

1. CALL TO ORDER

1.1. Land Acknowledgement

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

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

Eyay e’Hunn My heart is good.

–Michael Miskwish, Kumeyaay Nation

1.2. 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.

1.3. Welcome (Butler-Byrd)

- 1.3.1. Senate Survey – Senate, SEC and Townhall Meeting Modalities.....Page 5
- 1.3.2. Senate Survey – Agenda Items for AY 2022-23.....Page 6

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SEC MEETING MINUTES (Fuller)

- 3.1. SEC Meeting Minutes for [4/19/22](#) (last meeting of AY21-22)

- 3.2. SEC Emergency Meeting Minutes for [6/23/22](#)
- 3.3. SEC Emergency Meeting Minutes for [8/4/22](#)

4. REPORTS

4.1. 2021-22 Senate Agenda Report (Weston)

4.2. Senate Secretary’s Report (Fuller)

- 4.2.1. Revised AY22-23 Senate Calendar.....Page 11
- 4.2.2. Revised AY22-23 [Policy File, Policy File Change Log](#) and [Senate](#) and [SEC](#) Agendas, Minutes and Action Memos are up-to-date

4.3. Senate Vice Chair’s Report (Vasquez | Fuller)

- 4.3.1. New Web-based Management Process: Trello.....Page 12
- 4.3.2. Referral Chart.....Page 16

4.4. Senate Treasurer’s Report (Sharma)

- 4.4.1. Senate Expenditures FormPage 17

4.5. Report on Actions taken by SEC over the Summer (Butler-Byrd)

- 4.5.1. Graduate Writing Assessment Requirements (GWAR) proposal
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4.6. President’s Report (de la Torre)

- 4.6.1. Criminal Sexual Assault Investigation & Title IX Report (Mendez, Rentto, Mays)
- 4.6.2. GA and TA Workloads and Benefits Report; GSHIP
- 4.6.3. Telework Policies (Rentto, Harpole)
- 4.6.4. Budget Projections

4.7. Provost’s Report (Ochoa)

- 4.7.1. WASC Taskforce (McCall)
- 4.7.2. Ombudsperson for Faculty/Staff (Chizhik)

[ASCSU AS-3536-22/FA \(Rev\) ESTABLISHMENT OF OMBUDSPERSON POSITIONS AT EVERY CSU CAMPUS](#)

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- 7.3.1. Student Grievance Policy (REV) to Student Grievance Comm.....Page 50
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- 7.3.3. Charters for Committees related to “Writing” Feedback.....Page 70

7.4. University Research Council (Madanat)

- 7.4.1. URC 2021-2022 Annual Report.....Page 77

7.5. Academic Senate of the California State University (ASCSU) (Ornatowski)

- 7.5.1. Report from the May 19-20, 2022 plenary meeting of the Academic Senate.....Page 78

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

- 7.6.1. URAD 2021-22 Annual Report.....Page 85

8. ADJOURN

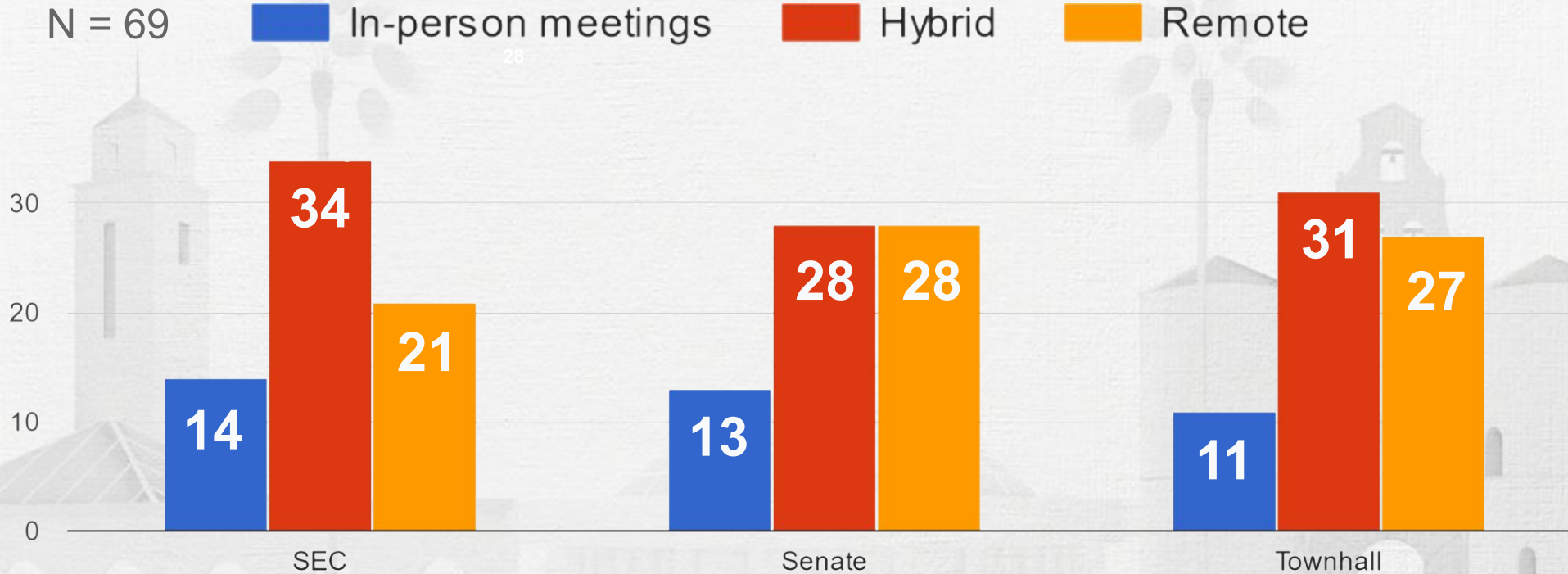
What is your preference for each type of Senate-sponsored meeting?

