



SAN DIEGO STATE
UNIVERSITY

SDSU Senate Agenda

May 5, 2022

(May 3rd Continuation)

Online via [Zoom](#)

2:00 to 4:30 pm

1. Call to Order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgement

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

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

Eyay e'Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

2. Approval of Agenda (Preciado) (NOTE: There are 2 late adds from APP Items: 6.8 b & c)	
3. Officers Report	
3.1. Referrals Chart (Butler-Byrd).....	Page 4
3.2. Senate Budget Update (Fuller)	
3.3. Senate Minutes (Preciado)	
April 5, 2022 Minutes	
Link: https://senate.sdsu.edu/agendas_minutes_action-memos	
4. Academic Affairs Report	
4.1. President’s Update (de la Torre)	
4.2. Provost’s Report (Ochoa)	
5. AS Report (Tejada/Moore)	
6. Senate Action Items	
6.1. ACTION: Committee on Committees & Elections (CCE) Elections (Marx)	
6.2. ACTION: Approval of Graduation Candidates (Tam Lieu).....	Page 10
6.3. ACTION: Constitution and Bylaws (CBL) (Baljon)	
a. Changes to the Senate policy file (Constitution) -Votes (second reading)..	Page 19
b. Deans defined as Update of “Faculty Definitions”; Requests for Additional Ex-Officio Senate Members (second reading).....	Page 23
c. Amend Membership of the Committee on Committees and Elections (second reading).....	Page 28
d. FAC membership (second reading).....	Page 29
e. Amend Senate Executive Committee (SEC) Membership Policy to Reflect Parliamentarian & Senate Analyst (second reading).....	Page 31
6.4. ACTION: Freedom of Express Committee (FE) Amend Article 8 & Appendix B of SDSU’s Building & Grounds Regulations regarding amplified sound rules (Finch).....	Page 33
6.5. ACTION: Faculty Honors and Awards Committee (FHAC) Emeritus Status (Levitt).....	Page 34
6.6. ACTION: Staff Affairs Committee (SA) Staff Emeritus Requests (Rehfuss).....	Page 35



SAN DIEGO STATE UNIVERSITY

- 6.7. ACTION: Faculty Affairs (FA) Implementation of a Diversity Statement in RTP Files.....Page 36
- 6.8. ACTION: Senate Library Committee (SLC) & Faculty Affairs (FA) Revision to Policy File: Reappointment, Tenure, & Promotion: Criteria (Excluding Library Faculty & Student Affairs Faculty) 3.2 Teaching Effectiveness, 3.2 Professional Growth, and Retention and Development 2.2 (Holvoet/Jeffery).....Page 40
- 6.9. ACTION: Policy & Planning (AP&P) and Faculty Affairs (FA) (Lach/Jeffery) Campus RTP Policy Recommendations for College-level Policy.....Page 43
- 6.10. ACTION: Academic Policy and Planning Committee (AP&P) (Lach)
 - TIME CERTAIN 2:00 PM**
 - a. Tenure Track Planning Committee Policies.....Page 46
 - b. CSO-Priority-Registration (Late Add needs 2/3rd).....Page 48
 - c. Academic Waitlist (Late Add needs 2/3rd).....Page 49
- 6.11. ACTION: Diversity, Equity, and Inclusion Committee (DEI) Membership (Rhodes) **(second reading)**.....Page 51
- 6.12. ACTION: Sustainability Committee (SC) (Rogers) **TIME CERTAIN 3:30 PM**
 - a. Change title in the Sustainability Committee’s roster from “Director: Facilities, Planning, Design and Construction” to “AVP: Real Estate, Planning and Development (or designee)”.....Page 53
 - b. Add two sections to the Sustainability Policy that cover zero waste and recycled products.....Page 54
- 7. Committee Reports
 - 7.1. INFORMATION: CDC University Senate Annual Report Campus Development Committee (CDC) (Alpiner/Schulz).....Page 57
 - 7.2. INFORMATION: ASCSU Report (Ornatowski).....Page 66
 - 7.3. INFORMATION: Update on the Ad Hoc Committee for GA/TA Compensation (Kelly/Love/Marx)
 - 7.4. INFORMATION: URAD Report (Swanson/Vargas).....Page 73
 - 7.5. INFORMATION: Undergraduate Council Report (UC) (Brooks).....Page 78
- 8. Adjourn.



Senate Referral Chart
May 2022

	Date Received (M/Y)	From	Title	Description	Referred to (use committee full name)
1	06/2020	Senate Chair Weston	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty, and staff cannot "opt-out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Freedom of Expression Committee, Academic Policy & Planning
2	07/2020	Senate Chair Weston	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Faculty Affairs
3	09/2020	Officers	Professors of Practice	Provost Ochoa announced in the 9/1/20 Senate meeting that Professors of Practice will be instituted in HHS. Policy and diversity implications from the senate perspective are needed.	Faculty Affairs
4	07/2020	Wil Weston	Faculty Rights, Workloads, and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Faculty Affairs & Library Senate Committee on exploring and improving access to library resources while researching remotely (ILL, Access to online
5	11/2020	Narelle MacKenzie	Academic Dishonesty During COVID- 19 Online Teaching	Faculty seek to better understand the judicial process for students committing Academic Dishonesty. Confusion about what exactly happens to students. CSRR website contains information about the process but it is still unclear. Reports of more students dealing with Academic Dishonesty.	CSRR Center for Student Rights & Responsibilities and James Frazee, Chief Academic Technology Officer
6	12/2020	Environment & Safety Cmte Chair Sriehar Seshagiri	Update Environmental & Safety Committee Charter	Update Environmental & Safety committee charter. Address issues: type of lighting that we are using on campus (is it the most efficient?); is there enough lighting on campus for safety (there is not). This would require a Photometric Study (footcandles in traffic areas). Lab. Update/Safety	Environmental & Safety Committee
7	02/2021	Senate Officers	Computer Use and Related Policy Clarifications and Updates	Review policies for congruences and inclusivity	Instruction and Information Technology Committee (IITC)
8	02/2021	Senate Officers	Senate Excellence in Teaching Award	Review Excellence in Teaching Award and make recommendations regarding inclusivity, including policy changes.	Faculty Honors & Awards Committee
9	03/2021	Senate Officers	Lectures and Staff Periodic Reviews Statement re COVID's Impacts on the work and lives	Add a statement to Periodic Reviews and other evals during COVID's Impacts on the work and lives of lectures, staff.	Faculty Affairs Staff Affairs
10	03/2021	Senate Officers from Farid Abdel-Nour <abdelnou@sdsu.e	Policy Reviews for Programs Offered through Global and Main Campuses	Policy Reviews for Conflict of Interest, AT as Compensation for GC Work, Privileging Accredited Programs in Resource Allocations. (formerly 2/21/21 Amendment to Item # 20/21_22 Graduate Council New Program Approvals for Global Campus)	Academic Policy & Planning



Senate Referral Chart
May 2022

	Date Received (M/Y)	From	Title	Description	Referred to (use committee full name)
22	10/2021	AVP Joanna Brooks	Implementation of a Diversity Statement in RTP Files	Review RTP implementation documents, provide a recommendation on the status of diversity statements for next year's RTP cycle and develop any policy language required to implement the committee's recommendation.	Faculty Affairs
23	09/2021	Senate Officers	Revise Posting Senate Agendas and Materials Bylaws regarding Confidential Attachments	Review and revise 13.0 Availability of Documents, 13.2 Bylaw to indicate that confidential attachments shall only be available to members of the Committee to reflect the availability of confidential attachments.	Constitution & Bylaws
24	09/2021 & 10/2021	Senate Officers	Review & Update Curriculum Changes, Undergraduate Bylaws & Floor Charts	Review and update senate bylaws regarding <i>Curriculum Changes, Undergraduate, and Graduate</i> . 4.1. and update 5.0 <i>Flow Charts for Processing Proposals</i> (5.1., 5.2, 5.3, 5.4. 5.5).	Undergraduate Curriculum Committee
25	10/2021	Senate Officers	Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws	Review Policy File 4.0 Diversity--Review and discuss the inclusion of Global Campus into DEI-related policies. Also, review Non-discrimination & Equal Opportunity bylaws for compliance and update titles and roles.	Diversity, Equity & Inclusion
26	10/2021		Five-Year Review of Academic Administrators	Review and Update Bylaw 2.0 <i>Five-Year Review of Academic Administrators and their Offices</i> . Due to reorganizations and new roles, some listings in this policy are not up-to-date.	Academic Policy & Planning
27	10/2021	Senate Officers	Search Committees for University Administrators Bylaws & Elections Clarifications	Review and update Bylaws pertaining to <i>Search Committees for University Administrators</i> . Update and clarify bylaws and elections processes. Note: Referral #26 was redundant with #27, so they are now combined and #26 has been eliminated.	Academic Policy & Planning & Committee on Committees and Elections
28	10/2021	Senate Officers	Integrity in Research and Scholarship Bylaws Review	Review and update bylaws regarding <i>Integrity in Research and Scholarship</i> to reflect new regulations, reorganizations, and new positions.	Graduate Council & VP of Division of Research and Innovation
29	10/2021	Senate Officers	Instructional and Information Technology Committee Bylaw Review and Update	Review and update bylaws regarding <i>Instructional and Information Technology Committee</i> .	Instruction and Information Technology Committee
30	10/2021	Senate Officers	Liberal Studies Committee Bylaw Review and Update	Review and update bylaws regarding <i>Liberal Studies Committee</i>	Liberal Studies Committee
31	10/2021	Senate Officers	Student Affairs & Student Media Advisory Committees Reviews and Updates	Review and update bylaws regarding <i>Student Affairs</i> and <i>Student Media Advisory Committees</i> including membership and functions, or recommend disbanding the committees, if they are no longer needed.	Student Affairs & Associated Students
32	10/2021	Senate Officers	Teacher Preparation Advisory Council Bylaw Review and Update	Review and update bylaws regarding <i>Teacher Preparation Advisory Council</i>	Dean Bary Chung, College of Education
33	10/2021	Senate Officers	Undergraduate Council Bylaw Review and Update	Review and update bylaws regarding <i>Undergraduate Council</i>	Undergraduate Council
34	10/2021	Senate Officers	General Education Curriculum and Assessment	Review and update bylaws regarding <i>General Education and Assessment</i>	General Education Curriculum and Assessment Committee
					6



SAN DIEGO STATE
UNIVERSITY

Senate Referral Chart
May 2022

	Date Received (M/Y)	From	Title	Description	Referred to (use committee full name)
35	10/2021	Senate Officers	Naming Policies under the auspices of the Campus Development Committee	Review policies and procedures regarding <i>Naming</i> under the auspices of the Campus Development Committee	Campus Development Committee, Interim VP for Business and Financial Affairs and Chief Financial Officer; Naming Task Force
36	10/2021	Senate Officers	Environment & Safety Committee: Smoking and Smudging Policy Bylaws and Updates	Review and update Environment and Safety Committee Bylaws, including policies and procedures regarding <i>Smoking</i> and Smudging to reflect the March 6, 2021 senate resolution.	Environment and Safety Committee, Tribal Liaison
37	10/2021	Senate Officers	Academic Freedom	Review and update <i>Academic Freedom</i> policies and ensure that they are in alignment laws and senate values and policy file formatting.	Freedom of Expression Committee
38	10/2021	Senate Officers	Tenure Track Planning Committee Bylaw Review & Implementation recommendations	Review and update <i>Tenure-Track Planning Committee</i> and related policies. Make recommendations after reviewing 2021 processes and procedures. 11-15-21 SEC referred to AP&P (see Referral #45 & #46)	Tenure Track Planning Committee
39	10/2021	Senate Officers	Senate Listserv Policies	Develop policies for the Senate Listserv in alignment with Senate shared governance statements, including netiquette.	Freedom of Expression Committee
40	11/2021	Senate Officers	ASCSU Senate Representation	Review SDSU & ASCSU Policies for Inclusivity	Constitution & Bylaws & Diversity Equity & Inclusion Committees
41	11/2021	Jennifer Imezeki	Senate Diversity Plan	DEI will review SDSU University constitution, policies and procedures, and historical representation patterns, and draft a Diversity Equity & Inclusion plan for the Senate.	Diversity Equity & Inclusion Committee
42	11/2021	Senate Officers	DEI Review of Draft SDSU IT Responsible Use Policy 10/6/21	DEI will review the 10/6/21 draft SDSU Responsible Use Policy , developed by the Information and Instructional Technology (IIT) Committee.	Diversity Equity & Inclusion Committee
43	11/2021	Senate Officers	DEI Membership Policy File Update	Review Bylaw 3.9.1 and address needed updates to DEI membership.	Constitution & Bylaws Committee
44	11/2021	Senate Officers	Faculty Honors & Awards Policy Updates	Review Faculty Honors and Awards policies (pps. 140-142) and update, especially language about dates.	Faculty Honors & Awards Committee
45	12/13/21	SEC	Tenure-Track Planning Committee Policy Review	(See Referral #38 Tenure Track Planning Committee Bylaw Review & Implementation recommendations).	Academic Policy & Planning Committee
46	12/13/21	Senate Officers	Tenure-Track Planning Policies Review	(See Referral #38 Tenure Track Planning Committee Bylaw Review & Implementation recommendations).	Academic Policy & Planning Committee
47	1/18/22	Senate Officers	Diversity Equity & Inclusion & Freedom of Expression Committees	Review and make recommendations regarding the SDSU Land Acknowledgement statement, syllabi and the letter from the Foundation for Individual Rights in Education.	Diversity Equity & Inclusion & Freedom of Expression Committees
48	1/26/22	AP&P	Clarification about What Constitutes a College/Major Academic Unit.	The global change of "Dean of Undergraduate Studies" to "AVP for Faculty Advancement and Student Success" across the Senate Policy File has exposed inconsistencies. The role change was not simply a change of title, but a change that represents a different organizational structure which is not yet consistently reflected across the Policy File.	Constitution & Bylaws Committee



