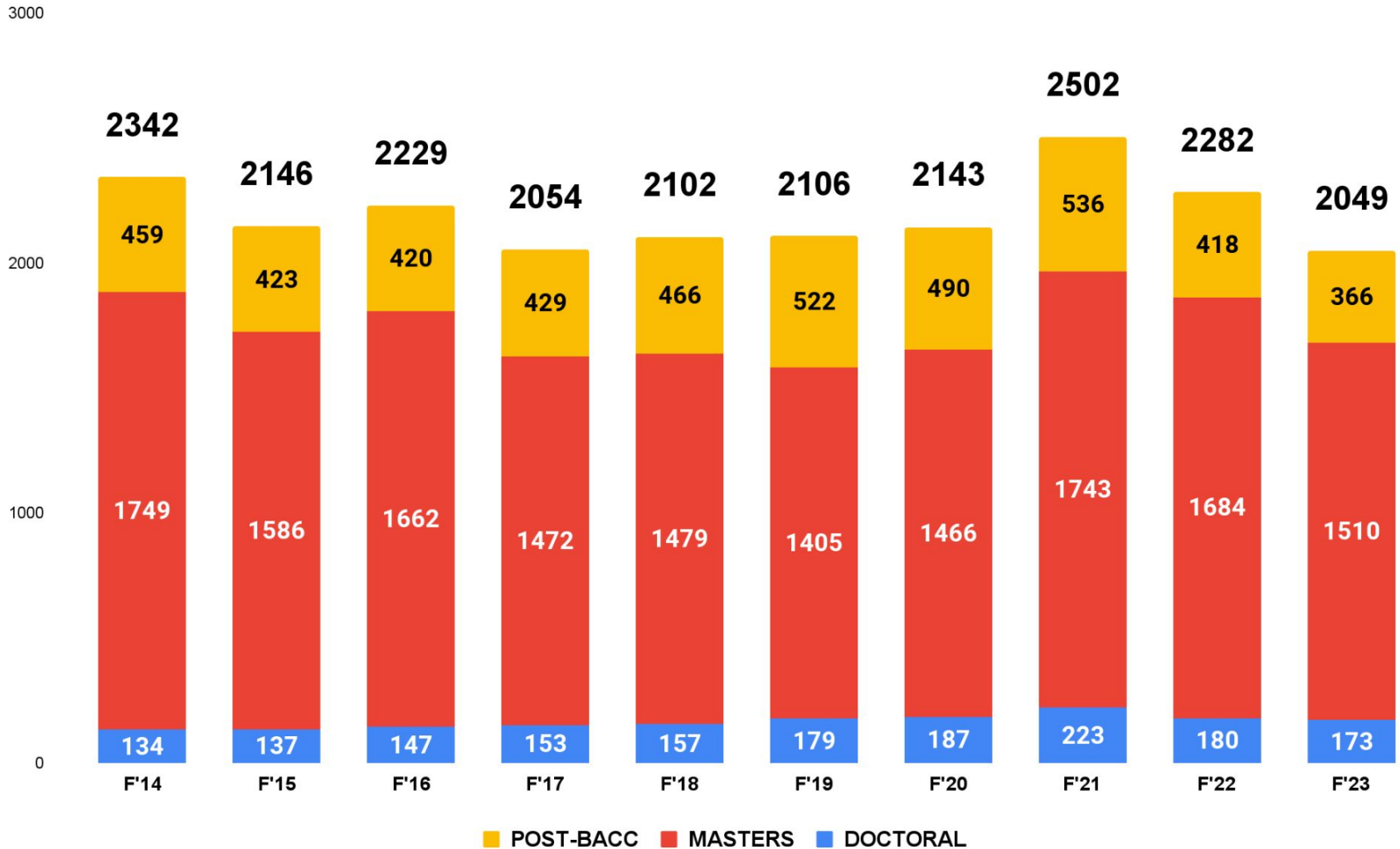
LARGEST CLASS OF NEW STUDENTS IN MORE THAN A DECADE

Year	First-Year	Transfers	Graduate	Total
F'14	76	249	96	421
F'15	87	252	51	390
F'16	66	239	38	343
F'17	65	214	103	382
F'18	70	281	67	418
F'19	65	342	57	464
F'20	54	316	71	441
F'21	36	246	70	352
F'22	62	265	78	405
F'23	69	357	99	525

Legend: ■ Graduate ■ Transfers ■ First-Year
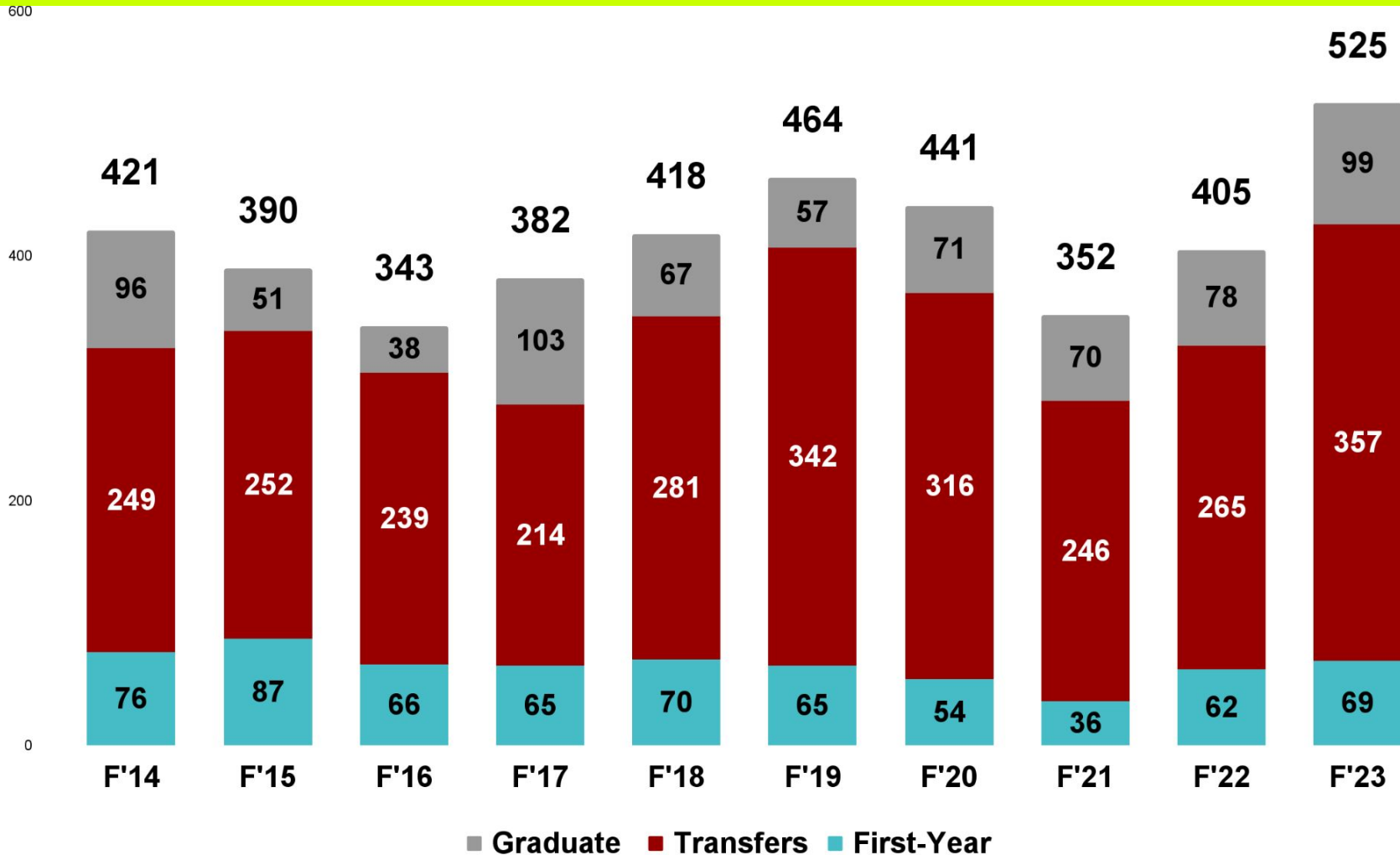
FALL 2024 ADMISSIONS

FALL 2024 APPLICATION TRENDS

Fall Applications Received as of April 8
YTD Comparison

Global Campus ■ Graduate ■ Transfers ■ First-Year ■ SDSU-IV

69
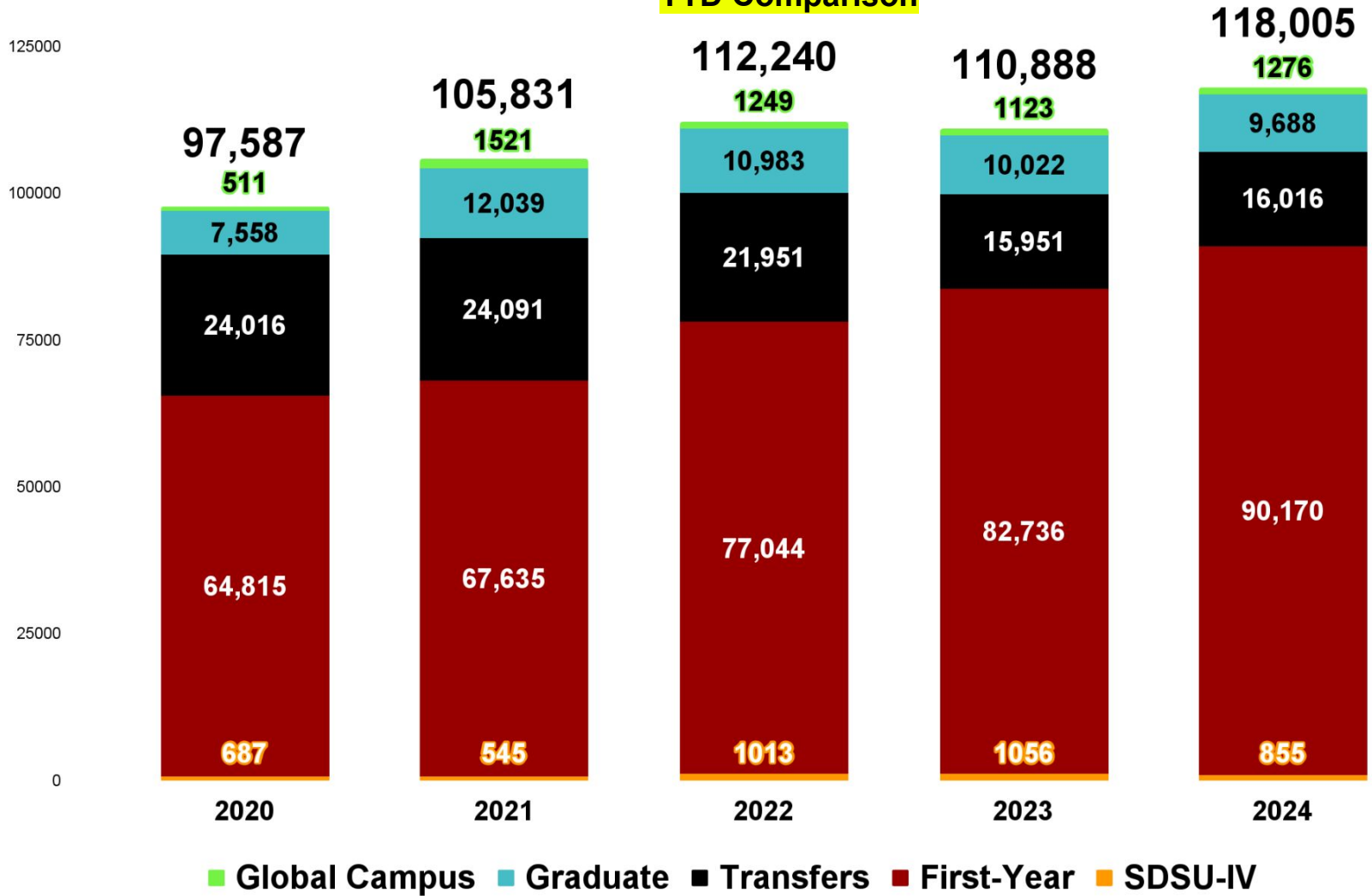
	Actual		Targets
	2022-23	**2023-24**	**2024-25**
First-time Freshmen	6,514	6,095	6,500
New Transfers & Readmits	3,878	4,472	4,015
Continuing & Transitory UG	20,568	21,532	22,675
Subtotal	**30,960**	**32,099**	**33,190**
New Post-Bacc	360	304	361
Continuing & Transitory PB	116	149	73
New Graduate	1,851	1,653	1,850
Continuing & Transitory GRAD	2,436	2,406	2,297
Subtotal	**4,763**	**4,512**	**4,581**
SDSU-IV	1,021	1,156	1,250
Fall Total Headcount	**36,637**	**37,539**	**38,771**
Spring Total Headcount	33,637	35,185	35,878
Summer Total Headcount	10,544	11,063	11,472

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Offers of Admission by College
Fall 2022 and 2023 YE; Fall 2024 as of 4/8/2024

College	Fall 2022	Fall 2023	Fall 2024
BUS	5,505	5,002	4,780
CAL	3,761	3,477	4,355
EDU	876	728	974
ENG	3,521	3,802	4,037
FASS	2,089	1,630	1,760
HHS	2,814	2,487	2,524
PSFA	3,507	3,515	3,439
SCI	8,158	7,703	8,328
Total	**30,231**	**28,344**	**30,197**

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Offers of Admission by College
Fall 2022 and 2023 YE; Fall 2024 as of 4/8/2024

College	Fall 2022	Fall 2023	Fall 2024
BUS	1,785	2,306	1,961
CAL	1,808	1,954	1,905
EDU	308	345	231
ENG	571	713	438
HHS	750	923	667
PSFA	1,621	1,660	1,821
SCI	930	1,454	1,042
Total	**7,773**	**9,355**	**8,065**

72
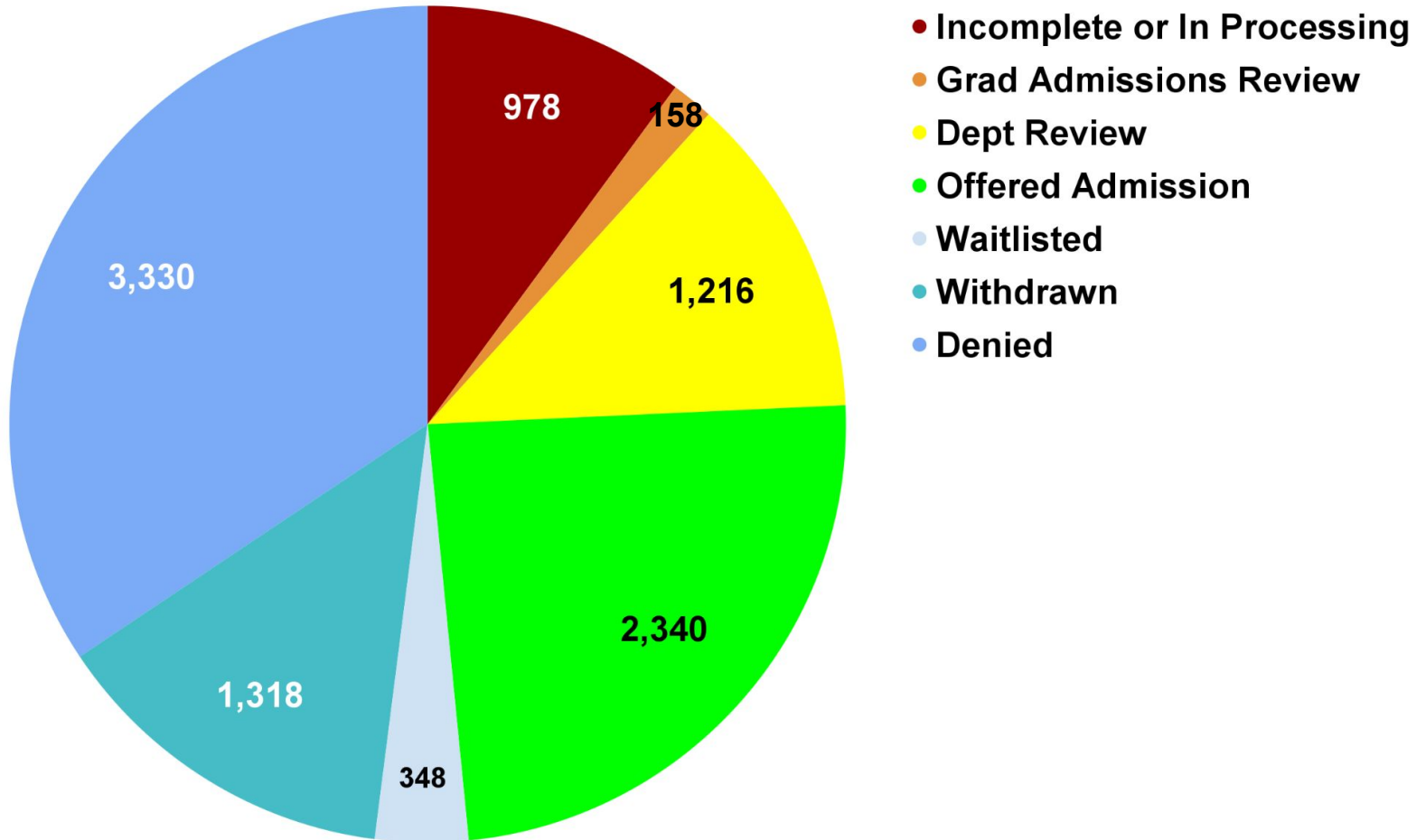
RESOURCE MANAGEMENT

- Enrollment growth is expected in 2024-25, as the university has been issued a preliminary FTES target from the Chancellor's Office that is +1075 FTES above our 2023-24 target (+3.7%); additional growth in non-residents is expected to complement growth in California residents.

