

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 [3/25/2025](#)

4. ACTION ITEMS

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[TIME APPROXIMATES 3:40PM]

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[TIME APPROXIMATES 4:05PM]

7. EXECUTIVE SESSION

[TIME APPROXIMATES 4:15pm]

7.1. International Faculty Vulnerabilities and Risks (Harpole)

8. ADJOURN

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Keven Jeffery, Chair, Faculty Affairs Committee (FAC)
Date: April 17, 2025
Subject: ACTION: Addressing RTP Impacts and Disruptions

The Academic Policy and Planning Committee (AP&P) and Faculty Affairs Committee (FAC) move that the Senate approve the following three recommendations effective immediately:

Recommendation 1: The Office of Faculty Advancement shall update the PDS for the AY25-26 review cycle to allow candidates to discuss adverse impacts to their work due to shifts in federal grant programs and funding opportunities, changes at the U.S. Department of Education, federal anti-DEI efforts, and other types of external disruptions, as is permitted by existing policy: Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty), 8.0.

Recommendation 2: All departments and schools are urged to review their existing Reappointment, Tenure, and Promotion (RTP) policies to ensure that RTP criteria are appropriate to support faculty whose research, scholarship, and creative activities might be adversely impacted by changes to federal grant programs and narrowing publishing opportunities. Departments and schools are encouraged to revise their criteria in ways that are appropriate for their disciplines and supportive of their faculty. Units are strongly encouraged to do this in advance of the next review cycle (see Reappointment, Tenure, and Promotion: Procedures, 2.0 Criteria and Responsibilities, 2.5 Procedures) and to regularly review and update their policies as needed.

Recommendation 3: All departments and schools are encouraged to consider how the proliferation of generative AI tools might impact teaching, service, research, scholarship, and creative activities in their respective disciplines. Units should engage in regular conversations about possible future revisions to RTP criteria in response to evolving genAI.

Senate officers, the Provost, and the AVP for Faculty Advancement and Student Success shall each distribute these recommendations in a timely manner to deans, chairs, and directors for dissemination to all faculty and relevant department committees.

Rationale:

This action item seeks to address the current and potential impacts on RTP wrought by these chaotic and uncertain times. As federal grants are cancelled, F&A monies shrink, and funding agencies are dismantled, research pathways are already closing for many of our faculty. Opportunities for participation in domestic and international professional development will likely narrow as (international) travel becomes more dangerous, particularly for international faculty members who risk visa cancellations and deportation, and travel funding disappears. Federal anti-DEI efforts could hamper teaching, research, creative, and service activities that are rooted

in inclusive excellence. Moreover, the rapid rise of generative AI tools poses the potential of radically shifting research and pedagogy in ways we cannot fully understand.

This action seeks to activate and broaden existing policy, passed during the height of the Covid-19 pandemic, that allows candidates to contextualize impacts to their work in the RTP process, and empowers review committees to consider those impacts when evaluating candidates' performance. Activating this policy is an essential way we can care for and support faculty going through the review process.

Concomitantly, we maintain that departments and schools possess the disciplinary expertise to best address longer-term impacts to their fields. We strongly urge all departments and schools to review and update regularly their RTP criteria to respond to these shifts and support their faculty members at all stages of their career.

Rather than pursue the slow process of crafting permanent policy, AP&P and FAC chose this more agile approach to respond to our current crisis. We do not discount the possibility of working on policy solutions in the future, but also feel compelled to act now.

Relevant Policies (2):

Reappointment, Tenure, and Promotion: Procedures

- 2.5 Evaluation criteria and procedures shall be made available to the faculty member no later than 14 days after the first day of instruction of the academic term and to the evaluation committee and the academic administrators before the formal evaluation begins. Once the evaluation has begun, there shall be no changes in evaluation criteria or procedures.

Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty)

- 8.0 In extraordinary times when the campus community is impacted by an emergency that would impact the typical career (e.g., natural disaster, significant campus disruption, and similar events), as determined by the President, for faculty candidates seeking reappointment, tenure, or promotion, evaluators and committees shall both apply published criteria and extend special consideration for the impacts of the emergency on the candidate's professional trajectory. Candidates shall be allowed to provide in their personnel data summary a statement of the impacts of the emergency on their work (including additional family responsibilities) and describe their efforts to adjust and adapt their teaching, professional growth, and service. Committees and evaluators shall in their recommendations assess whether on the basis of the information provided in the WPAF the candidate's trajectory would under normal circumstances meet expectations for reappointment, tenure, and promotion.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Keven Jeffery, Chair, Faculty Affairs Committee (FAC)
Date: April 17, 2025
Subject: ACTION: Requiring generative AI Syllabus Statements

The Academic Policy and Planning Committee (AP&P) and Faculty Affairs Committee (FAC) move that the Senate approve the following policy change and recommendations starting in Fall 2025. Once approved, the AVP for Faculty Advancement and Student Success shall distribute this updated policy to deans, chairs, and directors to distribute to faculty in a timely manner. The Center for Teaching and Learning shall serve as a resource to support instructors in the crafting of their statements.

UNIVERSITY POLICIES: Faculty

Academic Responsibilities

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

Additional Language for the Curriculum Guide (not policy; highlighted in blue for emphasis)

Effective Fall 2025, all SDSU syllabi shall include a statement about how generative AI may or may not be used in courses.

Instructors shall provide clear instructions for the appropriate level of genAI usage permitted in each of their courses and for each of their assessments, ranging from disallowed to unrestricted. Instructors may use recommended template language provided by the Center for Teaching and Learning, or they may develop their own as is appropriate to their instructional needs. The absence of a syllabus statement may be considered a factor in cases where a student is referred to the Center for Student Rights and Responsibilities for suspected genAI plagiarism.

At its May 2024 meeting, the University Senate voted to expand the definition of plagiarism to include "representing work produced by generative artificial intelligence (AI) as one's own."

Rationale:

This action builds on AP&P's work last year to broaden existing definitions of plagiarism to account for the rise of generative AI tools, coupled with the Senate IIT's work to establish usage guidelines to assist faculty in determining whether and in what ways genAI might be incorporated into their classrooms. With the Chancellor's recent announcement of the CSU deal with OpenAI to become the first "AI powered university," and the subsequent rollout of ChatGPT Edu on our campus, it is imperative that we provide clarity to our students about permitted uses of genAI, which may vary radically across disciplines and among faculty within the same department. Up to this point, faculty have been encouraged to include an optional statement in their syllabus outlining acceptable uses. AP&P and FAC are concerned that in the absence of such a statement, students will be confused about whether and in what ways they may use tools that are freely available to them and supported by SDSU IT.

We recommend requiring a statement in all syllabi to clearly communicate expectations to students. Faculty will define the level of permitted use in each of their classes and for each of their assessments. This will provide clarity to students navigating a range of usage levels across their courses.

University Policies: Academics - Cheating and Plagiarism

- 2.2. Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; (f) submitting as one's own work papers purchased from research companies; and (g) representing work produced by generative artificial intelligence (AI) as one's own.

IIT Guidelines (from the Curriculum Guide):

- AI-1 - Disallowed: Generative AI tools are strictly prohibited in this assessment or deliverable. Any use of AI will be considered a violation of academic integrity.
- AI-2 - Restricted: In this assessment or deliverable, students may use AI, but with restrictions and documentation requirements specified by the instructor.
- AI-3 - Documented: Students can use AI in any manner for this assessment or deliverable, but they must provide appropriate documentation for all AI use.
- AI-4 - Unrestricted: Generative AI tools can be used without restrictions, and documentation is not required.

CTL template statement:

Students should not use generative AI applications in this course except as approved by the instructor. Any use of generative AI outside of instructor-approved guidelines constitutes misuse. Misuse of generative AI is a violation of the course policy on academic honesty and will be reported to the Center for Student Rights and Responsibilities.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 17, 2025
Subject: ACTION: Referral 21/22_04: Five-Year Review of Academic Administrators

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

UNIVERSITY POLICIES: Administration

Academic Administrators

- 1.0 “Academic administrator” shall refer to personnel holding full-time administrative positions in the division of Academic Affairs ~~and to academic department chairs and directors of schools.~~
- 2.0 Tenure for Academic Administrators: When an individual is being considered for appointment to a full-time academic administrative position, the President shall request and consider the recommendations of the relevant department(s) or school(s) from which the person has requested a tenured position. In arriving at these recommendations, the unit(s) shall consider appropriate rank and tenure status, were that person to be considered at that time for appointment as a faculty member in the unit(s).

Annual Review of Academic Administrators

- 1.0 **Annual Review:** The Provost ~~or designee~~ shall conduct an annual review of ~~the following academic administrators: deans of the colleges, Dean of SDSU Imperial Valley, and Dean of the Library~~ **all academic administrators, including Associate and Assistant Vice Presidents, Deans, and Associate Deans. Chairs and Directors shall undergo periodic review as specified in section 4.0 of University Policies: Organization: Chairs of Departments or Programs and Directors of Schools.**
 - 1.1. The Provost shall consult with appropriate representatives of the college, to include the department and program chairs, school directors, and Senators of the college.
 - 1.2. A faculty ~~or staff~~ member may provide information through a representative as defined in sec. 1.1.
 - 1.3. The conclusions of the recommendations of the Provost shall be reported to the President.
- 2.0 **Five-Year Review of Academic Administrators ~~and Their Offices~~**

- 2.1. The review shall be a cooperative effort by the administration, faculty, students, and administrative office under review (a) to appraise the administrator and the administrative office in meeting the leadership and management objectives, (b) to report to the President the results of the review, and (c) to recommend action to be taken to improve the effectiveness of the administrator and office. The President shall carefully weigh the results in the continuing evaluation of the administrator and office. The review shall be collegial and shall effect a periodic renewal of understanding among the administrator's several constituencies about the goals and responsibilities of the office, and it shall provide the occasion to consider educational philosophies, interpretations of goals, and expectations for leadership and management within the office; at the same time, it shall require examining the conditions in which the administrator and the office must operate. The report shall focus on issues that have been resolved and are yet to be resolved by the administrator and the faculty. In summary: (a) the review panel shall be both representative of and acceptable to all parties (faculty, **staff**, administration, students, and the administrative office); (b) the review process shall ensure the full participation of these parties; (c) the report shall be timely, respectful of persons, but specific in its recommendations; (d) and a report shall follow on the implementation of specific recommendations.
- 2.2. Initiation: The periodic review process shall occur in the fifth year of the administrator's tenure in the office and every five years thereafter unless the review is initiated earlier by special request. The special request to advance the review may be initiated by the administrative office to be reviewed, the faculty, or the administration. Circumstances warranting such a request shall be unusual but compelling from the point of view of the constituency requesting the review. The scheduling of reviews shall be the responsibility of the Provost or the President.
- 2.3. Composition of Review Panels
- 2.3.1. ~~For college deans, the SDSU Imperial Valley Dean, the Dean of the Library, and their offices:~~ **deans of the Colleges of Arts and Letters, Education, Engineering, Fowler College of Business, Health and Human Services, Professional Studies and Fine Arts, Sciences, the SDSU Imperial Valley Dean, the Dean of the Library, and their offices:**
- a) Internal faculty (six): For college deans the department and program chairs and school directors shall arrange for the nomination and election of 12 nominees by the faculty; six of the 12 nominees shall be selected by the Provost in agreement with the dean being reviewed and the college faculty committee determined by the college. Nominees to

and members of the review panel should be perceived by the college's constituencies as objective, discreet, and representative of the diverse educational philosophies within the college. For the dean of SDSU Imperial Valley and for the Dean of the Library, three faculty members shall be selected from a pool of six nominated respectively by the full-time faculty of SDSU Imperial Valley or of the Library. **Faculty, as defined by Bylaw 1.1, are eligible to serve. Chairs and directors from the college in question are eligible to serve on the review panel.**

- b) External faculty (one): For college deans the Senate Executive Committee shall determine the Senate procedures whereby a pool of **up to 14** faculty members, with at least one from each college and the library, can be established annually **(in years when a review is expected to occur)** in the early fall to be on call to serve as external members of review panels; the external member of the panel shall be selected from the pool by the Provost in agreement with the dean being reviewed and the college's appropriate faculty committee. For the Dean of SDSU Imperial Valley and the Dean of the Library, two external members shall be selected for the review panel from the Senate pool.
- c) Students: for college deans, two (usually one undergraduate and one graduate). The college's student organization(s) shall nominate four students (usually two undergraduates and two graduates); two (usually one undergraduate and one graduate) shall be selected by the Provost in agreement with the dean being reviewed and the college's appropriate faculty committee. For the Dean of SDSU Imperial Valley there shall be one student member on the panel, to be selected as above from two nominees. For the Dean of the Library the Associated Students shall nominate two students, one of whom shall be selected by the Provost in agreement with the Dean of the Library and with Library members of the reviewing panel.
- d) Administrators: for college deans and the Dean of the Library, one dean from the San Diego State University Academic Deans' Council and one administrator from another university with similar responsibilities. The member of the Academic Deans' Council shall be selected by the Provost in agreement with the dean being reviewed and the college's appropriate faculty committee. The

external administrator shall be selected by the Provost in agreement with the administrator being reviewed and the college's appropriate faculty committee. For the Dean of SDSU Imperial Valley, the panel shall include one member of the Academic Deans' Council, to be selected as above.

Associate and Assistant Deans from the same college are ineligible to serve.

- e) Internal staff member: For college deans, the Dean of SDSU Imperial Valley, and the Dean of the Library, an election among staff shall determine four nominees from whom one shall be selected by the Provost in agreement with the dean being reviewed and the college's appropriate faculty committee. Nominees to and the member of the review panel ~~the panel~~ should be perceived by the college's constituencies as objective, discreet, and representative of the diverse educational philosophies within the college.
- f) Community member outside the university: for college deans and the Dean of SDSU Imperial Valley, one community member outside the university shall be selected by the Provost in agreement with the dean and the appropriate faculty committee within the college as determined by that unit.

2.3.2. ~~Associate Vice President for Faculty Advancement and Student Success~~, Dean of Global Campus, and their offices.

- a) Faculty (six): The faculty of each college and SDSU Imperial Valley shall nominate two faculty members; six of the nominees shall be selected by the Provost in consultation with the President and in consultation with ~~the Associate Vice President for Faculty Advancement and Student Success~~ or the Dean of Global Campus and the Chair of the Senate. To ensure sufficient time for election, the Provost shall give at least one month's notice of the deadline for submitting the names of those elected.
- b) Administrators (two): one member of the San Diego State University Academic Deans' Council and one administrator with similar responsibilities from another university. Both shall be selected by the Provost in agreement with the administrator being reviewed and the Chair of the Senate.
- c) Students (two): ~~two undergraduates for review of the Associate Vice President for Faculty Advancement and~~

~~Student Success~~; one undergraduate and one graduate both with recent experience in Global Campus. Four nominees shall be chosen by the Associated Students; two shall be selected from the nominees by the Provost in agreement with the ~~administrator dean~~ being reviewed and the Chair of the Senate.

~~d) Associate Vice President for Faculty Advancement and Student Success Staff member (one): An election among staff shall determine four nominees from which one shall be selected by the Provost in agreement with the Associate Vice President for Faculty Advancement and Student Success.~~

d) ~~Dean of Global Campus~~ Staff members (two): An election among staff shall determine four nominees (usually two represented and two non-represented) from which two (one represented and one non-represented) shall be selected by the Provost in agreement with the Dean of Global Campus and the Chair of the Senate.

2.3.3. ~~Vice President for Research and Innovation~~ **Dean of Graduate Studies**

a) Faculty (six): The faculty of each college and SDSU Imperial Valley shall nominate two faculty members; six of the nominees shall be selected by the Provost in consultation with the President and in consultation with the **Dean of Graduate Studies**~~Vice President for Research and Innovation~~ and the Chair of the Senate. Procedures for the nominations shall be determined by the faculty of each college. To ensure sufficient time for election, the Provost shall give as much notice as possible, but no less than one month's notice, of the deadline for submitting the names of those elected.

b) Administrators (two): one member of the San Diego State University Academic Deans' Council and one administrator with similar responsibilities from another university. They shall be selected by the Provost in consultation with the President, the **Dean of Graduate Studies**~~Vice President for Research and Innovation~~, and the Chair of the Senate.

c) Students (two): one master's student and one doctoral student. Four nominees shall be chosen by the Associated Students; two of the nominees shall be selected by the

Provost in consultation with the **Dean of Graduate Studies**~~Vice President for Research and Innovation~~ and the Chair of the Senate.

- d) Staff member: An election among staff shall determine four nominees from whom one shall be selected by the President of the university in agreement with the Provost and the Chair of the Senate.

2.3.4. Provost and the Academic Affairs Office

- a) Faculty (eight): The faculty of the Colleges of Arts and Letters, Professional Studies and Fine Arts, and Sciences shall nominate and elect three nominees from each of these units; the faculty of the Colleges of Business Administration, Education, and Health and Human Services shall elect two nominees from each of these units; and the faculty of the College of Engineering, the Library, and SDSU Imperial Valley shall nominate and elect one nominee from each of these units. Eight of the nominees shall be chosen by the President of the university in agreement with the Provost and the Chair of the Senate. The faculty members shall be broadly representative. To ensure sufficient time for election, the Provost shall give at least one month's notice of the deadline for submitting the names of those elected.
- b) Administrators (two): one member of the San Diego State University Academic Deans' Council and one provost or vice president for academic affairs from another university. Both shall be selected by the President of the university in agreement with the Provost and Chair of the Senate.
- c) Students (two): **one undergraduate and one graduate**. Four nominees (~~usually one undergraduate and one graduate~~) shall be chosen by the Associated Students. Two shall be selected by the President of the university in agreement with the Provost and the Chair of the Senate.
- d) Staff member: An election among staff shall determine four nominees from whom one shall be selected by the President of the university in agreement with the Provost and the Chair of the Senate.

3.0 Procedures and Responsibilities

- 3.1. The review panel shall work primarily from the published job description of the administrator, from the self-study, and from “ideal” descriptions of the role of the administrator solicited from faculty members by the review panel, in combination with the data that define performance in office and the constraints within which the possibilities for performance are defined. Both written statements developing an argument and interviews shall be employed. Groups (e.g., departments, committees) as well as individuals shall be invited to participate.
- 3.2. The review panel shall ensure access to all members of the administrative unit’s faculty, student body, and staff (a) to communicate representative views and (b) to provide the administrator with the opportunity to discuss issues and concerns, and the panel ensure the confidentiality of all communications.
- 3.3. To promote an honest and constructive assessment, confidentiality shall be honored throughout all aspects of the review panel’s work. Raw survey data, individual comments from feedback forums or interviews, and committee deliberations shall not be shared beyond the panel. All data and feedback shall be anonymized, aggregated, and shared only in summary form with the administrator undergoing review. Per Title IX and EEOC laws and regulations, review panel members, as well as all participants in the assessment process, shall be protected from future retaliation. The Center for the Prevention of Harassment and Discrimination shall ensure compliance with anti-retaliation laws. This confidentiality policy shall be shared with all participants in the process, including committee members and those providing individual feedback about the administrator.

4.0 Reporting Process

- 4.1. The review panel shall submit a written report to the Provost or, as appropriate, to the President. The report shall contain a description of the review process, data collected, findings, and specific recommendations for future action by the administrator and the office, the faculty, and the university.
- 4.2. The complete report shall be made available to the administrator immediately after it is reviewed by the Provost or, as appropriate, to the President. The faculty of the unit shall receive a timely summary of the report prepared and issued by the review panel after approval by the Provost or the President. This summary shall contain major findings and specific recommendations for action.
- 4.3. The administrator and the person to whom ~~he or she reports~~ **they report**, in consultation with the appropriate faculty committee of the organizational

unit, shall recommend a plan of action to respond to the recommendations of the panel.

- 5.0 Post-review:** The administrator who has been reviewed shall in the annual report comment specifically on the progress toward the plan of action, which comments shall be made available to the faculty of the unit. The Provost or, as appropriate, the President shall discuss the report with the review panel. A further report may then be issued to the faculty by the Provost or the President.
- 6.0 Legal Restrictions:** All aspects of the review shall be consistent with requirements of state and federal law and with university policy. The Associate Vice President for Faculty Advancement and Student Success shall provide specific instructions.
- 7.0 Review of the Review Procedure:** Each review panel shall recommend changes in the procedure to the Committee on Academic Policy and Planning.

Rationale

This action item represents the first phase of revisions in response to Referral 21/22_04: Five-Year Review of Academic Administrators. These revisions include updating position titles based on recent administrative reorganizations, adjusting the external faculty pool SEC is charged with compiling, and adding confidentiality and anti-retaliation language to the process. Additionally, we removed the AVP of Faculty Advancement and Student Success (FASS) from the list of academic administrators undergoing five-year review after conferral with the Provost's office. We believe that this position was mistakenly added to the Policy File when position titles were globally changed in the document a few years ago. We received clarification from the Provost's office that this position does not go through the same 5-year review process.

These changes represent a small portion of broader changes anticipated to this policy. Per feedback received from recent review committees, we anticipate a more substantive round of revisions in AY25-26 covering the following:

- Section 2.2 - Clarify process for requesting early review
 - Add general guidelines
 - Consider breaking request for early review into its own section (2.2.1)
- Section 2.3 - Composition of Review Panels
 - Eligibility
 - Election procedures - specify how the election process runs and clarify who runs the elections (CCE) (2.3.1-a)
 - SEC selection of external faculty member pool (2.3.1-b) - clarify the process
 - Selection of review committee chairs
 - Add a data analyst to committee composition and/or support role? (doesn't have to be a voting member)
- Section 3.0 - Procedures and Responsibilities
 - Review and expand timeline
 - Address range of feedback mechanisms in policy
 - How to ensure inclusivity in the feedback process?

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/25/2025
Subject: Bylaws 11

The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) [for a second reading. 2/3 vote required.](#)

11. Presidential Approval of Senate Actions

~~11.1. Official minutes of Senate meetings shall be available and delivered to the President within two weeks after Senate meetings. Within 30 days of the conclusion of a Senate meeting, the President may approve or reject the recommendation or may postpone a decision. A Senate action approved by the President shall become official university policy at the time the President approves the action and~~ Draft minutes of Senate meetings where any official Senate action is taken shall be delivered to the President within fourteen (14) calendar days of the conclusion of the Senate meeting.

11.2. Within thirty (30) calendar days of receiving the Senate Minutes, the President shall respond in writing to indicate approval, rejection, or postpone a decision on an action item. This written response is referred to as a Presidential Action Memo.

11.2.1. If any action item is postponed, the President shall include a rationale for postponement. The President shall have until the first Senate Executive Committee meeting of the next academic year to either approve or reject postponed items.

11.2.2. If any action item is rejected, the President shall include a rationale.

11.2.3. If an action item passed by the Senate is not approved by the President, and hence does not become policy, the Senate Chair, or designee, shall notify the Senate.

11.2.4. Approved actions shall be implemented as soon as is practical, which may precede ~~its~~ their appearance in the university policy file.

11.2.5. Senate Resolutions do not require approval or rejection of the President. The President shall note receipt of a Senate resolution, and

may choose to indicate what, if any, follow-up steps they plan to make based on specific resolved clauses in the resolution.

11.3. The Senate Chair, or their designee, shall forward a copy of the President's Action-Memo to all Vice Presidents, Human Resources Director (for emeritus status processing), Vice Chair of the Senate (for referrals updates), Secretary of the Senate (for policy file updates), SEC members, Senate Chairs, as well as to any other person/department/unit whose work may be impacted by the Senate action.

11.24 The ~~Senate Chair of the Senate~~, or designee, shall ensure that the President is informed promptly by suitable means of Senate actions that would require implementation in fewer than 30 days after Senate action, in order that such legislation not be unduly delayed.

Rationale:

Language is updated in consultation with president office. Currently it is unclear what happens if the president postpones or receives an action item that proposes a change to the policy file. Language is aligned with current practice. It specifies workflow and makes sure business is completed at the start of the next AY.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/25/2025
Subject: Bylaws 1

The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) [for a second reading – 2/3 vote required.](#)

Bylaws 1.

1.0 Definitions

1.5 Ex officio members of the Senate. The following shall be ex officio members of the Senate:

1.5.1. Voting

1.5.1.3. A professor emeritus chosen by procedures specified in the Bylaws of the San Diego State University Retirement Association.

1.5.1.4. A member of the Department of Athletics appointed by the Athletics Director.

Remainder to be renumbered.

Rationale:

The coach seat in the Senate is hard to fill and no one serves this AY.

The proposed policy change is supported by the Intercollegiate Athletic Council. The Athletic Director appoints someone to serve ex-officio in the Senate. This can be any member of Athletics, including staff.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/25/2025
Subject: Constitution 4

The CBL moves that the Senate adopt the following changes to Senate policy file (Constitution and Bylaws) [for a second reading . majority vote required.](#)

Constitution 4.

4.0 Membership and Electorate

4.1. Elected Members

4.1.2. Contingent Faculty

~~4.1.3. Coaches (1). There shall be one elected coach senator. The electorate shall consist of all coaches.~~

4.1.3.4. Staff. (8)

Remainder to be renumbered.

Rationale:

Removes seat from elected membership since the coach is a voting ex-officio member. This update will be pooled if Bylaws 1 update does not pass.

To: SEC / Senate
From: William Welsh, Chair, Faculty Honors and Awards Committee
Date: April 17, 2025
Subject: ACTION: Request change of Policy File on “Emeritus Employees” to remove the FHAC

ACTION: The FHAC moves that the Senate adopt the following changes to Senate Policy File:

UNIVERSITY POLICIES: Emeritus Employees

Emeritus status is a right extended to all eligible faculty, staff and administrators. ...

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

:
:

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

Suggested Change:

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

Rationale: As of fall 2025, the requirement for earning emeritus status is simply 10 years of full-time service or its equivalent. Merit is no longer a criterion; emeritus status is now a right. As such, earning emeritus status is neither an award or an honor. Thus the FHAC should not be involved.

The emeritus process is currently extremely slow (often taking over a year), and emeritus requests are surprisingly frequently lost, much to the frustration of the faculty. Having the Office of Faculty Advancement directly send emeritus request to the Senate: (1) streamlines the process; and (2) provides a more direct path for verification of eligibility, for tracking the results, and corresponding with the emeritus applicants about the status of their request.

William Welsh, Chair, Faculty Honors and Awards Committee
Joanna Brooks, Associate Vice President for Faculty Advancement and Student Success



SAN DIEGO STATE
UNIVERSITY

TO: SEC/Senate
FROM: William Welsh, Chair, Faculty Honors and Awards Committee
DATE: April 17, 2025
SUBJECT: ACTION: Emeritus Request

ACTION: The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following faculty:

- **Maria Ibarra**, Professor of Chicana and Chicano Studies, August 20, 2025; 28 years
- **David Morong**, Professor in the School of Theatre, Television, and Film, August 19, 2024; 19 years

Further, the FHAC recommends the Senate vote to approve emeritus status for the following lecturers:

- **John Briggs**, Lecturer in Mathematics SDSU Imperial Valley, May 16, 2024; 39 years part-time (over 10 years full-time equivalent)
- **Barry Dorr**, Lecturer in Electrical and Computer Engineering, August 19, 2025; 17 years part-time (over 10 years full-time equivalent)

TO: SEC/University Senate
FROM: Joanna Brooks, AVP Faculty Advancement and Student Success
DATE: April 15, 2025
RE: Revised 2025/2026 Academic Calendar

See Academic Calendar on following pages.

SDSU Academic/Holiday Calendar 2025-2026

Summer 2025

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 26, 2025	Memorial Day (Campus closed)
Tues, May 27, 2025	First day of Summer term
Tues, May 27, 2025	First day of classes
Thurs, June 19, 2025	** Juneteenth (Campus closed)
Fri, July 4, 2025	Independence Day (Campus closed)
Fri, August 15, 2025	Last day of classes (Final examinations are the last day of classes for each summer session)
Tues, August 19, 2025	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2025

<u>Date</u>	<u>Holiday/Activity</u>
Wed, August 20, 2025	First day of Fall semester
Mon, August 25, 2025	First day of classes
Mon, September 1, 2025	Labor Day (Campus closed)
Tues, November 11, 2025	* Veterans Day (Campus closed)
Wed, November 26, 2025	No Class (Campus open)
Thu, November 27 - Fri, November 28, 2025	Thanksgiving Break: (Campus closed) 11/27 Thanksgiving Day 11/28 * Admission Day
Thurs, December 11, 2025	Last day of classes

Fri, December 12 – Thurs, December 18, 2025	Final Examinations
Tues, December 23 – Fri, December 26, 2025	Winter Break: (Campus closed) 12/23 * Lincoln's Birthday 12/24 * Washington's Birthday 12/25 Christmas Day 12/26 * Columbus Day
Wed, December 31, 2025	Last day of Fall semester, grades due from instructors (11 pm Deadline)

Spring 2026

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, January 1, 2026	New Year's Day (Campus closed)
Thurs, January 15, 2026	First Day of Spring semester
Mon, January 19, 2026	Martin Luther King, Jr. Day (Campus closed)
Tues, January 20, 2026	First day of classes
Fri, March 20, 2026	NCAA Basketball Tournament- No Class (Campus open)
Mon, March 30 - Fri, April 3, 2026	Spring Break
Tues, March 31, 2026	* Cesar Chavez Day (Campus closed)
Weds, May 6, 2026	Last day of classes
Thurs, May 7 - Weds, May 13, 2026	Final Examinations
Thurs, May 14, 2026	Graduate Student – San Diego Campus & IVC Commencement
Fri, May 15 – Sun, May 17, 2026	Commencement – San Diego Campus
Thurs, May 21, 2026	Last day of spring semester, grades due from instructors (11 pm Deadline)
*= Re-scheduled holiday	**= Make up hours asynchronously

SAN DIEGO STATE UNIVERSITY
ACADEMIC AFFAIRS 2025/26 ACADEMIC CALENDAR REVISED DRAFT

2025	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	Instructional Days	
MAY			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		4	4
JUN			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		20	20
JUL			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		21	21	
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		14	12
Total Academic Days for Summer 2025																																59	57			

X designates Academic Work day

H designates Holiday

[0] First day of Summer term.

[1] First day of classes

[2] Last day of classes.

[3] (* Final examinations are the last day of classes for each summer session)

[4] Grades due at 11:00 pm, end of summer term

2025	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
AUG		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		8	5
SEPT			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		21	21	
OCT			H	X	X	X	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		22	22
NOV		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	X	19	18
DEC				T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		20	8
																																			90	74

X designates Academic Work day

W designates Weekend Work day

H designates Holiday

NC designates no class (Campus open)

[0] First day of Fall term.

[1] First day of classes

[2] Last day of classes.

[3] Final exams

[4] Grades due at 11:00 pm, end of fall semester.

Note: Aug and Sept work days are paid in Sept

|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

X designates Academic Work day

W designates Weekend Work day

H designates Holiday

SB Spring Break

This is not to be construed as an employee work calendar.

[0] First day of Spring term.

[1] First day of classes.

[2] Last day of classes.

BB NCAA Basketball - No Class (Campus open)

[3] Final exams

[4] IVC Commencement - May 14, 2026

[5] Commencement Days - May 14, 15, 16, 17, 2026

[6] Grades due at 11:00 pm, end of spring semester.

Note: Jan and Feb days are paid in Feb

Total 2025-2026

Printed
4/15/25

To: SEC / Senate

From: Amanda Fuller, Senate Secretary
Savanna Schuermann, Chair, Lecturer Affairs Committee

Date: March 20, 2025

Subject: Constitution 4.0: Policy Updates – ASCSU Lecturer Rep from SDSU;
Reorganization of Contingent Faculty Senate Membership

In consultation with the Committee on Constitution and ByLaws (CBL), we recommend the following updates to **Constitution 4.0**. As an amendment of the Constitution, the following requires two readings, a majority approval in the Senate, and a majority affirmative vote by the entire Tenure and Probationary faculty administered by the Committee on Committees and Elections (CCE). **This is a SECOND READING** .

4.0 Membership and Electorate

4.1. Elected Members

4.1.1. Tenured and Probationary Faculty

- 4.1.1.1. The electorate shall consist of all tenured and probationary members of the faculty, as defined in Bylaws 1.0, representing each of the following constituencies: College of Arts and Letters, Fowler College of Business, College of Education, College of Engineering, College of Health and Human Services, College of Professional Studies and Fine Arts, College of Sciences, Imperial Valley Campus, Library, and Student Service Professionals-Academic Related (SSP-AR).
- 4.1.1.2. Each of the constituencies outlined above shall elect the number of senators equivalent to nine percent (9%), rounded up to the nearest integer, of its tenured and probationary full time equivalent faculty positions. This method of apportionment shall always yield at least one elected senator for each constituency.
- 4.1.1.3. The term of office for Tenured and Probationary Faculty senators shall be three senate calendar years. A Tenured and Probationary Faculty senator shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University (ASCSU) shall not be included in this calculation. So far as feasible, senate terms shall be arranged so that only one-third of the membership is elected annually in the spring.

~~4.1.1.4. Delegates from this university to the ASCSU shall be considered elected members of the senate.~~

- 4.1.2. Contingent Faculty (120). There shall be ~~ten~~ **twelve** elected ~~Lecturer~~ **Contingent** Faculty senators, including one Lecturer from each of the following nine academic colleges/units: College of Arts & Letters, College of Education, College of Engineering, College of Health & Human, College of Professional Studies and Fine Arts, College of Sciences, Faculty Advancement & Student Success, Fowler College of Business and Imperial Valley; and three additional Contingent Faculty from any classification.

- 4.1.2.1. No more than one shall be a contingent Student Services Professionals-Academic Related (SSP-AR) faculty and no more than one shall be an assistant librarian. ~~At least eight of them shall be lecturers, with no more than two representing a single college or equivalent unit.~~
- 4.1.2.2. The electorate shall consist of all contingent faculty members as defined in Bylaws 1.0.
- 4.1.2.3. The term of office for Contingent Faculty senators shall be three senate calendar years. A Contingent Faculty senator shall serve no more than two consecutive complete terms. Service for a partial term and for terms served on the Academic Senate of The California State University (ASCSU) shall not be included in this calculation. So far as feasible, senate terms shall be arranged so that only one-third of the membership is elected annually in the spring.
- 4.1.3. Faculty elected to serve the Academic Senate of the California State University (ASCSU) (4).
 - 4.1.3.1. ~~Three tenured or probationary faculty shall be elected to serve in the ASCSU. Electorate for elected faculty ASCSU Senators shall be all faculty as defined in Bylaws 1.0.~~
 - 4.1.3.2. One Contingent Faculty shall be elected as ASCSU Lecturer representative, and shall serve as a member of the Lecturer electorate for the ASCSU (one Contingent Faculty from each of the 23 campuses of the CSU). Electorate for this elected ASCSU representative shall be all Contingent Faculty.
 - 4.1.3.3. Contingent Faculty eligible to serve in elected positions in the ASCSU shall have a minimum one-year appointment and be full-time or part-time with a time base entitlement of at least 0.6.
 - 4.1.3.4. Delegates from this university to the ASCSU, whether as an ASCSU Senator or as a member of the ASCSU Lecturer Electorate, shall be considered elected members of the senate.
 - 4.1.3.5. The term of office for faculty elected to serve in the ASCSU is three years. If the SDSU ASCSU Lecturer representative is elected to be one of three ASCSU Lecturer Senators, at any time during their three-year term, their term within the SDSU Senate shall be revised to align with their term as a senator of the ASCSU.

~~**renumbering as needed**~~

RATIONALE:

In October of 2024, all campuses in the CSU-system were asked to ratify or approve the addition of three Lecturer seats to the Academic Senate of the California State University (ASCSU). In this model, each campus would put forth a Lecturer to serve on the ASCSU Lecturer Electorate (one representative from each of the 23 campuses). From this electorate, a further three (3) Lecturers will be elected by the ASCSU Lecturer Electorate to formally serve as ASCSU Senators. ASCSU guidelines denote that the term Lecturer shall not exclude any member of the non-tenure track faculty, so all contingent faculty are eligible to serve on the electorate.

The SDSU Committee on Committees and Elections (CCE) held a vote of the faculty (October 2024) to ask if SDSU supported these changes to the ASCSU Constitution and would support

putting forth a Lecturer from SDSU to serve on the ASCSU Lecturer Electorate. This vote confirmed SDSU's support for these changes to the ASCSU Constitution.

Finally, this revision to the SDSU Senate Constitution presents a different way of organizing SDSU Contingent Faculty Senators at SDSU. Instead of all seats being open to all lecturers with no more than two from any one unit, the Lecturers will be elected by college/unit to ensure campus wide representation. In this revised model there are three (3) at-large Contingent Faculty seats instead of the two (2) at-large seats. This extra at-large seat for Contingent Faculty helps to preserve some flexibility, especially for colleges that have a larger population of Lecturers.

In summary, this updated version of the SDSU Senate Constitution 4.0.:

1. Reorganizes the faculty membership of the Senate to provide a clear membership category for those elected to the ASCSU; and
2. Adds the new ASCSU Lecturer Electorate representative to the SDSU Senate; and
3. Reorganizes how SDSU Contingent Faculty are elected to the SDSU Senate.

To: SEC / Senate

From: Amanda Fuller, Senate Secretary
Savanna Schuermann, Chair, Lecturer Affairs Committee (LAC)

Date: March 20, 2025

Subject: Bylaws 4.5.: Policy Updates for Alignment with updates at ASCSU

The Senate Chair, in consultation with the Committee on Constitution and ByLaws (CBL), recommends the following updates to **Bylaws 4.5. SECOND READING.**

4.5 Elections to the Academic Senate of The California State University (ASCSU)

4.5.1. The Committee on Committees and Elections (CCE) shall devise procedures for and shall supervise and administer all elections of representatives from San Diego State University to the Academic Senate of The California State University (ASCSU). Elections shall be held each spring by **April 15** ~~May 1~~ for ~~an~~ ASCSU senators **with terms** to start the upcoming academic year.

~~4.5.2. The following are eligible for election to the ASCSU:~~

~~4.5.2.1. Tenured and probationary faculty members, as defined in ByLaws Section 1.0.~~

~~4.5.2.2. Contingent faculty members on a multi-year contract~~

4.5.2. **Eligibility to serve as an elected member in the ASCSU is defined in Constitution 4.0.**

4.5.3. The electorate ~~shall consist of all faculty as defined in ByLaws 1.0.~~ **is defined in Constitution 4.0.**

4.5.4. The CCE shall resolve any dubious or disputed eligibility for election to the Academic Senate or membership in the electorate.

4.5.5. The election shall be conducted in a manner similar to the provisions of Sec. 4.2.

4.5.6. The two runners-up from the last regular yearly election of ASCSU senators are considered “Alternates,” and are qualified to serve as a substitute for an ASCSU Senator. If an “Alternate” is not available to serve as substitute, the Chair of the Senate shall appoint a substitute. Any appointed substitute must meet the eligibility requirements in 4.5.2.

4.5.7. In the event that an elected member will be absent for one semester or longer a replacement shall be elected by all faculty for the duration of the absence or the end of the term. Any elected replacement must meet the eligibility requirements in 4.5.2.

RATIONALE:

Based on updated guidance from the ASCSU regarding Lecturer eligibility for the ASCSU, as well as updated ASCSU Constitution changes that create a new ASCSU Lecturer Electorate, these Bylaws changes are occurring in relation to updates to Constitution 4.0. (occurring concurrently).

Formally updating the timeline for ASCSU elections brings the policy in line with current practice and with SDSU’s goal to hold all Senate elections prior to annual SDSU Caucus.

To: SEC / Senate

From: Savanna Schuerman, Chair, Lecturer Affairs Committee

Date: March 20, 2025

Re: **ACTION: Update Bylaws 3.11. - Lecturer Affairs Committee (LAC) Charter**

The following updates are occurring concurrent to updates to Constitution 4.0., which updates the organization of Contingent Faculty membership on the Senate. If Constitution 4.0. does not pass this update will be abandoned and will not be brought back for a second reading or a vote this AY. The Lecturer Affairs Committee (LAC) presents the following update to our committee charter in Bylaws 3.11. to the Senate for **A SECOND READING:**

- 3.1. —
- 3.2. —
- 3.3. —
- 3.4. —
- 3.5. —
- 3.6. —
- 3.7. —
- 3.8. —
- 3.9. —
- 3.10. —
- 3.11. Lecturer Affairs Committee
 - 3.11.1. Membership (123-20):
 - 3.11.1.1. ~~Ex Officio (13): Lecturer serving on the Faculty Affairs Committee, or designee; a~~ All contingent faculty serving on the SDSU University Senate, including the elected ASCSU Lecturer representative.
 - 3.11.1.2. ~~Appointed (0-7): and at Up to seven~~ At least two additional at-large ~~Lecturers~~ contingent faculty members from across the university, including Librarian and Student Services Professionals - Academic Related (SSP-AR) faculty members.
 - ~~3.11.1.3. At least two (2) members of the committee shall be current Senators.~~
 - 3.11.1.4. Members must ~~be on full~~ have a minimum one-year academic year appointment, or have a reasonable expectation that they will be appointed to work during both the fall and spring semesters.
 - 3.11.1.5. ~~Members shall serve no more than six consecutive years on the committee, which is equivalent to six 1-year terms or two 3-year terms. A member's term length is determined by their contract type. Members who have single year appointments serve single year terms. Members who have 3-year appointments serve 3-year terms. Terms for all members shall be three year renewable terms.~~
 - ~~3.11.1.6. There will be at least 2 and no more than 10 open seats on the~~

~~committee.~~

- 3.11.1.7. Quorum requires the presence of at least seven (7) members.
- 3.11.1.8. No college or unit may have more than 25% of members on the committee at any one time.
- 3.11.1.9. Each year, the chair shall appoint a member of the committee to concurrently serve on the Faculty Affairs Committee.
- 3.11.1.10. A chair shall be elected by members in March of each year to serve for the next academic year.
- 3.11.2. Functions. The committee shall:
- 3.11.2.1. Meet regularly to identify, discuss and organize around campus issues that impact the Lecturer constituency
- 3.11.2.2. Develop new policy or make recommendations for revisions to existing policy related to ~~Lecturer affairs~~ **contingent faculty**.
- 3.11.2.3. Advocate for the inclusion of ~~the Lecturer~~ **contingent faculty** constituency as part of the decision making and governance on campus, **including identifying and recommending contingent faculty for placement on senate and other campus committees.**
- 3.11.2.4. Organize the Senate caucus for ~~Lecturer~~ **contingent** senators.
- 3.11.2.5. Engage regularly with the ~~Lecturer~~ **contingent** constituency.
- 3.11.2.6. Perform other functions that may be required in service of the ~~Lecturer~~ **contingent** constituency.
- 3.11.2.7. Known topics that impact the ~~Lecturer~~ **contingent faculty** constituency include, but are not limited to:
- Service and work completed outside of the scope of contracted teaching.
 - Inclusion in department meetings, collaborations, and decision-making processes.
 - Training.
 - ~~Lecturer~~ **Contingent faculty** planning and hiring at the university and departmental levels.
 - Collecting ~~Lecturer~~ **contingent faculty** feedback (e.g. surveys) for collaborative decision making, etc.
 - ~~Perform a P~~periodic assessment of ~~Lecturer~~ **contingent faculty** seats on Senate committees to ensure ~~Lecturer~~ **contingent faculty** interests are represented on key groups and regarding key issues.
 - Make recommendations to the Committee on Committees and Elections (CCE) and/or Senate leadership regarding ~~Lecturer~~ **contingent faculty** participation on Senate committees.
- 3.11.3. The Chair (or designee) shall report the business of the committee to the Senate.

RATIONALE:

[Recent updates to Constitution 4.0.](#) Will change the makeup of elected Contingent Faculty

Senators. Now, each academic/unit college, including Imperial Valley, has at least one Lecturer representative on the Senate (9 members). In addition, the updates also include the new ASCSU Lecturer Senator as an official member of the SDSU Senate, which parallels the process for SDSU Tenured and Probationary Faculty representatives in ASCSU. In addition to the college/unit specific Lecturer Senators, and the ASCSU Lecturer representative, Lecturer/Contingent Faculty Senator at-large seats (not related to any specific college) have increased from 2 seats to 3 in an effort to maintain some flexibility in case multiple people from a single college/unit have the interest to serve. In all, the Lecturer seats in the Senate increased from 10 to 13. It is important to note that Lecturer Senators are eligible for nominal Senate Contingent Faculty Equity Stipends, which are provided annually (budget allowing), which helps SDSU play a leadership role within the CSU by prioritizing Contingent Faculty compensation for service.

