

1. CALL TO ORDER

1.1. Land Acknowledgement (Adé)

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 [8/20/2024](#)

4. ACTION ITEMS

4.1. Constitution and Bylaws (CBL)(Baljon)

- 4.1.1. Bylaws 13 (Referral 18 22-23) *First Reading*.....Page 04

4.2. Staff Affairs Committee (SAC)(Walls)

- 4.2.1. Staff emeritus.....Page 05

4.3. Senate Decorum and Rules of Order (Butler-Byrd)(Cadiero-Kaplan)

- 4.3.1. Ad Hoc Committee on Senate Decorum
 - 4.3.1.1. Clarification around Robert’s Rules of Order (O’Brien).....Page 06
 - 4.3.1.2. Time Certains during Senate meetings (O’Brien).....Page 11

4.4. Senate Executive Committee (Butler-Byrd)

- 4.4.1. AY2024-25 Senate Agenda Goals.....Page 15

5. INFORMATION ITEMS

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

- 5.1.1. Women’s Studies Department Name Change.....Page 38

5.2. Undergraduate Council (UGC)(Brooks)

- 5.2.1. Undergraduate Report.....Page 43

5.3. University Relations and Development (URAD)(Vargas)

- 5.3.1. Philanthropy Report.....Page 45

5.4. Senate Vice Chair Report (Adé)

- 5.4.1. Referral Chart.....Page 48

5.5. Senate Treasurer Report (Seshagiri)

- 5.5.1. Senate Expenditures (AY2024-25).....Page 49

5.6. Senate Executive Committee (Butler-Byrd)

- 5.6.1. [Urgent SEC Meeting July, 17, 2024](#)
 - 5.6.1.1. ACTION: University Research Council Revision to Research, Classified or Otherwise Privileged Policy, and INFORMATION: Curriculum, Assessment, and Accreditation Changes to American Institutions requirement to respond to Cal GETC

5.7. Committee on Diversity, Equity & Inclusion (DEI)(Hernández)

5.7.1. AY23/24 Annual Report.....Page 50

6. REPORTS

6.1. Associated Students President Report (AS)(Hernandez)

[TIME CERTAIN 3:15pm]

6.2. Latinx Resource Center (Lara)(Ulloa)

[TIME CERTAIN 3:25pm]

6.2.1. Hispanic Serving Institution (HSI) Affairs 2024 Annual Report.....Page 53

6.2.2. Latinx Resource Center Executive Overview- 23/24.....Page 69

6.3. Interim Provost Report (Pruitt-Lord)

[TIME CERTAIN 3:40pm]

6.3.1. Enrollment Update

6.3.2. AY 2024/25 Faculty Hiring

7. EXECUTIVE SESSION (Voting SEC Members Only)

[TIME CERTAIN 4:00PM]

7.1. University Relations & Development (URAD)(Vargas/Stanley/Dipaola/Gainey)

8. ADJOURN

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 9/17/2024
Subject: Bylaws 13 (referral 18 22-23)

The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) [for a first reading](#).

13 Availability of Documents and Records

13.1 All agendas, minutes, **resolutions**, ~~reports, other attachments,~~ **annual university policy file versions**, and **presidential** action memos related to all regular and special Senate and **Senate Executive Committee meetings** ~~Senate Standing Committees~~ shall be posted on the sSenate website **accessible to the public for a minimum of two years**. ~~These posted documents shall be available to any member of the university community and other CSU senates and counsels upon request.~~

13.2 If a Senate meeting, or any Senate-related event is recorded in whole or in part, the recording shall be available in a manner consistent with the Public Records Act.

~~13.2~~ 13.3 Confidential material shall be redacted or omitted from posted materials, but the agenda item in which confidential material is addressed shall be included in the table of contents and minutes.

13.4 The SDSU Library will archive Senate agenda, minutes, resolutions, annual university policy file versions, and presidential action memos that are more than two years old. These materials will be made available to other CSU senates, councils, and the public upon request.

~~13.3~~ 13.5 The current **University** policy file shall be **made available** ~~linked~~ on the sSenate website.

Rationale:

The Senate officers and Library came to an agreement about archiving materials. Right now old documents are in the office of the Senate Analyst. Accessing them is cumbersome.

Legally any recordings, if conducted have to be made publicly available. (Note that at this moment only reports are recorded- as well as Senate-related events like the Senate Excellence in Teaching award presentation.

To: SEC/Senate
From: Pat Walls, Chair, Staff Affairs Committee
Date: September 3, 2024
Subject: ACTION: Staff Emeritus Nominations

ACTION: The Staff Affairs Committee moves that the Senate confer Staff Emeritus Status to the following retired employees:

Name	Division/College	Department	Jobcode Name	Years of Service
Graves,Rhonda J	BUS FINAN	Housing Facilities Services	Custodian	28.1

RATIONALE: The above named staff have retired with more than 10 years of service to the university per the University Policies included in the [Policy File](#) (p196).

To: SEC
September 5, 2024

Agenda Item for SEC Discussion:

Clarification around Robert's Rules of Order for: Senate debates / meetings

Dear SEC,

The CAL Caucus (for the Senate) asks for clarification of Robert's Rules of Order for Senate debates /meetings.

A description of issues or requests to consider are below. You can determine if referral is necessary for CBL.

Thanks,
Cheryl O'Brien, CAL Caucus Convener

Description of issues/requests for this Agenda item are taken from emails and are shared below for your consideration.

COPY PASTE BELOW from an 8/30/24 email that includes more information:

Friday, 8/30/24

Dear SEC (cc: Senate Listserv)

The CAL Caucus for the Senate met today, 8/30/24. On behalf of the CAL Caucus, I am emailing about ... issues that we have questions / requests about.

1. Re: Clarification around Robert's Rules of Order for the Senate debates / meetings

We understand that Robert's Rules of Order say the following [copy-pasting here]:

4:28 A member who desires to speak in debate must obtain the floor as described in 3:30–35. In assigning the floor, the chair follows the rules explained in the same paragraphs and in 42. In the debate, each member has the right to speak twice on the same question on the same day,⁹ but cannot make a second speech on the same question so long as any member who has not spoken on that question desires the floor. A member who has spoken twice on a particular question on the same day has exhausted his right to debate that question for that day.

4:29 Without the permission of the assembly, no one can speak longer than permitted by the rules of the body—or, in a nonlegislative assembly that has no rule of its own relating to the length of speeches, longer than ten minutes.

4:32 The presiding officer cannot close debate so long as any member who has not exhausted his right to debate desires the floor, except by order of the assembly, which requires a two thirds vote.

Questions / Requests:

1a. The CAL Caucus would like clarification about the Senate's speaking policy regarding time limit, points of order being raised, and the number of people who can debate in favor and against something.

1b. Is a 3 minute limit legitimate without a two thirds majority of the Assembly voting to impose a 3 minute limit?

1c. Can the Chair decide on the time limit? If yes, where in Robert's Rules can we refer to that?

...

END COPY-PASTE INFORMATION from that email.

COPY PASTE BELOW from a 9/6/24 email thread to the SEC and to the Senate listserv:

[senator.discussions] Today's Senate meeting

...

8:51 AM (2 hours ago)

Pat Walls

to Arlette, Senate, Senate, Senate

Images are not displayed. Display images below - Always display images from pwalls2@sdsu.edu

Thank you Arlette and Brian for taking the time to look at recent resolutions.

I suggest three things:

1. A simple table of the action type (e.g., voting on an amendment, a resolution, an action item, a constitutional change, etc), whether the action requires a 2nd, Robert's Rules of Order (RRO) requirements for voting, SDSU Senate past practice, and finally a

column for the rationale of choosing one over the other. The past does not necessarily dictate the future. Then we should vote on it as our guiding principle in the name of shared governance. I'm happy to spearhead this as part of CCE with senate officers if there isn't a more proper committee. Here's a table I flagrantly stole from [Cornell](#) (thank you Troy for linking this in the chat yesterday).

Action	Must be Second	Open for Discussion	Can be Amended	May be Reconsidered or Rescinded	RRO Vote Requirement	SDSU Practice Vote Requirement
Main Motion	Y	Y	Y	Y	Majority	???
Amend Motion	Y	Y	N	Y	Majority	???
Kill a Motion	Y	N	N	Y	Majority	???
Limit Debate	Y	N	Y	Y	2/3rds	???
Close Discussion	Y	N	N	Y	2/3rds	???
Recess	Y	N	Y	Y	Majority	???
Adjourn (End meeting)	Y	N	N	Y	Majority	???
Refer to Committee	Y	Y	Y	Y	Majority	???
Postpone to a later time	Y	Y	Y	Y	Majority	???
Table	Y	N	N	Y	Majority	???
Postpone Indefinitely	Y	Y	Y	Y	Majority	???
Action Item from a Committee	N	Y	Y	Y	Majority	???
Other Action Item	Y	Y	Y	Y	Majority	???
Informational Item	Y	Y	Y	Y	Majority	???
Resolution	Y	Y	Y	Y	Majority	???

2. Agenda items that require a vote (e.g., action items and resolutions) must take priority over reports. We are fortunate to have administrators take the time to engage with this body in the spirit of shared governance when many admin are cloistered in the penthouse of the ivory tower at other institutions. I admit that administrators' time is more valuable both literally (higher \$/hr) and figuratively (sooo many spinning plates and competing demands), so I appreciate their participation. However, the role of the Senate is to "weigh in on an array of policy decisions." ([Senate website](#)) and "[t]he Senate shall consider policies with respect to the general welfare of the university. It shall review established policies, consider new policies, and study matters of concern to the students or faculty members" (University Policy File Constitution Duties 2.1 page 1). We have 116 voting members of the senate, and yet at the time of the resolution on Thursday there were 83 participants during the vote, but it is unknown how many were voting members, non-voting members, and guests since we reached quorum on Tuesday. We need to hold votes when the largest number of eligible voters are present.

3. While the Zoom poll feature is convenient it has flaws. We are assuming that non-voting participants are respecting the rules and not casting a vote. And yet as we have learned over the past 4 1/2 years of Zoom and hybrid meetings there are many ways to Zoom bomb or interrupt a meeting. Additionally, the poll results were shared as a percentage instead of raw numbers. If I recall correctly, they were something like 47% Yes, 33% No, and 20% Abstain. If those were raw numbers they would add up to 100, yet there were 83 participants. Clearly they are not raw data. From running one cycle of elections my highest turnout was 40% of eligible voters, the lowest was 5%, and the median 23%. Even looking at Arlette's examples below, the most divisive resolutions had a turnout of 54 votes or 47% of the eligible voters. We should have the raw data to understand participation AND have a better means of ensuring only eligible senators vote. Here's an interesting article about [abstentions](#). We have yet to hit a true majority of eligible voters, which could be construed as those who opted to not vote are de facto abstaining. (I am particularly aware of this since I oversee the University Policy File 4.0 Elections and especially 4.4.1.4 (p23)). Therefore I suggest we either create a breakout room and all eligible voters move there to cast the poll, or we find another solution.

TL;DR 1. We need transparency on how we operate. 2. Voting should take priority over other items. 3. Zoom polls are not the solution to transparent voting.

I welcome continued discussion on this (i.e., folks pointing out where I'm astray).

Thanks,
Pat

Pat Walls...

"

...

We appreciate everyone's time and work for the Senate. Thank you for your consideration.

Please note: I am not checking for typos or re-reading the above due to time constraints. I hope it makes sense to those who are interested ...

Best regards,
Cheryl on behalf of the CAL Caucus

To: SEC
September 6, 2024

Agenda Item for SEC Discussion:
Time Certains during Senate meetings

Dear SEC,

The CAL Caucus (for the Senate) provides a description of issues or requests to consider below. You can determine if referral is necessary for CBL.

Thanks,
Cheryl O'Brien, CAL Caucus Convener

Description of issues/requests for this Agenda item are taken from emails and are shared below for your consideration.

COPY PASTE BELOW from an 8/30/24 email that includes more information:

Friday, 8/30/24

Dear SEC (cc: Senate Listserv)

The CAL Caucus for the Senate met today, 8/30/24. On behalf of the CAL Caucus, I am emailing about ... issues that we have questions / requests about.

...

2. Re: Time Certains during Senate meetings, especially when debates are still going on or expected for an Agenda item

There were previous Senate emails (March 2023 Senator Discussions email thread; Dec. 2023 email; and maybe other dates) on this second issue regarding Time Certains for reports.

The CAL Caucus proposes two options for consideration by the Senate and the SEC:
2a. We could save time by having Senators read Time Certain reports and slide decks ahead of Senate meetings. Could the Admin. and any other Time Certain reports and slide decks be posted in advance of the Senate meeting, so Senators can read them in advance and some Senators can ask questions, if any, when time certain for the reports / slide decks arrive? The reports could be like a Consent Agenda/Calendar, and then Senators could ask questions, if any, during the Senate meeting instead of hearing the

report read by speakers. In other words, please consider treating the Admin. reports like a Consent Agenda/Calendar.

2b. Please consider placing the Admin./other time certain on Thursday Senate meetings. This would allow the Senate more Tuesday time for action items that require debates and much more time than may be possible for the T/TH 2-4:30pm schedule if time certain use up a significant amount of time on Tuesdays. Placing time certain on Thursdays would give Senators a better idea about how long they may want to ask questions of admin./others giving reports, since Senators may want to prioritize action items that require debates and voting.

Below is more information and ideas on this second issue from prior academic years.

COPY-PASTING here a December 8, 2023 email on this second issue:

Cheryl O'Brien <cobrien@sdsu.edu>

Fri, Dec 8, 2023,
1:14 PM

to senate.officers

Dear Senate Officers,

The CAL Caucus for the Senate just met. There is a concern that the time certain is moving back to previous academic years' pattern of having speakers who give talks/reports placed before Senate Action Items, which ideally would have more Senators present for votes. This was discussed in the Senate listserv last academic year [2022-2023]; then the Senate generally placed Action Items first, and so time certain speakers were more likely than Action Items to be moved to TH, and this has been appreciated.

Perhaps this December's [Dec. 2023] agenda with Tuesday time certain for Non-Action Items won't become a practice, but I'm raising this concern on behalf of the CAL Caucus with the hope that Action Items to be voted on will be prioritized first throughout the academic year, as less Senators show up for the TH continued meetings.

On another note, thank you for including the Bookstore on this month's agenda -- CAL Caucus greatly appreciates this. We hope that with the different time certain following the bookstore's time certain, that there will be sufficient time for Q&A by all Senators interested in the bookstore's practices.

Thanks for all you do, and thanks very much for your time and consideration of the time certain concern from the CAL Caucus for the Senate.

Best regards,
Cheryl

Some Notes (in case helpful) from the Dec. 12, 2023 Senate meeting related to CAL Caucus concerns on this second issue:

A CAL Senator in the 12/12/2023 Senate meeting was asked to wait due to that meeting's **time certain**s. There had been a discussion going on about the Bookstore, and a Senator later noted in the chat that there could have been something added (perhaps a vote?) on the Bookstore:

"V- [Senator] to Everyone (Dec 12, 2023, 3:09 PM)

Per Robert's rules, agenda can be amended after the meeting has started but require a two thirds approval"

In addition, the Senate had to extend the 12/12/2023 meeting to 4:45pm to deal with discussion, an amendment, and voting on a reaffirmation of Senate commitment to safety/etc.

And we still had the Senate meeting being continued to TH to complete action items. The earlier time certain were reports that took time away from Tuesday's time for debate/etc. on Senate action items.

[Note: The 12/12/2023 meeting was not the only Senate meeting in which action items were delayed or action item debates were interrupted due to reports that had time certain during Tuesday Senate meetings.]

COPY-PASTE of one email in the March 2023 Senate Discussion (initiated by then CAL Caucus Convener, Mat S.) email thread:

Dear Fellow Senators,

I support the CAL Caucus' proposal:

- Schedule important action items with votes early in the Tuesday meeting and have information and presentational items later.
- Have a later time certain for the presentations by the President and the Provost.
- Consider re-introducing a consent agenda for items that might not get discussion and might not require discussion.

1. Completing important action items is the priority of the Senate, as we need time to deliberate and vote on items. This will decrease the need for TH meetings (which may still happen, but less often) and it will decrease Senators having to stay later during T meetings (as over the years, we have at times voted to increase the meeting time so that we can complete our voting as Senators).