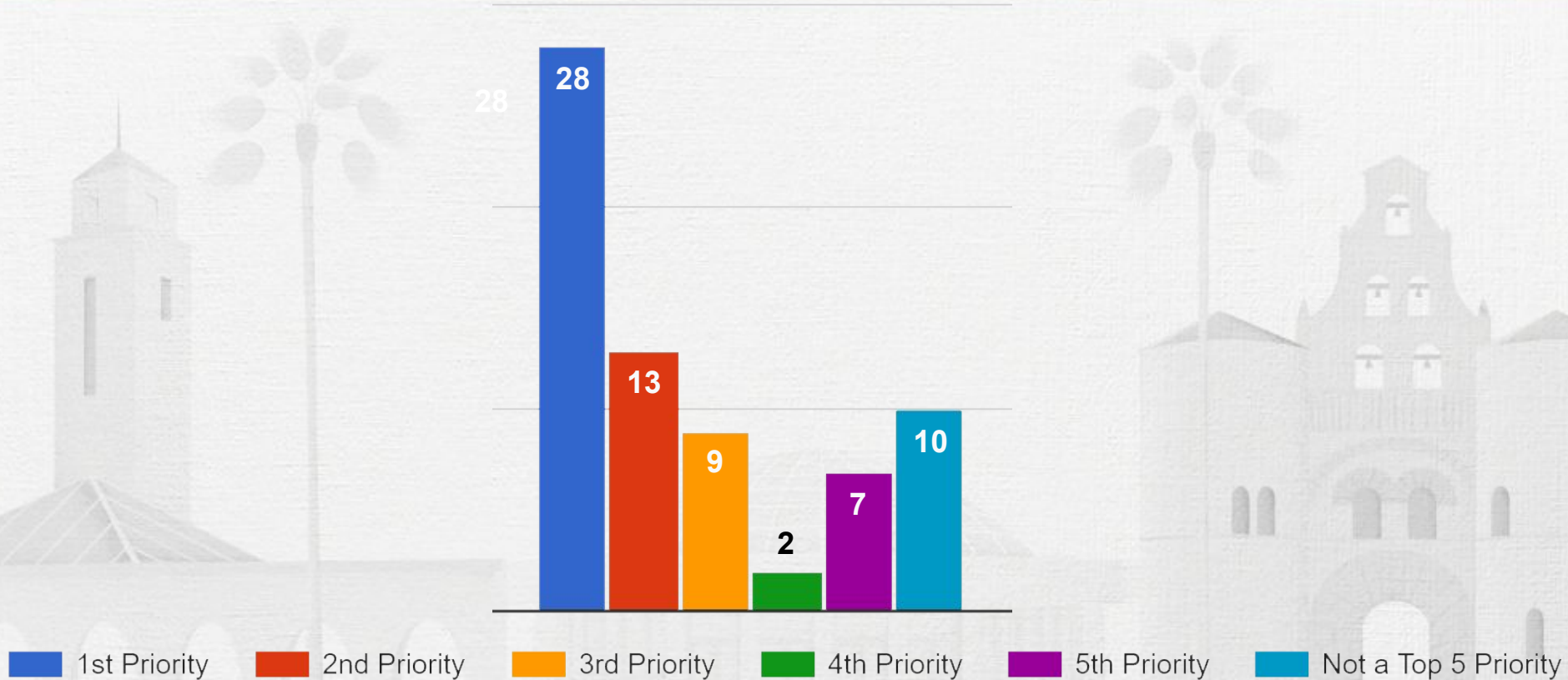
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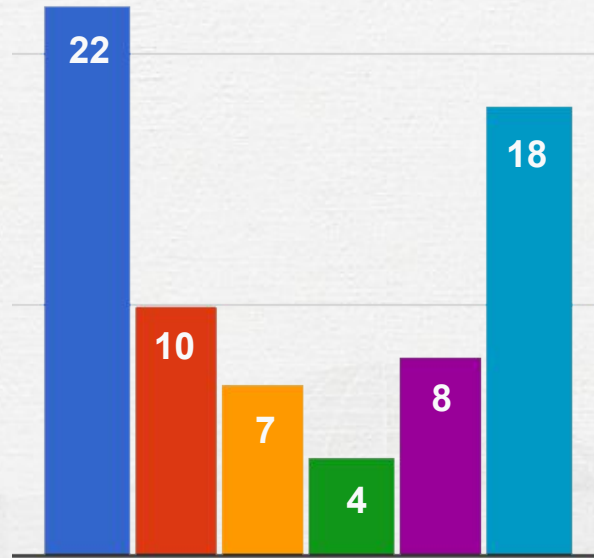
■ In-person meetings