SAN DIEGO STATE
UNIVERSITY

Senate Referral Chart
May 2022

	Date Received (M/Y)	From	Title	Description	Referred to (use committee full name)
49	1/28/22	Senate Chair	Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff	Lecturer emeritus status is granted under the same policy section as faculty, even though they are not their compensation and workloads are not the same as tenure/tenure-track faculty members. Lecturer Emeritus status is granted under the same policy section as faculty, even though they are not their compensation and workloads are not the same as tenure/tenure-track faculty members.	Academic Policy & Planning Committee
50	2/1/22	Senate Officers	Sabbatical policy and practice Review	In response to inquiries from Senators at the February 1, 2022 Senate meeting, sabbatical policy and practice will be reviewed and a report presented to the senate.	Faculty Affairs Committee
51	2/7/22	Joanna Brooks Chair, Undergraduate Council	Recommendation on elimination of the Writing Proficiency Exam (WPA)	On February 4, 2022, Professors Chris Werry and Kathryn Valentine (RWS) presented to Undergraduate Council recommendations to eliminate the Writing Proficiency Exam Undergraduate Council requests that all parties copied on this referral review the recommendation—in accordance with the CSU Future of the GVAR Committee—to <i>replace the WPA with required upper division "W" courses to fulfill the GVAR</i> and convey any feedback to AVP FASS Joanna Brooks no later than February 28, 2022, so that Undergraduate Council may finalize a recommendation at its March meeting to go before Senate in April, 2022	Hector Ochoa, Provost; Luke Wood, VP SACD; Monica Casper, Dean, CAL; Academic Policy & Planning; Undergraduate Curriculum Committee;
52	2/8/22	Senate Officers	Amend Senate Executive Committee (SEC) Membership Policy to Reflect Parliamentarian & Senate Analyst	Current SEC membership policy does not reflect the roles of the parliamentarian and senate analyst.	Constitution and Bylaws Committee
53	2/26/22	Senate Officers	Course Syllabi Policy File Revisions	Review syllabi policies and edit them for clarity and reflect recent revisions: 1) move syllabi policy into its own subsection, and 2) Update required information so that it is in alignment with what is listed on the FASS website .	Faculty Affairs
54		Senate Officers	Clarify PBAC Members & Election Process	Clarify PBAC membership and election processes; specifically faculty representation.	Academic Policy & Planning & Committee on Committees and Elections
55	3/7/22	AVP Stefan Hyman	Priority Registration for Community Service Officers	Effective Fall 2022, SDSU Community Service Officers will be eligible to receive priority registration. Community Service Officers are SDSU students, in good academic standing, who work for the University Police Department (UPD) as civilian employees.	Academic Policy & Planning
56	3/8/22	Joanna Brooks, AVP FASS, Undergraduate Council	Review the Report on transit, sustainability, and student success	Request for the Sustainability Committee to review the <i>Report on transit, sustainability, and student success</i> , produced by Dr. Rosalio Cedillo on the intersections between sustainable transportation, student success, and economic disparities at SDSU.	Sustainability Committee
57	3/8/22	Provost's RTP Task Force co-chairs Peter Torre & Joanna Brooks	Taskforce on Recommended changes to RTP process	In Fall 2020, Provost Hector Ochoa convened an RTP Task Force to address several considerations identified after his first year participating in the SDSU RTP process. The taskforce identified recommendations that were conveying for consideration by the Faculty Affairs committee on January 31, 2022..	Faculty Affairs



SAN DIEGO STATE
UNIVERSITY

Senate Referral Chart

May 2022

58	3/11/22	Senate Officers	Condemning Hostile Teaching Environments	Examination of faculty use of derogatory racist epithets in classes and faculty use of Freedom of Expression/laws to intimidate students. SDSU University Policy File indicates that any instructor, regardless of rank, who provides instruction without regard to the potential for harm to students is not meeting the expectations for faculty codified in the Policy File.	Diversity Equity & Inclusion
59	3/22/22	Senate Executive Committee	Update Committee Chair Policies	Review and revise policies governing chairs/Co-Chairs for Senate and Senate-appointed Committees: 1) require approval by CCE Chair and Senate Chair, 2) granted for specific reasons. See Section 2.6.2 of the Bylaws.	Constitution & Bylaws Committee
60	3/22/22	Senate Executive Committee	Ensure Shared Governance on Committees & Task Forces	In order to ensure shared governance, administrative committees and task forces that will operate longer than a set number of months: 1) a senate charter must be added to ensure that they are consultative, and/or 2) Senate committee members must serve on the administrative committee or taskforce in a ratio that ensures shared governance..	Constitution & Bylaws Committee

Graduation Report to Senate - May 3, 2022

The May 2022 and August 2022 graduation applications filing period was from July 1, 2021 to February 1, 2022 . In accordance with the Senate policy, lists of baccalaureate degree candidates for May 2022 and August 2022 graduation have been distributed. Lists of advanced degree candidates for May 2022 and August 2022 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: a total of 31 ballots were received.

Undergraduate Graduation Candidates -

The Office of the Registrar sent four email notifications (10/8/2021, 11/5/2021, 12/17/2021 and 1/20/2022) to students with 90+ units earned or in the second bachelor's degree nursing program about the method and deadline to apply for May 2022 and August 2022 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 forwarded to their assigned Graduation Advisor in the Office of the Registrar who'll review their academic record, assess their remaining degree requirements, and prepare their graduation evaluation using the SIMS student information system, uAchieve degree audit reporting system, and OnBase document management system. Once the student's graduation evaluation is completed, the Graduation Advisor will email them of their outstanding degree requirements. The student may then work with their Graduation Advisor if they have any inquiries about their graduation evaluation or progress towards their bachelor's degree completion.

After February 1, 2022 and by May 20, 2022 (i.e., official last day of the Spring 2022) or August 17, 2022 (i.e., official last day of the Summer 2022 term), a student who has a serious and compelling reason may request to submit a late May 2022 or August 2022 undergraduate graduation application by contacting the Graduation Advisor that oversees their primary major in the Office of the Registrar. 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 them of the next steps regarding the graduation application process. For example, they're eligible to submit a late May 2022 or August 2022 undergraduate graduation application packet. Once the student's completed packet is received, the assigned Graduation Advisor will review and prepare their graduation evaluation using the same systems mentioned above and afterwards, email them of their outstanding degree requirements. The student may continue to work with their Graduation Advisor if they have any questions about their graduation evaluation or progress towards their bachelor's degree completion.

For the May 2022 undergraduate graduation process, the auto-graduation job will be run after the Spring 2022 semester ends and the Office of the Registrar has completed the certification of Spring 2022 grades. Provided the student has met all graduation requirements between the SIMS student information system and uAchieve degree evaluation, their May 2022 bachelor's degree will be posted to their SDSU transcript. All students will receive a notification to their

Graduation Report to Senate - May 3, 2022

SDSUid email address regarding their graduation status (i.e., graduated, pending, or canceled) with the university by the beginning of the first week of June 2022. For the students with the pending or canceled graduation status, the Graduation Advisors will continue to connect with them regarding the next steps in order for them to successfully complete their bachelor's degree requirements.

For the August 2022 undergraduate graduation process, the auto-graduation job will be run after the Summer 2022 term ends and the Office of the Registrar has completed the certification of Summer 2022 grades. Provided the student has met all graduation requirements between the SIMS student information system and uAchieve degree evaluation, their August 2022 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 by the end of August 2022. For the students with the pending or canceled graduation status, the Graduation Advisors will continue to connect with them regarding the next steps in order for them to successfully complete their bachelor's degree requirements.

Graduate Graduation Candidates -

Graduate Studies makes several attempts to notify graduate students of upcoming applications for graduation deadlines. Graduate Studies sent two email notifications to students on January 3, 2022 and January 21, 2022. Graduate programs on average range from 30 to 60 units and therefore email notifications begin going out as early as students being enrolled in 21 units. The email notification provides students with the deadline to apply for Spring and Summer 2022 graduation, fee, commencement information, and mailing address information. An announcement was posted on Canvas on January 14, 2022 with the same information that is sent out as part of the application to graduate email. Application for graduation deadlines are included on the announcement section and the deadline flyer located on the Graduate Studies website. This information was available on our website as of January 7, 2022. An announcement notice was also placed on the glass bulletin board outside the Graduate Studies office in early August. Lastly, an announcement is sent to graduate advisors/directors as part of the graduate advisor email notice that is sent by the Associate/Assistant Dean of Graduate Studies.

Graduate Studies continued to receive late applications for graduation several months after the original application deadline. Graduate Studies set an February 25, 2022 deadline for students that had missed the original February 1, 2022 deadline. This allowed students to apply late with an additional late fee.

Graduation Evaluations were generated for students that applied to graduate by the original application deadline of February 1, 2022 and the late application deadline of February 25, 2022. The "Graduation Evaluation" job is a bulk process that generates individualized PDF's 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

Graduation Report to Senate - May 3, 2022

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. Students are advised to contact our office or work with their Graduation Advisor if they have any inquiries about their graduation evaluation or progress towards the completion of their degree.

Our office continued to work with students that missed both the February 1, 2022 and February 25, 2022 deadlines and even after graduation evaluations were sent out. The deadline for students needing to petition to apply for graduation was set for April 15, 2022. Students petitioning to apply late for graduation were required to petition to Graduate Studies and include a letter of support from the graduate advisor outlining the students remaining requirements, if any, and the timeframe they will be completed. This provides Graduate Studies information as to specific department deadlines needing to be completed in order for the student to qualify for graduation. Additionally, this will assist with determining if it is appropriate that the student apply to graduate or defer graduation 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 and pay the application fee, along with the late fee, no later than April 25, 2022 so that the student's name could be included in the Ballot and Senate lists that were sent out that same day. It is worth noting that at this time our office has not had any inquiries from students trying to graduate after having missed the April 25, 2022 deadline.

After the Spring 2022 semester ends and the Office of the Registrar has completed end of term verification, Graduate Studies will run their auto-graduation job. Provided the student has met all graduation requirements their Spring 2022 degree will be posted to their SDSU transcript. The exception 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 id 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 May 2022 and August 2022 graduation is available [here](#).

MAY 2022 AND AUGUST 2022 UNDERGRADUATE GRADUATION CANDIDATE TOTALS	7219
College of Arts & Letters	# of Records
Africana Studies	6
American Indian Studies	9
Anthropology	20
Asian Studies	1
Chicana and Chicano Studies	18
Comparative International Studies	4
Comparative Literature	7
Economics	137
English	82
French	8
Geography	25
History	69
Humanities	3
International Business	82
International Security and Conflict Resolution	36
Islamic and Arabic Studies	2
Japanese	6
Language, Culture, and Society	4
Latin American Studies	5
Lesbian, Gay, Bisexual, and Transgender, Queer, and Plus Studies	2
Linguistics	18
Modern Jewish Studies	1
Philosophy	22
Political Science	120
Religious Studies	6
Rhetoric and Writing Studies	7
Russian	3
Social Science	37
Sociology	124
Spanish	73
Sustainability	62
Urban Studies	12
Women's Studies	15
<i>Total</i>	<i>1026</i>
*****	*****
Fowler College of Business	# of Records
Accounting	207
Finance	252
Financial Services	21
General Business	282
Information Systems	109

Management	266
Marketing	359
Real Estate	22
<i>Total</i>	<i>1518</i>
*****	*****
College of Education	# of Records
Child Development	119
Liberal Studies	185
<i>Total</i>	<i>304</i>
*****	*****
College of Engineering	# of Records
Aerospace Engineering	62
Civil Engineering	134
Computer Engineering	90
Construction Engineering	35
Electrical Engineering	77
Environmental Engineering	25
Mechanical Engineering	176
<i>Total</i>	<i>599</i>
*****	*****
College of Health & Human Services	# of Records
Athletic Training	26
Foods and Nutrition	94
Gerontology	5
Kinesiology	317
Nursing	164
Public Health	169
Social Work	109
Speech, Language, and Hearing Sciences	151
<i>Total</i>	<i>1035</i>
*****	*****
College of Professional Studies & Fine Arts	# of Records
Art	196
Communication	239
Criminal Justice	316
Dance	5
Health Communication	38
Hospitality and Tourism Management	56
Journalism	125
Music	48
Public Administration	57
Recreation Administration	16
Television, Film and New Media	62

Theatre Arts	36
<i>Total</i>	<i>1194</i>
*****	*****
College of Sciences	# of Records
Astronomy	3
Biology	234
Chemistry	105
Computer Science	225
Environmental Sciences	39
Geological Sciences	12
Mathematics	74
Microbiology	17
Physics	14
Psychology	516
Statistics	35
<i>Total</i>	<i>1274</i>
*****	*****
Division of Faculty Advancement & Student Success	# of Records
Interdisciplinary Studies in Three Departments	269
<i>Total</i>	<i>269</i>
*****	*****

May 2022 and August 2022 GRADUATE GRADUATION CANDIDATE TOTALS		1694
College of Arts & Letters		# of Records
Anthropology		8
Big Data Analytics		18
Creative Writing		18
Economics		9
English		18
French		2
Geography (MS)		7
Geography (PhD)		2
History		26
Latin American Studies		1
Liberal Arts and Sciences		17
Linguistics		7
Philosophy		13
Political Science		10
Rhetoric and Writing Studies		9
Sociology		14
Spanish		12
Women's Studies		10
<i>Total</i>		<i>201</i>
*****		*****
Fowler College of Business		# of Records
Accountancy		20
Master of Business Administration		62
Cybersecurity Management		1
Information Systems		8
<i>Total</i>		<i>91</i>
*****		*****
College of Education		# of Records
Child Development		26
Counseling		78
Education (MA)		135
Education (PhD)		12
Educational Leadership (EDD)		54
Rehabilitation Counseling		15
School Psychology (EdS)		12
Teacher Leadership		8
Teaching (MAT)		185
<i>Total</i>		<i>525</i>
*****		*****
College of Engineering		# of Records
Aerospace Engineering		13
Bioengineering		5
Civil Engineering		22
Electrical Engineering		30
Engineering Sciences (PhD)		7
Master of Engineering		1
Mechanical Engineering		38
<i>Total</i>		<i>116</i>
*****		*****
College of Health & Human Services		# of Records
Audiology (AuD)		9
Exercise Physiology		7
Interdisciplinary Research on Substance Use (PhD)		3
Language and Communicative Disorders (PhD)		4
Nursing		18
Nutritional Sciences		16
Physical Therapy (PhD)		38
Public Health (MS)		8

Public Health (MPH)	83
Public Health (PhD)	5
Social Work	109
Social Work (MSW/JD)	2
Speech Language and Hearing Sciences	44
Total	346
*****	*****
College of Professional Studies & Fine Arts	# of Records
Art (MFA)	6
City Planning (MCP)	18
Communication	35
Criminal Justice and Criminology	11
Film and Television Production	5
Meeting and Event Management	24
Music (MM)	10
Public Administration	18
Theatre Arts	13
Total	140
*****	*****
College of Sciences	# of Records
Applied Mathematics	17
Astronomy	8
Bioinformatics and Medical Informatics	14
Biology (PhD)	5
Biology	33
Chemistry (MA)	4
Chemistry (PhD)	8
Clinical Psychology (PhD)	20
Computational Science (MS)	3
Computational Science (PhD)	2
Computer Science	25
Ecology (PhD)	8
Geological Sciences	6
Homeland Security	29
Mathematics and Science Education	8
Mathematics	3
Medical Physics	11
Microbiology	2
Physics	11
Psychology (MA)	27
Psychology (MS)	8
Regulatory Affairs	3
Statistics	15
Total	270
*****	*****
Concurrent Degrees	# of Records
Master of Public Health (Health Promotion and Behavioral Science) and MA in Latin American Studies	6
Master of Public Administration and MA in Latin American Studies	2
Master of Social Work and Masters of Public Health	1
Total	5
*****	*****

2020/21 UNDERGRADUATE AND GRADUATE GRADUATION CANDIDATE TOTALS				
	December 2020	May 2021	August 2021	2020/21 Academic Year
Undergraduate	2194	5884	1071	9149
Graduate - Master's	617	1292	758	2667
Graduate - Doctoral	38	109	63	210
Total	2849	7285	1892	12026
DECEMBER 2021 UNDERGRADUATE AND GRADUATE GRADUATION CANDIDATE TOTALS				
	December 2021			
Undergraduate	2327			
Graduate - Master's	616			
Graduate - Doctoral	45			
Total	2988			

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: January 25, 2022
Subject: ACTION: Votes (**second reading**)

ACTION: The CBL Committee moves that the Senate adopt the following changes to the Senate policy file (**Constitution**). Please note that this item needs a majority vote in the Senate AND a campus-wide majority vote by tenured and probationary faculty.