2. Having a later time certain for the informational presentations is helpful to allow Senators to first complete our voting and deliberations. Sometimes when the President and Provost talk and then take Q&A, which is important to offer to Senators, this time has cut into our Senate voting and deliberation time too much. If Senators have questions, and sometimes specific or extensive questions for their own interests, for the President and Provost, then those Senators can stay on later on Tuesdays to have longer Q&A with the President and Provost. A later (near the end) time certain for the President and Provost would be best, so that voting times do not get extended on Tuesdays or pushed to TH. Over the years, some Senators have had to leave when we add 30 minutes to our Tuesday meetings -- in addition to Senators who can't make TH meetings easily, this decreases the Senators present to deliberate and vote on action items. A later time certain for informational presentations and Q&A with the President and Provost would allow the action items to be deliberated and voted on early, and this is the most important duty of Senators. If the Q&A goes overtime with the President and Provost, meetings are recorded so those voting Senators who have to leave during any overtime Q&A would not miss out on voting, but they could still watch the President/Provost presentations and Q&A recording later.

3. Re-introducing a consent agenda for items that might not get discussion or might not require discussion is useful. The time that it takes to confirm consent on non-controversial, non-debatable items is not necessary if we want to be more time efficient for deliberations and more pressing voting items in Senate meetings. Time efficiency to allow Senators to deliberate and vote on important action items should be the priority of our meetings.

Thanks for your consideration,
Cheryl

END COPY-PASTE INFORMATION.

There have been replies by Senators on the time certain (that may include other ideas) in the above email thread that included SEC and Senate listserv, but I have not copy pasted all of that here. FYI in case you want to look back at that thread for other ideas on time certain.

We appreciate everyone's time and work for the Senate. Thank you for your consideration.

Please note: I am not checking for typos or re-reading the above due to time constraints. I hope it makes sense to those who are interested in these two issues.

Best regards,
Cheryl on behalf of the CAL Caucus



University Senate

Fall 2024 Senator Survey

Total number of respondents
47 Respondents / 144 = 33% Response rate

*These are not in ranked order

n=47

- SDSU Budget Challenges and Strengths including campus infrastructure.
- The Future of Teaching & Service at SDSU (minimum course enrollment requirements, teaching loads, reduced course offerings as student populations grow).
- Health and Well-being (mental health issues, burnout/overwork, high turnover, campus transitions, telework, COVID-19).
- Contingent faculty equity and inclusion.
- Shared governance and democracy during contentious times
 - Create a more welcoming Senate and campus community by implementing Senate Guiding Philosophies in University Senate meetings, listserve and throughout the campus.
 - Accessibility related issues.

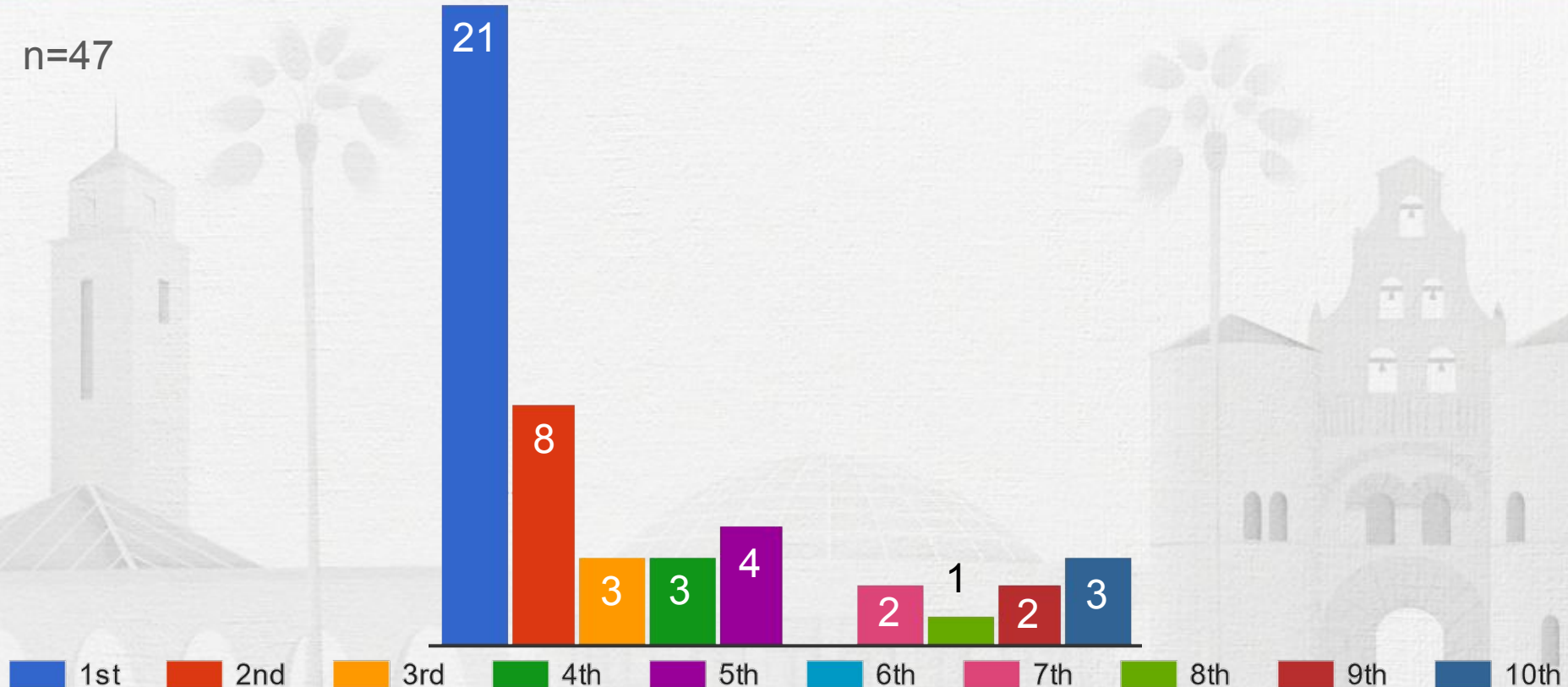
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- Contingent faculty equity and inclusion.
- Shared governance and democracy during contentious times.
- Create a more welcoming Senate and campus community by implementing Senate Guiding Philosophies in University Senate meetings, listserve and throughout the campus.
- SDSU Artificial Intelligence (AI), surveillance capitalism and mass datafication:
 - Develop SDSU AI policy.
 - Finalize the Senate Diversity Plan.
 - Supporting TAs and GAs.
 - Supporting the retention of faculty of color.



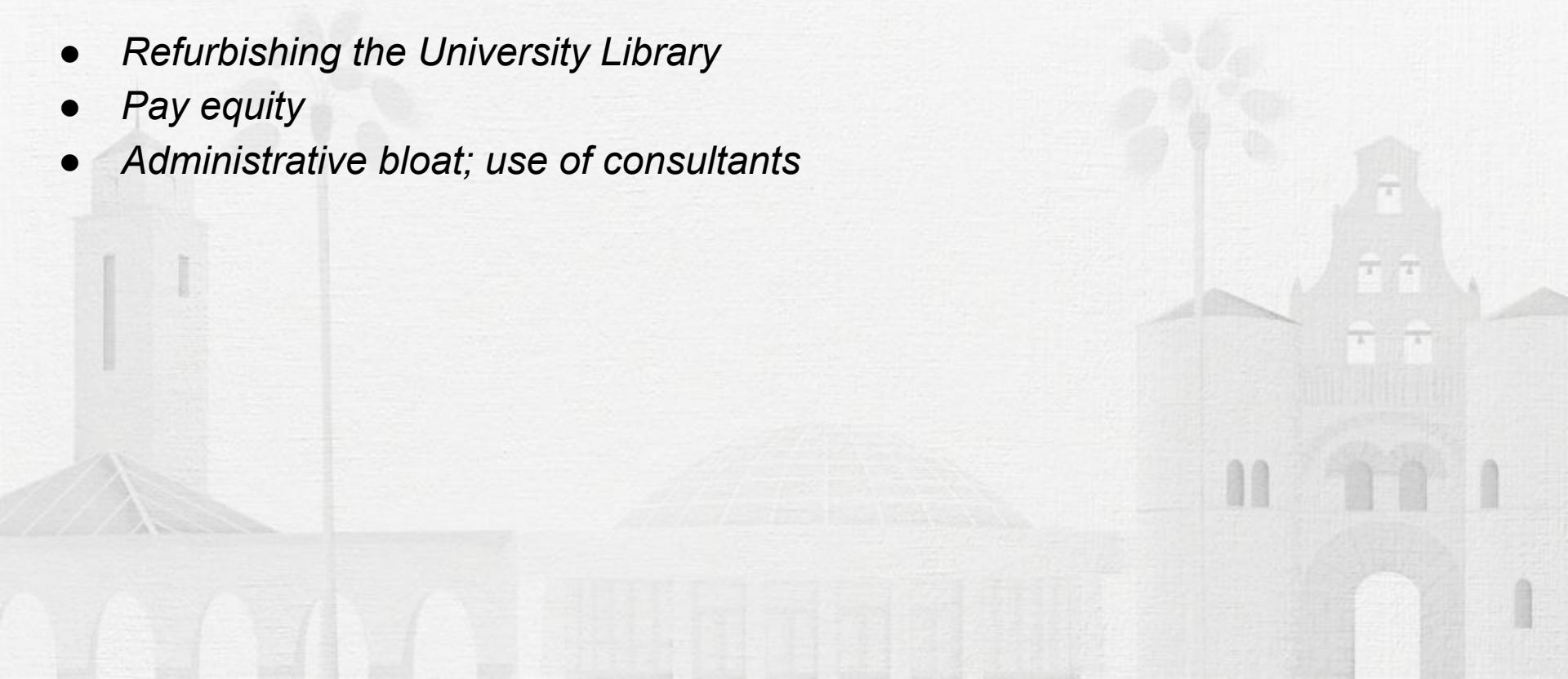
Supporting Information

Fall 2024 Senator Survey

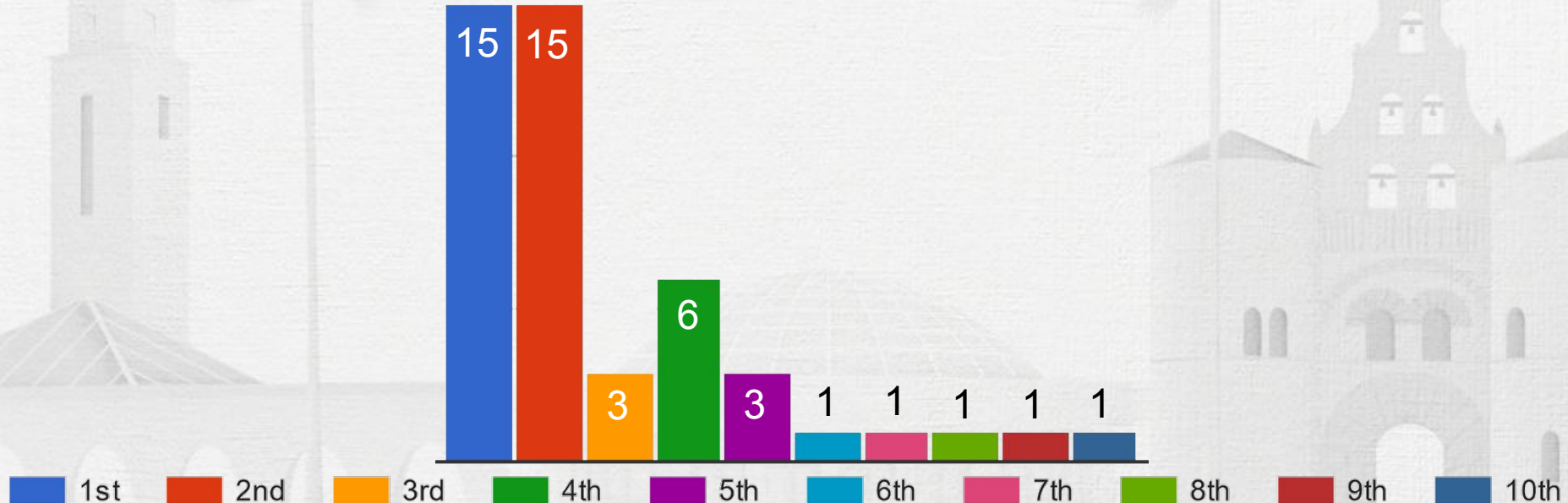
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- *Refurbishing the University Library*
- *Pay equity*
- *Administrative bloat; use of consultants*



n=47



- *Meeting research T/TT Faculty requirements as we move into R1 status - where we are deficient and what can be done about it outside of the traditional relegation of lines.*
- *Some of these fit within the above sessions, some might be new. 1. Simplify graduation procedures for both undergraduate and graduate students to better serve students (complexity serves power). 2. Analyze the impact of new software systems on faculty time burden. 3. Secure release time for Assistant and Associate Senators.*

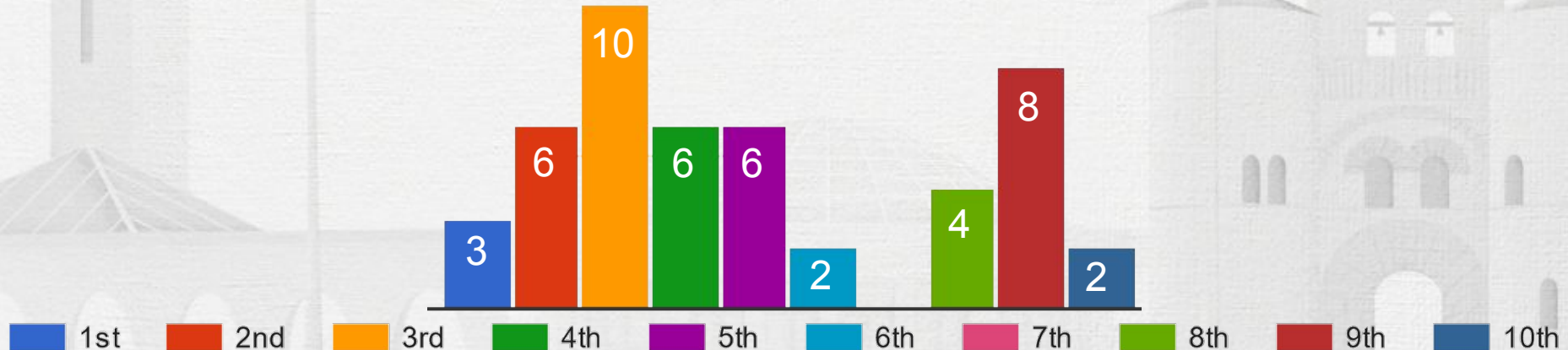
- *Workload creep (I realize this may go with "Health and well-being", which I ranked third, although all issues listed are important to me): (E.g. rising course caps, reduced ISA/TA/GA hours, increased Canvas workload (i.e. we use to just need a syllabus ready for day one of class, now the whole class has to be up on Canvas, meaning class prep for one class has gone from a couple days to a full week of uncompensated prep time), my.SDSU, PageUp, increasing Accomodations, decreasing support from Student Disability Services (SDS), etc.).*

- *Basically, I cannot keep being my students' teacher, and also their mentor, and their therapist, and their advisor, and their support system. But when they reach out to other offices on campus, they often just get redirected by someone that they can tell is their own age (or younger), who is being paid minimum wage and doesn't really know how to help them. So I help because I care deeply about our students, but it's causing me a lot of burnout to where I am wondering when I will have to leave the profession altogether, which is a saddening thought for me.*