- Incoming student targets at the college- and program-levels, as well as FTES target for each semester, were established in collaboration with each respective Dean's Office.

- Discussions with partners on how to best leverage campus-wide resources and capacity constraints (instructional, facilities, housing, student support, programmatic, etc.) have been ongoing throughout the planning process.

- Continued growth will require strategic scheduling of classes, which may include leveraging time slots with more capacity, reducing the number of low-enrolled classes so resources can be reallocated to support courses with unmet demand, and consideration of online education.

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	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Monday	30%	76%	89%	94%	78%	74%	95%	93%	96%	98%	86%	36%	35%	24%
Tuesday	66%	98%	97%	98%	99%	97%	95%	91%	96%	92%	83%	34%	34%	24%
Wednesday	28%	78%	87%	96%	81%	80%	97%	91%	91%	92%	77%	31%	29%	20%
Thursday	63%	98%	97%	98%	99%	98%	96%	92%	89%	88%	83%	36%	35%	23%
Friday	16%	48%	53%	55%	44%	31%	12%	8%	5%	3%	2%	0%	0%	0%
Saturday	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%	0%	0%	0%	0%

SDSU Classroom Rooms in Use

by Day and Time
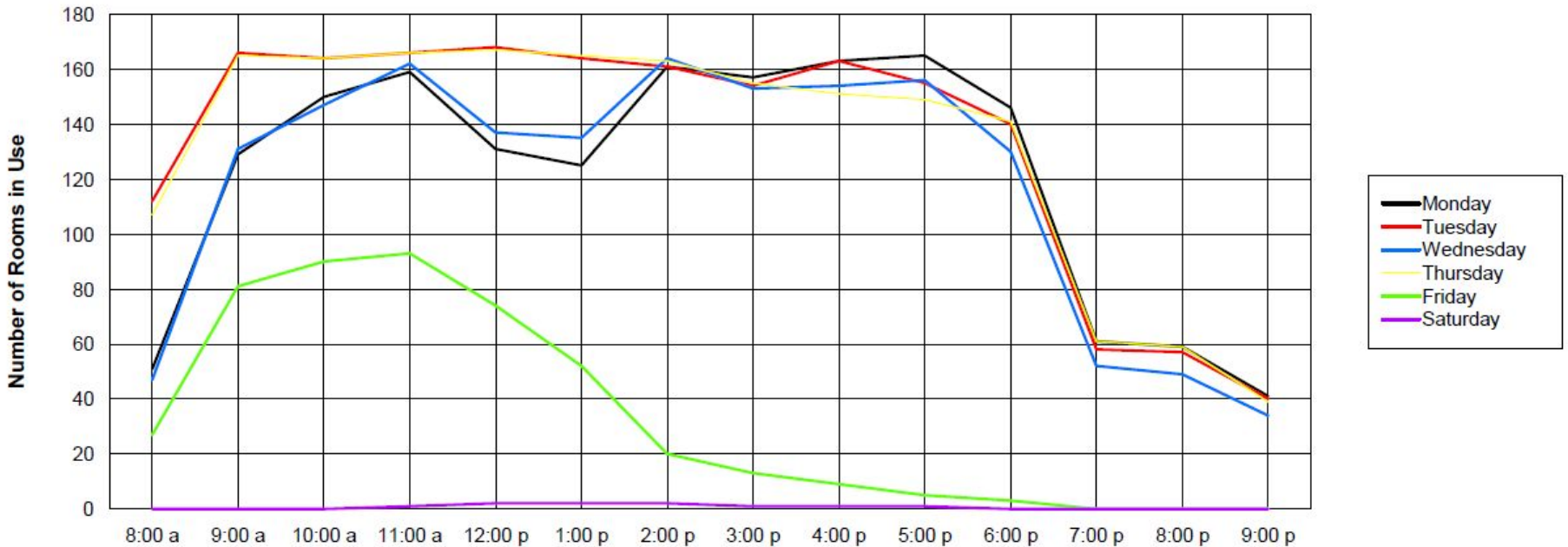
Source: Astra Schedule, 12/7/2023.Includes SD campus spaces scheduled centrally by the Office of the Registrar.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Total Students	32,936	32,693	34,305	36,559	35,832	33,760	30,016	31,303	31,597	32,759	33,483	34,254	34,688	34,828	34,881	35,081	35,578	35,732	36,637	37,539
CO TTF	793	814	832	832	818	801	761	769	732	716	715	719	735	732	772	787	795	790	823	814
SDSU TTF													797	808	836	842	808	811	842	838

Total Students — CO TTF — SDSU TTF

Note: Chancellor's Office data (CO TTF) excludes non-active faculty on leave, explaining discrepancies with ASIR faculty dashboards (source of SDSU TTF). SDSU TTF data only available since 2016.

CO TTF source: CSYou Faculty Density Dashboard (1 April 2024): https://csyou.calstate.edu/
SDSU TTF source: ASIR (8 April 2024):https://asir.sdsu.edu/faculty-data/faculty-by-department-2020/

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MAJOR MIGRATION PATTERNS

Approximately **40%** of first-year students change their academic plan at least once, while just **8%** of transfer students change majors.

FALL 2018 FIRST-TIME FULL-TIME COHORT	FALL 2018 TRANSFER FULL-TIME COHORT
66.4% Graduated in the College in which They Entered SDSU	**94.4%** Graduated in the College in which They Entered SDSU
59.7% Graduated in the Department in which They Entered SDSU	**91.8%** Graduated in the Department in which They Entered SDSU

79

First-time Freshmen College Migration (Graduation to Date)
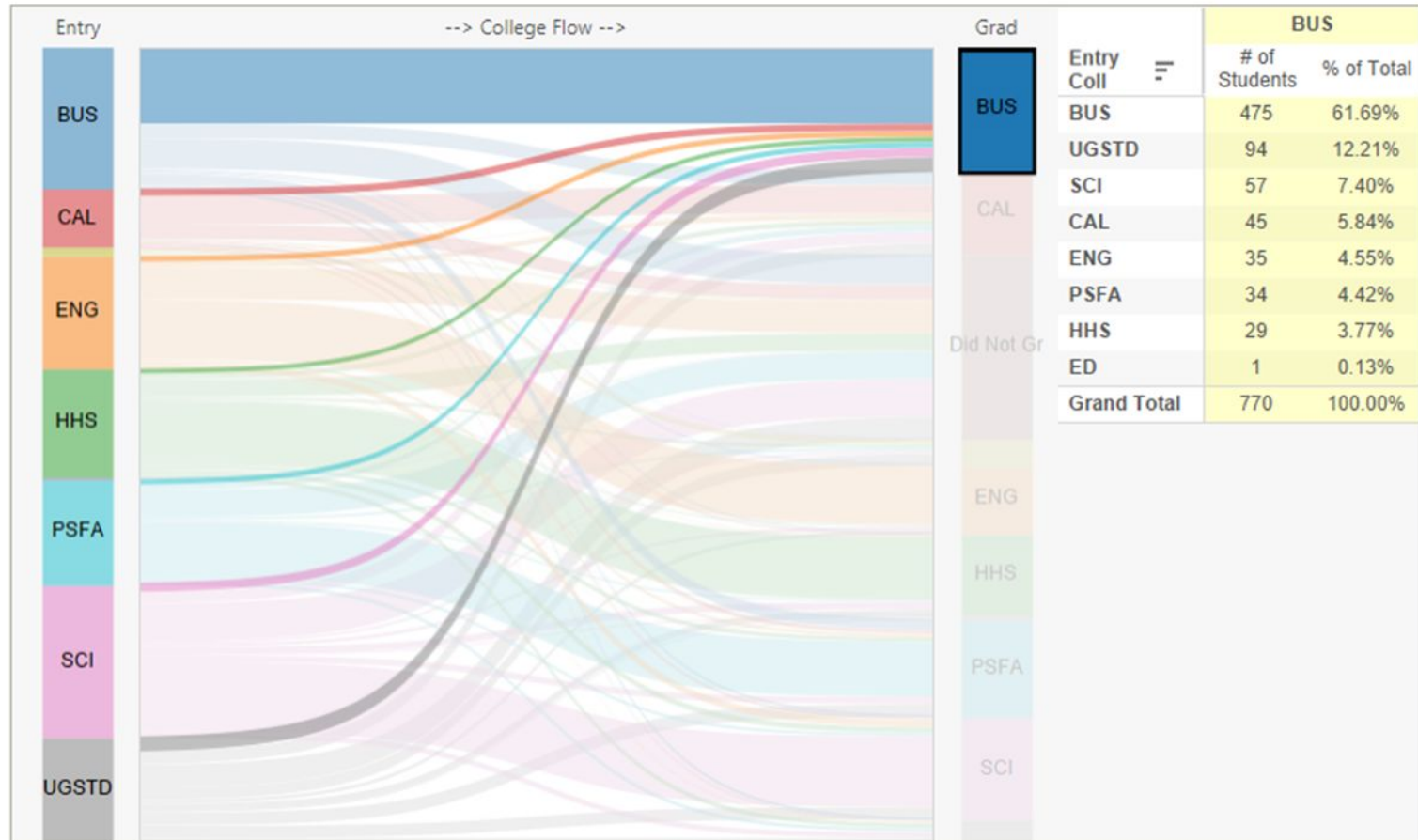
Public dashboard available at: https://asir.sdsu.edu/data-profiles/migration-by-college/

Graduation Rate for Students Who Switch Majors[1]

Study of 10 public and private institutions including 78,000 students.

Average graduation rate for students who do not change majors (78.45%)
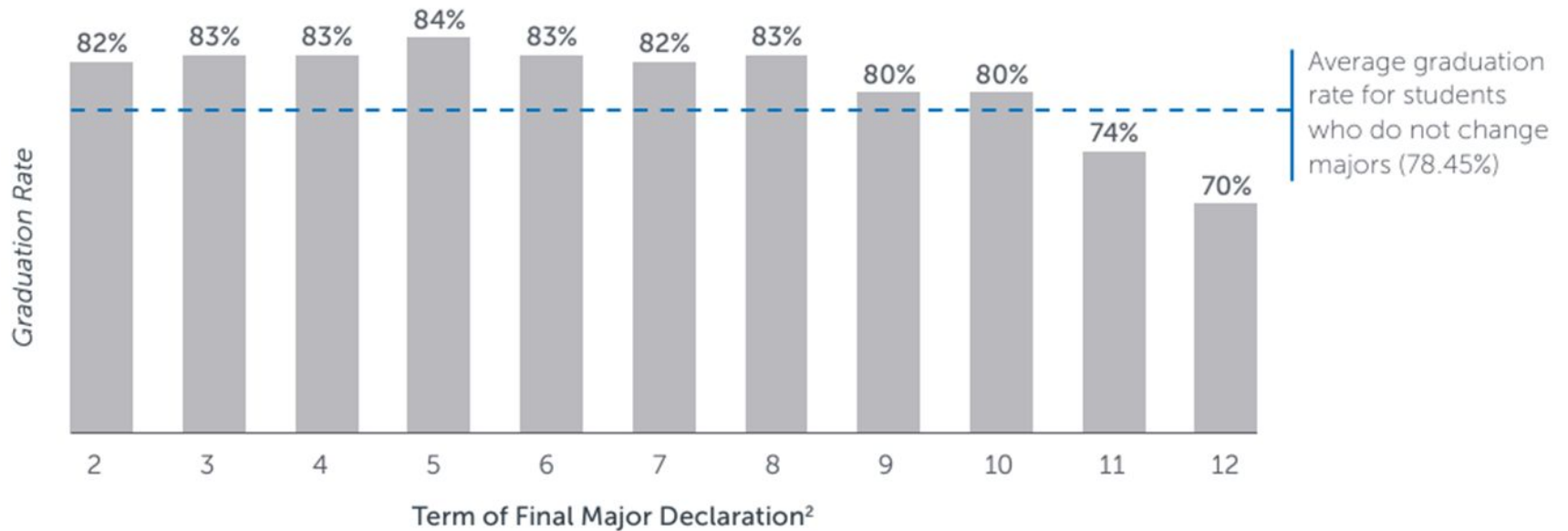
1) Timing of major change calculated based on the student's last major declaration. Analysis based on students who had completed 60 or more college credits.

2) Our data set shows only the major a student has declared at the end of a term; therefore, we cannot see switches that happen within the first term. The second term is the earliest time when we can see a switch.

EAB, "How Late Is Too Late? Myths and Facts About the Consequences of Switching College Majors" (2016).