6.0 Meetings and, Quorum, and Votes.

6.1 Regular Meetings. The Senate shall regularly meet at least seven times during the academic year.

6.1.1. A regular meeting shall be a scheduled meeting and may continue beyond one day.

6.1.2. The agenda of each regular meeting shall be distributed to the members of the Senate at least four working days before the meeting.

6.1.3. A senator present for a portion of a meeting shall be recorded as present for the entire meeting.

6.2. Special Meetings. Special meetings of the Senate may be called in a manner prescribed by the Bylaws.

6.3. Records. **Records shall be kept in a manner prescribed by the Bylaws.** ~~The minutes of both regular and special meetings shall be made available to the faculty. Complete copies of the minutes of the Senate shall be available to members of the Senate, and copies shall be distributed on request. A summary of the contents of the Senate minutes and of actions taken shall be available to all faculty members and to other CSU senates or councils. These records may be made available in electronic form and need not be stored in paper form.~~

6.4. Quorum. Two-thirds of the Senate shall constitute a quorum. The members present at a duly called or held meeting at which a quorum is present may continue to conduct business until the time stated for adjournment in the call of the meeting, notwithstanding the withdrawal of enough members to leave less than a quorum. If a senator is unable to attend, he or she may in accordance with the Bylaws appoint a substitute with the power to vote. Each senator who expects to be unavailable during the summer shall notify the Secretary of a proxy who may attend special meetings.

6.5 Voting in the ordinary business of the Senate

6.5.1 The usual method of voting is by voice: the chair of the Senate asks if there are objections or asks Senators to vocally indicate their support or opposition.

6.5.2 If the voice vote is inconclusive, or if any Senator requests it, the chair shall obtain an exact count by asking the voting members of the Senate to vote either by raising their hands or using a virtual equivalent.

6.5.3 When at least 15% of the senators qualified to vote that senate year request it, or when the chair of the Senate deems it appropriate, a record shall be kept of each senator's vote and made public. This request can be made either before the meeting or on the floor. The vote shall then be conducted by electronic ballot. The name and vote of each senator shall be posted unofficially on the senate website within 5 working days and officially as an appendix to the minutes.

6.5.4 When at least 15% of the senators qualified to vote that senate year request it, or when the chair of the Senate deems it appropriate, the vote shall be by secret ballot. This request can be made either before the meeting or on the floor. The vote shall then be conducted electronically and be anonymous.

6.5.5 6.5.4 shall take precedence over 6.5.3.

6.5.6 Members or their proxies have to be present (in person or virtually) in order to vote.

6.5.7 The Senate chair will run the vote but can delegate to other officers or CCE.

6.5.8 The chair of the Senate shall announce the outcome of the vote.

6.56 Meetings of the Faculty. Meetings of the faculty may be held in a manner prescribed by the Bylaws.

6.67 Faculty Review of Senate Actions. Any action of the Senate may be reviewed at a meeting of the faculty upon a written request signed by 10 percent of the tenured and probationary faculty and submitted to the Senate Chair. Such a meeting of the faculty shall be called by the Chair within two weeks of the request.

Rationale:

Section 13 of the Bylaws deals with record keeping and the availability of documents.

Nowhere in the policy file are procedures for voting defined. CBL proposes adding a clear voting policy for the Senate. Senate committees would continue to determine their own internal voting procedures.

The proposal includes four modes of voting: the voice vote, the hand vote, the publicly recorded vote, and the anonymous vote. The SDSU Senate currently uses all four modes. They are also used in similar bodies. CBL's proposal offers clear and unambiguous procedures for conducting votes in each of the four modes. Some of these procedures

conform with current Senate practice while others are offered as proposed improvements to it.

6.5.1 and 6.5.2 deal with voice and hand votes respectively, and outline procedures for implementing them. The bulk of Senate work is conducted using these two voting modes. The proposed procedures in these two sections conform to current Senate practice. The proposed sections 6.5.3 and 6.5.4., deal with publicly recorded and anonymous votes respectively. Both are special voting modes that are only used occasionally. The proposed procedures differ from current Senate practice and seek to correct some of its deficiencies.

In current Senate practice, a publicly recorded “roll call” vote is conducted if a majority agrees to it. It triggers calling out the name of every individual voting Senator during the meeting and recording their vote, which is then published in the minutes. The purpose of publicly recorded votes is to ensure that elected Senators are accountable to their constituency and that appointed Senators are accountable to the President.

This current practice is very cumbersome and does not respect Senators’ time. The same result of public accountability can be achieved by conducting an electronic vote that records and keeps track of the name of each voter. This record can then be made public in a timely fashion after the meeting and included in the minutes. Since accountability is an important value, and since it can be achieved efficiently by electronic ballot, CBL proposes making it easier to request a publicly recorded vote. The proposed section 6.5.3 would allow 15% of voting Senators to request such a public record of the vote. If the Senate were to adopt it, it would signal clearly how seriously it takes the value of accountability.

The publicity of voting, however, whether in a recorded vote, or a show of hands, can also have negative effects on the work of the Senate. The publicity of votes not only allows for accountability. It also opens the door to fear of bullying, intimidation, and distorted voting. Voting in the Senate under the gaze of one’s administrative superiors, guests, constituents and non-constituents, can have a chilling effect on the ability of Senators to vote their conscience. There is a danger that Senators might focus too much on how they, their department, their college, their group, would be perceived. The result would be that they would vote in order to appear a particular way, rather than according to their best judgment on the question at hand, and their conscience. When this happens, the entire community loses. For it loses the benefit of learning the best judgment of the Senators. This would lead to decisions that are variance with the group’s collective wisdom. For these reasons, anonymous votes are an integral part of any fair collective decision-making procedure.

In current Senate practice, a secret ballot can be requested at any time and is conducted if a majority agrees to it. However, this procedure is onerous and unjust, as it demands of those who feel intimidated, bullied, and vulnerable to pressure, that they not only publicly request an anonymous ballot, but also obtain the open and public support of a majority in order to gain the protection that they seek. This current practice puts the burden on the most vulnerable, and places them at the mercy of a majority of Senators who, by virtue of their position in the university, may not experience the same vulnerability or even understand it. For this reason, CBL proposes lowering the

threshold for conducting an anonymous vote. On CBL's proposal, if 15% of voting Senators request an anonymous vote, that should suffice for conducting one.

No voting mode or procedure is foolproof. All have serious drawbacks and benefits. The question is how to balance the conflicting values that are furthered or violated by each. CBL suggests that when both a public and secret vote is requested, the secret vote takes precedence. The harm of leaving those that request the secret vote unprotected would not only hurt them but the entire community by depriving it of their honest judgment. After all, the Senate provides recommendations to the SDSU president. Its vote is not binding unlike that of e.g. the US congress. As a consulting body it is our task to provide the president with our best judgment, which includes the voice of those that are uncomfortable to vote in public.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: December 16, 2021
Subject: ACTION: Update of “Faculty Definitions”; Requests for Additional Ex-Officio Senate Members **(second reading)**.

The CBL Committee moves that the Senate adopt the following changes to the Senate policy file **(Bylaws)**. [2/3 required to pass](#)

1.0 Definitions

1.1. ~~Faculty~~, ~~Faculty are~~ Unless otherwise stipulated, “faculty” shall include ~~tenured and tenure-track (probationary) faculty, librarians, and counselors, and non-tenure-track lecturers, coaches, and student services professionals academically related.~~ ~~[]~~ defined as all members of Unit 3 in the current Collective Bargaining Agreement (CBA). Within the broader category of Faculty, the Senate identifies the following distinct subcategories:

1.1.1 Tenured and Probationary Faculty, defined as those that hold tenured or probationary AY, 10-month, or 12-month full-time faculty appointments as professors, librarians, or student services professionals academic-related (SSP-AR). They may be department chairs or school directors, but cannot hold a full- or part-time MPP (Management Personnel Plan) appointment.

1.1.2 Contingent Faculty, defined as those holding temporary appointments to a full- or part-time lecturer, librarian, or SSP-AR position.

1.1.3 Coaching Faculty, defined as those who hold full- or part-time coaching appointments and are members of Unit 3 according to the CBA.

1.1.4 Faculty on FERP appointments and all other members of Unit 3 who are not included in 1.1.1, 1.1.2, or 1.1.3 above.

~~1.2—Tenured and Probationary Faculty. Unless otherwise stipulated, “tenured and probationary faculty” shall refer to tenured or tenure-track faculty, librarians, and counselors who hold full-time academic year appointments and who may also be department chairs, school directors, deans, associate deans, or assistant deans, whether or not devoting full time to instruction.—~~

~~1.3.—Temporary faculty. Unless otherwise stipulated, “temporary faculty” shall refer to those individuals, both full-time and part-time faculty (lecturers), who hold appointments to an instructional position, but who are serving in a temporary appointment for a specified period of time.~~

~~1.4~~

1.2 Major Academic Unit. Unless otherwise stipulated, “major academic unit” shall refer

to each college, the Library, University Services (which includes Counseling and Psychological Services, Test Office, Educational Opportunity Program, and Health Services), and SDSU Imperial Valley.

1.5

1.3 Ex-officio Members of the Senate. The following shall be ex-officio members of the Senate:

1.-53.1 **Voting**

1.53.1.1 President of the University or designee, Provost and Senior Vice President, Vice President for Research and Innovation, Vice President of Student Affairs and Campus Diversity, Associate Vice President for Faculty Advancement and Student Success, **Dean of the College of Graduate Studies**, and Dean of Global Campus.

1.-53.1.2 Seven students chosen by Associated Students:

1.-53.1.2.1 Five students from the San Diego Campus, two of the five being graduate students. Associated Students may consult the Dean of Graduate Studies when necessary, according to the Bylaws of Associated Students in San Diego.

1.-53.1.2.2 Two students from the Imperial Valley Campus chosen by Associated Students at SDSU Imperial Valley.

1.-53.1.2.3 A professor emeritus chosen by procedures specified in the Bylaws of the San Diego State University Retirement Association.

1.-53.1.2.4 The above ex officio members of the Senate shall have full voting rights, with the proviso that they shall not vote in the elections where the Constitution specifies that only the Elected members may vote (examples: election of Senate Officers or faculty members to the Senate Executive Committee).

1.-53.2 **Non-voting**

~~Ex officio (non-voting) members of the Senate. The following shall be ex-officio (non-voting) member of the Senate~~

1.-53.2.1 Vice President of Business and Financial Affairs.

1.-53. 2.2 Vice President for University Relations and Development.

1.3. 2.3 **Vice President of Information Technology.**

1.-53.32.4 Vice Provost for Academic Affairs.

- 1.53.42.5 Associate Vice President for Curriculum, Assessment, and Accreditation.
- 1.53.52.6 President of the university's chapter of the faculty unit's collective bargaining agent.
- 1.53.62.7 The Immediate Past Chair of the Senate may serve as a non-voting ex officio member of the Senate for one year if qualified to serve in the Senate and not otherwise serving.
- 1.53.72.8 Two individuals who are current members of the SDSU Alumni Association shall be chosen by the SDSU Alumni Association. These individuals shall be non-voting ex-officio members of the Senate.

4.0 Elections

4.2 Elections to the Senate

- 4.2.6. The Senate seat of an elected member shall become vacant when ~~he or she~~ **the individual** (a) resigns from the Senate, (b) becomes an ex officio member of the Senate, (c) **is elected as a member of the Senate representing another employee group** (d) is absent but represented by a substitute for more than five consecutive regular meetings, ~~(d)~~ **(e)** is absent and unrepresented for three consecutive regular meetings, ~~(e)~~ **(f)** is absent with or without representation for five of eight consecutive regular meetings excluding those occurring while the member is on official leave, ~~(f)~~ **(g)** goes on leave, regardless of reason, for more than one semester, ~~(g)~~ **(h) separates from the university or dies.**
- 4.2.7. **Members that fail to meet the eligibility criteria due to a change in job status (e.g. a tenured and probationary faculty member becoming a member of MPP or entering FERP) may finish serving their current term in the Senate, but if they hold a position of officer, they shall relinquish that position immediately. Likewise, those who are no longer eligible to serve in a Senate Committee due to a change in job status can finish the current term, but if they hold the position of a committee chair, they shall relinquish that position immediately.**

Rationale: This proposed language has several parts that are all connected

1.1 The definition of “faculty” is updated and clarified. It is now in agreement with the definition of faculty in Bylaws 7.2.1. Employment status will determine who is what. Faculty members have to be members of Unit 3 CBA. Full-time deans are not considered faculty anymore given they hold a full-time MPP appointment. This change was proposed by CBL in 2019 but only received the first reading back then. We propose it anew. Senators were then worried about implications for the remainder of the policy file. CBL members went through all 1000 mentions of “faculty” in the policy file and found that this new definition solves ambiguities and contradictions and does not add any. Examples are given below.

Otherwise, section 1.1 only clarifies matters. No new policy is introduced. E.g. FERP faculty are currently not considered “tenured and probationary faculty” given they have no full-time appointment. The current policy language is hard to understand. The proposed language makes this clear. Temporary contingent faculty include library and SSPAR faculty with temporary appointments, yet the current language states that temporary faculty hold instructional appointments. The language is outdated. Different distinct groups of faculty are listed in 1.1 in an attempt to clarify the language

The term “Contingent Faculty” is defined and includes both part-and full-time faculty who are appointed off the tenure track. The term calls attention to the tenuous relationship between academic institutions and the part-and full-time non-tenure-track faculty members who teach in them (AAUP). At SDSU we have lecturers, assistant librarians, and contingent SSP-AR faculty.

The term “Coaching Faculty is introduced since not all Coaches are faculty. E.g. the football Head Coach holds an MPP 4 position.

1.3 Based on a referral from the officers we propose to add two ex-officio members to the Senate. The Dean of the College of Graduate studies as voting member. The VP of Information Technology as a non-voting member.

1.4 Rules on when a senate seat becomes vacant are updated. We recently, unfortunately, lost a senator who died; campus members can now be elected based on more than one job description (auxiliary staff and lecturer). All prompts new language.

We also clarified what happens when someone’s status changes (MPP, FERP). We propose that they can finish their term. They also have to step down from leadership positions, unless they stay eligible to serve on the committee under their new job description.

Excluding MPP-deans from the definition of faculty takes care of the following ambiguities in the current version of the policy file.

Faculty to Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP)- 4.7 page 15

CURRENT POLICY: one AVP/Dean and 2 faculty, which can also be dean

PROPOSED POLICY: faculty on ACTCSP cannot be dean

5-year Review Dean and Deans Office- 2.3.1 page 74

CURRENT POLICY: Review Panel includes Internal faculty (6) which can be the Dean or Associate Dean of the college under review

PROPOSED POLICY: deans can not serve here in role of faculty

All tenured and probationary faculty employee shall be eligible for sabbatical leave., page 147.

CURRENT POLICY: This includes the MPP-deans, even though the CBA excludes them

PROPOSED POLICY: deans not included in those that are eligible for sabbatical

"For reappointment and tenure consideration, committee members must be tenured faculty employees of any rank

CURRENT POLICY: Associate Deans are allowed to serve on departmental RTP committees

PROPOSED POLICY: They are no longer able to serve on a departmental RTP committee

NOTE: FASS advises Associate Deans not to serve on departmental RTP committees.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: March 15, 2022
Subject: ACTION: Amend Membership of the Committee on Committees and Elections **(second reading)**.