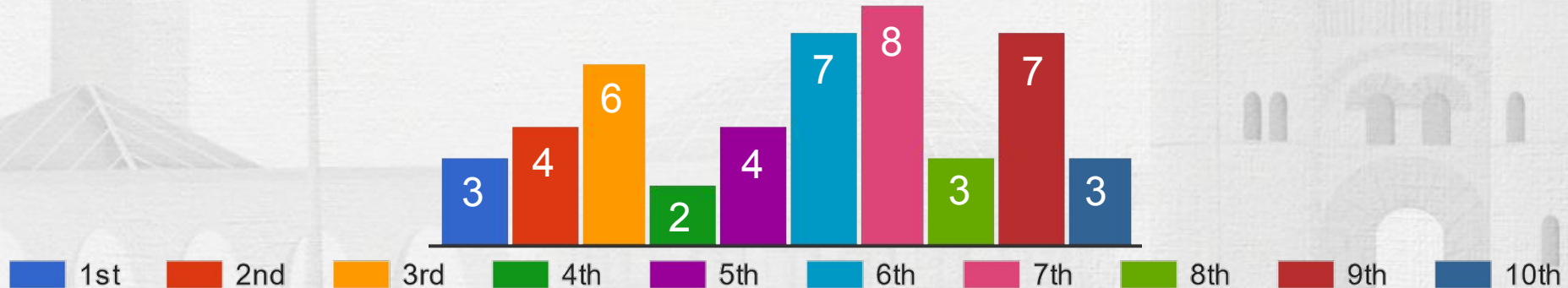
- *Sorry for the novel! I wanted to provide some explanation of what I meant, and I also see many of these issues (e.g. students being undersupported by SDS, campus offices often not serving students well, my ever increasing workload as an instructor) as well as budget issues, administrative bloat, lack of shared governance via admin. doing whatever they want anyways, etc. as interrelated.*

- *I deeply hope we can redirect the steering of this ship that is the CSU under current management; because the blatant corporatization of our institution, the quantification (and "spreadsheet-ification") of our students - rather than seeing them each as human beings, and the denegation of faculty, staff, and students that are brave enough to speak up or demand fair treatment is nauseating to say the least.*

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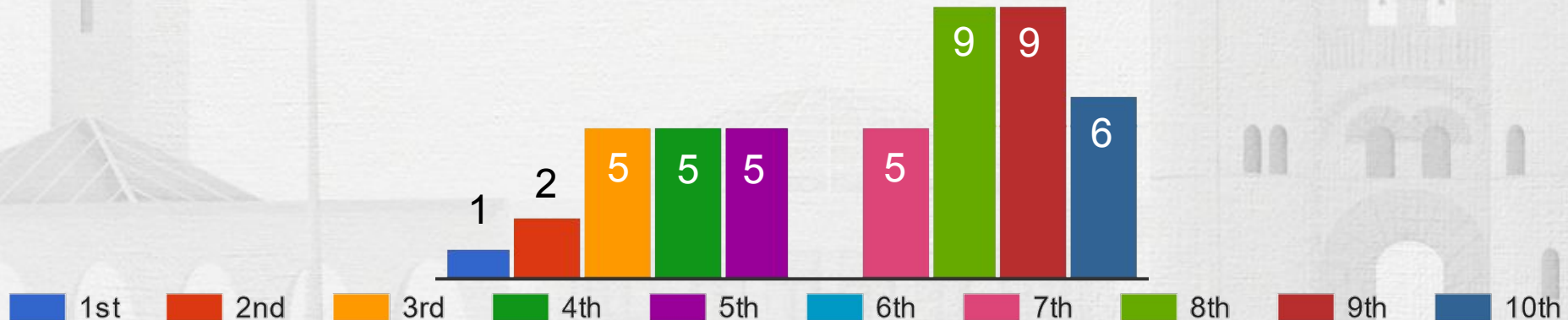


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Create a more welcoming Senate and campus community by implementing Senate Guiding Philosophies in University Senate meetings, listserve and throughout the campus.

n=47



- *Accessibility. Getting ASL services has been VERY difficult this past year across campus.*
- *Ensuring our students are actually being supported and resourced by the insitutions on campus that exist to serve them (e.g. SDS, Advising, etc.): I have had many students recently confide in me that they don't even bother to get accomdations from SDS because their reputation is so poor and they are so unhelpful and anti-student (no doubt many empolees that work there care very much and do amazing critcal work, but leadership there seems like a real issue...). I had to contact two of my own supervisors last spring (2024) to contact SDS on behalf a severly diabled student of mine that they refused to accomodate*

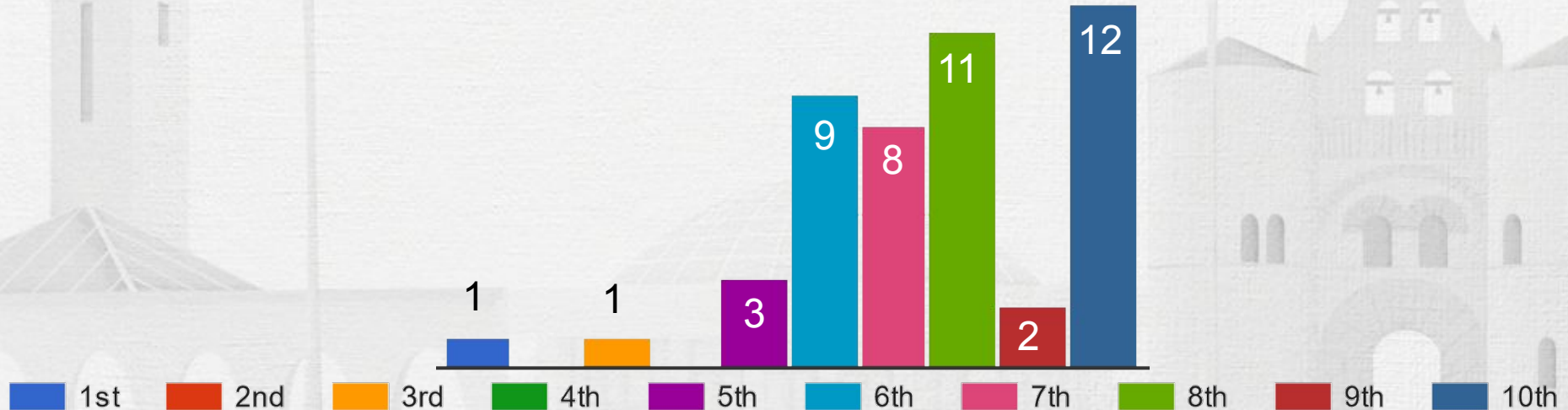
...e.g. wheelchair, cerebral palsy - the student would be more than happy to verify his poor treatment but for now I'll leave the student anonymous).

Another student of mine confided in me that her roommates' mom was in the process of litigating against SDS for how they treated her student. Moreover, I have had several students seek me out for advising help because their current advisor just shows them their degree audit, and doesn't work in the field they are advising for, so they cannot really advise beyond which classes are needed to graduate, so I find myself often culturally taxed and working for free to advise our students. To be clear, this is not a critique on our excellent advisors, but rather perhaps centralizing advising in this way (pulling students away from the faculty that teach in their major) was not fully thought out before being implemented.

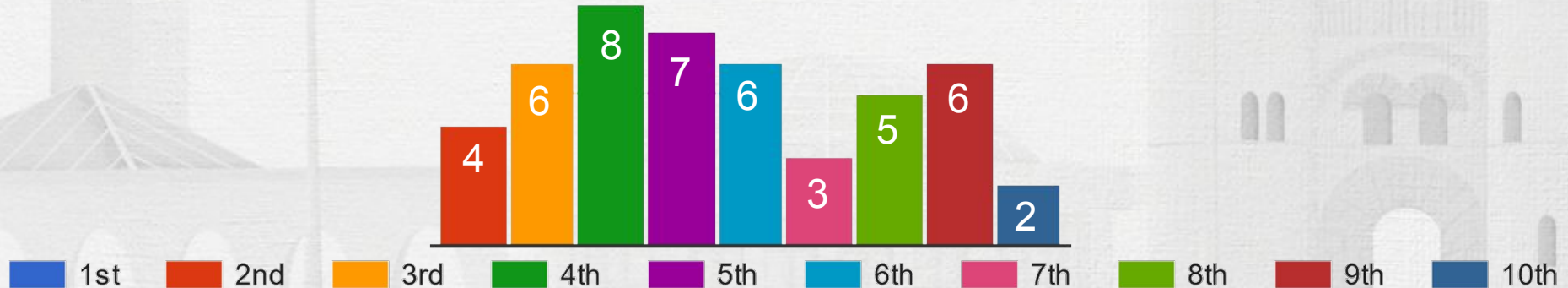
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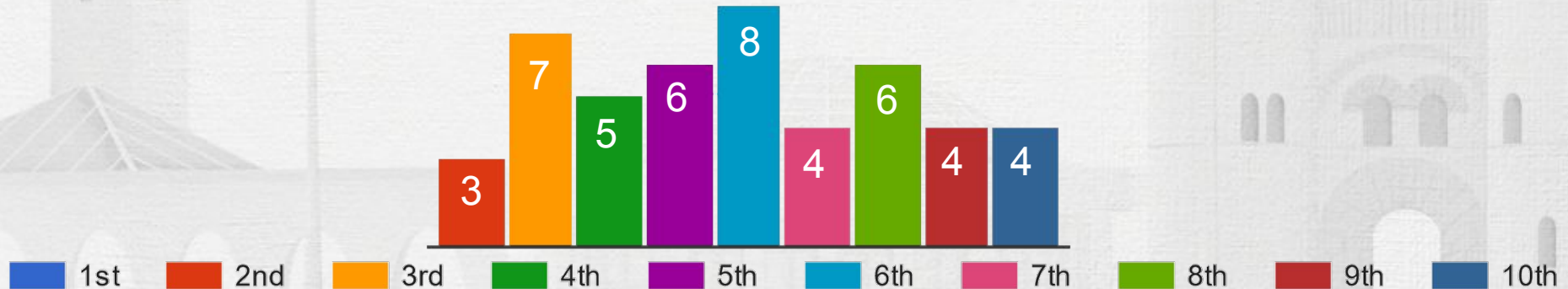
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To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: August 30, 2024
Subject: Information: Women's Studies Department Name Change

At our August 27, 2024 meeting, the Academic Policy and Planning Committee (AP&P) voted unanimously to approve a name change for the Women's Studies Department to the **Department of Women's, Gender, and Sexuality Studies (WGSS)**.


The proposed name reflects the faculty composition, scholarly breadth, curriculum, and academic interests of the students. Moreover, the discipline now calls itself WGSS. Changing the name of SDSU's department would therefore illustrate and align with national standards. See the attached proposal for the full rationale.

This name change has been reviewed and approved in accordance with the "Name Changes, Academic Unit" section of the SDSU Policy File. Specifically, it has been approved by 1) the originating department, 2) College of Arts and Letters (CAL) Academic Planning and Policy Committee, 3) CAL Dean, 4) Provost, and 5) Academic Policy and Planning. We hereby provide this name change to the University Senate as an Information Item.

23-24: 171

April 24, 2024

TO: Pamela Lach
Chair, Senate Academic Policy and Planning Committee

FROM: William Tong
Interim Provost and Senior Vice President 

SUBJECT: Department Name Change

I received the attached request from the College of Arts and Letters to change the name of the Department of Women's Studies to the Department of Women's, Gender, and Sexuality Studies (WGSS). I approve this request.

C: Ronnee Schreiber, Interim Dean, College of Arts and Letters
Nola Butler-Byrd, Chair, Senate

March 4, 2024

TO: William Tong, Interim Provost and Senior Vice President

FROM: Ronnee Schreiber, Interim Dean, College of Arts and Letters

RE: Women's Studies department name change

I am writing to indicate my approval of the Women's Studies department's request to change its name to Women's, Gender, and Sexuality Studies. The name change process has also been approved by the originating department and CAL's Academic Planning and Policy Committee.

Please let me know if you have any questions. Thank you!

cc: Grace Laurie, Executive Assistant to the Provost and Senior Vice President

Sonja Pruitt-Lord, Interim Vice Provost

John Putman, Associate Dean, CAL

Michael Borgstrom, Interim Associate Dean, CAL

Kimala Price, Chair, Department of Women's Studies

Proposal to change our department name to Women's, Gender, and Sexuality Studies

December 4, 2023

Over the last 50 years, the dynamic field that first went by the name Women's Studies has grown and transformed. As scholars and educators in this field, we have deepened our commitments to study the formations of power, privilege, and oppression based on sex and gender, especially as they interlock with sexuality, race, ethnicity, class, disability, religion, caste, and more. We have observed national and international changes in how our work is being described and named, and have heard many ideas for the future of the field from students, colleagues, and community members. As we imagine the future, we, the faculty of the Department of Women's Studies, have decided to change our unit's name to the Department of Women's, Gender, and Sexuality Studies (WGSS).

This name reflects national and international trends to rename departments. Although a variety of names have been chosen, our decision is consistent with both comparable and aspirational departments, including those at R1 institutions. The comparable/aspirational departments listed in our 2023 departmental self-study include WGSS (2), Women's and Gender Studies (2), and Gender and Women's Studies (1). A survey of similar departments in the California State University and University of California systems show that almost all of the programs now include Gender Studies in their name (only one other remains Women's Studies). In some cases Women's Studies has been dropped in favor of Gender Studies exclusively. Approximately half of the departments in California also include Sexuality Studies. In the National Women's Studies Association list of universities offering PhD degrees in our field, all but five of the programs listed include Gender Studies in their name. (The majority of the exceptions have chosen to call their departments by the name Feminist Studies.)

The department's current name, Women's Studies, no longer reflects the diversity of students we serve or the research and teaching we do within the department. Over the years, the field has become a home not just for the study of women's experiences but for thinking about the social construction of gender and sexuality in a wide range of contexts, questioning the boundaries around the category of women, and engaging with a much broader range of genders including transgender, queer, nonbinary, and masculine identities. Many of the students who are attracted to this more expansive understanding of the field do not see themselves or their interests reflected in the name Women's Studies. In changing the name, we seek to refute the idea that Women's Studies is only about or for women and to create a more affirming environment for a broad range of students who experience gender-based oppression. This is particularly important in this historical moment when essentialist understandings of the category woman are increasingly mobilized in the service of transphobic legislation and violence. In addition, Women's, Gender, and Sexuality Studies more accurately reflects the scholarship that faculty and students currently produce within the department. Our faculty have made important contributions

to the fields like transgender studies, queer studies, disability studies, and critical ethnic studies. While this work is critically engaged with gender and sexuality, it is not necessarily exclusively about women.

WGSS reflects our department's understanding of the ways in which gender and sexuality are intertwined, an understanding that is already apparent in our curriculum and scholarship. With that said, it is important to note that SDSU stands out nationally not only for having the first women's studies program in the country but also for having an independent, interdisciplinary LGBTQ+ Studies program. This program was intentionally named LGBTQ+ Studies instead of sexuality studies to foreground the focus on non-normative gender and sexuality and to reflect the interdisciplinary field of LGBTQ+ Studies. Historically, there has been a close relationship between Women's Studies and LGBTQ+ Studies at SDSU, and we expect that to continue. As we move to add sexuality to our department name, we also affirm the value of LGBTQ+ Studies as an independent academic program with its own specialization and focus. We see our work as complementary and as creating a vibrant network for teaching and research on gender and sexuality at SDSU.

We anticipate a number of benefits that a name change can offer to us. Our curriculum already reflects the integrated and intersectional analysis of gender and sexuality throughout our course offerings; changing our departmental name to incorporate gender and sexuality will codify such coherence. We expect the name change to bring greater visibility to our program, both internally and externally. The name change will clearly signal the broader range of research, teaching, and community engagement possibilities we offer, and so it has the potential to bring more students to our major and minor, as well as to help us recruit more MA students. We anticipate, as well, that the more expansive degree name on students' conferral documents will make them more competitive for career and graduate studies opportunities. Finally, as a flagship department within a flagship university in the CSU system, it is time for us to align with the national naming convention for our field. As other MA programs come online in the CSU system (both CSUN and CSU-DH are currently in the exploratory phase for MA programs in WGSS), it is imperative that we align with national and international standards in our field in order to remain competitive.

For all of these reasons, we, the faculty, propose changing our unit's name to the Department of Women's, Gender, and Sexuality Studies (WGSS).

References:

A survey of [similar departments in the California State University and UC systems](#)
[PhD Program List compiled by National Women's Studies Association](#)

Memorandum

September 9, 2024

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Monday, September 9, 2024. Members in attendance were Stefan Hyman, Peter Torre, Bryan Donyanavard, Michelle Dean, Patricia Lozada-Santone, Michelle Lopez, Joanna Brooks, Thais Alves, Christine Molina.