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ACADEMIC SUCCESS

RECORD FIRST-YEAR STUDENT RETENTION RATE

TRANSFERS (red line):
- F13: 90.5%
- F14: 92.5%
- F15: 91.6%
- F16: 91.4%
- F17: 92.0%
- F18: 90.4%
- F19: 93.7%
- F20: 90.7%
- F21: 91.4%
- F22: 91.6%

FYS (teal line):
- F13: 88.2%
- F14: 89.8%
- F15: 89.7%
- F16: 89.4%
- F17: 88.7%
- F18: 89.0%
- F19: 88.9%
- F20: 90.1%
- F21: 89.4%
- F22: 90.4%
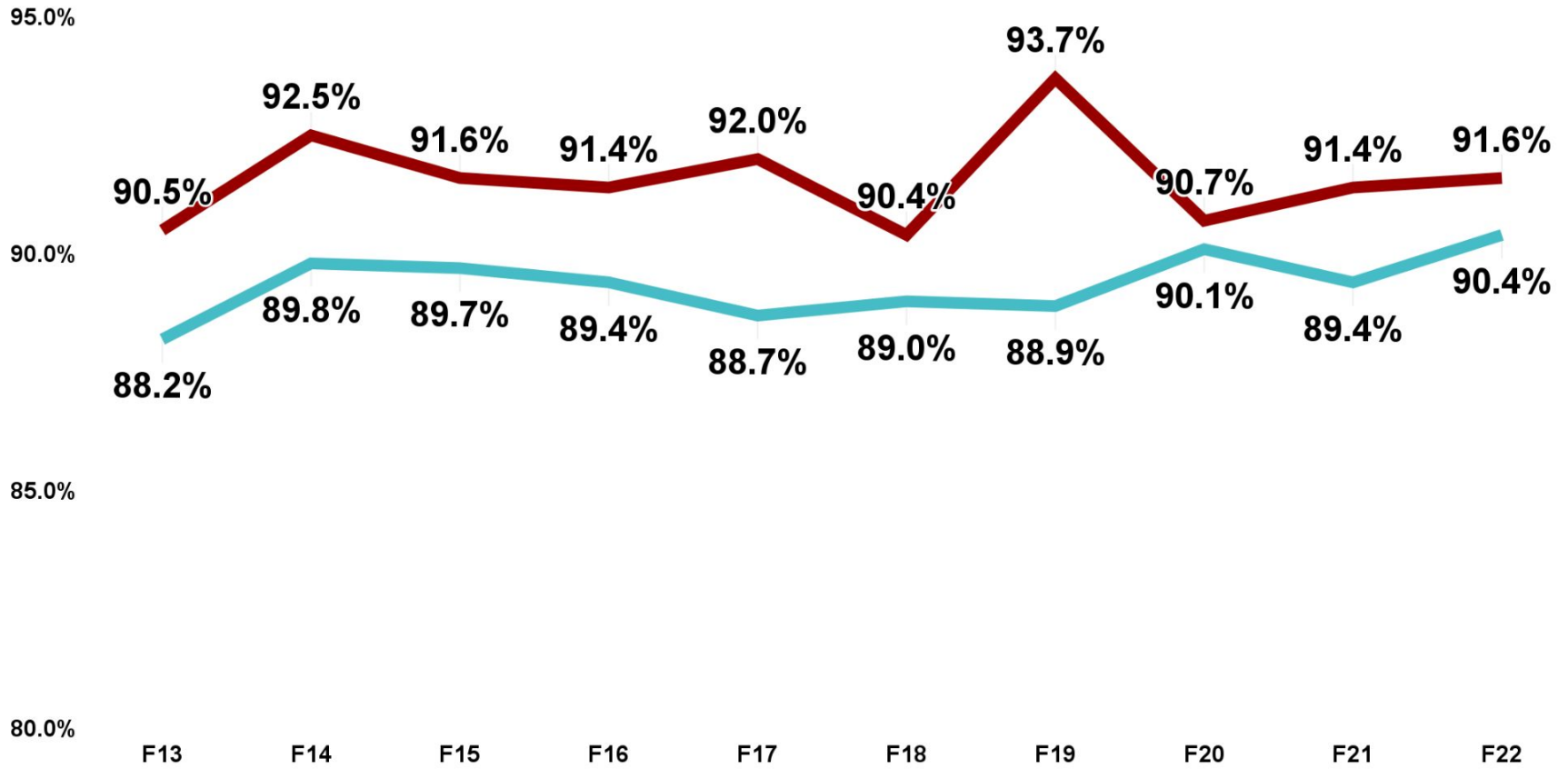
Legend: — FYS — TRANSFERS

Includes FT and PT Students

83

RECORD FOUR-YEAR GRADUATION RATE

FYS - 4 Years — **TRANSFERS - 2 Years**
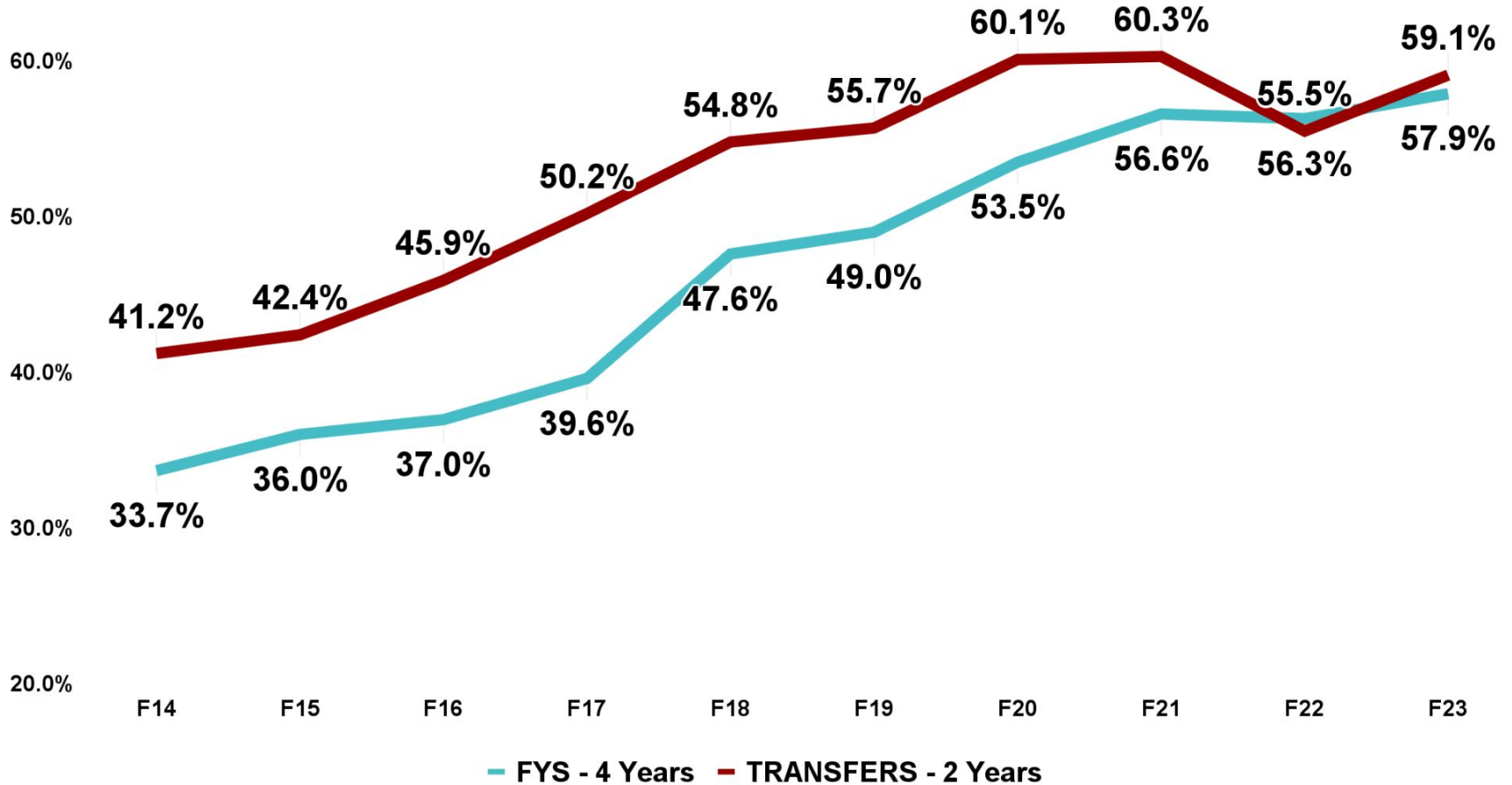
FT Students by Term Graduation Rates Are Reported

84

SDSU Has Already Surpassed its GI 2025 Goal for 4-Year Graduation Rates First-Time, Full-Time Students

85
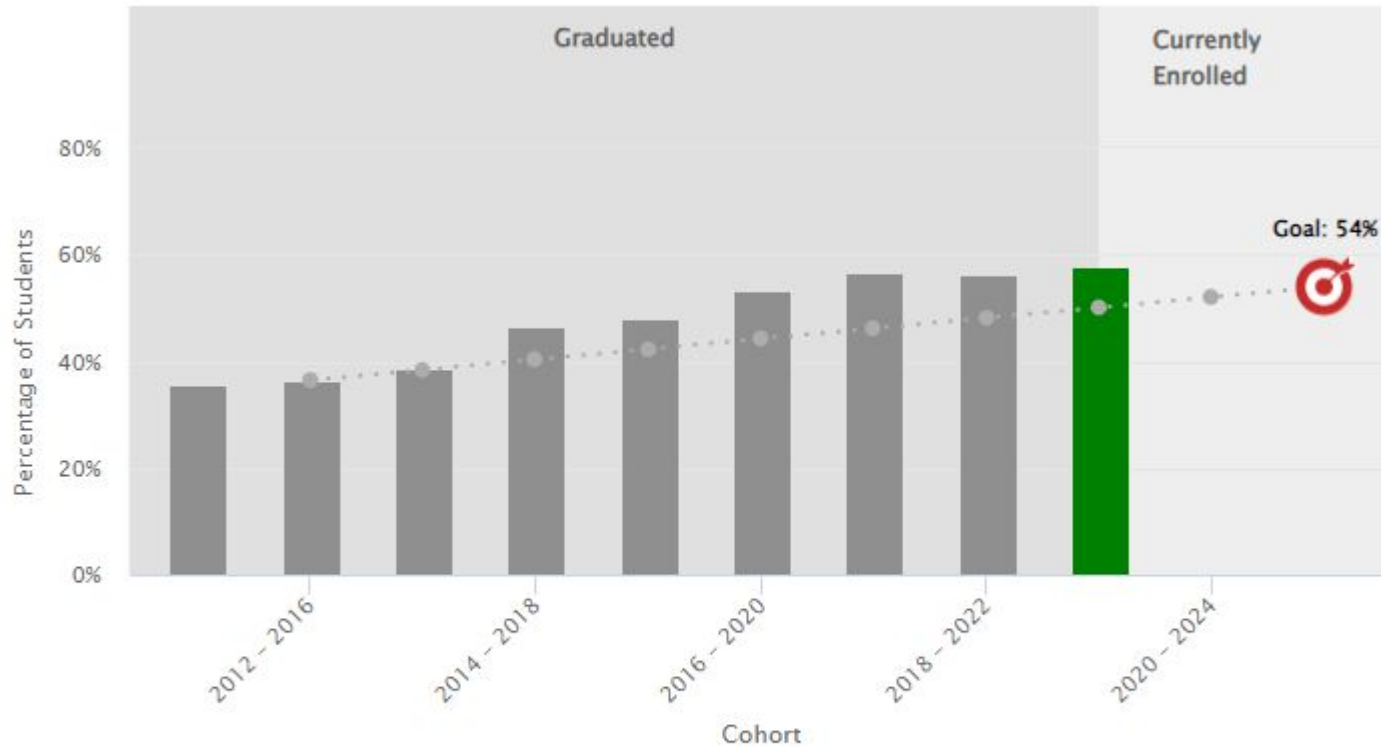
SDSU Has Already Surpassed its GI 2025 Goal for 2-Year Graduation Rates
Transfer, Full-Time Students

86
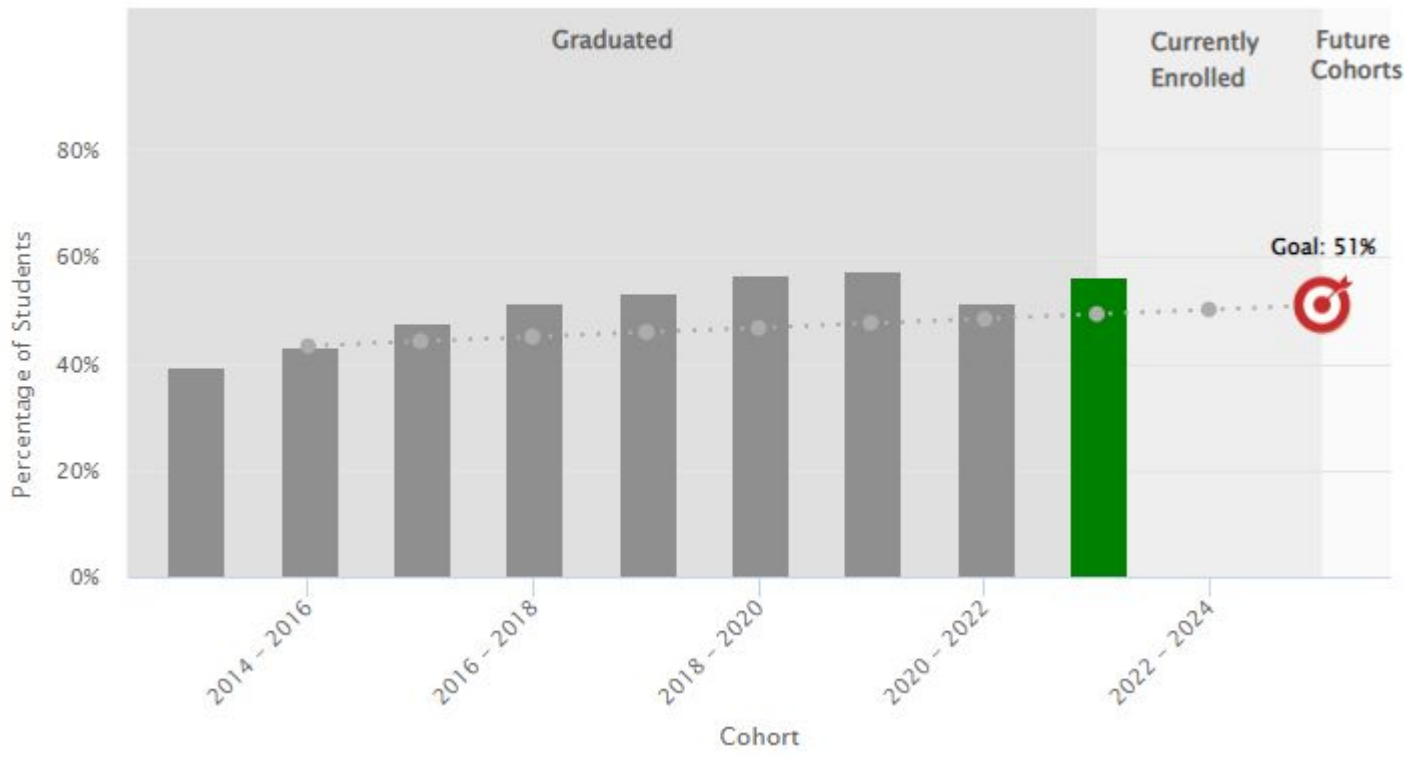
- SDSU has made significant progress closing equity gaps of first-year students:

  - Gaps for Pell students decreased to 5.9% pts (6-year graduation)
  - Gaps for URM students decreased to 3.2% pts. (6-year graduation)
  - Gaps for First-Generation students decreased to 9.7% pts (6-year graduation)
  - Gaps at the 4-year rate have improved for the three cohort above, but to lesser degrees; these are currently at 12-13% pts, respectively

- SDSU has made substantial progress closing equity gaps of transfer students:

  - Gaps for Pell students decreased to 5.1% pts (2-year graduation)
  - Gaps for URM students decreased to 1.4% pts. (2-year graduation)
  - Gaps for First-Generation students decreased to 1.9% pts. (2-year graduation)

- SDSU has the highest 4-year graduation rate for African-American first-year students in the CSU System

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Graduation Rates for both URM and non-URM first-year students have increased, while equity gaps have decreased.