To align the Lecturer Affairs Committee (LAC) with the Constitution changes outlined above, the charter has been revised to allow all Lecturer/Contingent Senators to serve as ex officio members of the Lecturer Affairs Committee (LAC). This alignment ensures cross campus engagement with Lecturer/Contingent Faculty. The LAC itself will also continue to provide a flexible membership with up to seven Lecturer/Contingent at-large members who do not serve as Senators. Our goal is to engage with members of our constituency broadly and with meaningful interaction, so all of the updates highlighted above aim to serve this purpose.

As with all Senate Core Committees, the LAC Chair continues to be part of the Senate Executive Committee, and the Chair will annually nominate an LAC committee member to serve on Faculty Affairs, which will ensure reports from Faculty Affairs come back to LAC. The committee decided to eliminate the cap on terms. We welcome long-term participation; given the sheer number of seats on LAC and flexibility of our roster format, we do not feel that this will disenfranchise anyone who wants to serve. The committee also is choosing to ensure that, given Lecturers and other Contingent Faculty may be overworked and require flexibility in terms of meeting attendance, a quorum of the committee shall be established without regard to the open seats on the committee; quorum for LAC will be a majority of ex officio members, or seven members. This will ensure that such flexibility does not hold up the work of LAC.

The inclusion of all “Contingent Faculty” in addition to the term Lecturer through the revised charter language was proposed after consultation with contingent Librarians and SSP-ARs who wanted to have a place to connect with other contingent faculty in service to the University. We agree unanimously that these members of the faculty are welcome on the committee, which often serves to advocate for issues in relation to contingent employment. We also feel this makes sense given contingent Librarians and SSP-ARs are included with Lecturers in the Senate Constitution section on membership.

MEMORANDUM

Date: April 15, 2025

To: University Senate
San Diego State University

From: Michèle G. Goetz
Associate Vice President and Chief Executive Officer
SDSU Research Foundation

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

The SDSU Research Foundation (SDSURF) Board of Directors has one upcoming Senate-recommended vacancy that needs to be filled. I am requesting that the nomination referenced in the body of this memo be brought to the University Senate floor at the May 6, 2025, meeting for Senate recommendation to the SDSU President for nomination approval. The SDSURF board will vote on nominations at our May 23, 2025, meeting. If approved, the elected directors will begin their terms at the September 26, 2025, meeting.

Background

The composition of the SDSU Research Foundation Board of Directors is defined in Article III of the SDSURF bylaws, which reads:

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

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

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

Responsibilities

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

Nomination #1

Mark B. Reed, Ph.D. is currently serving in the role of Senior Associate Vice President for Research in the Division of Research and Innovation but will be leaving this role and returning to his faculty position as a full professor in the SDSU School of Public Health in August of this year.

Dr. Reed would bring a unique set of qualifications if he were to be recommended to serve on the board of the SDSU Research Foundation, given his experience as both an experienced researcher and a senior administrator who has worked closely with SDSU Research Foundation. Dr. Reed has expressed enthusiasm and a willingness to serve in this capacity should he be recommended by the Senate for nomination by the President. We support Dr. Reed's nomination as someone who would bring valuable knowledge to help further the mission of SDSU Research Foundation in supporting the research, scholarship, and creative activities of SDSU faculty, staff, and students.

Biography

Mark B. Reed, PhD began working at SDSU in 2004 as a research faculty member and is currently serving as the Senior Associate Vice President for Research in the Division of Research and Innovation. Dr. Reed's portfolio as Senior AVP includes oversight of research operations, research support services, undergraduate research, and research advancement. As a faculty member in the SDSU School of Public Health, Dr. Reed's research focuses on alcohol use etiology and prevention, Screening, Brief Intervention, and Referral to Treatment (SBIRT) approaches to alcohol misuse, as well as issues pertaining to faculty diversity, equity, and inclusion. He is currently a PI (MPI) of the SDSU FUERTE (NIH FIRST) program. He is published in top substance use/public health journals and has secured over \$17M in funding as a PI or MPI and more than \$2M as a Co-Investigator. He is a past-President and current Fellow of the American Academy of Health Behavior (AAHB) as well as the past Co-Editor-in-Chief for the International Journal of Alcohol and Drug Research. Dr. Reed also serves on the board of the San Jose State University Research Foundation.

Thank you for your assistance. Please feel free to contact me at (619) 594-1862 if you have questions or require any additional information.

To: SEC/Senate
From: Amy Pinkelman, Lead Graduation Advisor
Date: April 21, 2025
Subject: Graduation Report, Spring/Summer 2025

The spring/summer 2025 graduation application filing period was from November 8, 2024 to February 3, 2025. In accordance with the Senate policy, lists of baccalaureate degree candidates for spring/summer 2025 graduation have been distributed. Lists of advanced degree candidates for spring/summer 2025 graduation, as approved by the Graduate Council, have also been distributed. Each faculty member has been given the opportunity to approve or disapprove the candidates by ballot.

Undergraduate Graduation Candidates - The Office of the Registrar sent three email notifications (11/19/2024, 12/16/2024 and 1/13/2025) to students with 86+ units earned or in the second bachelor's degree nursing program about the method and deadline to apply for spring/summer 2025 graduation. Once the student submits a completed graduation application, they'll receive a notification to their SDSUid email address confirming the receipt of their application and the graduation term they've applied for. The student's graduation application is then queued for their assigned Graduation Advisor in the Office of the Registrar who'll review their academic record, assess their remaining degree requirements, and note any missing requirements at the bottom of the degree evaluation. Once the student's academic record has been evaluated the student will receive an email notifying them their graduation evaluation has been completed and to review their degree evaluation. The student may then work with their major/minor advisor(s) or graduation advisor if they have any inquiries about their graduation evaluation or progress toward their bachelor's degree completion.

After February 3, 2025 and by April 11, 2025, a student may request to submit a late spring/summer 2025 undergraduate graduation application by contacting the Office of the Registrar. Between April 11, 2025 and May 22, 2025 (official last day of spring 2025) and April 11, 2025 and August 15, 2025 (official last day of summer 2025), late applications may be accepted due to serious and compelling reasons. The graduation advisor will assess if the student's request is appropriate (e.g., degree evaluation shows they're in their final semester/term's classes required to complete the bachelor's degree) and inform the student of the next steps regarding the graduation application process.

For the spring/summer 2025 undergraduate graduation process, the auto-graduation job will be run after the spring and summer 2025 term ends and the Office of the Registrar has completed the certification of spring and summer 2025 grades respectively. Provided the student has met all graduation requirements between my.SDSU student information system and uAchieve degree evaluation, their spring/summer 2025 bachelor's degree will be posted to their SDSU transcript. All students will receive a notification to their SDSUid email address regarding their graduation status (i.e., graduated, pending, or canceled) with the university. For the students with the pending or canceled graduation status, the graduation advisors will connect with them

regarding the next steps in order for them to successfully complete their bachelor's degree requirements. If the degree requirements will not be met by the end of the 6 week deadline to confer degrees in accordance with the deadline of ERS reporting, the student's graduation application will be transferred to the next graduation term.

Graduate Graduation Candidates

Graduate Studies makes several attempts to notify graduate students of upcoming applications for the spring/summer 2025 graduation deadline of February 3, 2025. Graduate Studies sent an announcement through the Graduate Student Canvas Homeroom (generating an email to all graduate students) on January 16, 2025, and sent two email notifications to students on January 22, 2025 and January 31, 2025. The email notification provides students with the deadline to apply for spring/summer 2025 graduation, associated fee, commencement information, and mailing address information. Application for graduation deadlines are included on the announcement section and the deadline flier located on the Graduate Studies website. This information was available on our website as of August 28, 2024 as well as the SDSU Graduate Students Canvas homeroom. Lastly, three announcements were sent to graduate advisors and program directors in our department newsletter on November 26, 2024, January 3, 2025, and January 31, 2025.

Graduation Evaluations were generated and emailed to advisors and students that applied to graduate by the original application deadline of February 3, as well as included students that paid by the late application deadline of March 7, 2025. The "Graduation Evaluation" job is a bulk process that generates degree audits for applicants. The assigned Graduate Evaluator will review the student's record and verify remaining degree requirements. The Graduate Evaluators will make necessary comments on the student's graduation evaluation or make necessary adjustments to the student's individualized record. Once the student's graduation evaluation was completed, Graduate Studies emailed students their Graduation Evaluation. The Graduation Evaluation outlined a student's outstanding degree requirements and deadlines by when those requirements needed to be completed. Graduate Studies will generate a list of all students that applied for graduation and those students, along with their graduate advisors, to remind them of the graduation deadlines that must be met. Students are advised to contact our office or work with their Graduate Advisor if they have any inquiries about their graduation evaluation or progress towards the completion of their degree. Graduate Studies continued to receive applications for graduation several months after the original application deadline. Graduate Studies set a noon deadline on March 7, 2025 for late applications for students that had missed the original February 3, 2025 deadline. Students petitioning to apply for late graduation were required to include a letter of support from the graduate advisor outlining the students remaining requirements, if any, and the timeframe of the outstanding degree requirements that will be completed. This informs Graduate Studies of any outstanding department deadlines/requirements in order for the student to be recommended for graduation.

Receiving a recommendation from the program advisor will assist with determining if it is appropriate that the student apply to graduate or defer graduation for an additional semester

due to outstanding degree requirements. If a student is on track to complete their degree requirement by the end of the term, their petition for late graduation is approved. Students that were approved to apply late were required to submit an application for graduation by March 7, 2025 and pay the application fee, along with the late fee, no later than noon on March 17, 2025. Students were notified if they do not pay the late application fee by noon on March 17, 2025, their Spring 2025 graduation application will be rolled over to the Summer 2025 semester for evaluation. All students that had applied to graduate by March 7, 2025 were included in the senate ballot that was also sent out to Department Chairs, Commencement Coordinators, Graduate Advisors, and Assistant Deans of each college on March 7, 2025. Students who did not pay the graduation fee by March 7th but paid before April 7, 2025 were not included in the ballot that was sent out on March 7th, but have been included in the number count of Spring/Summer 2025 applicants. It is worth noting that at this time our office has not had any inquiries from students trying to graduate after having missed the March 7, 2025 deadline. After the Spring 2025 semester ends on May 22, 2025 and the Office of the Registrar has completed end of term verification, Graduate Studies will run their graduation job. Provided the student has met all graduation requirements, their Spring 2025 degree will be posted to their SDSU transcript. The exceptions to this are Joint Doctoral Students as our office is required to consult with our joint partners at the end of the joint campus' term that a student is eligible for graduation. All students will receive a notification to their SDSU email address notifying them when their diploma has been mailed out and to what address it was sent to. For students that are not eligible for graduation, Graduate Studies will email the student a cancellation notification. The Graduation Cancellation Notice provides the student with the specific reason as to why their graduation was canceled. Students are encouraged to contact our office or their Graduate Advisor to discuss necessary steps to remediate outstanding degree requirements. Graduation Cancellation Notices are sent out within two to three weeks after the end of the semester. Students that have their graduation canceled will automatically be re-evaluated for graduation for the subsequent term.

Overall Graduation Candidates

A summary of the students who applied for spring/summer 2025 graduation is available [here](#).

SPRING/SUMMER 2025 UNDERGRADUATE GRADUATION CANDIDATE TOTALS	8257
College of Arts & Letters	# of Records
Africana Studies	6
American Indian Studies	4
Anthropology	40
Asian Studies	1
Chicana and Chicano Studies	7
Classics	1
Comparative International Studies	15
Comparative Literature	1
Economics	181
English	118
European Studies	1
French	3
Geography	26
German	2
History	83
Humanities	4
International Business	84
International Security and Conflict Resolution	41
Islamic & Arabic Studies	1
Japanese	11
Language, Culture, and Society	5
Latin American Studies	2
Lesbian, Gay, Bisexual, and Transgender, Queer, and Plus Studies	2
Linguistics	13
Modern Jewish Studies	0
Philosophy	29
Political Science	162
Religious Studies	4
Rhetoric and Writing Studies	8
Russian	0

Social Science	40
Sociology	162
Spanish	49
Sustainability	45
Urban Studies	13
Women's Studies	11
<i>Total</i>	<i>1175</i>
* * * * *	* * * * *
Fowler College of Business	# of Records
Accounting	178
Finance	398
General Business	551
Information Systems	177
Management	299
Marketing	444
<i>Total</i>	<i>2047</i>
* * * * *	* * * * *
College of Education	# of Records
Child Development	138
Leadership Studies	1
Liberal Studies	202
<i>Total</i>	<i>341</i>
* * * * *	* * * * *
College of Engineering	# of Records
Aerospace Engineering	96
Civil Engineering	127
Computer Engineering	41
Construction Engineering	13
Construction Management	28
Electrical Engineering	48
Environmental Engineering	28

Mechanical Engineering	166
<i>Total</i>	<i>547</i>
* * * * *	* * * * *
College of Health & Human Services	# of Records
Athletic Training	0
Foods and Nutrition	51
Gerontology	7
Kinesiology	343
Nursing	203
Public Health	194
Social Work	101
Speech, Language, and Hearing Sciences	99
<i>Total</i>	<i>998</i>
* * * * *	* * * * *
College of Professional Studies & Fine Arts	# of Records
Art	289
Communication	343
Criminal Justice	426
Dance	25
Health Communication	22
Hospitality and Tourism Management	58
Journalism	162
Music	47
Public Administration	34
Recreation Administration	28
Television, Film and New Media	80
Theatre Arts	44
<i>Total</i>	<i>1558</i>
* * * * *	* * * * *
College of Sciences	# of Records
Astronomy	14

Biology	233
Chemical Physics	2
Chemistry	33
Computer Science	278
Environmental Sciences	47
Geological Sciences	12
Mathematics	45
Microbiology	20
Physical Science	1
Physics	11
Psychology	719
Statistics	38
<i>Total</i>	<i>1453</i>
* * * * *	* * * * *
Division of Faculty Advancement & Student Success	# of Records
Interdisciplinary Studies in Three Departments	138
<i>Total</i>	<i>138</i>
* * * * *	* * * * *

SPRING/SUMMER 2025 GRADUATE GRADUATION CANDIDATE TOTALS	1944
College of Arts & Letters	# of Records
Anthropology	16
Big Data Analytics	30
Creative Writing	8
Economics	8
English	12
French	1
Geography (MA)	5
Geography (MS)	13
Geography (PhD)	4
History	21
Interdisciplinary Studies	1
Latin American Studies	3
Liberal Arts and Sciences	11
Linguistics	11
Philosophy	9
Political Science	21
Rhetoric and Writing Studies	7
Sociology	15
Spanish	7
Women's Studies	9
<i>Total</i>	<i>212</i>
*****	*****
Fowler College of Business	# of Records
Accountancy	41
Cybersecurity Management	6
Global Business Development	15
Information Systems	25
Master of Business Administration	90
Master of Science in Business Administration	3
<i>Total</i>	<i>180</i>

*****	*****
College of Education	# of Records
Child Development	17
Counseling	18
Dual Language and English Learner Education	1
Early Childhood and Family Clinical Counseling	15
Education (MA)	126
Education (PhD)	3
Educational Leadership (MA)	38
Educational Leadership (EDD)	57
Postsecondary Educational Leadership and Student Affairs	18
MFT	28
Rehabilitation Counseling	7
School Psychology (EdS)	14
Teacher Leadership	15
Teaching (MAT)	226
<i>Total</i>	<i>583</i>
*****	*****
College of Engineering	# of Records
Aerospace Engineering	15
Bioengineering	6
Civil Engineering	17
Computer Engineering	7
Electrical Engineering	21
Engineering Sciences (PhD)	12
Master of Engineering	3
Mechanical Engineering	27
<i>Total</i>	<i>108</i>
*****	*****
College of Health & Human Services	# of Records
Athletic Training	14

Audiology (AuD)	10
Epidemiology	1
Exercise Physiology	7
Interdisciplinary Research on Substance Use (PhD)	4
Language and Communicative Disorders (PhD)	4
Nursing	19
Nutritional Sciences	9
Physical Therapy (PhD)	37
Public Health (MS)	12
Public Health (MPH)	112
Public Health (PhD)	14
Social Work	118
Social Work (MSW/JD)	0
Speech Language and Hearing Sciences	39
<i>Total</i>	<i>400</i>
* * * * *	* * * * *
College of Professional Studies & Fine Arts	# of Records
Art (MA)	0
Art (MFA)	7
City Planning (MCP)	9
Communication	14
Criminal Justice and Criminology	16
Critical Studies	1
Learning Design and Techonology	8
Film and Television Production (MFA)	5
Hospitality and Toursism Management	20
Mass Communication	15
Meeting and Event Management	16
Music (MA)	0
Music (MM)	8
Musical Theatre (MFA)	0

Public Administration (MPA)	20
Theatre Arts (MA)	7
Theatre Arts (MFA)	5
Total	151
*****	*****
College of Sciences	# of Records
Applied Mathematics	10
Astronomy	7
Bioinformatics and Medical Informatics	13
Biology (PhD)	5
Biology	31
Chemistry (MA)	3
Chemistry (MS)	12
Chemistry (PhD)	15
Clinical Psychology (PhD)	8
Computational Science (MS)	11
Computational Science (PhD)	4
Computer Science	21
Ecology (PhD)	4
Evolutionary Biology (PhD)	3
Geological Sciences	4
Geophysics (PhD)	2
Homeland Security	22
Mathematics and Science Education (PhD)	5
Mathematics	16
Medical Physics	8
Microbiology	3
Physics	10
Psychology (MA)	35
Psychology (MS)	26
Regulatory Affairs	4

Statistics	9
<i>Total</i>	<i>291</i>
* * * * *	* * * * *
Concurrent Degrees	# of Records
Master of Business Administration and MA in Latin American Studies	1
Master of Public Administration and MA in Latin American Studies	1
Master of Public Health and MA in Latin American Studies	8
Master of Science Nutritional Science and Master of Science Exercise Physiology	5
Master of Social Work and Masters of Public Health	5
<i>Total</i>	<i>19</i>
* * * * *	* * * * *

2024/25 UNDERGRADUATE AND GRADUATE GRADUATION CANDIDATE TOTALS			
	Fall 2024	Spring/Summer 2025	2024/25 Academic Year
Undergraduate	2,016	8,257	10,273
Graduate - Master's	689	1,753	2442
Graduate - Doctoral	62	191	253
Total	2,767	10,201	12,968

To: Senate Officers, SEC, Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 17, 2025
Subject: INFORMATION: AY 2024-2025 Annual Report

During the 2024-2025 academic year, the Academic Policy & Planning Committee (AP&P) undertook the work of our established annual agenda, including receiving and addressing referrals from the Senate; reviewing proposals for new programs, program elevations, and program deactivations; and engaging in work related to enrollment, retention, and graduation. The following provides a brief summary of our work, including the status of our ongoing referrals and an overview of all of the action and information items sent to the Senate.

Action Items

AP&P submitted the following action items to Senate this year:

Emeritus Employee Policy Updates: Revisions to the Emeritus Employee policy to clarify the roles of the Faculty Honors and Awards Committee and Staff Affairs Committee in reviewing recommendations for emeritus status; the role of HR in compiling, distributing, and maintaining lists of emeritus employees; and the general mechanisms by which those names will be shared publicly via the Catalog and then archived in Special Collections and University Archives.

Approved at the September Senate meeting.

Priority Registration for Fowler Scholars: Adds the Fowler Scholars to the list of priority registration groups. *Approved at the November Senate meeting.*

Establishment of the Department of Asian American Studies: Recommends the establishment of the Department of Asian American Studies in the College of Arts and Letters (CAL). *Approved at the February Senate meeting.*

AP&P Committee Membership, Second Reading: Recommends adding two open faculty seats to AP&P, including a dedicated seat for a contingent faculty member. *Approved at the February Senate meeting.*

Priority Registration: Clarifies existing priority registration policies and changes how priority registration will be handled starting in Fall 2025. Student groups who are added to the priority registration list moving forward will register first in their class unless state, federal, or CSU policy requires otherwise, in contrast to current practice, which allows groups to register at the start of the registration period (i.e. the first day of registration). *Approved at the April Senate meeting.*

Sustainability Course Designation (joint action with the Senate Sustainability Committee): Recommends a new course designation for undergraduate and graduate courses, to be offered beginning in AY 2026-27. There are two levels of designation: Sustainability-focused course and Sustainability-inclusive course, which will be differentiated in the Catalog. *Approved at the April Senate meeting.*

Addressing RTP Impacts and Disruptions (joint action with the Faculty Affairs Committee): Offers three recommendations in response to shifts in research funding at the federal level: 1) The existing Covid Impact Statement be expanded to cover a broader range of adverse impacts in the PDS for the AY25-26 review cycle, 2) urges departments and schools to review and update their existing RTP policies to ensure that criteria are appropriate to support faculty whose research, scholarship, and creative activities might be adversely impacted by changes to federal grant programs and narrowing publishing opportunities, and 3) encourages departments and schools to consider how the proliferation of generative AI tools might impact teaching, service, research, scholarship, and creative activities in their respective disciplines. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Requiring Generative AI Syllabus Statement (joint action with the Faculty Affairs Committee): Recommends that a statement of appropriate use of generative AI be required for all syllabi beginning in Fall 2025. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

Referral 21/22_04: Five-Year Review of Academic Administrator (Phase I): Puts forward several revisions to the current policy on the review of academic administrators, with more substantive revisions anticipated in AY 25-26. *Submitted to the April SEC meeting for consideration at the May Senate meeting.*

We also co-signed an action from the Faculty Affairs Committee updating the grade policy, which was approved at the March Senate meeting.

Information Items

AP&P submitted the following information items in AY 24-25:

Women's Studies Department Name Change: Informs the Senate of AP&P's approval of a name change for the Women's Studies Department to the Department of Women's, Gender, and Sexuality Studies (WGSS). *Accepted at the October Senate meeting.*

Referral 23/24_01: Assess the Feasibility of an Online Campus-wide Policy File Catalog

After considerable deliberation AP&P determined that this referral is not feasible in its current scope. We returned this referral to the Senate and recommended no further action be taken.

Accepted at the November Senate meeting.

Language requirements for BAs: Developed in response to concerns articulated on the Senate listserv about the elimination of language requirements for BAs. Explains that, due to EO 1071 compliance, existing Bachelor of Arts in Liberal Arts and Sciences and Bachelor of Arts in Applied Arts and Sciences with concentrations in specific disciplines were all elevated to stand-alone majors as Bachelor of Arts in “Insert Discipline Here” (ie., BA in History).

Language requirements have not changed; the decision to maintain or eliminate these requirements resides with individual departments and is subject to the full curriculum review process. Given current AB 928 implementation efforts, departments were asked not to submit changes to Curriculog until AY 2025-26, with implementation beginning in AY 2026-27.

Accepted at the March Senate meeting.

Sustainability Course Designation Minor Modifications: Specifies that curriculum proposals seeking to add the new sustainability designation as the *only* modification shall follow the standard process for minor modifications related to adding course designations. *Accepted at the April Senate meeting.*

Enrollment, Retention, and Graduation (ERG) Report: Submitted in fulfillment of our charge to annually review, discuss, and report on enrollment, retention, and graduation (ERG) data and enrollment management policies and outcomes. This information item is the product of data AVP Stefan Hyman shared with AP&P and discussed at length over several meetings in the spring. In addition to the standard data AVP Hyman regularly provides to the Senate, AP&P asked questions about 1) the use of summer session to support timely graduation, 2) whether we have sufficient faculty (TT and contingent) to meet our enrollment needs, 3) whether there are adverse impacts to student learning as a result of our consistent enrollment growth (time to degree suggests students are able to get the classes they need, but AP&P was also interested in more qualitative impacts which might prove harder to measure), and 4) the extent to which under-enrolled classes were cancelled this year. AP&P continues to talk with AVP Hyman about how best to access, explore, and communicate these complex data. *Submitted to the April SEC meeting for consideration for the May Senate meeting.*

European Studies Department Name Change (tentative): AP&P received a referral on April 16 to approve a name change for the Department of European Studies to Comparative International Studies. We will review the request at our final meeting on April 29. If it is approved, we will forward an Information Memo as a late addition to the May agenda to notify the Senate of the change.

Curriculum Review

AP&P regularly reviews proposals for new programs, program elevations, and program deactivations. This year, we reviewed and approved:

- New undergraduate programs (majors and minors): 9
- New graduate programs: 6
- Program elevations: 4
- Program deactivations: 27

While AP&P has reviewed numerous deactivations in the past, those have typically been related to EO 1071 compliance. In contrast, the vast majority of program deactivations this year appear to be tied to the so-called low degree conferral process, a seeming response to a list of programs with small numbers of majors provided by the Board of Trustees (or possibly the Chancellor's Office?). It is our understanding that these programs were required to either develop a growth plan or deactivate. It should be noted that several of the proposals we reviewed were for programs that were no longer active or were being reconceptualized.

This is the complete list of deactivations AP&P reviewed and approved this year:

1. Art, Emphasis in Graphic Design, B.A. in Applied Arts and Sciences
2. Art, Emphasis in Multimedia, B.A. in Applied Arts and Sciences
3. Art, Studio Arts Concentration, M.A.
4. Chemical Physics, B.S. in Applied Arts and Sciences
5. Civil Engineering, Environmental Engineering Concentration, M.S.
6. Epidemiology, M.S.
7. European Studies, B.A. in Liberal Arts and Sciences
8. French, B.A. in Liberal Arts and Sciences
9. Geography, M.S.
10. Geological Sciences, Emphasis in Engineering Geology, B.S. in Applied Arts and Sciences
11. Geological Sciences, Emphasis in Hydrogeology, B.S. in Applied Arts and Sciences
12. Geological Sciences, Emphasis in Paleontology, B.S. in Applied Arts and Sciences
13. German, B.A. in Liberal Arts and Sciences
14. German, Emphasis in German Studies, B.A. in Liberal Arts and Sciences
15. Gerontology, M.S.
16. Microbiology, B.A. in Liberal Arts and Sciences
17. Physical Science, B.A. in Applied Arts and Sciences
18. Public Health, Biometry Concentration, M.P.H.
19. Rehabilitation Counseling Advanced Certificate
20. Russian and Central European Studies, B.A. in Liberal Arts and Sciences
21. Russian, B.A. in Liberal Arts and Sciences

22. Russian, B.A. in Liberal Arts and Sciences in preparation for the Single Subject Teaching Credential in Foreign Languages
23. Social Work Administration Advanced Certificate
24. Social Work, Specialization in Environmental Social Work and Community Engagement, B.A. in Liberal Arts and Sciences
25. Speech, Language, and Hearing Sciences, Communicative Sciences Concentration, M.A.
26. Teaching, M.A.
27. Teaching, Reading Education Concentration, M.A.T.

AP&P has not been involved in larger campus discussions about the low degree conferral process, and thus cannot speak to the nature of this approach. Notwithstanding, several members expressed concern, if not dismay, about these deactivations with respect to the broader value of a robust liberal arts education.

We also devoted considerable time to discussing our role in the curriculum review process. We worked with AVP Madhavi McCall to clarify our role, develop a matrix of the review process across various shared governance committees, and identify possible gaps in Curricolog that might be filled to support our work before the next review cycle begins.

Sunsetted Referral

Referral 20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses was sunset at AP&P's request. This referral was made before Pam Lach became Chair, and the committee lacked sufficient context for the referral. Moreover, the referral appears to be based on an email from a former Senator.

Status of Outstanding Referrals

AP&P has several outstanding referrals that have been issued this year and in previous years:

20/21_06: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal

AP&P presented our proposed revocation policy at the final Senate meeting of AY 23-24. The Senate voted to return it to committee at that meeting. At the beginning of the fall we decided to split the work into two separate action items. We submitted an action item (noted above) to clarify the current policy based on the first year of implementation. This was approved at the September Senate meeting. We have not had time to return to the revocation process this year.

Status: No progress made on revocation this year

21/22_04: Five-Year Review of Academic Administrator

At our March meeting, AP&P agreed to split this referral into two separate action items. We finalized the revisions we previously drafted to submit to the final Senate meeting (noted above). Next year we anticipate focusing on 1) clarifying the process for requesting early review; 2)

expanding discussion of the composition of Review Panels to address things such as eligibility to serve, election procedures, the process for SEC selection of external faculty member pool, the selection of review committee chairs, and potentially recommending the addition of a data analyst to committees; and 3) clarifying procedures and responsibilities, including the timeline, range of feedback mechanisms, and ensuring inclusivity in the process.

Status: In process

21/22_28: Review & Update Search Committees for University Admin Bylaws

The Senate approved our updated policy at the final Senate meeting last year. However, President de la Torre did not sign the action memo, and instead requested that AP&P work with her office to ensure all stakeholders are represented in the administrative search process. Chair Lach sent a request for further discussion to the President's office in the early spring and is still waiting to hear back. We cannot move forward until we receive guidance from the President's office.

Status: On hold

23/24_08 Updating Definition of Faculty in Constitution

AP&P and the Lecturer Affairs Committee have engaged in numerous conversations about how to expand voting rights to contingent faculty. We have reviewed two different draft proposals, but have been unable to reach consensus on the approach. We will continue to collaborate on this referral in AY 25-26 in order to develop a policy for the Senate's consideration.

Status: In process

24/25_05 Creation of a General Policy Regarding Votes of Confidence/No Confidence for Senior Leaders and Other Administrators

After several preliminary conversations, AP&P agreed that there is a need for a clear policy and process for votes of no confidence. We have begun collecting sample policies to inform future deliberations. We anticipate forming an ad hoc working group in AY 25-26 to tackle this complex referral.

Status: In process

2024/25_06: Review of CO-Mandated Minimum Course Enrollments and Related Policies

AP&P has had several discussions this year about course caps, course deactivations, class scheduling, and course cancellations. We have begun to dig into some of these questions in this year's ERG report, and are working to develop a broader approach to guide our work on this referral.

Status: In process

Progress made toward AY 24-25 Annual Agenda

AP&P set and approved an annual agenda at its September meeting:

1. Receive and address referrals from the Senate that are appropriate to AP&P's mission related to issues of academic philosophy, standards, and conduct; faculty-student relations; governance of the university; and other matters of academic policy. *Progress noted above.*
2. Review new program/degree proposals and proposals for program/degree deactivation, as forwarded to the committee. *Work described above.*
3. Review, discuss, and report on enrollment, retention, and graduation data and enrollment management policies and outcomes. Particular attention anticipated to focus on:
 - a. The relationship of faculty hiring (both TT and contingent) to enrollment growth, with possible collaboration with Staff Affairs Committee to ensure units are staffed appropriately to meet enrollment needs. *AP&P requested data about faculty as part of our annual ERG report.*
 - b. Implications of enrollment growth for class scheduling. *AP&P requested data about class scheduling and cancellation of low-enrolled courses as part of our annual ERG report.*
4. Depending on the number of active referrals and overall capacity, AP&P intends to explore policy implications related to:
 - a. genAI as appropriate. *AP&P worked with FAC to develop a proposal to require genAI syllabus statements (noted above).*
 - b. Shared governance processes related to small enrollment classes, including during the summer. *AP&P received a formal referral for this work and is still formulating an overall approach. We included data about the low-enrolled courses in this year's ERG report.*
5. Review and update AP&P membership to better reflect representation and workload, including exploring the addition of a contingent faculty representative. *AP&P's proposal to add two open faculty seats, including a dedicated contingent faculty representative, was approved (noted above).*

We will set our annual agenda for AY25-26 at our first meeting of the fall.

Draft Committee Roster for AY 25-26 (*denotes Senator)

AP&P's anticipated roster for AY 25-26 is:

1. **Arts and Letters:** Annika Frieberg (term ends 2026)
2. **Business:** Yan Luo (term ends 2027)
3. **Education:** Marissa Vasquez* (term ends 2027)
4. **Engineering:** Khaled Morsi (term ends 2027)
5. **Health and Human Services:** Changqi Liu (term ends 2028)
6. **Imperial Valley:** David Kanaan* (term ends 2026)

7. **Library:** Pamela Lach* (term ends 2027), **Chair-elect AY 25-26**
8. **Professional Studies and Fine Arts:** Dani Bedau (requests a second term through 2028)
9. **Sciences:** Vadim Ponomarenko* (term ends 2027)
10. **Contingent Faculty:** TBD (seat added in AY 24-25)
11. **Open Faculty Seat:** TBD (seat added in AY 24-25)
12. **Staff:** Briana Cartmill (alternate: Joann Davison) (term ends 2028)
13. **Associated Students:** one-year appointment to be made Fall 2025
14. **Associated Students:** one-year appointment to be made Fall 2025
15. **Provost (ex officio):** TBD (no term limit)
16. **AVP FASS (ex officio):** Joanna Brooks* (no term limit)
17. **Dean of Graduate Studies (ex officio):** Tracy Love or designee Andy Bohonak (no term limit)
18. **Senate Chair (ex officio):** TBD* (no term limit)

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 17, 2025
Subject: INFORMATION: Enrollment, Retention, and Graduation (ERG) Report

The Academic Policy and Planning Committee (AP&P) annually reviews, discusses, and reports on enrollment, retention, and graduation data and enrollment management policies and outcomes. In fulfillment of this responsibility, we welcomed Stefan Hyman, Associate Vice President for Enrollment Services, to our February 25 and April 15 meetings to discuss general enrollment, retention, and graduation (ERG) trends. Jeanne Stronach, Assistant Vice President of Analytic Studies & Institutional Research (ASIR), also attended our April 15 meeting and assisted with data analysis.

In addition to sharing the typical data provided in his monthly Senate updates, we asked him to explore the following issues/questions: 1) the use of summer session to support timely graduation, 2) whether we have sufficient faculty (TT and contingent) to meet our enrollment needs, 3) whether there are adverse impacts to student learning as a result of our consistent enrollment growth (time to degree suggests students are able to get the classes they need, but AP&P was also interested in more qualitative impacts which might prove harder to measure), and 4) the extent to which under-enrolled classes were cancelled this year.

Brief highlights are included in this memo and a copy of AVP Hyman's slidedeck is attached.

General Enrollment Trends

Record enrollment in Summer 2024, Fall 2024 and Spring 2025. Our annualized FTES show us at 105.2% of CSU Target for CA Residents (+1579 above target). The enrollment outlook for Fall 2025 remains strong. The university received a record number of applications for admission. As of March 27, 2025 we admitted 33,986 first-year applicants (35.2% of total applications received), of which 4,863 students (60.1% of the total 8,085 applications) are from our service area, while 29,123 non-service area applicants were admitted (33.6%). To date, SDSU has also offered admission to 8521 transfer applicants, of whom 4041 are from San Diego or Imperial county community colleges.

Enrollment growth is expected in 2025-26, as the university has been issued a preliminary FTES target from the Chancellor's Office that is +301 FTES above our 2024-25 target (+1%); additional growth in non-residents is expected to complement growth in California residents.

Retention, Graduation, and Equity Gaps

SDSU recorded a record continuation rate of students progressing into their second year of study in fall 2024 (91%), and one of its highest retention rates for transfer students (92%). Graduation rates also reached new heights: first-time, full-time students from the fall 2020 cohort graduated at 60.9% in four years, and full-time transfers in the fall 2022 cohort graduated at 62% in just

two years. Equity gaps still exist, but have generally narrowed over time. Underrepresented minority students (URM) who entered in the fall 2018 class graduated at 6.6% pts lower than non-URM, and Pell grant recipients graduated at 5.9% pts lower than non-Pell students. SDSU reduced its gap with first-generation students to 7.1% pts (down from 10.2% pts with the prior cohort) and its male student gap down to 8.4% pts (down from 10.6% two years earlier). Gaps with transfer students remain remarkably low (-2.4% pts for Pell grant recipients, -4.8% pts for first-generation students and -3.1% pts for URM students).

AP&P applauds the efforts of the ongoing Young Men of Color (YMOC) initiative to understand and address persistent equity gaps for this student population. This past January they launched a badge program to support faculty to better support YMOC. Watch this [3 minute video](#) to learn more, enroll in the badge program, and explore their [slidedeck summarizing their AY 24-25 accomplishments](#).

Utilization of Summer Session

Summer enrollment has increased by almost 50% over the last five years (at a much faster pace than our AY enrollment), during which time graduation rates have reached record levels. To foster this growth, we have focused on (a) expanding the number of online classes with so many students living outside of the San Diego area and/or having summer jobs, (b) doing more with hybrid classes for those that really require an in-person component (such as chemistry classes with labs), and (c) expanding the amount of financial aid that is available to incentivize students to enroll (which also keep their out of pocket expenses to a minimum). AVP Hyman identified several opportunities for further interventions: 1) greater interventions for transfer students in Summer Session 2, and 2) developing curricula maps that would allow for expedited degree completion in three years with sequential course loads in summer.

AVP Hyman believes we are using summer efficiently within our budgetary constraints, though there is always more we can do. Summer classes can help colleges meet their annual FTES targets, but should also serve student success. Associate Deans are typically working behind the scenes to meet multiple goals, namely working within instructional budgets and supporting student demand. Colleges are encouraged to consider summer within a full academic year framework. That translates to understanding course demand in the fall and spring, and thinking about where summer fits into the mix. Most large “bottleneck” courses and those with high DFW rates are already offered. Smaller classes can be a little trickier to manage from a budget perspective, and colleges are encouraged to consider a few factors. If an individual course is expected to run a small deficit because the tuition received does not fully cover all operational expenses, it may still be worth running if (a) the college is expected to still be on track for its overall target and other, larger courses can subsidize its revenue gap, and (b) running the course in the summer will result in savings during the academic year. There is no mandate for colleges to cancel courses with enrollments below X number of students in summer. The goal is to reach the intersection of serving students and meeting budgetary targets.

Potential Adverse Learning Impacts Related to Enrollment Growth

Both Enrollment Services and Analytics Studies & Institutional Research (ASIR) frequently examine data on course availability, enrollment trends and course outcomes. Several executive dashboards exist on ASIR's Tableau dashboard which provide course-level information on these topics, and allow for users to disaggregate data by factors such as class size, college, department, and student levels. AVPs Hyman and Stronach suggested that committee members be provided access to these dashboards to ensure transparency and so the committee can discuss these intricate issues. Over the last several years, students have been able to increase their average unit loads during the academic year, alongside the growth in unique students. This has been correlated with stronger outcomes. AVP Hyman noted on slide 25 that, "The data should not be interpreted to mean that every student is gaining access to every course that they desire or need, nor that no students are delayed in requisite courses. However, unit load trends suggest that the challenges are not quantifiably worse than prior periods (if anything, course availability has improved). Continued attention [to] this matter is warranted."

AP&P is interested in digging further into this data to understand if there are other (potentially negative) outcomes correlated to enrollment growth, noting that there are factors beyond access to classes, average unit loads, and time to degree that might be considered. For instance, has the average GPA of graduating students declined in recent years? Are course caps generally being raised, and if so, are larger class sizes hampering learning? Are students who work full time and/or care for family members able to find classes that meet their tight scheduling needs?

Resource Management

AVP Hyman shared classroom utilization data for the Fall 2024 semester, showing very high room usage between 9AM and 7PM, Monday-Thursday. Greater availability of classrooms exists between 8AM and 9AM daily, 7PM-10PM Monday-Thursday, and on Fridays. In planning targets for Fall 2025, the Enrollment Services division met with each academic unit, discussed opportunities and resource challenges, and established targets at the major-level with input from each unit. Deans and Associate Deans provide frequent (typically weekly) updates on progress towards targets. Additional meetings take place regularly with other SDSU divisions on how to best leverage campus-wide resources and capacity constraints (facilities, housing, student support, programmatic, etc.).

Faculty Capacity

AP&P continued to work with AVP Hyman to dig into whether we have the appropriate number of faculty (TT and contingent) to meet enrollment demands. Included in the current ERG report is a table on slide 22 that breaks down fall semester FTES by instructor type (note that Library faculty are not represented in this table). At least over the last five years, headcounts of both TTF and contingent faculty have increased, but FTES produced by TTF have decreased. In other words, TTF are doing less teaching as a whole, either because of smaller classes or research-related buy-outs. Colleges have increasingly relied on hiring contingent faculty to make up the FTES difference. With the budget cuts that we are now facing, this is likely an

unsustainable trend. Colleges and departments are developing plans for the 2025-26 academic year to manage instructional loads with budgetary constraints.

Cancellation of Low Enrolled Classes

AP&P requested data on the extent to which under enrolled classes were cancelled this year (and possibly longitudinally, ideally broken down by college). AVP Hyman reported that, while there are data on class cancellations by college, we don't always see the reason why, which could be tied to low class sizes but could also be connected to changes with instructor availability, curriculum, facilities, etc. Academic Affairs has not mandated that departments cancel any specific low-enrolled classes, and some low-enrolled courses are to be expected. But, there are undoubtedly compromises being made that result in some low-enrolled classes being canceled in order to meet unmet demand for other classes. AVP Hyman shared reports for [SDSU](#) and [IV](#) (data summaries are included as an attachment to this memo), which have been presented to each Dean's Office over the last few years to monitor how the number of low-enrolled classes have changed over time.