The Council first reviewed the [Campuswide Coordinated Approach to Student Success for 24 - 25](#), then received standing reports on lower and upper division student success efforts from Associate Dean Christine Molina and Senior Assistant Dean Michelle Lopez, including an update on Coordinated Care Advising accomplishments for AY 23 - 24 and General Studies 100 enrollments. (See images below.) We also received a report on a CSU-funded campuswide self-study of SDSU's advising program, guided by experts from NACADA and led by Associate Dean Molina and Senior Assistant Dean Lopez.

AVP Hyman shared success and challenges from our Fall 2024 undergraduate enrollment process, as captured [here](#). Of special note is major progress in working with colleges to train evaluators to conduct course articulations once conducted manually by faculty at faculty members' request, which yielded a 50%+ reduction in RAARs for colleges participating.

Assistant Dean Preciado brought the Council up to speed on the campus's work on closing equity gaps in retention and graduation for local commuter young men of color (YMOC) which began in earnest with SACD's YMOC Alliance (YMOCA) some years ago, and was extended through a cross-divisional study group that formed in AY 23 - 24 and has continued its work for [implementation in 24 -25](#).

First Year Student Success

Fall 2024 First Years

- **85%** of first years are enrolled in a first year seminar course (GEN S 100, B A 100, ENGR 101, etc.)
- **1,724 (26%)** first years were pre-registered for fall classes
 - Student groups
 - College of Arts and Letters
 - Fowler College of Business
 - College of Health and Human Services (select majors)
 - College of Professional Studies and Fine Arts
 - Educational Opportunity Program (EOP)
 - International Students
 - Some out of state with virtual NSO

Transfer Student Success

Fall 2024 Transfers

- **618 students** pre-enrolled into GEN S 350: 1 unit university seminar course
- **871 students** assigned a peer mentor in the Center for Commuter Life
- **910 students** interested in connection to a transfer affinity group

Coordinated Care Advising

One-year continuation rates

Fall 2021 ➡ 89.2%

Fall 2022 ➡ 90.2%

*Fall 2023 ➡ 90.5%

*preliminary data as of 9.3.24

2023-2024 Year in review

11,383 CCA meetings with 6,971 unique students

2,898 meetings to build a 4-year road map

TO: SEC/University Senate

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

DATE: September 17, 2024

RE: Information

Philanthropy Report:

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

Dianne L. Bashor has made a pledge payment of \$1,000,000 to the Stadium Excellence Fund for Bashor Field in the Snapdragon Stadium.

The Beavers Charitable Trust has made a gift of \$250,000 to support the Beavers Lecturer in Heavy Construction Endowment in the College of Engineering.

Alumni Keith Behner and Cathy Stiefel have made a gift of \$125,528 to support the Center for Brazilian Studies Environmental Defense Fund Collaboration Fund in the College of Arts and Letters.

The Julia Richardson Brown Foundation, at the recommendation of Julia R. Brown, has made a \$50,000 pledge to support the Julia R. Brown New Musical Theatre Initiative Fund in the College of Professional Studies and Fine Arts.

Alumna Deanna Merino Contino has made a \$32,895 pledge to support the Dr. Alfred Merino Memorial Endowed Scholarship in the College of Education.

TCF Board Member and Alumnus Jeffrey Glazer and Lisa Braun Glazer have made a gift of \$52,500 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Maxine A. Kreitzer has made a \$50,000 pledge to support the Aztec Cooperative Fund in the Division of Research and Innovation.

Faculty Emeriti Thomas L. and Randi E. McKenzie have made gifts and pledge payments totaling \$58,000 to support the Randi McKenzie Fund in the Division of Business and Financial Affairs, and the McKenzie TTF Activities, Productions, and Events Fund and T & R McKenzie ARC Instructor Development Fund in Associated Students.

Oceana, Inc. has made a pledge payment of \$46,920 to support the Oceana Fund for Brazilian Studies in the College of Arts and Letters.

Thomas and Christine Olinger have recommended a grant of \$25,000 from the Emmaus Charitable Fund at Ayco Charitable Foundation to support the Mary Ann Olinger Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

The Pack Foundation, at the recommendation of Alumni Mike and Chris Pack, has made a grant of \$250,000 to support the Michael & Christine Pack International Business Endowed Scholarship in the College of Arts and Letters.

Passion Planner, LLC has provided a gift-in-kind donation valued at \$174,950 to the College of Education.

The Payne Family Foundation, at the recommendation of Alumnus Robert Payne, has made a grant of \$30,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Price Philanthropies Foundation has made pledge payments totaling \$252,000 to support the sixth and seventh cohorts of the Price Community Scholars Program in the Division of Student Affairs and Campus Diversity.

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: Faculty Member Thais D. Alves, Ph.D. and Ken Aung, California Homebuilding Foundation at the recommendation of TCF Board Member and Alumnus Dr. Stephen Patrick Doyle, Alumni Mark and Kimberly Clemens, Kevin A. Dusi, Alumni Eugene and Suellen Hering, Richard and Jan Hunter, Alumnus Gary Malino, Faculty Emeritus Paul J. Strand, Ph.D. and Alumna Sarah P. Hillier, Swinerton Builders, and UKG.

Presidential & Special Events:

On the evening of Monday, August 19 President de la Torre hosted the 2024 Presidential Staff Excellence and Staff Lifetime Achievement Awards Reception at the University House. Awards were given in the following categories: Auxiliary, Manager of the Year, Team Effort, Community Service, Innovation & Creativity, Staff-to-Staff Mentoring, Service to the University and the Lifetime Achievement Award. Forty-three individuals attended the reception, including the award recipients and their guests, supervisors of the award recipients, the SDSU Staff Honors and Awards Committee and campus leadership.

On Wednesday, August 21, President de la Torre hosted the dedication and ribbon-cutting of the Cal Coast Credit Union Student Financial Center. Cal Coast Credit Union (CCCU) has pledged \$3 million (over 12 years) toward the Student Financial Center to offer students a useful set of financial literacy and wellness skills and allow for a makeover and expansion of the center itself. The Cal Coast Credit Union Student Financial Center is a one-stop shop for students on matters of financial aid, bill paying, and their personal budgeting at a time of growing demand for help. Prior to the all campus-event, President de la Torre, Vice President Chris Manning, and AVP Rose Pasenelli hosted a private meet and greet meeting with CCCU representatives including Todd Lane, President and CEO; Christine Lee, Director of Community & Higher Education Partnerships; Antonia Luna, Vice President, Member Delivery; and Kyra Seay, Vice President, Community Relations and Business Development. As of 8/21, total RSVPs for the event were 271 consisting of (15) alumni and community members, (17) faculty, (138) staff and (101) students. Approximately 200 guests attended the campus-wide event. Following the event, guests were provided with a cookies and lemonade reception and CCSFC staff led guests on tours of the center and the 3rd floor lobby.

On Thursday, August 22, the All-University Convocation was held in Montezuma Hall at the Conrad Prebys Aztec Student Union. President de la Torre addressed approximately 1,000 faculty, staff, student leaders, alumni and community members during the program. As of August 22, there were 1,057 guests registered to attend and the breakdown was:

- (10) alumni/community member (8 alumni/2 community)
- (236) faculty
- (800) staff

- (11) students

The SDSU Alumni Distinguished Faculty Award and Presidential Staff Excellence Award recipients were also recognized during the All-University Convocation. Additionally, the fourth SDSU Staff Lifetime Achievement Award was presented to a University Relations & Development staff member for the second time. Directly following the program, guests were treated to a “grab and go” lunch.

The Aztec Men’s Football season kicked-off with two back-to-back home games at Snapdragon Stadium.

- On Saturday, August 31, President de la Torre and Vice President Vargas hosted 45 guests in the Walter J. and Betty C. Zable Foundation President’s Suite at the SDSU vs. A&M Commerce football game in Snapdragon Stadium. Guests included Tower Society members. Select deans and development officers were also in attendance. Additionally, the College of Health and Human Services hosted 21 guests in The Campanile Foundation Suite.
- On Saturday, September 7, President de la Torre and Vice President Vargas hosted 52 guests in the Walter J. and Betty C. Zable Foundation President’s Suite at the SDSU vs. Oregon State football game in Snapdragon Stadium. Guests included Tower Society members and College of Engineering donors and prospects. Select deans and development officers were also in attendance. Additionally, the Fowler College of Business hosted 20 guests in The Campanile Foundation Suite.

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:

- Sent over **275** thank-you notes in appreciation for gifts made throughout campus in support of colleges, departments, and athletics and **40** notes for honorary and memorial gifts
- Welcomed **40** first-time SDSU donors
- Recognized **19** new upgraded **10** Tower Society members with lifetime giving of \$50K+

FY24-25 | Q1 Donor Postcard sample (for non-athletic gifts)



FY24-25 | Q1 Donor Postcard sample (for athletic gifts)



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)	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)	23/24_12: Review Draft of Senate Recordings Policy	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_15: Review Process for Filling Vacancies	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_16: Union Representation on Senate Executive Committee	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)
*Diversity, Equity & Inclusion (DEI)	24/25_02 Examination of Time, Place, and Manner Policy and Development of Alternative Actions	
*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)
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)
Environment and Safety	24/25_01: Addressing Faculty Concerns Regarding Non-Students/Non-Guests as a Safety Problem	
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	SEC/Senate Processing (orange)
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)

AY2024-25

Date	\$6,386.09	Payee	Purpose / Justification / Notes
8/23/2024	\$259.64	Awards by Navajo Trophy and Engraving Co.	Plaque for Vice Chair, Treasurer, Parliamentarian
8/15/2024	\$162.99	Which Wich	Senate Retreat - Lunch hours
8/10/2024	\$719.94	TRELLO	Senate Referral Chart Annual web-hosting fees
8/8/2024	\$243.52	AZTEC SHOPS LTD	E10575 - SEC meeting catering
8/1/2024	\$5,000.00	SDSU IT	Service level agreement between University Senate and ITS

**San Diego State University Senate
Committee on Diversity, Equity, and Inclusion
Annual Report
August 2024**

The San Diego State University Senate Committee on Diversity, Equity, And Inclusion (DEI) met eight times between September 2023 and May 2024. There were eight regularly scheduled monthly meetings and no special meetings planned between the larger window that ran from August 17, 2023, and June 30, 2024.

The DEI membership consists of representatives from each academic college, including the Library and representatives from diverse campus divisions including Enrollment Services, Center for Human Resources, Division of Student Affairs and Campus Diversity, Faculty Advancement and Student Success, Student Disability Services, Office of Employee Relations and Compliance and designees from the Office of the Provost and University Senate. The Senate approved two additional DEI permanent members in recent years bringing the total membership to 23. The students' voice is represented by an undergraduate and graduate student who regularly share their concerns and provide student perspectives in our discussions.

The SDSU Senate by-laws outline the following areas of focus for the Committee on Diversity, Equity, and Inclusion. They include recruiting and retaining faculty, staff, and students and bridging diverse campus constituents to university administration. The committee addresses issues related to diversity, equality, outreach, and inclusion practices.

More specifically, our committee chose the following areas of concern as our agenda for the AY 2023/24:

- Follow-up on Implementation of diversity plans
- Produce and Implement Senate Diversity Plan
- Tenure Density and Lecturer Equity in the quest for R1
- Inclusion and engagement with diverse campus and community partners (Kumeyaay, Imperial Valley Campus, HSI) - action items
- Review of Strengths and Challenges of SDSU DEI efforts

AY 2023/24 Meeting dates:

Fall 2023 - First Friday of the month, from 10:00 am- 11:30 am.

- September 8
- October 6
- November 3
- December 1

Spring 2024- First Friday of the month, from 10 am - 11:30 am.

- February 2
- March 1
- April 12
- May 3

ACCOMPLISHMENTS

Institutional Learning Outcome [revision to ILO #7](#) was passed through the Senate after having input from DEI. Although it originated from an HSI sub-committee, it was co-sponsored by the DEI Committee. ILO#7 relates to liberatory outcomes and non-academic outcomes.

Co-Sponsored **Islamophobia/SWANA Taskforce [Resolution](#)**, which was passed by the Senate.

Submitted **Unit Diversity Plan- [Information Item](#)**, developed by Jennifer Imazeki, and passed by the DEI Committee.

Review of Candidates' BIE Criteria

Committee representatives reviewed tenure-track applications using Building on Inclusive Excellence (BIE) criteria during Fall and Spring semesters for hiring searches across the university. Faculty candidates must meet at least 2 of 8 of the BIE criteria. DEI reviewed **203 candidates across 54 searches**, with 199 approved on first review. This is a small decrease from **245 candidates across 58 searches** last year (AY22-23) and an increase from **164 candidates for 40 searches** two years prior (AY20-21).

PRESENTATIONS

Invited Guest Speakers:

Jennifer Imazeki Update on Department Diversity Plans, Nov. 3, 2023

Diversity, Equity, and Inclusion Committee Members Presentations:

- a. Young Men of Color Study Group by Joaquin Camacho, Feb 2, 2024
- b. Unit Diversity Plans and [Information Item](#) by Jennifer Imazeki, March 1, 2024

CONSULTATIONS

1. **Proposed Institutional Learning Outcome revision to ILO #7 March 1, 2024**
[Proposal - revised Institutional Learning Objective](#)
2. Islamophobia/Swana Task Force [Resolution](#) Feb 2, 2024 and March 1, 2024

REFERRALS

1. Had several ongoing discussions on the 2021 Senate Referral regarding policies and procedures about faculty behaviors and responsibilities to create diverse, equitable, inclusive classroom environments. Ad hoc committee including five members was proposed to make recommendations to write a small report. Report pending.

FUTURE PLANS

Continue addressing issues of our Annual Agenda that persist into the coming academic year, most notably the implementation of the Senate Diversity Plan, the referral on faculty behaviors

and responsibilities in the classroom, especially in light of growing concerns about the impact of the Israeli bombing of Palestinians in the Gaza Strip following the actions of October 7, 2023, and the ongoing pushback on DEI and other related diversity initiatives in higher education. The above balanced with any new pressing issues that the DEI committee members deem necessary to include into the Annual Agenda for AY 2024-2025.

Respectfully submitted by the 2023-2024 Senate Committee on Diversity, Equity, and Inclusion Members:

Roberto D. Hernandez, Chair

Noel Bezette-Flores

Palni Bhatt

Regina Brandon

Joanna Brooks

Joaquin Camacho

Nikole Carter-Curtis

Hung Chan

Janine Ezomo

Thom Harpole

Stefan Hyman

Jennifer Imazeki

Jochen Kressler

Efren Lopez

Christopher Manning

Gail Mendez

Esme Murdock

Mary Pilgrim

William Tong

Emilio Ulloa

Jacob Alvarado Waipuk

Ashley Wilson

Approved: September 16, 2024



Hispanic Serving Institution (HSI) Affairs

2024 Annual Report

SDSU

San Diego State
University

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Message from SDSU’s Associate Chief Diversity Officer:



Dear Campus Community,

As San Diego State University's associate chief diversity officer for Hispanic-Serving Institutions and Regional Affairs, I am honored to present our HSI Annual Report highlighting our institution's ongoing commitment to serving and supporting the success of our growing Latinx student population.

SDSU has a long-standing legacy as an HSI, with SDSU Imperial Valley earning the federal designation in 2004, followed by SDSU’s San Diego campus in 2012. This identity has only grown stronger, as evidenced by the creation of structures to examine and make recommendations to the campus on how SDSU could fully embrace its Hispanic-Serving identity and responsibilities.

We established the Office of HSI Affairs to provide support and to facilitate the university’s initiatives and programs in service of our designation as a Hispanic-Serving Institution. The Office of HSI Affairs launched the HSI Campus Advisory Committee in 2021 in response to recommendations from the presidentially commissioned HSI task force of 2018-19 to address the need for a shared governance structure charged with providing guidance to campus in the form of recommendations related to the HSI endeavor. Further, the Office of HSI Affairs established the HSI Student Advisory Board to formalize the integration of student voice and student perspective into our efforts.

Over the last few years we have worked to think strategically, expansively and creatively about how the university can honor our HSI designation and support our community of Hispanic/Latinx/Chicanx faculty, students and staff with intention. Our focus on the incorporation of HSI into our institutional identity has directly informed our strategic planning process, catalyzing SDSU's comprehensive approach to serving Latinx students holistically.