Graduated | Currently Enrolled

100%
80%
60%
40%
20%
0%

Percentage of Students

8.6 6.3 2.8 4.1 3.3 3.3 2.3 5.2 3.2

2010 – 2016   2012 – 2018   2014 – 2020   2016 – 2022   2018 – 2024

Cohorts

Click to show/hide
● Non-URM   ● URM Gap   ● URM

88
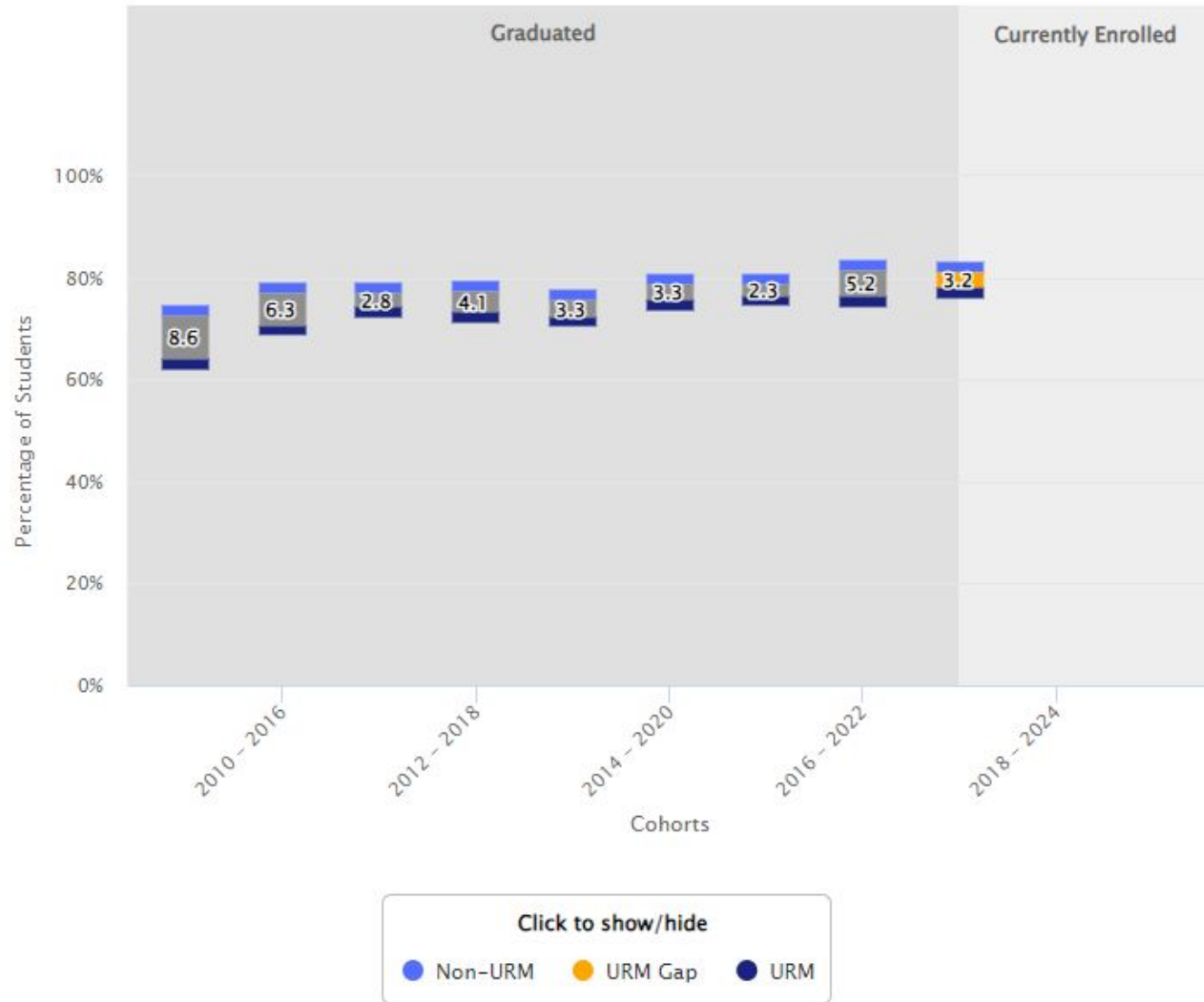
Graduation Rates for both Pell and non-Pell first-year students have increased, while equity gaps remain.
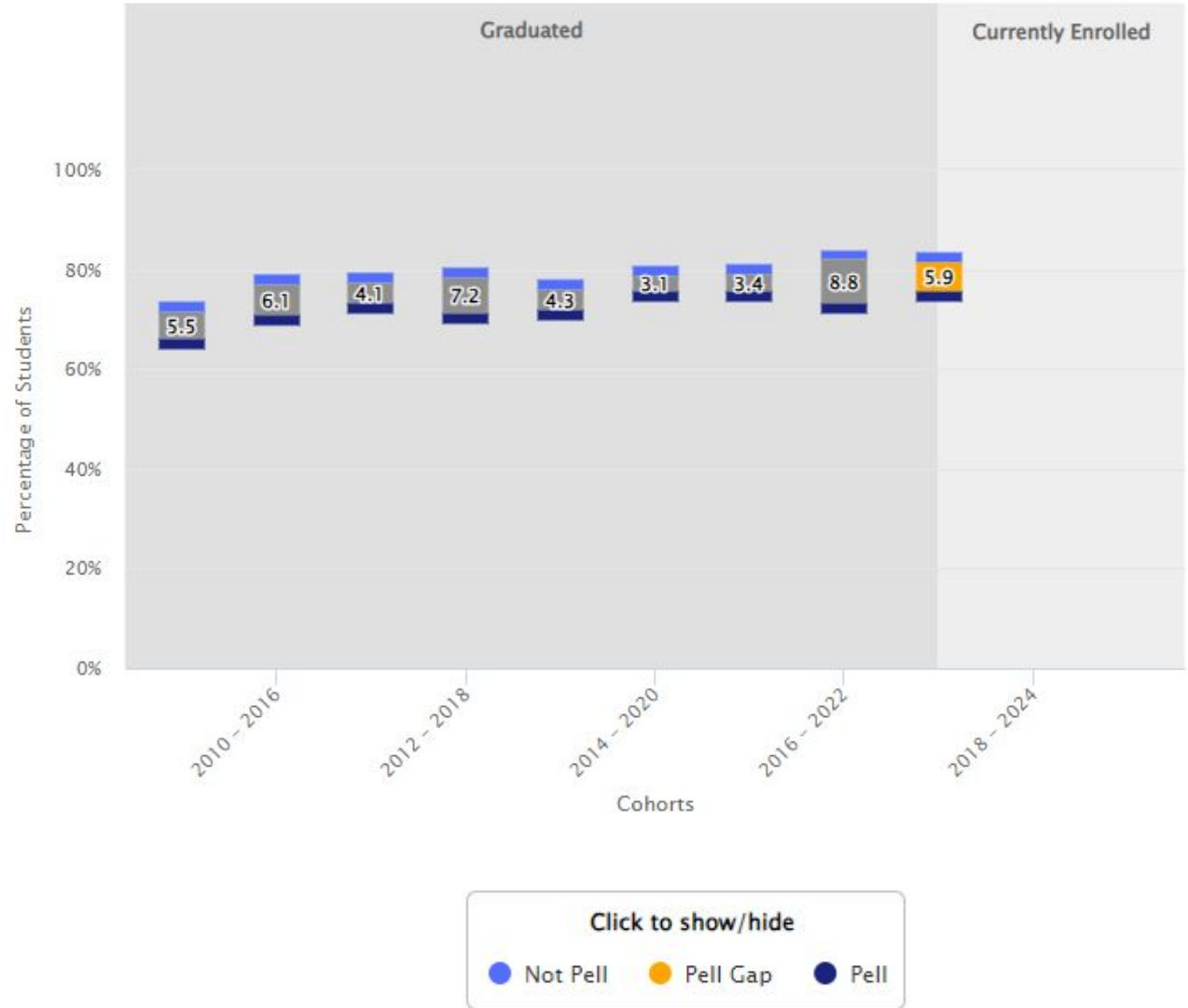
4th-Year Graduation Gap

Most Recent First–Generation Gap

12.3 percentage points

Legend: First–Generation, Not First–Generation
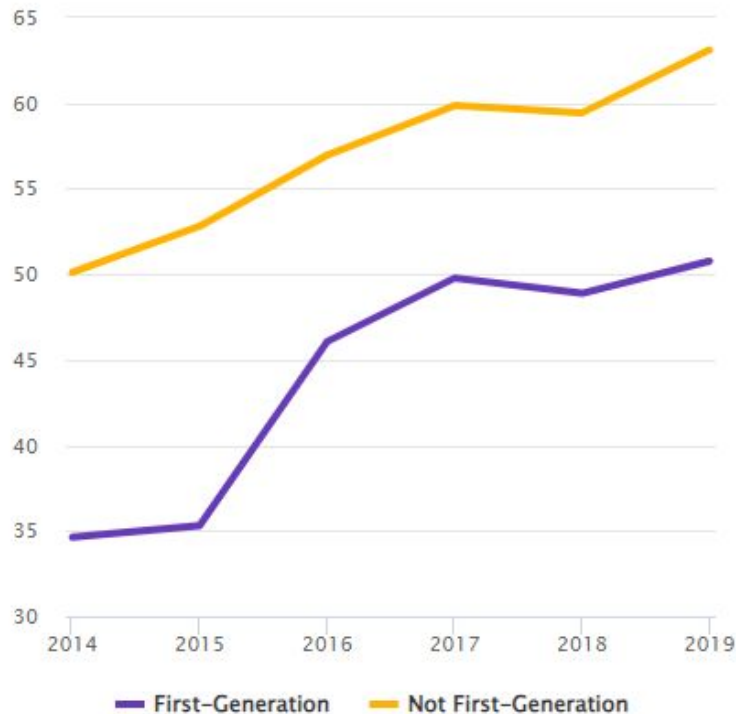
Show Full Y-Axis Range

Close the Gap

If San Diego had graduated **88 more First-Generation Freshmen** from the Fall 2019 cohort within 4 years, it would have closed the First-Generation equity gap.

88 First-Generation students to close the gap

90

4th-Year Graduation Gap

Most Recent Pell Gap

13.3 percentage points

Legend: — Pell   — Not Pell
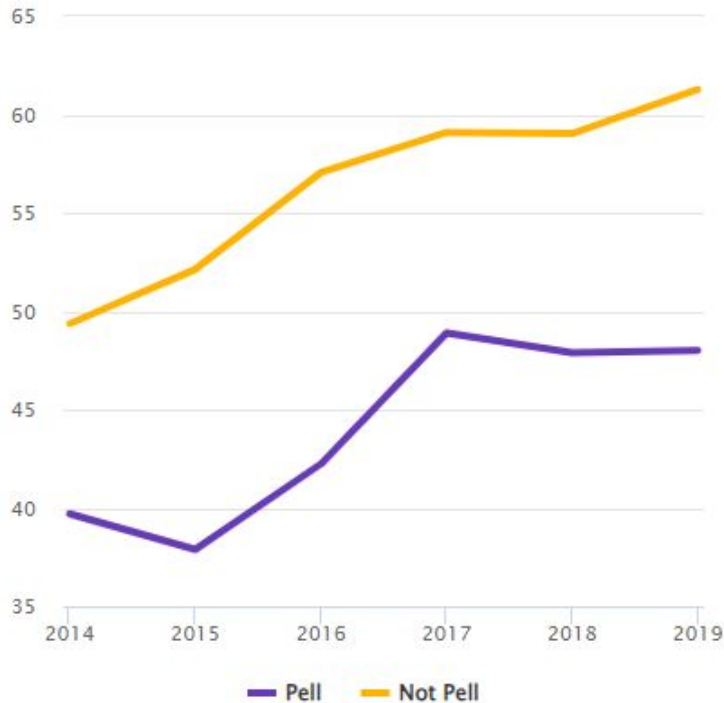
Show Full Y-Axis Range

Close the Gap

If San Diego had graduated **177 more Pell Freshmen** from the Fall 2019 cohort within 4 years, it would have closed the Pell equity gap.

177 Pell students to close the gap

91

FIRST-YEAR STUDENT EQUITY GAPS
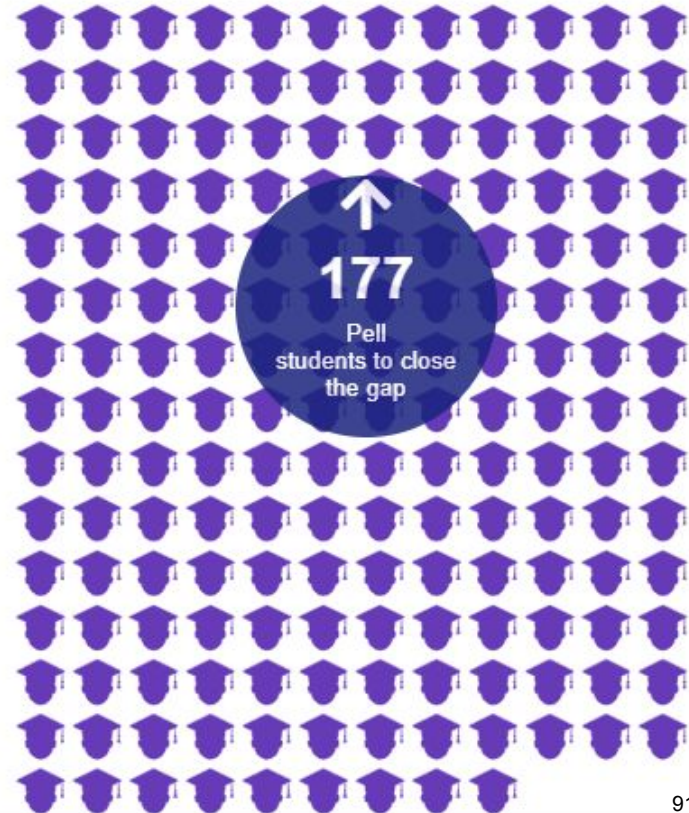
4th-Year Graduation Gap

Most Recent URM Gap

12.2 percentage points

— URM — Non–URM
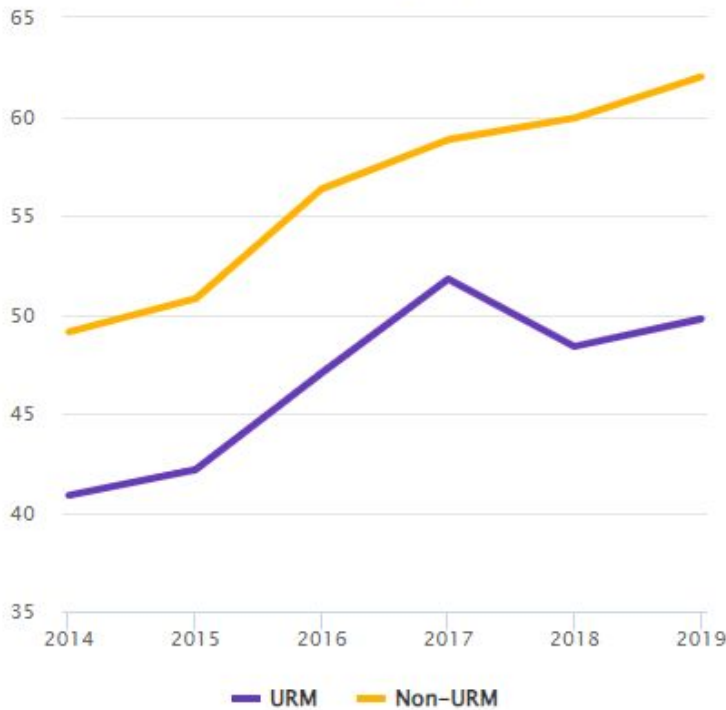
Show Full Y-Axis Range

Close the Gap

If San Diego had graduated **214 more URM Freshmen** from the Fall 2019 cohort within 4 years, it would have closed the URM equity gap.

214 URM students to close the gap

92

SDSU | San Diego State University

6th-Year Graduation Gap

Most Recent First–Generation Gap
9.7 percentage points

Legend: First–Generation · Not First–Generation
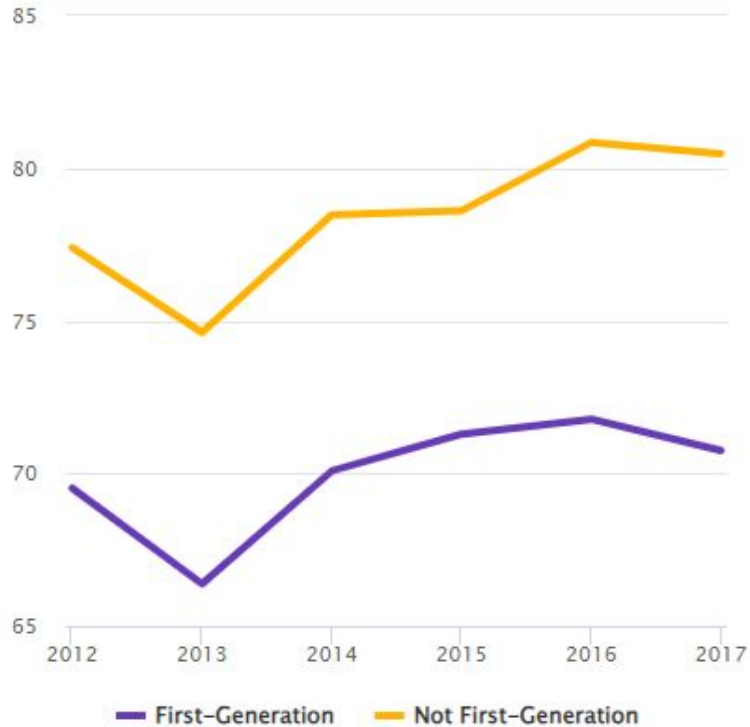
Close the Gap

If San Diego had graduated **66 more First-Generation Freshmen** from the Fall 2017 cohort within 6 years, it would have closed the First-Generation equity gap.