The CBL Committee moves that the Senate adopt the following changes to Senate policy file **(Bylaws)**. [2/3 required to pass](#).

3.6. Committee on Committees and Elections

3.6.1. Membership (14):

3.6.1.1 Ex-officio: (2) : Chair of Staff Affairs or designee; the President of Associated Students (or designee).

3.6.1.2 Membership Appointed (12): nine **faculty** senators, one from each college, SDSU Imperial Valley, and the Library; three additional faculty, one each from the College of Arts and Letters, the College of Professional Studies and Fine Arts, and the College of Sciences*. ~~Committee~~ **These** members shall be selected by their respective college senators and affirmed by vote of the Senate. The term of office shall be for one year and begins at the last regular spring meeting of the Senate; it may be extended. The first meeting of each term shall occur immediately following the last spring meeting of the Senate and ~~it shall be chaired by~~ the outgoing chair **shall chair it**. The business of the first meeting shall be to elect a successor to the outgoing chair.

*CAL, SCI, and PSFA have historically held the largest FTEF and are thus accorded an additional member to assist with committee staffing. This is consistent with the CSU Academic Senate, which allots two senators to each campus, and three senators to the largest of the campuses.

Rationale:

Staff Affairs: The Chair of Staff Affairs asked to have a staff member on CCE so that Staff Affairs would get committee information quicker and more efficiently. In other words, Staff Affairs felt that it would speed up the process of staffing committees and relaying committee vacancy information with interested staff members.

Associated Students (AS): AS recently established a position (i.e., the Shared Governance Assistant) that essentially does the same job as CCE, but with students. Historically placing students on committees has been difficult, so this change would facilitate the process of placing students on committees as well as create a more active and consistent line of communication between the CCE and AS.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: March 15, 2022
Subject: ACTION: FAC membership **(second reading)**.

The CBL and FAC Committees move that the Senate adopt the following changes to Senate policy file **(Bylaws)**. *2/3 required to pass*

3.5. Committee on Faculty Affairs

3.5.1. Membership (~~13~~15):

3.5.1.1 Ex officio (non-voting): Associate Vice President for Faculty Advancement and Student Success or designee, Associate Vice President for Student Affairs and Campus Diversity-Faculty/Staff or designee, and the Director of the Center for Teaching and Learning or designee.

3.5.1.2 Appointed: nine "Tenured or Probationary Faculty," one from each college, the Library, and SDSU Imperial Valley; one Lecturer; one "Tenured and Probationary" or "Contingent" Student Services Professional Academic-Related (SSP-AR) Faculty member; and one "Contingent Faculty"(Lecturer, Assistant Librarian, or SSP-AR) or "Coaching Faculty" member. All shall be nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms; at least three shall be elected senators.

~~3.5.1.1 Appointed: nine tenured and probationary faculty members and one non-tenure track lecturer or coach as defined in Sec.1 of the Bylaws. There shall be at least one member from each college, the Library, and SDSU Imperial Valley. All shall be nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms; at least three members shall be elected members of the Senate.~~

~~3.5.1.2 Ex officio (non-voting): Associate Vice President for Faculty Advancement and Student Success or designee, Associate Vice President for Student Affairs and Campus Diversity-Faculty/Staff or designee, and the Director of the Center for Teaching and Learning or~~

~~designee.~~

Rationale:

Unit 3 faculty are defined in the Collective Bargaining Agreement as including instructional faculty, coaches, counselors (SSPAR), and librarians. Currently the Committee on Faculty Affairs lacks a representative from the SSPAR faculty, which include counselors in Student Affairs and Academic Affairs. Adding a member of the SSPAR faculty to the committee would mean greater representation for that group on this important campus committee tasked with representing all SDSU faculty. In addition, currently a "lecturer or coach" is serving. We add an additional position so one position is exclusively for a lecturer, the second can be a lecturer or coach (or assistant library or additional contingent SSP-AR)

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: March 15, 2022
Subject: ACTION: Referred Item #52: Amend Senate Executive Committee (SEC) Membership Policy to Reflect Parliamentarian & Senate Analyst **(second reading)**.

The CBL Committee moves that the Senate adopt the following changes to Senate policy file (Bylaws).

3.1. Executive Committee

3.1.1. Membership (22): The Executive Committee shall consist of 19 ex officio members and three elected members.

3.1.1.1. Ex officio (voting): Chair of the Senate (who shall be the Chair of the Executive Committee); Senate Vice-Chair; Secretary of the Senate (who shall be the Secretary of the Executive Committee); Treasurer of the Senate; the Chairs of the Committees on (a) Academic Policy and Planning, (b) University Resources and Planning, (c) Faculty Affairs, (d) Committees and Elections, (e) Constitution and Bylaws, (f) Undergraduate Curriculum, and (g) Diversity, Equity, and Inclusion; a CSU Academic Senator chosen from and by the CSU Academic Senators; Provost and Senior Vice President; Chair of Undergraduate Council; Chair of Graduate Council; President of the Associated Students or designee and; a staff senator chosen from and by the staff senators.

3.1.1.2. Ex officio (non-voting): President of the university's chapter of the faculty unit's collective bargaining agreement; the Immediate Past Chair of the Senate.

3.1.1.3. Elected (**voting**): Three faculty senators elected from and by the elected members of the Senate, with no more than one from a college or equivalent academic unit.

3.1.2. The Senate Parliamentarian and the Senate Analyst support the function of the committee, and as such may attend regular and confidential meetings; however they are not active members of the committee. They may not vote or make motions, and may only address the body by invitation of the Senate Chair.

Rationale: Senate Officers request that CBL review and amend SEC membership policy to reflect the roles of the parliamentarian and senate analyst. Currently, the parliamentarian attends SEC meetings in an advisory/non-voting role; the senate analyst supports senate officers in running meetings. These roles and practices are not documented in the Policy File.

To: SEC / Senate

From: Suzanne Finch, Co-Chair, Freedom of Express Committee

Date: March 1, 2022

Subject: ACTION: Request to amend Article 8 and Appendix B of SDSU's Building and Grounds Regulations regarding amplified sound rules

ACTION: The CBL Committee moves that the Senate adopt the following changes to SDSU's Building and Grounds Regulations in section 8.0 and Appendix B:

8.0 Sound Amplification

Use of amplified sound in outdoor space is restricted and must be approved in advance to **designated outdoor campus locations** in order to preserve the academic and research mission of the University.

8.1 Amplified sound is permitted in designated campus outdoor locations ~~from noon to 1:00 p.m.~~, **from 10 a.m. to 2 p.m. Monday** through Friday; in the Cal Coast Credit Union Open Air Theatre and on restaurant patios per pre-established guidelines; and at Athletics events. For a list of designated campus outdoor locations see **Appendix B**.

8.6.4 A representative from the organization **or individual** requesting sound amplification in campus outdoor space must be available throughout the event to respond to requests from Student Life & Leadership or Athletics should complaints about sound amplification be received.

APPENDIX B

SAN DIEGO STATE UNIVERSITY DESIGNATED LOCATIONS FOR AMPLIFIED SOUND

B.4	North Centennial Mall (northeast side) (East Commons Courtyard)	microphone only
-----	---	-----------------

Rationale: The current policy allows only five hours of amplified sound on the SDSU campus each week. Amplified sound must be preceded by a permit issued through Student Life and Leadership, however, the majority of the Freedom of Expression committee determined that the hours were too restrictive to allow for rallies, demonstrations or protests that used some manner of voice amplification.

The proposed changes:

8.1 – expand the hours amplified speech can be permitted on campus

8.6.4 – mandates individuals as well as groups be available throughout the event to respond to complaints arising from amplified speech

B.4 – clarifies the wording of “North Centennial Mall”



Department of Religious Studies
College of Arts and Letters
San Diego State University
5500 Campanile Drive
San Diego CA 92182 · 6062
Tel: 619 · 594 · 5185
Fax: 619 · 594 · 1004

April 22, 2022

TO: SEC/Senate

FROM: Dr. Risa Levitt, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Request

The following have requested emeritus status and the Faculty Honors and Awards Committee recommends that the Senate approve these requests:

Dr. Amanda Golbeck, Professor of Statistics and Associate Dean for Undergraduate Studies, 1996, 12 years

Dr. Mary Galbraith, Lecturer in English & Comparative Literature, December 2021, 25 years

Coral McFarland-Thuet, Lecturer, Chicana-Chicano Studies, December 2020, 13 years

Dr. John Gillman, Lecturer, Department for the Study of Religion, December 2021, 36 years

Mr. Carl Fielden, Lecturer, Department of Rhetoric & Writing, December 2021, 28 years

Sincerely,

Dr. Risa Levitt
Chair, Faculty Honors and Awards Committee

To: SEC
From: Todd Rehfuss, Chair, Staff Affairs Committee
Date: April 7, 2022
Subject: Staff Emeritus Request

The Staff Affairs Committee moves the conferral of staff emeritus status to the following retiring staff.

Name	Department	Jobcode Name	Yrs of Serv
Flint, William E	Enterprise Information Systems	Analyst/Programmer 12 Mo	23.7
Holden, Carol Anne	Student Affr Campus Diversity	Cnfdntl Admin Support 12 Mo	13.5
McCully, Lisa Frances	Education Deans Office	SSP IV	33.7
O'leary, Patricia J.	Geography Dept	Admin Support Coord 12 Mo	36.3

Sincerely,

Todd Rehfuss, CPA

*Accountant II
Accounting Services, Office of the Controller
Staff Affairs Committee Chair
San Diego State University*

Submitted to the May Senate agenda by the SEC

TO: Senate Executive Committee / Senate

FROM: Keven Jeffery, Chair, Committee on Faculty Affairs

DATE: April 11, 2022

RE: Action Item: Referral (10/23/2021): Implementation of a Diversity Statement in RTP Files

Action Item

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

2.0 Because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and service, **in alignment with department and college diversity plans.**

7.0 Achievements shall be supported by evidence as specified above. Candidates may list all achievements in a curriculum vitae. Candidates shall present in their Personnel Data Summary (PDS) a limited listing and discussion of no more than five of their important achievements in each of the three categories. **In their narrative, candidates shall discuss how they further the goals of their department and/or college of providing an equitable education to all students and creating an inclusive community of scholars.**

Reappointment, Tenure, and Promotion of Librarians: Criteria

2.0 In order to provide access to information for all clientele, librarians ~~shall be sensitive and responsive to the university's diversity in culture, language, and ethnicity~~ shall be responsive to diverse student populations and needs through their ~~library service~~ librarianship, scholarship, ~~and~~ research, and service, **in alignment with unit diversity plans.** Probationary and tenured librarians shall be evaluated (a) in achievements and contributions in library service, (b) in research, scholarship, and creative activities, and (c) in service activities for the university. In presenting one's work to peer review committees, each candidate shall write a narrative summarizing, and when appropriate, integrating, work in all three areas.

4.0 Candidates may list all achievements in a curriculum vitae. Candidates shall present in their Personnel Data Summary (PDS) a limited listing and discussion of no more than five of their important achievements in each of the three categories and should support the achievements by documentation. **In their narrative, candidates shall discuss how they further the goals of their unit of providing equitable service to all students and creating an inclusive community of scholars.**

Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria

2.0 The SDSU learning community is extremely diverse. In order to work effectively on campus, CPS and SHS faculty must have demonstrable respect for diversity and an ability to work

Submitted to the May Senate agenda by the SEC

effectively from a cross-cultural perspective with people from a wide range of backgrounds and value systems **in alignment with unit diversity plans**. Probationary and tenured counseling faculty shall be evaluated in a) counseling effectiveness (CPS) or programming effectiveness (SHS) b) professional growth, and c) service to the university and community.

4.0 Candidates will submit a Personnel Data Summary (PDS) with no more than five examples of important achievements in each of these three areas (counseling or programming effectiveness, professional growth, and service to the university and community). Candidates will also submit a current curriculum vitae. **In their narrative, candidates shall discuss how they further the goals of their unit of providing equitable service to all students and creating an inclusive community of scholars.**

Rationale:

This is not a new criteria being introduced to the RTP process. Responsiveness to diversity is included as a value in the Policy File (RTP criteria 2.0), but has not yet been operationalized in the process.

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

2.0 Because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and service.

[SDSU University Senate Policy File August 2021](#) p. 156

Given this existing requirement to reflect a responsiveness to diversity, it is important that this information be highlighted in the Personnel Data Summary (PDS) and that RTP committees be provided with guidance on the review and appraisal of faculty diversity statements. The specific inclusion of diversity in the narratives a) allows the faculty member under review to explain intentional professional choices that promote diversity, equity and inclusive excellence that may not rise to the level of a significant item; b) allows faculty for whom diversity is a commitment that threads across the three areas to discuss their work in ways that are coherent, interconnected, and aligned with SDSU's values; and c) provides an opportunity to recognize forms of academic work supporting diversity, equity, and inclusion undertaken by many faculty that is not recognized by institutions of higher education, work described in the scholarly literature as "cultural taxation," or "invisible work."

Support for Diversity, Equity, and Inclusion (DEI) is a critical [university strategic goal](#). In particular, every college and academic department has developed a [unit-level diversity plan](#) that has been approved by the Senate Diversity, Equity and Inclusion Committee. These diversity plans include goals to improve representation, climate, and success for faculty and staff, along with strategies to integrate anti-racism and social justice into the curriculum and to improve faculty and staff competencies with equity-minded teaching and support practices. Given these plans have been adopted by every academic unit, virtually everyone should be able to articulate

Submitted to the May Senate agenda by the SEC

meaningful efforts to support DEI, whether it be participating in an inclusive pedagogy workshop, or taking implicit bias training before participating on a search committee. In addition, newly hired faculty are now expected to submit a diversity statement and undergo Building on Inclusive Excellence screening during the hiring process, so the expectation of a continuing commitment to diversity in subsequent reviews is a natural progression.

Supporting Documentation:

The content below is an example of supporting documentation that would be provided as guidance to candidates and review committees.

Definitions:

The [AAC&U](#) provides the following definitions of the core principles of [inclusive excellence](#):

- **Diversity:** Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)
- **Inclusion:** The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions
- **Equity:** The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion
- **Equity-Mindedness:** "The term 'Equity-Mindedness' refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education." (Center for Urban Education, University of Southern California)

Underrepresented populations in higher education may be identified through race/ethnicity (e.g., African-American, Latinx, Native American, Southeast Asian and Pacific Islander), gender (e.g., women in the sciences, technology, engineering, and mathematics; trans individuals), ability, sexual orientation, economic status, first-generation college status, non-native English speakers, or any other group that has been documented as underrepresented in the candidate's academic discipline.

Examples

This page provides specific (but not exhaustive) examples of teaching, professional growth or service activities that a candidate might include in their narrative in order to demonstrate a commitment to diversity, equity and inclusion. For additional guidance and examples see [this handout](#) from the University of Oregon.