■ Hybrid

■ Remote







1st Priority

2nd Priority

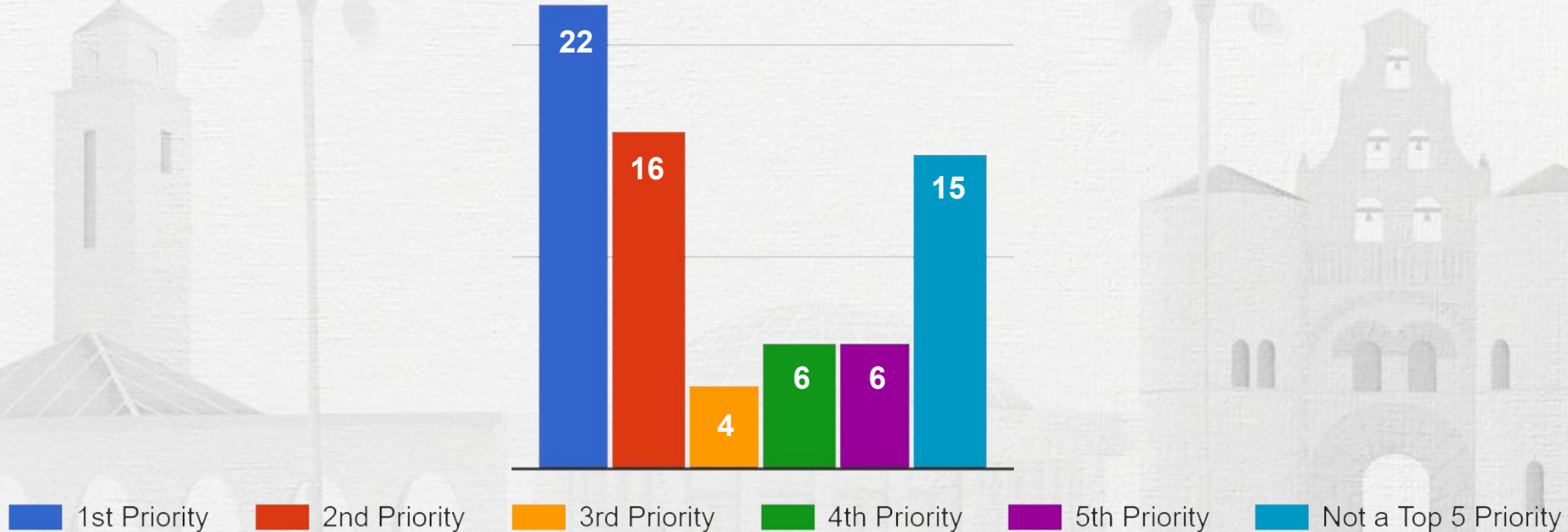
3rd Priority

4th Priority

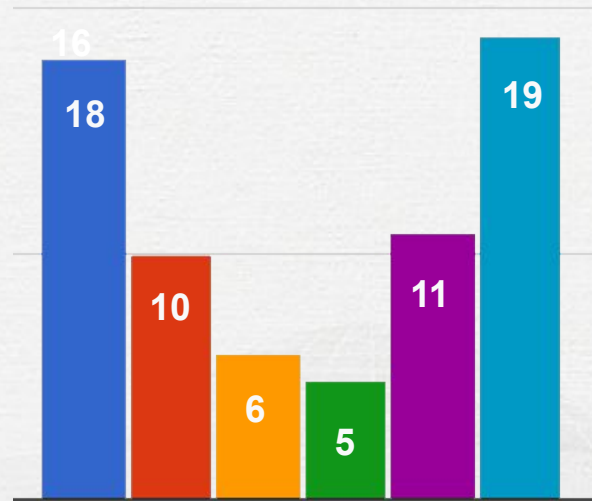
5th Priority

Not a Top 5 Priority

The Future of Teaching & Service at SDSU: Lecturers, Professors of Practice, TA's in the Quest for R1 Status



Diversity, Equity & Inclusion: Creating a More Welcoming & Inclusive Environment



1st Priority

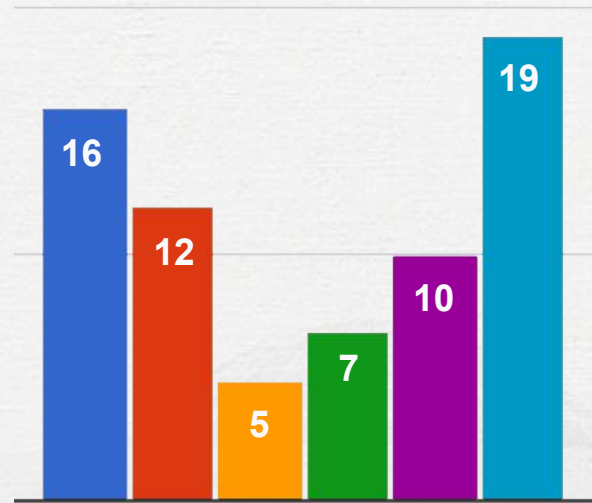
2nd Priority

3rd Priority

4th Priority

5th Priority

Not a Top 5 Priority



1st Priority

2nd Priority

3rd Priority

4th Priority

5th Priority

Not a Top 5 Priority

August 17, 2022

To: Senate Committee Chairs, Senate-Appointed Committee Chairs, University Registrar, Vice President of University Relations and Development, Chief Communications Officer, & AVP Enrollment Services

From: Amanda Fuller, Senate Secretary

Re: Timely Submission of Information, Action, and other items for the University Senate's Consideration [REVISED]

As we prepare for our shared governance activities for the 2022-23 Academic Year, please add the following Senate Executive Committee (SEC) and Senate meeting dates to your calendars, and please note the submission deadlines for SEC.