66 First-Generation students to close the gap

93
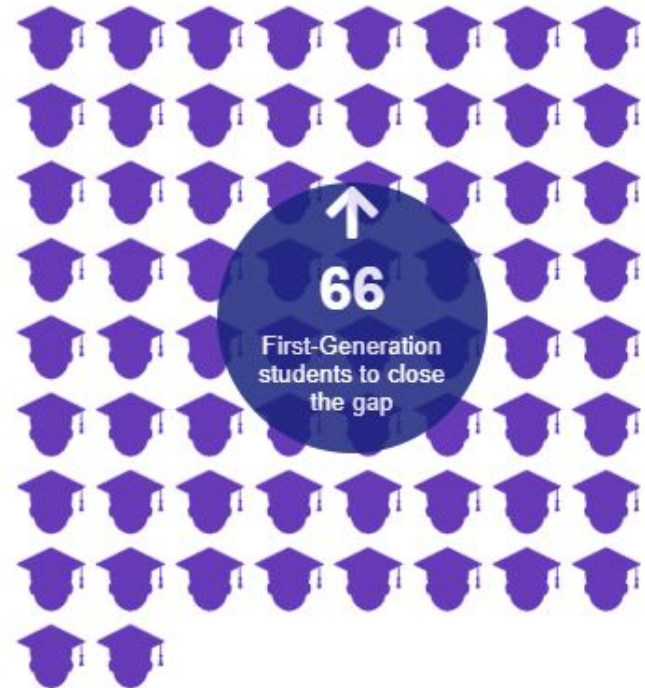
6th-Year Graduation Gap

Most Recent Pell Gap

5.9 percentage points

Pell — Not Pell
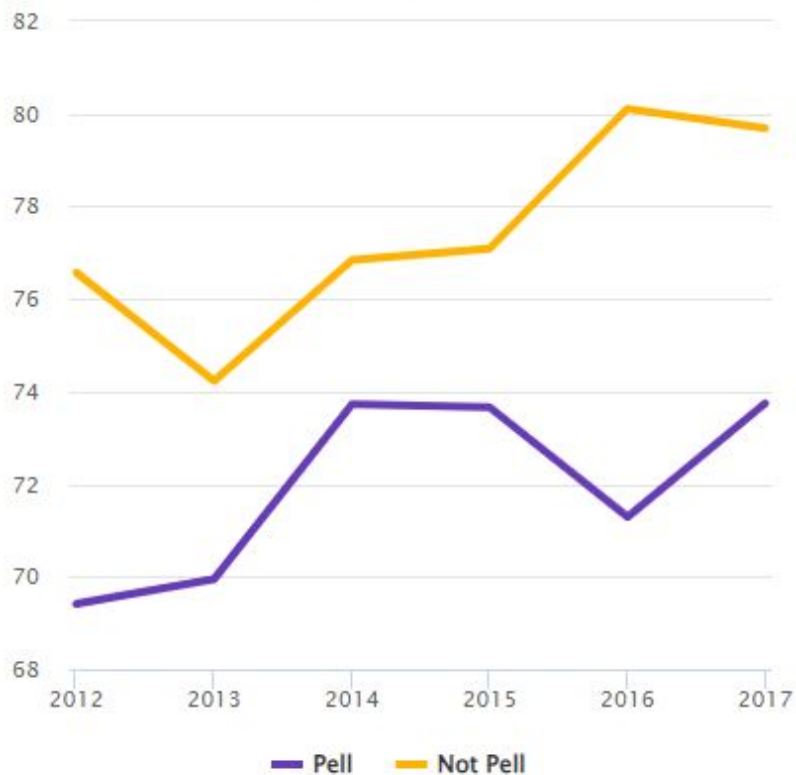
Close the Gap

If San Diego had graduated **72 more Pell Freshmen** from the Fall 2017 cohort within 6 years, it would have closed the Pell equity gap.

72 Pell students to close the gap

94
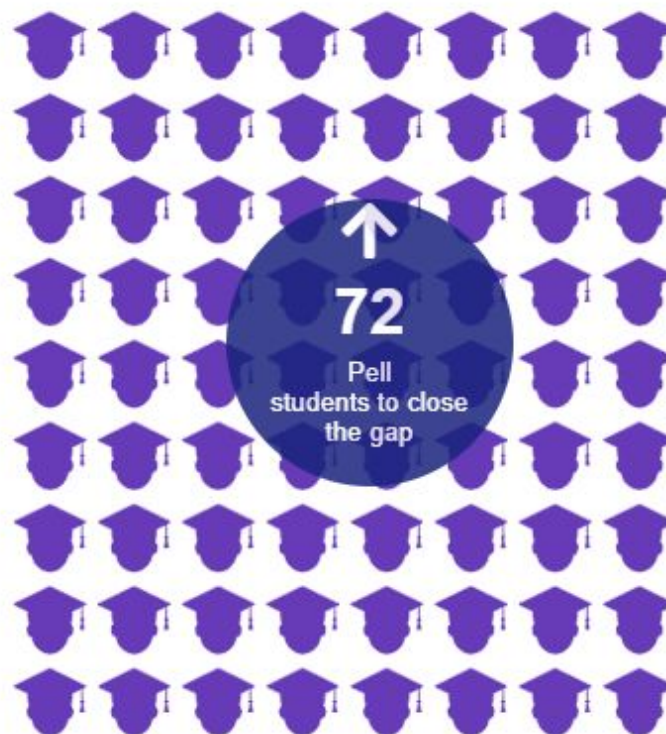
6th-Year Graduation Gap

Most Recent URM Gap

3.2 percentage points

— URM   — Non-URM
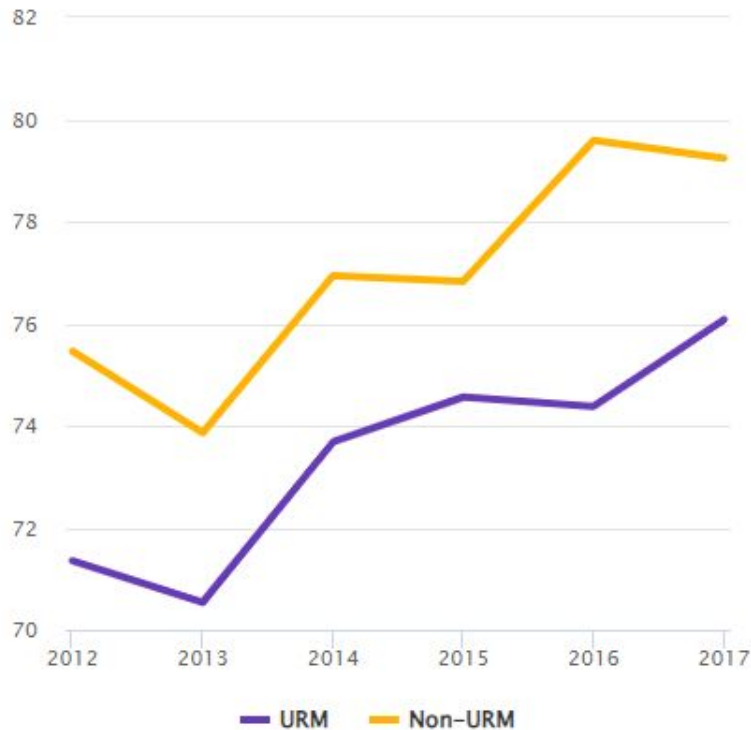
Close the Gap

If San Diego had graduated **50 more URM Freshmen** from the Fall 2017 cohort within 6 years, it would have closed the URM equity gap.

50 URM students to close the gap

95

CSU System, First-Time, Full-Time Students

Campus	4-Yr Grd Rates	6-Yr Grd Rates
San Diego	50.9	79.5
San Luis Obispo	44.7	80.5
Fullerton	30	56.5
Monterey Bay	28.6	64.7
Channel Islands	28	38.9
Long Beach	27.8	59.3
Pomona	26.9	52.7
San Marcos	24.7	43.9
Sonoma	23.5	47.5
Systemwide	23.4	47.2
San Jose	23.2	43.8
San Bernardino	22.7	34.3
San Francisco	22.5	41.8
Los Angeles	22	40
Northridge	20.7	46.6
Sacramento	17.4	44.6
Fresno State	17.3	39.6
Chico	13.1	45.7
Dominguez Hills	12.8	34.6
Bakersfield	11.7	40
East Bay	10.7	34.6
Humboldt	10.3	33.3
Stanislaus	7.1	43.2
Maritime	N/A	N/A

Source: CSU Graduation and Continuation Rate Dashboard (26 March 2024).

99

To: SEC/Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 4/30/2024
Subject: **CBL annual report 23_24**

During the 23-24 academic year CBL brought 10 action items for a 1ˢᵗ or 2ⁿᵈ reading and 4 information items to the Senate.

CBL has finished the following referrals
21/22_23 Update Committee Chair Policies
22/23_13 Revision to Bylaws 5 and 6++
23/24_4 Review Automatic Signature Content on Senator Listserv
23/24_5 Procedures and Policies for Recording Meetings
23/24_12 Review draft of senate recording policies.

CBL is working on Referral 22/23_10 Updated Policy Language related to Committees
Changes to Bylaw 2 and 3 will be presented in six 1ˢᵗ and 2ⁿᵈ readings. Part1_3: Bylaws2.1/3 past Senate in April 2024.

CBL finished the following from its own annual agenda.
-   Addition of definitions of staff and manager to Bylaws 1
-   Update staff senator section in Const 4 so as to make sure mangers of auxiliaries can not serve.
-   Update Bylaws 2.1 so as to reflect that there four types of Committees. Clarify that all chairs of Standing Committees serve on SEC
-   Update SEC membership/Standing committees

Support other Committees:
-   Discussed URP membership and provided feedback

2024-25 Members:

Arlette Baljon (chair/faculty)
Peter Atterton (faculty)
Reza Sabzhegar (faculty)
Open/Taharka Ade (faculty)
Brenda Wills (staff)
Secretary of Senate (TBD)
Student (TBD)
Parliamentarian (TBD)

To: SEC/Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 4/30/2024
Subject: **CBL annual agenda 24_25**

During the 24-25 academic year CBL will discuss policy changes/updates/clarifications related to:

CBL plans to finish referrals given before April 15, 2024:
- Bylaws 2 (referral 22/23_10) 2.2 and up
- Bylaws 11 and 13 (referral 22/23_18)
- Review draft of Senate recording policy (referral 23/24_12)

CBL will propose updated language for Constitution 5 (Officers) and related language in Bylaws 7.

CBL will discuss the relationship between senate-affiliated Campus Committees and Campus Committees that are created outside the Senate structure (Tiger teams, Strategic plan implementation committees, Sustainability Tracking-Assessment-and-Rating Committee) and initiate discussion on how to streamline the interaction between different shared-governance structures. (One of CBL's functions is to evaluate committee structures)

CBL will work with Staff Affairs on updating its charter and discuss adding an additional staff seat to SEC

CBL will work with CCE on updating its charter and discuss if some language under "functions" should be moved to Bylaws 2

CBL will collaborate with committees where this is specified in the referral chart when requested. (23/24_1, 23/24_2)

CBL will handle promptly request for the interpretation of the policy file

CBL will handle referrals given after April 15, 2024 if time permits.

2024-25 Members:
Arlette Baljon (chair/faculty)
Taharka Ade (faculty)
Peter Atterton (faculty)
Reza Sabzhegar (faculty)
Brenda Wills (staff)
Secretary of Senate (TBD)
Student (TBD)

To: SEC / Senate
From: Amanda Alpiner, Interim Chair, Campus Development Committee
Date: April 25, 2024
Subject: INFORMATION: Annual Report

The Campus Development Committee's annual report is included on the following pages.

The committee chair for the next academic year will be Kara Peterson, Director of Facilities Planning. The committee's membership roster is included below, with (3) faculty vacancies and (1) student vacancy for the next academic year. Changes to the roster are highlighted with red text.

Code	Major Academic Unit	Name	Email	Term Ends	Appt. Date	DEPT	Senator?
Fac	Faculty – Open	Vacant					
Fac	Faculty – Open	Preminger, Jill	jpreminger@sdsu.edu	2025	2021	SLHS	YES
Fac	Faculty – Open	Vacant					
Fac	Faculty – Open	McMills, Anne	amcmills@sdsu.edu	2026	2017	TTF	
Fac	Faculty – Open	Ponomarenko, Vadim	vponomarenko@sdsu.edu	2026	2017	MATH	YES
Fac	Faculty – Open	O'Neill, Christopher*	cdoneill@sdsu.edu	2026	2022	MATH	YES
Fac	Faculty – Open	Coker, 'Niyi	ncoker@sdsu.edu	2026	2015	TTF	
Staff	Staff	Smith, Stephanie	stephanie.smith@sdsu.edu	2026	2023	CGS	
ExOff	Director: Planning, Design, and Construction	Peterson, Kara (Chair)	TBD	—	—	PLNG, DSN, CONST	
ExOff	VP: Business and Financial Affairs (or designee)	Schulz, Bob	rschulz@sdsu.edu	—	—	BFA	
ExOff	SDSURF Director of Facilities	Elson, Eric	eelson@sdsu.edu	—	—	SDSURF	
ExOff	President: Associated Students (or designee)	Victor Plunkett	vplunkett7112@sdsu.edu	2025	2024	AS	
Stud	Student	TBD		2025	2024	AS	

*Member on sabbatical next year and will require replacement during this timeframe.

2023/2024 CDC Meetings

The Campus Development Committee (CDC) met virtually (4) times in the 2023-2024 Academic Year. The committee approved (4) action items and reviewed (3) information items.

- **September 19, 2023**
  - SDSU Mission Valley Public-Private Partnership Ground Lease Projects: Residential & Retail Project #1 and Affordable Housing Project #1 (Information Item)
 - Brawley Sciences Building Schematic Design (**Action Item**)
  - SDSU Kumeyaay Living Land Acknowledgement Proposal, Design & Location (**Action Item**)

- **October 17, 2023**
  - SDSU Kumeyaay Living Land Acknowledgement Proposal, Design & Location Updates (**Action Item**)
  - Parking 12 Solar Photovoltaic Installation (Information Item)

- **March 19, 2024**
  - Active Projects Status Updates (Information Item)

- **April 16, 2024**
  - Imperial Valley Affordable Student Housing Schematic Design (**Action Item**)

Campus Development Committee Action Item
Brawley Sciences Building Schematic Design

- Lower and upper division wet and dry teaching labs

- Flexible use wet and dry research labs

- Teaching and research lab support spaces

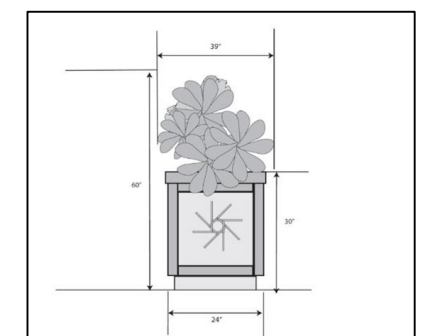- Work space for collaboration with industry partners

First Floor Plan

Second Floor Plan

SDSU | San Diego State University

Campus Development Committee Action Item
Kumeyaay Living Land Acknowledgement Proposal

- Location and design of the first of six sculptures.

- Further study of the location for the second sculpture.

- Location and design of the second installation.