SDSU

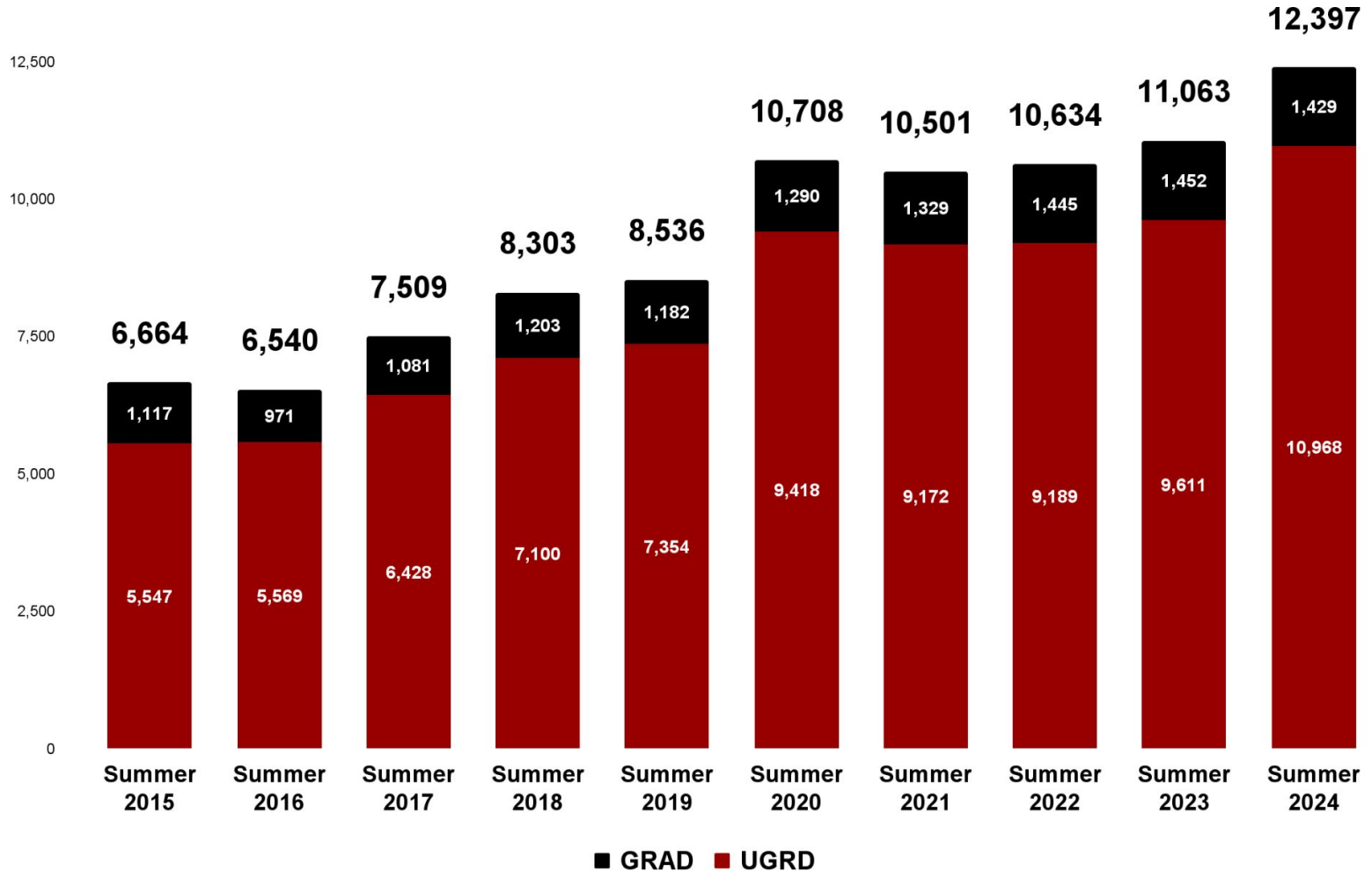
San Diego State
University

ENROLLMENT RETENTION GRADUATION REPORT 2024-25

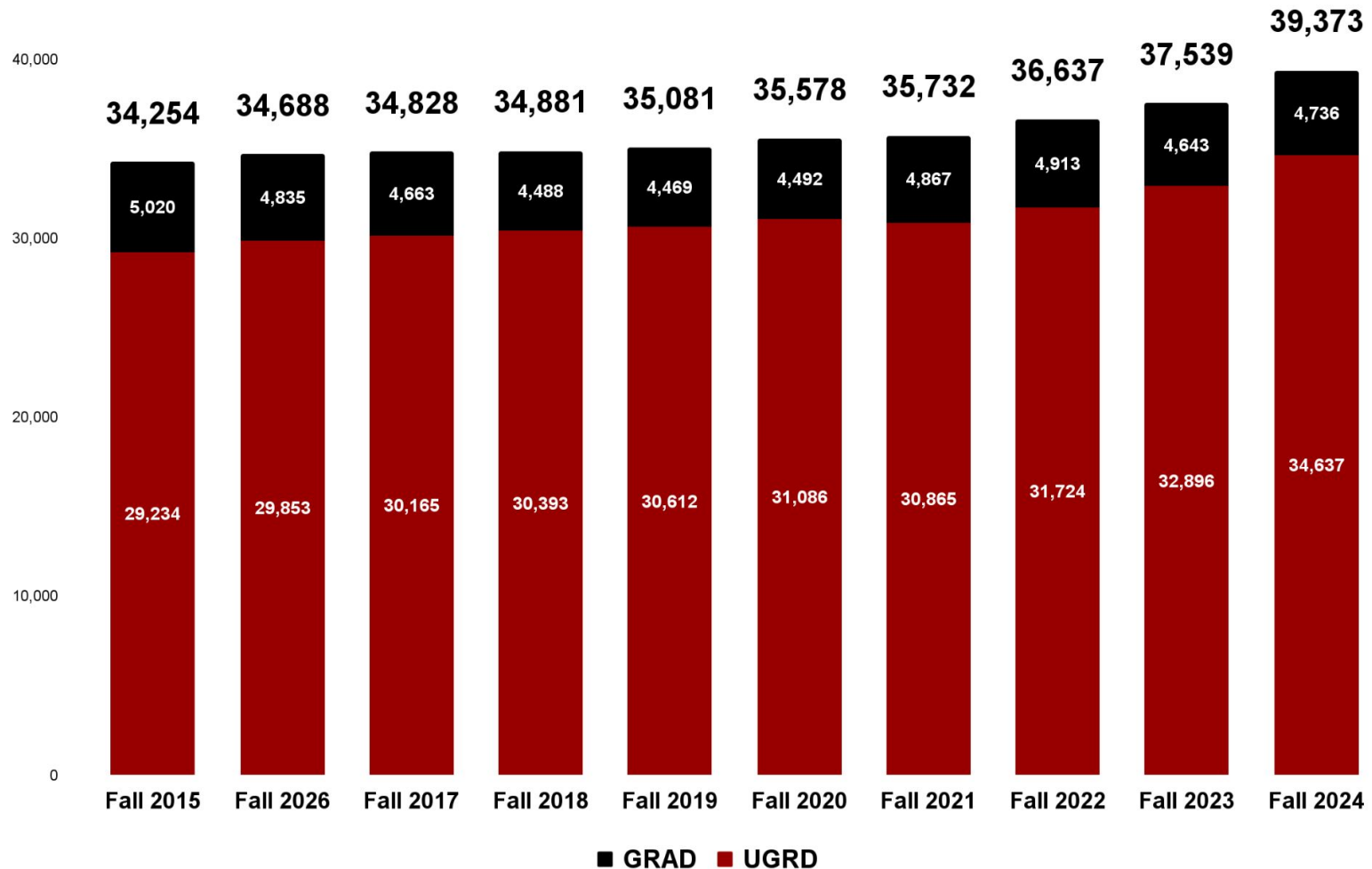


2024-25 ENROLLMENT

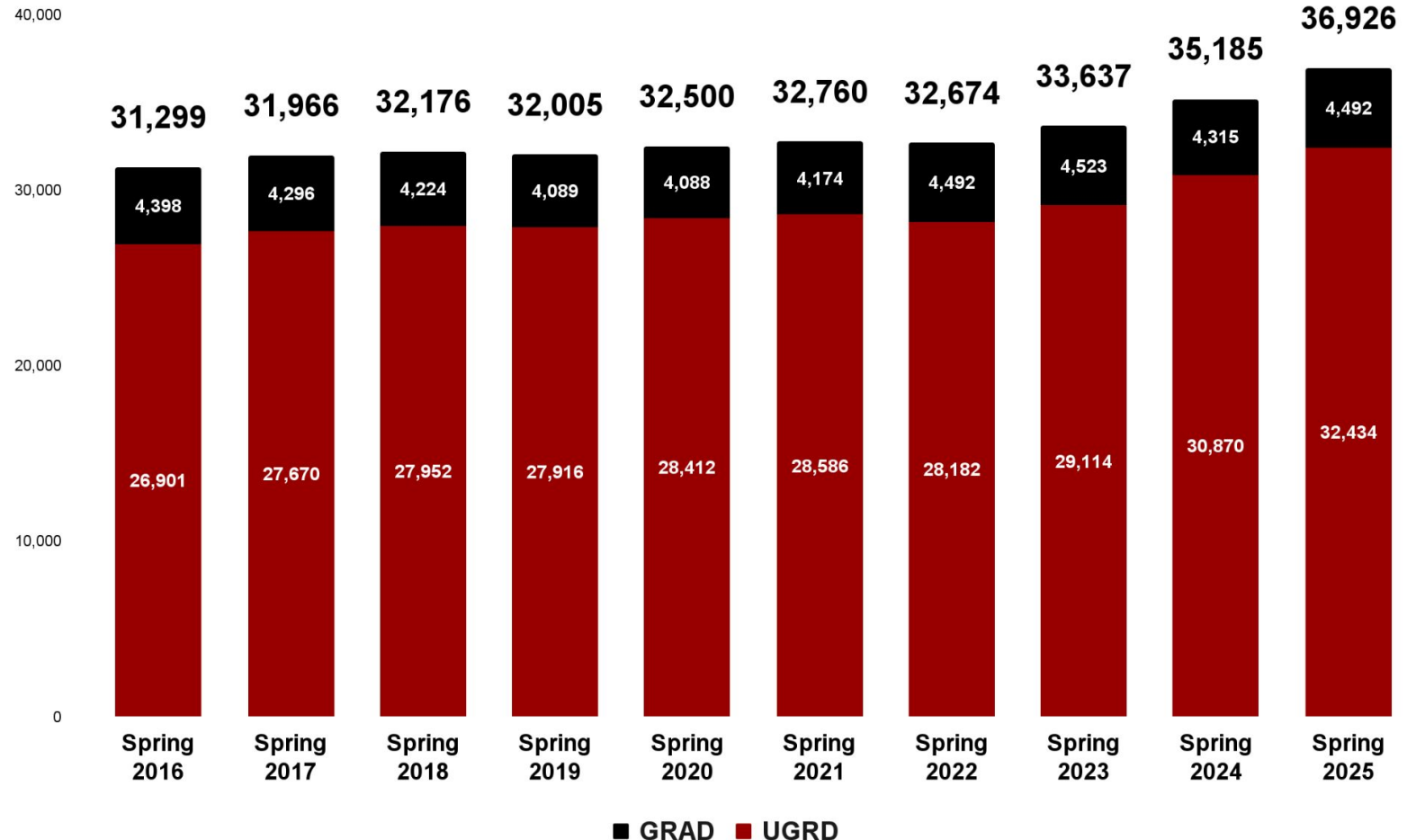
RECORD ENROLLMENT IN SUMMER 2024



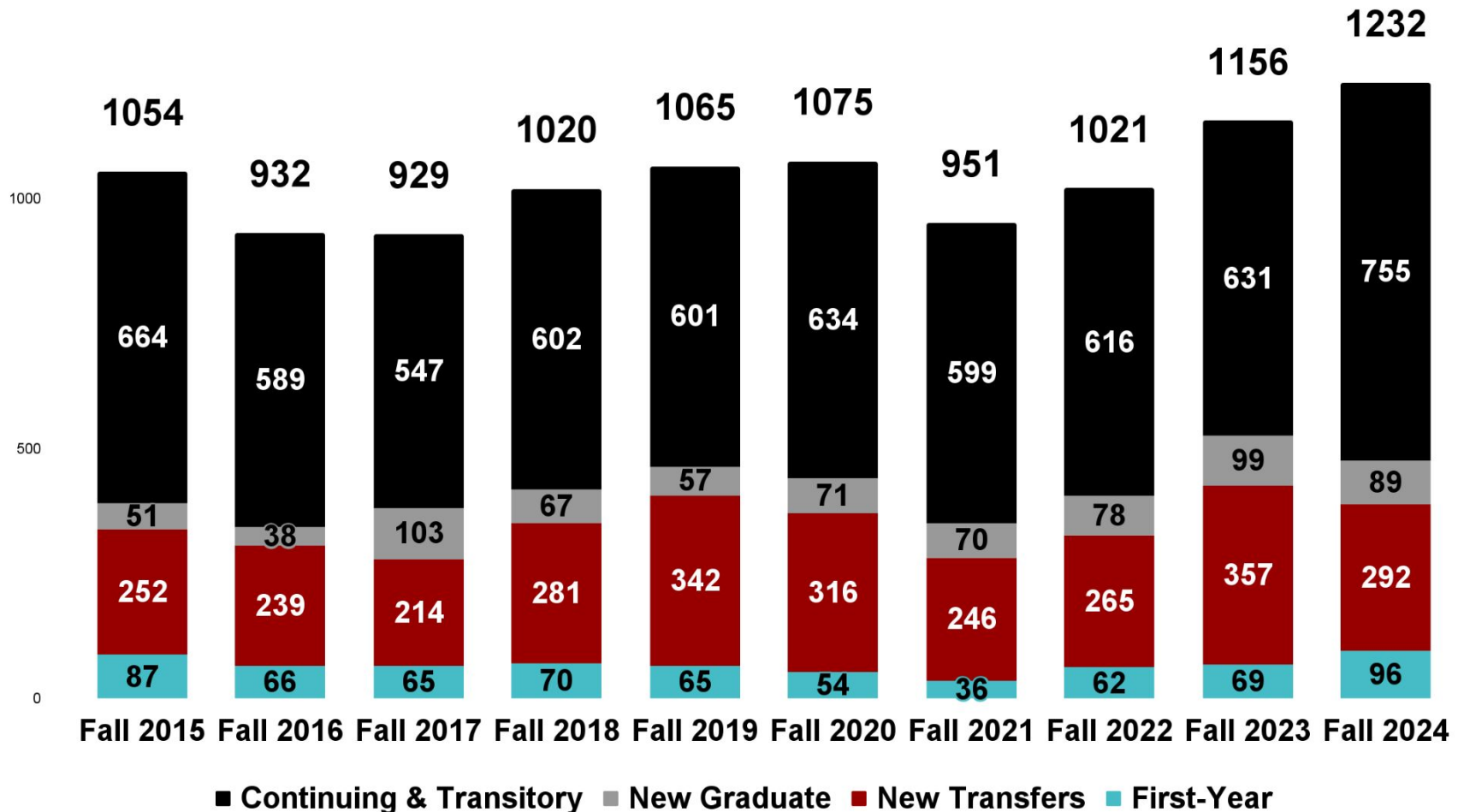
RECORD ENROLLMENT IN FALL 2024



RECORD ENROLLMENT IN SPRING 2025



RECORD ENROLLMENT IN FALL 2024



Annualized Full-Time Equivalencies (FTES)

105.2% of CSU Target

+1579 Above Target

CA Residents	Summer 2024		Fall 2024		Spring 2025*	2024-25 Annualized**	CSU Target
Actuals	4,776	+	30,757	+	28,590	32,061	30,482

*Sum of Summer, Fall and Spring, Divided by Two

**CSU Target Only for California Residents

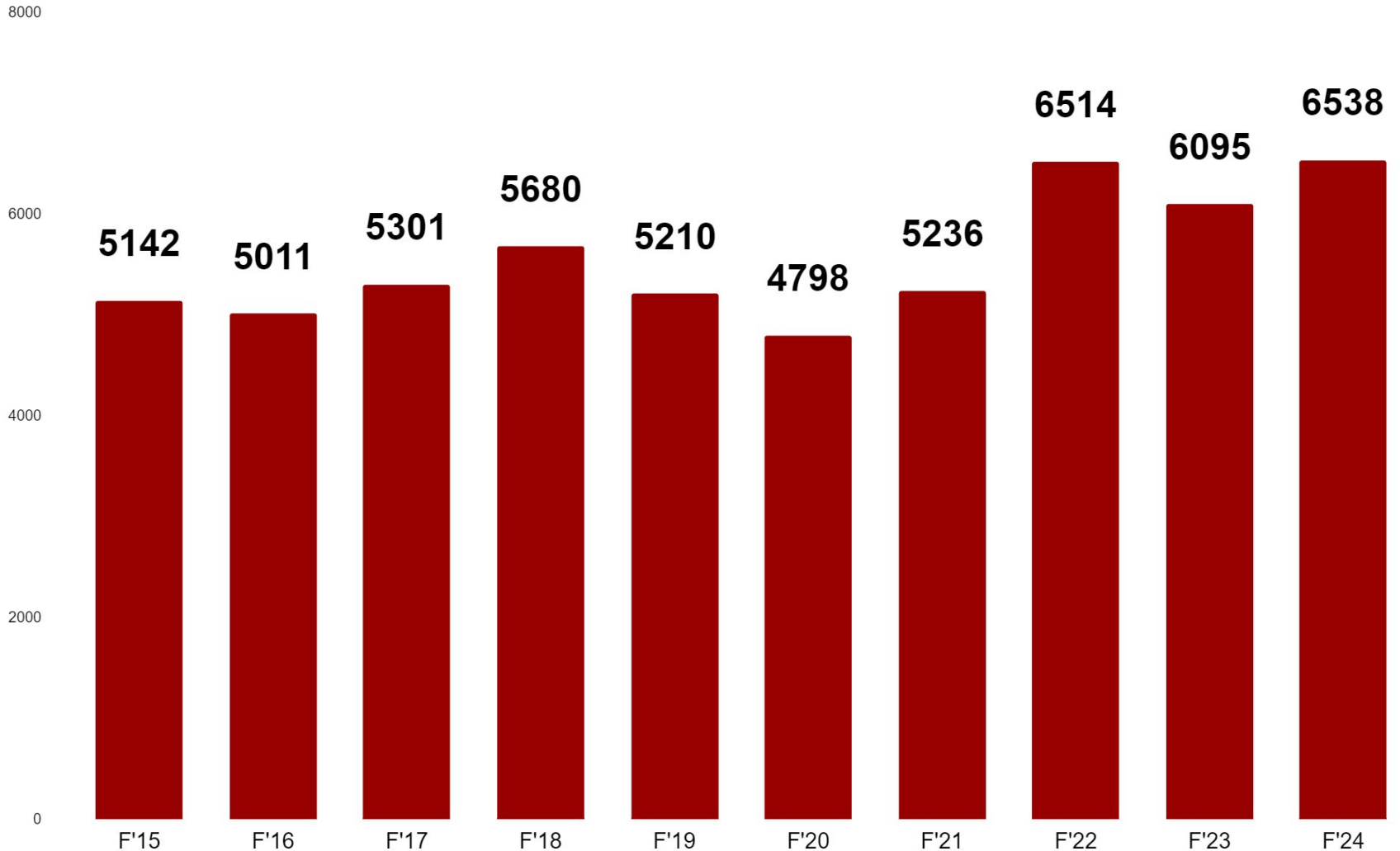
Changes in the Ethnic Profile of SDSU Students

URM	Fall 2014	Fall 2019	Fall 2024	5 yr Chg.	10 yr Chg.
Native American	88	117	65	-44.4%	-26.1%
African American	1,181	1,374	1,356	-1.3%	14.8%
Hispanic	9,913	11,020	14,189	28.8%	43.1%
Total	11,182	12,511	15,610	24.8%	39.6%
Not-URM	Fall 2014	Fall 2019	Fall 2024	5 yr Chg.	10 yr Chg.
Asian	2,326	2,499	2,999	20.0%	28.9%
Pacific Islander	85	98	74	-24.5%	-12.9%
Filipino	1,956	1,921	2,057	7.1%	5.2%
Multiple Ethnicities	1,976	2,160	2,837	31.3%	43.6%
White	11,826	11,974	13,016	8.7%	10.1%
Other/Not Stated	1,748	1,369	1,395	1.9%	-20.2%
International	2,384	2,549	1,385	-45.7%	-41.9%
Total	22,301	22,570	23,763	5.3%	6.6%
Grand Total	33,483	35,081	39,373	12.2%	17.6%

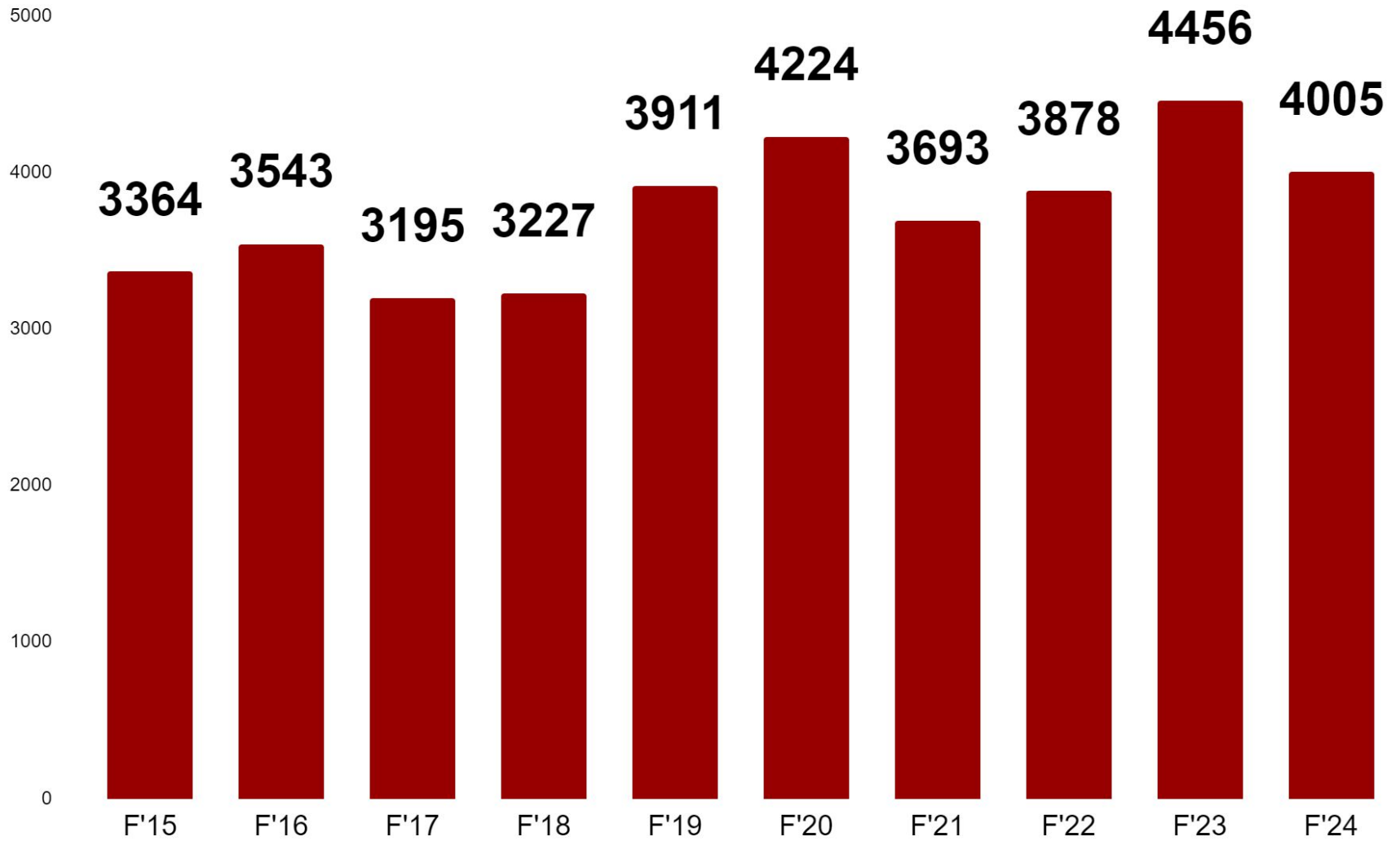
FALL 2024 ADMISSIONS

FIRST-YEAR ENROLLED

Fall 2015-2024

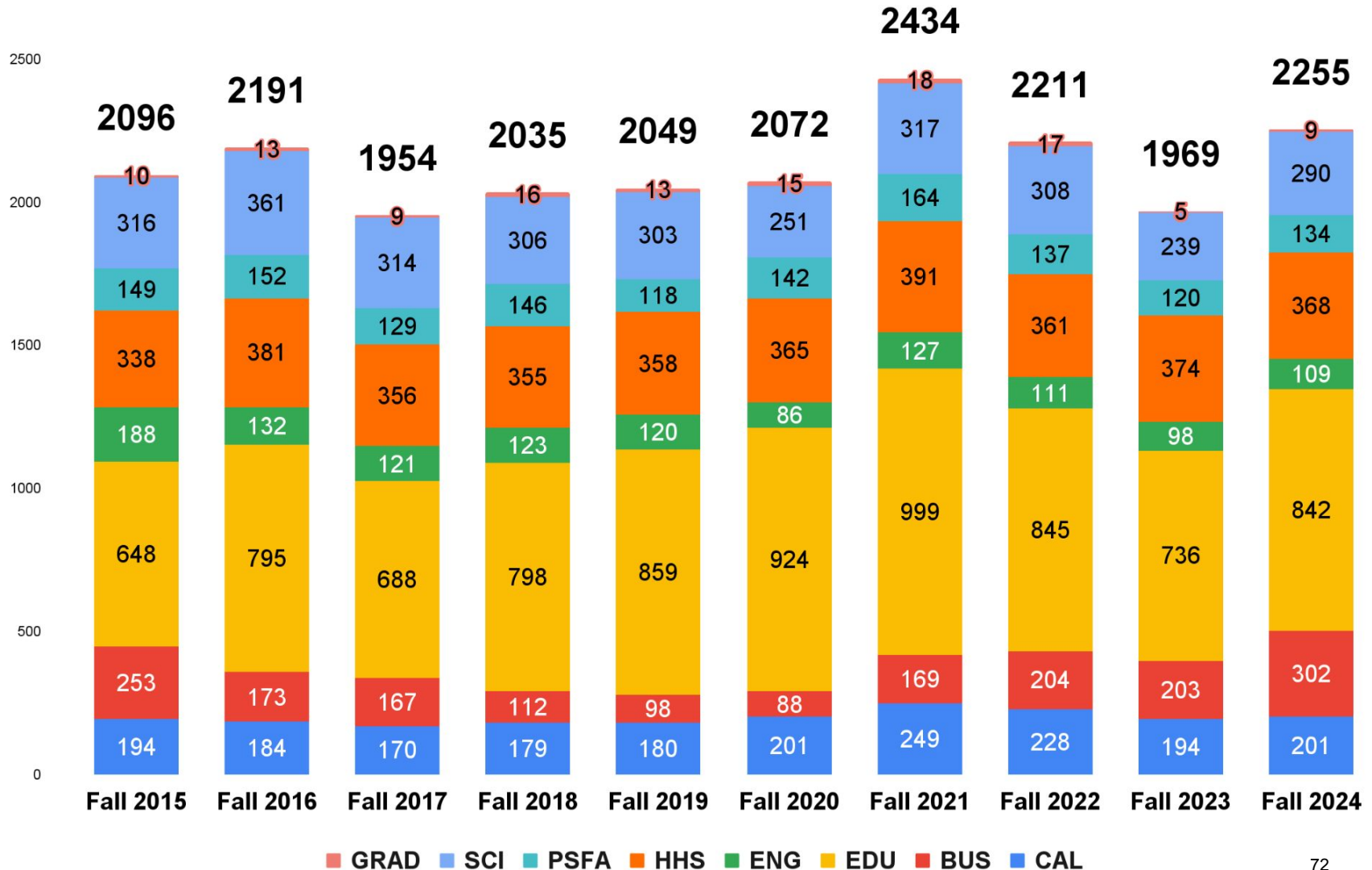


Fall 2015-2024



NEW GRADUATE STUDENTS ENROLLED

Fall 2015-2024

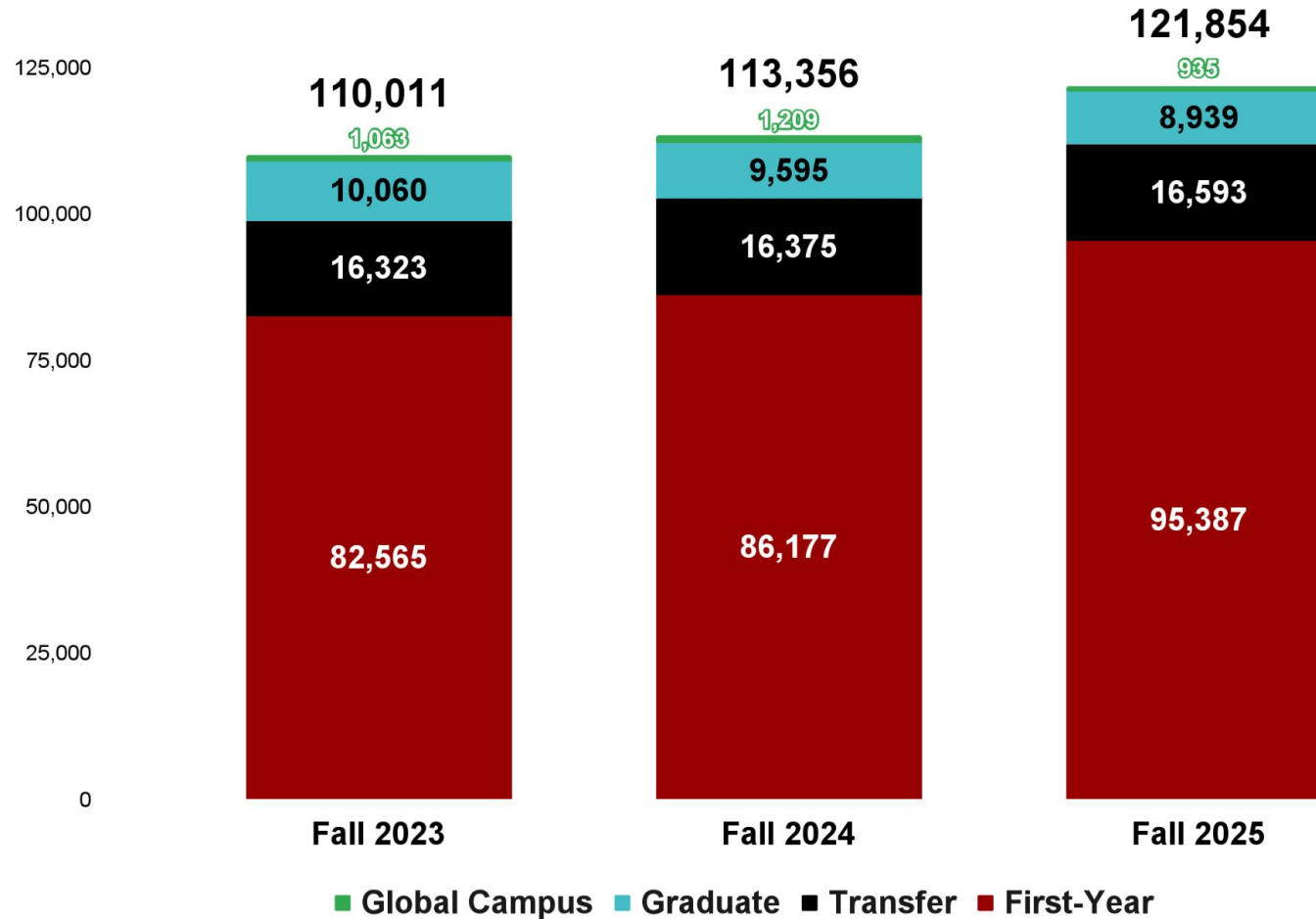


FALL 2025 ADMISSIONS YTD

FALL 2025 APPLICATION TRENDS

Fall Applications Received as of March 27

YTD Comparison



Source: Liaison Analytics, 3/27/25

33,986

First-Year Admits

4.06

Mean High School GPA

51%

Students of Color

60-38-1

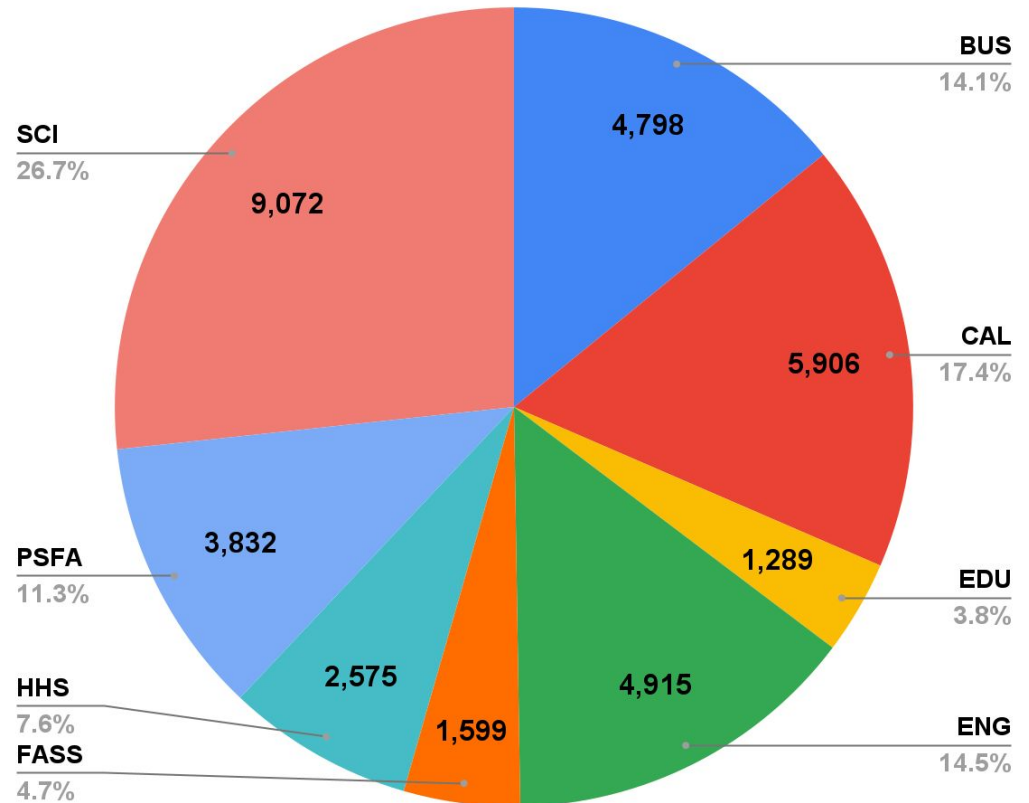
Female-Male-Another Gender

50

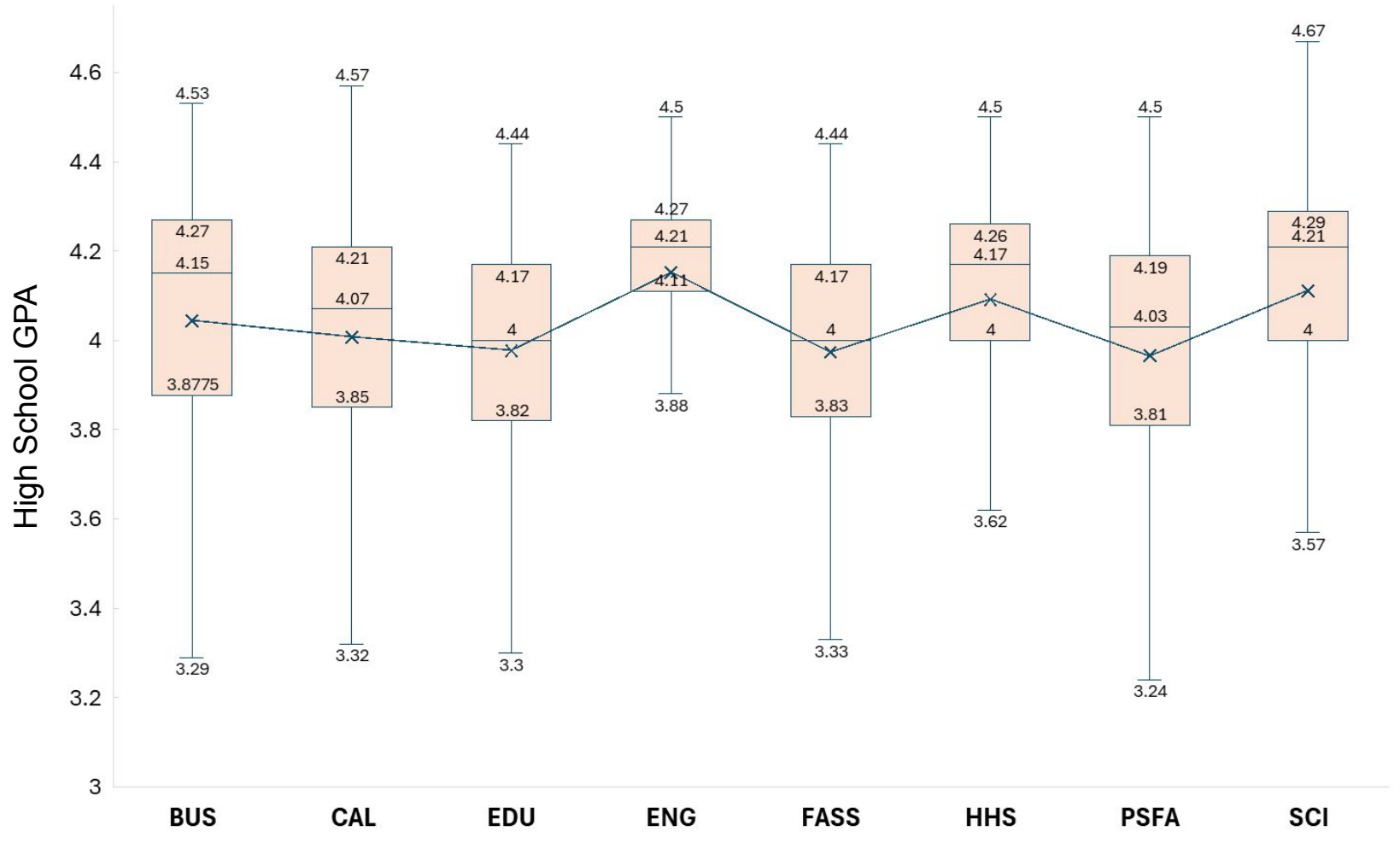
U.S. States + DC, GU, PR

75

Different Nations



Middle 50% of Admitted Student HS GPAs by College in Boxes Median High School GPA = 4.14



X Mean – Median

As of 3/24/2025

As required by CSU policy, SDSU continued to give highest consideration to local students within its service area.

First-Year Applicants by Service Area

College GPA	All Applicants			Service Area Applicants			Non-Service Area Applicants		
	Apps	Admits	Admt %	Apps	Admits	Admt %	Apps	Admits	Admt %
BUS	16,612	4,798	28.4%	1,134	575	50.7%	15,478	4,223	27.3%
CAL	9,391	5,906	61.9%	783	575	73.4%	8,608	5,331	61.9%
EDU	2,365	1,289	53.8%	252	174	69.0%	2,113	1,115	52.8%
ENG	11,604	4,915	41.7%	1,238	888	71.7%	10,366	4,027	38.8%
FASS	3,108	1,599	50.4%	400	208	52.0%	2,708	1,391	51.4%
HHS	15,434	2,575	16.3%	1,194	452	37.9%	14,240	2,123	14.9%
PSFA	9,896	3,832	37.8%	919	554	60.3%	8,977	3,278	36.5%
SCI	26,470	9,072	33.6%	2,165	1,437	66.4%	24,305	7,635	31.4%
Total	94,880	33,986	35.2%	8,085	4,863	60.1%	86,795	29,123	33.6%

As of 3/27/2025

As required by CSU policy, SDSU continued to give highest consideration to local students within its service area.

First-Year Applicants by Service Area

HS GPA	All Applicants			Service Area Applicants			Non-Service Area Applicants		
	Apps	Admits	Admt %	Apps	Admits	Admt %	Apps	Admits	Admt %
4.40 = <	370	325	87.8%	54	49	90.7%	316	276	87.3%
4.20 - 4.39	16,030	13,258	82.7%	1,440	1,387	96.3%	14,590	11,871	81.4%
4.00 - 4.19	20,925	10,156	48.5%	1,579	1,383	87.6%	19,346	8,773	45.3%
3.80 - 3.99	14,819	4,759	32.1%	1,120	867	77.4%	13,699	3,892	28.4%
3.60 - 3.79	12,510	3,099	24.8%	1,045	670	64.1%	11,465	2,429	21.2%
3.40 - 3.59	10,073	1,400	13.9%	934	365	39.1%	9,139	1,035	11.3%
3.20 - 3.39	7,363	739	10.0%	714	129	18.1%	6,649	610	9.2%
3.00 - 3.19	5,487	225	4.1%	523	11	2.1%	4,964	214	4.3%
< 3.00 or Null	7,303	25	0.3%	676	2	0.3%	6,627	23	0.3%
Total	94,880	33,986	35.8%	8,085	4,863	60.1%	86,795	29,123	33.6%

As of 3/27/2025

8423

Transfer Admits

60%

Students of Color

3.49

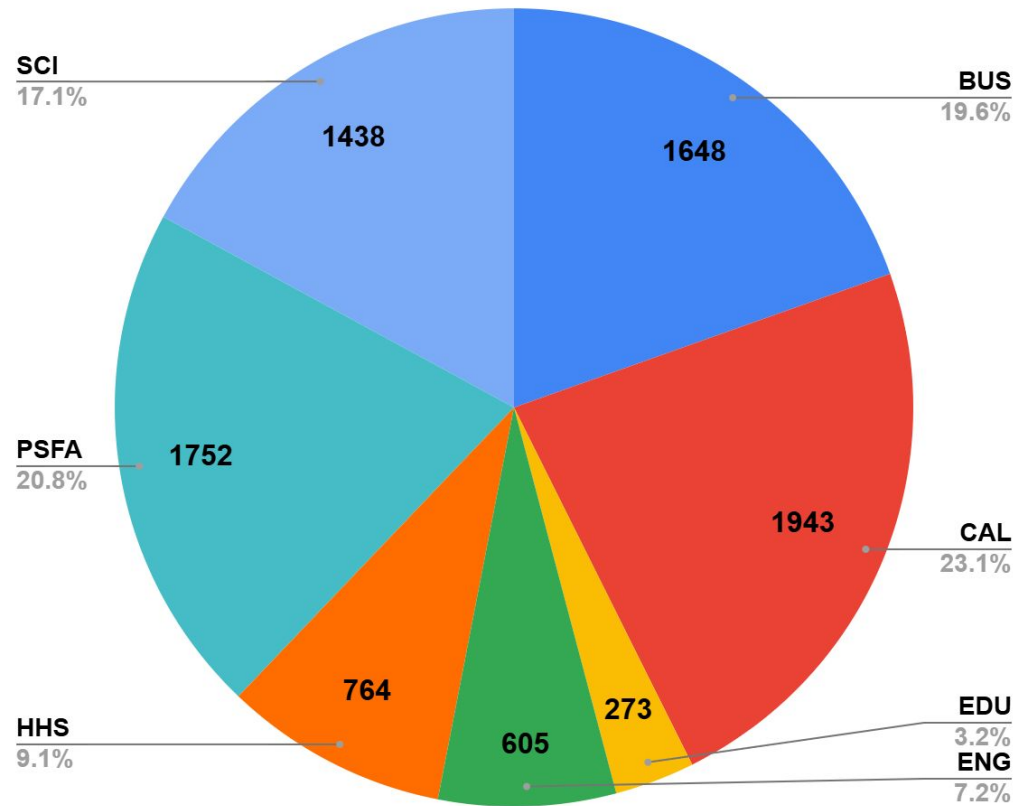
Mean College GPA

51-46-2

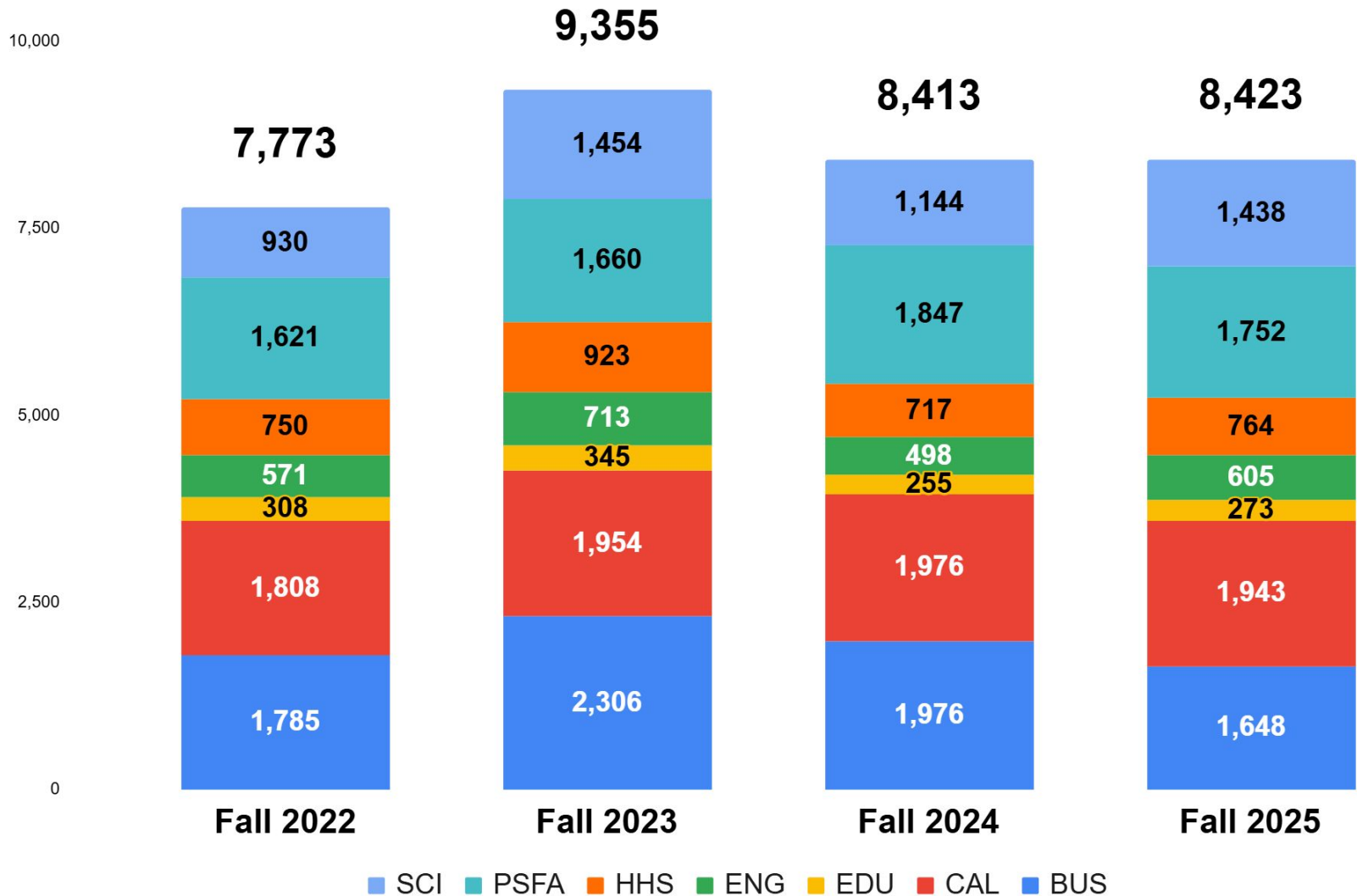
Female-Male-Another Gender

72%

Acceptance Rate for Students
from Service Area Community
Colleges



TRANSFER ADMITTED STUDENTS



RESOURCE MANAGEMENT

- Enrollment growth is expected in 2025-26, as the university has been issued a preliminary FTES target from the Chancellor's Office that is +301 FTES above our 2024-25 target (+1%); additional growth in non-residents is expected to complement growth in California residents.
- Incoming student targets at the college- and program-levels were established in collaboration with each respective Dean's Office.
- Discussions with partners on how to best leverage campus-wide resources and capacity constraints (instructional, facilities, housing, student support, programmatic, etc.) have been ongoing throughout the planning process.
- Continued growth will require strategic scheduling of classes, which may include leveraging time slots with more capacity, reducing the number of low-enrolled classes so resources can be reallocated to support courses with unmet demand, and consideration of online education.