DATE*	DAY	TIME	MEETING
8/23/22	Tuesday	2-4:30pm	SEC Meeting: submissions due 8/18/22
9/6/22	Tuesday	2-4:30pm	Senate Meeting
9/20/22	Tuesday	2-4:30pm	SEC Meeting: submissions due 9/12/22
10/6/22**	Thursday	2-4:30pm	Senate Meeting
10/18/22	Tuesday	2-4:30pm	SEC Meeting: submissions due 10/10/22
11/1/22	Tuesday	2-4:30pm	Senate Meeting
11/15/22	Tuesday	2-4:30pm	SEC Meeting: submissions due 11/07/22
12/6/22	Tuesday	2-4:30pm	Senate Meeting
Winter Break			
1/24/23	Tuesday	2-4:30pm	SEC Meeting: submissions due 1/16/23
2/7/23	Tuesday	2-4:30pm	Senate Meeting
2/21/23	Tuesday	2-4:30pm	SEC Meeting: submissions due 2/13/23
3/7/23	Tuesday	2-4:30pm	Senate Meeting
3/21/23	Tuesday	2-4:30pm	SEC Meeting: submissions due 3/13/23
4/4/23	Tuesday	2-4:30pm	Senate Meeting
4/18/23	Tuesday	2-4:30pm	SEC Meeting: submissions due 4/10/23
5/2/23	Tuesday	2-4:30pm	Senate Meeting

*NOTE: All Senators place a hold on their calendars for the Thursday that follows each scheduled Senate meeting (from 2-4:30pm) in case urgent business must carry over from the Tuesday Senate meeting.

**NOTE: This meeting was originally scheduled for Tuesday, 10/4/22, but was moved due to a conflict with Yom Kippur.

We will work with you to receive items beyond the SEC submission deadline for urgent issues. However, items that emerge between the SEC meeting and the Senate meeting should be submitted for the following SEC meeting. When there are items that require the Senate's immediate consideration, and submission deadlines cannot be followed, the agenda items may be considered with the support of $\frac{2}{3}$ of the voting members of the University Senate.

SDSU SENATE: Manage Referrals, Action & Reporting

How Do Issues Become Referrals?

Senate business and issues come to the attention of Senate Leaders in a variety of ways, including, but not limited to: a resolution for the Senate to take a specific action, University Administration requests the Senate takes action, Senate Officers find an issue during the course of work, an issue is emailed to one of the officers or to senate@sdsu.edu. **Issues brought to the attention of Senate Officers are documented and reviewed by the leadership collaboratively.** Part of the initial review will include a review of existing referral items already open. If the issue overlaps with an existing referral, the new information may be added to an existing referral. The Senate Chair, while considering the input of the officers, decides which items will become official Senate referrals.

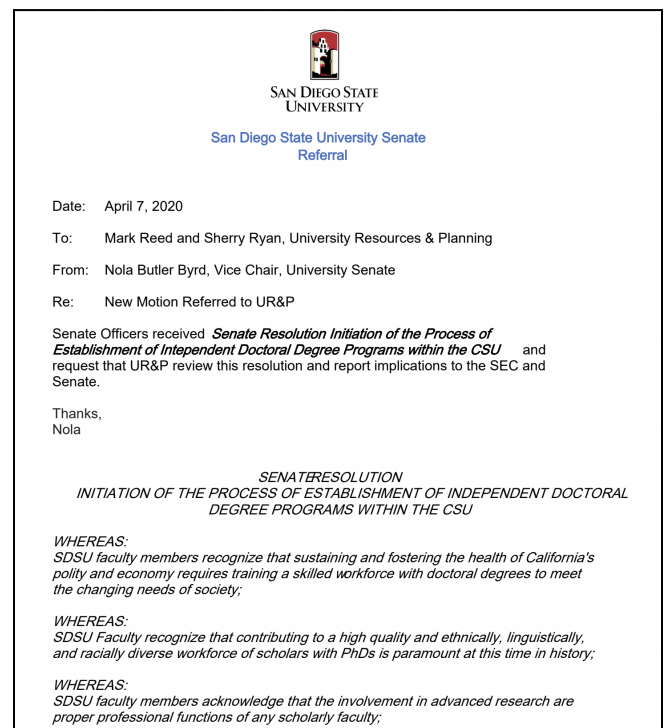
How Are Referrals Created?

Once this decision is made to create an official Senate referral, the Senate Vice Chair will draft an official **Referral Letter** and send it to the appropriate committee. Each Letter has:

- A **Referral Title** (e.g. *21/22_18: Clarification about What Constitutes a College/Major Academic Unit*) that clearly identifies the issue and the academic year the issue was referred.
- **Identification of the Lead Committee:** only one committee will be identified in each referral letter. This committee leads review of the issue, and manages collaboration with other committees, programs, individuals, offices, etc.
- A **Referral Description:** context and suggestions (as appropriate), identification of related documents or links to relevant policy file sections, and identification of any known or recommended collaborators.