Our efforts are yielding remarkable results. SDSU takes great pride in our designation as a Hispanic-Serving Institution. Since fall 2021, the proportion of Latinx undergraduate students at our San Diego campus has risen from 31.8% to 34% as of fall 2023. When including SDSU Imperial Valley, Latinx students now comprise the largest ethnic group in our total undergraduate population at 35.4%. We earned the prestigious Seal of Excelencia certification in 2021 and, just last year, we launched the innovative Progresando en Salud program in partnership with Bank of America and the Education Advisory Board to support Latinx students pursuing careers in health care.

This report outlines campuswide statistics, progress, achievements and assessments of the HSI endeavor over the last year, as well as other efforts implemented at SDSU. We are excited to share the report with the SDSU campus community and beyond, and we encourage you to read the report and reflect on how each of us can contribute to our effort to be a true Hispanic-Serving Institution.

Sincerely,

Emilio Ulloa
Associate Chief Diversity Officer for San Diego State University

Note: Website links in this document are indicated with an underlined superscript. Please reference the corresponding links in the footers of each page for the associated URL.

SDSU

Student Affairs and
Campus Diversity
Office of HSI Affairs

The Office of HSI Affairs at SDSU is proud to present its 2023 annual report to commemorate the initiatives, programs and efforts dedicated to supporting the Latinx community this year. The report outlines relevant data; new and continuing collaborations among senior leadership, faculty, staff, community and students; and notable accolades and accomplishments.

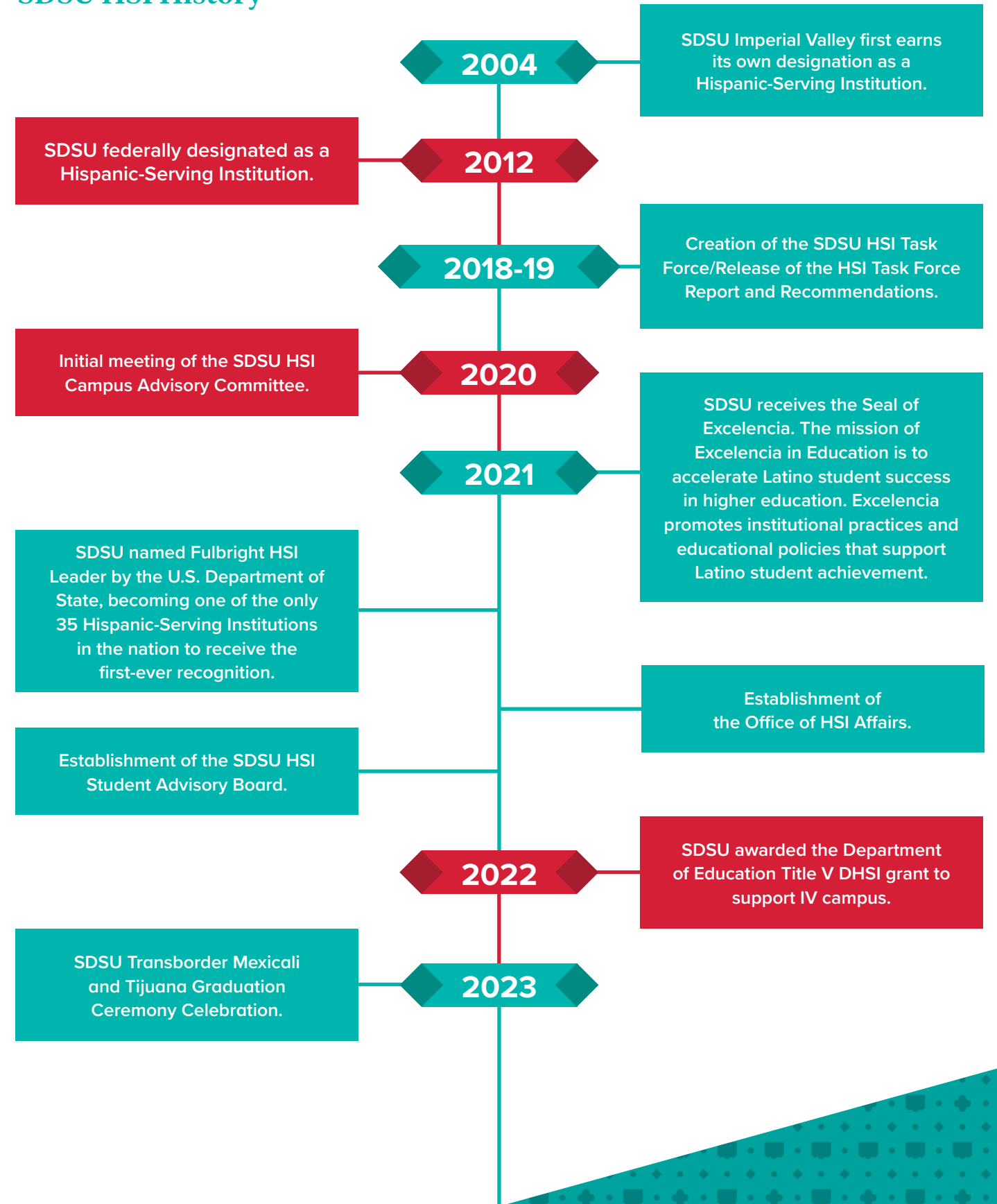
Background of HSIs

In the 1980s, leaders recognized a small set of institutions which enrolled a large percentage of Latino students but had limited resources to educate these students. The classification of Hispanic-Serving Institutions formally recognized these institutions for capacity-building and other support from the Department of Education.

HSIs are defined as accredited, degree-granting public or private not-for-profit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.ⁱ Since 2013, HSIs have increased on average by 29 institutions per year. Over 571 HSIs are established nationwide, with 401 emerging HSIs per the Excelencia in Education 2021-22 report.

ⁱ Summary of Title V of the Higher Education Act, as amended in 2008. To be eligible for the “Developing HSIs Program”, the law further requires an HSI to have a high enrollment of needy students and low core expenditures.

SDSU HSI History



★ Highlights

- SDSU is a proud AANAPISI (Asian American, Native American Pacific Islander-Serving Institution), HSI (Hispanic-Serving Institution), and HSACU (Hispanic-Serving Agricultural Colleges and Universities) Institution.
- Latinx students make up 35.4% of all students at SDSU.*
- Latinx faculty increased from 11% in 2021 to 20% of all faculty at SDSU in 2024. They make up 13.6% of all tenure track faculty, while lecturers were 20%.*
- Latinx staff make up 36.1% of all staff at SDSU, while administrator staff (MPP) constitute 20.4%.*

*ASIR SSEA dashboards and internal dashboards provided by the SDSU CIE team.

Additional Latinx Designations and Affiliations

Hispanic-Serving Agricultural Colleges and Universities Institution¹

The Food, Conservation and Energy Act of 2008 authorized establishment of a group of Hispanic-Serving agricultural colleges and universities to be eligible for NIFA Integrated Research, Education, and Extension Competitive Grants Programs. SDSU was recognized as a HSACU institution in 2016.

Seal of Excelencia²

San Diego State University was recognized by Excelencia in Education with the Seal of Excelencia in 2021. This recognition is awarded every three years. The Office of HSI Affairs is leading the efforts while working with campus entities to become recertified for fall 2024. The certification recognizes institutions with success in serving Latino students as measured by data, practice and leadership benchmark.

The following list provides SDSU’s affiliations with Latinx entities at the local, state and national level to serve students:

- Hispanic Association of Colleges and Universities³
- Excelencia in Education⁴

- Alliance for Hispanic Serving Institution Educators⁵
- Fulbright HSI Leader⁶
- MANA de San Diego⁷

Faculty, Administration and Staff Representation

Over the past few years, SDSU’s Latinx faculty, administration and staff representation has increased.*

- **Latinx all faculty** representation increased from 9% in 2016 to 18% in 2024.
- **Latinx tenured faculty** representation increased from 8% in 2016 to 14% in 2024.
- **Latinx lecturer** representation increased from 8% in 2016 to 20% in 2023.
- **Latinx administrator** representation increased from 14.9% in 2018 to 20% in 2024.
- **Latinx staff** representation increased from 28.6% in 2018 to 36% in 2023.

*ASIR SSEA dashboards and internal dashboards provided by the SDSU CIE team.

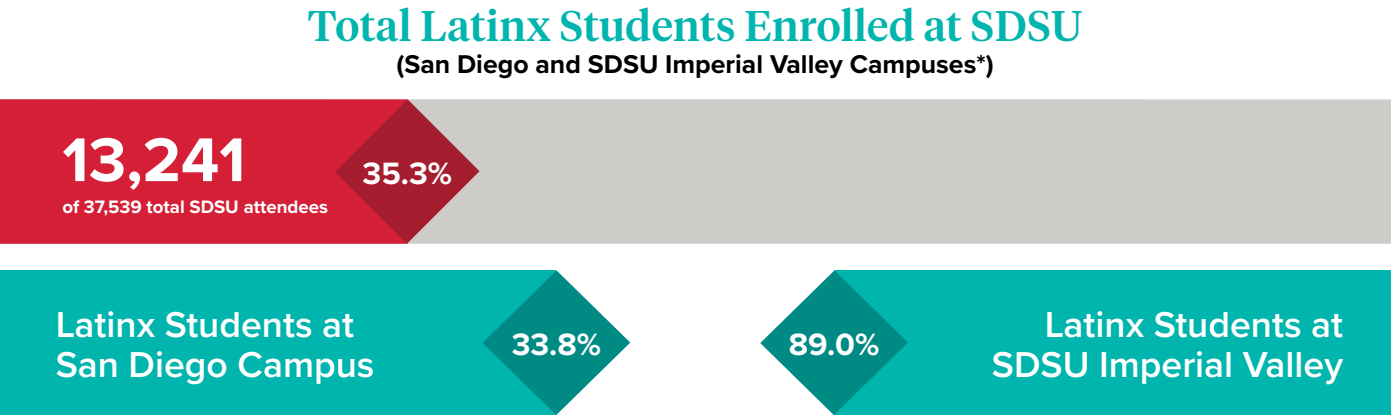
¹ <http://www.nifa.usda.gov/grants/programs/hispanic-serving-institutions-education-grants-hsi-program/hispanic-serving-agricultural-colleges-universities-hsacu>
² <http://www.edexcelencia.org/seal-excelencia>
³ <https://www.hacu.net/hacu/default.asp>

⁴ <https://www.edexcelencia.org/>
⁵ <https://ahsie.org/>
⁶ <https://www.fulbrightprogram.org/fulbright-hsi-leaders-initiative/>
⁷ <https://manasd.org/>

Student Representation

SDSU Latinx full-time undergraduate students increased to 35% and close to 37% for part-time undergraduate students in 2023.

In 2023, SDSU had one of its largest fall enrollment classes in the university’s history, in including a record-high transfer student class. The total enrollment of Latinx transfer students for fall 2023 was 47%.



Information provided was sourced from SDSU institutional data available Fall 2023.

*Data includes both locations within the Imperial Valley campus, located respectively in Brawley and Calexico.

Student Completion/Graduation Rates

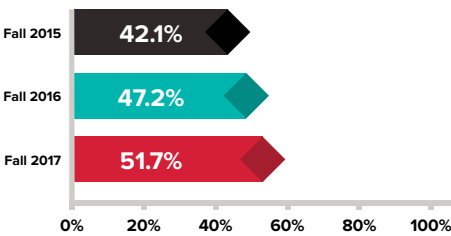
Closing the equity gap for Latinx students has indeed contributed to rising completion rates for Latinx student , especially among San Diego campus transfer students.

- **Transfer students:**⁸ When examining graduation rates for Latinx students for the San Diego campus fall 2017 cohort, 86.6% of full-time transfer students graduated in four years or less (compared to an overall 87.9%). For SDSU Imperial Valley, The rate was 83.4% for Latinx transfer students and 82.8% overall. For the 2019 cohort, 88.4% Latinx students graduated in four years or less at SDSU Imperial Valley (compared to 88.8% overall). The rates at the San Diego campus were 85.9% for Latinx students and 87.9% overall.
- **Ds, Fs, and withdrawal rates:** These have been as low as 8% in the 2019-20 year and were at 6.5% for summer 2022 and 9.4% for the 2021-22 year.
- **First-year students:**⁹ When examining graduation rates for the fall 2015 Latinx student cohort at the San Diego campus, 75.4% of full-time first-time freshman students graduated in six years or less (compared to 77.7% overall). For the fall 2017 cohort, 75.6% graduated in six years or less, (compared to 78.3% overall).

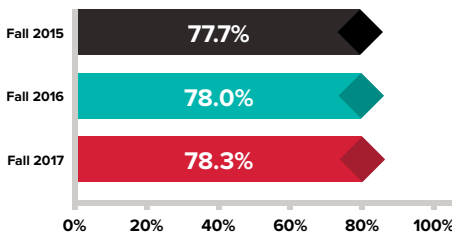
Latinx Student Success Metrics at SDSU

Latinx Graduation Rates: First Time Freshman (FTF)

4-year graduation rates on San Diego campus and 6-year graduation rates for Hispanic/Latinx students over a span of 3 years (Fall 2015-Fall 2017).



4-Year Graduation Rates in 2023



6-Year Graduation Rates in 2023

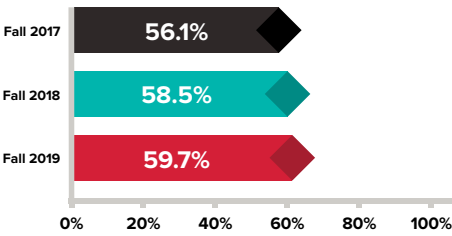
Compared to rates for overall grand total student rates in Fall 2017:

- 4-year rates: 56.6%
- 6-year rates: 78.3%

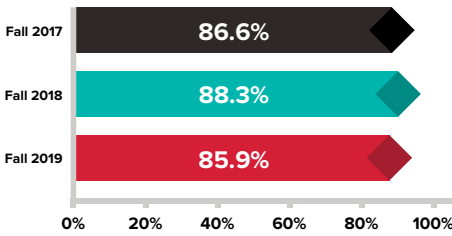
4 and 6-year graduation rates for FTF from Fall 2015-Fall 2017 has steadily increased.

Latinx New Transfer Graduation Rates

Full-time-2-year graduation & Full-time-4-year graduation rates for Latinx/Hispanic students at San Diego campus from Fall 2017-Fall 2019.



Full-Time-2-Year Graduation Rates



Full-Time-4-Year Graduation Rates

Compared to overall grand total student rates in Fall 2019:

- 2-year rates: 60.1%
- 4-year rates: 88.8%

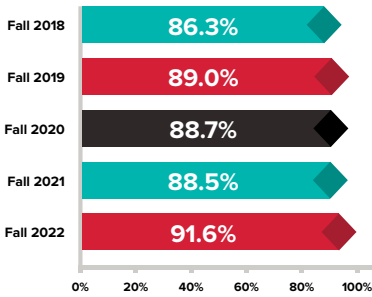
Latinx One Year Continuation/Retention for First Time Freshman

Continuation rates refer to the proportion of a student cohort still enrolled at the same university as undergraduates for a specified year after matriculation.

The table demonstrates the one year continuation rates for Latinx/Hispanic students from Fall 2018-Fall 2022.

88.5%

Is the average one year continuation rate for Latinx/Hispanic students from Fall 2018-Fall 2022



One Year Continuation Rates for First Time Freshman

Compared to overall continuation rate in Fall 2022: 91.6%

⁸ <https://asir.sdsu.edu/graduation-progress-data/new-transfer-graduation-rates/>
¹⁰ <https://asir.sdsu.edu/graduation-progress-data/ttf-graduation-rates/>

Initiatives, Accolades and Achievements 2023-24

Partnership with La Universidad La Salle Oaxaca
Per San Diego State University’s MOU with La Salle University in Oaxaca, academic leaders from La Salle University Oaxaca visited San Diego State University in March this year, meeting with deans, faculty, and staff to explore ways the two institutions can expand binational projects and international exchanges.

MOUs with the Biblioteca de Investigacion Juan de Cordova in Oaxaca, the Archivo General del Estado de Oaxaca, and with the Municipio de Tijuana
SDSU secured new MOUs with the Biblioteca de Investigacion Juan de Cordova in Oaxaca, the Archivo General del Estado de Oaxaca, and with the Municipio de Tijuana. These three are collaborations with faculty in LAS, Love Library, and the Sage Project.