- General locations for the installation of the remaining four sculptures.
  1. Mediterranean Garden
  2. Centennial Walkway/Manchester Hall/Student Services West
  3. Campanile Mall near the south entrance to the campus
  4. Entrance plaza near Viejas Arena
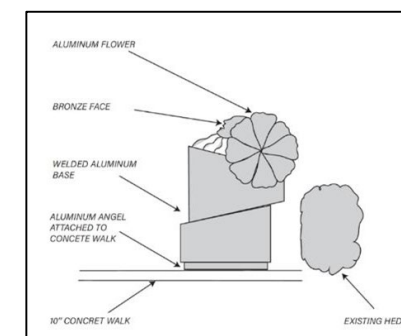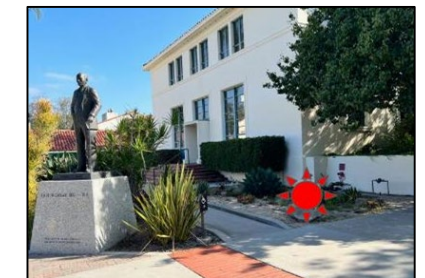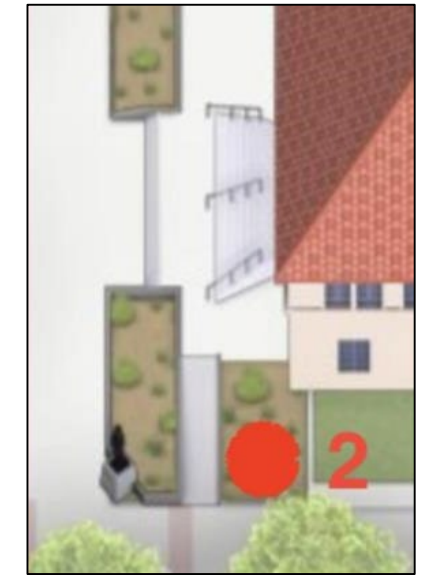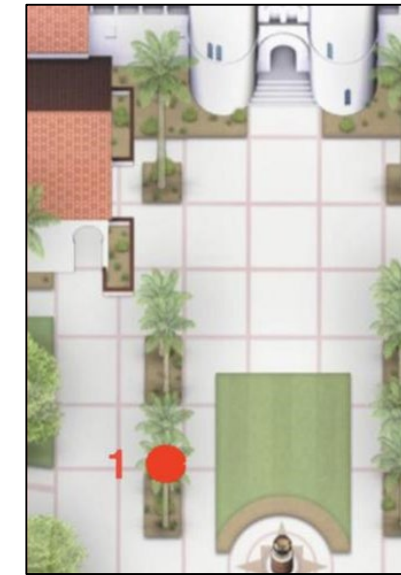
First Installation   Second Installation

Campus Development Committee Action Item
Imperial Valley Affordable Student Housing Schematic Design

- Courtyard-style housing development surrounding a central exterior communal space
- Ten 4-bedroom / 2-bath student housing units with full kitchens
- One 2-bedroom / 1-bath live-in unit
- Communal mail area
- Communal laundry room

5

Campus Development Committee Information Items

- SDSU Mission Valley Public-Private Partnership Ground Lease Projects:
  - Residential & Retail Project #1
    - A mixed-use residential and retail project to be developed by AvalonBay Communities.
  - Affordable Housing Project #1
    - An affordable housing project to be developed by Chelsea Investment Corporation. Includes a childcare center.

- Parking 12 Solar Photovoltaic Installation
  - Installation of two photovoltaic (PV) panel arrays on the top level of Parking Structure 12. The project was administered by Associated Students.

Campus Development Committee Information Items

Active Project Status Updates:

- SDSU San Diego Campus

  - Reviewed project status of the KPBS Renovation & Expansion; Dramatic Arts Building Renovation: Main Stage Theatre, Prebys Stage, and Amenities Building; Brawley Sciences Building; Electrical Infrastructure Upgrades; College of Sciences HVAC Upgrades; and Traffic Mitigation projects

- SDSU Mission Valley

  - Reviewed progress of Site Development and River Park

Upcoming/Pending Project Updates:

- Briefed on the upcoming Life Sciences Building and the Imperial Valley Affordable Student Housing projects

7

To: SEC/Senate
From: Senate Diversity, Equity and Inclusion Committee
Date: March 3, 2024
Subject: INFORMATION: On-going engagement and review of unit diversity plans

—--

At their March 1 meeting, Senate DEI reviewed and approved the following process for on-going engagement with, and revision of, unit-level diversity plans. Given the different focus of college/division plans versus departments (i.e., employees versus students), and given the different governance structures, there are separate processes for colleges/divisions and for departments.

Departments/schools
- All departments/schools are already required to conduct an academic program review (APR) at regular intervals. Current APR guidelines ask departments to explore disaggregated data, and discuss curricular changes, both of which are required as part of the department diversity plans.
- Beginning Fall 2024, departments shall formally update their diversity plans as an integrated part of the APR process.
- Updated plans will still be shared with Senate DEI and the Chief Diversity Officer (CDO) for approval, using established criteria [see template]
- Because academic program reviews are moving to a seven-year cycle, and to help transition to the alignment with APRs, departments shall also submit a mid-cycle progress update [see template], no more than 4 years after their previous approval, to Senate DEI and the CDO in order to maintain their approved status.

Colleges/divisions
- At least once every five years, colleges / divisions / auxiliaries will update and revise their existing diversity plans [see template]. These updates will include:
  - Updated analysis of data on representation, climate, and equitable success outcomes

- ○ Report of progress on implementation of interventions in previous plan
  - ○ Report of progress on goals set in previous plan
  - ○ Revision of goals and strategies, with corresponding plans for assessment and accountability
- ● Updated plans shall be shared with Senate DEI and the CDO for approval

Background

The University Policy File charges the Chief Diversity Officer, in consultation with Senate DEI, to implement a process for units to create and revise diversity plans at least every five years:

6.2 The Chief Diversity Officer, in consultation with Senate DEI, will implement a process for every division, auxiliary, college, department/school and unit to create and/or revise plans for faculty and staff equity, diversity and inclusion. This will occur at least every five years. Plans should focus on diversity of representation, climate, and equitable success outcomes.

> 6.2.a The Chief Diversity Officer, in consultation with Senate DEI and in accordance with state, and federal laws and CSU policy, will develop criteria for evaluation, strategies for implementation, a review and approval process, and deadlines for submissions of Equity, Diversity and Inclusion plans.
>
> 6.2.b In accordance with previous Senate resolutions, each Equity, Diversity and Inclusion plan shall provide specific recommendations on how to serve historically marginalized and disproportionately represented communities on campus.
>
> 6.2.c Units without an approved Equity, Diversity, and Inclusion plan shall not conduct faculty and staff searches until the criteria are satisfied, absent Presidential exception.

All colleges, divisions and auxiliaries spent the 2019-20 year developing their original plans with all units having plans approved by the end of 2020. Based on guidance from Senate DEI and Campus Diversity, plans are required to include analysis of employee representation, climate and success, with corresponding goals and strategies. Individual schools and departments

spent the 2020-21 year developing their original plans with most units having plans approved by the end of 2021 (seven were approved later in 2022). Based on guidance from Senate DEI and Campus Diversity, plans are required to include analysis of equity gaps in student outcomes; review of curriculum and/or development of new curriculum to advance racial and social justice, anti-racism, and cultural diversity across the curriculum; strategies to support goals outlined in college plans; and strategies to improve faculty and staff competencies with equity-minded teaching and student support practices. All plans include expected timelines for implementation, although those timelines vary across goals, strategies and units. All plans also include expectations for assessment and accountability. The process outlined here provides guidance for the on-going revision of these plans.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Information Item: Faculty Affairs Committee Annual Report

Faculty Affairs Committee Annual Report

Guests

October: Elisa Sobo, CAL Director of Undergraduate Research & María Luisa Zúñiga, SDSU Faculty Unified towards Excellence in Research and Transformational Engagement (FUERTE)
- Presented on the white paper: *Recognizing and Valuing the Mentoring of Undergraduate Research, Scholarship, and Creative Activity by Faculty Members: Workload, Tenure, Promotion, and Award Systems*

March/April: Linda Abarbanell & David Kanaan, representing The Faculty Council of SDSU Imperial Valley
- Asked for advice in presenting their document, *Priorities for Collegiality, Inclusivity, and Equity for IV Faculty in Home Departments on the Mesa Campus* to the University Senate

Senate Referrals

1. Referral 20/21_02: Professors of Practice
   ○ Followed up on discussions from the previous year. Identified the information we would need to make a recommendation, including a draft proposal on the structure. Lacking the required information the committee cannot act further on the referral.
   ○ Submitted as an information item at April SEC meeting
2. Referral 20/21_07: Faculty Responsibilities to Create a Diverse, Equitable Inclusive Classroom Environment
   ○ Reviewed the referral response from the Freedom of Expression Committee. Discussed the issue and developed a recommendation.
   ○ Responded as an Information Item accepted at February, 2024 Senate Meeting
3. Referral 21/22_20: Course syllabi policy file revisions
   ○ Reviewed the request from the SEC and decided not to act to change Senate policy.
   ○ Responded as an Information Item accepted at February, 2024 Senate Meeting.

Committee Discussion & Action

1. ## Resolution on Priorities for Collegiality, Inclusivity, and Equity for IV Faculty in Home Departments on the San Diego Mesa Campus
   - Discussion based on an item brought to the committee by the SDSU IV Faculty Council
   - Submitted as an action item to the April SEC meeting

2. ## Update to Policy Language Regarding Grades
   - Discussion based on a committee member's concern regarding a misreading of Senate Policy. Language around grades was edited and reference to learning objectives were added.
   - Submitted as an action item to the April SEC meeting

3. ## Update to Policy Language Regarding SDSU Syllabus Collection
   - Acted on a request from the library to update Senate Policy to accommodate new procedures.
   - First policy adjustment submitted as an Action Item accepted at January, 2024 Senate Meeting
   - Second policy adjustment submitted as an Action Item at April, 2024 Senate Meeting

4. ## Contingent faculty review criteria/materials - what are the standards across colleges?
   - Discussion based on a committee member's concern that was referred to Faculty Advancement & Student Success for further advice.

5. ## RTP PDS - Reconsider Removing Average Grade
   - Discussion based on a committee member's concern regarding the removal of Grade Average from the PDS form by the FA committee in 2022/2023. The committee decided not to recommend the return grade average to the document.

6. ## ASL Interpreter Services
   - Discussion based on a committee member's concern regarding the difficulty arranging interpreter services. A committee member followed up with Student Affairs leadership to discuss the issue in depth.

7. ## Strike Impact: Requested information from the Office of Academic Labor Relations
   - The committee requested specific information regarding the strike impact from campus, but the request was denied. The reason given by campus administration was due to it being part of the collective bargaining. The information requested was,

     i. The number of faculty by College (or equivalent) who received an email asking if they withheld their labor.

ii.   The number of faculty by College (or equivalent) who will be asked to reimburse the university for withholding their labor.

Continuing to the Fall 2024 Agenda

1. Senate Policy on Grades, section 2 and 3
   ○ Committee sees concerns around these policies and will discuss further in coordination with AP&P.
2. Referral 23/24_11: State of Student Course Evaluations
   ○ Received April, 2024
3. Senate Referral 22/23_05: Develop guidelines for the management of the sabbatical application & review process
   ○ This referral has been satisfied, however, the committee sees an additional need for a standardized review criteria and will develop a recommendation for the 2024/2025 Academic Year
4. Question from AP&P Regarding AI
   ○ AP&P is looking to address student AI usage in Senate policy. We began a discussion which will continue in Fall 2024.
5. Periodic Evaluations
   ○ Discussion based on a committee member's concern regarding student teaching evaluations, the content of the review packages, consequences of non-compliance, and the review format.
   ○ IT will be invited to discuss the student evaluation software and review FASS guidelines in Fall 2024.
6. Policies for course release for large classes
   ○ Discussion based on a committee member's concern regarding the lack of equity across colleges regarding course release based on class size. The committee notes this is also an issue for contingent faculty compensation. Information will be obtained from colleges over the summer for discussion in Fall 2024.

Committee Structure for AY 2024/2025

- Arts & Letters: Edgerton-Tarpley, Kathryn
- Fowler College of Business: Xi, Yaoyi, F24 Substitute for Ning Tang (Sabbatical)
- Education: Brown, Jeff
- Health & Human Services: Vacant
- Professional Studies & Fine Art: Vacant
- Science: Vacant
- Library: Jeffery, Keven (Chair)
- SDSU Imperial Valley: Vacant
- SSP-AR: Carson, Todd
- Contingent Faculty (Lecturer): Greicar, Margo

- Contingent Faculty (Open): Rodenberg, Kris

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Information Item Referral 20/21_02: Professors of Practice

Information Item

The Faculty Affairs Committee has discussed in depth the referral to "... not institutionalize Professors of Practice as a non-tenured, under-class status where many faculty of color and women will be tracked." The committee has explored aspects of Professors of Practice, especially those of inequity that might result from a tenured faculty line that has no requirement for Professional Growth as defined in by Senate Retention, Tenure, and Promotion policy. In doing so we have received reports and have offered feedback to the Provost's Professors of Practice Task Force, but have been unable to obtain a draft of a campus proposal for this new faculty classification.

Our latest information suggests that a Professors of Practice faculty classification is currently waiting to be negotiated between the Chancellor's Office (CO) and the California Faculty Association (CFA) and that there is no timeline for a finalized agreement.

As there is no clear idea what a final structure for a Professors of Practice faculty classification will look like, the Faculty Affairs Committee cannot proceed in exploring the issue further, nor can we make a recommendation to the Senate. We look forward to discussing this issue more fully when a proposal has been agreed to by the CFA and the CO.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 24, 2024
RE: Information Item: Request to Campus for Strike Impact Transparency

Information Item

The Senate Faculty Affairs Committee, fulfilling its charge to "consider matters that involve ... the individual or collective relationship of faculty to the university," sent two requests to campus administration for the following information.

1. The number of unit 3 faculty by College (or equivalent) who received an email asking if they withheld their labor.
2. The number of unit 3 faculty by College (or equivalent) who will be asked to reimburse the university for withholding their labor.

The two requests were denied as "[t]he request falls within the scope of [California Faculty Association] representation … the sole representative of faculty employees. Therefore, the University is unable to respond to the request."

It is the belief of the Faculty Affairs Committee that it would be appropriate, in the spirit of shared governance, equity, and transparency, for the University to provide an informational report on the impact of the strike on the faculty. We do not believe that the University providing transparency around the strike and its impact on faculty has any relationship to bargaining with the CFA.

Memorandum
March 24, 2024
To: Senate Executive Committee/University Senate
From: Joanna Brooks, Chair, Undergraduate Council
RE: Undergraduate Council–Annual Report

Undergraduate Council reports the following initiatives, actions, and events significant to undergraduate student success during AY 23 - 24, all of which were reviewed and addressed by the Council:

- GI 2025 "Final Push" initiative to support maximum 6-year graduation rates among Fall 2019 FYS cohort.
- Initiation of monthly Advising Council convening to provide ongoing information and professional development to advisors and facilitate problem-solving.
- SACD's "Successful Students .. . . " NSPP campaign promoting class attendance, timely help-seeking and 30 units / year progress. The Council affirmed the importance both of providing students who work and cannot take a full course load with accurate information about the costs of a fifth year (estimated at $70,000+ cost of attendance plus opportunity cost) as well as supportive and nuanced conversations to guide students bearing multiple responsibilities to the right unit load for them.
- AI in the Classroom: CIO James Frazee's report on the ITS Survey of undergrads; CTL's Fall semester work on AI / ChatGPT and undergraduate education, via this deck:AI in the Classroom_FOR FAC_Aug 2023.pptx. The Council identified additional opportunities for CTL to work with the library to address AI impacts.
- Campuswide YMOC Retention Study Group (January and March convenings)
- Professor Ning Tang's (Finance) new student success intervention being tested in BA 100 to offer financial planning tools to first year students via the Finsiteful application / platform. More information is here: BA 100 financial planning intervention
- Updates to impaction criteria in critical majors.
- Updates on various Spring registration obstacles and fixes, with a goal of alleviating student success obstacles.
- Excellence in Academic Advising (EAA) self-study, funded by the Chancellor's Office and administered by NACADA, launched Spring 2024.
- Organization of a Foundational Math Council to focus on first-year calculus courses, including efforts to secure two new faculty personnel to work in this area. The Council underscored the importance of Math 110, 120, and 140 as well.
- Update on post-COVID utilization of Student Disability Services.
- Adoption of HSI specific Institutional Learning Outcomes.

The Council also received regular reports from Assistant Deans Michelle Lopez on SDSU's reenrollment initiative and advising council, Christine Molina on Coordinated Care advising, and Jose Preciado on General Studies 100.

Our current membership is below. We look forward to welcoming new AS appointees. AVP Brooks will continue as chair.