Once the letter is sent, the Senate Vice Chair:

- Creates a **Referral Card** in [Trello](#) (web-based collaborative project management tool), which is used to manage Senate Referrals.
- Attaches a copy of the Referral Letter to the card.
- Adds the current Committee Chair to the card.

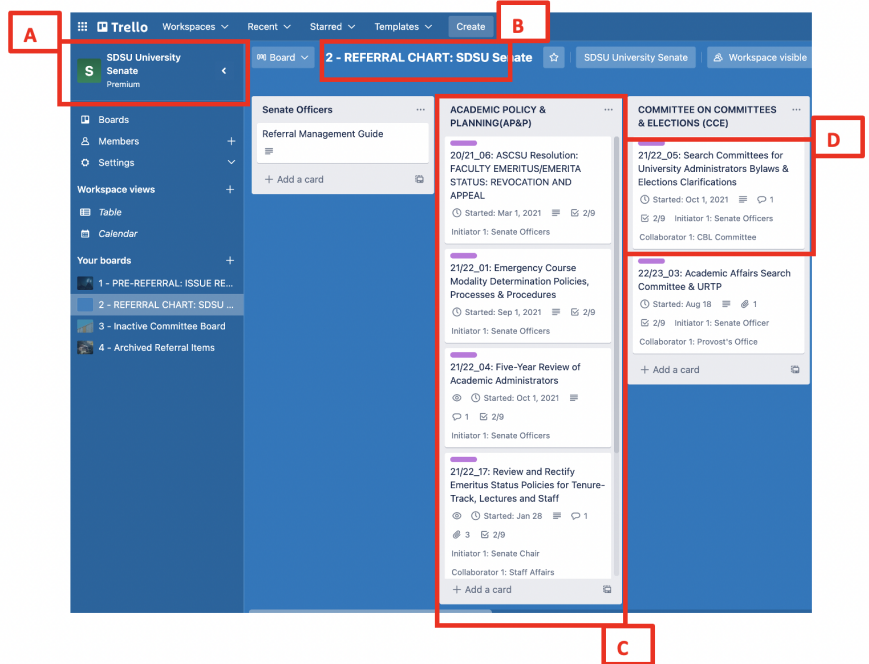


Trello: Access

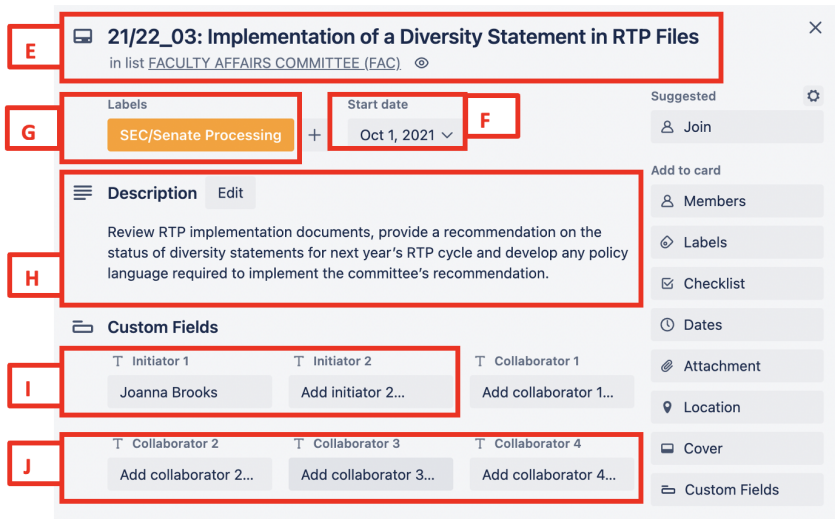
At the start of the year, new Committee Chairs or Senate Officers will be sent an invite to join the Referral Chart Board Working Group. If you have not received this email, you can always submit a [Senate Help Ticket](#) from the [Senate Website](#). At this time, only Senate Officers and Committee Chairs have access to the Referral Chart in Trello. However, the Vice Chair presents a summary of all active referrals to the Senate at each meeting.

Trello: Terminology & Managing Referral Cards

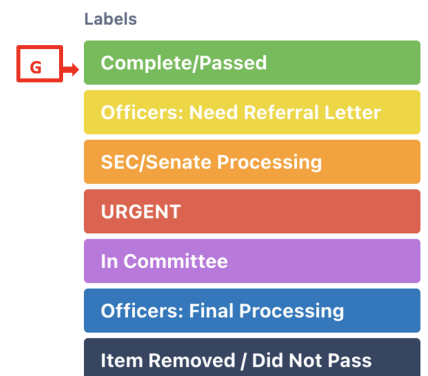
- A. WORKSPACE:** The Workspace we work in is “SDSU University Senate.”
- B. BOARD:** There are multiple “boards” in the Senate Workspace. The Senate Officers use these boards to manage the work of the Senate. Board “2 - REFERRAL CHART SDSU Senate” is the board that organizes all of the referrals. When non-officers are invited to work on referrals, they are added to this board only.
- C. LIST:** On the board, each committee has a “List” filled with their referral items. Lists for Standing Committees (titles in ALL CAPS) appear first (alphabetically), and then the Other Committees and Councils (alphabetically).



- D. CARD:** One card = one referral.
- E. REFERRAL/CARD TITLE:** On each card there will be a number (e.g. 22/23_05) and then a Title. The number tells us what academic year the referral was issued, and in what order. The title listed on the card should match the title on the Referral Letter sent to the committee.