Teaching

- Use of inclusive [pedagogical methods](#), supported by teaching evaluations / peer observations
 - This might include pedagogy that aims to promote equitable *access* to resources; creation of learning environments in which students who are members of underrepresented populations are socially and culturally *included*; use of a *variety* of interactive instructional methods; *proactive* assessment and outreach to students facing specific challenges, etc.
- Creation of assignments that encourage students to explore different gender, racial and cultural perspectives
- Integration of materials that specifically reflect the diversity of contributions and thought within one's field
- Developing courses, materials or curricula (on the general education, departmental, or individual level) that foster inclusivity and/or focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups
- Participation in disciplinary pipeline programs
- Mentoring or advising of individual students from underrepresented populations
- Advising relevant student clubs or organizations
- Participation in workshops or other training on inclusive teaching

Professional Growth

- Research that addresses or incorporates underrepresented populations and communities
- Research that requires engagement with subjects from underrepresented communities
- Research that specifically addresses diversity and equity within the candidate's area of focus (e.g., disparities in outcomes, differential impact of policies)
- Artistic expression and cultural production that reflects culturally diverse communities or voices not typically well represented in the arts and humanities

Service

- Membership on campus committees related to equity and inclusion
- Meaningful involvement with professional organizations or community organizations that support and/or advance underrepresented populations
- Serving on the board of a non-profit organization focused on serving underrepresented populations

TO: Senate Executive Committee / Senate

FROM: Kate Holvoet, Chair, Senate Library Committee & Keven Jeffery, Chair, Committee on Faculty Affairs

DATE: March 9, 2022

RE: Revision to Policy File: Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty) 3.2 Teaching Effectiveness, 3.2 Professional Growth, and Retention and Development 2.2

Action:

Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty) [pg 156]

3.1 Teaching Effectiveness: The primary qualification for reappointment, tenure, or promotion shall be a demonstration of continuing excellence in teaching. Criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of innovative or creative pedagogies. Evidence for evaluating teaching effectiveness shall include student evaluations of instruction applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio, or laboratory teaching). Evidence also may include: peer evaluations of teaching; creative course syllabi with clearly-stated learning outcomes; honors and distinctions received for excellence in teaching; textbooks; development of instructionally related materials, **including authoring or adapting Open Educational Resources (OER)**; use of new technologies in teaching and learning; involving and mentoring students in research, scholarship, or creative activities; significant contributions to curriculum development; and contributions to student recruitment, advising, mentoring, and retention. Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.

3.2 Professional Growth: A consistent pattern of continuous growth in research, scholarship, or creative activity that is relevant to the discipline or field of study shall be essential to the teaching effectiveness of faculty members, to the body knowledge of the profession, and to the mission and stature of the university. Criteria for evaluating [end of page 156]

[top of page 157] professional growth shall include: significant and sustained contributions of high quality to the field; a well developed, coherent, and focused research plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent

intellectual progress; and innovative contributions to the body of knowledge. Evidence for evaluating professional growth, as identified and defined in department or school and college guidelines, shall comprise: externally reviewed professional growth activities including, as a primary and necessary element, refereed **traditional or Open Access (OA)** publications of merit (which may include contributions to the scholarship of teaching and learning), or juried or curated exhibitions and performances. In appropriate disciplines, extramural grant funding may be required to support research, but grant funding is not in and of itself sufficient for tenure and/or promotion. **Evidence published in OA venues that allow OA archiving of pre or post-print versions or peer-reviewed journals that are entirely OA supports SDSU's responsibilities to the public interest by making quality scholarly work freely accessible.** Additional evidence of research, scholarship, and creative activity that supports the primary evidence above may include: presentation of scholarly papers; non-refereed or invited publications, exhibitions, and performances; translation and annotated editions; awards, grants, and honors received; journal or book editing; and leadership of and participation in seminars, workshops, institutes, and competitions. Quality of the evidence may be identified in several ways, appropriate to the various disciplines, and may include: published or unpublished reviews of a candidate's work; external reviews; number of citations for a published work: journal metrics; acceptance rates; stature of journal or book editorial boards; and/or reputation of **the traditional or OA** journal or publisher in the field. The candidate shall delineate his or her role/contribution in all scholarly works. [pg 157]

Retention and Development [pg 166]

1.0 The retention and development of faculty shall be a crucial call for actions by the university administration, by colleges, schools, and departments, and by faculty.

2.0 The university administration, colleges, schools, and departments shall provide appropriate material resources to foster and support retention and development.

2.1 Funding opportunities for retention and development shall be made available to faculty throughout the calendar year.

2.2 Sabbaticals, leaves, ~~and~~ research grants, **and OA publishing fees** shall be recognized as essential for retention and development and supported accordingly.

2.3 Initiatives, programs, committees, presentations, and other efforts directed at retention and development shall be supported accordingly.

3.0 Colleges, schools, and departments shall establish and maintain programs to foster retention and development.

Rationale:

As part of the 2021 [Resolution of the University Senate in Support of Open Access Publishing for Faculty Publications](#) the University Library is tasked to work with the Senate Faculty Affairs committee to create a campus Open Access (OA) policy. During the resolution process campus faculty expressed concerns that OA articles would not be well received by their departments in the RTP process. The proposed language acknowledges that OA publishing supports the University's social obligations to our broader community, and explicitly allows OA publishing in journals of merit to be used as evidence for Professional Growth in the Retention, Tenure, and Promotion process. Similarly, in AY 2015-16 the University Senate passed the [Resolution in Support of Open Educational Resources \(OER\) as a Means to Reduce Textbook Costs](#). Calling out the creation of OER course materials as allowable evidence of Teaching Excellence is a way to ensure that faculty OER activity in support of students and university goals can be considered during the RTP process.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P) & Keven Jeffery, Chair, Faculty Affairs Committee
Date: March 23, 2022
Subject: ACTION: Campus RTP Policy Recommendations for College-level Policy

ACTION: The AP&P Committee and Faculty Affairs Committee move that the Senate adopt the following recommendations to Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty) Section 5.0, after the existing language. The proposed language shall apply to Library Faculty as well. AP&P and FA recommend that these guidelines be adopted for all college-level policy files and urges the Provost to charge the Deans of the University with ensuring their implementation.

- 5.0 ~~Departments or schools and colleges shall provide guidelines specifying how university criteria shall be applied to and interpreted in disciplines within a department, school or college. These guidelines shall not contradict or be inconsistent with the university criteria. In the event of conflict between university criteria and any department, school or college guidelines, or procedures, the university criteria shall govern.~~ Colleges shall provide guidelines specifying how university criteria shall be applied to and interpreted within the college. These guidelines shall not contradict or be inconsistent with the university criteria. Departments and schools shall also provide guidelines specifying how university and college criteria shall be applied to and interpreted in disciplines within a department or school. These guidelines shall not contradict or be inconsistent with the university or college criteria. In the event of conflict between university criteria, college criteria, and any department or school guidelines, or procedures, the university criteria shall govern.
- 5.1 These guidelines shall include, at a minimum: a) procedures for electing representatives to the college-level RTP committee, b) clearly articulated college-level criteria for teaching effectiveness / effectiveness of librarianship, professional growth, and service at each promotion level, c) procedures for how college-level evaluation shall be conducted, d) procedures for how college-level committee members shall vote on each candidate's file, e) procedures for how the college-level committee communicates with the department or school committees, including informing those committees of college-level decisions, when appropriate, and f) procedures for how a candidate files a rebuttal with the college-level committee, per the Collective Bargaining Agreement (15.5).
- 5.2 Guidelines should also articulate:

- a. The breadth of acceptable work for professional growth that takes into account the diversity of discipline-specific norms across the college departments and schools;
- b. Procedures to ensure that the RTP process is respectful of diverse disciplines and responsive to diverse faculty candidates. Colleges are encouraged to acknowledge and address the ways in which a lack of transparency, implicit bias, cultural taxation, and racialized and / or gendered expectations may adversely impact the faculty evaluation process. Faculty Advancement can advise on current best practices in addition to the training materials already developed;¹
- c. How college-level RTP policies and procedures acknowledge that individual departments / schools have the most knowledge of discipline-specific criteria, which should be thoroughly documented in their respective policy files;
- d. Policies and procedures for committee composition, chairship, and decision-making;
- e. That college-level RTP Evaluation Procedures specify: guidelines for evaluators (e.g. review must be based on criteria, limited only to candidate's file); what constitutes appropriate validation; guidelines to ensure that RTP committees work independently and respect confidentiality; and guidelines for providing appropriate feedback to candidates (e.g. letters should indicate how candidate has or has not met criteria, letters should be free of personal criticism).

5.3 College AP&P committees (or the equivalent and appropriate committee) shall regularly review their college RTP policies. Regular review of department- and school-level RTP policies shall be conducted by the appropriate college- and/or department-level committees.

5.3.1 The Office of Faculty Advancement and Student Success shall annually hold a workshop and provide resources (including sample policies) to assist in the regular review and updating of RTP policies.

¹ Measures to make the process more welcoming to diverse candidates include mentoring of candidates, active promotion by all parties (administration, staff, faculty) of transparency and openness around policies, procedures, and committee membership, elimination of excessive or redundant procedural elements that may burden candidates or create an unwelcoming experience of the process, and adherence to National Science Foundation ADVANCE program research-supported guidelines for mitigation of implicit bias in evaluations, including appointing an equity monitor in committee discussions and evaluating candidates on an inclusive rather than exclusive basis. For a discussion of these guidelines, please see the Faculty Advancement RTP Committee Training video: <https://youtu.be/6t3WqwlfZ8M>.

RATIONALE:

The RTP process is a critical site for a faculty member's experience of shared governance. The campus statement on shared governance places an emphasis on clear communication, respect, responsibility, and trust. As an expression of shared governance, it is the position of AP&P that candidates should experience consistency, transparency, and accountability throughout the RTP process.

In Fall 2019, the chairs of AP&P and the Senate Faculty Affairs Committee (FAC) initiated a content review of SDSU's RTP process in consultation with leaders in the Office of Faculty Advancement and Student Success.

AP&P undertook this policy review, in collaboration with FAC and FASS, in order to ensure that fairness and transparency are achieved at the college level. The committee includes among "college level" units the Library and SDSU-Imperial Valley.

After reviewing all college-level policy files, AP&P recognizes that there is variance among the policies. AP&P's goal with these recommendations is to augment existing policy and provide guidance for units whose RTP files would benefit from additional detail and structure.

Some of the guidelines and recommendations provided here are redundant with University Policy File policies related to RTP. In the committee's review of college-level policy files, AP&P has identified a number of UPF policies that are addressed in a cursory way or not all in some college RTP files. Therefore some of these guidelines and recommendations are calculated to reinforce UPF guidelines that AP&P feels are critical to ensuring a process that will benefit the faculty and the campus as a whole.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: February 23, 2022
Subject: ACTION: Tenure Track Planning Committee Policies (Referral #45)

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Committees and Councils:

Tenure-Track Planning Committee

- 1.0 Membership-(6):** ~~Provost~~, Chair of the Senate, Chair of Academic Policy and Planning, Chair of University Resources and Planning, Chair of Faculty Affairs, Chair of Diversity, Equity and Inclusion. **For colleges not otherwise represented among these Senate positions, membership will be augmented with a tenured or tenure-track faculty representative from each missing college planning committee to ensure that each college has at least one representative on the Tenure-Track Planning Committee. All colleges shall be represented: Arts and Letters, Education, Engineering, Fowler College of Business, Health and Human Services, Professional Studies and Fine Arts, Sciences, University Library and Imperial Valley.**

The Chair of TTPC will determine any gaps and coordinate with the Chair of the Committee on Committees and Elections. CCE will oversee the filling of vacancies within the relevant colleges. Members are not required to be current Senators.

The Provost shall serve in an advisory capacity to the committee.

- 2.0 Function and Process:** The Committee shall annually consider the Senate's Tenure-Track Planning policy and programming initiatives, review requests and supporting documentation, and recommend to the Provost the allocation of new and vacated tenure-track faculty positions.

2.1 The Provost should provide to the TTPC in the Spring semester the number of hires and search proposals for searches that will launch in the following academic year. In the event final budgetary information is not available, the number of vacated faculty lines, new hires, and search proposals will be shared with the TTPC as soon as possible.

2.2 Each committee member will solicit feedback from their respective college planning committee about the process of shared governance utilized in each college's planning process. That information will be shared with the entire TTPC as part of the committee's overall recommendations.

2.3 The TTPC will make its preliminary recommendations by the end of the Spring semester based on the guidelines of the Tenure Track Planning policy, Building on Inclusive Excellence policy, and any other relevant policies or directives.

3.0 Recommendation: After appropriate consultation with the Tenure-Track Planning Committee, the Provost shall determine and communicate to the university a decision concerning allocation of the distribution of new faculty lines across academic affairs.

Rationale: The Tenure Track Planning Committee recommends the following updates to the policy file in order to strengthen the shared governance process related to tenure track planning. First, TTPC proposes membership composition that ensures each college is represented on the committee by augmenting current membership beyond the chairs of the Senate, AP&P, UR&P, FA, and DEI. In so doing, we compensate for committee composition that might otherwise be skewed (e.g. in AY 2021-2022 four of the five chairs are library faculty). Second, TTPC recommends the creation of a feedback mechanism whereby college planning committees can communicate to TTPC their internal planning and governance processes to ensure that the faculty voice is not lost in the overall campus planning process.

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 26, 2022
Subject: ACTION: Priority Registration for Community Service Officers

ACTION: The AP&P Committee moves that the Senate adopt the following policy.

Effective Fall 2022, SDSU Community Service Officers will be eligible to receive priority registration.

Rationale:

The Community Service Officers are SDSU students, in good academic standing, who work for the University Police Department (UPD) as civilian employees. CSOs assist the campus community and provide an extra set of “eyes and ears” for the police department and are exposed to many learning and training opportunities. Many CSOs have gone on to become law enforcement officers, lawyers, judges, doctors, and successful professionals in the community. When at full capacity, 60 students participate in the CSO program each year. Duties they perform include:

- Conduct regular inspections of all university property, particularly parking areas, grounds, and buildings
- Operate SDSU's Red and Black Shuttle
- Enforce parking and permit regulations
- Lock/unlock university buildings/facilities
- Observe and report suspicious activity, hazardous conditions, and/or criminal violations
- Provide security services for campus organizations and/or functions
- Give directions and other types of aid to the campus community
- Staff the Parking Information Kiosk
- Perform enforcement, administrative, security, and/or investigative functions as directed
- Bike patrol
- Traffic Control
- Support UPD Emergency Operations (establishing perimeters, evacuations, structural integrity checks)

CSOs received priority registration until 2006, at which time the campus revamped early registration policies. As the CSO program has undergone many changes since 2006, we believe it is appropriate to reassess their eligibility, and that the rationale for restoring it is consistent with that of other student groups which currently receive priority registration. To optimize coverage, CSOs may have late night shifts until 3:30 am, weekend shifts, and early morning shifts which result in logistical challenges for students who are limited to classes during certain time blocks. CSOs are often unable to get adequate rest before attending classes after the end of a shift, creating challenges for student performance, as well as program recruitment and retention. CSOs are also required to receive ongoing training (implicit bias training, patrol techniques, traffic control, personal safety and community engagement) which may also conflict with class scheduling. As a result of these challenges for students, the program is only operating at about 20%. As the work of CSOs is focused on enhancing crime prevention and campus safety efforts, the entire campus community will benefit when the program is fully staffed. This will provide more campus security visibility and a presence to help prevent crime, address the issues related to the unhoused population, and help provide more regular patrols of campus buildings and parking lots.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee
Date: April 26, 2022
Subject: ACTION: Waitlist Policy Amendment

ACTION: The AP&P Committee moves that the Senate amend the following policy to the waitlist process This policy will be added to the waitlist section of the Office of the Registrar's website (<https://registrar.sdsu.edu/students/registration/wait-list>).