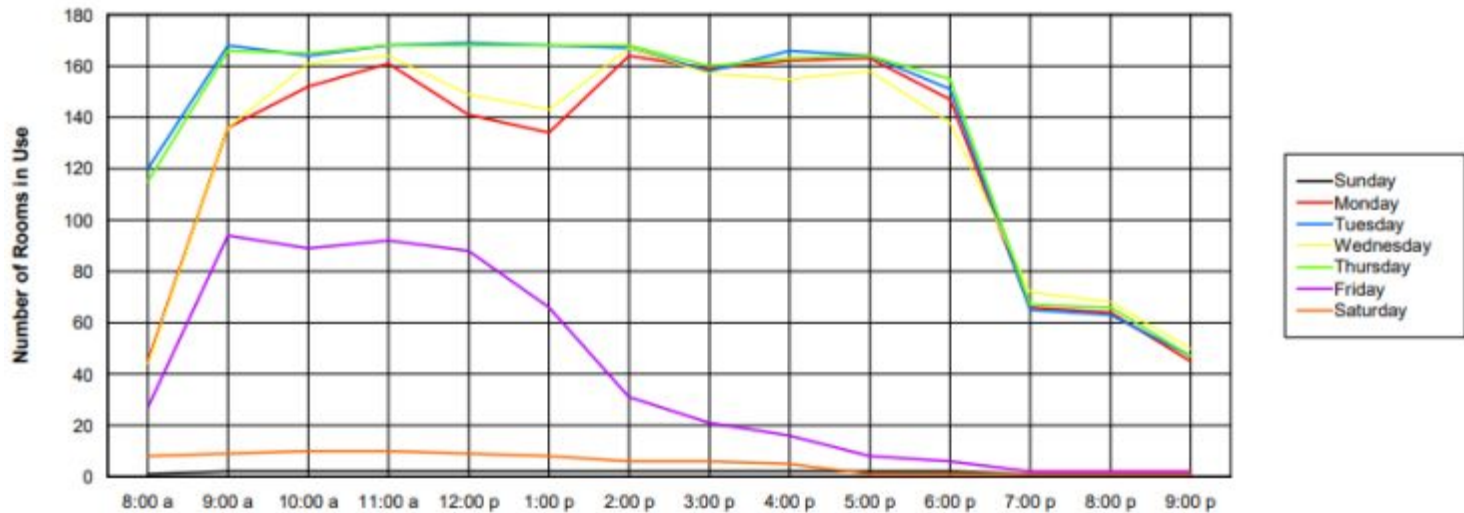
Number of Rooms: 169

For all sections and events occurring 8/26/2024 - 12/11/2024

	8:00 AM	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM	6:00 PM	7:00 PM	8:00 PM	9:00 PM
Sunday	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Monday	27%	80%	90%	95%	83%	79%	97%	94%	96%	96%	87%	39%	38%	27%
Tuesday	71%	99%	97%	99%	100%	99%	99%	93%	98%	97%	89%	38%	37%	28%
Wednesday	26%	80%	95%	97%	88%	85%	99%	93%	92%	93%	82%	43%	40%	30%
Thursday	68%	98%	98%	99%	99%	99%	99%	95%	96%	97%	92%	40%	39%	28%
Friday	16%	56%	53%	54%	52%	39%	18%	12%	9%	5%	4%	1%	1%	1%
Saturday	5%	5%	6%	6%	5%	5%	4%	4%	3%	1%	1%	1%	1%	1%

SDSU Classroom Rooms in Use

by Day and Time



Source: Astra Schedule. Includes SD campus spaces scheduled centrally by the Office of the Registrar.

FTES BY INSTRUCTOR TYPE - DRAFT

Campus	College	FTES Produced by Contingent						FTES Produced by TTF					
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %
SD	A&L	6,852.2	7,020.1	7,269.8	7,280.7	7,532.4	10%	2,896.6	2,584.6	2,652.7	2,622.6	2,572.3	-11%
	FCB	2,034.0	2,171.8	2,168.0	2,555.3	2,993.3	47%	1,493.4	1,466.9	1,505.0	1,339.9	1,431.3	-4%
	ED	1,758.0	1,902.8	1,796.6	1,771.4	1,928.9	10%	599.3	563.5	464.7	409.7	433.3	-28%
	ENG	934.6	933.9	797.3	789.6	941.4	1%	925.9	822.4	890.7	888.8	890.5	-4%
	HHS	2,293.0	2,352.1	2,467.7	2,516.9	2,703.7	18%	1,180.0	1,100.9	1,004.4	1,037.6	890.3	-25%
	PSFA	2,719.3	2,922.0	3,106.4	3,637.2	3,972.4	46%	1,563.7	1,415.8	1,449.1	1,364.9	1,425.0	-9%
	SCI	3,896.6	3,683.5	4,462.1	4,725.8	4,737.9	22%	2,698.7	2,501.7	2,140.7	2,132.9	2,660.2	-1%
	DFASS	196.1	327.7	408.3	337.3	513.6	162%	27.7			26.8	27.7	0%
	All Univ	0.0	0.0	0.0				0.0	0.3	0.0		0.0	
SDSU-IV	IVC	669.3	588.4	625.8	762.8	773.8	16%	204.7	181.9	177.9	144.2	179.2	-12%
Grand Total		21,353.1	21,902.3	23,102.0	24,376.8	26,097.4	22%	11,590.0	10,637.8	10,285.2	9,967.3	10,509.8	-9%
Campus	College	Contingent Headcount						TTF Headcount					
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %
SD	A&L	245	281	275	268	274	12%	187	188	198	199	194	4%
	FCB	71	87	88	101	104	46%	79	76	79	83	85	8%
	ED	215	240	218	215	219	2%	79	79	82	77	75	-5%
	ENG	49	56	54	57	61	24%	69	75	73	73	78	13%
	HHS	154	170	180	183	171	11%	98	97	99	99	102	4%
	PSFA	179	208	232	248	275	54%	109	111	118	115	119	9%
	SCI	91	101	119	121	130	43%	173	172	178	174	180	4%
	DFASS	3	13	64	68	66	2100%						
	All Univ					1							
SDSU-IV	IVC	70	70	73	74	90	29%	20	23	25	28	28	40%
Grand Total		1,077	1,226	1,303	1,335	1,391	29%	814	821	852	848	861	6%
Campus	College	Contingent FTEF						TTF FTEF					
		Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Chg %
SD	A&L	162.4	184.1	181.6	173.4	179.3	10%	182.3	183.0	193.3	195.6	174.6	-4%
	FCB	36.1	40.2	39.8	47.9	54.9	52%	77.0	73.3	76.5	81.0	78.0	1%
	ED	69.6	79.8	81.4	82.2	86.4	24%	76.7	76.5	79.9	76.0	67.8	-12%
	ENG	20.5	22.2	21.5	24.8	25.7	25%	68.3	73.0	71.6	72.0	71.0	4%
	HHS	86.6	88.5	94.7	95.6	93.5	8%	92.5	92.7	94.7	95.6	96.8	5%
	PSFA	75.8	92.7	99.9	110.4	121.2	60%	107.0	107.5	114.1	111.3	102.8	-4%
	SCI	47.2	51.3	64.8	68.4	67.1	42%	168.3	167.1	174.2	170.5	164.0	-3%
	DFASS	3.3	8.1	18.6	15.3	16.2	392%						
	All Univ					0.4						0.5	
SDSU-IV	IVC	27.7	32.4	33.2	32.7	36.3	31%	19.1	22.1	23.4	25.2	25.1	31%
Grand Total		529.2	599.3	635.5	650.5	680.9	29%	790.9	795.0	827.7	827.0	780.4	-1%

Sources, all as of 3/5/25:

FTES by Faculty Type: https://tableau.sdsu.edu/#/views/FADSummary_1/FADSummary?:iid=4

Faculty by Headcount: <https://asir.sdsu.edu/faculty-data/faculty-by-category-2020/>

Faculty by FTEF: <https://asir.sdsu.edu/faculty-data/faculty-by-ftef-2020/>

- In February 2025, the AP&P requested information on the impact of enrollment growth on course availability, in particular for students majoring in highly impacted programs.
- The following slides examine several metrics, including average unit loads in the academic year and summer, with an emphasis on majors in the colleges of Business and Sciences (two of the most impacted colleges).
- The following was observed:
 - Average unit loads for undergraduates have modestly increased during the AY over the last decade, including students in BUS and SCI.
 - Summer enrolled headcounts have substantially increased over the last decade (nearly doubling), but there has been very little change in average enrolled units.
- The data should not be interpreted to mean that every student is gaining access to every course that they desire or need, nor that no students are delayed in requisite courses. However, unit load trends suggest that the challenges are not quantifiably worse than prior periods (if anything, course availability has improved). Continued attention this matter is warranted.

Average Unit Loads have **increased** for first-year students and transfers relative to a decade ago, while staying constant for continuing undergraduates.

Term	First-Year	Transfers	Continuing Undergrads	All Undergrads
Fall 2015	14.9	13.3	13.8	13.8
Fall 2026	15.0	13.3	13.9	14.0
Fall 2017	15.0	13.4	14.0	14.0
Fall 2018	15.4	13.4	13.9	14.1
Fall 2019	15.3	13.3	14.0	14.0
Fall 2020	15.5	13.7	14.0	14.2
Fall 2021	15.5	13.6	13.6	13.9
Fall 2022	15.6	13.5	13.6	14.0
Fall 2023	15.3	13.5	13.8	14.0
Fall 2024	15.3	13.7	13.9	14.1

Average Unit Loads have **increased** in colleges of Business and Sciences (two of the most impacted colleges in recent years), with notable increases for Business seniors.

Term	All Undergrads	BUS Undergrads	SCI Undergrads	BUS Seniors	SCI Seniors
Fall 2015	13.8	13.9	13.8	13.2	12.8
Fall 2026	14.0	14.0	13.9	13.4	13.1
Fall 2017	14.0	14.1	14.1	13.6	13.2
Fall 2018	14.1	14.0	14.2	13.4	13.0
Fall 2019	14.0	14.1	14.1	13.5	13.1
Fall 2020	14.2	14.1	14.2	13.6	13.2
Fall 2021	13.9	13.9	13.9	13.4	12.7
Fall 2022	14.0	14.0	13.9	13.4	12.5
Fall 2023	14.0	14.2	14.1	13.5	12.8
Fall 2024	14.1	14.3	14.1	13.9	13.1

Average Unit Loads have **increased** in colleges of Business and Sciences (two of the most impacted colleges in recent years), with notable increases for Business seniors.

Term	All Undergrads	BUS Undergrads	SCI Undergrads	BUS Seniors	SCI Seniors
Spring 2016	13.8	13.8	13.8	13.2	12.8
Spring 2017	13.9	13.9	13.8	13.3	12.9
Spring 2018	13.9	13.8	14.0	13.4	12.9
Spring 2019	13.8	13.9	13.9	13.2	12.9
Spring 2020	13.8	13.8	13.9	13.2	12.9
Spring 2021	13.8	13.7	13.8	13.2	12.9
Spring 2022	13.7	13.8	13.6	13.2	12.6
Spring 2023	13.7	13.9	13.7	13.1	12.3
Spring 2024	13.8	14.0	14.0	13.3	12.8
Spring 2025	13.9	14.0	14.0	13.6	13.0

Summer enrolled students have **increased** by 86%, while average unit loads have increased more marginally, with most students still enrolling in two 3-unit classes on average.

Term	Average Units	Headcounts
Summer 2015	5.7	6,664
Summer 2016	5.5	6,540
Summer 2017	5.6	7,509
Summer 2018	5.7	8,303
Summer 2019	5.6	8,536
Summer 2020	6.0	10,708
Summer 2021	6.0	10,501
Summer 2022	5.9	10,634
Summer 2023	5.9	11,063
Summer 2024	6.1	12,397

Additional Reasons for Summer Growth:

- Increased number of online courses coming out of the pandemic
- Increased availability of financial aid, including summer Pell grants, SUG, and fill-the-gap funding from the Chancellor's Office (which enables hundreds of students to enroll in 6 units with zero out of pocket costs)
- Co-curricular activities and field trips for summer session students (ie., field trip to Disneyland)

- ACCGT 201 is a prerequisite for all FCOB and International Business majors, typically taken in fall of sophomore year per MyMaps.
- Capacity was met for this course in fall 2024 and spring 2025, with 223 and 39 seats **still open** at the schedule adjustment deadlines, respectively.
- In winter 2025, 67 students enrolled in ACCGT 201:
 - 31 (46%) entered SDSU in majors that do not require the course;
 - 36 (54%) entered in majors which do require the course:
 - 6 students were retaking the class
 - 8 students enrolled in the course in a prior semester, but dropped it prior to the schedule adjustment deadline
 - 7 students attempting the course for the first time entered SDSU as FYS in fall 2024, suggesting they were trying to get ahead in studies
 - The remaining 15 students entered SDSU in fall 2023:
 - 4 students in EOP/Compact for Success with lighter AY unit loads
 - 4 students met with advisors to discuss changing majors or adding a second major/minor (their schedules suggest the students were concurrently taking courses towards these new programs in the AY)
 - 2 students met with advisors to discuss taking the course at a community college
 - 1 student's schedule decisions were impacted by Maui fires according to advising notes

ACADEMIC SUCCESS

The mean cumulative GPAs of our new students have continued to increase and continuation rates remain strong.

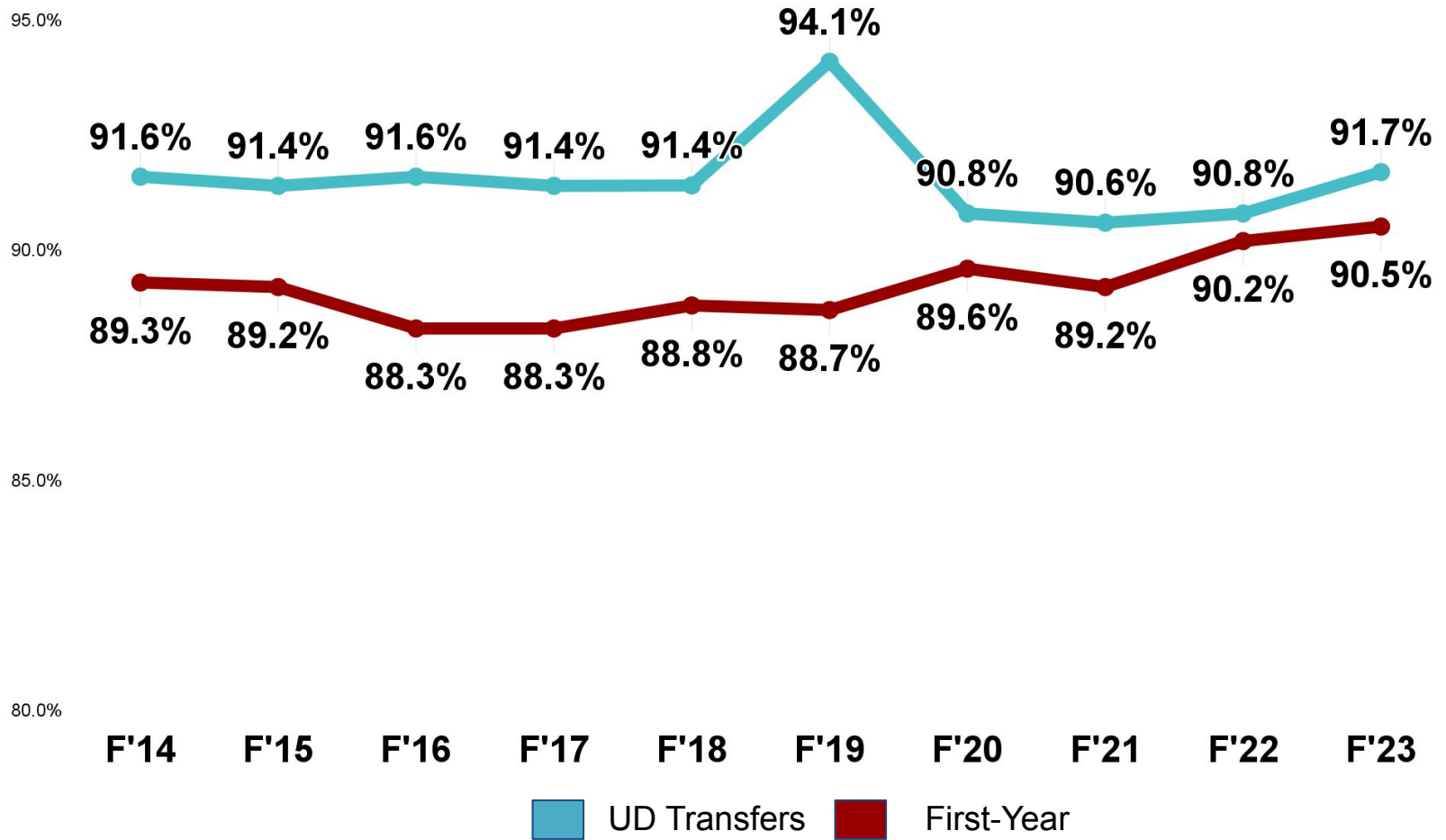
First-Year Students

Entry Term	Mean Term GPA	Retention
Fall 2014	2.98	96.4%
Fall 2015	2.99	96.6%
Fall 2016	3.00	96.3%
Fall 2017	3.03	96.6%
Fall 2018	3.03	96.4%
Fall 2019	3.03	96.2%
Fall 2020	3.26	95.3%
Fall 2021	3.13	95.9%
Fall 2022	3.16	96.6%
Fall 2023	3.18	96.7%
Fall 2024	3.28	96.4%

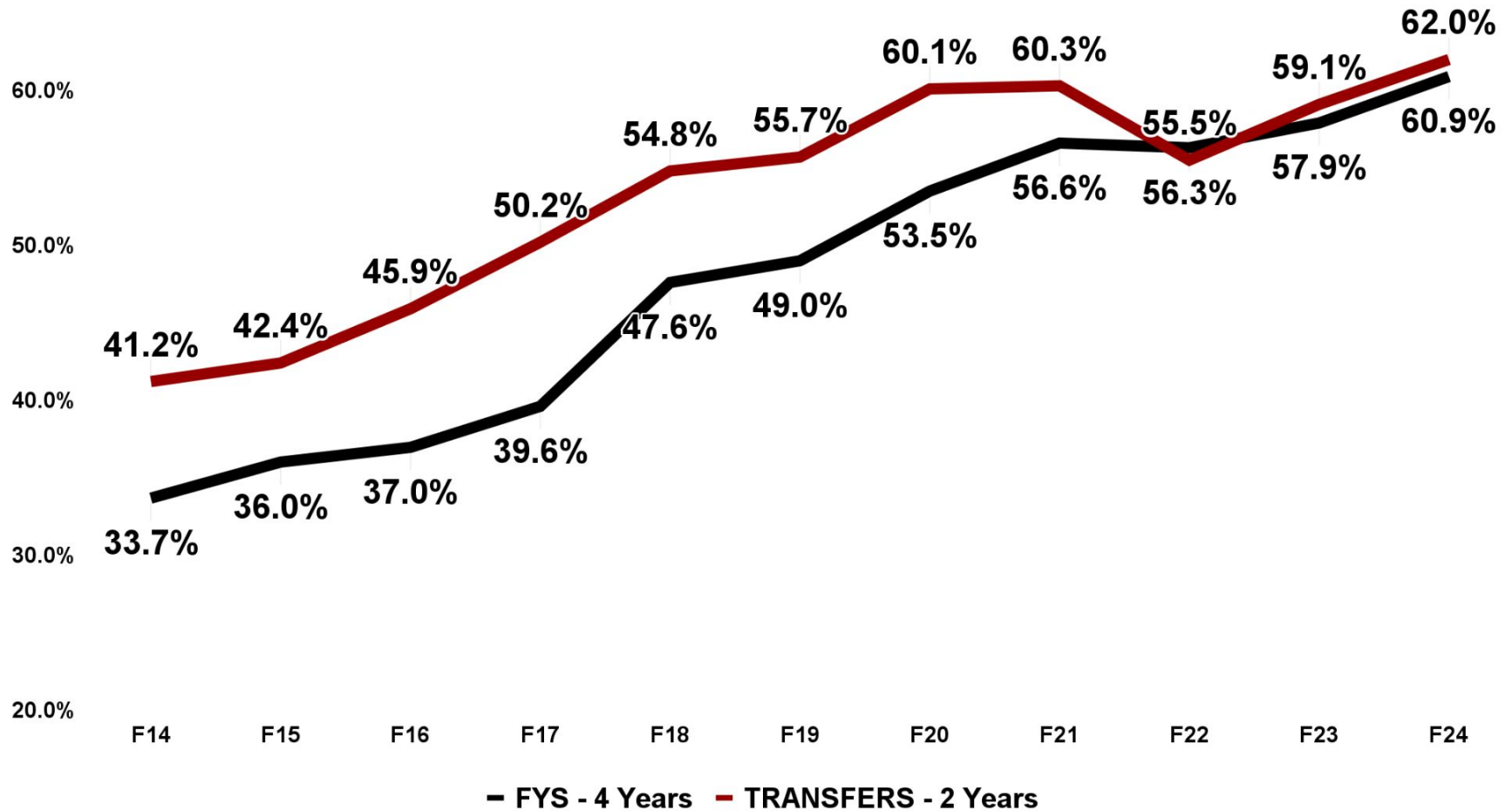
Transfer Students

Entry Term	Mean Term GPA	Retention
Fall 2014	2.95	95.2%
Fall 2015	2.93	95.4%
Fall 2016	2.89	95.9%
Fall 2017	2.96	95.7%
Fall 2018	2.91	96.1%
Fall 2019	2.91	95.6%
Fall 2020	3.06	94.5%
Fall 2021	3.09	94.8%
Fall 2022	3.01	96.0%
Fall 2023	3.08	96.2%
Fall 2024	3.20	96.4%

YEAR 1 RETENTION RATES

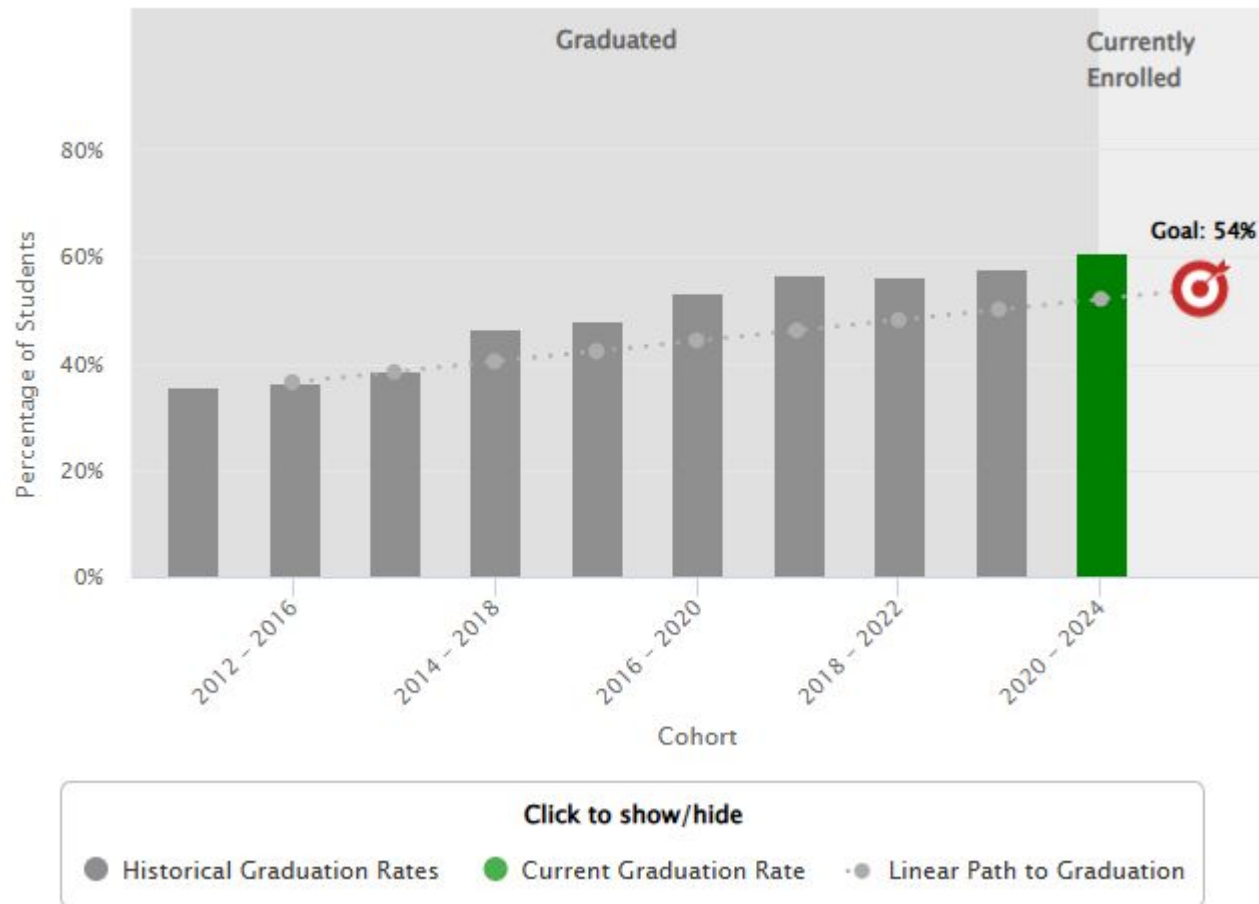


RECORD 100% TIME GRADUATION RATES

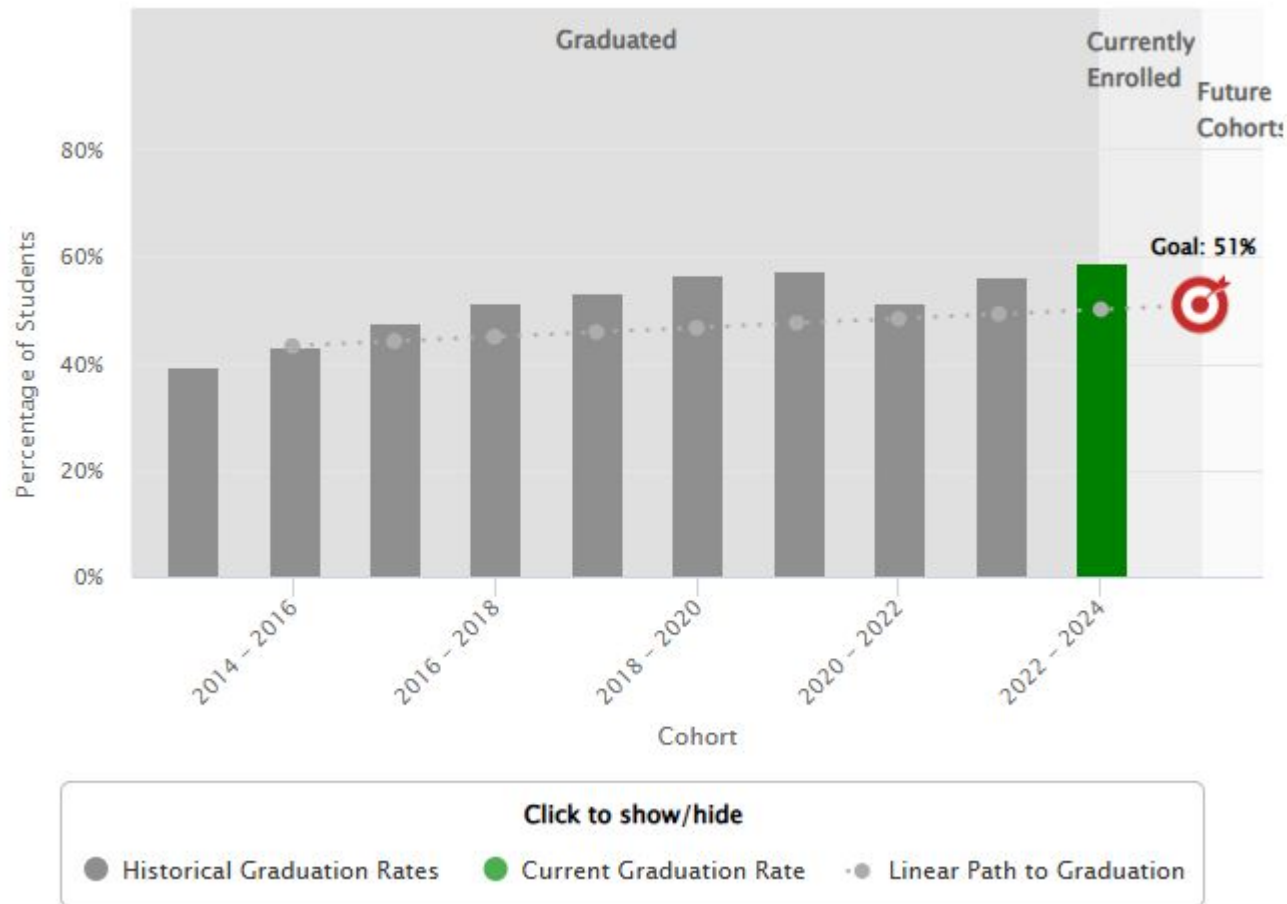


FT Students by Term Graduation Rates Are Reported

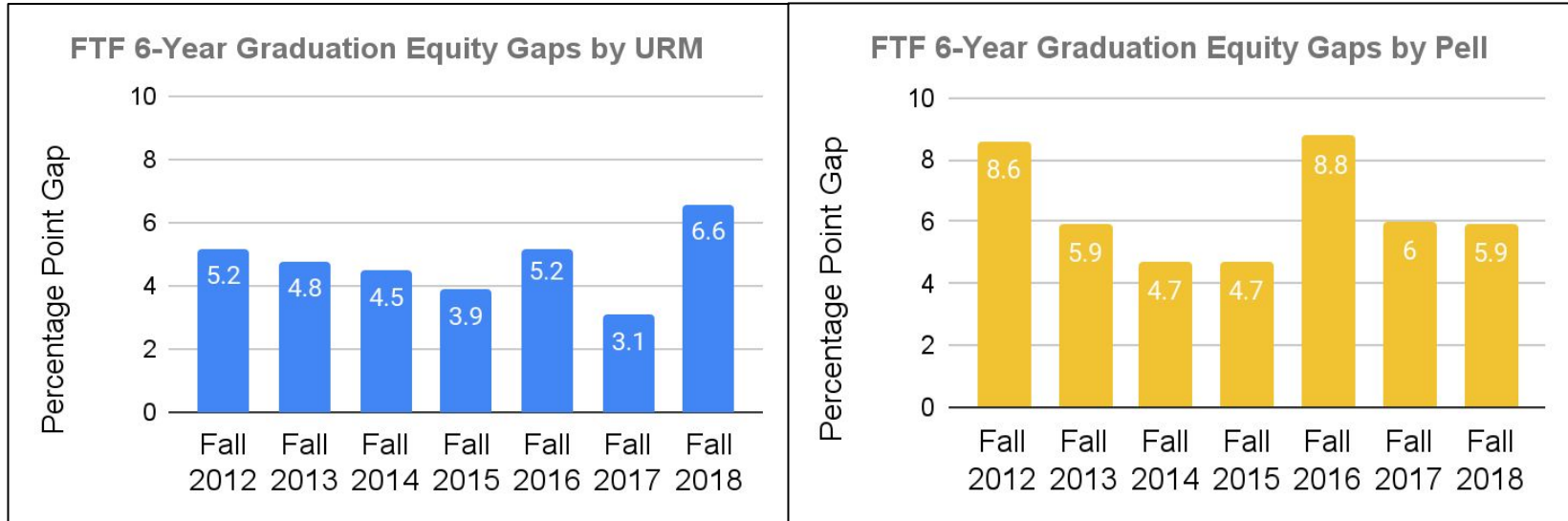
SDSU Has Already Surpassed its GI 2025 Goal for 4-Year Graduation Rates First-Time, Full-Time Students



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



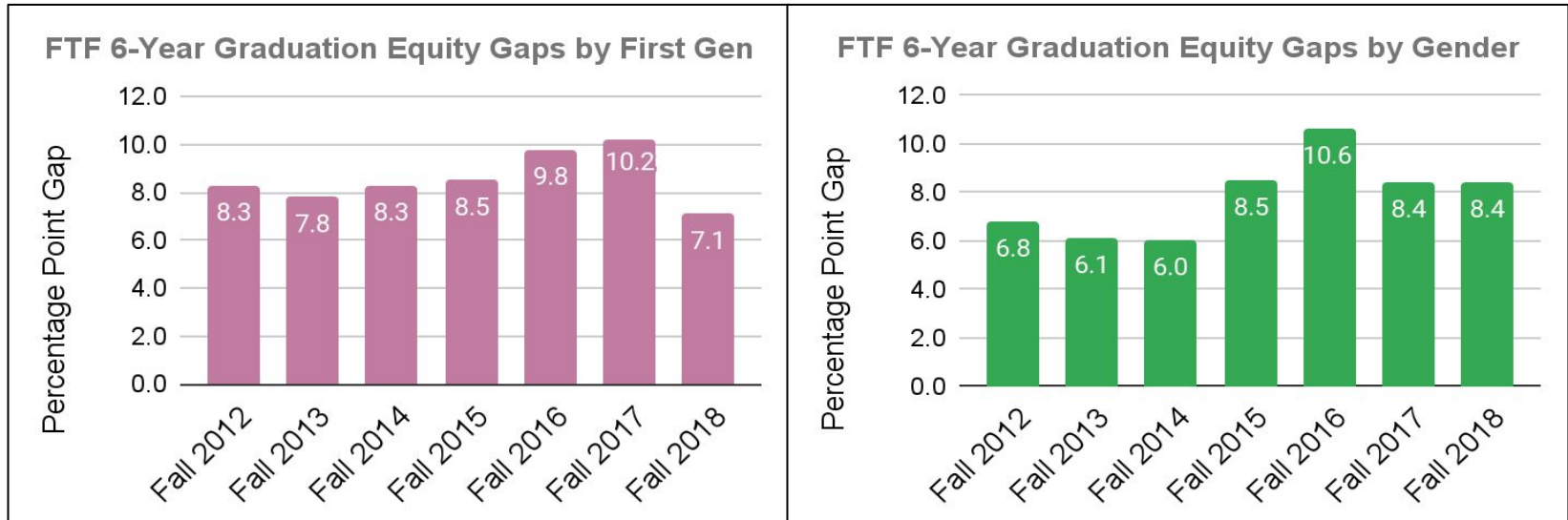
EQUITY GAPS SUMMARY



118 additional URM students
needed to close the equity gap in
6-year graduation

83 additional Pell Students
needed to close the equity gap in
6-year graduation

EQUITY GAPS SUMMARY



65 additional First Gen students
needed to close the equity gap in
6-year graduation

199 additional Male students
needed to close the equity gap in
6-year graduation

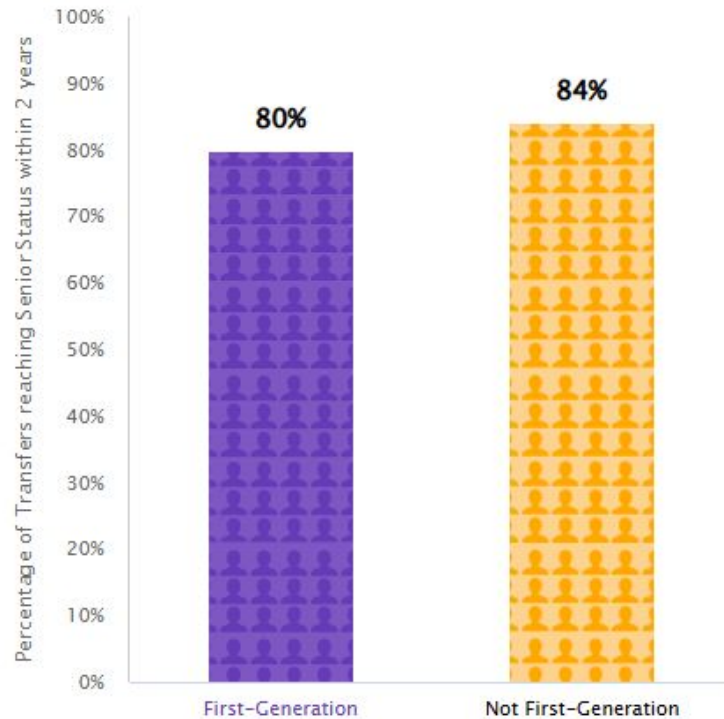
EQUITY GAPS FOR TRANSFERS REMAIN NARROW

Population	Grad Rate	Gap	Gap Count
Pell	81.2%	2.4%	55
First-Generation	80.1%	4.8%	69
URM	80.7%	3.1%	68

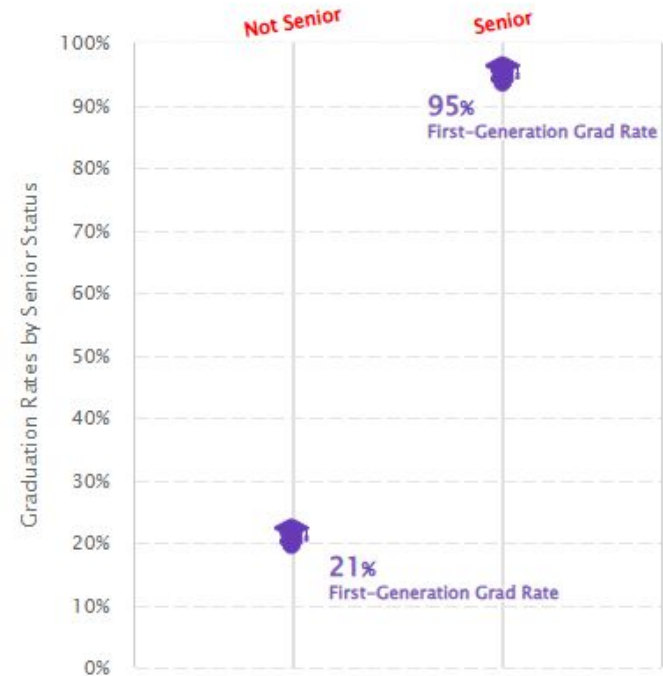
Source: CSU Student Success Dashboard

Increasing the percentage of First-Gen students reaching Senior status within 2 years would be the most helpful with closing this graduation gap.

While there was only a small gap between First-Gen and Not First-Gen transfers who earned Senior status in 2 years...



...First-Gen transfers who did earn Senior status in 2 years graduated at much higher rates.