Undergraduate Council
Meeting Information (Day, Time, Frequency, Modality, Location)

Appnmt Authority	Code	Rank	Major Academic Unit (or Ex Officio position)	Name	Replacements & Other Notes	Term Ends	Appt. Date	DEPT	Senator?
S	Fac	1	Faculty – FCOB	Kim, Jaemin		2026	2020	FIN	
S	Fac	2	Faculty – A&L	Lauer, Matt		2025	2022	ANTH	YES
S	Fac	3	Faculty – EDU	Lozada-Santone, Patricia		2025	2019	COE	
S	Fac	4	Faculty – ENG	Alves, Thais		2026	2023	EC ENG	
S	Fac	5	Faculty – HHS	Torre, Peter		2026	2023	SLHS	
S	Fac	6	Faculty – LIB	Weston, Wil		2025	2016	LIB	
S	Fac	7	Faculty – PFSA	Hu, Brian		2026	2023	TTF	
S	Fac	8	Faculty – SCI	Donyanavard, Bryan		2025	2022	CS	YES
S	Fac	9	Faculty – IV	Abarbanell, Linda		2024	2021	IVC	NO
ADMIN	ExOff	10	AVP: Faculty Advancement and Student Success	**Brooks, Joanna (chair)**		—	—	FASS	YES
ADMIN	ExOff	11	Associate Dean: Undergraduate Studies	TBD	Position is currently vacant.	—	—	FASS	
ADMIN	ExOff	12	Assistant Dean: Undergraduate Studies	Lopez, Michelle		—	—	FASS	
ADMIN	ExOff	13	VP: Student Affairs and Campus Diversity (or designee)	Timm, Randy	designee	—	—	SACD	
ADMIN	ExOff	14	AVP: Enrollment Services	Hyman, Stefan		—	—	ES	
A.S.	Stud	15	Student (Undergraduate)	Dani Judilla	TBD	2024	2023	AS	
A.S.	Stud	16	Student (Undergraduate)	Sonia Parikh	TBD	2024	2023	AS	

TO: SEC/University Senate

FROM: Adrienne D. Vargas, Vice President, University Relations and Development

DATE: April 30, 2024

RE: Information

Philanthropy Report:

Our Aztec family sincerely appreciates the unwavering generosity of donors who impact students, faculty, staff, and programs across campus. We celebrate the following list of notable gifts, bequests, pledges, and pledge payments of $25,000 or more received over the past two months.

The Estate of Gregory Alaniz has made a bequest payment of $194,668 to support the Gregory L. Alaniz Endowed Scholarship in the Division of University Relations and Development.

ARCS Foundation, Inc. has made a gift of $55,000 to support the ARCS Foundation Inc. Scholarship in the College of Sciences.

The Associated General Contractors, San Diego Chapter has made a pledge payment of $62,500 to support the Jim Ryan Chair in Construction Management in the College of Engineering.

The Aztec Baseball Alumni Foundation has made a gift of $107,249 to support the Men's Baseball Excellence Fund in the Department of Intercollegiate Athletics.

Astrid Bear has provided a gift-in-kind donation of novelist Greg Bear's manuscripts and archives, valued at $645,000, to the Special Collections and University Archives in the SDSU Library.

Alumni J. Keith Behner and Catherine Stiefel have made a gift of $25,000 to support the Catherine M. Stiefel Scholarship and Janie Chang Scholarship Endowment in the Fowler College of Business.

Steve Bjorg has made pledge payments totaling $32,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

The Julia Richardson Brown Foundation, at the recommendation of Julia R. Brown, has made pledge payments and gifts totaling $62,500 to support the Performing Arts District, Julia R. Brown Musical Theatre Endowed Scholarship, Julia R. Brown New Musical Theatre Initiative Fund, and Musical Theatre Production Fund in the College of Professional Studies and Fine Arts.

Marilyn Brown has recommended a grant of $525,000 from the James Silberrad Brown Foundation at the San Diego Foundation to support the James Silberrad Brown Center for Artificial Intelligence in the Fowler College of Business.

Alumna Donna Smith-Burns and Brian Burns have committed to a bequest to support the Smith and Burns Service to America Nursing Scholarship in the College of Health and Human Services.

California Coast Credit Union has made a pledge payment of $500,000 to support the Cal Coast Credit Union Student Financial Center in the Division of Student Affairs and Campus Diversity.

Alumna Patricia Carlisle has committed to a bequest of $50,000 to support the Patricia S. Carlisle Black Resource Center Community Care Fund in the Division of Student Affairs and Campus Diversity.

Carolyn B. and Clifford W. Colwell have made a pledge of $500,000 and subsequent pledge payment of $100,000 to support the Carolyn and Cliff Colwell Imperial Valley Nursing Fund in the College of Health and Human Services.

Alumna Paige Cronin and Ricky Cronin have made a pledge of $29,000 to support the Paige and Richard Cronin Engineering Endowed Scholarship in the College of Engineering.

Lloyd Yee Dong, Jr. and Girina Chen Dong have established a charitable remainder unitrust valued at $2,500,000, in which the realized proceeds will be used to support the Gus & Emma Thompson Black Resource Center in the Division of Student Affairs and Campus Diversity.

Ronald and Janice Dong have committed to a pledge of $2,500,000 to support the Gus & Emma Thompson Black Resource Center in the Division of Student Affairs and Campus Diversity.

Jim and Ann Elliott recommended a grant of $60,000 from the Ann and Jim Elliott Fund at the Jewish Community Foundation to support the Lemon Grove Tutoring Program in the College of Education.

H.G. Fenton Company has recommended a grant of $50,000 from the H. G. Fenton Company Fund at the San Diego Foundation to support the H.G. Fenton Company Idea Lab Fund at the Zahn Innovation Center in the Division of Research and Innovation. TCF Board member, Mike Neal, is President and CEO of H.G. Fenton.

J.R. Filanc Construction has made a pledge payment of $40,000 to support the Jim Ryan Chair in Construction Management in the College of Engineering.

Alumni Dr. Ron Fowler and Alexis Fowler have made a pledge payment of $500,000 to support the Techstars San Diego Powered by San Diego State University Operating Fund in the Division of Research and Innovation.

Alumni Steven and Elizabeth Gex have recommended a grant of $36,842 from the Gex Family Charitable Fund at U.S. Charitable Gift Trust to support the Gex Family Endowed Scholarship in the Fowler College of Business.

Jeff Harris has made a pledge payment of $200,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Alumni Jeanni P. Harrison and Rene Paul de Charon have made a pledge and subsequent pledge payment of $25,000 to support the Fowler Faculty Fellowship in the Fowler College of Business.

Alumnus Larry Icerman has made a pledge payment of $25,000 to support the Larry Icerman Seed Fund Endowment in the Fowler College of Business.

Jeffrey Jacobs and Annie Lawless have recommended a grant of $30,000 from the Jeff Jacobs Family Fund at the Jewish Community Foundation to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumna Conny Jamison has committed to a bequest of $1,000,000 to support the KPBS Public Broadcasting Service.

Alumnus William P. Johnston has committed to a bequest to support the William Johnston Residential Housing Fund in the Division of Student Affairs and Campus Diversity.

Alumnus Dean M. Jones has committed to a bequest to support student athletes in the Department of Intercollegiate Athletics.

Alumnus Bob Charles Kain and Ranelle Kain have made a pledge of $39,870 and a subsequent pledge payment of $9,194 to support the Mesa Rim Scholarship in Physics and Mathematics in the College of Sciences.

Alumnus Rick Keller and Anne Keller have recommended a grant of $25,000 from the Keller Family Fund at the Orange County Community Foundation to support the Keller Excellence in Financial Services Endowment in the Fowler College of Business.

The Land of the Free Foundation has made a gift of $30,000 to support the Joan and Art Barron Veterans Center in the Division of Student Affairs and Campus Diversity.

The Estate of Jean Landis has made a bequest payment of $28,802 to support Exercise and Nutritional Science in the College of Health and Human Services.

Alumni Tom and Linda Lang have recommended a grant of $50,000 from the Tom and Linda Lang Family Fund at Ayco Charitable Foundation to support the Lang Endowed Professorship in Leadership Development in the Fowler College of Business.

Alumna Mary Lynne Lawlor, Ph.D. has made a pledge of $150,000 to support the Marylinn J. Metzke Endowment in the Fowler College of Business.

Alumnus Howard B. Levenson has made a gift of $50,000 to support the Howard and Virginia Levenson Scholarship in the Fowler College of Business.

Kurt J. Lindemann, Ph.D. and Heather Sweeney have committed to a bequest of $50,000 to support the Kurt Lindemann GTA Assistance Fund in the College of Professional Studies and Fine Arts.

Alumnus Richard Lizon has made a pledge payment of $22,000 to support the Lizon Family Scholarship Endowment and a gift of $50,000 to support the Lizon Family Scholarship Fund in the Division of Student Affairs and Campus Diversity.

Alumni Lisa Mazzocco and Andrew Silver have committed to a bequest to support the Guardian Scholars Program in the Division of Student Affairs and Campus Diversity.

Microsoft Corporation has made a gift of $50,000 to the Data Science Lab Fund in the College of Sciences.

The Estate of Monica Murphy has made bequest payments totaling $144,032 to support the Monica Murphy Endowment in the College of Education.

NECA has made a pledge payment of $25,000 to support the Jim Ryan Chair in Construction Management in the College of Engineering.

Alumnus Alberto Monroy Ochoa, Ed.D. made a gift of $25,000 to support the Drs. Alberto Ochoa and Maria Elena Ochoa Scholarship Endowment in the College of Education.

The Pitts Family Trust, at the recommendation of Alumni David and Antoinette Pitts, has made a gift of $50,000 to support the Athletics General Excellence Fund and Football Excellence Fund in the Department of Intercollegiate Athletics.

The Conrad Prebys Foundation has made a pledge payment of $1,500,000 to support the Prebys Stage in the Performing Arts District in the College of Professional Studies and Fine Arts.

QuidelOrtho has provided a gift-in-kind donation valued at $59,975 to the School of Public Health in the College of Health and Human Services.

Alumnus Bud P. Reeg has made pledge payments totaling $32,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Glenn and Lynne Rossman have committed to a pledge of $250,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumnus John Rotner and Marje Rotner have made gifts totaling $29,000 to support the College of Sciences Fund and John and Marjorie Rotner Family Scholarship Endowment in the College of Sciences, and the Dan Gomes Veterans Alumni Organization Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumni Dr. Jim Sinegal and Janet Sinegal have made a gift of $413,504 to support the following areas on campus: the Nursing Program Expansion Fund in the College of Health and Human Services; the SDSU Black Resource Center Fund, Black Minds Matter Fund, SDSU Black Resource Center Endowed Scholarship, Sinegal Guardian Scholars Housing Fund, and the Jim and Janet Sinegal Endowment for the Joan and Art Barron Veterans Center in the Division of Student Affairs and Campus Diversity; the Janet Sinegal Scholarship Endowment in the College of Education; and the Jim and Janet Sinegal Guardian Scholars Business Endowed Scholarship in the Fowler College of Business.

Alumna Ann Sixtus has made a gift of $25,000 to support the Michael Edward and Ann Rosner Sixtus Scholarship in Sciences in the College of Sciences.

Alumnus Andrew Stevenson has made a pledge of $25,000 to support the James Silberrad Brown Center for Artificial Intelligence Endowed Fund in the Fowler College of Business.

Tom and Cookie Sudberry have made pledge payments totaling $63,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

The Estate of George and Judy Sunga has made a bequest payment of $50,000 to support the George and Judy Sunga Scholarship Endowment in the College of Professional Studies and Fine Arts.

Sycuan Casino Resort, on behalf of the Sycuan Band of Kumeyaay Nation, has made a pledge payment of $300,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

SDSU President and TCF Board Member Adela de la Torre, Ph.D. and Stephen Bartlett have made a pledge of $50,000 to support the President Adela de la Torre and Stephen Bartlett Women's Athletics Endowment in the Department of Intercollegiate Athletics.

The USS Midway Museum has made a pledge payment of $600,000 to support the USS Midway Chair in Modern US Military History in the College of Arts and Letters.

Sandra L. Williams has made pledge payments totaling $35,000 to support the Black Resource Center Fund in the Division of Student Affairs and Campus Diversity, and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

We would also like to share the names of the following generous donors who have made gifts and pledge

payments of $10,000 or more to support important purposes throughout the university. These include: Baker Tilly Foundation, Alumna Lisa Belott and Dr. Peter Belott, Alumnus William Brack and Karen Brack, CONNECT Foundation, Alumnus Gene Gleeson and Traute Gleeson, David A. Gubser, Alumnus Joshua D. Gruenberg, Chinyeh Hostler, William and Katherine Jeffery, Alumnus Paul G. Kerr, Kelly Joon Ko, Ph.D., Lawrence & Opal Maletta Scholarship Trust, Alumnus John Martin and Katherine Fitzhugh, Alumnus Marc McIntyre and Amanda McIntyre, Alumnus Michael Povar, Alumni Richard and Susan Seiler, Sharp HealthCare, Alumna Jayne Turpin and Bill Turpin, Faculty Emeritus Carey Gail Wall, Ph.D., Alumni David and Catherine Want, and Alumnus Edward Wright.

Presidential & Special Events:

On Friday, April 12, President de la Torre, Dean Eugene Olevsky and Vice President Vargas hosted Mr. Daniel Haiming Chang and Mrs. Cai Li Chang for dinner at the University House to thank them for their generous donation of $500K to the College of Engineering.

On Monday, April 15, President de la Torre and Vice President Vargas hosted the annual Evening of Distinction stewardship event. The event was held in the Foyer of Montezuma Hall at the Conrad Prebys Aztec Student Union. The purpose of this annual event is to honor Tower Society Magna Cum Laude donors for their lifetime giving of $500,000 to $999,999 to San Diego State University. This is the eighth year of this event and was the result of the deans' request to create an annual stewardship event that they could host for their donors. In the past seven years, 52 awards have been presented, representing 71 individuals and 8 organizations. This year seven awards were presented, representing 11 individuals.

Donor Relations

The Donor Relations team continues to create a stewardship foundation through strategic donor stewardship tactics that express appreciation, impact, and recognition. Recent stewardship activities include:

Acknowledgments
Sent over 300 thank-you notes in appreciation for gifts made throughout campus in support of colleges, departments, and athletics and 35 notes for honorary and memorial gifts. Pictured is the new SDSU Athletics thank you postcard to be sent to donors who make gifts April through June.

Welcomed 87 first-time SDSU donors .

Faculty Stewardship effort
Sent over 75 personalized thank you cards with an SDSU pin to faculty to share gratitude for their support of our annual impact reporting process.

Day of Giving Acknowledgments/ Personalized Videos
Sent over 720 thank-you notes in appreciation for gifts made on the SDSU Day of Giving in support of colleges, departments, and athletics.

Sent nearly 200 personalized student thank you videos to acknowledge donors who make their first gift to SDSU during the Day of Giving with an 80% open rate and 74% unique watch rate; highest event

https://gratavid.com/note?noteId=87432dde-80c5-47b7-82cb-00c5e0c00aa4

To: SEC / Senate
From: Brian Hentschel and Gustaaf Jacobs, Co-Chairs, University Resources & Planning (URP)
Date: April 25, 2024
Subject: INFORMATION: Annual Report from URP

Senate Referrals addressed by URP during 2023-2024:

Add Dean of Grad Studies to URP (Referral 22/23_17)

After consulting with the Chair of CBL, URP presented an Information Item to SEC/Senate 24 October 2023, noting that URP is presently not in compliance with Senate Bylaw 3.1, which mandates that all Standing Committees "shall be composed of a majority of faculty". After receiving recommendations from the Council of Vice Presidents and CBL, URP submitted an Action Item to SEC/Senate 19 March 2024, recommending how URP membership should be modified in its Charter: removing the VP of information Technology, the VP of University Relations and Development, and the Director of Business & Financial Affairs at SDSU Imperial Valley. The first reading of this proposed revision to the Bylaws occurred 7 April 2024, and the second reading is scheduled for the May 7th Senate meeting.