In the 2022-23 academic year, enrollment in a course from the waitlist, when space becomes available, will be automated until the schedule adjustment deadline.

Rationale:

This action item proposes a one-year pilot in 2022-23 of a fully automated enrollment process. The Enrollment Services 2022-23 ERG report to the Senate will include data on changes in student registration patterns and academic success from the Fall 2022 semester. This can inform whether the fully automated process should be continued into future years. In Spring 2023, an action item to address the long-term policy will be sent to the Senate.

In Fall 2021, the AVP of Enrollment Management brought to the Senate a proposal to change the configuration of SDSU's waitlist for class registration. In order to continue current course roster management protocols (with auto-enrollment until day 5 of the semester and instructor management of rosters during days 6-10), the process would require use of permission numbers—codes that would need to be distributed to students by instructors on an individual basis, enabling them to register for a class. This is the only delivered process in PeopleSoft, and how all other CSU campuses (which have a manual add period) manage their waitlists.

In subsequent conversations with Senators and Associate Students leaders, concerns were raised regarding the management of permission numbers (and specific increase in instructor workload associated with them). Some Senators also expressed concern of the potential of biased decisions in their allocation, while other instructors indicated fear of being charged with a grievance by students who do not receive a permission number.

As new information about the management of permission numbers becomes available, and concerns emerge about the ability of academic units to resource this new process, we encourage the Senate to consider an action item which amends this policy. We believe the positives of having a fully automated enrollment system will outweigh the negatives, including:

1. This would alleviate the need for instructors to manage permission numbers at all, as well concerns about bias in the distribution process. The process would run in a fully automated manner.
2. Presently, SDSU loses approximately 300 FTES between the end of weeks 1 and 2 each semester, which is the equivalent of ~1500 seats in classes being dropped. Concurrently, the number of students who are “stranded” on waitlists (not being able to enroll in any section of a course) has gotten progressively larger year-after-year (reaching new heights in 2021-22, with nearly 2,000 students stranded on a waitlist in the fall and an equivalent number in spring). This results in student frustration, delays to degree completion, and students taking smaller credit loads (which, while counterintuitive, often results in weaker grades). If a dropped class places a student below full-time status, and they are unable to add another class that bounces them back up to it, students will be decertified for various forms of financial aid, which may render them unable to sustain college enrollment. The proposed change will optimize course availability through the schedule adjustment period.
3. Like all universities, there are several reasons why SDSU has a schedule adjustment period: we want students to have time to gauge whether a class is the right fit for them, and we want to allow time for students to resolve barriers to their enrollment. It is often our most economically-vulnerable students who have financial holds that prevent their advanced registration. SDSU’s shift from requiring tuition payments prior to registration will undoubtedly help many students, but there still be many who have outstanding financial balances that delay their enrollment in classes. Those students are particularly disadvantaged by a system that may deny them access to requisite classes in week 2 of the semester.

TO: SEC/Senate
FROM: Gloria Rhodes, Chair, Diversity, Equity, and Inclusion Committee
DATE: April 19, 2022
SUBJECT: **ACTION:** address the issues with DEI membership related to changes in position titles / campus reorg. We are recommending specifically, to look at the AVP-FASS overlap with Provost designee and the Chief Diversity Officer / VP Student Affairs and Campus Diversity (which are now the same person/position). Referred by email Oct 11 (no official referral issued).

The Committee on Diversity, Equity, and Inclusion respectfully submit for University Senate approve the revised membership positions resulting from the reorganization of the former Division of Students Affairs to current Division of Student Affairs and Campus Diversity, and the former Office of Employee Relations and Compliance to current Center for Harassment and Discrimination.

3.9. Committee on Diversity, Equity, and Inclusion

3.9.1. Membership (24~~23~~):

~~Nine faculty, one of whom shall chair, including one from each college, the Library, and SDSU Imperial Valley, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative;~~

3.9.1.1. Ex-officio (11): the Associate Vice President for **Academic Affairs - Enrollment** or designee; ~~the Vice President for Student Affairs or designee;~~ the **Vice President for Student Affairs and Campus Diversity & Chief Diversity Officer** or designee; the Chair of the Senate or designee; the Provost and Senior Vice President or designee; ~~the Director of the Office of Employee Relations and Compliance;~~ the **Director/Title IX Coordinator- Center for Prevention of Harassment and Discrimination Diversity Officer of Students** or designee; **Senior Associate Vice President for Student Affairs and Campus Diversity** or designee; the Associate Vice President for Faculty Advancement and Student Success or designee; ~~the Chair of~~ **Tribal Relations**, Tribal Liaison or designee; the Associate Chief Diversity Officer for HSI and Regional Affairs; the Director of the Center for Human Resources or designee; the Director of Student Ability Success Center or designee.

3.9.1.2 Appointed (12): nine faculty members, one of whom shall chair, including one from each college, the Library, and SDSU Imperial Valley, at least one of whom shall be a Senator, nominated by the Committee on Committees and Elections and appointed by the Senate; one staff member selected by the Staff Affairs Committee in consultation with the staff senators and

confirmed by the Senate, and two students including a representative from the Associated Students appointed in accordance with procedures established by the Associated Students.

3.9.1.43. The appointed faculty members shall serve three-year, staggered terms.

3.9.1.24. Membership on the committee shall include representation from diverse campus groups.

3.9.1.35. The chair of the Committee, in consultation with the President, may request the service and advice of educational and community leaders.

TO: SEC/Senate

FROM: Tyler Rogers, Co-Chair, Committee on Sustainability

DATE: April 19th, 2022

RE: Action Item: AVP: Real Estate, Planning and Development (or designee)

ACTION: Change title in the Sustainability Committee's roster from "Director: Facilities, Planning, Design and Construction" to "AVP: Real Estate, Planning and Development (or designee)".

RATIONALE: Robert Schulz is now serving in this position and his title is "AVP: Real Estate, Planning and Development (or designee)".

Below is the policy file section I am seeking to change (with new language in bold):

Sustainability, Committee on 1.0 Sustainability refers to practices designed to meet the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses teaching, research, and practice in a variety of areas including but not limited to policy development, building design and construction, waste management and recycling, energy production and use, water use, and transportation. 2.0 Membership (15): five faculty, with no more than two from any one college; one staff member; Vice President for Student Affairs and Campus Diversity or designee; Associate Vice President for Faculty Advancement and Student Success or designee; ~~Director of Facilities Planning, Design & Construction or designee~~; **AVP: Real Estate, Planning and Development (or designee)**; Associate Vice President for Business Operations or designee; SDSU Research Foundation Director of Facilities or designee; General Manager, KPBS or designee; CEO of Aztec Shops or designee; two students. 3.0 Functions: The Committee shall: 3.1. Study, track and review sustainability issues related to the campus and make recommendations to improve sustainable practices, 3.2. Coordinate with campus units and the community to ensure that sustainability is taken into consideration, 3.3. Communicate with the Committee on Environment and Safety and the Campus Development Committee to ensure that sustainability is taken into consideration in the deliberations of those bodies, 3.4. Receive copies of Executive Orders or other instructions to the campus dealing with sustainability and report on them to the Senate, 3.5. Serve as a resource to faculty, staff and students wishing to undertake research, or propose curricular changes, or pursue sustainable practices, 3.6. Communicate these activities and outcomes to the Senate, campus, and the broader community.

TO: SEC/Senate

FROM: Tyler Rogers & Grace Markel, Co-Chairs, Committee on Sustainability

DATE: April 14th, 2022

RE: Action Item: Addition to the Sustainability Policy

ACTION: Add two sections to the Sustainability Policy that cover zero waste and recycled products.

RATIONALE: The campus community has rallied behind a goal of carbon neutrality by 2030 and our ability to reach that goal depends on the actions of each of us. On March 23rd, 2022, the CSU Board of Trustees updated the systemwide Sustainability Policy to reflect current goals¹. SDSU now has the opportunity to prove itself as a sustainable leader by adopting a Zero Waste Policy².

Below is the policy file section we seek to change (with new language in bold):

Sustainability Policy

1.1 San Diego State University (SDSU) shall create accessible paths for University shareholders to achieve sustainability goals and resilience planning which benefit social, environmental, and economic health.

1.2 The Senate Sustainability Policy shall benefit the greater San Diego region and apply to all students, faculty, staff, and auxiliaries—and their respective areas—for the University’s Mesa, Imperial Valley, Mission Valley, Georgia, and all future SDSU campuses.

1.3 SDSU shall comply with rules and regulations regarding sustainability issued by the city of San Diego, the California State University (CSU) , the State of California, and the Federal 1 2 Government.

1.4 SDSU shall strive to achieve the goals of the 2017 Climate Action Plan (CAP) and construct new goals that reflect contemporary needs such as full carbon neutrality by 2030 with a feasibility study in place.

1.5 SDSU shall heed recommendations of both the United Nations Sustainable Development Goals and the Association for the Advancement of Sustainability in Higher Education (AASHE) while evaluating and updating our current CAP as appropriate.

1.6 SDSU shall designate a central administrative role committed to the implementation and integration of sustainability across all SDSU campuses.

1.7 SDSU shall strive towards developing and implementing a Zero Waste Policy which will prioritize the purchasing of recycled products whenever possible.

1.8 Taken together, all of these rules, regulations, and recommendations shall constitute, and guide annual reporting on the actions and outcomes of, the SDSU Sustainability Policy.

¹<https://www.calstate.edu/csu-system/board-of-trustees/past-meetings/2022/Documents/JOINT-ED-POL-CPBG-March-21-23-2022.pdf>

² UCSD’s Zero Waste Policy can serve as an example:
https://sustainability.ucsd.edu/_files/UCSanDiegoZeroWastePlan.pdf

Environmental Benefits of a Recycled Paper Procurement Policy

With the signing of the Carbon Neutrality Pact, and the implementation of the Climate Action Plan, SDSU must reduce greenhouse gas emissions. Issuance of a campus-wide recycled paper mandate will support this effort.

According to the US EPA³:

- It is better to save trees for use as lumber than to use them for paper.
- One ton of recycled paper saves 4,100 kW hours of electricity, enough to power the average home for six months.
- One ton of recycled paper saves 7,000 gallons of water that would otherwise be used to make virgin paper.
- Air pollutants, such as nitrogen oxides and other particulates used for virgin paper production is reduced by 60 pounds in producing one ton of recycled paper.
- Recycling paper reduces the emission of greenhouse gasses such as methane, which is created when paper decomposes in the landfill.

According to Environmental Paper Network Paper Calculator⁴, increasing the recycled content for 1 ton of print/copy paper from 30% (current requirement) to 100% has the following benefits:

- Uses 1,448 fewer pounds of CO2 equivalent
- Saves approximately 12,000 gallons of water
- Saves approximately 500 pounds of solid waste
- Saves 17 trees or three tons of wood

100% Post-Consumer Recycled Content Paper in SDSU Associated Students and other CSU campuses

On campus, Associated Students of SDSU implemented 100% recycled content paper in their offices over ten years ago. To further lessen paper usage, Associated Students removed individual printers from desks, transitioning to centralized printing operations. According to Glen Brandenburg, Director of Facilities and Sustainability at SDSU, this initiative did not cost Associated Students any more money because of the overall reduction of paper in the process. Thus, for the past ten years, Associated Students has not contributed to deforestation in any form in regard to their paper, toilet paper, and paper towel usage. Ultimately, Associated Student's transition to 100% recycled content paper procurement should serve as a model for the rest of campus to follow.

³ <https://archive.epa.gov/wastes/conserve/materials/paper/web/html/index-2.html#benefits>

⁴ *The Paper Calculator is based on research done by the Paper Task Force, a peer-reviewed study of the life cycle environmental impacts of paper production and disposal. The underlying data in the Paper Calculator are updated regularly.*

An analysis of the Association for the Advancement of Sustainability in Higher Education's (AASHE's) Sustainability Tracking, Assessment & Rating System (STARS) in August 2016 revealed that 18 institutions that completed a STARS Report stated their campus has a 100% recycled paper purchasing policy related to copy/printer paper. Notably, fellow CSU campuses Humboldt State University (HSU) and CSUEB have adopted 100% recycled paper mandates on their respective campuses. According to HSU on switching to 100% recycled content paper for campus usage, "it costs more because it's the right thing to do... The savings of water, energy, and trees is astounding".⁵

⁵ <https://policy.humboldt.edu/required-use-chlorine-free-100-percent-recycled-or-100-percent-agricultural-waste-fiber-paper>

Campus Development Committee

University Senate Annual Report, March 2022



Spring 2021 CDC Meetings

The Campus Development Committee (CDC) met (2) times in Spring 2021. The committee approved the renaming of 3 buildings and were briefed on (2) information items.

- **January 19, 2021**
 - Project Updates (Information Item)
- **May 11, 2021**
 - Approval of Renaming of (3) International Student Center Buildings (Action Item – **Approved with Amendment**)
 - Update on SDSU Mission Valley (Information Item)

Campus Development Committee Action Item

Renaming of International Student Center Buildings

- CDC approved renaming the entire complex to “International Affairs Complex”
- CDC approved renaming “International Student Center Addition B” to “Faculty International Engagement Office”
- CDC approved renaming “International Student Center Annex” to “SDSU Passport Office”
- CDC recommended renaming “International Student Center Addition A” to “International Education Office,” rather than the proposed “Global Education Office”



Campus Development Committee Information Items

- Project Updates
 - Reviewed project updates to the CSU Capital Outlay Plan; ARC Expansion/Renovation project; ENS 700 Play Field; SDSU Mission Valley master plan, site development, and River Park; Aztec Stadium at SDSU Mission Valley; KPBS Addition & Renovation; Don Powell Theatre Renovation and Second Stage Theatre; Building A Renovations
- Update on SDSU Mission Valley
 - Reviewed updated stadium renderings; progress of demolition and site work; construction phasing; and next steps in the buildout of SDSU Mission Valley

2021/2022 CDC Meetings

- Renaming of Don Powell Theatre (Action Item - **Approved**)
- Naming of Prebys Stage (Information)
- Approval of Calpulli Center Renovations project (Action Item - **Approved**)
- Signage modifications at Gateway Center (Information)

- Approval of Special Events Operations Center project (Action Item - **Approved**)
- Update on International Student Center Buildings renaming (Information)

- Viejas Arena Exterior Digital Signage (Information)
- Senate Policy File Updates (Information)