Source: CSU Student Success Dashboard

Threshold: LD 25, UD 15, Masters 10, PhD 5

Removed: All duplicates (if class # repeated as offered online)
Special Study, Internships, supervision, NNT

Note: Sections under threshold exclude Exempt sections
Exempt sections are the sections that are below threshold only
HC - Headcount

Fall 24 vs 23	Fall 2024 Sections	Fall 2023 Sections	Fall 2022 Sections
119	Total sections 4936	Total sections 4817	Total sections 4818
	Total sections under threshold 827	Total sections under threshold 867	Total sections under threshold 967
	Total # of all exempt sections 537	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of sections under threshold 17%	% of sections under threshold 18%	% of sections under threshold 20%
9,274	Total HC Enrolled in all sections 194,491	Total HC Enrolled in all sections 185,217	Total HC Enrolled in all sections 180,825
1	Avg # of students per section 39	Avg # of students per section 38	Avg # of students per section 38

46	Total BUS sections 455	Total BUS sections 409	Total BUS sections 402
	Total BUS sections under threshold 16	Total BUS sections under threshold 12	Total BUS sections under threshold 12
	Total # of all exempt sections 1	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of BUS's sections under threshold 4%	% of BUS's sections under threshold 3%	% of BUS's sections under threshold 3%
3,153	Total HC Enrolled in all BUS sections 24,743	Total HC Enrolled in all BUS sections 21,590	Total HC Enrolled in all BUS sections 20,540
2	Avg # of students per section 54	Avg # of students per section 53	Avg # of students per section 51

10	Total CAL sections 1210	Total CAL sections 1200	Total CAL sections 1296
	Total CAL sections under threshold 146	Total CAL sections under threshold 144	Total CAL sections under threshold 215
	Total # of all exempt sections 82	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of CAL's sections under threshold 12%	% of CAL's sections under threshold 12%	% of CAL's sections under threshold 17%
1,030	Total HC Enrolled in all CAL sections 49,695	Total HC Enrolled in all CAL sections 48,665	Total HC Enrolled in all CAL sections 48,856
1	Avg # of students per section 41	Avg # of students per section 41	Avg # of students per section 38

(1)	Total EDU sections 410	Total EDU sections 411	Total EDU sections 443
	Total EDU sections under threshold 43	Total EDU sections under threshold 49	Total EDU sections under threshold 60
	Total # of all exempt sections 22	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of EDU's sections under threshold 10%	% of EDU's sections under threshold 12%	% of EDU's sections under threshold 14%
778	Total HC Enrolled in all EDU sections 11,459	Total HC Enrolled in all EDU sections 10681	Total HC Enrolled in all EDU sections 11280
2	Avg # of students per section 28	Avg # of students per section 26	Avg # of students per section 25

Threshold: LD 25, UD 15, Masters 10, PhD 5

Removed: All duplicates (if class # repeated as offered online)
Special Study, Internships, supervision, NNT

Note: Sections under threshold exclude Exempt sections
Exempt sections are the sections that are below threshold only
HC - Headcount

Fall 24 vs 23	Fall 2024 Sections	Fall 2023 Sections	Fall 2022 Sections
(10)	Total ENG sections 329	Total ENG sections 339	Total ENG sections 341
	Total ENG sections under threshold 52	Total ENG sections under threshold 53	Total ENG sections under threshold 72
	Total # of all exempt sections 7	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of ENG's sections under threshold 16%	% of ENG's sections under threshold 16%	% of ENG's sections under threshold 21%
655	Total HC Enrolled in all ENG sections 12,513	Total HC Enrolled in all ENG sections 11,858	Total HC Enrolled in all ENG sections 12,095
3	Avg # of students per section 38	Avg # of students per section 35	Avg # of students per section 35
(13)	Total HHS sections 518	Total HHS sections 531	Total HHS sections 519
	Total HHS sections under threshold 91	Total HHS sections under threshold 78	Total HHS sections under threshold 84
	Total # of all exempt sections 112	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of HHS's sections under threshold 18%	% of HHS's sections under threshold 15%	% of HHS's sections under threshold 16%
(693)	Total HC Enrolled in all HHS sections 18,504	Total HC Enrolled in all HHS sections 19,197	Total HC Enrolled in all HHS sections 18,209
(0)	Avg # of students per section 36	Avg # of students per section 36	Avg # of students per section 35
75	Total PSFA sections 1030	Total PSFA sections 955	Total PSFA sections 846
	Total PSFA sections under threshold 226	Total PSFA sections under threshold 234	Total PSFA sections under threshold 199
	Total # of all exempt sections 299	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of PSFA's sections under threshold 22%	% of PSFA's sections under threshold 25%	% of PSFA's sections under threshold 24%
2,266	Total HC Enrolled in all PSFA sections 31,825	Total HC Enrolled in all PSFA sections 29,559	Total HC Enrolled in all PSFA sections 27,244
(0)	Avg # of students per section 31	Avg # of students per section 31	Avg # of students per section 32
12	Total SCI sections 984	Total SCI sections 972	Total SCI sections 971
	Total SCI sections under threshold 253	Total SCI sections under threshold 297	Total SCI sections under threshold 325
	Total # of all exempt sections 14	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of SCI's sections under threshold 26%	% of SCI's sections under threshold 31%	% of SCI's sections under threshold 33%
2,085	Total HC Enrolled in all SCI sections 45,752	Total HC Enrolled in all SCI sections 43,667	Total HC Enrolled in all SCI sections 42,601
2	Avg # of students per section 46	Avg # of students per section 45	Avg # of students per section 44

SDSU_AA_Provost Office
 ALL Low-Enrolled Sections - Fall 2024
 2/19/25

Threshold: LD 25, UD 15, Masters 10, PhD 5

Removed: All duplicates (if class # repeated as offered online)
 Special Study, Internships, supervision, NNT

Note: Sections under threshold exclude Exempt sections
 # Exempt sections are the sections that are below threshold only
 HC - Headcount

Fall 24 vs 23	Fall 2024 Sections	Fall 2023 Sections	Fall 2022 Sections
119	Total sections 4936	Total sections 4817	Total sections 4818
	Total sections under threshold 827	Total sections under threshold 867	Total sections under threshold 967
	Total # of all exempt sections 537	Total # of all exempt sections 0	Total # of all exempt sections 0
	% of 's sections under threshold 17%	% of 's sections under threshold 18%	% of 's sections under threshold 20%
9,274	Total HC Enrolled in all sections 194,491	Total HC Enrolled in all sections 185,217	Total HC Enrolled in all sections 180,825
1	Avg # of students per section 39	Avg # of students per section 38	Avg # of students per section 38

50	Total LD sections 2058	Total LD sections 2008	Total LD sections 2036
	Total LD sections under threshold 350	Total LD sections under threshold 412	Total LD sections under threshold 491
	Total # of exempt sections 469	Total # of exempt sections 0	Total # of all exempt sections 0
	% of LD sections under threshold 17%	% of LD sections under threshold 21%	% of LD sections under threshold 24%
1,967	Total HC Enrolled in LD sections 91,439	Total HC Enrolled in LD sections 89,472	Total HC Enrolled in LD sections 84,961
(0)	Avg # of students per section 44	Avg # of students per section 45	Avg # of students per section 42

76	Total UD sections 2189	Total UD sections 2113	Total UD sections 2057
	Total UD sections under threshold 340	Total UD sections under threshold 332	Total UD sections under threshold 362
	Total # of exempt sections 47	Total # of exempt sections 0	Total # of exempt sections 0
	% of UD sections under threshold 16%	% of UD sections under threshold 16%	% of UD sections under threshold 18%
6,993	Total HC Enrolled in UD sections 91,127	Total HC Enrolled in UD sections 84,134	Total HC Enrolled in UD sections 83,148
2	Avg # of students per section 42	Avg # of students per section 40	Avg # of students per section 40

Threshold: LD 25, UD 15, Masters 10, PhD 5

Removed: All duplicates (if class # repeated as offered online)
Special Study, Internships, supervision, NNT

Note: Sections under threshold exclude Exempt sections
Exempt sections are the sections that are below threshold only
HC - Headcount

Fall 24 vs 23				Fall 2024 Sections				Fall 2023 Sections				Fall 2022 Sections			
1	Total Master's sections		552	Total Master's sections		551	Total Master's sections		572						
	Total Master's sections under threshold		128	Total Master's sections under threshold		116	Total Master's sections under threshold		101						
	Total # of exempt sections		20	Total # of exempt sections		0	Total # of exempt sections		0						
	% of Master's sections under threshold		23%	% of Master's sections under threshold		21%	% of Master's sections under threshold		18%						
(5)	Total HC Enrolled in Master's sections		9,312	Total HC Enrolled in Master's sections		9,317	Total HC Enrolled in Master's sections		10,065						
(0)	Avg # of students per section		17	Avg # of students per section		17	Avg # of students per section		18						
(8)	Total PHD sections		137	Total PHD sections		145	Total PHD sections		153						
	Total PhD's sections under threshold		9	Total PhD's sections under threshold		7	Total PhD's sections under threshold		13						
	Total # of exempt sections		1	Total # of exempt sections		0	Total # of exempt sections		0						
	% of PhD's sections under threshold		7%	% of PhD's sections under threshold		5%	% of PhD's sections under threshold		8%						
319	Total HC Enrolled in PhD's sections		2,613	Total HC Enrolled in PhD's sections		2,294	Total HC Enrolled in PhD's sections		2,651						
3	Avg # of students per section		19	Avg # of students per section		16	Avg # of students per section		17						

SDSU_AA_Provost Office
IVC Low-Enrolled Sections - Fall 2024
1/24/25

Threshold: LD 25, UD 15, Masters: 10, TC 5

Removed: All duplicates (if class # repeated as offered online)

Special Study, Internships, Supervision, NNT (Thesis, Extension)

Sections under threshold exclude Exempt sections

HC - Headcount

Fall 24 vs 23	Fall 2024 Sections	Fall 2023 Sections	Fall 2022 Sections
29	Total IVC sections 215 Total IVC sections under threshold 73 Total # of all exempt sections 0 % of IVC's sections under threshold 34%	Total IVC sections 186 Total IVC sections under threshold 70 Total # of all exempt sections 0 % of IVC's sections under threshold 38%	Total IVC sections 193 Total IVC sections under threshold 92 Total # of all exempt sections 0 % of IVC's sections under threshold 48%
558 (1)	Total HC Enrolled in all IVC sections 5,081 Avg # of students per section 24	Total HC Enrolled in all IVC sections 4,523 Avg # of students per section 24	Total HC Enrolled in all IVC sections 4,044 Avg # of students per section 21
10	Total LD sections 51 Total LD sections under threshold 25 Total # of exempt sections % of LD sections under threshold 49%	Total LD sections 41 Total LD sections under threshold 24 Total # of exempt sections % of LD sections under threshold 59%	Total LD sections 44 Total LD sections under threshold 33 Total # of exempt sections % of LD sections under threshold 75%
322 2	Total HC Enrolled in LD sections 1,313 Avg # of students per section 26	Total HC Enrolled in LD sections 991 Avg # of students per section 24	Total HC Enrolled in LD sections 770 Avg # of students per section 18
9	Total UD sections 141 Total UD sections under threshold 46 Total # of exempt sections % of UD sections under threshold 33%	Total UD sections 132 Total UD sections under threshold 44 Total # of exempt sections % of UD sections under threshold 33%	Total UD sections 132 Total UD sections under threshold 56 Total # of exempt sections % of UD sections under threshold 42%
63 (1)	Total HC Enrolled in UD sections 3,266 Avg # of students per section 23	Total HC Enrolled in UD sections 3,203 Avg # of students per section 24	Total HC Enrolled in UD sections 2,914 Avg # of students per section 22
2	Total Master's sections 6 Total Master's sections under threshold 2 Total # of exempt sections % of Master's sections under threshold 33%	Total Master's sections 4 Total Master's sections under threshold 2 Total # of exempt sections % of Master's sections under threshold 50%	Total Master's sections 8 Total Master's sections under threshold 3 Total # of exempt sections % of Master's sections under threshold 38%
64 5	Total HC Enrolled in Master's sections 134 Avg # of students per section 22	Total HC Enrolled in Master's sections 70 Avg # of students per section 18	Total HC Enrolled in Master's sections 118 Avg # of students per section 15
Teaching Credential (TC) Program			
8	Total TC sections 17 Total TC sections under threshold 0 Total # of exempt sections % of TC sections under threshold 0%	Total TC sections 9 Total TC sections under threshold 0 Total # of exempt sections % of TC sections under threshold 0%	Total TC sections 9 Total TC sections under threshold 0 Total # of exempt sections % of TC sections under threshold 0%
109 (7)	Total HC Enrolled in TC sections 368 Avg # of students per section 22	Total HC Enrolled in TC sections 259 Avg # of students per section 29	Total HC Enrolled in TC sections 242 Avg # of students per section 27

To: SEC/Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 4/22/2025
Subject: CBL report

Annual report: (submitted by Arlette Baljon, CBL chair)

The following action items were submitted to the Senate. All need two readings and changes in Constitution of Bylaws.

Bylaws 13 (referral 18 22-23 and 12 2023-24) – Availability of Documents and Records. Updated to indicated that Senate documents are now archived by the Library and to address recording policy. **Passed November 2024**

Bylaws 6 - Vacancies

Updated on replacement of officers. Will be removed from Constitution 5 editorial. **Passed February 2025**

Constitution 5- Officers

Clarification on who can serve as Senate officers. **Failed February 2025**

Discussion centered on the question of whether staff members and MPPs should be allowed to chair the senate. Will be brought back AY25_26

Bylaws 3 – CBL membership

Members added **Passed April 2025**

Bylaws 11- Presidential approval ((referral 18 22-23)

Clarification and update. In particular regarding “postpone” option. **Second reading in May Senate Pending.**

Bylaws 1- Voting ex-officio Senate members

Add someone from athletics. **Second reading in May Senate Pending.**

Constitution 4 - Senators

Remove Coach **Second reading in May Senate Pending. Campus wide approval pending.**

CBL has made substantive progress on the following related referrals, which it hopes to complete AY25_26:

19 2022_23: Update policy language related to committees

15 2023_24: Review process for filling vacancies

- CBL has updated and the Senate has passed an update to Bylaws 2.1, clarifying the types of committees and restructuring SEC membership and Core Committees. This passed AY 23_24.
- CBL has proposed new language for Bylaws 2.1-2.5 for a first reading, however pulled it based on feedback and will bring it back early Fall
- CBL (in collaboration with CCE) is working on language for the remaining of Bylaws 2 and the CCE membership Chapter Update.

CBL has not yet addressed the following referral and will get to it in AY25_26.
16 2023-24 Union Representation on SEC

CBL has had no time to address the following items on its own agenda:

- Discuss interaction (or merging) of Senate committees. E.g. UCC and GE; Sustainability and Campus development
- Discuss on how to handle overlap between functions of Senate Committees, Senate-affiliated Campus Committees, and President-affiliated Campus Committees (the latter are created through alternative shared-governance structures such as Strategic Planning and president task forces).
- Voting during Senate time (e.g. Dean search committees). Implement ranked-choice process.

Membership 25_26

Arlette Baljon (faculty) – chair

Taharka Ade (faculty)

Peter Atterton (faculty, renewal for 25-28)

Reza Sabzehgar (faculty)

Brenda Wills (staff)

Secretary of Senate (TBD)

AS member (TBD)

Additional members , seats approved by Senate, waiting for presidential approval

Patrick Papin (emeritus senator)

Shira Cohen (faculty)

Amanda Fuller (contingent faculty)

Guest:

Parliamentarian (TBD)

Memorandum

April 9, 2025

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item– Undergraduate Council

The Council met on Monday, April 7, 2025. Members in attendance were Stefan Hyman, Bryan Donyanavard, Michelle Dean, Patricia Lozada-Santone, Joanna Brooks, Thais Alves, Jose Preciado, and Aadi Bery.

The Council received standing reports on lower and upper division student success efforts from [Sr. Assistant Dean Michelle Lopez](#) and Assistant Dean Jose Preciado on our Campuswide Collaborative Approach to Student Success. Assistant Dean Preciado and others expressed interest in adding first-year seminar to curricular maps / uAchieve. AS Rep Bery also provided a [report](#) and asked the Council to articulate the impact of R1 on undergraduate experience.

By way of continuing business, the Council approved the following referral (Alves moved, Preciado second; passed by unanimous consent).

“Undergraduate Council has reviewed recognition awarded by SDSU for undergraduate teaching, as captured in the table below. We would like to co-develop with the Lecturer Affairs and Faculty Affairs Committees a recommendation that recognition for excellence in teaching (including lecturer teaching excellence) be established in every college and that a university-wide lecturer award is established by the Senate in parallel to its current Senate Teaching Award, potentially in partnership with the Center for Teaching and Learning.”

	Faculty teaching awards	
	Number	Award \$
Senate	Senate Teaching Excellence (1)--currently t/t only; lecturer award under discussion	10,000
A&L	1 annual t/t faculty award 1 annual lecturer award	\$1500 each
ED		
ENG	Northrop Grumman Excellence in	\$2,000 t/t only

	Teaching Award	
FCB	<i>Fowler Teaching Excellence Awards</i> (two awarded to T/TT and one awarded to one lecturer) annually <i>Glazer Outstanding Lecturer Fellowship</i> (awarded annually for two-year term)	\$10,000 \$6,000 to \$8,000 annual stipend + lump sum \$2,000 for professional development
HHS	No CHHS teaching awards	
PSFA		
SCI		
IV		

Under new business, the Council heard from SACD AVP Christy Samarkos and Bryanne Muench (Student Health Services) about SDSU [vaccination requirements](#) and opportunities to address holds impacting undergraduates with students experiencing multiple precarities, including partnerships with clinics, on-campus providers, New Student and Parent Programs, First Year Seminar, Health promotions, etc., especially in re: the meningitis series and TB testing.

The Council also contemplated outstanding balance holds, reviewing testimonials from students participating in the March 19, 2025 Campuswide YMOC Study Group:

- *I'm first Gen, commuter, and I pay for my own classes. I have two younger siblings, in the morning I wake up early to take my little brother to school, then I do homework, then I come to school—because it's a lot. After school, I go to work, for 35 hours a week. I actually had a bunch of holds on my registration because I just found out that I'm paying for my own school.*
- *There was this one hold where the school was trying to make me pay for tuition before my scholarships and grants came out. EOP has helped me.*
- *Having holds are very scary. I had it last semester, but having a support team really helps.*

The Council contemplated strengths and weaknesses of current and alternative approaches, relevant state legislation, and opportunities to strengthen communication with students and families, with discussion to be continued.

To: SEC / Senate

From: Kim Twist, Chair, Student Learning Outcomes and Program Assessment Committee (SLOPAC)

Date: April 1, 2025

Subject: INFO: SLOPAC 24-25 annual report

Chair-elect for 25-26: Kim Twist

Draft committee roster for 25-26:

Updates in red, vacancies in yellow

Major Academic Unit (or Ex Officio position)	Name	Email	Replacements & Other Notes	Term Ends	Appt. Date	DEPT
Faculty – A&L	Twist, Kim (Chair)	ktwist@sdsu.edu		2028	2020	POLI SCI
Faculty – FCOB	Xi, Yaoyi	yxi@sdsu.edu		2028	2025	FIN
Faculty – EDU	Potter, Nina	npotter@sdsu.edu		2028	2017	COE
Faculty – ENG	Toreyin, Hakan	htoreyin@sdsu.edu		2028	2020	ELEC
Faculty – HHS	TBD			2024	2021	HHS
Faculty – LIB	Franklin Rey, Connor	cfranklinrey@sdsu.edu		2027	2024	LIB
Faculty – PFSA	Hu, Xiaohan (Catherine)	xhu4@sdsu.edu		2027	2024	JMS
Faculty – SCI	Marx, David	dmarx@sdsu.edu		2026	2023	PSY
Faculty – IV	Tang, Tingting	ttang2@sdsu.edu		2028	2020	IV
AVP: Curriculum, Assessment, Accreditation	McCall, Madhavi	mccall@sdsu.edu		—	—	POLI SCI
AVP: Student Affairs and Campus	TBD			—	—	SACD

Diversity						
Instructional Technology Services Representative	Campbell, Kirk	kirk.campbell@sdsu.edu		—	—	ITS
Center for Teaching and Learning Representative	Vaughn, Allison	avaughn@sdsu.edu		—	—	PSY
Assessment & Accreditation Specialist	Wills, Brenda	bwills@sdsu.edu		—	—	CAA
Student				2026	2025	AS
Student				2026	2025	AS

Summary of committee work and accomplishments during AY 24-25

Our main objectives this year were to 1) aid departments and programs in assessment and 2) collect data on GE assessments. We worked with departments and programs in all colleges, focusing on units that had completed assessment but needed help adding it to Nuventive and on units that needed help with plans for assessment. We will continue this work in 25-26.

Some of the specific things we've accomplished:

- Working with the School of Teacher Education to develop common learning outcomes across all MAT programs, and with all programs in the College of Education to identify assessments and data collection processes for all DLOs
- Working with the Rhetoric and Writing Studies department to add their GE data for Communication and Critical GE Requirement to Nuventive
- Working with the Library to coordinate data retrieval from the First Year Seminar courses to assess the information literacy Institutional Learning Outcome
- Working with Finance on their department assessments, as well as collecting GE data from the Fowler College of Business
- Working with several departments in CAL, helping them both carry out assessment and enter data in Nuventive, and collecting data from the past eight years of a quantitative reasoning GE course (POL S 201)
- Working with SDSU IV math faculty to add their data to Nuventive and collecting GE data for quantitative reasoning from SDSU IV

- Working with the School of Journalism and Media Studies (JMS) on the assessment and accreditation process of JMS, including updating the course map and assessment plan
- Working with Humanities and Social & Behavioral Science GE course instructors to collect data for GE assessment
- Working with the ECE department to discuss adding their Electrical Engineering (M.S.) data to Nuventive
- Working with instructors teaching lab courses, OCEAN 100 and BIOL 101L, to collect GE data for Natural Sciences

Draft agenda/goals for AY 25-26

We will continue to support the work of CAA as we prepare for our visit from WASC. We will focus primarily on program assessment at the department / program level and support CAA with other levels of assessment as requested.

To: SEC / Senate
From: Brian Hentschel, Chair, Committee on University Resources & Planning (URP)
Date: April 17, 2025
Subject: INFORMATION: Annual Report from URP (approved by URP 17 April 2025)

Senate Referrals addressed by URP during 2024-2025:

Contextualizing the fiscal cost/benefit of Athletics (Referral 23/24_13)

URP received this referral 11 April 2024. At its meeting on 23 April 2024, URP discussed initial thoughts, including a desire to collaborate with the Intercollegiate Athletics Council (IAC). Formal discussions of the referral occurred at several IAC and URP meetings in Oct 2024. On 29 Oct 2024, both URP and the IAC agreed that an initial response to the referral could be accomplished by Athletic Director J.D. Wicker presenting a Report to the Senate, which was eventually scheduled for 3 Dec 2024. [A recording of Athletic Director Wicker's Report](#) is available at the Senate website (starting at the 42:00 mark of the video).

On 12 Dec 2024, the Senate Executive Committee (SEC) met and very briefly discussed continuing concerns about the Athletics budget. As noted in the [SEC Minutes](#), "Senators re-stated their frustration with Director Wicker's report's failure to articulate the athletic budget clearly. Senate Officers requested that URP follow through with the original referral, work with Athletics, and provide a revised report before the end of AY 2024-2025."

URP continued its discussion of the referral in January, February, and March 2025 with IAC Chair Gombatto in attendance and concluded the referral by submitting an [Information Item to the April 8th Senate meeting](#).

Examination of self-support strategies (Referral 24/25_04)

URP received this referral 2 Oct 2024 and submitted an [Information Item to the Dec 3rd Senate meeting](#). URP's response to the referral emphasized that a memo dated 31 Oct 2024 from Mandara D. Savage, Ph.D. Assistant Vice Chancellor Professional and Continuing Education (PaCE) informed CSU campuses to "expect more details to follow about the technical aspects of AB 2395 and implementation." URP cannot examine possible strategies related to self-support programs (i.e., SDSU Global Campus) until technical guidance related to the implementation of AB 2395 is provided. When technical guidance related to the implementation of AB 2395 exists, URP will have informed discussions and will report the committee's analysis to the Senate.

Updating URP's 2/13/24 response to Referral Re: "Alcohol Products Co-Branding at SDSU"

URP's Information Item of 13 February 2024 noted the requirement within the [CSU policy](#) that alcohol marketers must support campus programs related to alcohol awareness and that

funding derived from current contracts with SDSU will be available to support campus programs related to alcohol education and awareness. Because those new campus programs were under development in spring 2024, URP's memo of 13 February 2024 promised that URP would revisit the status of these alcohol-awareness programs and provide an update to the Senate. On 10 December 2024, Dr. Jen Rikard, Interim Assistant VP, Student Affairs & Campus Diversity, met with URP and highlighted the new and expanded programs associated with the approximately \$375,000 over 5 years from alcohol advertising contracts. URP updated its response to the referral by submitting an [Information Item to the February 4th Senate meeting](#).

Other items addressed by URP during 2024-2025:

Correcting misinformation presented at the Senate meeting 9 May 2024 to accurately inform the Senate that hiring new faculty in ethnic studies is no longer funded by AB 1460

During the Senate's "discussion of URP's Annual Report" on 9 May 2024, the Chair of the Committee on Diversity, Equity, and Inclusion (DEI) incorrectly informed the Senate that some of the funding for new faculty hires required in proposals for a Major and a Minor in Asian-American Studies (AAS) "comes from AB 1460 resources from the State legislature. So it's not all resources that come from our campus." During URP's subsequent meeting on 14 May 2024, the committee discussed that May 9th statement and the contradictory fact that the AAS proposals did not mention AB 1460 as funding their proposed Tenured/Tenure-Track (T/TT) hiring; knowledgeable members of URP quickly informed the rest of the committee that AB 1460 has not funded the hiring of new T/TT faculty in ethnic studies since Fall 2023 and no funding from AB 1460 exists to hire any new T/TT faculty in the future (see [URP Meeting Minutes of 14 May 2024](#)). At URP's meeting on 15 Oct 2024, the committee discussed the issue in more detail and approved an Information Item memo to correctly inform the Senate about the lack of funds associated with AB 1460 to support hiring any new T/TT faculty. That Information Item memo approved by URP faced surprising opposition from the Senate Officers. In response, URP approved a shorter version of its Information Item memo. At the Oct 22nd Senate Executive Committee (SEC) meeting a slight majority of the voting members of SEC opposed placing URP's revised Information Item memo on the Senate Agenda and, even after the Provost stated during the SEC meeting that AB 1460 "is all done", a second motion by URP Chair Hentschel near the end of the SEC meeting to place URP's Information Item on the Senate Agenda failed to pass a two-thirds threshold (11 Y vs 6 N, see [SEC Minutes of 22 Oct 2024](#)). At URP's meeting on 29 Oct 2024, the committee discussed the next step to submit the Information Item memo to the Senate would be to seek approval by the full Senate (2/3 vote) to add URP's Information Item to the Senate agenda at the start of the Nov 7th meeting (see [URP Meeting Minutes of 29 Oct 2024](#)). At the start of the Nov 7th Senate meeting, the Senate voted to add URP's Information Item to its Nov 7th agenda (see page 80 of [Agenda of 7 Nov 2024](#) and [Minutes of 7 Nov 2024](#)), and URP was able to fulfill its responsibility to communicate accurate resource information to the Senate.

Reviewing curriculum proposals from the perspective of resources

During the 2024-2025 academic year, Curriculum Services began requiring proposals for new majors, minors, and graduate degrees to attach a document responding to standard resource-related questions, which were developed by URP in spring 2024 (see [Information Item in Senate agenda for 30 Jan 2024](#)). The process worked well in 2024-25, allowing URP to fulfill its [Policy File](#) mandate to evaluate curriculum proposals for resource implications.

During 2024-25, the URP Chair reviewed and directly approved on behalf of URP 9 proposals that appeared to have very little or no resource implications. At its Nov 13th meeting, the full URP committee discussed 5 proposals that had notable resource implications:

1. Data Science Minor
2. Special Education Minor
3. Responsible Artificial Intelligence BS (“Pilot”)
4. Responsible Artificial Intelligence Minor
5. Child and Family Development - Early Childhood Development Emphasis BS in Applied Arts and Science (SDSU Global Campus).

URP’s discussions of the resource implications of those 5 proposals raised several questions that the URP Chair emailed to proposal originators and/or College Deans. All of those proposals were eventually approved by URP after reviewing the email responses.

At URP’s April 15th meeting, the committee discussed two proposals that were received after November 13: Social Equity and Governance BA and American Sign Language (ASL) Studies Minor. URP learned from Curriculum Services on 17 January 2025 that the Social Equity and Governance BA was scheduled for review by the CSU Board of Trustees (BoT) at its March 2025 meeting. Approval by the BoT of the program intent form is the first step outlined in the SDSU Senate [Policy File](#). URP learned on 28 March 2025 that the BoT approved this intended program.

URP’s April 15th discussion of these two curriculum proposals identified several questions and concerns related to resource implications. Emails seeking clarification will be sent to the proposal originators and college deans who previously approved the proposals and committed to support the resource needs of these proposed new degrees. URP will continue its evaluation after receiving responses to the committee’s questions.

Reviewing the proposed Department of Asian American Studies from the perspective of resources

The Chair of URP received the written proposal, which was dated 23 October 2023, on 26 September 2024, and the full committee began discussing the written proposal on 29 October 2024. Committee members voiced several questions about the resources needed for the proposed department and had concerns that we could not evaluate the resource implications of the proposed department without more detailed budget information. In particular, considering the upcoming budget crisis, the committee had concerns about the proposal’s stated needs to

hire new staff and tenure-track faculty. The committee resolved to invite Dean Todd Butler of the College of Arts and Letters (CAL) to URP's December 10th to answer questions. Dean Butler stated unequivocally that the Asian American Studies program presently has all of the resources it needs to function as a department. In particular, all of the courses in the new Major and Minor can be taught by the existing two tenured faculty and lecturers within CAL's instructional budget. He also indicated that the compensation for the Chair of the new department won't change and the new department would share a Coordinator with another department and would not need to hire any other new staff in the immediate future.

The clarifications and perspectives Dean Butler provided alleviated the concerns raised during URP's prior discussion of the written proposal, and URP unanimously voted to recommend the establishment of the Department of Asian American Studies. URP, together with the Committee on Academic Policy and Planning, submitted [Action Item memos to the February 4th Senate meeting](#), moving to establish the Department of Asian American Studies in CAL.

Discussing and approving requests for one-time funding through PBAC

During 2024-2025, URP did not engage in its usual role in the President's Budget Advisory Committee (PBAC) process for evaluating requests for one-time funds because all requests for one-time funding through PBAC were suspended so that all one-time funds could be used to offset some of the reductions to SDSU's base budget from the CSU.

Receiving and discussing updates on the reductions to SDSU's base budget from the CSU

During 2024-2025, URP received and discussed several updates on the evolving cuts to SDSU's base funding and the University's various efforts to meet those reductions.

Topics URP members identified for its Annual Agenda

At the beginning of the Fall 2024 semester URP members identified several topics for its annual agenda. The top three items were (1) deferred maintenance, (2) ways to improve budget transparency and communication, and (3) gray areas around State vs Research Foundation funds. As part of an ongoing effort to improve budget transparency and communication, URP received a "Budget 101" presentation on 24 September 2024 from Katie Olivo, SDSU Director of Budget and Finance. The presentation was recorded, and URP plans to post an edited video along with an FAQ document on the SDSU Budget Hub to help educate the SDSU community on budget-related issues. Similarly, on 11 February 2025, URP received a presentation on Deferred Maintenance by AVP of Business Operations Eric Hansen and Katie Olivo. That presentation also was recorded, and URP plans to post an edited video along with an FAQ document on the SDSU Budget Hub to help educate the SDSU community on issues related to deferred maintenance. As of 15 April 2025, URP has not had time to discuss gray areas around State vs Research Foundation funds.

Election of Chair for 2025-2026: Chair Hentschel was elected Chair for next year.

Updates to Committee roster for 2025-2026: URP has a vacancy for a member of the PSFA faculty and will need two new student members from Associated Students. The committee thanks students Ida Puntney and Andy Lopez for their valuable contributions and commitments to URP during the past year! No other roster modifications are known at this time. Chair Hentschel will communicate any additional roster modifications that arise prior to the start of the Fall 2025 semester to the Chair of CCE.

To: SEC / Senate

From: Savanna Schuermann, Chair, Lecturer Affairs Committee (LAC)

Date: April 12, 2025

Subject: Information Item - 2024-2025 Lecturer Affairs Committee Annual Report

During the AY 2024-25, the LAC committee:

1. Worked to fill out and maintain an inclusive and representative roster:
 - Committee on Committees and Elections (CCE) and other campus stakeholders to fill open seats on LAC (e.g. COS, FCOB, and COENG).
 - Constitution and Bylaws Committee (CBL), CCE, and Academic Policy and Planning (AP&P) to explore an expansion of contingent faculty representation on senate committees and in shared governance in general.
2. Collaborated with other senate committees and campus stakeholders and constituencies to expand and strengthen contingent faculty representation, rights, and communication across our broad, diverse contingent faculty constituency:
 - Collaborated with the Undergraduate Council (UGC), per UGC request, and hosted Dr. Thais Alves to strategize how to advance to the appropriate campus offices a recommendation that excellence in teaching awards be established for lecturers in each college and that a university-wide award is established by the senate in parallel to its current Senate Teaching Award. This discussion and work will continue into AY 2025-26 and has been documented in a referral.
 - Worked with AP&P on a senate referral to explore the expansion of contingent faculty voting rights in departments/schools and colleges (in progress). This discussion and work will continue into AY 2025-26.
 - Communicated with Faculty Advancement (FA) to improve contingent faculty sabbatical eligibility notifications.
 - Received regular reports from the contingent faculty member representative serving on Faculty Affairs (FA) – Margo Greciar (fall), Kris Rodenberg (spring).
 - Maintained and evolved the Lecturer Canvas Homeroom (expanded membership, used to communicate with campus wide contingent faculty constituencies regarding resources, information, and key events and votes, such as the vote for the ASCSU lecturer electorate).
 - Hosted guests from our Undocumented Resource Center and President's Office to educate ourselves about rights and protections for vulnerable students related to new federal rules about undocumented students, J1 visas, etc., and the broader issues of anti-immigration policies as they impact our community members. We developed a plan to share key information with the broader contingent faculty constituency.

3. Revised our charter and other policy files (in progress) to bolster contingent faculty inclusion and voice in shared governance. The charter was enhanced as follows (in progress, final vote at May 2025 Senate Meeting; and pending T/TT full faculty vote):
 - Expand membership in LAC to all contingent faculty (i.e. Lecturers, Librarians, and SSP-AR).
 - Reorganize ex-officio LAC membership to better represent constituency and improve communication and collaboration across campus among our constituency.
 - Added the new ASCSU Lecturer Electorate representative to both the SDSU University Senate and as an ex-officio member of LAC.

LAC agenda/items anticipated for AY 2025-26:

1. Collaboration with APP regarding contingent faculty voting rights.
2. Appointment of an LAC representative to CCE to help facilitate contingent faculty appointment to committees, etc.
3. Develop an LAC Outreach Coordinator role to manage the Lecturer Homeroom on CANVAS.
4. Collaboration with FHAC and UGC regarding parity in teaching awards, diversity awards and other types of recognition, for contingent faculty.
5. Contingent Faculty Equity Resolution will be considered.
6. Consider for development: Annual Contingent Town Hall, Contingent Newsletter.

LAC Roster AY 2025-26 (what we know as of now). The following represents what the committee roster looks like if proposed changes to Bylaws/LAC Charter passes in May:

Lecturer Affairs Committee (LAC)										
Meeting Information (day, time, location, meeting, location)										
First Friday of the month, 8:30-10am via ZOOM										
Appoint Authority	Code	Rank	Major Academic Unit (or Ex Officio position)	Name	Email	Proxy/Replacements & Other Notes	Term Ends	Appt. Date	DEPT	Sensor?
S	ExOff	1	ASCSU Lecturer Representative	TBD: election March 2025			2028	2025	TBD	YES
S	Fac	2	Lecturer Senator College of Arts & Sciences	Schuermann, Savanna (Chair)	schuermann@dsu.edu		2027	2023	CAL	YES
S	Fac	3	Lecturer Senator Powell College of Business	Doshi, Ami	adoshi@dsu.edu		2026	2023	FCOB	YES
S	Fac	4	Lecturer Senator College of Health & Human Services	Graciar, Margo	mgraciar@dsu.edu	TBD: election May 2025	2025	2023	HHS	YES
S	Fac	5	Lecturer Senator College of Sciences	TBD: election May 2025			2028	2025	COS	YES
S	Fac	6	Lecturer Senator College of Professional Studies & Fine Arts	TBD: election May 2025			2028	2025	PSFA	YES
S	Fac	7	Lecturer Senator College of Engineering	Ugur, Dogan	dogan@dsu.edu		2026	2023	COENG	YES
S	Fac	8	Lecturer Senator College of Education	Sparaco, Lisa	lsparaco@dsu.edu		2026	2025	COE	YES
S	Fac	9	Lecturer Senator Faculty Advancement & Student Success	TBD: election May 2025			2028	2025	FASS	YES
S	Fac	10	Lecturer Senator Healthcare	TBD: election May 2025			2028	2025	IV	YES
S	Fac	11	Contingent Faculty Senator Open	Kilmer, Jocelyn	jkilmer@dsu.edu		2026	2023	CAL	YES
S	Fac	12	Contingent Faculty Senator Open	Lozada-Santone, Patricia	plozada@dsu.edu		2027	2025	COE	YES
S	Fac	13	Contingent Faculty Senator Open	Lockwood, Lanie	alockwood@dsu.edu	SSP-AR Contingent	2026	2023	PSFA	YES
Seats above are reserved for elected Contingent Faculty Senators. Seats below are optional and at-large. Any six members present constitutes a quorum.										
S	Fac	13	Lecturer/Contingent Open	Rodenberg, Kris	jrodenberg@dsu.edu	Faculty Affairs Rep	2026	2023	COE	—
S	Fac	14	Lecturer/Contingent Open	Kobari, Sam	skobari@dsu.edu		2026	2024	CAL	—
S	Fac	15	Lecturer/Contingent Open	Fuller, Amanda	afuller@dsu.edu	Committees & Elections Rep	2026	2023	FASS	—
S	Fac	16	Lecturer/Contingent Open	Ketchum-Cardenas, Monica	mketchum@dsu.edu		2026	2023	IV	YES
S	Fac	17	Lecturer/Contingent Open	Gates, Lisa	lgates@dsu.edu	Schedule conflict SDS	2026	2023	COE	—
S	Fac	18	Lecturer/Contingent Open	Leung, Kenneth	kleung@dsu.edu		2025	2024	HHS	—
S	Fac	19	Lecturer/Contingent Open							
S	Fac	20	Lecturer/Contingent Open							

TO: SEC/University Senate

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

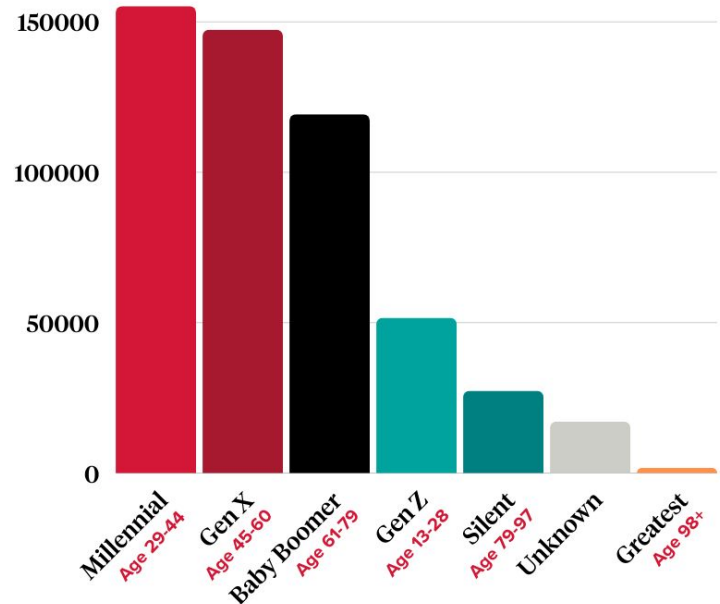
DATE: April 15, 2025

RE: Information: Alumni Update

See report on following page.

More than half a million living SDSU Alumni | 519,865

Alumni by Generation



Alumni



Campus Events
Community Events
Content & Storytelling
Philanthropy
Professional Development
Recognition
Volunteerism

Top 10 Employers



- 1 SDSU
- 2 County of San Diego
- 3 SDUSD
- 4 Sharp HealthCare
- 5 City of San Diego
- 6 UC San Diego
- 7 UC San Diego Health
- 8 Qualcomm
- 9 Northrop Grumman
- 10 General Atomics

Faculty Affairs Committee 2024/2025 Annual Report

Document and file locations

 [AY 2024-25 Elected Senate Membership & Committees/Chairs.xlsx](#)

[Annual Agenda](#)

Committee Roster

Ning Tang (FCB), Keven Jeffery (LIB, Chair), Kris Rodenberg (Contingent Faculty), D.J. Hopkins (CTL), Margo Greicar (Lecturer), Satchi Venkatarman (ENG), Lisa Kath (SCI), Todd Carson (SSP-AR), Emily Schmied (HHS), Kathryn Edgerton-Tarpley (CAL), Magdalena Altamirano (IVC), Jeffrey Brown (ED), Joanna Brooks (FASS), Jennifer Imazeki (AVP Faculty/Staff Diversity)

Vacant: PSFA

The SDSU Faculty Affairs Committee has been actively discussing and addressing various issues related to faculty affairs, student evaluations, space planning, sabbaticals, grading policies, DEI resolutions, and the impact of AI on research and teaching. Here's a summary:

Key Activities and Discussions:

- **Student Course Evaluations (SRI):** A recurring topic is the state of student course evaluations (SRI). The committee has discussed improving validity and reducing bias, the use of written feedback, response rates, survey windows, guidance for administrators, and the potential reduction of additional questions. There are concerns about the drop in student reviews after leaving Blackboard and bias in student feedback.
- **RTP (Retention, Tenure, and Promotion) Process:** The committee has addressed concerns about "early" tenure and whether the Provost's cautions align with historical practices. They've discussed how to handle RTP criteria in extraordinary times, especially concerning the impact of AI. There are also discussions about the use of grade averages in RTP reviews.
- **Sabbatical Process:** The committee is reviewing and discussing updates to the sabbatical process, including eligibility notifications and the award process. There are concerns about equity and transparency in awarding sabbaticals and whether centralized eligibility notifications should be phased out.
- **Grading Policy:** The committee is working on clarifying and updating the Senate Policy on Grades, addressing issues such as average grades, grade inflation, and the connection between grades and student learning outcomes (SLOs). They are also considering the role of department chairs in reviewing grades and academic freedom.

- **DEI (Diversity, Equity, and Inclusion) Resolution:** The committee has discussed and drafted a resolution reaffirming the campus commitment to equity and inclusion. There were discussions about whether individuals or the committee should sign the resolution.
- **Space Planning:** The committee has been discussing college space planning, including how space priorities are determined and the impact of grants on space usage. They are seeking clarification from the Provost's Office on the space planning process.
- **Aztec Bookstore's Textbook Day1 Ready Program:** Concerns have been raised about the program's cost savings, delivery limitations, and accessibility issues.
- **AI Impact:** The committee is discussing the impact of AI on research and teaching, including its effect on faculty research and the need for AI usage guidelines in syllabi.
- **State of the Campus:** The committee has discussed budget cuts, faculty hiring, enrollment targets, and student supports, including mental health resources.

Information Items and Action Items Sent to the University Senate:

- **Information Item: Referral 23/24_11 Information Item State of Student Course Evaluations:** This information item regarding student course evaluations was sent to the Senate.
- **Information Item: Early Tenure:** An information item about "early" tenure concerns was sent to the Senate.
- **Information Item: Sabbatical Eligibility Notifications:** An information item regarding changes to sabbatical eligibility notifications was sent to the Senate.
- **Action Item: Senate Policy on Grades 1.0:** An action item concerning the Senate Policy on Grades was sent to the Senate.
- **DEI Resolution:** The DEI resolution was added to the March Senate Agenda.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: April 17, 2025
RE: Information Item: Request for Feedback on Proposed Adjustment to SDSU Sabbatical Policy

Proposed Adjustment to SDSU Sabbatical Policy

The Faculty Affairs Committee is examining the current [Senate Policy](#) for Leaves, Sabbatical (p. 157) in the hopes of simplifying and adding transparency to the process. The committee has examined the sabbatical process in detail, and sees a potential for removing layers of evaluation and ranking not required by the [Unit 3 CBA Article 27: Sabbatical Leaves](#). The committee is seeking broad feedback on the preliminary proposal below to inform discussion around adjustments to Senate Policy.

Feedback Survey:

<https://docs.google.com/forms/d/1BIWMZh7ljpZ95vQ4mU8JxRN8CxrTlJic93-MD259srQ/edit>

The Problem

The Faculty Affairs Committee believes that the process of awarding sabbaticals has become untenable, and has led to significant morale problems and unnecessary competition among faculty. The committee further believes that in this time of resource deficiency and workload issues, steps must be taken to reduce the burden on both the applicants and the review committees.

Identified Issues:

- Too few awards available (contract specified 12% minimum)
- Difficulty in evaluating quality or merit
- Multiple levels of review not required by the contract
- Multiple levels of ranking not required by the contract
- The need to reapply each year even if project is unchanged
- Competition between colleagues creates morale problems

The Process

The university's current sabbatical review process includes several procedural steps that are not explicitly required by the collective bargaining agreement. Notably, the independent recommendation and ranking from the department chair or school director, the college-level committee review and ranking, and the dean's independent ranking are layers not mandated by

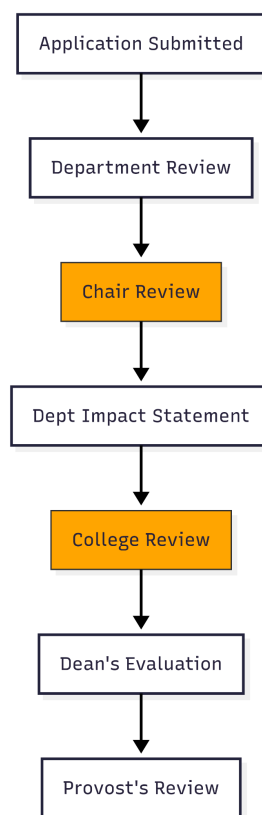
the contract. These extra steps contribute to additional workload and complexity, delaying decisions and increasing administrative burden on faculty and reviewers alike.

Contract (CFA/CSU CBA) Required Steps:

1. **Application Submission** by faculty (Article 27.3).
2. **Professional Leave Committee Review** – elected tenured faculty review and recommend (Article 27.5).
3. **Departmental Statement** on curricular impact (Article 27.6).
4. **Appropriate Administrator Review** – considers committee and department input plus program and budget factors (Article 27.7).
5. **Presidential Decision** – written response including conditions or reasons for denial (Article 27.8).

Current University Senate Policy Required Steps:

1. **Application Submission** to department chair or school director.
2. **Department/School Committee Review** with recommendation and ranking.
3. **Chair/Director Independent Recommendation** (optional).
4. **Departmental Statement** on curricular impact
5. **College Committee Review** with ranking and recommendation.
6. **Dean's Evaluation**, with review, ranking, and possible denial.
7. **Provost Review**, which includes final approval or denial with written feedback.



***Not Required by CBA**

The Proposed Process Change

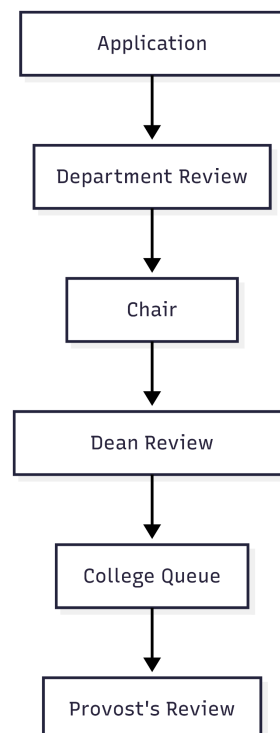
The Faculty Affairs Committee would like to explore a more streamlined review process, aligned more closely with the requirements outlined in the Collective Bargaining Agreement (Articles 27.3–27.8) that would preserve the integrity of sabbatical review while reducing workload and improving transparency. This change would also promote fairness by maintaining a queue of approved faculty sabbatical applications from year to year, with new applications added to the end of the waitlist. An application would not need a subsequent departmental review unless the project substantially changed from a previous year.

The main changes would be:

1. Single review for a project, rather than replicated annual reviews
2. The removal of a review by the Chair and College
3. The removal of a ranking by the Dean
4. The introduction of a queue maintained by the College

Proposed Steps:

1. **Application Submission** (Article 27.3)
2. **Department Committee Review** (Article 27.5)
(Provides an "acceptable/unacceptable" assessment)
3. **Department Chair Resource Feasibility** (Article 27.6) (A resource review only)
4. **Dean Review** (Article 27.7) (Review Only)
5. **College Rank** (A queue maintained according to a prescribed algorithm)
6. **Provost/Presidential Decision** (Article 27.8)



This simplified model preserves contract compliance and academic standards while addressing concerns raised in faculty discussions about excessive workload, morale issues due to hyper-competitive processes, and inefficiencies caused by multiple overlapping levels of review. It supports a more equitable and person-centered approach to sabbaticals, better reflecting their foundational purpose: to provide rest, renewal, and professional growth for faculty.