- F. START DATE:** The date the Referral Letter was issued.
- G. LABEL:** Describes who is responsible for action related to the referral and/or the status of the referral item. See the image for a key for the labels available in the Referral Chart Board. Users can click on the label to expand (display the full label) or click the label to minimize (hide the words to only display the color).
- H. DESCRIPTION:** The description is often the content of the referral letter, but it may include additional references, or details.
- I. INITIATOR:** Describes the persons, offices, committees, etc. that raised the issue that has become a referral.
- J. COLLABORATOR:** Describes other committees, programs, offices, administrators, faculty, etc. that the Lead Committee is asked to collaborate with as they address the referral issue.



K. CHECKLIST / WORKFLOW: Each referral card has the same checklist that describes the 9 basic steps in the referral workflow from deliberation > referral letter > committee work > SEC/Senate > Action Memo > Policy File Update. This area also offers a percentage (%) of completion indicator.

L. ACTIVITY: At the bottom of each card is an area that records new comments, and displays all activity made in the card since it was opened. There is a button that says “Show Details” which will show the activity history on the card (it can be a lot). Once you click that button, the language on the button becomes “Hide Details.” You can toggle between displays per your preference.

M. COMMENT: The committee chair and Senate Officers use this section to provide updates, add attachments, provide feedback, and more. Only members of the workspace can comment.

NOTE: If a Committee Chair emails a Senate Officer an update on a referral item, the team may add the update, and any materials provided with it, to the Referral Card. Senate Officers might also direct the Committee Chair to update Trello in lieu of an email.

The screenshot displays a Trello card titled "Referral Workflow" with a 67% completion indicator. A red box labeled 'K' highlights the checklist section, which includes three items: STEP 1 [Senate Officers], STEP 2 [Vice Chair], and STEP 3 [Lead Committee Chair]. Below the checklist is an 'Activity' section with a 'Hide Details' button. A red box labeled 'M' highlights the comment input field with the placeholder text "Write a comment..." and a 'Save' button. A red box labeled 'L' highlights the activity list, which contains three entries from user 'afuller' regarding the completion of steps 4, 5, and 6, each with a timestamp of "3 hours ago".

Trello: Monthly Referrals Reporting

During each Senate Executive Committee (SEC) and Senate meeting, the Vice Chair will make available a list of active referrals by committee, including their progress (stage of engagement), and answer any questions from the Senate body in relation to active referrals.

Trello: Archiving Senate Referral Items & Annual Reporting

Once a referral has progressed through the workflow/checklist to a point where the process stops (e.g., item isn't moved forward, item doesn't pass, a final information item or report is provided to Senate related to the item, item is approved by the President and update is made in the policy file), the Vice Chair, Secretary or Analyst will update the labels on the Referral Card and move it to the archive board. At the end of each year, the Senate Leaders will provide a report that summarizes all of the referral activity for the year and a record of that will be preserved in the Senate Record.

Trello: Dos & Donts for Committee Chairs

<i>DOs</i>	<i>DONTs</i>
Provide updates and documents related to your work on the referred item as regularly as possible.	Comment on another committee's card unless solicited to do so.
When you insert a link to a Google Doc, please make sure what you are linking to has the share setting "Anyone at SDSU can View" or else some may not be able to open the linked document.	Do not add new cards or lists or labels - only Senate Officers do this. If you want to develop a new referral, please email that to the Senate Chair or Secretary or senate@sdsu.edu .
Remove the pink "In Committee" label when the committee has completed its part, or add a red "Urgent" label if appropriate.	Do not add or remove labels except as described in the DOs section.
Tag relevant officers or other committee chairs you'd like to review/comment in the comment section using the "@" symbol.	Do not edit any list title, card titles, description, label descriptions, card descriptions, start date, or initiator(s).
If there is a new collaborator on an issue, feel free to add the name in any empty Collaborator field.	Do not invite other people outside of the Senate Officers or Committee Chairs group to be members or guests in Trello. If you have a critical need, check in with the officers.
Add relevant attachments to the Referral Card.	Do not enter more than one collaborator per field.
Review email notifications from Trello – make sure Trello is not sending messages to your spam folder.	Do not create or add any custom fields.
Click the "Watch" button (to the right of the checklist) to get notified of changes/updates.	Do not delete any attachments or comments or content from the Referral Card.
Be sure to add the incoming chair before you sign off at the end of an academic year.	