HSI Roadshow
The Office of HSI Affairs piloted a series of presentations catered to departments on campus to share knowledge about what it means to be a true Hispanic-Serving Institution, what the HSI office offers on a regular basis, and as an opportunity for each individual to reflect on how they can make an impact on the Latinx community at SDSU.

Marchas Feministas
This event sponsored by the Women’s Resource Center and the Latinx Resource Center included a conversation to address the “el patriarcado (patriarchy)” among our Latinx communities.

En Confianza @ SDSU
En Confianza @SDSU is a collaborative support group program created by the Latinx Resource Center and Counseling and Psychological Services, offering a safe, welcoming space for students who identify as Latina/e/ o/x, Chicana/o/x and Hispanic. At En Confianza, students build community, come together to discuss challenges they’re facing, learn new tools, and support one another. The support group meets weekly and invites folks to speak in whatever language they feel most comfortable speaking (Spanish, English or Spanglish).

HSI faculty and staff community welcome “Mi Casa es su Casa”
The HSI Student Advisory Board, in collaboration with the Office of HSI Affairs, implemented an event during the spring semester in which they welcomed new faculty and staff to the SDSU community. It was an opportunity to mingle, network and educate about what it means to be a true serving Hispanic-Serving Institution.

One SDSU and HSI Affairs Collaborative
In an ongoing collaboration with the One SDSU Community programming, we are bringing programs focused on highlighting the Latinx community.



• **Chicano Art Panel and trip to The Cheech Marin Center for Chicano Art & Culture Museum**

In the fall 2023, One SDSU and HSI Affairs collaborated on holding a Chicano Art Panel and making a trip to the Cheech Marin Center for Chicano Art & Culture Museum in Riverside. The panel took place on Feb. 6 in Montezuma Hall and included a discussion with the De La Torre Brothers, influential Chicano artists from Tijuana. The trip to “the Cheech” took place on Feb. 24 and provided students the opportunity to learn about Chicano art while creating connections with one another.

HSI Latinx Student Voice Data Collection

The SDSU HSI Student Advisory Board conducted data collection efforts with support from the Office of HSI Affairs in the fall 2023 semester. The focus of the survey was to assess “liberatory” (*Garcia 2021) outcomes within SDSU: a sense of belonging, inclusivity and leadership skills. The data, collected from students, concluded with a focus group during which the members of the HSI SAB provided their own personal experiences and perspectives.

The data collected will be analyzed and shared with the campus community.

*Articulated in her 2021 article, “A Love Letter to HSI Grant Seekers/Implementers and the Federal Agencies that Fund Them: Defining Servingness in Research, Practice, & Policy Liberatory.” Garcia refers to outcomes that are grounded in Paulo Freire’s approach to education as a means to freedom and liberation for the oppressed. Liberatory educational outcomes are measurable and include concepts related to development of academic self-concept, social agency, leadership identity, racial identity, critical consciousness, grad school aspirations, civic engagement and social justice orientations.

‘Being an HSI’ SDSU Canvas Course

The Office of HSI Affairs has commissioned several SDSU faculty and staff to create separate modules that span the different domains of the Hispanic-Serving Institution endeavor including, but not limited to, HSI research and granting, Latinx student resources and support services, Latinx student success and outcomes metrics, Latinx representation, SDSU’s Latinx history, and defining “servingness” at SDSU. The Canvas course will be self-paced and asynchronous, and completion earns the user certificate of completion and “badge.” Tentative release date for the pilot is fall 2024.

University Seal of Biliteracy and Cultural Competence (Spanish/English)¹⁰

This is a specific way in which we have implemented the value of language in our Latinx/transborder community. SDSU’s University Seal of Biliteracy and Cultural Competence is a digital badge that SDSU students can earn by participating in a cultural and linguistic immersion experience and demonstrating working proficiency through standardized testing that covers reading, writing, listening and speaking in a language other than English. SDSU’s USBCC is a standardized measurement of biliteracy skills and is open to all students who meet the

requirements, regardless of their pathways to proficiency in their languages. The USBCC was made possible through a three-year grant awarded by the California Department of Education’s Multilingual California Initiative.

SDSU Latinx Historical Campus Tour

The Office of New Student and Parent Programs, in collaboration with HSI Affairs and the Latinx Resource Center, launched the Adelante tour to celebrate and honor the history and accomplishments of the Latinx/ Hispanic/Chicanx communities at SDSU. This tour is intended for prospective and admitted students and their families.

Hispanic Heritage Month Celebration

The weeks between Sept. 15 and Oct. 15 mark National Hispanic Heritage Month, a time to honor the culture, traditions and contributions of Hispanic, Chicanx and Latinx communities. As a proud Hispanic-Serving Institution, San Diego State University successfully leveraged the opportunity to celebrate the many contributions of our Hispanic, Chicanx and Latinx students; faculty; staff; and community members with multiple campus events, culminating in the SDSU Pachanga. The celebration was themed “Siempre Pa’lante, Nunca Pa’tas” to highlight the resistance of our communities to human-made barriers, such as laws governing bodies and the ongoing over-extraction of resources affecting the globe, as well as the communities’ strength in fighting for basic human rights, access to land that resides in indigenous communities, and other issues. The monthlong celebration ended with a community-wide “Pachanga” held in the Conrad Prebys Aztec Student Union that included food, mariachi band, traditional Aztec dance, folklórico, a DJ and dancing.

Employee Resource Groups

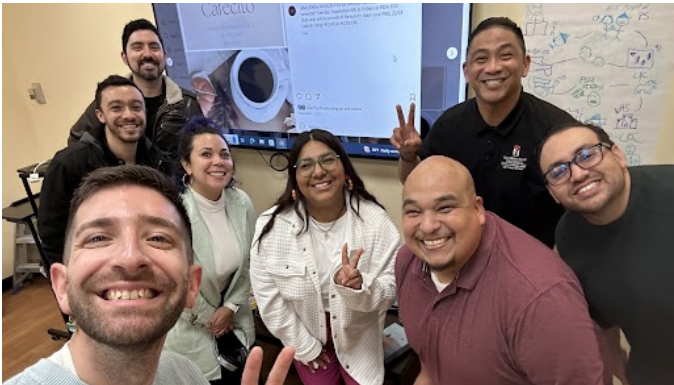
Employee Resource Groups are designed to build an inclusive environment for SDSU employees, with particular attention to employees from historically underrepresented and underserved backgrounds. ERGs are established and operated by employees with modest support from the Division of Student Affairs and Campus Diversity. There are several organizations whose membership or mission aligns with the specific goals of SDSU’s designation as an HSI. They include: SDSU Latina Network; SDSU LatinX, ChicanX and Hispanic Faculty/ Staff Association (LCHFSA); and Men of Color Alliance (MoCA).



SDSU Latina Network



SDSU LatinX, ChicanX & Hispanic Faculty/Staff Association (LCHFSA)



SDSU LatinX, ChicanX & Hispanic Faculty/Staff Association (LCHFSA) cafecitos

Dual Language and English Learner Education

Newly elevated Master of Arts degree focuses on building strengths of multilingual students: M.A. in Dual Language and English Learner Education.

Blue Gold, and Department of Geography, Civil and Environmental Engineering, Geological Sciences, Public Health, Economics, Math and Statistics
SDSU's Office of the President selected a “Big Idea” in "Water Across Borders," which aims to foster collaboration between SDSU, partner institutions in Mexico and students on both sides of the U.S.-Mexico border.

The “Big Idea” Water Across Borders,¹¹ with funding support from the Department of Research and Innovation, held two well-attended workshops in 2023 and funded 11 collaborative research projects with one SDSU co-principal investigator and one co-principal investigator from a university in Mexico.

HACU National Conference

Five students received sponsorships to attend the annual Hispanic Association of Colleges and Universities conference held in downtown San Diego.

Black Panthers and Brown Berets conversation
This event sponsored by the Latinx Resource Center and the Black Resource Center was a student-moderated conversation with members of the San Diego Black Panther Party and Brown Berets de Aztlán. There was singing, spoken word performances, and multimedia history recap with archived images and videos provided by SDSU’s librarians and donations from the Black Panthers and Berets.

Young Men of Color Alliance Career Panel
The Young Men of Color Alliance at SDSU held a panel discussion about career opportunities on April 4, 2024. The panel provided attendees with the opportunity to interact with several professionals in different fields while networking with one another in a safe and brave environment.

HSI Student Research Award
The Office of HSI Affairs Student Research award goes to the top student whose research furthers our understanding of serving Latinx, Chicanx or Hispanic students in higher education or contributes to the commitment to honor our designation as an HSI. Two awards of \$250 are presented each year.

HSI awardees:

1. Marian Carbajal (Mentor: Elva Arredondo), “The Increase in Mother-Daughter Closeness After Participation in the Conmigo Program: An Intervention Program for Latina Mothers and Daughters”
2. Aurora Valdez De La Torre (Mentor: Irene Lara), “Fear Embodied: Transforming Temor into Resistance Along the Borderlands”

¹⁰ <https://www.sdsu.edu/international-affairs/events-and-initiatives/biliteracy-seal>

¹² <https://bluegold.sdsu.edu/borderwater>

Transborder Graduations: SDSU IV Mexicali Building Bridges Mexicali Graduation Ceremony and Tijuana Celebration

The Building Bridges graduations provided families of SDSU Imperial Valley and San Diego campus graduates who cannot cross the Mexico-U.S. border an opportunity to celebrate in Mexicali and Tijuana, Mexico. Sixty-two students walked across the stage, and were joined by more then 300 guests at the Tijuana celebration. Fifty-eight students walked across the stageand were joined by more than 200 guests at the Mexicali celebration.

In 2024, SDSU hosted the second Transborder Graduation in Tijuana, reaffirming its commitment to fostering cross-border educational opportunities. This event exemplified SDSU's dedication to serving diverse student populations and promoting global engagement. By extending graduation ceremonies beyond the SDSU campus, SDSU demonstrated its role as a leader in transborder education initiatives, fostering inclusivity and cultural exchange. The successful execution of the Transborder Graduation underscored SDSU's status as a Hispanic-Serving Institution dedicated to advancing equity, diversity and academic excellence.

Spanish-Speaking Orientation

Spanish-Speaking Parent and Family Orientation: This orientation program has over 10 years of existence at SDSU and is designed for parents and family supporters of first-year students at SDSU whose first language is Spanish. The goals are to ease the concerns Spanish-speaking families might have about their student's transition to SDSU while fostering a sense of community for families.

Conocimientos

Conocimientos y Conexiones! A program aimed at connecting Latinx/e students to SDSU faculty through social and educational gatherings. Conocimientos’ goal is for Latinx/e students to expand their social/academic capital by engaging in cultural pláticas with SDSU faculty from similar backgrounds. Lastly, Conocimientos is a platform for SDSU Latinx/e faculty to actively participate in cultural community reciprocity.

Recepción en Español para Padres y Familias (Spanish Reception for Parents and Families)

New Student and Parent Programs held this event to welcome Latinx and first-generation new students and their families. The reception was facilitated in Spanish so families and students could feel as welcome as possible

in their native language. The Office of HSI Affairs, the Office of the Vice President for Student Affairs and Campus Diversity and several other leaders/departments were in attendance.

Annual MANA de San Diego Latina Success Conference

With assistance from the Office of the Vice President for Student Affairs and Campus Diversity, Associated Students, and the Office of the Provost, the Office of HSI Affairs helped support the biannual MANA conference on campus at the Conrad Prebys Aztec Student Union.

HSI Colectiva

The Office of HSI Affairs continued the HSI Colectiva during this academic year. This group was established as part of a recommendation to centralize information about HSI and Latinx-related events and initiatives across campus. Several campus departments and students have been invited to participate. Participants filled out a Google form to update the rest of the team on events and initiatives from their respective areas.

HSI in the Media

Peggy Pico (2023) “SDSU's Latino Student Social Work Association: Empowering Latinx Students Through Collaboration and Community Volunteerism One small step forward towards change is better than none is the LSSWA motto.”¹²

ABCNews (2023) “Why does Hispanic Heritage Month start in the middle of September? San Diego professor, author, explains”¹³

Daniella Rodiles (2023) “SDSU Imperial Valley Dean Honored as Latina Community Leader — Guillermina Gina Nuez, dean of SDSU Imperial Valley, is recognized for being a Latina trailblazer in higher education”¹⁴

SDSU News Team (2023) “Employee Resource Group Sets Sights on a Broader Reach — The Latina Network, SDSU's oldest ERG, created a first-of-its-kind scholarship.”¹⁵

Andrea Berreondo (2023) “Opinion: I'm a Goth Latina, and finding beauty in the darkness guided me through my education”¹⁶

SDSU News team (2023) “SDSU Honored as Fulbright HSI Leader for Third Consecutive Year. SDSU is among 46 colleges and universities on the 2023 list, announced at the Hispanic Association of Colleges and Universities (HACU) annual meeting in Chicago.”¹⁷

Jeff Ristine (2023) “SDSU Rates High in Educating Latinx Students. The university is No. 15 in the U.S. for the number of bachelor’s degrees awarded to Hispanic/ Latinx students in 2021-22, figures show.”¹⁸

KPBS Midday Edition with Jade Hindmon (2023). “Exploring Latino Identity.” Guests Emilio C. Ulloa, Ph.D. and Renzo Lara, Ed.D.¹⁹

Jeff Ristine (2023) “HSI Leader Selected for Hispanic Colleges’ Leadership Academy Emilio Ulloa is among 50 fellows in the fifth cohort of the training program, offered through the Hispanic Association of Colleges and Universities.”²⁰

Calexico Chronicle (2023) “Ulloa Tabbed for Hispanic Colleges’ Leadership Academy HSI Leader is Among 50 Fellows in the Fifth Cohort of the Training Program, Offered Through the Hispanic Association of Colleges and Universities”²¹

SDSU Communications and Public Affairs (2023). “SDSU Imperial Valley Launches Building Bridges Between Community and Careers Team”²²

Daniella Rodiles, Maria Keckler and Cory Marshall. (2023). “SDSU Hosts Transborder Graduation Ceremonies in Mexicali and Tijuana.”²³

Efren Lopez. (2023). “Opinion: Families of SDSU’s transborder students don’t always get to see them graduate — until now.”²⁴

Paulina Castellanos. (2023) “SDSU Celebrates Hispanic Heritage Month 2023.”²⁵

¹² <https://www.sdsu.edu/news/2023/10/sdsus-latino-student-social-work-association-empowering-latinx-students-through-collaboration-community-volunteerism>

¹³ <https://www.10news.com/news/local-news/why-does-hispanic-heritage-month-start-in-the-middle-of-september-san-diego-professor-author-explains>

¹⁴ <https://www.sdsu.edu/news/2023/10/sdsu-imperial-valley-dean-honored-latina-community-leader>

¹⁵ <https://www.sdsu.edu/news/2023/04/employee-resource-group-sets-sights-broader-reach>

¹⁶ <https://www.sandiegouniontribune.com/opinion/commentary/story/2023-05-26/opinion-goth-latina-education-mass-media-sdsu-san-diego>

¹⁷ [https://www.sdsu.edu/news/2023/10/sdsu-honored-fulbright-hsi-leader-for-third-consecutive-year#:~:text=For%20a%20third%20consecutive%20year,%2DServing%20Institution%20\(HSI\).](https://www.sdsu.edu/news/2023/10/sdsu-honored-fulbright-hsi-leader-for-third-consecutive-year#:~:text=For%20a%20third%20consecutive%20year,%2DServing%20Institution%20(HSI).)