To: Senate Officers, SEC, Senate
From: Dr. Erlinde Cornelis, Chair, Senate Committee on Sustainability
Date: April 17, 2025
Subject: Academic Year 2023-2024 Annual Report

Meetings

During AY 2024-2025, the Senate Committee on Sustainability met on the following dates:

Fri 9/20/24
Fri 10/18/24
Fri 11/15/24
Fri 1/17/25
Fri 2/21/25
Fri 3/21/25
Fri 4/18/25

In addition, the task force working on the sustainability course designation met several times in between the monthly SSC meetings to work on the course designation effort, on the following dates:

10/25/2024
11/1/2024
1/29/2025
1/31/2025
2/04/2025

Accomplished work

During the 2024-2025 AY, the committee's main work was the proposal of a **sustainability course designation**. This proposal was submitted as an **action item to APP and the Senate**, and was **voted on and approved by the Senate in their April 2025 meeting (Yes: 74% No: 10% Abstain: 16%)**.

Courses pertaining to sustainability align with the university's mission and Climate Action Plan. Further, by mapping sustainability courses in the catalog, we allow students to carve out a pathway that increases resilience in their career¹, regardless of their major.

The goal of labeling sustainability courses is as follows:

1. To map in the SDSU course catalog which courses pertain to sustainability (i.e., a map or survey of the current status of sustainability course offerings in the catalog)
2. To allow students to easily recognize such courses in the catalog, which responds to a demand from students, including from students who may not necessarily want a major in Sustainability.

1

<https://www.weforum.org/stories/2024/02/green-jobs-green-skills-growth/#:~:text=LinkedIn%20reports%20that%20between%202022,as%20quickly%2C%20at%2022.4%25.>

3. To allow students to choose to enroll in such courses in order to create a pathway or track with an emphasis on sustainability during their time at SDSU.
4. To prepare students to enter the workforce with a sustainability lens, increasing their sustainability literacy, enhancing their hireability, empowering them to contribute to initiatives that promote a sustainable planet for future generations.

The committee contributed to and participated in various sustainability events, most notably **SDSU's 3rd Sustainability Summit** on April 16, 2025. This event featured presentations from various entities on campus, including academics and research.

The committee had the following guests during AY24-25:

- JD Weidman - Director of Parking and Transportation Services- and Silvia Croft - Transportation Analyst
- Jan Kleissl & K. Wayne Yang - UCSD New Graduation Requirement (Jane Teranes Climate Change Education Requirement (JTCCER)
- Malte Laass - CEO Guppyfriend/microplastics
- James Frazee - Vice President for Information Technology and Chief Information Officer - AI rollout & Sustainability

Complete minutes of all AY24-25 SSC meetings can be found [here](#).

The meetings for the following AY 25-26 are scheduled to continue taking place on the third Friday of each month, via Zoom.

The current Chair, Dr. Erlinde Cornelis, was unanimously re-elected and will remain in her role as Chair through AY25-26.

Objectives for AY25-26:

1. Review curriculum for sustainability course designation
2. Propose a continued review process for sustainability designated courses
3. Engage: connect with relevant stakeholders on campus

Roster updates:

Chair for AY25-26: Dr. Erlinde Cornelis

Vacancies for AY 25-26:

- 1 faculty member from Education
- 1 faculty member from Imperial Valley campus
- 2 student representatives

Roster AY25-26:

College/Entity	Representative(s)	Count needed
Arts & Letters	Matt Lauer	1
Education	Meredith Vaughn	1
Engineering	Saeed Manshadi	1
Health & Human Services	Teresa Girolamo	1
Professional Studies & Fine Arts	Madison Swayne	1
Sciences	John Love	1
Fowler Business	Erlinde Cornelis (Chair)	1
Imperial Valley		1
Library	Linda Salem	1
Contingent Faculty member	Savanna Schuermann	1
Staff		1
Director of Energy and Sustainability, or designee	Madeleine Falco	1
AVP Student Affairs and Campus Diversity, or designee	Christy Samarkos	1
AVP Curriculum, Assessment, and Accreditation, or designee	Madhavi McCall	1
AVP Real Estate, Planning and Development, or designee	Kara Peterson	1
AVP Business Operations, or designee	Daryn Ockey	1
SDSU Research Foundation Director of Facilities, or designee	Otto Delacruz	1
KPBS General Manager, or designee	Julia Dixon Evans	1
CEO of Aztec Shops, or designee	Duane Buske	1
Students		2
Total head count		21

To: SEC/Senate
From: Pat Walls, Chair, Committee on Committees and Elections
Date: April 22, 2025
Subject: INFO: Spring 2025 Senator Election Results

INFO: The Committee on Committees and Elections (CCE) launched 11 senator elections in April. Five elections are completed and announcements went out through Qualtrics on Friday, April 18 to those who completed the ballots. CCE would like to congratulate the following new and returning Senators

Group	# Elected	# Seats to be Elected	Winners
EDU	1	1	Toni Saia, Administration, Rehabilitation and Postsecondary Education
FCB	1	1	Marie-Eve Lachance, Finance
MPP 1 & 2	1	1	Anwar Cruter, SACD - Residential Education Office
SSP-AR	1	1	James Lange, Well-Being & Health Promotion
Staff	4	4	Robert Yslas, AA - Enrollment Services Joann Davison, A&L - Economics Matt Lang, BFA - Accounting Services Nikole Carter-Curtis, PSFA - Communication
A&L	Waiting on 4 write-in candidates	6	Jonathan Graubart, Political Science Peter Atterton, Philosophy Dan Sousa, Geography Kathryn Edgerton-Tarpley, History TBD TBD
ENG	Waiting on 1 write-in candidate	2	Satish Sharma, Electrical & Computer Engineering TBD
HHS	Waiting on 5 write-in candidates	3	TBD TBD TBD
Librarians	Waiting on 1 write-in candidate	2	Keven Jeffery, University Library TBD
PSFA	Waiting on 1 write-in candidate	6	Mounah Abdel-Samad, PSFA - Public Affairs Sandra Ponting, PSFA - Hospitality & Tourism Management Kim Kras, PSFA - Public Affairs Godfried Asante, PSFA - Communication TBD
Sciences	Waiting on 3 write-in candidates	5	Stephen Schellenberg, Earth & Environmental Sciences Xiaofeng Xu, Biology Christopher Curtis, Mathematics & Statistics

CCE reached out to the write-in candidates for six elections that are not yet completed. If needed, runoff ballots will be launched such that the full slate of new and returning Senators can be provided before the May Senate meeting. This info item will be updated as elections are finalized.

Color Legend		
Red: Two years ago		
Yellow: Last year		
Green: Current year		
List Name	Card Name	Labels
*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)	23/24_08: Updating Definition of Faculty in Constitution	In Committee (purple)
*Academic Policy & Planning (AP&P)	24/25_05: Creation of a General Policy Regarding Votes of Confidence/No Confidence for Senior Leaders and Other Administrators (Referral 2024/25_5)	In Committee (purple)
*Academic Policy & Planning (AP&P)	24/25_6: Review of CO-Mandated Minimum Course Enrollments and Related Policies	In Committee (purple)
*Committee on Committees & Elections (CCE)	22/23_09: Review & Update Policies Related to Senator Committee Assignments	In Committee (purple)
*Committee on Committees & Elections (CCE)	23/24_02: Senate Elections: Methodologies for Voting	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_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	
*Diversity, Equity & Inclusion (DEI)	24/25_03: Recognition and Celebration of Major Hindu Religious Festivals on Campus	
*Faculty Affairs Committee (FAC)	20/21_02: Professors of Practice: Implications?	Officers: Final Processing (blue)
*Faculty Affairs Committee (FAC)	23/24_11: State of Student Course Evaluations	Officers: Final Processing (blue)
*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)
*University Resources & Planning (URP)	24/25_04: Examination of Self-Support Strategies and Practices in the CSU	
*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-Doxing Policy	In Committee (purple)
Instructional and Information Technology	24/25_7: Development of a Campus-Wide Classroom Recording Policy	
Instructional and Information Technology	24/25_8: Assessment of the Need for a Campus-Wide AI Policy Referral	
Instructional and Information Technology	24/25_10: Concerns Regarding University's Transition to VoIP/Zoom Phones	
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

Posted Date	\$209,486.88	Payee	Purpose / Justification / Notes
4/17/2025	\$427.77	SDSU Catering	Senate Excellence in Teaching Award Catering
4/9/2025	\$189.64	SDSU Catering	E12357 - SEC Catering
3/26/2025	\$189.64	SDSU Catering	E12349 - Senate Catering
3/19/2025	\$36.52	ReproGraphics Services	Certificate Print for Senate Excellence in Teaching Award
3/1/2025	\$2,140.00	CAL	2024/25 LECTURER STIPEND TO CAL
3/1/2025	\$2,140.00	COE	2024/25 LECTURER STIPEND TO COE
3/1/2025	\$2,140.00	FCOB	2024/25 LECTURER STIPEND TO FCOB
3/1/2025	\$2,140.00	HHS	2024/25 LECTURER STIPEND TO HHS
2/24/2025	\$850.00	Parliamentarian	GUEST LECTURER FY 24/25
2/19/2025	\$189.64	SDSU Catering	E12348 - SEC Catering
2/13/2025	\$189.64	SDSU Catering	E12355 - Senate Catering
1/27/2025	\$20,000.00	Senate Vice-Chair	2024/25 OPERATING FUNDS TO ARTS & LETTERS FOR SENATE VICE-CHAIR
1/27/2025	\$10,000.00	Senate Treasurer	2024/25 OPERATING FUNDS TO ENGINEERING FOR SENATE TREASURER
1/27/2025	\$20,000.00	Chair CCE & SAC	2024/25 OPERATING FUNDS TO COLLEGE OF GRADUATE STUDIES FOR COMMITTEE CHAIR CCE & SAC
1/27/2025	\$10,000.00	Chair FA	2024/25 OPERATING FUNDS TO LIBRARY FOR COMMITTEE CHAIR FA
1/27/2025	\$5,000.00	Chair AP&P	2024/25 OPERATING FUNDS TO LIBRARY FOR COMMITTEE CHAIR AP&P
1/22/2025	\$189.64	SDSU Catering	E12347 - SEC Catering
12/4/2024	\$189.64	SDSU Catering	E12354 - Senate Catering
12/1/2024	\$24,000.00	Senate Secretary	SENATE SUPPORT TO FASS FOR SECRETARY APPOINTMENT
12/1/2024	\$14,930.00	Chair DEI	SENATE COURSE RELEASE FUNDING TO A&L FOR COMMITTEE CHAIR DEI: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair Sustainability	SENATE COURSE RELEASE FUNDING TO BUSINESS FOR COMMITTEE CHAIR SUSTAINABILITY: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair UCC	SENATE COURSE RELEASE FUNDING TO BUSINESS FOR COMMITTEE CHAIR UNIVERSITY CURRICULUM: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair CBL	SENATE COURSE RELEASE FUNDING TO SCIENCES FOR COMMITTEE CHAIR CBL: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair URP	SENATE COURSE RELEASE FUNDING TO SCIENCES FOR COMMITTEE CHAIR URP: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$10,000.00	Chair LAC	SENATE COURSE RELEASE FUNDING TO ARTS & LETTERS FOR COMMITTEE CHAIR LECTURER AFFAIRS: FALL 2024 & SPR 2025
12/1/2024	\$7,465.00	Chair AP&P	SENATE COURSE RELEASE FUNDING TO LIBRARY FOR COMMITTEE CHAIR AP&P: SPR 2025
12/1/2024	\$5,723.00	Senate Chair	SUMMER SUPPORT TO EDUCATION FOR SENATE CHAIR
11/20/2024	\$189.64	SDSU Catering	E12346 - SEC Catering
11/8/2024	\$189.64	SDSU Catering	E12353 - Senate Catering
10/23/2024	\$322.17	SDSU Catering	E12345 - SEC Catering
10/9/2024	\$322.17	SDSU Catering	E12344 - Senate Catering
9/17/2024	\$189.64	SDSU Catering	E12343 - SEC Catering
9/10/2024	\$2,931.17	SDSU Bookstore	Equipment - Macbook Laptop
9/3/2024	\$573.23	SDSU Catering	E12228 - Senate Catering
8/23/2024	\$259.64	Awards by Navajo Trophy and Engraving Co.	Plaque for Vice Chair, Treasurer, Parliamentarian
8/20/2024	\$243.52	SDSU Catering	E12227 - SEC Catering
8/15/2024	\$162.99	Which Wich	Senate Retreat - Lunch hours
8/10/2024	\$719.94	TRELLO	Senate Referral Chart Annual web-hosting fees
8/1/2024	\$5,000.00	SDSU IT	Service level agreement between University Senate and ITS
7/1/2024	\$533.00	Zoom	ZoomOne Transfer to IT

2024-2025
REIMBURSEMENTS

SDSU Senator Survey

November 25, 2024 -January 3, 2025

Questions

Responses

34

Settings

Section 1 of 9

SDSU Senator Survey: Mediation Workshop and Reimbursements

B

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[↗](#)

~~X~~

Dear Senators,

This survey provides an opportunity for you to:

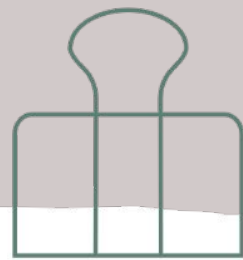
1. Assess your interest in improving the Senate's culture and climate by participating in culturally-responsive mediation/bystander training; and
2. Share your experiences about getting reimbursed by SDSU for travel and other expenses. This information will be reported to the Senate and SDSU administration.



Purpose

Share your experiences about getting reimbursed by SDSU for travel and other expenses.

This information will be reported to the Senate and SDSU administration.

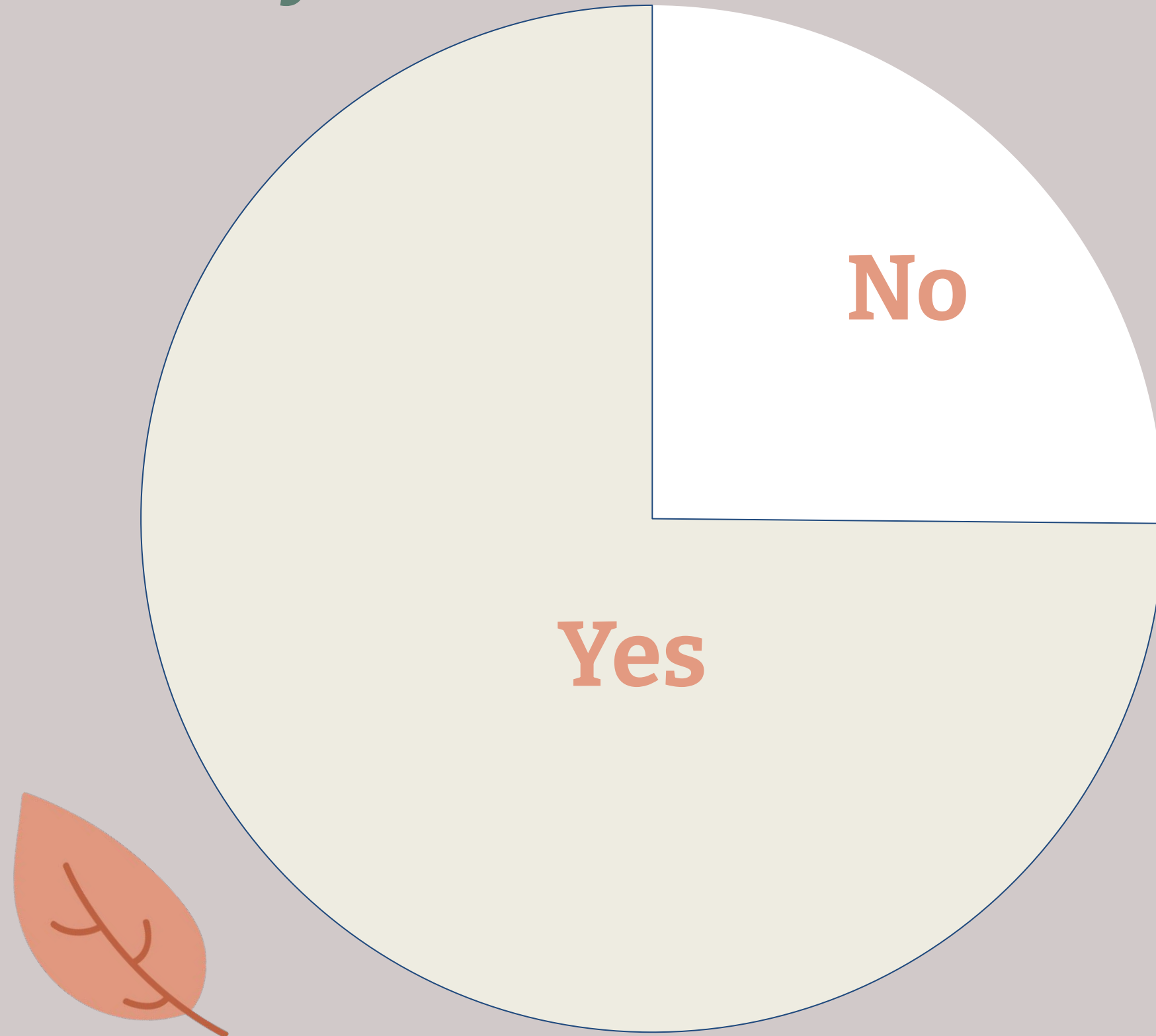


34

Respondents



Q. Have you requested a reimbursement at any point in your career at SDSU?



Yes

25 respondents

73.5%

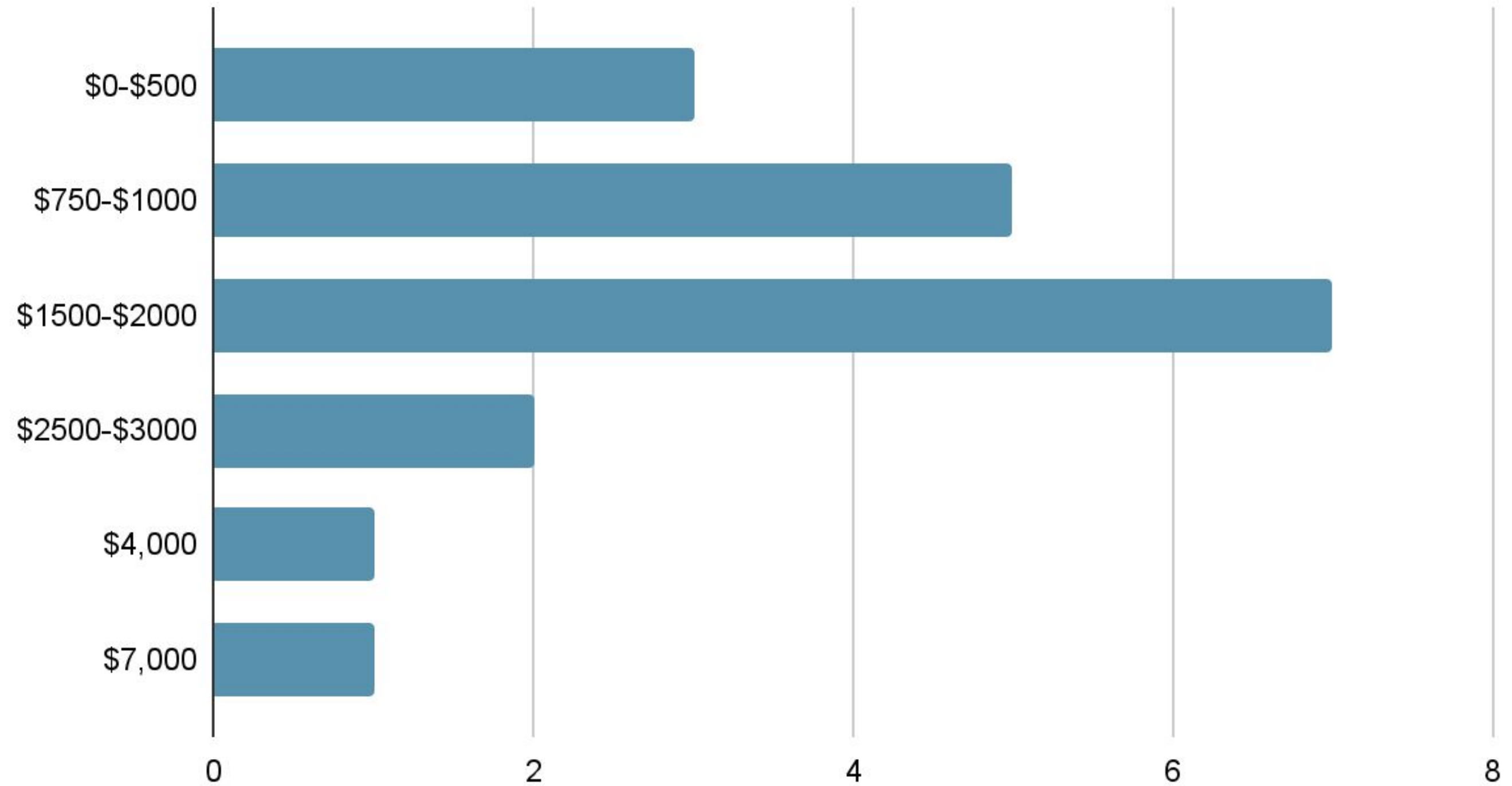
No

9 respondents

26.5%

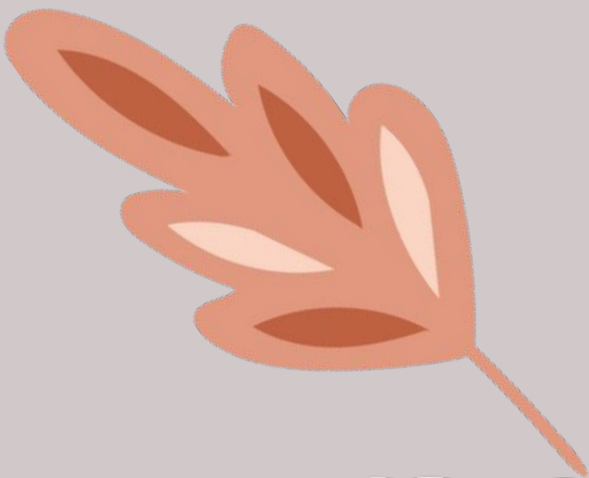
If yes, what is the most you have spent?

Amount Spent



Number of people

Q. Approximately how long have you waited to be reimbursed?



Weeks

2-4 Weeks: 6

“a couple of weeks”

Months

2 months: 1

3 months: 3

6 months: 2

3-9 months: 1

“months:” 2

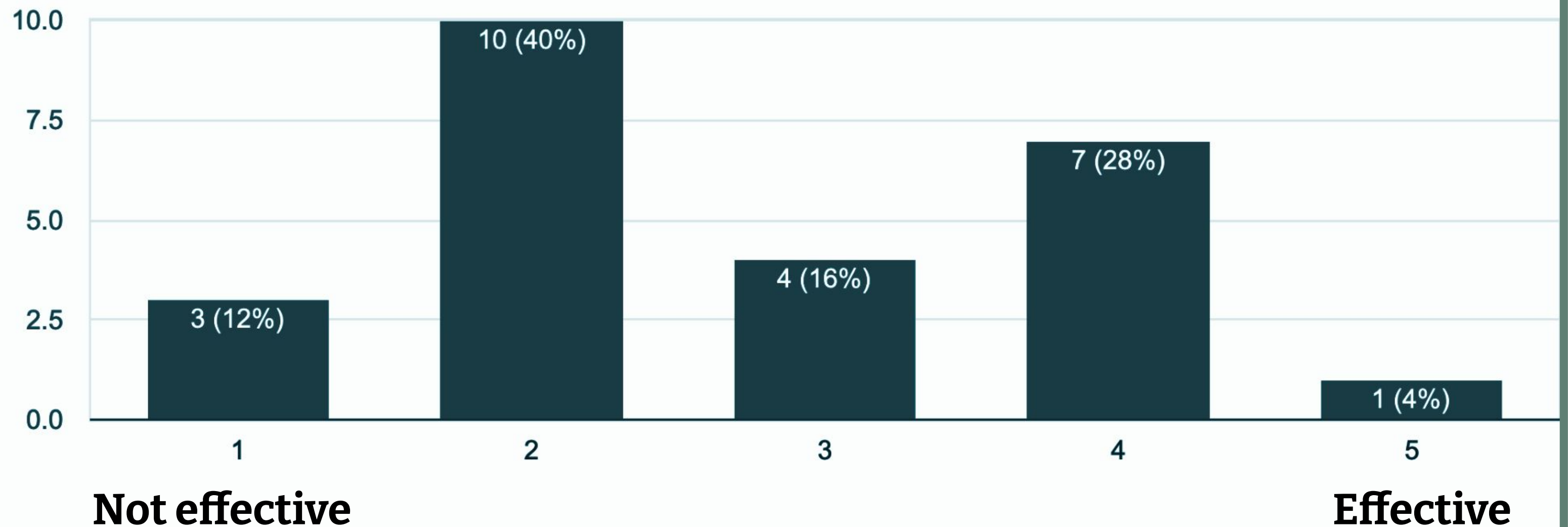
Comments

- 9 no responses
 - “not sure but State side is worse and takes longer”
 - “nothing egregious”
 - “I’m not sure”
-
-
-
-

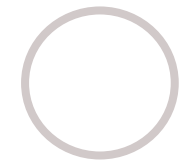
Q. How would you rate the efficiency of the current reimbursement process at SDSU?

How would you rate the efficiency of the current reimbursement process at SDSU?

25 responses



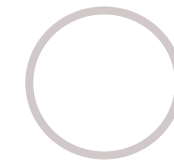
Q. How has the reimbursement process impacted you financially?



Left Blank

13

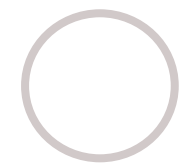
13 people left this
question Blank



Interere\$t



A few people mentioned having
to pay interest on a credit card
as a burden




No

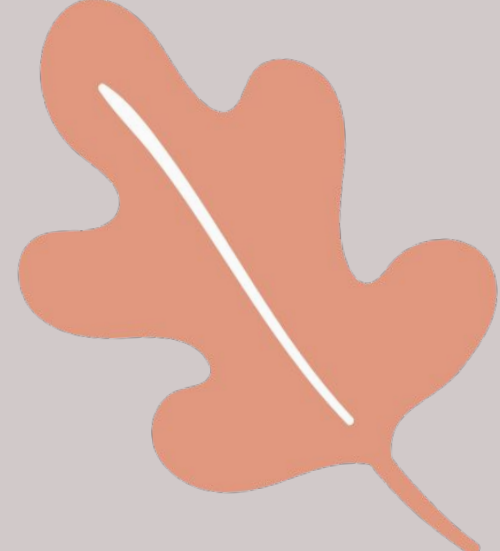
5

2 people said "no"





Q. How has the reimbursement process impacted you financially?



Aside from not having my money, I'm racking up interest on my credit cards because of how long it takes for reimbursement.

not at all: I assume I will not be reimbursed so I do not take on debt I cannot afford.

I planned for it, so not too impacted.

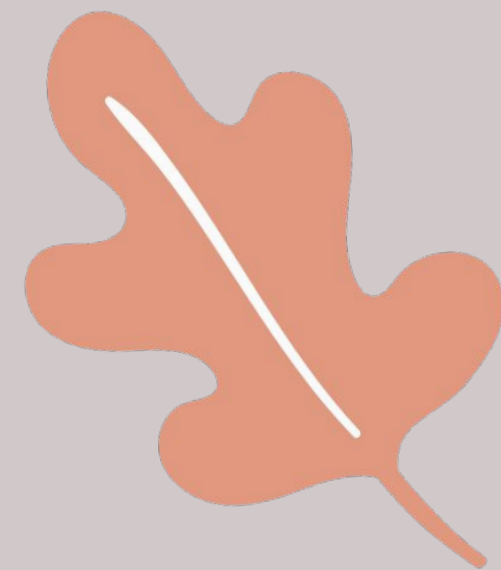
Luckily, I am OK; it's just frustrating.

not much personally, but it bothers me if students have to wait months for costs made related to conference attendance.

It has always been stressful... and now that they've outsourced most of the travel to even MORE 3rd party software companies... more stressed since my personal/financial info is in more hands increasing the odds of data breaches.



Q. How has the reimbursement process impacted you financially?



paid additional interest on amount to be reimbursed

Lost money because some expenses were not reimbursed


not much because my spouse is the major breadwinner (thank goodness)

I try to avoid having to go through the SDSU reimbursement process so that I am not impacted.

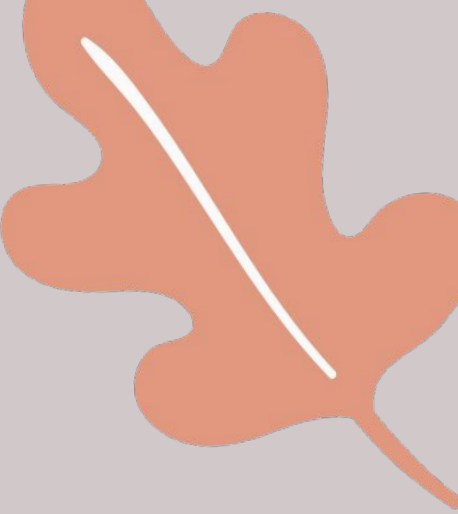
We shouldn't have to pay out of pocket for any work-related expenses. That should all be covered. My understanding of the new travel system is that we can no longer use a travel card for accommodations, and there are significant limitations to using the system to pay for airfare (limitations on airlines and types of flights)

Other responses

I've had friends support me with feeding me and purchasing groceries. As a single homeowner who helps support my parents, it's very difficult to front the money for the university and then not get reimbursed until months after returning from conferences. Sometimes I can't afford medical procedures I need that are not covered by my insurance. Even crossing the border isn't enough sometimes to be able to afford medical care.



Q. Is your current paycheck enough to provide you with a decent living wage in San Diego?



YES

6

- Yes but am single with no dependents
- Yes...household with two incomes
- Yes, but only because my spouse is the major breadwinner - otherwise, it would be pretty tight to raise two children on this salary

Barely

3


- Yes-but barely
- Barely
- It's barely enough for a 5k month mortgage
- Marginally. What is Senate going to do about this? This is a CFA issue.

NO

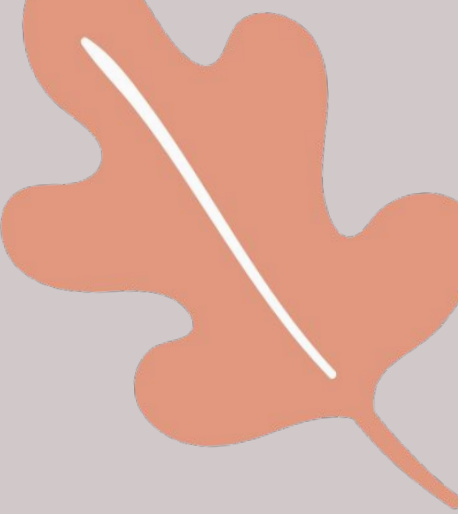
7

- No...live outside of San Diego and commute
- No...feel like I'm living like a student

N=21
148

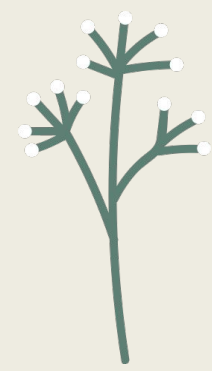


Is your current paycheck enough to provide you with a decent living wage in San Diego?

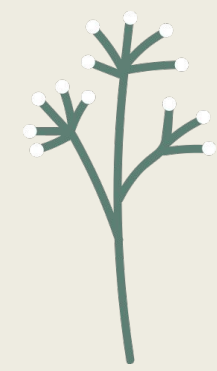


NO

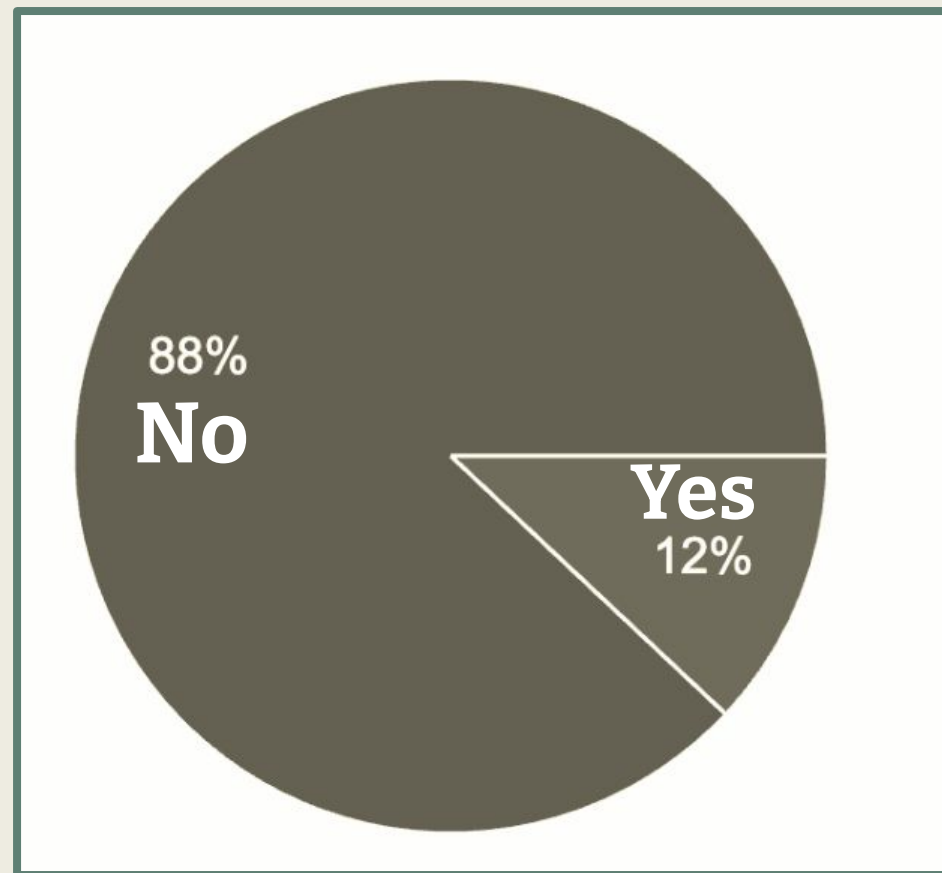
No. I rent in Alpine, CA, as I cannot afford to rent in San Diego. I understand that I will never be able to buy in San Diego. I spend the summers out of state in order to save money on rent. Further, my partner lives and works in another state so that we can save money on expenses and taxes.



Has the current reimbursement process impacted your quality of life?



- It's stressful AF!
- **Stressed over the process** (more companies with my financial info), pushing down of responsibility to individual, lack of human interface, makes me less likely to travel/present/engage in research that would require travel/impedes willingness to participate in shared governance (maybe a win for campus there, I suppose)
- Healthcare: can't afford certain needed procedures or treatments (i.e. exploring different ways of treating migraines; going to Tijuana for dental work cheaper than using the insurance). Meals: Sometimes I don't have money left to purchase groceries and I have to eat at friends or relatives homes. Job: I had to pick up an additional job to be able to afford paying for flights and conference registrations, and even the second job is not enough. I feel very tired, I haven't been able to have a real break because work takes up so much time



N=25

Q. Has the reimbursement process ever influenced your decision to attend conferences or disseminate your research in other ways?

NO

4

- Not the reimbursement process per se, but cuts to travel budgets have
- Not the reimbursement process but the fact that in COS we have to pay all conference costs and publication costs out of our own pocket (unless we have grant money). I can not afford that so plan in journals that are free (though less read) and don't travel when in between grants.


- Not reimbursement, but the new Concur system is an impediment. It's complicated and asks for details on fund numbers and expenditure estimates even if you're not using State funds.

- Not, but it has impacted my students' decision to attend conferences, as they cannot afford to pay for conferences in advance. And the advancement process of 30 days is not enough time in advance to appropriately plan for conference travel. I usually have to pay the costs, and students just pay me back or I wait to get reimbursed by SDSU.

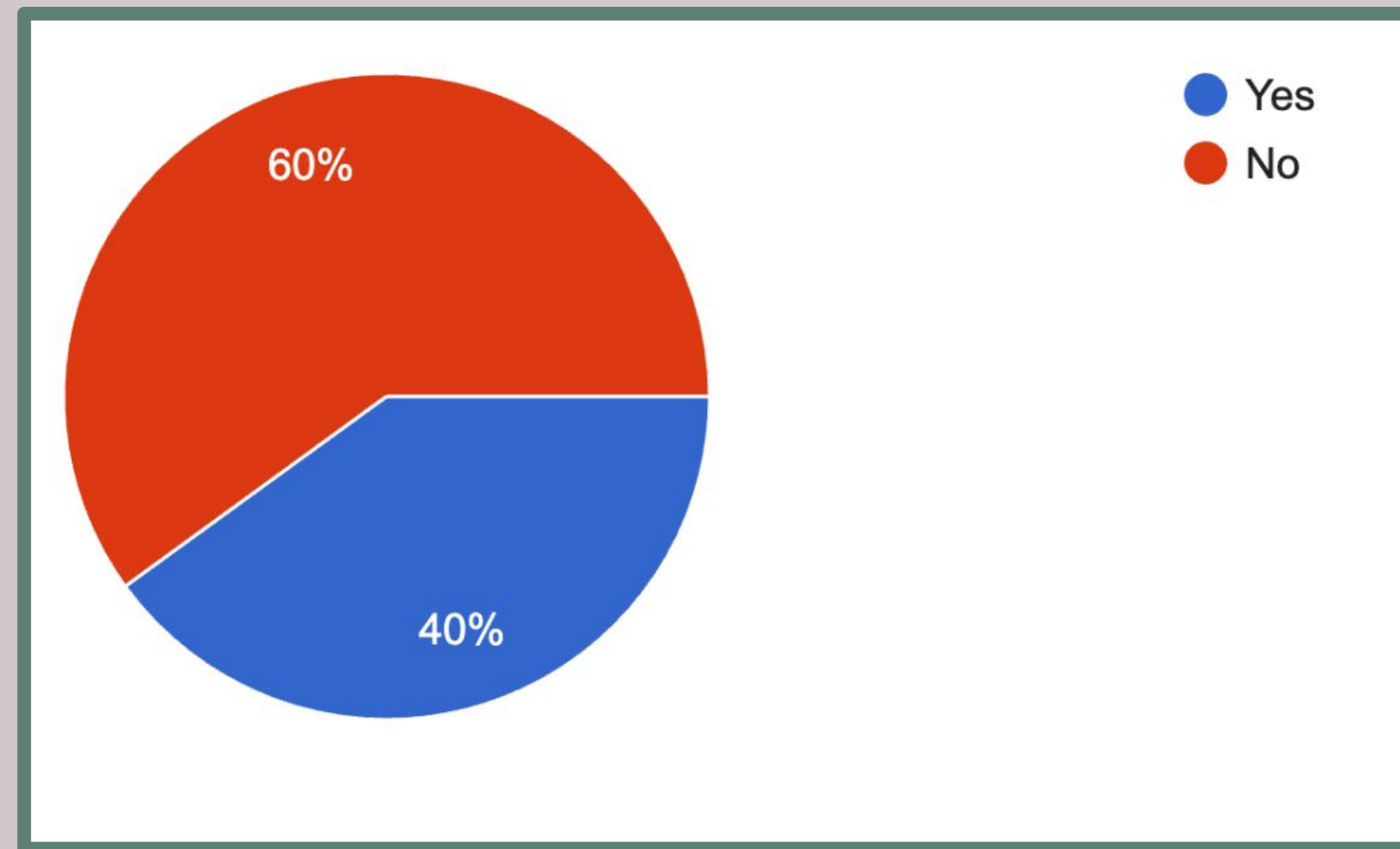
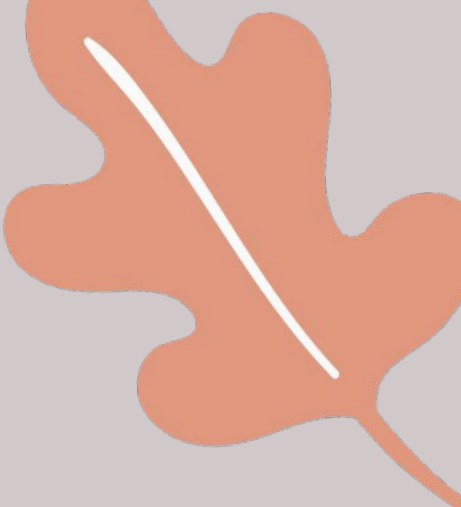
YES

7


- no, but again, only because I enjoy financial privilege from outside SDSU
- Yes, but it was more the lack of funding than the reimbursement process
- Yes, this year I applied to less than half of the amount of conferences I applied to in the last 4 years.
- Yes. I cannot go to conferences without being reimbursed and that allows me to go to one a year, usually. So that directly impacts my professional development record.



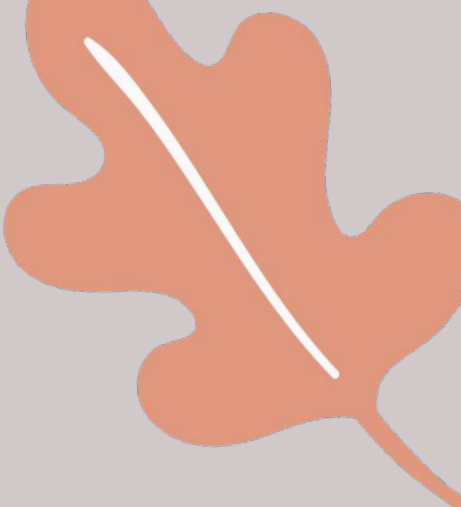
Q. Have you noticed a difference
between the reimbursement process
between SDSU Stateside and the
Foundation?



N=25
9 left blank



Have you noticed a difference between the reimbursement process between SDSU Stateside and the Foundation?




I heard it takes much longer...to get reimbursed on the stateside.

Foundation is normally quicker

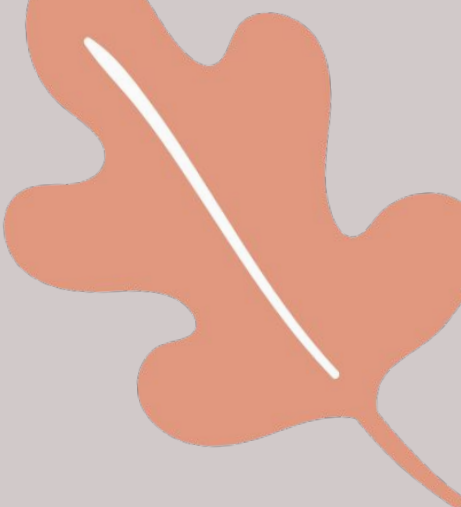
I have more discretion on expense reimbursement through the foundation.

Foundation issues reimbursements within a month. By the way the most irritating late reimbursements stateside are those for hosting costs you made during a candidate interview or for another department event- if you are so nice of being in charge of paying the restaurant (which I often do since it is harder for junior faculty to foot the bill and wait months to get the money back).

The Foundation side is much more efficient and quick to reimburse. State side always takes longer.



Have you noticed a difference between the reimbursement process between SDSU Stateside and the Foundation?



SDSURF was simple, until they started using Chrome River, which slows things down a lot and takes a lot of time from the person asking for reimbursement. I don't have experience making claims with Concur, but having professors learn 2 systems seems very inefficient.

State processes are more cumbersome and delayed relative to RF.

State side is generally slower

Foundation is faster, but not fast.

Greater flexibility with Foundation, as to be expected given stateside is state funds.

What suggestions would you have for improving the reimbursement process? (open-ended)

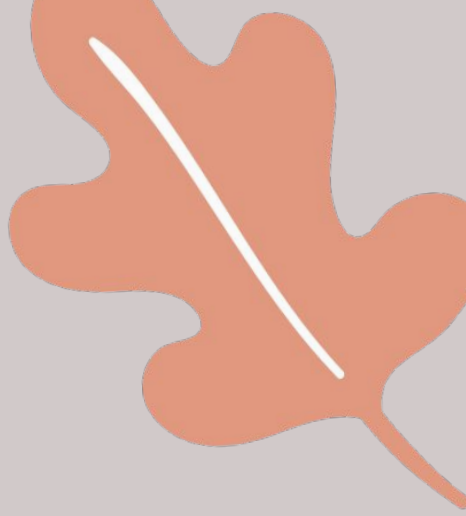
- Timely processing, but mostly **MAKE IT VERY, VERY EASY TO DO!**, also extend the time request reimbursement from Foundation (had one expire via the window of opportunity -- fortunately, a very small amount of money)
- **Make it much less bureaucratic and much quicker**
- **Don't ask folks (faculty and staff) who incur work-related expenses to pay out of pocket. Everything should be covered**
- **Having one system across both SDSU and SDSURF.**
- **Hire more staff at a living wage (so they don't immediately quit) to process reimbursements (and payments generally).**
- **1) Please hire more people to process reimbursements 2) As a supposed R1, please trust faculty with P Cards or give Deans/Department office admins cards so they can pay for flights, registration, etc. to attend conferences**
- I've only used Concur once and one number didn't align which caused me to have to do an entire form over again. I'm hoping this is a one-off since I was new to the system, but if that is how it works all the time, it isn't going to be very efficient. There needs to be ways to edit this kind of paperwork without having to re-do entire portions of it.