List Name / Committee	Referral Card Name / Issue
ACADEMIC POLICY & PLANNING(AP&P)	#16: Undergraduate Advising Policy Updates
ACADEMIC POLICY & PLANNING(AP&P)	21/22_01: Emergency Course Modality Determination Policies, Processes & Procedures
ACADEMIC POLICY & PLANNING(AP&P)	#21: Examine the Feasibility and Consequences of Reducing Syllabus Requirements
ACADEMIC POLICY & PLANNING(AP&P)	#55: Priority Registration for Community Service Officers
Campus Development Committee	21/22_09: Naming Policies under the auspices of the Campus Development Committee
COMMITTEE ON COMMITTEES & ELECTIONS (CCE)	21/22_05: Search Committees for University Administrators Bylaws & Elections Clarifications
CONSTITUION & BYLAWS (CBL)	#23: Revise Posting Senate Agendas and Materials Bylaws regarding Confidential Attachments
CONSTITUION & BYLAWS (CBL)	21/22_15: ASCSU Senate Representation
CONSTITUION & BYLAWS (CBL)	21/22_18: Clarification about What Constitutes a College/Major Academic Unit.
CONSTITUION & BYLAWS (CBL)	21/22_23: Update Committee Chair Policies
CONSTITUION & BYLAWS (CBL)	21/22_24: Ensure Shared Governance on Committees & Task Forces
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_16: Senate Diversity Plan
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_22: Condemning Hostile Teaching Environments
Environment and Safety	20/21_03: Update Environmental & Safety Committee Charter.
FACULTY AFFAIRS COMMITTEE (FAC)	#2: 3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)
FACULTY AFFAIRS COMMITTEE (FAC)	#9: Lectures and Staff Periodic Reviews Statement re COVID's Impacts on the work and lives
FACULTY AFFAIRS COMMITTEE (FAC)	#12: Add COVID-19 Statement to TT, lecturers & staff evaluations during the pandemic
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_03: Implementation of a Diversity Statement in RTP Files
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_20: Course Syllabi Policy File Revisions
Faculty Honors and Awards	20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award.
Freedom of Expression	20/21_01: Update policy on the use of shared SDSU digital resources.
Freedom of Expression	21/22_11: Academic Freedom Policy Review.
General Education (GE) Curriculum and Assessment	21/22_12: General Education Committee & Assessment: Writing Subcommittee Charter & Membership Review.
Graduate Council	21/22_07: Integrity in Research and Scholarship Bylaws Review
Instructional and Information Technology	20/21_05: Review Computer Use and related policies and provide updates.
Instructional and Information Technology	21/22_08: Instructional and Information Technology Committee Bylaw Review and Update.
International Affairs Council	22/23_01: ACIP Representative & Meeting Payment
International Affairs Council	22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students
List Name	Card Name
Student Media Advisory	21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates
Sustainability Committee	21/22_21: Review the Report on transit, sustainability, and student success
Tenure Track Planning	#15: Tenure Track Planning Policy Implementation and Review
Undergraduate Council	21/22_14: Undergraduate Council Bylaw Review and Update
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_02: Review & Update Curriculum Changes, Undergraduate Bylaws & Floor Charts
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Requirement.

– engineering and IB. Emphasizes that we need to begin working on this now in committee. The proposal will be for 120+ majors only.

Chair Butler Byrd asks for the specific language. **Wheeler** puts the specific language in the chat.

Fuller asks if we can do a vote by acclamation. Clarified we can but decide to do a yes, no, abstain vote via ZOOM functionality.

Chair Butler Byrd asks for any final discussion.

Baljon asks to clarify how when a student takes or has taken a course listed here will impact whether or not it will satisfy the requirement. McCall clarified that this will only be for the students graduating AY22-23.

The following language was proposed and a motion was made by **Schellenberg/Fuller** for approval of adding a footnote to the “2.0 Writing Proficiency” section of the policy file.

The following 6 General Education (GE) classes (2 from each explorations category) shall be designated as 3-unit Upper Division Writing courses for students whose majors are currently above the 120-unit cap and are graduating in AY 22-23 with the expectation that the appropriate Senate curriculum and writing committees approve permanent policy for beyond AY22-23:

Social Sciences:

History 404 - Hist of Human Rights

BRAZ 325 - Brazilian Democracy and Society

Humanities:

ENGL 301 - Psychological Novel

ENGL 305 - Literature and Environment

Natural Sciences:

ENV S 301 - Energy and the Environment

MATH 303 - History of Mathematics

Wheeler clarifies that a $\frac{2}{3}$ absolute majority vote is required, which means all 14 people in the room must vote yes. **Baljon** initially abstained but then changed her vote to yes. There was some confusion about the number of votes made, either 13 or 14, based on the number of

members still present. **Wheeler** suggests the Chair queries members not present, so that the vote can maintain its integrity.

[Additional members were queried post-meeting, with two additional members voting YES, **Abel-Mills** and **Barbone**]

Motion meets the $\frac{2}{3}$ majority required: 15 “yes” | 0 “no” | 0 abstentions.

7. Unfinished Business

No unfinished business was brought forward.

8. New Business

No new business was brought forward.

9. Adjourn.

Brooks/Kamper motion to adjourn. Meeting was adjourned at 4:45pm.

From: Madhavi McCall
Subject: GWAR Policy
Date: June 17, 2022
To: SEC

Graduation Writing Assessment Requirement Determination of Competence in English

The California State University Graduate Writing Assessment Requirement has been temporarily suspended, pursuant to the attached memorandum dated February 23, 2021.

Graduation Writing Assessment Requirement (GWAR): Baccalaureate Level

1. All students subject to the degree requirements of the 2023-24 or subsequent general catalogs must demonstrate competence in writing skills at the upper division level as a requirement for the baccalaureate degree. Students who are undertaking a second baccalaureate degree will be deemed to have met the requirement if their first baccalaureate degree is from an institution of higher education accredited by a U.S. regional accreditor.
2. **Students shall meet the GWAR requirement via a 3 semester unit, upper-division course as determined by the campus.**
3. **Campuses shall integrate the assessment of writing into the demonstrated continuous improvement process of institutional accreditation.**
4. Campus catalogs shall clearly identify the courses that meet the GWAR.
5. Certification of graduation writing competence shall be transferable from one CSU campus to another.