Campus Development Committee Action Item

Renaming of Don Powell Theatre



Approval of Calpulli Center Renovations project

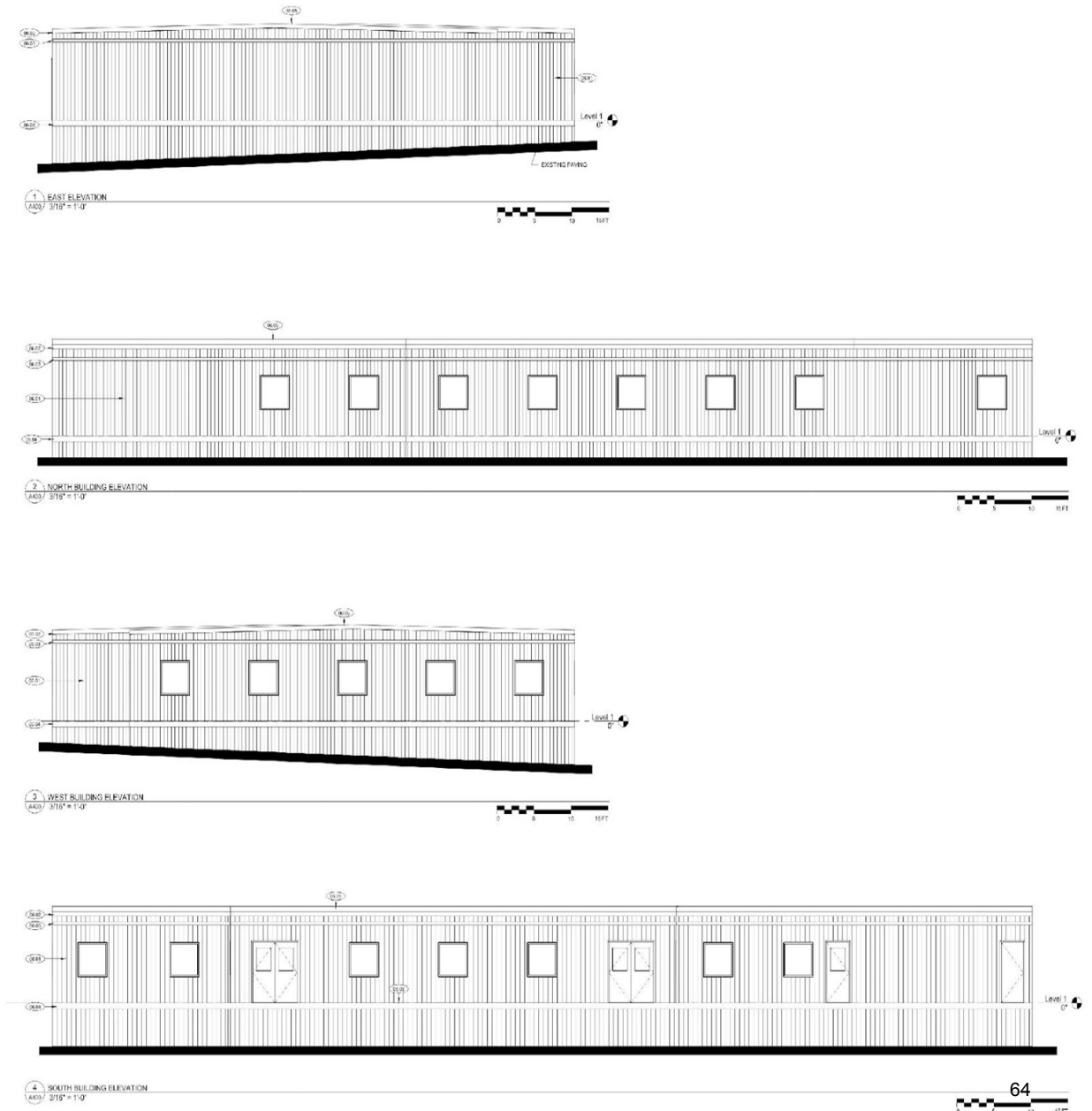
- Schematic design approved by CDC on September 21, 2021
- Renovation of 13,000 gross square feet (GSF) of the Calpulli Center
- Program includes:
 - Updates to Student Health Services (SHS)
 - Expansion of Counseling & Psychology Services and Health & Well-being Promotion
 - Renovated spaces for Testing Accommodation, TRiO program, High Tech Center, SHS administration



Campus Development Committee Action Item

Approval of Special Events Operations Center project

- Schematic design approved by CDC on December 14, 2021
- Project includes a temporary 8,000 GSF modular building to be located in Parking Lot 17C
- Building will serve as operations headquarters for special events staff for San Diego main campus and SDSU Mission Valley events



Campus Development Committee Information Items

- **Naming of Prebys Stage**
 - Reviewed philanthropic naming of Prebys Stage, approved by CSU Board of Trustees in July 2021.
- **Signage modifications at Gateway Center**
 - Reviewed signage updates to secondary signage identifying an entrance to the “College of Extended Studies” replaced by “SDSU Global Campus” to match approved name of academic unit.
- **Update on International Student Center Buildings renaming**
 - Committee’s recommendation and International Affairs’ request were presented to Senate Executive Committee (SEC). International Affairs’ requested names were approved by the SEC and President de la Torre.
- **Viejas Arena Exterior Digital Signage (Information)**
 - Reviewed installation of new marquee signage at the corner of 55th Street and Aztec Walk and video display above the Viejas Arena ticket office to be installed as part of the ARC Renovation/Expansion project in summer 2022. The ARC Expansion/Renovation project was approved by the CDC in Feb. 2019.
- **Senate Policy File Updates (Information)**
 - Reviewed updates to the “Naming” policy based on updated CSU policy, as well as minor revisions to the committee’s charge.

TO: SEC

FROM: Cezar Ornatowski, Nola Butler-Byrd, Eniko Csomay

DATE: March 23, 2022

SUBJECT: Information: Report from the March 17-18, 2022 plenary meeting of the Academic Senate CSU (ASCSU)

The March 17-18, 2022 ASCSU plenary meeting was held online.

Committee of the Whole: Campus Concerns About Covid-19

Senators shared concerns from their campuses with administrative decisions involving repopulation and the role of faculty in policing student behavior. There is not enough training and support to enforce mask wearing.

Q&A with CSU Faculty Trustee Romey Sabalius

Many senators emphasized the importance of open searches for campus presidents and the chancellor.

ASCSU Chair Robert Collins

ASCSU Chair Collins highlighted several ongoing concerns for the ASCSU:

- Continue examining how ASCSU Standing Committees can address the need for greater victim advocacy in the Title IX process, and the current invasion of Ukraine by Russia
- Continue examining the Ad Hoc Committee on Equity, Diversity, and Inclusion in the ASCSU (AEDI) year-end report and recent letter on desired committee status for 2022-2023 (making AEDI a permanent standing committee of the ASCSU)
- Continue examining AB 928 and feedback received from campuses
- Continue exploring faculty concerns regarding campus repopulation during the COVID-19 Pandemic
- Continue exploring faculty input into WSCUC roles in online education and modality choice
- Continue exploring the impact of the shift to online teaching during the COVID-19 Pandemic and what implications this shift holds for what works and what doesn't work for online education in the CSU
- Continue exploring how the ASCSU might provide resources to the Chancellor's Office on matters related to the four areas engaged during the ASCSU/CO Retreat on "Enabling Belonging: Reducing Barriers to CSU Student Engagement, Success, and Wellness During the COVID-19 Pandemic." The areas include:

- Building a Culture of Belonging, Mental Health, and Well-Being: Demarginalizing Race, Gender, Class, and Ability in the CSU During the Pandemic
- Academic Technology and Access to Enable Faculty and Student Belonging and Success
- Funding the CSU: Legislative Advocacy that Enables Faculty and Student Belonging and Success
- Graduation Initiative 2025 (GI 2025): Enabling Belonging Through Expectations for Equitable Student Success

CFA President Charles Toombs

Last week, CFA held its Equity Conference; videos of all sessions will be available on the CFA website. April 19 and 20 will be CFA legislative advocacy days to advocate for the 4% salary increase that was budget-dependent. The bargained raises and backpay should be paid by early April. MOUs are being sought with working groups on the topics of parental support and five-year contracts for contingent faculty. A task force on campus police will also be created.

The ASCSU met with CSU trustees Diego Arambula and Julia Lopez

Senators asked the trustees questions on a variety of issues.

Resolutions

At the March 17-18, 2022 ASCSU plenary meeting, 10 resolutions were passed:

AS-3525-22/FGA Request for Review of the Fiscal Impact of Any Proposed California Community College Baccalaureate Programs

Requests that the Chancellor's Office develop, in collaboration with the ASCSU, a report that assesses the potential fiscal impact on the CSU of any new CCC four-year baccalaureate programs.

AS-3526-22/AA Involving California State University (CSU) Faculty in the Approval Process for California Community College (CCC) Four-Year Baccalaureate Programs

Expresses concern over the short time (30 days) allowed by AB 927 for new California Community College four-year baccalaureate programs to be reviewed and approved or denied by the California State and asks that a memorandum of understanding be established between the CCCs and the CSU agreeing on a set of principles (spelled out in the resolution) to facilitate and expedite a proper program review by CSU faculty.

AS-3527-22/EX Endorsement of the California State Student Association (CSSA) Resolution Calling for the CSU to Include Caste in Anti-discrimination Policy

Endorses the California State Student Association "Resolution Calling for The CSU to Include Caste in Anti-discriminatory Policy."

AS-3529-22/FGA 2022 Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU) (first reading waived)

Endorses ASCSU’s legislative advocacy positions developed by ASCSU’s Fiscal and Governmental Affairs Committee (FGA)

AS-3530-22/APEP/AA Recommendation for a Singular General Education (GE Transfer Pathway) (first reading waived)

Recommends that in designing the 34-unit “singular lower-division general education transfer pathway” called for in AB 928, the Intersegmental Committee of the Academic Senates (ICAS) prioritize the inclusion of foundational skills and core competencies (Critical Thinking, Oral Communication, Written Communication, and Quantitative Literacy).

AS-3531-22/EX Commendation for Assistant Vice Chancellor Nichole Muñoz-Murillo (first reading waived)

AS-3532-22/APEP Eliminating the Use of the SAT and ACT for CSU Admissions Decisions (first reading waived)

Endorses the recommendation by the Admissions Advisory Council (AAC), in [“CSU First-time Freshman Standardized Exams and Admissions Recommendations”](#) (January 5, 2022), that the CSU discontinue the use of the SAT and ACT in first-year admissions decisions.

AS-3533-22/FA Cultural Taxation, Issues and Faculty Input (first reading waived)

Recommends that CSU campus Senates address faculty experiences of cultural taxation, including their experiences during the ongoing COVID-19 pandemic, and its long-term effects, zeroing-in on the impact on faculty who identify as BIPOC (Black, Indigenous, and People of Color), women, LGBTQIA+, and other-abled people, and that the feedback form provide an opportunity for faculty to share their professional challenges, such as transitioning to teaching online, hybrid teaching, policing mask wearing in the classroom and labs, increased mentoring, advising, substandard or inadequate technology (forcing faculty to pay out of pocket for supplies), and that these faculty experiences of cultural taxation be collected and stored such that identifying information is removed unless the faculty member allows, and confidentiality is preserved.

AS-3539-22/FA Call for an Independent Investigation into the Actions Taken by Former CSU Chancellor Castro While President of CSU Fresno (first reading waived)

Calls for an immediate investigation by the California State Attorney General’s Office and conducted by an independent body into the actions taken by former Chancellor Castro, his staff, and other participants in handling the sexual harassment allegations

against Frank Lamas during former Chancellor Castro’s time as President of CSU Fresno; calls on the CA Legislature and the California State Attorney General’s Office to follow through with an independent investigation into the entirety of the Lamas affair and any similar allegations of sexual misconduct, as well as into all Title IX practices throughout the the CSU.

AS-3543-22/EX Condemnation of the Russian Invasion of Ukraine (first reading waived)

16 resolutions received first reading:

AS-3534-22/EX Enabling Victim Advocacy in CSU Title IX Practice

Reaffirms ASCSU’s commitment to the prevention of workplace bullying; supports the CSU Board of Trustees investigation into the handling of sexual misconduct and Title IX-related complaints during President Castro’s tenure at CSU Fresno; urges CSU campus senates and administrations to develop and implement strategies to enable victim advocacy in Title IX practices for faculty, students, and staff, to promote sexual misconduct free workplace environments throughout the CSU, and to review their policies and practices to ensure that disciplinary action for bullying and sexual misconduct is not limited to members of protected categories; and urges the Chancellor’s Office to consider the reparations necessary to restore victim faith and trust in the CSU and enable their re-integration into the CSU community.

AS-3535-22/APEP Defining the “Singular Lower-Division General Education (GE) Pathway”

Urges the Intersegmental Committee of Academic Senates (ICAS) to define the “singular GE transfer pathway” using a description with a level of detail comparable to the Intersegmental General Education Transfer Curriculum (IGETC) standards document as the defining policy, and encourages greater specificity, to ensure a common understanding of the outcomes, for the CSU GE four foundational areas currently required for all CSU upper division transfer admissions.

AS-3536-22/FA Establishment of Ombuds Positions at Every CSU Campus

Recommends that each CSU campus establish multiple Ombuds positions to serve as resources for faculty, students, and staff at each CSU campus, and that the Chancellor’s Office and CSU campus leadership establish an Ombuds position(s) specifically to serve faculty, an additional position(s) to specifically serve students and staff at each CSU campus, and that any such position(s) be established as an independent office(s) that reports to the campus Academic Senate (for faculty Ombuds), the campus staff senate or leadership (for staff Ombuds), or campus student leadership (for student Ombuds); urges and that such persons be appropriately trained in Ombuds tasks, duties, and responsibilities, and possess the relevant knowledge, skills, and abilities, including

conflict resolution, based on standards provided by the [International Ombuds Association](#) and the [United States Ombudsperson Association](#).

AS-3537-22/EX Academic Senate of the CSU Calendar of 2022-2023

Meetings

AS-3538-22/APEP Call for Intersegmental Workgroups to Develop Common Understandings for the Foundational Areas of the California Lower-Division General Education (GE) Transfer Pathway (AB 928)

Asks the Intersegmental Committee of Academic Senates (ICAS) to lead the formation of four intersegmental workgroups consisting of multiple disciplinary experts from each segment to develop common understandings to be addressed in each of the four areas of Critical Thinking, Mathematics/Quantitative Reasoning, Oral Communication, and Written Communication.

AS-3540-22/EX Requirements for Shared Governance Process to Support Systemwide California State University (CSU) Naming

Urges the ASCSU Executive Committee and Office of the Chancellor to engage in the following review process to ensure effective consultation and feedback for systemwide naming recognitions: the ASCSU shall be consulted by the CSU Office of the Chancellor on proposed system naming recognitions; the ASCSU Executive Committee shall review all naming materials and offer feedback to the CSU Office of the Chancellor; the ASCSU Executive Committee Chair or designee shall submit correspondence expressing opinion of concern or support regarding the system naming recognition; the ASCSU Executive Committee Chair shall meet with the CSU Office of the Chancellor to resolve inconsistencies in support.

AS-3541-22/APEP Increased Support for C-ID Course Review

Asks for adequate compensation for faculty for training, Course Identification Numbering System (C-ID) review of new Course Outlines of Record, and for review of C-ID resubmittals.

AS-3542-22/FA Loss of Confidence in the Board of Trustees' Handling of Former Chancellor Castro's Resignation and Call to Reform Executive Compensation Upon Separation from the CSU

Calls on the BoT to rescind former Chancellor Castro's position as "Advisor to the Board" within the Executive Transition Program, to reform the personnel practices within the CSU to ban such separation packages, and calls on the Board of Trustees to dissolve the Executive Transition Program and similar programs altogether.

AS-3544-22/APEP Recommendation for a Course in Oral Communication in the Singular General Education (GE) Transfer Pathway

Urges the Intersegmental Committee of Academic Senates (ICAS) to include a 3 semester (4 quarter) unit stand-alone course in oral communication in the Singular GE Transfer Pathway.