What suggestions would you have for improving the reimbursement process? (open-ended)

- I hope the new system (Concur) will help. I think it already has helped in terms of the timeliness of the reimbursement. But again, without the coordinators help and extremely valued efficiency (thank you to both!) this would not be possible.
- I believe the new systems Concur and Chrome River will lead to improvements. I don't think it is wise, though, to introduce two new systems. Why was it not the same one?
- moving to a third-party is probably not a good idea. The new system creates a burden on staff, who have to guide faculty through a somewhat byzantine website.
- If you host a visitor or job candidate for dinner maybe you could get a company credit card to pay with
- oooo this was for the foundation? Honestly, I've had worse experiences with stateside reimbursement
- The submission for reimbursement could be simpler with a just an online form to complete and submit.
- one system for both foundation and SDSU



Would you like us to know anything else about your experience with the reimbursement process at SDSU?



No

It sucks

it improved with more realistic pre diem (rather than having to have receipts for every little thing). I suppose the system would approve almost immediately and for the better were the president and other high officials held to the same exact standards (they themselves submit requests, not an assistant) and same financial limitations as every faculty member and staff member who ever applied for reimbursement or advance funding. Why not try that?



Would you like us to know anything else about your experience with the reimbursement process at SDSU?



I know colleagues for whom this process is a real burden - so even though it doesn't affect me personally, I strongly support improvements in this area. It's a key issue if we are going to be claiming we support DEI efforts.

I am hopeful that Concur will not set us back because it makes it better. I heard on other campuses it slowed everything down, so I am thankful that seemingly it works with us. But I have not talked to other colleagues about it, so I do not know what their experiences are!

The most irritating late reimbursements are those for hosting costs you made during an candidate interview or for another department event- it is not just your own publications or travel expenses.



Would you like us to know anything else about your experience with the reimbursement process at SDSU?



We had two visiting scholar lectures last year that took SIX AND SEVEN MONTHS!!! To be paid their honorariums! They had paid out of pocket to fly here and stay in hotels and had to wait more than half a year to be paid! This is terrible for the reputation of the university and MY PROGRAM which often hosts visiting scholars!

Please do something. I don't want to have a second job anymore but it's seems like the only way I can pay for conferences.



Thank you

Melissa A. Navarro Martell

Associate Professor

**Department of Dual Language and
English Learner Education**

mnavarro4@sdsu.edu



Questions?
Comments?
Next Steps?

SEC/Senate Budget Update

SEC April 22, 2025

Senate May 6, 2025

State Budget Update - Starting with Worst Case Scenario Assumptions

- We are conservatively anticipating a 7.95% general fund base reduction to CSU for the 25/26 year. The signals from the state legislature are far more optimistic than they were a month ago, and the full cut may not come through, but it is still a long road between now and June.
- The 5% compact funding is currently announced as being deferred for two years (which would then fall under a new governor). While this too is being discussed by the legislature, and may end up changing, for our worst case scenario we are planning as if we will never receive these funds.
 - The CO is therefore planning on no 1% enrollment growth, given no compact funding
- One-Time general funds are also unlikely for the 25/26 year, but we continue to advocate for an allocation.

Federal Budget Update

- Naturally a lot of uncertainty. While federal funding does not directly support our operational budget, federal dollars support our students (Pell, other financial aid, graduate student support on funded grants) and our faculty research.
- While it is unlikely that NIH (and other agencies) indirect costs will be capped at 15% given recent legal challenges, they may still be reduced from the current rate going forward.
 - An NIH indirect rate of 15% translates to an estimated loss of \$8 million for SDSU Research Foundation. An NIH indirect rate of 30% translates to a \$4m loss. The loss will be higher if ALL federal grants and pass throughs have the reduced cap.
- Federal grant funding itself may be reduced.
- We are monitoring closely. Know that our federal updates page is regularly updated, as a resource: sdsu.edu/federal-updates

Enrollment Update

- SDSU had been scenario planning for potential resident FTES growth in FY25/26
 - This was based on a mix of new compact funding and reallocated enrollment from under-enrolled CSU campuses
- The CO is now NOT planning on growing 1% per the compact; however, they will still be re-balancing enrollment between under and over-enrolled campuses
- Preliminary FTES funded targets were shared with campuses
 - SDSU was allocated 301 + 55 FTES
 - The 55 FTES is meant to partially reimburse us for some of our over-enrollment from last year.

Enrollment Update

- In 24/25, the CO expectation regarding enrollment growth was that campuses would grow their over *actual*, versus over *target*.
- In 24/25 we received 1x funds for the 757 over-enrolled FTES that were added to our target expectations. This was good news, but was only 1x funding. We are advocating for 1x funding again this year, but it looks less likely. This is of course in flux.
- In the current year, we are 5.2% over-enrolled relative to the base-funded target (which translates to 1579 FTES)
 - The expectation is that in 25/26 we will grow by just the new funded 301 FTES from the CSU reallocation. We will not look to grow further, given budget constraints.

Changes to Multi-Year Budget Projections

- In Spring 2024, we projected a 3-year budget plan to close the anticipated deficit from 24/25 - 26/27 (AA was granted a 5 year runway to minimize the impact to the academic core)
 - Projected a possible \$30M deficit
 - Approved a plan to address \$20M of the deficit (10M/5M/5M)
- In Summer 2024, the Governor approved the 24/25 budget and included a new 7.95% reduction in 25/26, with deferrals for any remaining compact funding
 - At that time we projected a ~\$40M deficit if each of those new deferrals and cut came to pass, but didn't initiate a major change to our initial plan (as it was still preliminary)
 - Proposed plan to address \$30M (10M/10M/10M) over 3 years, given 1x revenue which can help extend our campus-specific runway
- In Spring 2025, received the Governor's January preliminary budget and CSU enrollment memo
 - Continued compact funding deferral, but new information was presented in the form of minimal enrollment growth and minimal reallocation from under-enrolled campuses
 - We extended the timeline to address a revised (worse case) deficit of \$45m over 5 years 24/25 - 28/29 (10/10/10/10/5)

Changes to Multi-Year Reduction (Updated in Feb 2025)

- The worse case projected deficit is ~\$45 million (from 24/25 - 26/27); an increase from ~\$30 million. This assumes:
 - Full ~9% cut to SDSU's base General Fund budget (\$29M)
 - No compact funding, not even deferred funding (\$14M)
 - No resident enrollment growth beyond the 301+55 from the reallocation
 - Only 250 growth in non-resident enrollment in 25/26 and 0 in 26/27
- Targets for divisional reductions have thus been preliminarily increased from \$30 million to \$45 million over *five* years (24/25-28/29) to anticipate all contingencies, and to give a longer runway. While we hope and expect that some of our assumptions will not come to pass, we have updated our planning to ensure we can address the budget shortfall in a more measured (but still real) way.
- Carryforward will not be relinquished to help balance the budget. Any shortfall in the base reduction will be covered from divisional 1x resources

Multi-Year Budget (Updated in Feb 2025)

–Base (Incremental) / 1x (Annual) Impacts–

	2024/25	2025/26	2026/27	
Base Sources	32,071,318	(12,877,000)	8,899,000	
Base Uses- Academic Affairs	(4,582,000)	(2,343,000)	(650,000)	
Bases Uses- Other Divisions/Instit	(41,784,300)	(11,220,000)	(12,000,000)	[1]
Net Base	(14,294,982)	(26,440,000)	(3,751,000)	
Cummulative Base	(14,294,982)	(40,734,982)	(44,485,982)	
Divisional Base Reduction	4,697,485	4,228,058	4,228,058	
AA base reduction/(increase)	5,485,590	5,771,942	5,771,942	
Revised Cummulative Base	(4,111,907)	(20,551,907)	(14,302,907)	[2]
Starting 1x	27,289,995	30,095,326	15,651,324	
1x Sources	42,224,812	41,000,000	41,000,000	
1x Uses- Cover Base Deficit	(4,111,907)	(20,551,907)	(14,302,907)	
1x Uses- Academic Affairs	(27,214,110)	(25,595,904)	(24,455,024)	
1x Uses- Other Divisions/Instit	(20,043,757)	(9,296,191)	(6,944,976)	
Ending 1x	18,145,033	15,651,324	10,948,417	
Divisional Holdback of Carryforward	11,950,293	-	-	
Revised Ending 1x	30,095,326	15,651,324	10,948,417	
Funding Allocated to Academic Affairs	31,796,110	27,938,904	25,105,024	
Assumptions:				
Resident Enrollment Growth	1,075	55+301	0	
Non-Resident Enrollment Growth	330	250	0	
2025/26 Compact Funding		Deferred	Deferred	
2026/27 Compact Funding			Deferred	
Compensation	5%	0%	0%	[3]

[1] Base Uses include allocations for mandatory cost increases such as benefits, insurance and utilities.

[2] The remaining base shortfall will be addressed in 27/28 and 28/29

[3] There will be limited step increases per CSUEU collective bargaining agreement

Multi-Year Reduction by Division (Updated February 2025)

	2024/25 Reduction	2025/26 Reduction	2026/27 Reduction	2027/28 Reduction	2028/29 Reduction
Academic Affairs	\$ 5,485,590	\$ 5,771,942	\$ 5,771,942	\$ 5,771,942	\$ 2,885,971
Student Affairs and Campus Diversity	\$ 357,422	\$ 1,188,675	\$ 1,188,675	\$ 1,188,675	\$ 594,337
Athletics	\$ 192,494	\$ 440,526	\$ 440,526	\$ 440,526	\$ 220,263
President	\$ 91,644	\$ 96,414	\$ 96,414	\$ 96,414	\$ 48,207
University Relations and Development	\$ 192,804	\$ 118,873	\$ 118,873	\$ 118,873	\$ 59,437
Information Technology	\$ 387,420	\$ 669,307	\$ 669,307	\$ 669,307	\$ 334,654
Research & Innov	\$ 70,587	\$ 255,590	\$ 255,590	\$ 255,590	\$ 127,795
KPBS	\$ 22,066	\$ 18,104	\$ 18,104	\$ 18,104	\$ 9,052
Business and Financial Affairs	\$ 1,033,108	\$ 1,440,568	\$ 1,440,568	\$ 1,440,568	\$ 720,284
Institutional	\$ 2,349,940	\$ -	\$ -	\$ -	\$ -
Total SDSU	\$ 10,183,075	\$ 10,000,000	\$ 10,000,000	\$ 10,000,000	\$ 5,000,000

- 2024/25 Reduction based on 3% of salary budget, remaining years based on total Operating Fund budget.
- This reduction plan is based on assumptions as of February 2025. If the budget outlook improves, this plan will be adjusted accordingly.
- If divisions achieve their reductions through elimination of salary expenses, their reduction amount will be adjusted to account for benefits

2025/26 Budget Update (for 4/17/2025 PBAC)

2025-26 Projected Sources and Uses

Base Sources	2024-25 Projected	2025-26
Starting Base Balance	(1,401,682)	(4,111,907)
State Appropriation (comp & enrollment)	17,326,000	(25,885,000)
Tuition Increase (less SUG)	7,920,000	8,395,000
Tuition- Enrollment Growth (resident)	4,300,000	1,638,000
Tuition- Enrollment Growth (non-resident)	3,927,000	2,975,000
TOTAL BASE SOURCES	32,071,318	(16,988,907)
Base Uses	2024-25 Projected	2025-26
Compensation	22,277,000	-
Costs Associated with Enrollment Growth	3,932,000	1,693,000
Mandatory Costs & Annual Increases	20,157,300	11,870,000
TOTAL BASE USES	46,366,300	13,563,000
Net Base (Deficit)	(14,294,982)	(30,551,907)
Proposed Base Reduction (incl. benefits)	10,183,075	10,000,000
2024-25 Final Net Base	(4,111,907)	(20,551,907)

		2025/26
	Annual Non-Discretionary Funding	
AA	Faculty Tenure & Promotion	\$ 650,000
ATHL	Grant in Aid	\$ 500,000
DM/CAP	Deferred Maintenance	\$ 1,300,000
INSTIT	Mandatory Cost Increases (Utilities, Benefits, Risk)	\$ 9,000,000
INSTIT	Lease Cost Increases	\$ 270,000
BFA	Title IX Position (DHR/T9 Investigator)	\$ 150,000
	Subtotal Annual Non-Discretionary Funding	\$ 11,870,000

2025/26 Budget Update

(for 4/17/2025 PBAC)

1X Balance	2024-25 Projected	2025-26
24/25 Starting 1x Balance	27,289,995	30,095,326
Plus 1x Allocations	42,224,812	39,500,000
Carryforward Holdback	11,950,293	-
Less Base Deficit	(4,111,907)	(20,551,907)
Less 1x Commitments*	(47,257,867)	(30,640,379)
24/25 Ending 1x Balance	30,095,326	18,403,040
Set Aside for Future Reductions	(30,095,326)	(18,403,040)
1X Balance Available for 2025/26		-

	Non-Discretionary 1x Funded	
AA	T/TT Faculty Start-Up	\$ 8,050,000
IT	Summer Classroom Upgrade	\$ 1,500,000
AA	FERP	\$ 5,000,000
URAD	Fundraising Campaign	\$ -
AA	Enrollment Growth (FTES)	\$ 9,000,000
DM/Cap	Safety and Security Infrastructure	\$ 750,000
AA	Senate Operations	\$ 90,376
DRI	Corporate and Foundations Relations - Director of s	\$ 209,475
AA	Financial Aid/Pricing Optimization Consulting	\$ 90,880
SACD	Staff Professional Development	\$ 35,000
AA	Summer Incentive	\$ 1,000,000
AA	International Recruitment	\$ 280,000
SACD	COVID Testing	\$ 50,000
SACD	ADA Accommodations	\$ 1,000,000
AA	Graduate Student Support / TA Model True-Up	\$ 500,000
DM/Cap	Roofs	\$ -
DM/Cap	Deferred Maintenance	\$ 1,500,000
DM/Cap	ADA Barrier Removal	\$ 500,000
DRI	Research Gap Funding	\$ 1,000,000
DM/Cap	Elevators	\$ -
DM/Cap	Exterior Painting	\$ -
AA	Summer Enrollment SSPIII Position	171 \$ 84,648
	Subtotal Non-Discretionary 1x Funded	\$ 30,640,379

Summary

- The financial outlook of the next two years is uncertain
- The exact figures might fluctuate (and even improve), but the deficit is certain - our focus is on 25/26 (one year at a time)
- The 24/25 - 25/26 reduction targets are attainable and will be needed to balance the budget even if the cuts to the CSU are less than currently anticipated
- As a result, we must continue to make progress on divisional reduction plans and reduce expenses (not just budget)

Strategies

- Possible reduction strategies are becoming more limited
 - Shuffling expenses from one division to another does not address the overall shortfall
 - There needs to be consideration of how one division's plans impact another
 - Vacant positions should not be filled
 - Implementation of MPP/Staff/Faculty Hiring Chill
 - Reduction of MPPs
 - Systemwide furlough and campus based early exit program are not currently being considered
 - It is imperative that alternative business approaches (shared services) are implemented if they reduce expenses

Questions / Discussion

SDSU

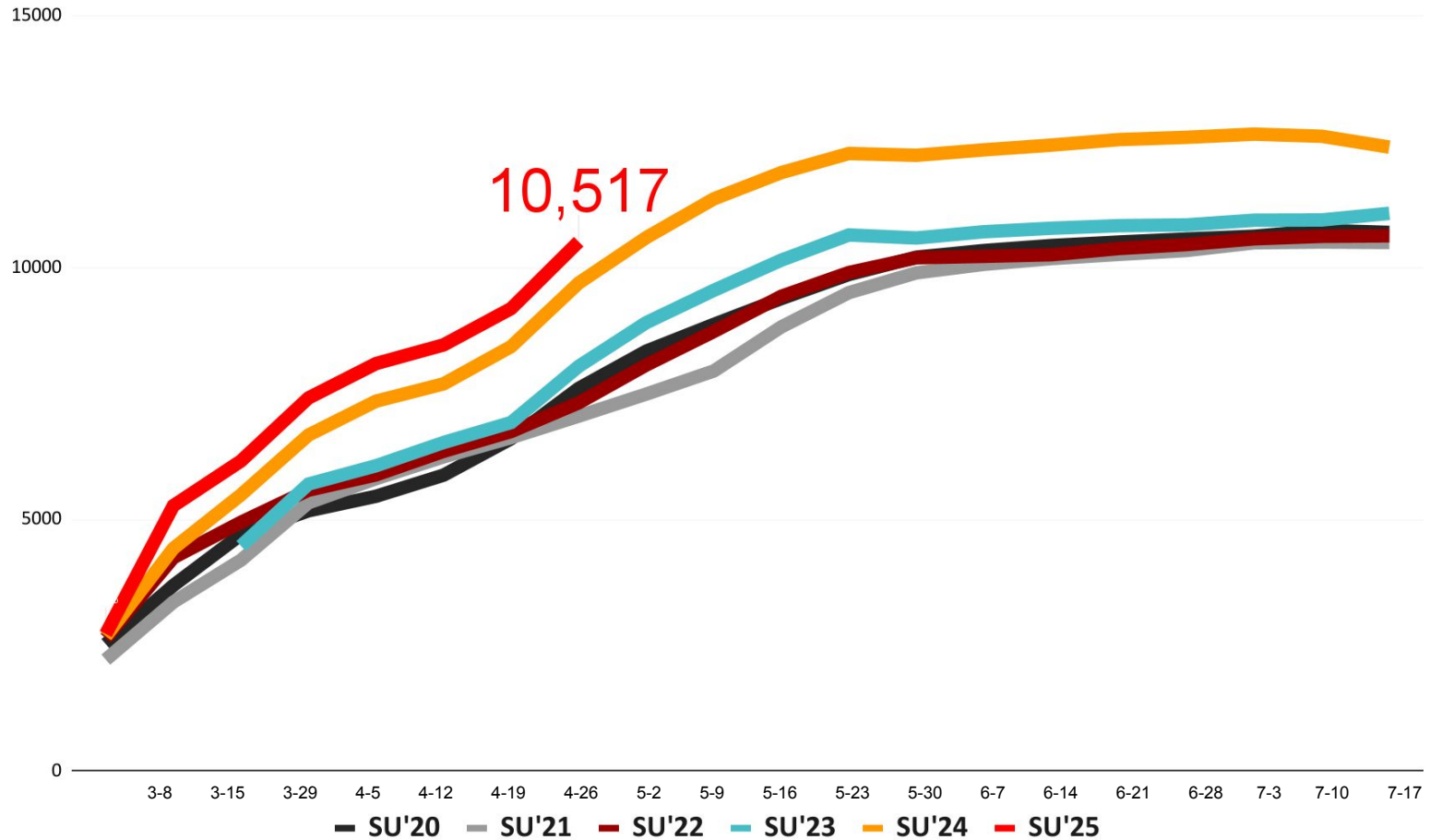
San Diego State
University

ENROLLMENT UPDATES

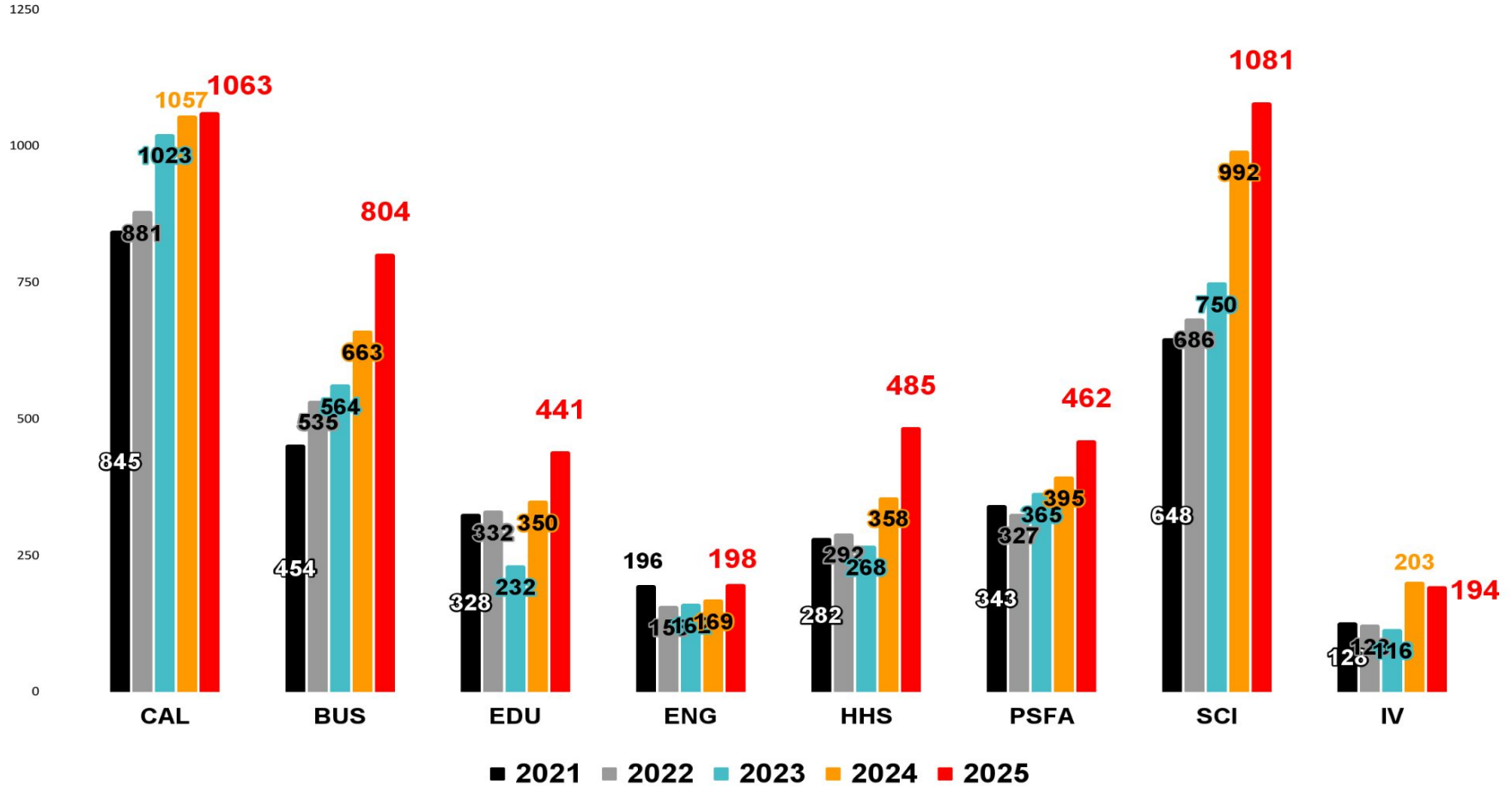
APRIL 21, 2025



Headcounts Running 8.5% Ahead YTD

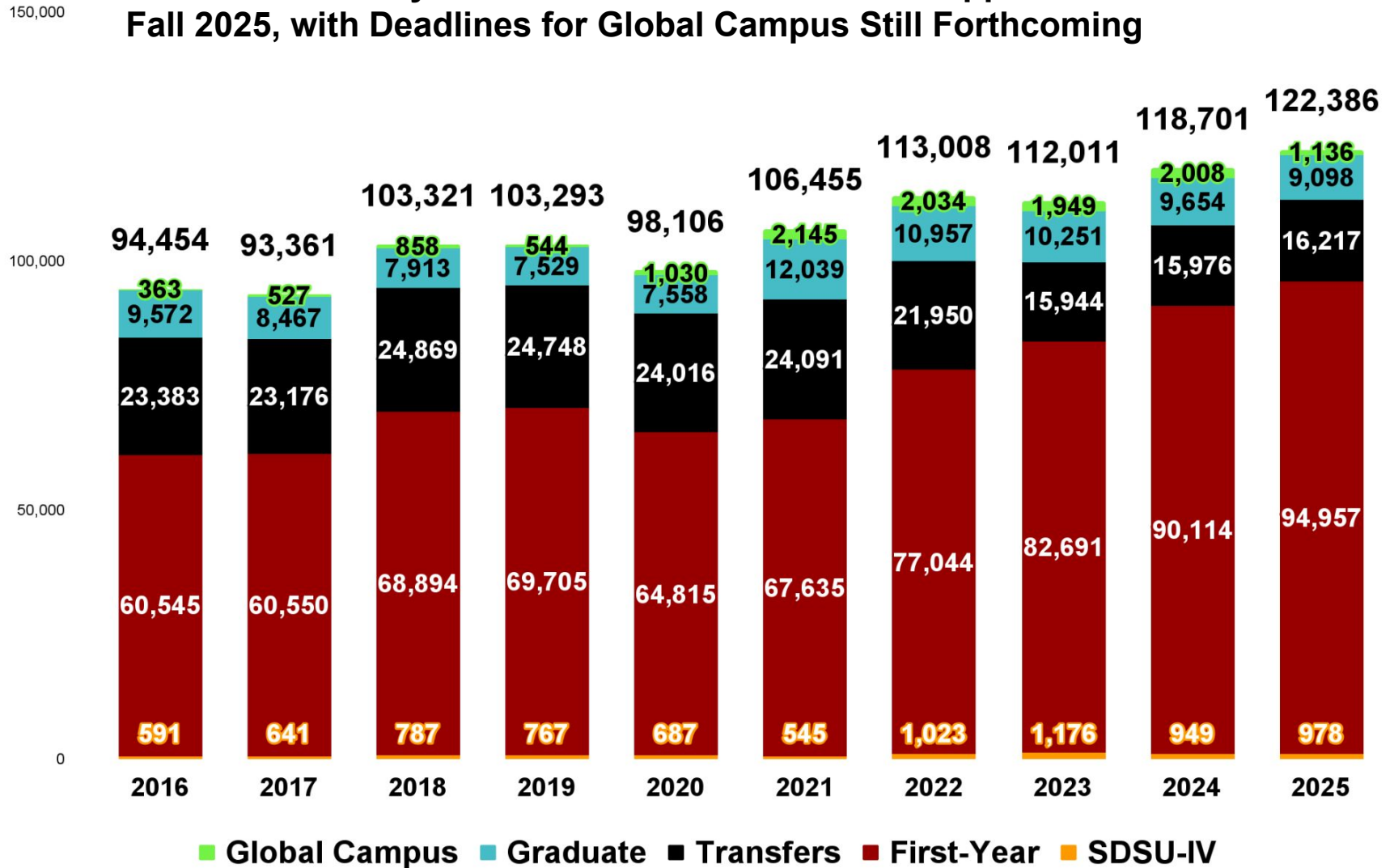


FTES Running 13% Ahead YTD



FALL APPLICATION TRENDS

SDSU Has Already Received a Record Number of Applications for Admission for Fall 2025, with Deadlines for Global Campus Still Forthcoming



Source: Liaison Analytics, 4/21/25

34,146

First-Year Admits

51%

Students of Color

4.06

Mean HS GPA

60-38-1

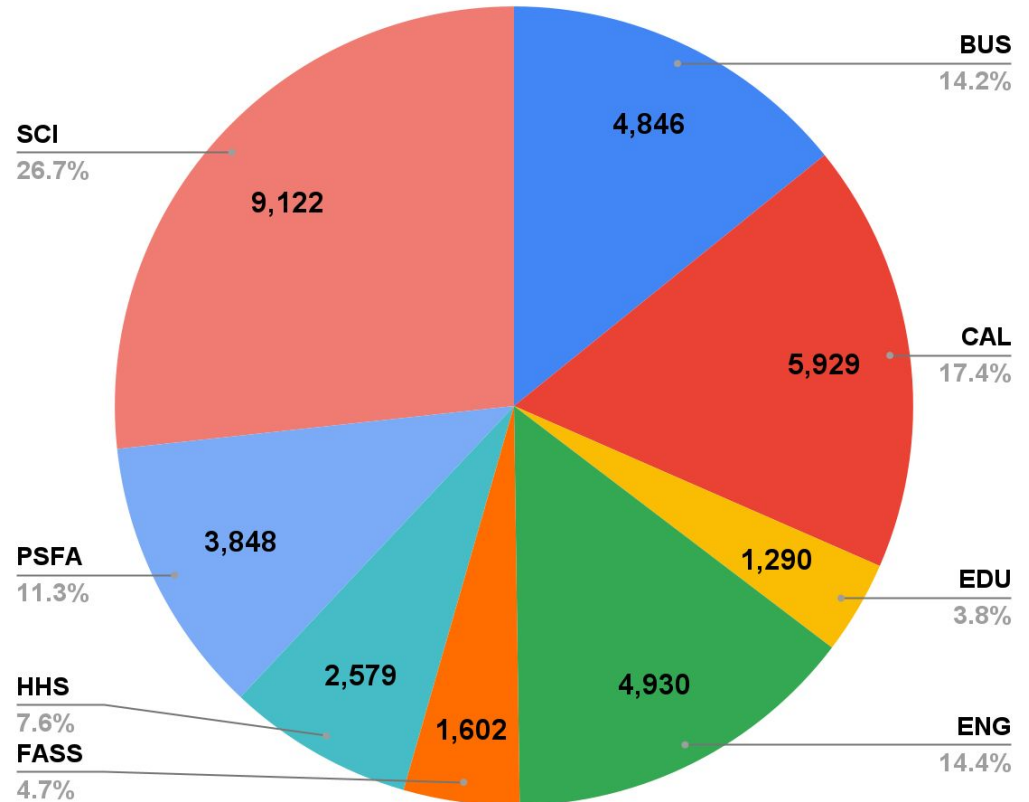
Women-Men-Another Gender

50

U.S. States + DC, GU, PR

79

Different Nations



8530

Transfer Admits

61%

Students of Color

3.49

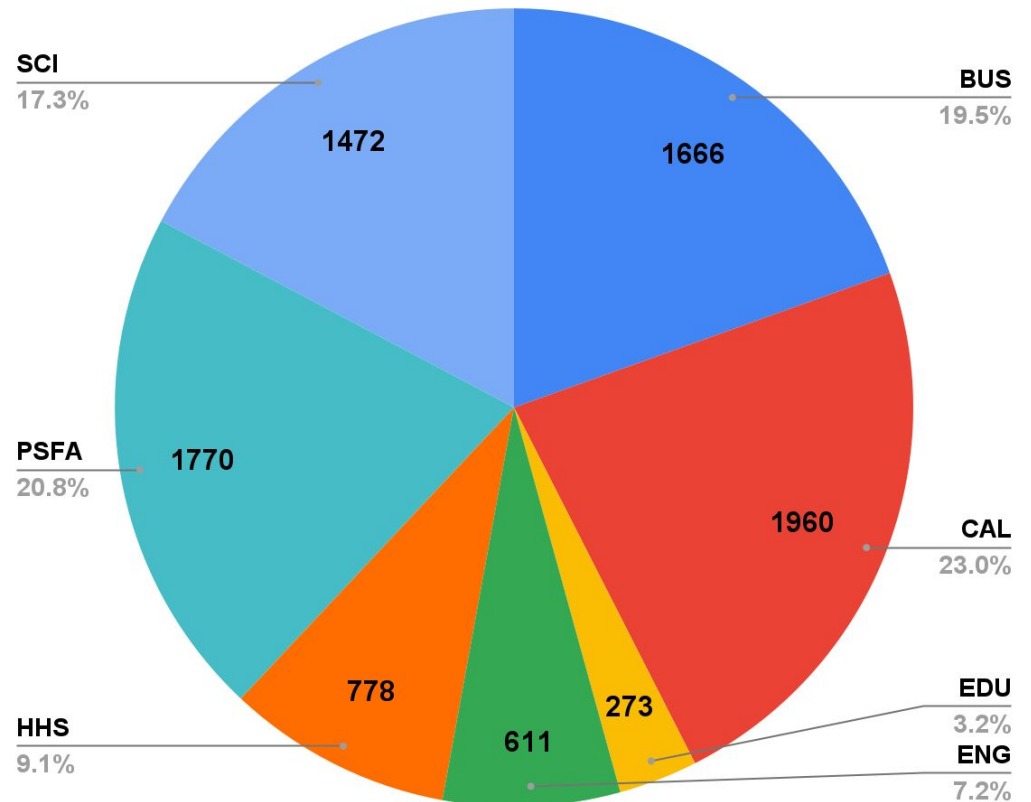
Mean College GPA

51-46-2

Women-Men-Another Gender

73%

Acceptance Rate for Students
from Service Area Community
Colleges



While Application Volumes Remain Lower Than Prior Years, Offers of Admission are Currently Ahead with Large Numbers of Applicants Still Under Review

Graduate		Apps			Admits			Dept Review
Unit	Fall 2023	Fall 2024	Fall 2025		Fall 2023	Fall 2024	Fall 2025	Fall 2025
CAL	825	641	575		255	310	324	21
BUS	828	901	860		162	309	368	152
EDU	1,923	2,169	2,133		395	829	754	272
ENG	532	496	504		168	258	249	94
GRAD	1	1	1		0	0	0	1
HHS	2,205	2,066	2,183		551	585	640	43
PSFA	422	470	479		143	189	248	5
SCI	3,482	2,859	2,363		239	503	533	64
IV	163	120	96		79	97	80	4
Total	10,381	9,723	9,194		1,992	3,080	3,196	656



THANK YOU AND QUESTIONS

San Diego State University Senate Executive/Senate

Equity Report –Spring 2025

Short-Changing Students: How the CSU is Failing Our Future

CFA-SDSU Chapter President, Gloria Rhodes

rhodes.gloria09@gmail.com

CFA-SDSU Lecturer Representative, Savanna Schuermann

savannaschuermann@gmail.com

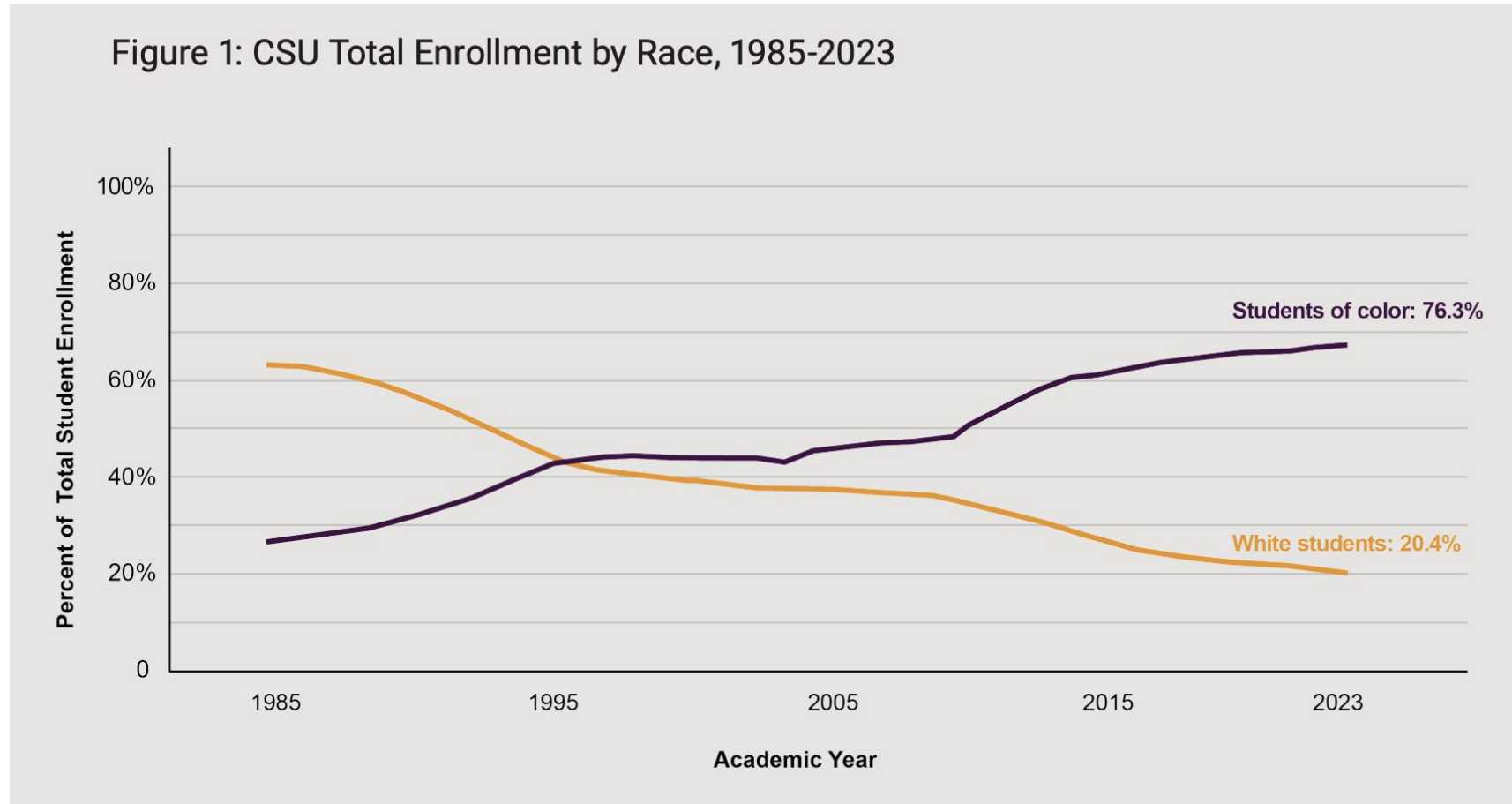
April 22/May 6, 2025



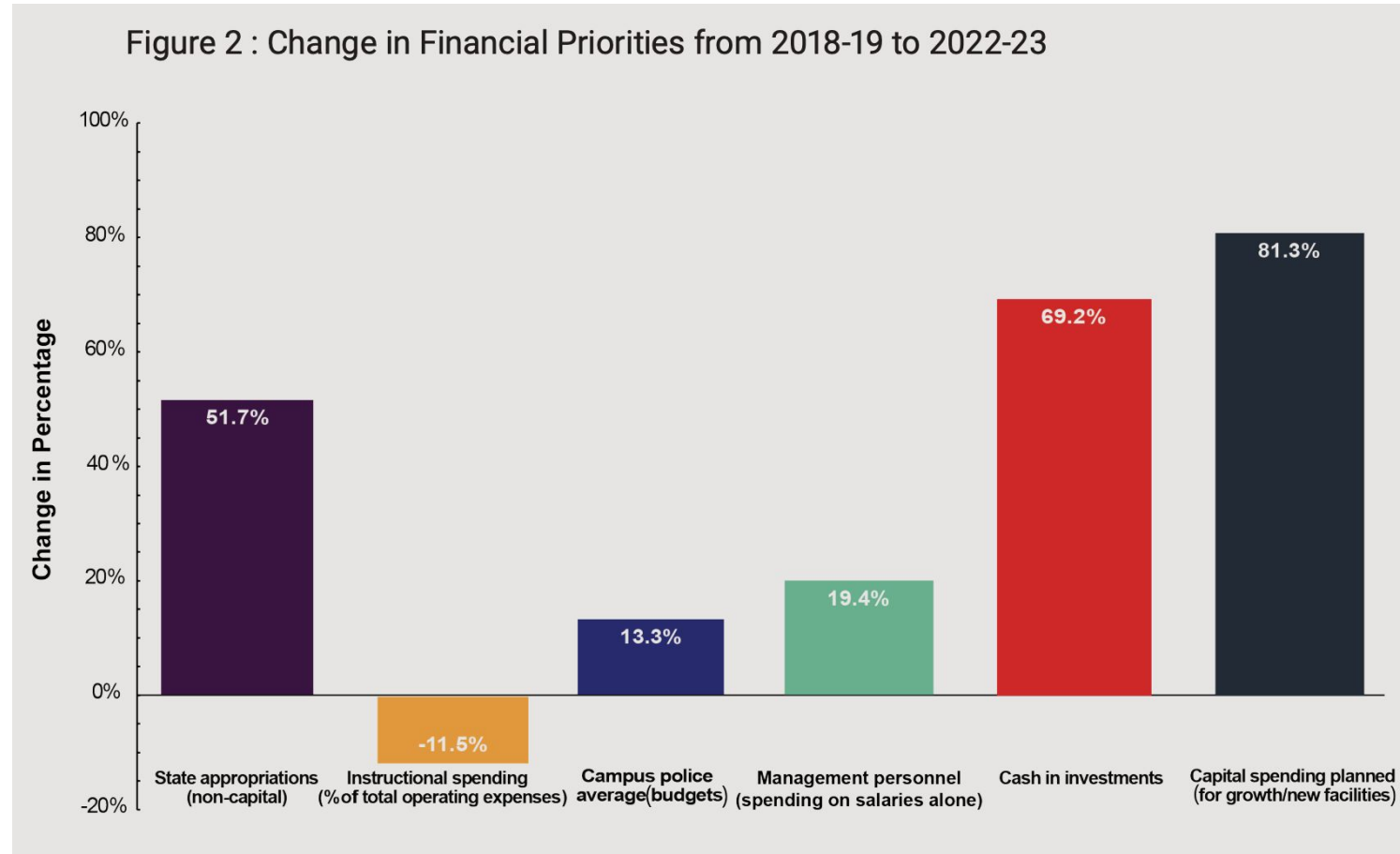
Shortchanging Students: How the CSU is Failing Our Future

In this report, we explore where the CSU is today in its progress toward a more just “People’s University,” and assess its impact on the students, faculty, and staff who learn, teach, work, and live on its campuses.

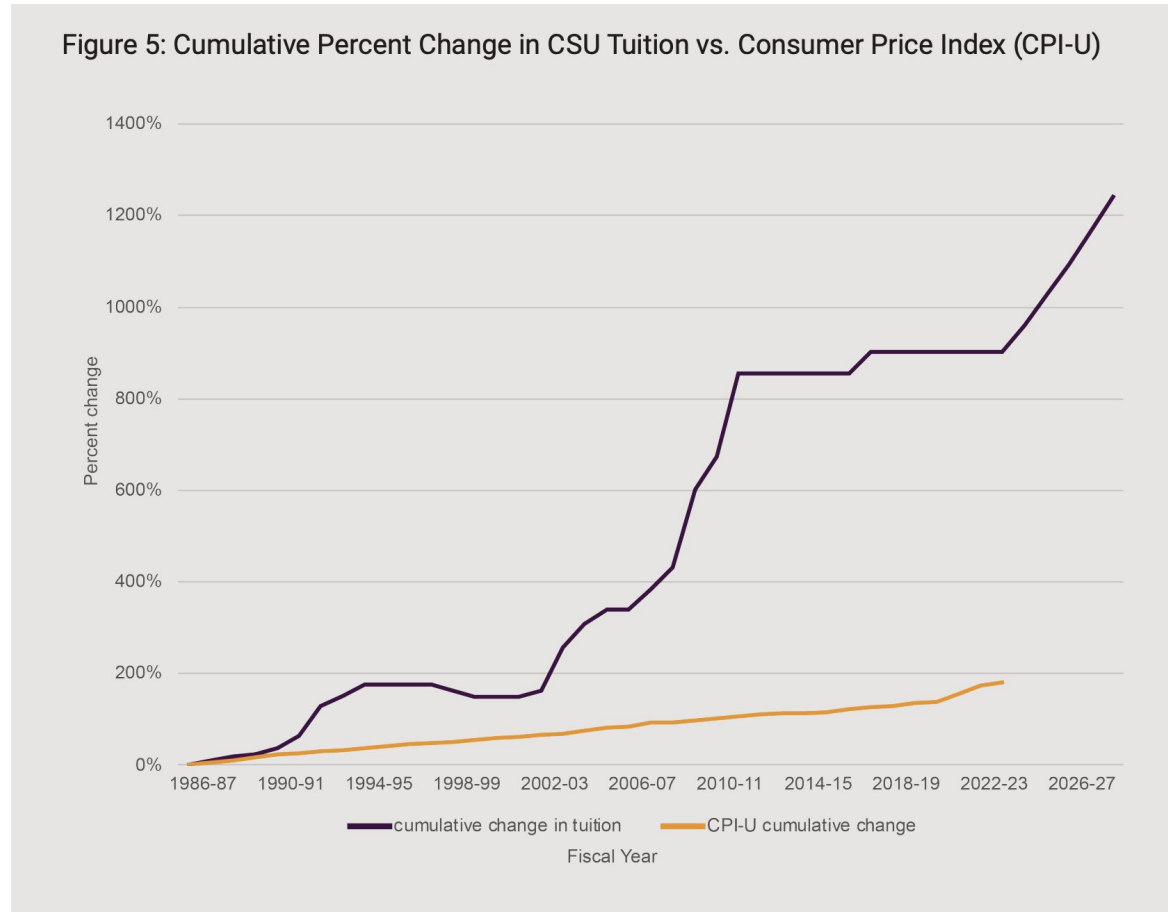
As student demographics change, how does funding change?