Alcohol Products Co-Branding at SDSU (Referral 23/24_03)

In collaboration with the Intercollegiate Athletics Council (IAC), members of URP discussed the referral during several meetings and submitted an Information Item to SEC/Senate in the Agenda for 5 March 2024. That Information Item noted that follow-up would occur concerning new programs being developed related to alcohol education and awareness. URP received an update on these new programs at its April 23rd meeting. Student Affairs & Campus Diversity will be allocated $325K over 5 years from alcohol advertising contracts. Educational programming related to addictive behaviors will focus on alcohol and other drugs, sexual violence, hazing, and gambling. Programs will be developed during summer 2024 for implementation in 2024-25.

Contextualizing the Fiscal Cost/Benefit of Athletics (Referral 23/24_13)

URP received this referral 11 April 2024. At its April 23rd meeting, the committee discussed initial thoughts on how to address this referral, including collaborating with the IAC. The committee plans to address the referral in detail during the Fall 2024 semester.

Other items addressed by URP during 2023-2024:

Problems with URP's charge to review curriculum proposals from the perspective of resources

During the 2023-2024 academic year, URP spent much more of its time dealing with the review of curriculum proposals than any of its members anticipated or desired. As URP began reviewing proposals in Curriculog during the Fall 2023 semester, it became apparent that the

vast majority of proposals contain little, if any, information related to resources. Given URP's mandate in the Policy File to review curriculum proposals in relation to their impact on resources, URP concluded that one of two actions needed to occur: 1) modify the Policy File to remove URP from the review process or 2) add significant questions (and answers) to Curriculog concerning a proposal's relationships to specific resources. URP submitted an Action Item to the 23 January 2024 SEC meeting seeking to remove URP from the Curriculog process and immediately advance all pending proposals to the next stage of review. SEC did not advance this Action Item to the Senate Agenda (by a tie vote). Concurrently, URP submitted an Information Item to SEC/Senate containing a list of resource-related questions that must be addressed by all curriculum proposals to potentially receive URP approval.

During the Spring 2024 semester, URP Co-Chairs have been working with the AVP for Curriculum, Assessment, and Accreditation to obtain answers to URP's list of resource-related questions from the authors of the proposals still pending in Curriculog and to add all of those questions to the Curriculog system for the 2024-2025 cycle so that URP's evaluation of curriculum proposals can be both thorough and efficient.

In February 2024, the AVP for Curriculum, Assessment, and Accreditation identified a package of four proposals for Doctorates of Nursing Practice (DNP) that were urgent due to accreditation issues. The original Program Intent Forms for these programs identified significant resources, including 5-6 new tenure-track lines. These DNP proposals underscored a need for URP to receive detailed resource-related information so URP can effectively review curriculum proposals. As part of URP's lengthy and thorough review of the DNPs, URP met with the Dean of HHS and Provost to get clarification on the resource needs and commitments. With updated information, especially a reduction in the number of new tenure-track lines actually needed, URP approved the DNPs in early March.

Revisiting URP's 3/11/21 Response to the 7/28/20 Referral Re: "Shared Governance Strategies"

After considerable discussion at several meetings, URP submitted an Information Item to SEC/Senate on 23 January 2024, communicating that procedures developed during the 2020-2021 academic year in response to a Referral from July 2020 have not worked in practice. URP has, therefore, devised new approaches to better communicate budget-related issues to the SDSU community. URP will be replacing the process described in March 2021 with new activities that the committee hopes will improve transparency and shared governance with respect to budget issues. In particular, URP in collaboration with Business and Financial Affairs plans to develop and publish a series of short online videos explaining key budget principles and practices on campus. URP anticipates creating these videos will be a major focus of the committee during the 2024-2025 academic year.

Discussing and approving requests for one-time funding through PBAC

During the spring 2024 semester, URP was presented 9 proposals that had been submitted to PBAC. URP thoroughly discussed and approved all proposals in March 2024, but URP raised significant concerns about a $3.5M request to continue contracting with Huron Consulting

Services for continued support implementing My.SDSU. URP supported that proposal only after expressing significant reservations to PBAC. Similarly, a request for a $95K request to support Graduate Life and Diversity (GLaD) was supported by URP with significant reservations because the GLaD program presently lacked a plan for sustainability without additional one-time requests or a student fee in future years.

Topics URP members identified for its Annual Agenda

At the beginning of the Fall 2024 semester URP members identified several topics for its annual agenda. The top three items (deferred maintenance, ways to improve budget transparency, and gray areas around State vs Research Foundation funds) received some discussion at one or more meetings, centering around managers from Business and Financial Affairs presenting information and answering questions to educate committee members. In particular, many URP members were surprised to learn how dire the situation surrounding deferred maintenance has become at SDSU: the campus needs approximately $55M annually, but SDSU has struggled to allocate approximately $8M on average from PBAC annually. Unfortunately, due to senate Referrals and unexpected problems and inefficient time spent reviewing Curriculog proposals, the time available for URP to address these Annual Agenda topics was limited. Ideas for better communicating some of these resource-related issues to the Senate and broader SDSU community were developed and will be pursued by URP during 2024-2025.

Election of Chair for 2024-2025: Co-Chair Hentschel was elected Chair for next year (Co-Chair Jacobs will be on sabbatical leave).

Updates to Committee roster for 2024-2025: Professor Jacobs will be on sabbatical and the URP position for a member of the Engineering faculty will be filled by Satish Sharma, who will be terming out of the Senate and no longer serving on URP as Senate Treasurer. No other roster modifications are known at this time.

Color Legend	
Red: Two years ago	
Yellow: Last year	
Green: Current year	

List Name	Card Name	Labels
*Academic Policy & Planning (AP&P)	23/24_01: Assess the Feasibility of an Online Campus-wide Policy File Catalog	In Committee (purple)
*Academic Policy & Planning (AP&P)	21/22_04: Five-Year Review of Academic Administrators	In Committee (purple)
*Academic Policy & Planning (AP&P)	21/22_28: Review & Update Search Committees for University Admin Bylaws	In Committee (purple)
*Academic Policy & Planning (AP&P)	20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL	In Committee (purple)
*Academic Policy & Planning (AP&P)	20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses	In Committee (purple)
*Academic Policy & Planning (AP&P)	23/24_08_Updating Definition of Faculty in Constitution	In Committee (purple)
*Committee on Committees & Elections (CCE)	23/24_02: Senate Elections: Methodologies for Voting	In Committee (purple)
*Committee on Committees & Elections (CCE)	22/23_09: Review & Update Policies Related to Senator Committee Assignments	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_05: Procedures and Policies for Recording Meetings	SEC/Senate Processing (orange)
*Constitution & Bylaws (CBL)	22/23_19: Update Policy Language related to Committees	In Committee (purple)
*Constitution & Bylaws (CBL)	22/23_18: Bylaws 11.0 and 13.0 Updates	In Committee (purple)
*Constitution & Bylaws (CBL)	22/23_14: Revision to ByLaws 5.0 & 6.0++	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_12: Review Draft of Senate Recordings Policy	In Committee (purple)
*Diversity, Equity & Inclusion (DEI)	21/22_16: Senate Diversity Plan	In Committee (purple)
*Diversity, Equity & Inclusion (DEI)	21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws	In Committee (purple)
*Diversity, Equity & Inclusion (DEI)	21/22_22: Condemning Hostile Teaching Environments	In Committee (purple)
*Diversity, Equity & Inclusion (DEI)	23/24_14: Senate Principles of Shared Governance	In Committee (purple)
*Faculty Affairs Committee (FAC)	20/21_02: Professors of Practice: Implications?	In Committee (purple)
*Faculty Affairs Committee (FAC)	23/24_11: State of Student Course Evaluations	In Committee (purple)
*University Resources & Planning (URP)	23/24_03: Alcohol Products Co-Branding at SDSU	Complete/Passed (green)
*University Resources & Planning (URP)	23/24_13: Contextualizing the Fiscal Cost/Benefit of Athletics	In Committee (purple)
*Undergraduate Curriculum Committee (UCC)	21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Requirement.	In Committee (purple)
Campus Development Committee	21/22_09: Naming Policies under the auspices of the Campus Development Committee	
Environment and Safety	20/21_03: Update Environmental & Safety Committee Charter.	In Committee (purple)
Environment and Safety	21/22_10: Smoking and Smudging Policy Bylaws and Updates	In Committee (purple)
Faculty Honors and Awards	20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award.	In Committee (purple)
Faculty Honors and Awards	22/23_10: Update Committee Charge and Clarify Responsibilities	In Committee (purple)
Freedom of Expression	20/21_01: Review Freedom of Expression policy and bring it up-to-date with digital age.	In Committee (purple)
Freedom of Expression	21/22_11: Academic Freedom Policy Review.	In Committee (purple)
International Affairs Council	22/23_01: ACIP Representative & Meeting Payment	SEC/Senate Processing (orange)
International Affairs Council	22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students	In Committee (purple)
Instructional and Information Technology	22/23_21: Provide Report on Impact of AI	In Committee (purple)
Instructional and Information Technology	23/24_10_Anti-Doxxing Policy	In Committee (purple)
Library	22/23_04: Review & Update Policies Regarding Material Gifts Valued at over $20,000	In Committee (purple)
Research Council	21/22_07: Integrity in Research and Scholarship Policy Review	In Committee (purple)
Staff Affairs	22/23_07: Charter a New "Staff Planning Committee"	In Committee (purple)
Student Media Advisory	21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates	In Committee (purple)
Bookstore Advisory	22/23_12: Add Librarian to Bookstore Advisory	In Committee (purple)
Bookstore Advisory	23/24_09_Removing Bookstore Advertising Items Not Approved by Faculty	In Committee (purple)
Teacher Preparation Advisory Council	21/22_32: Teacher Preparation Advisory Council Bylaw Review and Update	In Committee (purple)
Undergraduate Council	21/22_14: Undergraduate Council Bylaw Review and Update	SEC/Senate Processing (orange)
Honorary Degree	22/23_20: Update Honorary Degrees Policy	In Committee (purple)
Campus Fee Advisory Committee	23/24_07: Assessment and Report of Student Success Fee Proposals Funded	In Committee (purple)

Date	$223,568.05	Payee	Purpose / Justification / Notes
4/16/2024	$550.61	AZTEC SHOPS LTD	E11577 - Senate Excellence in Teaching award catering
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$4,200.00	LAC Chair	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE & CHAIR OF LECTURER AFFAIRS COMMITTEE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/15/2024	$1,200.00	LAC	1X TRANSFER TO COVER PAYMENT FOR SERVING AS ELECTED CONTINGENT FACULTY MEMBER OF THE SENATE
4/9/2024	$480.95	AZTEC SHOPS LTD	E10588 - Senate meeting catering
4/8/2024	$23.53	Amazon	Certificate holders
4/8/2024	$29.98	Amazon	Power strip cable for SEC meetings
3/5/2024	$40.43	2GO SALADS	Lunch for Senators at IVC
3/5/2024	$480.41	AZTEC SHOPS LTD	E10586 - Senate meeting catering
2/21/2024	$157.32	AZTEC SHOPS LTD	E10585 - SEC meeting catering
1/31/2024	$157.32	AZTEC SHOPS LTD	E10583 - SEC meeting catering
1/16/2024	$12,974.00	Senate Chair	2023/24 SUMMER SUPPORT FOR SENATE CHAIR (0.40)
1/16/2024	$25,948.00	Senate Chair	2023/24 SENATE CHAIR COMPENSATION PACKAGE FOR FALL 2023 & SPR 2024 - OPERATING FUNDS
1/16/2024	$12,974.00	Vice Chair (F23)	2023/24 SENATE COURSE RELEASE FUNDING FOR VICE CHAIR FOR FALL 2023 (0.40)
1/16/2024	$12,974.00	Vice Chair (S24)	2023/24 SENATE FUNDING FOR VICE CHAIR FOR SPRING 2024 - OPERATING FUNDS
1/16/2024	$20,600.00	Senate Secretary	2023/24 SENATE FUNDING FOR SECRETARY APPOINTMENT
1/16/2024	$12,974.00	Senate Treasurer	2023/24 SENATE FUNDING FOR TREASURER FOR FALL 2023 & SPR 2024 - OPERATING FUNDS
1/16/2024	$12,974.00	Chair AP&P	2023/24 SENATE FUNDING FOR COMMITTEE CHAIR AP&P - BANKING OF ASSIGNED TIME TO BE USED BEFORE 6/30/2025
1/16/2024	$6,487.00	Chair UR&P (F23)	2023/24 SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UR&P FOR FALL 2023 (0.20)
1/16/2024	$6,487.00	Chair UR&P (S24)	2023/24 SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UR&P FOR SPR 2024 (0.20)
1/16/2024	$12,974.00	Chair DEI	2023/24 SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR DEI FOR FALL 2023 & SPR 2024 (0.20)
1/16/2024	$12,974.00	Chair CBL	2023/24 SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR CBL FOR FALL 2023 & SPR 2024 (0.20)
1/16/2024	$6,487.00	Chair CCE (F23)	2023/24 SENATE FUNDING FOR COMMITTEE CCE FOR FALL 2023 - OPERATING FUNDS
1/16/2024	$6,487.00	Chair CCE (S24)	2023/24 SENATE FUNDING FOR COMMITTEE CCE FOR SPR 2024 - OPERATING FUNDS
1/16/2024	$12,974.00	Chair FA	2023/24 SENATE FUNDING FOR COMMITTEE CHAIR FA FOR FALL 2023 & SPR 2024 - OPERATING FUNDS
1/16/2024	$12,974.00	Chair UCC	2023/24 SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UCC FOR FALL 2023 & SPR 2024 (0.20)
1/15/2024	$69.04	TRELLO	Senate Referral Chart QTY1 web-hosting fees
1/1/2024	$43.50	SDSU IT	IT INFRA TELECOM RECURRING JAN 2024
12/31/2023	$43.50	SDSU IT	IT INFRA TELECOM RECURRING DEC 2023
12/13/2023	$394.37	AZTEC SHOPS LTD	E10582 - Senate meeting catering
12/7/2023	$86.55	Awards By Navajo	Plaque for Senate Vice-Chair
12/1/2023	$43.50	SDSU IT	IT INFRA TELECOM RECURRING Nov 2023
11/16/2023	$173.48	AZTEC SHOPS LTD	E10581 - SEC meeting catering
11/7/2023	$459.02	AZTEC SHOPS LTD	E10580 - Senate meeting catering
11/1/2023	$10,000.00	SETA AWARDEE	Senate Excellence in Teaching Award
10/24/2023	$148.70	AZTEC SHOPS LTD	E10579 - SEC meeting catering
10/18/2023	$300.00	Associated Students	AS Chambers Reservation for S24 May Senate Meetings
10/13/2023	$36.52	ReproGraphics	Certificate - Senate Excellence in Teaching Award
10/12/2023	$9.26	Amazon	Hybsk 300pcs 2 inch Gold Metallic Certificate Sealing Labels
10/5/2023	$407.30	AZTEC SHOPS LTD	E10876 - Senate Excellence in Teaching Award Ceremony
10/3/2023	$558.15	AZTEC SHOPS LTD	E10578 - Senate meeting catering
10/1/2023	$43.50	SDSU IT	IT INFRA TELECOM RECURRING Oct 2023
9/19/2023	$198.26	AZTEC SHOPS LTD	E10577 - SEC meeting catering
9/6/2023	$493.50	AZTEC SHOPS LTD	E10576 - Senate meeting catering
9/1/2023	$148.70	AZTEC SHOPS LTD	E10575 - SEC meeting catering
9/1/2023	$43.50	SDSU IT	IT INFRA TELECOM RECURRING Sept 2023
9/1/2023	$5,000.00	SDSU IT	Service level agreement between University Senate and ITS
8/30/2023	-$520.63	Staples	QTY2 6' tables (Senate Meetings)/ *Tables returned/ Refund processed
8/30/2023	$520.63	Staples	QTY2 6' tables (Senate Meetings)
8/24/2023	$118.62	Amazon	QTY4 extension cables/ QTY4 extension outlets
8/10/2023	$719.94	TRELLO	Senate Referral Chart Annual web-hosting fees
8/9/2023	$139.46	Which Wich	Senate Retreat - Lunch hours
8/1/2023	$47.63	SDSU IT	IT INFRA TELECOM RECURRING Jul 2023
7/1/2023	$59.50	SDSU IT	IT INFRA TELECOM RECURRING Aug 2023