¹⁸ <https://www.sdsu.edu/news/2023/10/sdsu-rates-high-educating-latinx-students>

¹⁹ <https://www.kpbs.org/podcasts/kpbs-midday-edition/exploring-latino-identity>

²⁰ https://www.sdsu.edu/news/2023/09/hsi-leader-selected-for-hispanic-colleges-leadership-academy?utm_source=go&utm_medium=redirect&utm_campaign=newscenter.sdsu.edu

²¹ <https://calexicochronicle.com/2023/09/13/ulloa-tabbed-for-hispanic-colleges-leadership-academy/>

²² https://www.ivpressonline.com/featured/sdsu-imperial-valley-launches-building-bridges-between-community-and-careers-team/article_708c4ca2-326a-11ee-951b-4ffc7d0c5c6.html

²³ https://www.sdsu.edu/news/2023/05/sdsu-hosts-transborder-graduation-ceremonies-mexicali-tijuana?utm_source=go&utm_medium=redirect&utm_campaign=newscenter.sdsu.edu

²⁴ <https://www.sandiegouniontribune.com/opinion/commentary/story/2023-06-27/opinion-sdsu-imperial-valley-san-diego-state-transborder-graduation-commencement>

²⁵ <https://www.sdsu.edu/news/2023/09/sdsu-celebrates-hispanic-heritage-month-2023>

Fostering HSI Work at SDSU

The Office of HSI Affairs

The SDSU Office of HSI (Hispanic-Serving Institution) Affairs strives to steward the university's commitment to honoring our designation as a proud transborder, Hispanic-Serving Institution residing on Kumeyaay land. Working closely with leadership across all divisions, colleges and student organizations, we are committed to promoting awareness, to educating the campus community about our designation, to fostering a sense of belonging for our Hispanic/Latinx/Chicanx, transborder, faculty, staff and students, and to supporting the opportunities for engagement of our campus and surrounding community in the effort to promote and sustain our identity.

Mission

Our commitment:

- Steward the university's commitment to honoring our designation as a proud transborder, Hispanic-Serving Institution residing on Kumeyaay land.
- Promote awareness to educate the campus community about our designation.
- Foster a sense of belonging for our Hispanic/Latinx/Chicanx and transborder faculty, staff and students.
- Honor the cultural and linguistic diversity of our Latinx/Hispanic/Chicanx students and transborder community.
- Support the opportunities for engagement of our campus and surrounding community in the effort to promote and sustain our HSI identity.

We do so by collaborating with campus and community stakeholders to:

- Regularly assess our institutional and experiential data to identify equity gaps in success and in lived experiences.
- Seek out, identify, disseminate and utilize scholarship, evidence-based best practices, conceptual and theoretical frameworks that support our commitment to being a true Hispanic-Serving Institution.
- Actively seek out opportunities to “center” Hispanic/Chicanx/Latinx experiences in the design and implementation of our systems, curriculum, policies and procedures that benefit all.
- Promote, celebrate and affirm Hispanic/Chicanx/Latinx culture in visible and tangible ways on campus.
- Promote and disseminate HSI-related events, as well as grants, jobs and service opportunities among our community of faculty, staff and students.



Left to Right (top): Julia Cordova, Abdel U. Amador II, Leanne Locano
Left to Right (bottom): Miriam Garcia, Emilio Ulloa, Wendy Mejia

Office of HSI Affairs Team

Emilio Ulloa, associate chief diversity officer for HSI and Regional Affairs

Abdel U. Amador II, assistant director, Office of HSI Affairs

Wendy Mejia, program coordinator and retention specialist, Progresando En Salud

Julia Cordova, HSI Affairs student assistant, Progresando en Salud peer mentor

Hailey Gorman, HSI Affairs student assistant, Progresando en Salud peer mentor

Leanne Locano, HSI Affairs student assistant, Progresando en Salud peer mentor

Miriam Garcia, HSI Affairs student assistant, Progresando en Salud peer mentor

Hispanic-Serving Institution Student Advisory Board

Composed of 15-20 undergraduate and graduate students, the HSI SAB is a forum for the consideration, assessment and sharing of the quality of the student experience as it relates to SDSU’s status as a Hispanic-Serving Institution.

HSI SAB team:

Kailey Quezada , president	Leslie Ramirez , treasurer
Ruby Castellon , vice president	Hailey Gorman , secretary
Sophia Salgado , vice president of public relations	Abdel Amador II , adviser
Naidelyn Franco , vice president of membership engagement	Emilio Ulloa , adviser

★ Highlights



SDSU’s HSI SAB has strived to listen to students and work to incorporate student voices into improving policies and environments. HSI SAB began in the 2021-22 academic year, with the goal of improving Hispanic students' experiences and uplifting their voices to enhance SDSU’s status and goals as a Hispanic-Serving Institution.

HSI SAB aimed to achieve this goal this 2023-24 year through the implementation of working groups — each aimed at different functions, such as scholarships and education, visibility, transborder relations, and student support. Additionally, these efforts included panels for undocumented students and their families, surveys to allow students to anonymously share their experiences with SDSU, and continuous efforts to improve SDSU as an HSI institution.

Accomplishments and accolades:



HSI SAB worked diligently to support institutional policy at SDSU. As an example, it was instrumental in securing a revision to SDSU’s Institutional Learning Outcomes that reflects nonacademic and liberatory outcomes that are drawn from the HSI work of Gina Garcia. Previous Learning Outcome stated: Demonstrate an understanding of diversity, equity, inclusion, and sustainability through local, global, and ethical perspectives. The new revised and approved

states: *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.*

HSI SAB also held a focus group that uncovered spaces on campus where students felt it was growing in nonacademic ways. SAB contributed to the sense of belonging for the Latinx community on campus by hosting a welcome event for new faculty to engage with SDSU students.

Latinx Resource Center

The Latinx Resource Center is a culturally rooted, community-based center at SDSU where students of Latin American descent can thrive; a space where their identities can be sources of strength; where students can develop their social and political consciousness, and develop as leaders with commitments to social and racial justice; where students can leverage their own cultural wealth and access the tools, fem/mentorship, and skills that they need to become fluent and successful across contexts.

The center supports students in their development as critically conscious activists, organizers, mobilizers and leaders who are aware of the complexities of the world around them and the challenges facing the world in their future. The center believes in developing community-centered scholars who will continue their journeys beyond SDSU, engaging and confronting the world as it is and transforming it as it could be.

The LRC Team:



Renzo Lara, Ed.D.,
director



Anthony Villarreal, Ph.D.,
faculty scholar



Erik Esqueda Sanchez,
assistant director



Isabel Torres,
assistant coordinator

★ Highlights

4th annual Queerceañerx

- The Queerceañerx is an event created to center and celebrate the intersections of 2SLGBTQIA+ and Latinidad. This celebration is intended to celebrate our flexible and ever-changing identities that contribute to our whole sense of self.



Marchas Feministas

- An event discussing Marchas feministas and their impact across the United States and Latin America. As a university located in a border town, it’s important to talk about social movements happening across the border, in areas such as Tijuana, but that are also impacting most countries in Latin America. This event opened a safe space where students asked realistic questions about what happens to the missing women in Juarez and what we as the SDSU community can do to raise awareness.



Progresando en Salud

Progresando en Salud (PES) - Bank of America, in collaboration with the San Diego Foundation, has provided a two-year grant totaling \$500,000 to support at least 200 Latinx students preparing for careers in health care.

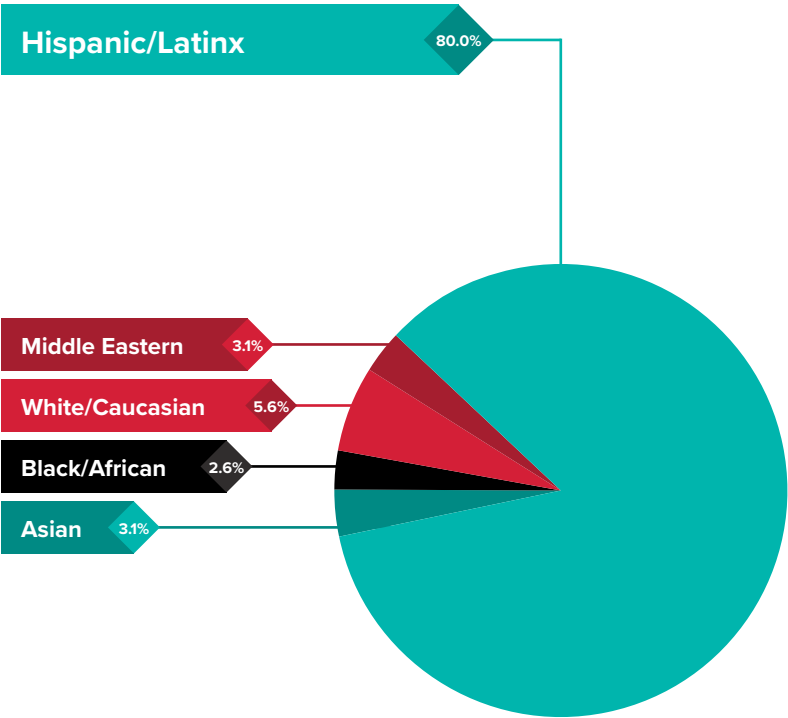
Goals

The goals of the SDSU Progresando en Salud Program are to provide paid opportunities for participants to engage in crucial extracurricular career experiences and programming opportunities that facilitate pathways for health career success and allow students to reconnect with the Hispanic/Latinx community and ensure deliberate and ample utilization of retention and student success resources. The collective goal is to advance the number and impact of Hispanic/Latinx learners who seek to serve their communities in the critical arena of health care.

Support and services for students:

- 1. Financial assistance
- 2. Career experience
- 3. Professional development
- 4. Academic support

Latino/Hispanic Progresando en Salud Student Served, Fall 2023-24 Academic Year:
N=196



The PES Team:

Wendy Mejia, program coordinator and retention specialist

Julia Cordova, HSI Affairs student assistant, Progresando en Salud peer mentor

Hailey Gorman, HSI Affairs student assistant, Progresando en Salud peer mentor

Leanne Locano, HSI Affairs student assistant, Progresando en Salud peer mentor

Miriam Garcia, HSI Affairs student assistant, Progresando en Salud peer mentor

★ Highlights

Notable partnerships and collaborations:

Kaiser Permanente: creating opportunities for students to shadow doctors.

San Diego National Association of Hispanic Nurses: creating events to allow students to network with nurses, seek scholarship opportunities and learn more about the career pathway.

Notable events



Vision Boards with SDNAHN



Health Care Industry Professional Panel



CPR certification



NARCAN Training



Stop the Bleed training



Undocumented Resource Center

The URC Team:



Cynthia Torres,
director



Angel Rocha,
associate director



Ingrid Clara Ramos,
assistant coordinator

★ Highlights

Since its inception in 2020, the Undocumented Resource Center has offered a safe space where undocumented students (including mixed-status families), faculty, staff and allies can build community. The URC has also facilitated campuswide education and awareness about the challenges undocumented students may face due to their legal status. The programs and services they provide focus on retention, graduation, community building and the overall well-being of the students.

This year, the URC hosted approximately 38 events during the fall semester and nearly 20 events during the spring semester. In their constant dedication to education around allyship, the URC also hosted their “UndocuAlly training.” They held eight sessions each semester, garnering 60 attendees during the academic year. Over 1,350 students passed through the center during this academic year, exemplifying its exceptional impact on the community.

HSI-Designated SDSU Grants

The U.S. Department of Education created fiscal support programs under Titles III, V, and VII of the Higher Education Act of 1965, as amended. Among them are the developing Hispanic-Serving Institutions program, the Hispanic-Serving Institutions STEM and articulation program, the Promoting Postbaccalaureate Opportunities for Hispanic Americans program, and the Asian American and Native American Pacific Islander-Serving Institutions program. The aim of the programs is to provide funds to eligible institutions of higher education to increase their self-sufficiency by improving their academic programs, institutional management and fiscal stability. To be considered eligible to apply for these programs as a Hispanic-Serving Institution, the institution must have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

Additionally, other federal granting agencies (e.g., the National Science Foundation, the U.S. Department of Agriculture, the Department of Defense) have created funding opportunities that are either limited to HSI (as defined by the U.S. Department of Education) or opportunities that encourage HSIs to apply.

SDSU continues to find success with grants such as these. A nonexhaustive list of SDSU’s active HSI-designated grants:

W. Penrose HSI Division of Research Awards for Faculty. National Endowment for the Humanities Project Title: “The Legacy of Artemisia II: Rethinking the Role of a Forgotten Figure in the Origins of Feminism and the Performing Arts” Amira Jarmakani HSI Division of Research Awards for Faculty. National Endowment for the Humanities Project Title: “Weapons of Mass Dissemination: Apprehending Digital Anti-Muslim Racism” Erika Robb Larkins; Kristal Bivona (co-project director) Humanities Initiatives at Hispanic-Serving Institutions Project Title: “Building the Humanities through Brazilian Studies” Christina Alfaro, Sera Hernandez, Saul Maldonado DED Office of Postsecondary Education “Developing Effective Bilingual Educators with Resources” 26 Stacy Ochoa Mikrut, Emilio C. Ulloa DED Office of Postsecondary Education SDSU HSI STEM Pathways Grant 27 , 28	Eileen Pitpitan, Maria Zuniga DHHS National Institute on Drug Abuse Addiction Scientists Strengthened though Education and Training (ASSET) Erika Robb Larkins NSF Directorate for Social Behavioral and Economic Sciences “The Right to Stay Cool: Race, Class, and Managing Heat” Consuelo Salas National Endowment for the Humanities “Creating Expansive Approaches to the Teaching of Writing in a Southern California Border Region” Salvador Espinosa, Henry Villegas DED Office of Postsecondary Education “SDSU IV Building Bridges between Community and Careers: A New Type of HSI” Pascale Marcelli, Lluvia Flores-Renteria, Changqi Liu, John Love, Hala Madanat, Ramona Perez National Institute of Food & Agriculture “Transnational Approaches to Sustainable Food Futures: Integrated High-Impact Learning Experiences and Pathways to Food Careers”
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John McMillan, Erlinde Cornelis
Minority-Serving Institutions STEM R&D Consortium

“California Public Utilities Public Safety Power Shutoffs Impact on Disadvantaged and Minority Communities”

Mary Pilgrim, Daniel Reinholz, William Zahner
NSF Directorate for Education and Human Resources

Collaborative Research: Math Persistence through Inquiry and Equity (MPIE)

Gena Sbeglia, Lott Hill, Stacy Ochoa Mikrut
NSF Division of Undergraduate Education, “Enhancing disciplinary learning to diversify biology degree pathways and career pursuits at San Diego State University”

Monica Casper
DOJ Office on Violence Against Women, “Preventing Gender-Based Violence and Supporting Survivors in University Cultural Resource Centers”

Hajar Homayouni
Computing Alliance of Hispanic-Serving Institutions (CAHSI), SUDeC: A Scalable Framework for User-defined Spatial Clustering Queries on S2 Spherical Coordinate System

²⁶ <https://education.sdsu.edu/deber/>
²⁷ <https://cossuccess.sdsu.edu/stempathways/>

²⁸ https://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=78577#:~:text=Through%20the%20STEM%20Pathways%20project,in%20a%20career%20in%20STEM

HSI Advisory Committee

The overall committee charge is to provide ongoing assistance, counsel and support toward the creation and implementation of the HSI endeavor. The committee is comprised of the following subcommittees:

1. Latinx/Chicanx/Hispanic Representation, Recruitment and Retention

- **Charge:** to focus on issues and practices that facilitate the recruitment and retention of our Latinx/Chicanx/Hispanic students, faculty and staff. This subcommittee is charged with sharing the latest recruitment and retention data and extrapolation for implications. This subcommittee will share suggestions for admission, hiring, programs and policy related to the charge.
- **Members:** Brandon Melgoza, Eric Felix, Patrick Velasquez, Sandra Temores, April Mazon (SDSU Imperial Valley). Student members: Kailey Quezada, Vanessa Herrera.

1.1 Recommendation #1

SDSU should conduct an annual assessment of the SDSU campus racial climate, including compositional diversity (administrators, faculty, staff and students), disaggregated for Latinx/Hispanics across campus. These assessments should utilize institutional data, surveys, focus groups and institutional records. The assessment results should be disseminated on campus and in the community. In addition, the data collected should be broadly shared to inform relevant campus entities in their development of strategies to maximize Chicanx/Latinx representation and student success. The subcommittee acknowledges that some of these efforts are currently underway and will be completed this year. We recommend that existing climate survey instruments are shared with this subcommittee as well.

1.2 Recommendation #2

Establish HSI and Regional Affairs as the central hub, which will actively coordinate information for institutional efforts that focus on the success of Chicanx/Latinx students, including those in Academic Affairs, Student Affairs and Campus Diversity, and other divisions. This would include developing an

asset map or inventory of activities taking place in support of these efforts.