Change in financial priorities



Tuition severely outpaces cost of living



Increasing tuition contributes to student debt crisis

- Of SDSU's graduating class of 2022, 2,800 graduates carried a student loan balance, averaging \$19,200
 - Total student loan debt of one SDSU graduating class: **\$54 million**
 - From CSSA/TiCaS joint report (2023)
- Nearly \$3.4 billion in tuition revenue actually made available to pay down the CSU's own institutional debt

Schedule 5

CALIFORNIA STATE UNIVERSITY

Systemwide Revenue Bond Program's Net Income Available for Debt Service

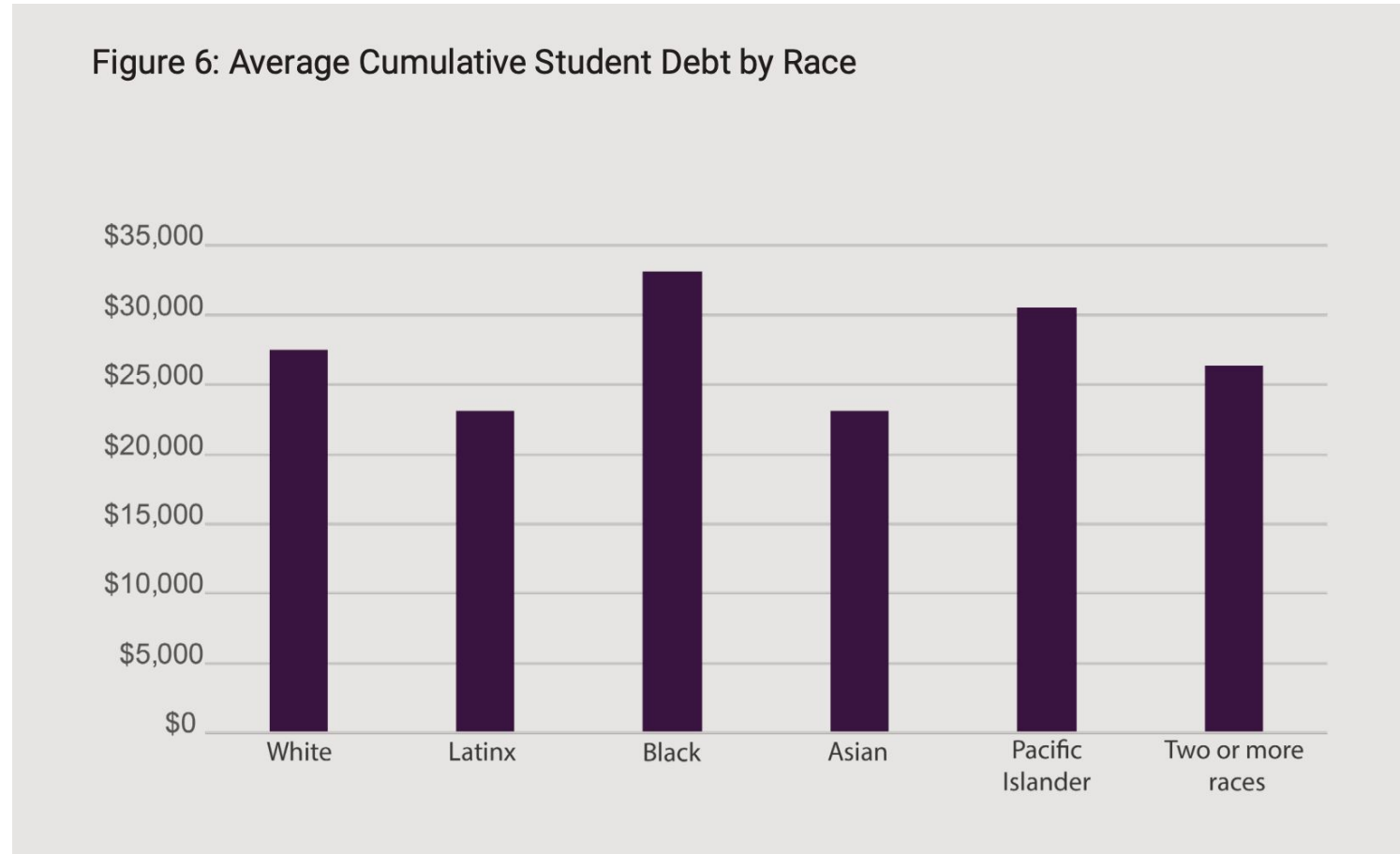
Year ended June 30, 2024

(In thousands)

Gross revenues

Tuition fees	\$	3,393,237
Student housing		808,492
Student unions/recreation centers		312,237

The student debt crisis contributes to racial wealth inequities



The student debt crisis contributes to racial wealth inequities

Figure 8: Percentage of California Households with Student Debt by Race

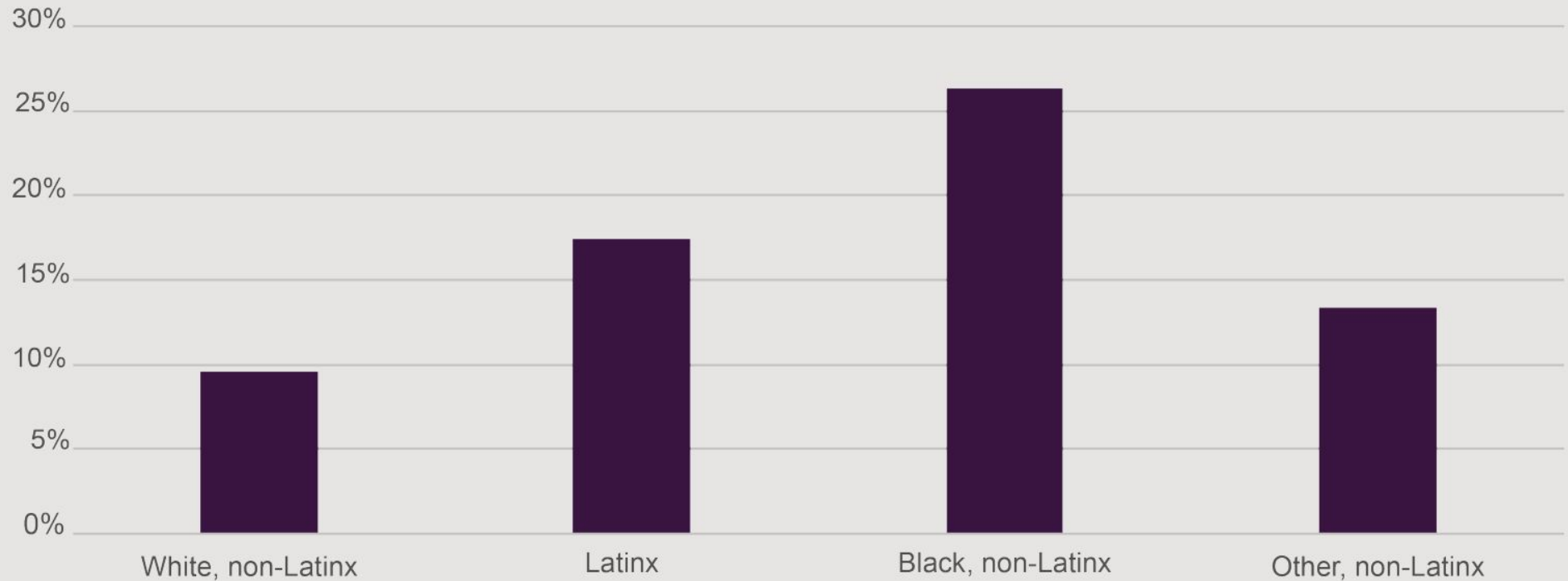


Figure 9: Lecturer Turnover

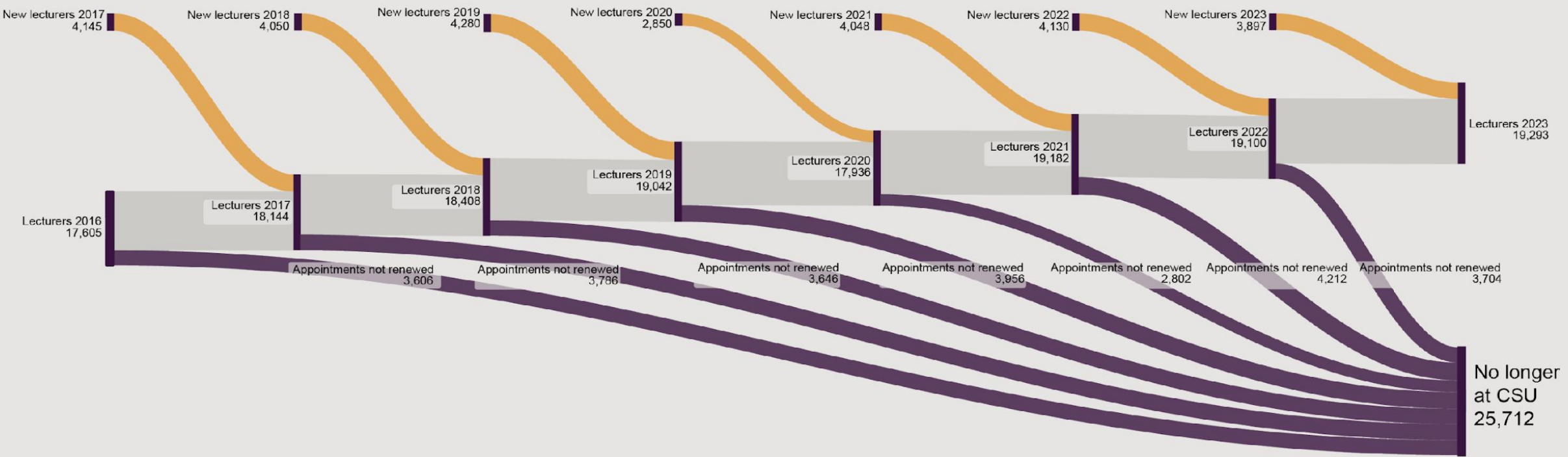
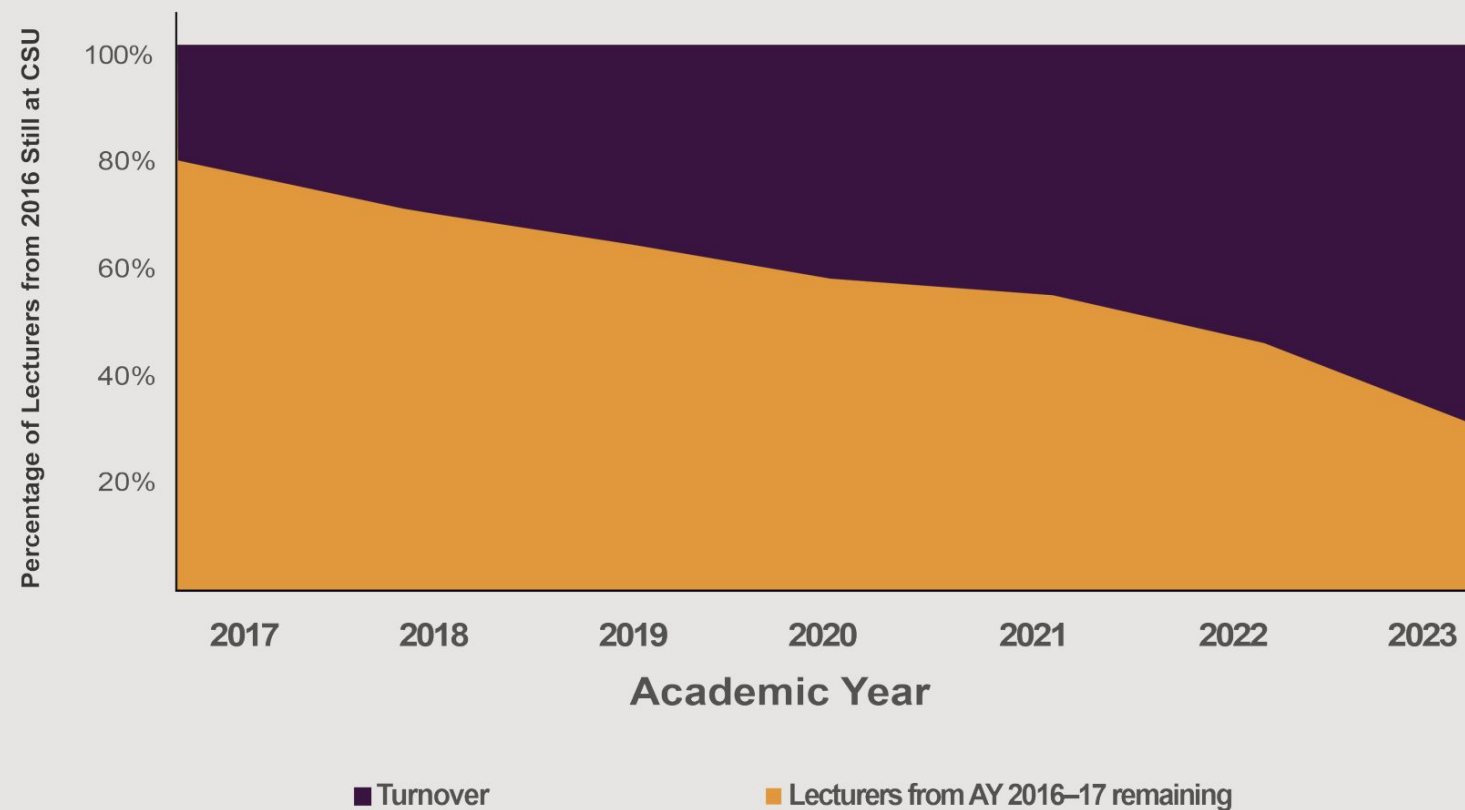


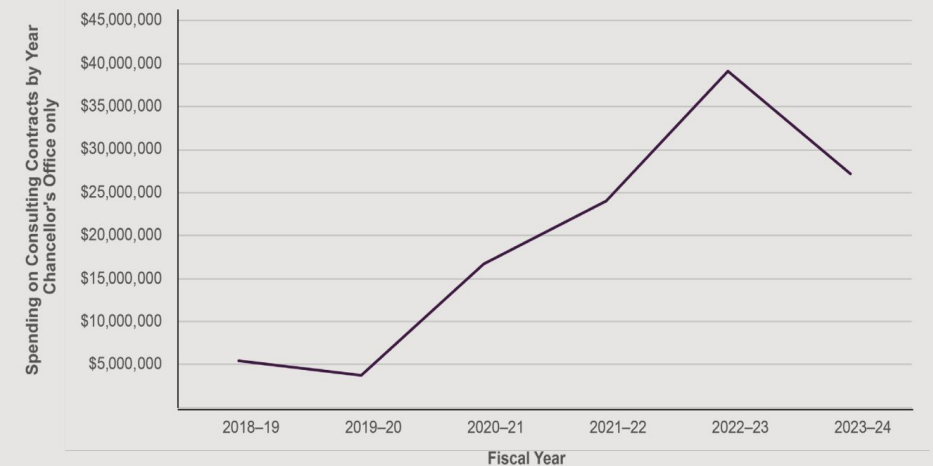
Figure 10: Lecturer Turnover Since 2016



Spending on consulting

- Increased reliance on consultants, rather than shared governance and drawing from the local expertise of the campus community
- SDSU contracts not publicly available
- AI initiative: \$16.9M to OpenAI, \$13.3M to Adobe, no faculty consultation, other contracts unclear

Figure 12: Spending on Consulting Contracts



Shortchanging Students: How the CSU is Failing Our Future

To read the full report:
Link [here](#).



Become a CFA Member Today!

Join California Faculty Association

Join thousands of instructional faculty, librarians, counselors, and coaches to protect academic freedom, faculty rights, safe workplaces, higher education, student learning, and fight for racial and social justice.

[Sign Up](#)

Contact Information:

California Faculty Association-San Diego State University Chapter

Cfa_sd@calfac.org

Thank You!

A special thank you to Dr. Jason Chin, CFA Research Specialist

Jason C. Chin, Ph.D.

Research Specialist

California Faculty Association

jchin@calfac.org

Dr. Charles Toombs

CFA President



Academic Applications of Artificial Intelligence



**Shared
Governance**



**AI Fellows
Program**



**Student AI
Survey**



**AAAI Micro-
Credential**



Shared Governance & Collaboration



Associated Students

Collaboration with student leaders across the campus



Center for Teaching & Learning

Co-facilitation of discussions and training for faculty

SDSU Senate

Engagement with faculty and students via SDSU Senate



CSU Senate

CSU system-wide senate resolution and engagement



Library & Digital Humanities

Collaboration w/ information curation specialists





2024–25 SDSU AI Fellows



Abir Mohamed

Africana Studies &
Management
Information Systems
Fowler College
of Business



Colin Ro

Mechanical Engineering,
Associated Students Rep.
College of Engineering



Dr. David Goldberg

Management
Information Systems
Fowler College
of Business



Dr. Elisa (EJ) Sobo

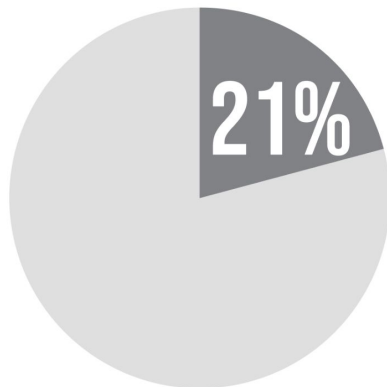
Anthropology
College of Arts &
Letters



AI Survey

2023 RESULTS

Student response rate ($n = 7,811$)

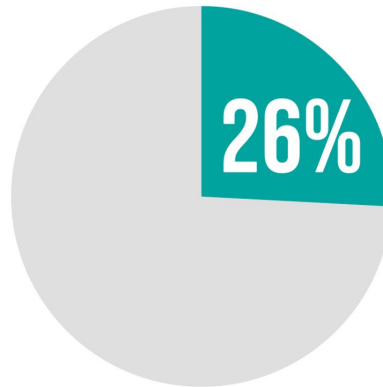


2024 RESULTS

Campus-wide response rate ($n = 12,166$)

Students ($n = 10,162$)

Faculty & Staff ($n = 2,004$)



NOW REGULARLY USING AI





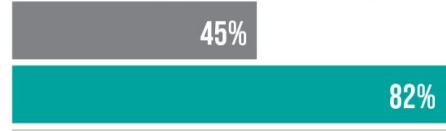
Student AI Survey Representation

College	SDSU Percentage	Survey Percentage (2024)
Arts & Letters	12.8%	10.6%
Business	23.1%	22.6%
Education	6.9%	7.8%
Engineering	9.7%	8.6%
Health & Human Services	13.0%	12.9%
Prof Studies & Fine Arts	16.1%	16.6%
Sciences	18.3%	20.9%

Campus	SDSU Percentage	Survey Percentage (2024)
San Diego	97.5%	96.2%
Imperial Valley	2.5%	3.8%

SDSU AI SURVEY RESULTS: 2023 vs 2024

ChatGPT usage (Difference: +37%)



Grammarly usage (Difference: +22%)



Students using AI in their studies (Difference: +10%)



Students stating that AI has positively affected their learning experience at SDSU (Difference: +12%)



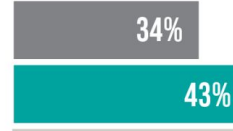
Students stating that their curriculum lacks adequate exposure to AI (Difference: -9%)



Students stating that their professors encourage the use of AI in coursework (Difference: +7%)



Students stating that they have seen opportunities to learn more about AI around campus (Difference: +9%)



AI will become an essential part of most professions (Difference: 0%)



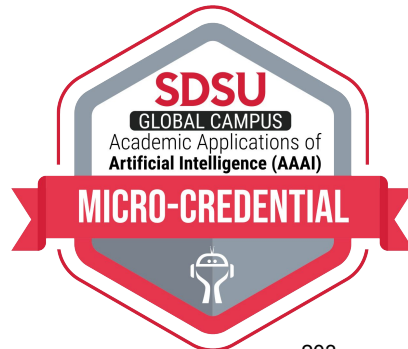
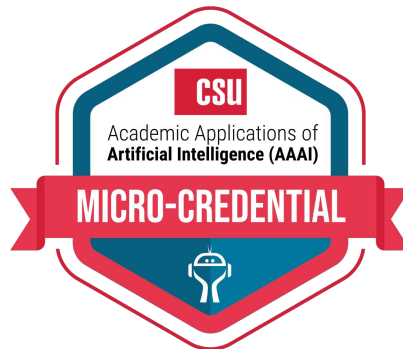
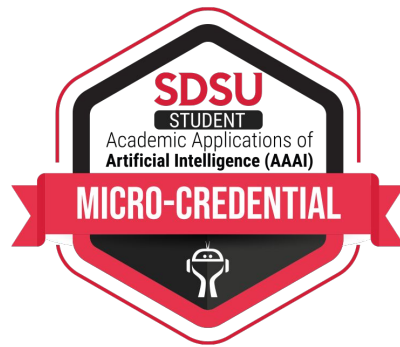
Academic Applications of AI (AAAI) Micro-Credential

5 Modules, 25-50 Minutes Each

- Overview: [How Does AI Work?](#)
- [Ethics and Responsible Use](#)
- [What Can AI Do?](#)
- [Finding Apps](#)
- [Prompt Engineering Activities](#)

Read-View-Do Format

Activities Required for Badge
(e.g., quizzes & prompt creation)



Artificial Intelligence (AI) Sustainability



- SDSU's [Academic Applications of AI microcredential](#) has a module on responsible and sustainable use of AI, including several tips:
 - Use AI for more complex, generative tasks
 - Search engines, such as Google, are more effective and efficient at searching than AI tools
 - Optimize AI prompts - start with a well thought out, structured prompt to reduce the number of queries, which improves efficiency and lowers computational load
- Use ChatGPT “mini” models, which take far less computational resources to provide responses
- Turn off unneeded AI integrations

Discussion



What is Zoom One?

A unified communications and collaboration platform:

- A cloud-based service for telephony, messaging, conferencing, meetings
- Bundles service subscription for all communication services



UNIVERSITY OF MINNESOTA



USC



THE UNIVERSITY OF UTAH

UC SANTA BARBARA



THE UNIVERSITY OF ARIZONA

SDSU

Information
Technology
Division



Why replace the existing internal telephone network Private Branch Exchange (PBX) system?

Challenges with PBX System	Benefits of Zoom One Solution
Not an optimal solution for hybrid work	Seamlessly supports hybrid modality
Outdated technology was reaching end of life	Predictable, reliable pricing for 7-years
A single point of failure in the Administration Building	Unlimited calling within US and Canada
Requires downtime for upgrades major changes to the system (5–10 hours of downtime per year)	Provides unlimited storage capacity for Zoom recordings

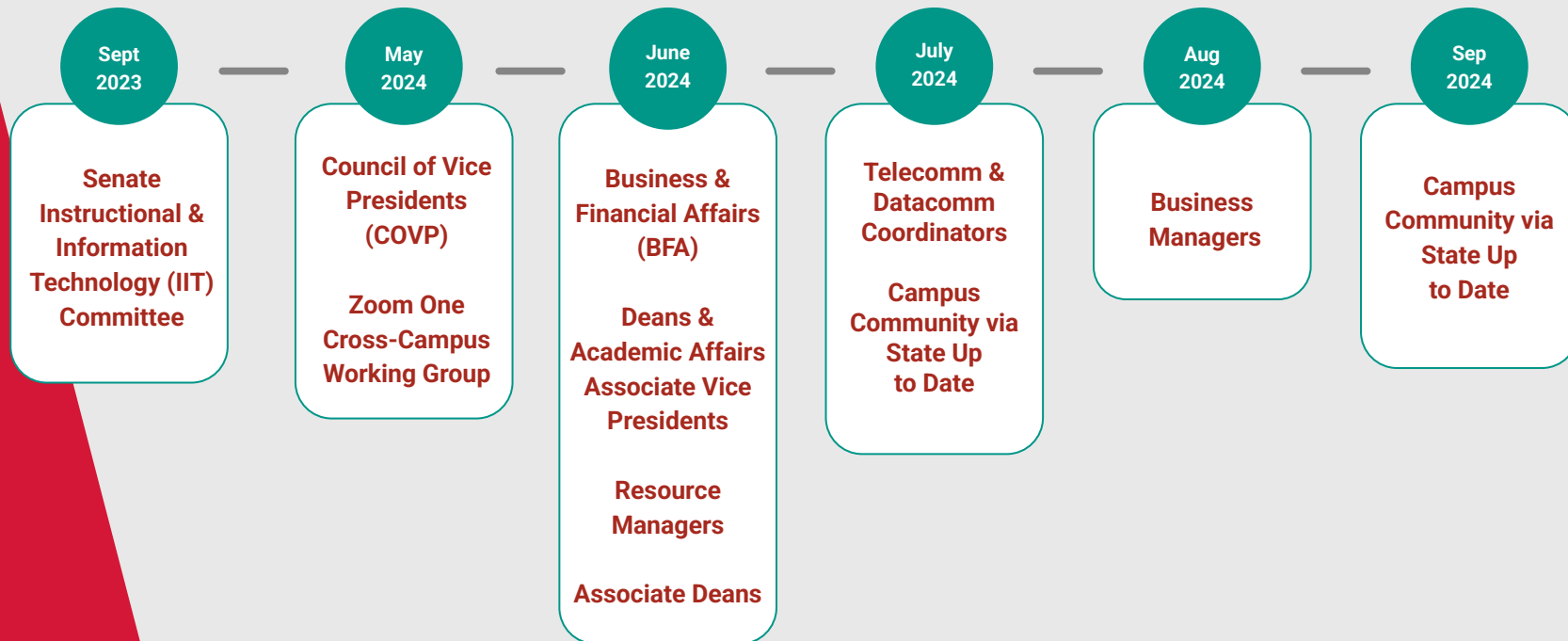


Campuswide Involvement in Zoom Phone Deployment

- IT Division created a working group that included all campus divisions, UPD, StratComm, and Auxiliaries for the deployment of Zoom One/Phone
- ITNI has meet and coordinated with all colleges and departments on the migrations
- Communication was sent via email, State up to Date, and meeting with campus leaders and staff support local voice needs
- User training is provided on a bi-monthly basis (Tuesday 10:30am)
- Weekly drop in sessions we provided for users with question or Telecommunications Coordinators that need help (Thursday 10:30am)



Communication Timeline





Campus Communications Resilience Tiger Team

Charge of the Tiger Team

- Assess communication vulnerabilities exposed by the recent outage
- Evaluate technical, operational, and safety considerations associated with the Zoom One migration
- Identify opportunities to improve redundancy, resiliency, and governance
- Develop short- and mid-term recommendations to guide institutional action



Campus Communications Resilience Tiger Team

Cross-Functional Stakeholder Membership

- Academic Affairs (Provost or Designee, Senate IIT and Environment & Safety Reps)
- Associated Students (A.S. Vice President of University Affairs)
- Emergency Management & Public Safety (Emergency Services Director, UPD)
- End-User Representatives (Lab Faculty, Department Coordinator, Resource Manager)
- Facilities & Business Operations (Facilities Services, Business & Financial Affairs)
- IT Division (CIO, Network Infrastructure Director, Chief IT Security Officer)
- Strategic Communications (Associate Vice President or Designee)

Discussion



Curriculum Guide: AI Classification Model



caa.sdsu.edu/curriculum/guide

Artificial Intelligence, Guidelines for the Use of Generative AI (GenAI) in Assessments and Deliverables at SDSU

Principles of use for generative AI (GenAI), including systems such as ChatGPT, Bard, and Bing, which can produce content in response to natural language queries, is becoming increasingly prevalent. Students need to understand the principles guiding GenAI use in assessments and deliverables. Proficiency, verification, and documentation are key principles to keep in mind:

A. Proficiency: Proficiency is more than just memorizing facts. It involves building flexible knowledge structures to solve problems and evaluate potential solutions. To use GenAI effectively, students should have a firm grasp of the subject matter.

B. Verification: Students must take full responsibility for GenAI-generated materials, ensuring they are accurate and factually sound. Generative AI can produce incorrect or misleading information, making verification crucial.

C. Documentation: Proper documentation is essential for all non-original ideas and sources, as GenAI may create fictional references, also known as "hallucinations." When documentation is required, students must follow standard practices for citing sources.

Classification Levels of Allowed Use of GenAI in Assessments and Deliverables: The following classification levels determine the permitted use of GenAI in-course assessments and deliverables:

- AI-1: Disallowed
- AI-2: Restricted
- AI-3: Documented
- AI-4: Unrestricted

Students submitting assessments and accuracy requirements. The classification of AI use allowed:

AI-1 - Disallowed: Generative AI tools will be considered a violation of academic integrity.

AI-2 - Restricted: In this assessment, documentation requirements specified.

AI-3 - Documented: Students can use GenAI but must provide appropriate documentation.

AI-4 - Unrestricted: Generative AI tool use is required.

Safe and Compliant Use of AI: These educational contexts, not in research or commercially available AI systems do not require documentation.

SDSU is committed to the security and safety of our students and faculty. We embrace the potential of GenAI, we'd like to offer some best practices to maximize the user experience while minimizing risks:

Safeguarding Personal and Sensitive Information:

- Exercise caution when interacting with GenAI platforms to prevent unintended disclosure of confidential or sensitive information.
- Always review GenAI-generated content to ensure it does not inadvertently contain sensitive or confidential details.

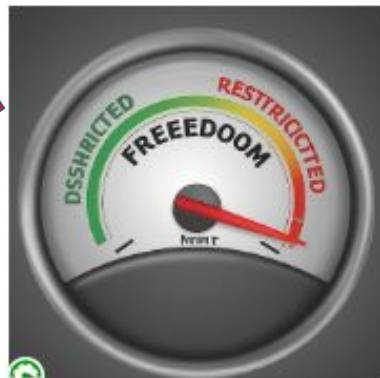
Navigating Biases and Verifying Information:

- Understand that GenAI models can inherit biases in the data they were trained on.
- Validate the accuracy of information sourced from GenAI by cross-referencing it with trusted resources.

Ensuring Clarity and Context:

- Opt for clear and explicit phrasing to improve a GenAI system's understanding of your queries and reduce potential misunderstandings.
- GenAI systems may not fully understand sarcasm, irony, or complex contextual cues.

Leveraging Critical Thinking:



- AI-1: Disallowed
- AI-2: Restricted
- AI-3: Documented
- AI-4: Unrestricted

Generated by Duet AI for Workspace Enterprise (Pilot) in 2023. Note misspellings.

Summary Statement: For specific assignments, providing a summary statement that discloses the utilization of generative AI and describes its application may suffice. These summary statements should include details such as the name and URL of the AI system, the specific purpose for which generative artificial intelligence was employed, the prompts that were used, and how the AI-generated output was utilized or modified:

I hereby acknowledge the use of [insert AI system(s) and link] for [specify the particular use of generative artificial intelligence]. The prompts employed in this process encompass [list of prompts]. The outcomes generated by these prompts were utilized to [clarify the use].

Example: I acknowledge using [1] ChatGPT to [2] generate materials for background research and self-study to create this assignment. On October 31, 2023, I employed the following prompts: [3] Compose a concise 50-word summary detailing the establishment of San Diego State University. Present it academically, including references and quotations from President Samuel T. Black. [4] The results produced by the generative artificial intelligence were adapted and refined for the final response.



SDSU GenAI Dos and Don'ts



DO

- ✓ Remain informed on California State University (CSU) and SDSU Generative AI (GenAI) guidelines, and uphold appropriate and responsible use of GenAI to augment existing Work and increase productivity by improving efficiency and extending capacity.
- ✓ Learn how to responsibly and ethically use GenAI tools, including generating quality prompts to help ensure accurate results that are free of error and implicit bias, and continue to familiarize yourself with GenAI tools and their functions.
- ✓ Get professionally trained by completing SDSU's Academic Applications of AI Micro-Credential course.
- ✓ Use GenAI tools with commercial data protection, such as Copilot, and read the terms of service, focusing on data collection and privacy practices.
- ✓ Ensure work done with GenAI is human-led, and be transparent about your use by openly citing your use of GenAI whenever possible.



Generative AI in Higher Education: Insights from a Campus-Wide Student Survey at a Large Public University

PROCEEDING

James Frazee, Sean Hauze, San Diego State University, United States

Proceedings of the Association for the Advancement of Computing in Education (AACE), Waynesville, NC, 2024. 39797-76-6 Publisher: Association for the Advancement of Computing in Education (AACE), Waynesville, NC, 2024. 39797-76-6

Proceedings Book

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"I Don't Want to Be Taught and Graded by a Robot": Student- Teacher Relations in the Age of Generative AI

Article metadata
Article length: 16 min read
3,153 words in 33 paragraphs

Generative artificial intelligence (GenAI) is reshaping student-teacher relations in higher education in both exciting and worrying ways. Proponents point to its potential to personalize learning and foster innovative teaching approaches. But others view GenAI as a liability, casting the technology as a new and improved way to cheat, giving into a stereotype of students as natural-born plagiarists.

Is this fair? Is it right? What does the stereotype tell us about educational culture and structure more broadly? And to what better understanding of the student position does the student position's response to GenAI point?



The S...

EDUCAUSE REVIEW

The Voice of the Higher Education Technology Community

Using Student Data to Bridge the AI Divide

James Frazee Wednesday, April 10, 2024
7 min read

 Listen 

Knowing your students is essential to creating an inclusive and equitable future.



SDSU, UC San Diego and San Diego Community College District's Equitable AI Alliance awarded \$1.5 million grant

The alliance allows the three campus networks to share survey data, educational resources, and new and existing artificial intelligence tools for all students, faculty and staff.



California Learning Lab
AI Grand Challenge
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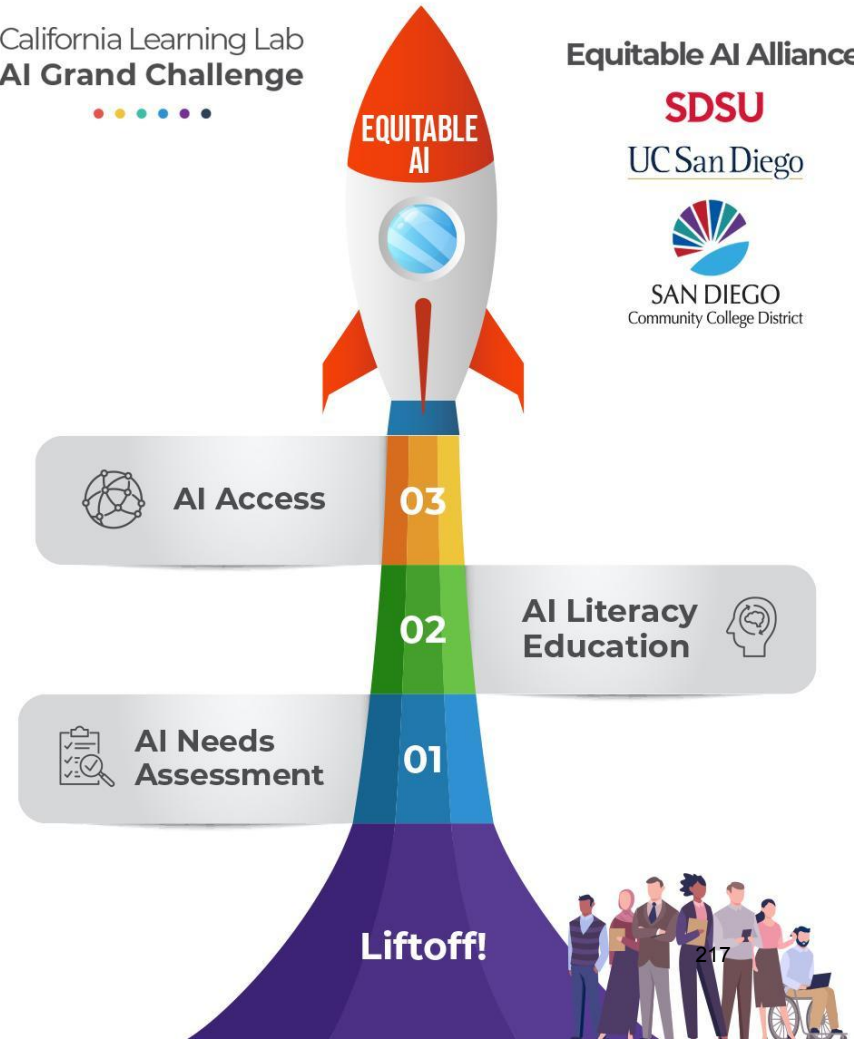
Equitable AI Alliance

SDSU

UC San Diego



SAN DIEGO
Community College District





Zoom One and Phone

Unified Communications Platform



What is Zoom One?

A unified communications and collaboration platform:

- A cloud-based service for telephony, messaging, conferencing, meetings
- Bundles service subscription for all communication services

CSU Zoom One Campuses	Non-CSU Zoom One Campuses
Chancellor's Office CSU Fullerton CSU Monterey Bay Fresno State Sonoma State	Boise State Georgetown University Gonzaga University UC Davis UC Riverside UC Santa Barbara University of Arizona University of Minnesota University of San Diego University of Southern California Villanova University



What is Zoom One?

A unified communications and collaboration platform:

- A cloud-based service for telephony, messaging, conferencing, meetings
- Replaces campus-based PBX for telecom services
- Bundles service subscription for all communication services

Telephony Services	Collaborations Services
Reliable and flexible voice system that supports Hybrid workforce	Unlimited Storage for Zoom meetings
Feature-rich Zoom Phone system for all campus needs – classrooms, users, emergency lines	Significant increases for large meetings (6800), translated captions (6800) and Conferencing (272)
Soft (VoIP) phone as standard; physical phone available by request	New Zoom Applications: Huddles, Clips, Schedule, Notes, Whiteboard +, Mesh, Workspace Reservation



Zoom One Benefits

Benefits for Campus	Benefits for End-Users
Future proof capacity for telephony (6800 licenses), virtual meetings (6800 licenses) and storage (unlimited)	Feature rich phone service for all users – voicemail, texting, call groups, forwarding, as well as enhanced virtual meetings
Seamlessly supports hybrid modality	Consistent solution at work and at home
Predictable, reliable pricing for 7-years	Unlimited calling within US and Canada
Flat rate for services simplifies billing; eliminates all activation/move costs	Allows users, groups, and emergency teams to setup call centers anywhere there is an Internet or cell connection
Eliminates need for physical phones (for most users)	Increased flexibility when sending/receiving calls
Removes risk of escalating Zoom meeting costs with unlimited storage	Enhanced collaboration e.g., switch between phone calls and meetings



Why replace the existing internal telephone network Private Branch Exchange (PBX) system?

- Outdated technology was reaching end of life.
- The PBX was not a compatible solution for hybrid work.
- Equipment was housed on campus and lacked redundancy.
- A single point of failure in the Administration Building.
- Requires downtime for upgrades major changes to the system (5–10 hours of downtime per year).
- Provides unlimited storage capacity for Zoom recordings for a resilient communications strategy.



Why Zoom Phone?

- Zoom Phone is an Industry leader in UCaaS/Voice solution (Gartner)
- Allows for high reliability and flexibility to support hybrid work modality for users on campus a remote
- Zoom does not rely on a single desk phone, and allows the flexibility of use with softphone, deskphone, mobile phone
- Does not require downtime for upgrades or feature adds
- Allows campus to setup EOC locations anywhere on campus or off campus in minutes, with limited or no IT support
- Campus users already have Zoom client and are familiar with the client for and seamless user transition
- Solution integrated with current CSU video solution and provides support for SMS, call queues, call centers, and other UCaaS features



Reliability of Zoom Phone?

- Zoom Phone is designed to be a highly reliable cloud-based phone system, leveraging Zoom's global data center infrastructure.
- **Redundant Data Centers:** Zoom Phone operates across multiple data centers worldwide to ensure high availability and minimize downtime.
- **99.999% Uptime:** Zoom guarantees a high availability service-level agreement (SLA), making it a dependable option for businesses.
- **Failover Mechanisms:** The system automatically reroutes calls in case of disruptions, reducing the impact of potential service interruptions.
- **Mobile and Desktop Support:** Users can access Zoom Phone through mobile devices and desktops, allowing flexibility in case of local outages.
- Zoom also offers an optional (at additional cost) Zoom Phone Local Survivability (ZPLS) that can provide continuous access to core functions during outages.



Zoom Phone Support for E911

- University Police PSAP (Public Safety Answering Point) E911 system works independently and is not part of the Zoom Phone system
- All Zoom Phones on campus will route to SDSU Public Safety
- Provides dynamic location services for E911 response for University Police
- Unlike traditional PBX based phones, Zoom phones will work over any internet connection, including cellular.





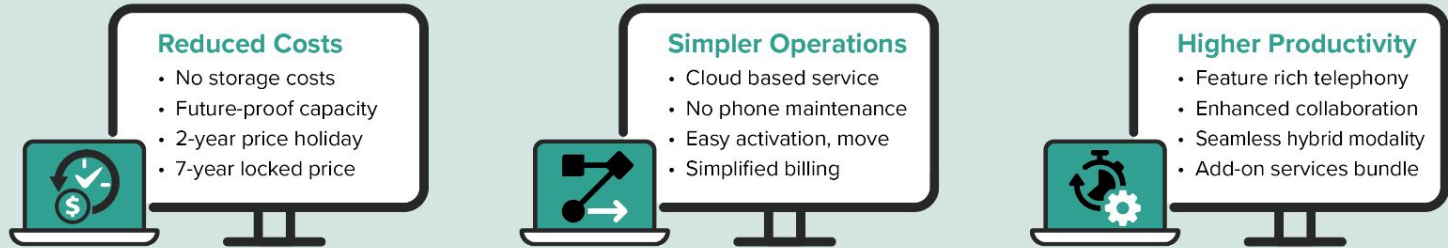
Campus Internet and Network Reliability

One concern with VoIP based solution is VoIP relies on internet connectivity, an internet outage could disrupt service. To address these concerns SDSU a redundant and highly reliable network

- **Internet access:** SDSU has dual 100G connections (soon 800G) to Cenic with fully redundant paths and hardware. The design allow for upgrade and maintenance without impacting Internet access.
- **Core equipment:** Core equipment is housed in the Lamden Hall Data Center and Administration building. All equipment is redundant in both sites. Losing one of the site would not impact the campus production network.



Why Zoom One for SDSU?



SITUATION

- **SDSU Relies on Legacy PBX Telecommunications System:** SDSU's IT Network and Infrastructure (ITNI) is modernizing the outdated telephone system to Unified Communications (UC) with a new campuswide Zoom One license.
- **Objective:** Achieve a UC System by leveraging the existing Zoom platform.
- **Definition of UC:** Unified Communications integrates multiple communication tools (such as voice calling, video conferencing, instant messaging, and content sharing) into a single, streamlined connection.
- **Zoom Platform Familiarity:** SDSU already uses Zoom for audio and video conference meetings, and has been pilot testing VoIP telephony with thousands of campus users.

OPPORTUNITY

- **Enhanced User Experience:** UC improves user experience/productivity by seamlessly integrating communication modes (voice, video, chat) within a single session.
- **Improved Communication:** Enhanced communication efficiency and flexibility.
- **No Desk Phones:** Traditional desk phones are no longer needed
- **Mobile Integration:** Make and receive calls from existing Zoom app on desktops, laptops, tablets, or mobile phones.
- **Business Calls via Cell Phones:** Use cell phones for business calls without revealing personal cell numbers.
- **Transcribed Voicemail:** Voicemail messages automatically transcribed.
- **Seamless Transitions:** Switch seamlessly from chat to voice calls to Zoom Meetings.
- **Accessibility Features:** Zoom Phone supports 911 calling and offers accessibility and AI companion features.