AS-3545-22/FA Faculty and Staff Mental Health Concerns During the COVID-19 Pandemic

Recommends a systemwide taskforce to identify additional resources and actions that should be taken to support the mental health of CSU faculty and staff, including the review of related issues such as increased workload, emotional labor, cultural taxation, isolation, and burnout.

AS-3546-22/APEP/AA On Reconciliation of the CSU and UC Ethnic Studies Competences

Recognizes the California State University (CSU) GE Breadth Ethnic Studies competencies and the UC Intersegmental General Education Transfer Curriculum (IGETC) Ethnic Studies competencies (the differences between which are highlighted in the rationale) as achieving functionally equivalent objectives and thus as interchangeable.

AS-3547-22/FA Renaming Buildings and Removing Symbols that Memorialize White Supremacy

Calls for the removal of statues and renaming of buildings, classrooms, benches, roadways, and removal of any other memorials on CSU campuses that commemorate white supremacy, nativism, and/or individuals who hold/held a troubling legacy of supporting racist ideas, and that buildings, classrooms, benches, roadways, and any other memorials be renamed to recognize diversity, educational equity, racial and social justice.

AS-3548-22/APEP In Support of Increasing Access to CSU Teacher Preparation Programs

States ASCSU's support for expanding alternatives to meet the Basic Skills Requirement (BSR) and Subject Matter Competency (SMC) expectations of teaching credential candidates and encourages campuses to appropriately apply expanded opportunities for certifying BSR and SMC as provided in Assembly Bill 130, passed in 2021; supports the continued use of the Basic Skills Requirement and Subject Matter Competency as admissions requirements for teacher preparation programs in the CSU.

AS-3549-22/FA Establishment of a Standing Committee to Advance Justice, Equity, Diversity, and Inclusion Within the ASCSU

Calls for the establishment of a standing Justice, Equity, Diversity, and Inclusion Committee within the ASCSU.

AS-3550-22/FA Chancellor and President Search Process in the California State University (CSU) system: Announcement of Finalists and Campus Visits

Reaffirms ASCSU's support for open and transparent Chancellor and President searches to allow and encourage more input from the CSU Community and outside communities, and asks the Board of Trustees reinstitute the policy of providing for public announcement of Chancellor and President finalists with open visits to the Chancellor's office or CSU campuses.

AS-3551-22/FA Establishing an Interruption Practice for the ASCSU

Resolves that the ASCSU adopt a Standing Rule of Order – Interruption Statements and a Special Rule of Order -Point of Interruption, and urges campus Senates to consider adopting similar policies in pursuit of equity, diversity and inclusion.

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions (as well as on any other matters of potential concern) to the CSU Academic Senate via the SDSU academic senators: Nola Butler-Byrd (nbutler@mail.sdsu.edu), Eniko Csomay (ecsomay@sdsu.edu), and Cezar Ornatowski (ornat@mail.sdsu.edu).

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

Faculty-to-Faculty, the ASCSU newsletter, is published approximately two weeks after each Plenary. It includes the ASCSU Chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>.

TO: SEC/University Senate

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

DATE: April 19, 2022

RE: Information

Philanthropy Report:

The 1897 Club, LLC has committed to a pledge of \$3,000,000 and made a pledge payment of \$300,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alta Company, LLC has committed to a pledge of \$500,000 to The Alta and Franklin Grant Family Mission Valley River Park Fund in the Division of Business and Financial Affairs.

Cathay Bank Foundation has made a gift of \$25,000 to the Asian Pacific Islander and Desi American Resource Center Program Fund in the Division of Student Affairs and Campus Diversity.

Alumnus Dennis S. Cruzan and Alumna Attended Janet M. Cruzan have made a pledge payment of \$27,500 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Mark and Kimberly Filanc have committed to a pledge of \$25,000 to the Dion Jones Scholarship Endowment in the College of Engineering.

Alumni Kent and Kimberly Grubaugh have committed to a pledge of \$50,000 and made a pledge payment of \$10,000 to the Kent and Kim Grubaugh Scholarship Endowment in the Fowler College of Business.

William P. and Ann M. Haney have made a pledge payment of \$100,000 to the Ann Marie Haney Endowment for Music in the College of Professional Studies and Fine Arts.

The San Diego Foundation Hervey Family Fund, at the recommendation of the Hervey Family, has made grants totaling \$175,000 to the Guardian Scholars Program in the Division of Student Affairs and Campus Diversity and the Consensus Organizing Center Fund in the College of Health and Human Services.

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

TCF Board Member and Alumnus Joseph Johnson, Jr. and Cynthia Uline have committed to a pledge of \$52,640 to the Gilda Johnson Shumate Scholarship in the Division of Student Affairs and Campus Diversity.

Keith and Christa Jones have made a pledge payment of \$40,000 to the SDSU Adapted Athletics Program in the Division of Student Affairs and Campus Diversity.

James R. Kitchen and Sandra L. Williams have committed to a pledge of \$150,000 and made a

pledge payment of \$25,000 to the Basketball Director's Cabinet in the Department of Intercollegiate Athletics; as well as a pledge payment of \$10,000 to the Black Resource Center Fund in the Division of Student Affairs and Campus Diversity.

Alumna Jo Ann Lane has committed to a pledge of \$300,000 to the Lane Family Research Support Fund in the College of Sciences.

Alumni Tom and Linda Lang have made a pledge payment of \$50,000 to the Lang Endowed Professorship in Leadership Development in the Fowler College of Business.

TCF Board Member Evelyn Lamden and Alumnus Bill Lamden have committed to a pledge of \$250,000 and a pledge payment of \$25,000 to the Performing Arts District in the College of Professional Studies and Fine Arts.

Alumni Joseph F. Oliver and Susan Mack Oliver have made pledge payments totaling \$26,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics and the Fred Oliver Signature Lecture Series in War and Society Fund in the College of Arts and Letters.

Faculty Emeritus James F. Sallis, Jr. has committed to a bequest of \$450,000 to the SPARK Equity Fund in the College of Health and Human Services.

USS Midway Museum has made a pledge payment of \$300,000 to the USS Midway Chair in Modern US Military History in the College of Arts and Letters.

Sandra A. Wawrytko has made a pledge payment of \$36,457 to the Charles Wei-hsun Fu Foundation Africana Studies Fund in the College of Arts and Letters.

We would also like to share the names of the following generous donors who have made gifts and pledge payments to support important purposes throughout the university at the \$10,000+ level. These include: Timothy Michael Abbo, Balfour Beatty Construction, Noel Christine Bezette, Diane L. Borden, William and Karen Brack, Nigel Cary, Jim P. Delia, Roland and Katie Eddy, Kent and Kimberly Grubaugh, Ricardo Salazar Huertas, Jr., Arturo Morales, Sr., Leon Parma, Richard and Susan Seiler, Sharp HealthCare, Viasat, Inc., Carey Gail Wall, and Joseph and Kathryn Wolfman.

Presidential & Special Events:

Since March 13, 1897, San Diego State University has embodied its teaching, research and outreach mission, and its public good pledge to change lives and communities for the better. To honor the history of our great institution and the many contributions of our students, faculty, staff and alumni, our one San Diego State University community is hosting a 20-month anniversary celebration commemorating the March 13, 1897 founding of the institution and the first day of classes on November 1, 1898.

On Monday, March 14 San Diego State University's 125th anniversary officially kicked off with three key events:

- 1) Community Open House which highlighted "SDSU Over the Decades" through immersive vignettes showcasing SDSU rare artifacts, multimedia and special appearances by student actors from the Theatre department, wearing period costumes designed and created by a

graduate costume design class. Dr. Mallios also narrated a curator-style tour through each of the vignettes and this 30-minute video will be sent to all donors to San Diego State and will be housed on the anniversary website and SDSU Alumni websites.

- 2) All-University Birthday Celebration which included the announcement of the new updated brand strategy, visual identify and tagline. This re-branding effort was an important outcome of the university's 5-year strategic plan. Thom McElroy, board member of The Campanile Foundation, SDSU donor and consultant to the re-branding effort was part of the program along with President de la Torre, Provost Ochoa, Ashley Tejada, Karina Esteban and Seth Mallios. It is estimated that over 2,200 faculty, staff, students, community members and alumni attended these two events.
- 3) Later that evening, the President and Vice President Vargas hosted a reception for members of campus-wide advisory boards and volunteer groups. Guests were able to view the "SDSU Over the Decades" vignettes and enjoy food and beverages over the decades. There are nearly 60 active advisory boards and committees, representing over 900 alumni, faculty, staff, and members of our SDSU community. Boards and committees represent all seven colleges, the library, SDSU Alumni, The Campanile Foundation, SDSU Athletics, Mission Valley, KPBS, etc. The goal of this event was for President de la Torre and Vice President Vargas to show their appreciation to these visionary partners for supporting San Diego State and our mission to develop tomorrow's leaders with the skills to innovate, contribute, and have a positive impact on the world around us. Approximately 200 guests attended this event.

On Wednesday, March 16 the annual appreciation reception for members of the Legacy Society (donor advised funds) and Heritage Society (estate gifts) was held. Provost Ochoa provided a campus update on behalf of President de la Torre as well as donor and long-time supporter, Mr. Ben Clay, who made brief remarks about the importance of leaving a legacy and including San Diego State in your estate planning. Dr. Seth Mallios, Professor, Department of Anthropology, University Historian and co-chair of the 125th anniversary provided a historical overview of SDSU's rich history and guided a tour of 125th anniversary showcases.

On Tuesday and Wednesday, March 15-16 several divisions and departments took advantage of the 125th anniversary showcase set-up in Montezuma Hall and hosted faculty, staff, volunteer and donor events of their own allowing resources to be shared university-wide. The following colleges – Education, Health and Human Services, Fowler College of Business along with the division of Business and Financial Affairs and the Provost's Office hosted such events.

On Tuesday, March 29 President de la Torre and Vice President Vargas were to host a Palm Desert Regional event at a donors' home which was unfortunately cancelled at the last minute due to health concerns. The guest list included constituents who have an active address in the towns of Palm Springs, Palm Desert, Rancho Mirage, Cathedral City, Indio, La Quinta, North Palm Springs and Coachella with total giving of \$10,000+; giving capacity rating of \$250,000+; or, a connectivity score of "highly connected". We are hopeful that this event will be re-scheduled.

On Saturday, April 9, Vice Presidents Vargas and Wood hosted the 11th annual Scholarship Donor Appreciation Luncheon. This is an annual event that brings together scholarship donors and their scholarship recipients. Approximately 175 donors, guests, and development staff members along with 40+ scholarship recipients attended this year's event. Vice President Vargas informed the donors that as of the last full academic year, the number of scholarships awarded was nearly 2,100 with over \$5 million in scholarship support. As a point of reference, in 2009 (the first year of the luncheon), SDSU had approximately 1,300 scholarships totaling over \$2.2 million in support. She

also shared that the scholarship application process has been streamlined and it is now easier than ever for students to apply for scholarships. Students are able to complete one application and are automatically matched to scholarships they are eligible for, making it a quick and simple process. The new Aztec Scholarship portal enables us to ensure that every available scholarship dollar is awarded. And, due to President de la Torre's leadership over the past three years, we have increased our scholarship utilization rate from 66% in Academic Year 2017-18, to this year's high of 98.6% for Academic Year 2021-22. The entire campus community is working together to ensure we are doing what we can to support our students. Luke Wood, Vice President for Student Affairs and Campus Diversity provided campus updates and the event was emceed by Ashley Tejada, Associated Students President who shared key student accomplishments from this past year. A Fowler College of Business Scholar and a Prebys Endowed Scholar shared their personal stories about the positive impact their scholarships have had on their college experience. To close the program, a conversation between Bill Leonhard, College of Engineering alum and one of his first scholarship recipients who now has a successful career in the engineering field and is a scholarship donor herself, shared their personal experiences from the perspective of a donor and alumna. This is the first time this event was held on a Saturday and on the same day as Explore SDSU. We have received follow-up emails from attendees who thoroughly enjoyed being able to experience campus on a day filled with positive energy.

On Monday, April 11 an event to announce the naming of the Center for Advancing Global Business Reception was held in honor of Wendy Gillespie. This was a stewardship event honoring Wendy Gillespie for her gift to name the Wendy Gillespie Center for Advancing Global Business Endowment which provides support for the implementation of educational and outreach programs that address the challenges and opportunities of international business in the Center for Advancing Global Business. Guests included The Campanile Foundation board, FCB Dean's Advisory Board, select FCB faculty, FCB prospects and donors and personal guests of Wendy Gillespie. Nearly 140 guests attended this event. Event speakers included Mark Ballam, Joe Belch, Adela de la Torre and Wendy Gillespie.

Giftmap & Naming Recognitions

Our donors generously give to SDSU for various reasons including a desire to pay it forward, to give back to SDSU, and to make a difference in the lives of our students or in the world.

While we express appreciation when a donor does make a significant commitment to our campus, donor relations best practice encourages appropriate donor recognition. Our ability to appropriately recognize donors for their generosity and commitment to SDSU, helps deepen the relationship we have with our donors, and has the added benefit of inspiring others to give to SDSU as well.

We are happy to report that identifying and tracking appropriate physical areas to name on campus has become much easier. URAD has entered into a three-year partnership with Giftmap, a web application offering a suite of fundraising tools that help create a dynamic inventory of new naming opportunities, prepared presentations for donors (using smartphone, tablets or desktops), and gives us the ability to share live updates with the facility team.

Giftmap is one of two companies across the U.S. who specializes in managing a web application specializing in a naming suite for educational institutions, hospitals and other companies and groups seeking philanthropic gifts. Their client base includes Princeton Healthcare Foundation, Johns

Hopkins, Loma Linda Healthcare, UCSD, Tulane University and many more.

After a 4-day, on-campus audit with the Giftmap team, SDSU **identified over 400 potential naming opportunities** that included conference rooms, study nooks, labs, suites, departments, schools, open spaces and much more.

As we begin to utilize Giftmap to identify appropriate ways to recognize our donors' generosity, we anticipate increased requests for approval of namings. **This increase translates into increased philanthropic support for our programs, research, and students.**

Memorandum

April 19, 2022

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Friday, April 8. Members in attendance were Brooks, Colquitt (CAL), Kim (FCB), Kiczek (for Jarocki) (LIB), Abdel-Samad (PSFA), Donyanavard (SCI), Sean Stauffer (AS), Lozada-Santone (ED), Molina (SACD). The Council addressed the following items:

- Received the [IS3D Task Force Final Report](#).
- Closely reviewed and developed updates to Policy File language on the Student Grievance Procedure and requested input from our AS partners and college councils. Please see the document in progress here: [Referral on Student Grievance Procedure](#). We anticipate returning to this item for a final pass in May; any adoption must wait for review by our AS partners, which will likely wait until Fall 2022.
- Discussed the utility of developing (in lieu of past policy-presentation on course syllabi) a [student information handbook or letter](#) in a stable web-based format that could be broadly referenced and linked.
- Received the draft in progress of the 22 - 23 Coordinated Campuswide Plan for Student Success Draft: <https://docs.google.com/document/d/1ZgxaG-u2Xk8cn6O4xUaa0fysl00QTtLnb3G2RCZahak/edit?usp=sharing>