1.3 Recommendation #3

Expand resources within the HSI and Regional Affairs Office to include the hiring of Chicanx/Latinx scholar(s) or post-doc who would assist in developing effective strategies for increasing the representation of Chicanx/Latinx faculty, staff and students. We recommend that HSI and Regional Affairs, in coordination with Academic Affairs, hire Chicanx/Latinx scholars within higher education to exclusively work on these initiatives (possibilities could include a visiting scholar residing in HSI Affairs with a shared appointment in education, Chicana and Chicanx studies or other dept).

1.4 Recommendation #4

Academic Affairs should develop and implement a comprehensive plan to hire and retain more Chicanx/Latinx tenure track and lecturer faculty.

1.5 Recommendation #5

SDSU should provide additional funding to campus departments (across divisions) to enhance outreach and advertise widely for positions in which underrepresentation exists, i.e. IT positions. We recommend that the staff/management recruitment process should be enhanced to ensure diverse hiring practices. Also, with very few exceptions, SDSU should end the practice of appointments and/or promotions through a non-competitive process.

1.6 Recommendation #6

Allocate resources for the development and implementation of a leadership development program designed to prepare Chicanx/ Latinx and other underrepresented staff (not faculty) for management or leadership positions. The program could explicitly serve those with experience that would enhance

equity and diversity at SDSU. Program can be established as a collaborative effort within Human Resources, ERGs, SACD, and HSI and Regional Affairs (ie. NASPA Escaleras)

2. HSI Student Success, Academic and Liberatory Outcomes

- **Charge:** to focus on the indicators of student success for our Latinx/Chicanx/Hispanic students including both academic outcomes (retention, graduation, probation, GPA etc. ...) and non-cognitive, socio-emotional, and other outcomes referred to as liberatory outcomes (sense of belonging, civic engagement, academic self-concept, social agency, social justice orientation, racial/ethnic identity development, leadership development, critical consciousness, graduate school aspirations, etc.). This committee will locate existing data sources and identify new data sources for these outcomes, share data on these outcomes, identify the implications of the data, and share suggestions for facilitating the mission related to the charge.
- **Members:** Erin Jacobs, Ivan Hernandez, Madhavi McCall, Patrick Velasquez.
- **Students Members:** Anaiee Aguilar, Juan Estrada Silvestre, Sharon Sabino.

2.1 Recommendation #1

SDSU should continue to develop, maintain, and refine an institution-wide assessment strategy that includes Academic Affairs and Student Affairs and Campus Diversity, respectively. The strategy should measure “academic” outcomes, i.e., retention, graduation, academic probation rates, and GPA at graduation, “liberatory” outcomes identified by the scholar Gina Garcia, broad Institutional Learning Objectives approved by the Academic Senate, and other learning outcomes specific to academic departments. SDSU should add an Institutional Learning Outcome to reflect the liberatory outcomes identified by Garcia. This additional ILO should be integrated into campus diversity plans and academic course learning outcomes.

2.2 Recommendation #2

SDSU’s assessment of all learning outcomes, disaggregated by ethnicity to allow for the analysis of outcomes for Chicanx/Latinx students, should be reported annually to the HSI Advisory Committee, including the HSI Student Success, Academic, and Liberatory Outcomes subcommittee. No additional institutional resources should be necessary to implement this recommendation.

3. HSI Research, Granting, and Extramural Funding Activities

- **Charge:** To optimize the HSI-related research endeavor at SDSU (with a focus on equitable, accessible and ethical practices that ultimately serve the Hispanic/Latinx/Chicanx students, faculty and staff of SDSU). This committee will focus on issues and practices related to grants and extramural funding, brainstorm about potential opportunities for large funding opportunities and other research opportunities that are afforded by virtue of our HSI designation. This subcommittee is charged with sharing the latest grant and extramural funding data and determining implications for campus. This subcommittee will share suggestions for programs, policies or practices related to the charge.
- **Members:** Dr. John Crockett (Co-Lead), Lluvia Flores, Saul Maldonado, Ramona Perez, Salvador Espinoza, Araceli Saucedo.
Student Members: Vanessa Barboza

3.1 Recommendation #1

Per the South San Diego Student Success Initiative²⁹ written by Bruce Appleyard, Joanna Brooks, Rosalio Cedillo, Jose Preciado and Emilio Ulloa, the following recommendation has been developed: SDSU should offer transportation options and services to mitigate the impacts of commutes between their residence and the SDSU campus (5500 Campanile).

²⁹ https://docs.google.com/document/d/1uR-ByLO_YYdnK9QJJ0V0lrZI-6eI885cfqHXX-u80hQ/edit?usp=sharing

3.2 Recommendation #2

Support additional efforts and initiatives that will offer transportation options and services to mitigate the impacts of commutes for SDSU Imperial Valley students between the Imperial Valley and the SDSU campus (5500 Campanile).

4. HSI Student Advisory Board

- **Charge:** to provide a collective student voice to the HSI Advisory efforts. HSI SAB will consist of students from Latinx, Chicanx and Hispanic backgrounds from student organizations across campus. HSI SAB will select 1-2 representatives to serve on the larger HSI Advisory Committee. The ACDO for HSI and Regional Affairs will convene the HSI SAB. Activities can include sharing student experiences, posing questions for considerations, making suggestions for change, and generally working with the committee and chair to advance the HSI mission from a student perspective.

4.1 Recommendation #1

The Office of HSI Affairs and the Division of Research and Innovation jointly should organize a regular (once a semester) institute for 8-10 faculty where we will convene the group for a full or half day to:

1. Generate awareness of HSI federal and foundation funding opportunities, (DRI can provide this component)
2. Lead a discussion that emphasizes our institutional HSI affairs framework, and our institutional commitment to servingness in research and grant funding. We can also provide information, talking points and useful text (for use in grant applications) that describe our HSI framework.
3. Bring faculty researchers together to cultivate potential networks among those with shared research/program interests for pursuing future HSI funding opportunities.
4. Motivate/incorporate faculty from SDSU Imperial Valley to participate

4.2 Recommendation #2

The Office of HSI Affairs and the Division of Research and Innovation should jointly institutionalize the approach to providing fair and equitable access to HSI opportunities that serve the institution at large that has been piloted in 2021-2022 with the Department of Education Title V Developing Hispanic-Serving Institutions grant as well as the Department of Education.

4.3 Recommendation #4

We recommend increasing staffing resource(s) needed to produce a comprehensive approach to the HSI granting/DRI endeavor. We support hiring in this area.

5. Community and Transborder Relations and Initiatives

- **Charge:** to focus on identifying, establishing and facilitating the maintenance of connections with organizations and stakeholders in the surrounding Latinx/Chicanx/Hispanic community and transborder relationships relevant to SDSU's commitment to being an HSI. This subcommittee is charged with sharing the latest information on these experiences and will share suggestions for supporting students, faculty and staff related to the charge.
- **Members:** Roberto Hernandez, Renzo Lara, Julio Soto, Maybelline Arevalo Lopez, Joel Pilco, Richard Gonzalez, Carlos Paternina, Sera Hernandez, Vanessa Falcon (SDSU IV).
Student members: Athziry Gomez, John Estrada.

5.1 Recommendation #1

This group should serve as a hub for community leaders and stakeholders to share about events or initiatives that impact SDSU's commitment to being an HSI, specifically those with which we can see possible partnerships.

6. Education and Scholarship on HSI's

- **Charge:** To advance and promote academic scholarship related to Hispanic-Serving Institutions, and to advance and promote learning opportunities for SDSU faculty, staff and students to learn about SDSU's HSI history and commitment to being an HSI. Activities can

include sharing research, theory and findings, working with the committee and chair to advance our mission and keep it rooted in HSI scholarship and best practices, promoting HSI-focused scholarship on campus, contributing to the body of HSI scholarship, and the designing, developing and implementing educational opportunities, such as the Canvas course and/or workshops, or town halls. This subcommittee will work with content experts to facilitate this charge.

- **Members:** Eric Felix, Ivan Hernandez, Marissa Vasquez, Nathian Rodriguez, Roberto Hernandez.

6.1 Recommendation #1

Identify scholarly outlets, platforms and networks to share our work as SDSU HSI. We recommend increasing staffing resource(s) for the Office of HSI Affairs needed to produce a comprehensive approach to identifying such outlets, which require research opportunities, preparing proposals and manuscripts. We support hiring in this area.

6.2 Recommendation #2

Provide institutional resources to support the SDSU library in creating and hosting a database of SDSU faculty/student research & publications pertaining to HSIs. This will also require additional staffing support for the Office of HSI Affairs.

6.3 Recommendation #3

Create institutionalized opportunities for the dissemination of scholarship/research by SDSU faculty, staff and students whose expertise and scholarship contributes to the knowledge and application of HSI identity and practice. Such opportunities should include stipends or other incentives that demonstrate SDSU's commitment to supporting faculty, staff and students for their intellectual work.

- Sponsor an annual award for excellence in SDSU HSI-related scholarship
- Sponsoring formalized research briefs/ working paper series that can be housed by the HSI office.

- Sponsoring research brief pláticas throughout the year
- Partner with the Latinx Resource Center to spotlight Latina/o/x faculty and staff research and practice
- Highlight appropriate SRS papers/ presentations

6.4 Recommendation #4

Encourage the Office of Faculty Advancement, Center for Inclusive Excellence, and/or Division of Research and Innovation to create and sponsor culturally affirming Latinx/Hispanic/Chicanx community writing retreats for faculty, staff and students throughout the academic year, particularly summer.

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The Office of HSI Affairs

San Diego State University
5500 Campanile Drive, San Diego, CA 92182



sacd.sdsu.edu/hispanic-serving-institution

Latinx Resource Center

Executive Overview- 23/24



Overview & Approach

The LRC applies a communal approach focusing on various forms of cultural wealth aimed at increasing different intrapersonal student factors. These factors lead to increase in retention and graduation rates.

Areas of Focus

1. Academic Success
2. Identity Exploration & Formation
3. Mental Health & Wellness
4. Social & Racial Justice

**Educational
Motivation**

**Student
Success
(Familismo)**

**Sense of
Belonging**

**Self-
Confidence**

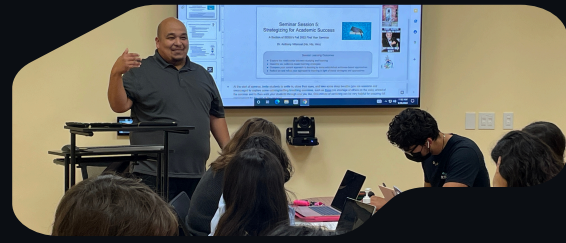
Functions



Educational Programming

Programs aimed at empowering and educating the student community of Latinx cultural & intersecting identities.

Programs are carried out based on areas of focus.



Nuestra Casa- General Studies 100

Course designed for first year students to explore Latinx experiences, culture, and community at SDSU. The class also introduces students to campus resources aimed at enhancing college success skills at SDSU.



Coordinated Care Advising

Students who are part of USEM and our Scholars program are assigned an advisor from the LRC. The advisor applies culturally based academic coaching and provides navigational resources for students.



El Pueblo Scholars

Peer to Peer leadership mentoring focused on community coaching aimed at identity, educational, and career empowerment. Cohort based.

Impact

Student Narratives: Programs

“I learned how awesome it can be when two cultures (Black and Latinx/e) come together and uplift each other.” –**Student Speaking on an Intersectional Identity Exploration Program**

“The energy and support from this program is amazing. I could actually relate and enjoy being with people that understand/relate to my lived experiences.”

–**Student speaking on a Cultural Celebration Program**

“Seeing people who come from our culture doing amazing things! ”

–**Student speaking on an Academic Success Program**

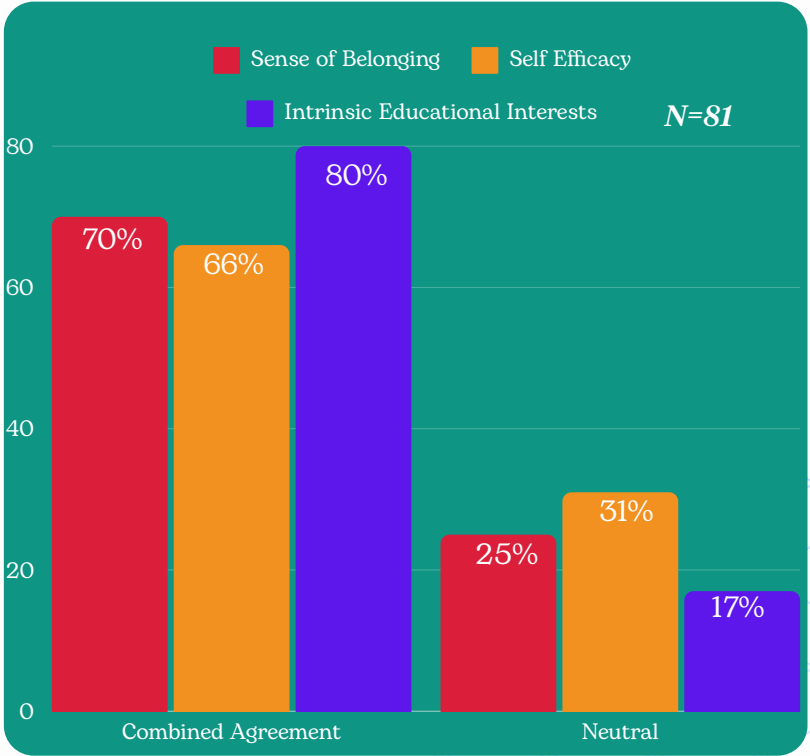
“Students welcoming me and my family in Spanish. My family was delighted by that!”

–**Student speaking on the Latinx Student Graduation**

“Seeing other Latino students graduating and seeing their families is really powerful!”

–**Student speaking on the Latinx Student Graduation**

Increased Student Success Factors by attending Identity Exploration Programming

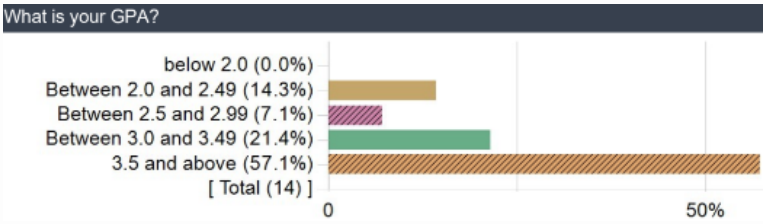
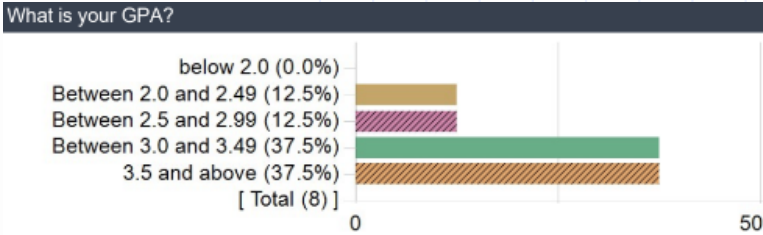


Nuestra Casa & Pueblo Scholars- Academic Success

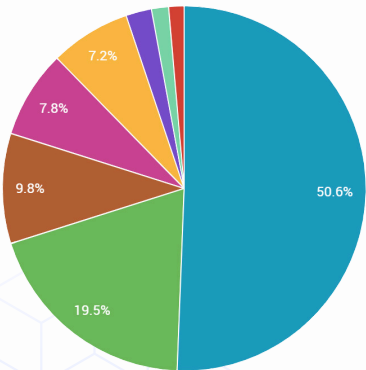
“Being Latino himself, we were able to easily bond and speak about concerns, issues, or ideas that we wouldn’t be able to discuss elsewhere.” –**First Year Student: Nuestra Casa**

“In this class I could talk to other students who were also going through the whole college experience with me at the same time, so it was comforting to know from the instructor and my classmates that we were all in this together.” –**First Year Student: Nuestra Casa**

“Having a peer mentor really helped me with my education goals and with my motivation to finish school”– **Peer Mentee**



Center Usage & Growth



- Hispanic/Latino (332)
- Asian (128)
- White (64)
- Two or More Ethnicities/Races (51)
- Black/African American Preference (47)
- Decline to State (15)
- American Indian/Alaska Native (10)
- Native Hawaiian/Other Pacific Islander (9)

- **Total Visits: 2,611**
- **Unique Individuals: 701**
- **Top three resources used**
 - **Study & Socializing Space**
 - **Center Resources (i.e. Space, Amenities, Hygiene Kits, & snacks)**
 - **Academic Support**

Connect & Support!