A.S. VISION

for 2022-2023

FUTURE FORWARD

PASSION TO LEAD

COURAGE TO CARE

A.S.
INTERNAL
CULTURE

Cultivate a sense of belonging and partnership within A.S.

SHARED
GOVERNANCE

Amplify the student voice in campus wide decisions

STUDENT
EXPERIENCE

Foster a vibrant student experience through promoting social outlets



ASSOCIATED STUDENTS
SAN DIEGO STATE UNIVERSITY

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: Aug 16, 2022
Subject: ACTION: Revise Posting Senate Agendas and Materials Bylaw: The senate posts agendas and attachments for meetings, with the exception of confidential materials and items. Please revise 13.0 Availability of Documents, 13.2 Bylaw to indicate that confidential attachments shall only be available to members of the Committee: “The agendas of Senate meetings shall be available to any member of the university community upon request. The agendas of the Senate Executive Committee shall likewise be available, but the attachments to the meetings of the Committee shall be available only to members of the Committee. (1st reading)

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

13.0 Availability of Documents and Records

13.1. Unless confidential material is included, agendas, minutes, reports, other attachments, and action memos of all regular and special Senate and Senate Standing Committees will be posted on the senate website.

13.2. These documents shall be available to any member of the university community and other CSU senates and counsels upon request.

13.3. The policy file shall be linked on the senate website.

~~Senate documents shall be available in archive form. These archives may be stored electronically, rather than in paper form.~~

~~13.2~~

~~The agendas of Senate meetings shall be available to any member of the university community upon request. The agendas of the Senate Executive Committee shall likewise be available, but the attachments to the meetings of the Committee shall be available only to members of the Committee.~~

~~13.3~~

~~An electronic archive file of Senate and Senate-appointed university committee reports and a file of Senate minutes shall be available on the Senate website for at least two years following the meeting.~~

Rationale:

Clarifies that only confidential material will not be posted (such as naming proposals).
Specifies that Standing Committees need to submit minutes and agendas so they are open for all.

To: SEC / Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: Aug 16, 2022
Subject: ACTION: CBL Committee Membership (**1st reading**)

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

3.7 Committee on Constitution and Bylaws

3.7.1. Membership (7):

3.7.1.1. Ex officio (voting): ~~The Committee shall consist of the~~ Secretary of the Senate.

3.7.1.2. Appointed (6): four faculty members, ~~and one non-MPP staff member nominated by the Committee on Committees and Elections and appointed~~ **selected by the Staff Affairs Committee in consultation with the staff senators and confirmed** by the Senate, and one student appointed **in accordance with procedures established** by the Associated Students. **At least two of the appointed members shall be senators.**

3.7.2 The parliamentarian, while not a member of the committee, shall be invited to the meeting to advise the committee.

Rationale:

All other standing committees specify that some of their membership have to serve in the senate. We require 2 given the Secretary of the Senate is also a senator.

The parliamentarian is present at almost every meeting and often consulted in between. His advice is essential. We do not include the parliamentarian as member given this way it is easier to reach quorum. Not quorum for committees is more than half according to the policy file. So 4 for this committee.

TO: Senate Executive Committee / Senate

FROM: Alyson Abel-Mills, Chair, Faculty Affairs Committee; Pamela Lach, Chair, Academic Policy & Planning Committee

DATE: September 6, 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/or service, **as appropriate, 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 each narrative, as appropriate, 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/or service, **as appropriate, 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 each narrative, as appropriate, 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

Proposed policy update to be considered by Senate in Fall 2022

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 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 each narrative, as appropriate, 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) and in the [Information for RTP Reviewers materials](#), but has not yet been implemented in the Policy File or in instructions for candidates.

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 evidence of responsiveness to diversity, per RTP criteria 2.0. 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

Proposed policy update to be considered by Senate in Fall 2022

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 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.

Proposed policy update to be considered by Senate in Fall 2022

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)
- Research activities that expand/diversify professional pipelines
- 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

Search Committee for Dean of Global Campus (Faculty)

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), “Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a simple majority.”

Following are the candidates, along with their statements. **Please read the statements carefully before voting. You may only vote for FIVE (5) candidates, with no more than ONE (1) from each college/unit.**

Name, Rank, College/Unit (Dept):

Congcong Zheng, Professor, FCB (Management)

I am the Graduate Director responsible for all Fowler Graduate Programs. I have been with SDSU for 17 years and my research area is Entrepreneurship (growth and entrepreneur's decision making). I am responsible for enrollment growth in Fowler. We have had one specialized program - Sports MBA for 17 years. We work closely with the Global Campus on the Sports MBA program.

Kamal Haddad, Professor, FCB (Finance)

I have served on two dean search committees. I am very familiar with Global campus operations. I have worked with global campus/ CES for over 12 years on self-support international degree programs as well as other academic programs.

Jaemin Kim, Professor, FCB (Finance)

Director of Undergraduate Programs at FCB; FCB - about 7500 enrollment as of Fall 2021 including on-line general business majors offered thru Global Campus - Many students enrolled thru Global Campus are enrolled in business courses or wanting to enroll in business courses; met with former dean on related issues. - Have been teaching courses in "Semester at SDSU" offered thru Global Campus; - Offered a lecture at Osher at Global Campus.

Chuyun Oh, Associate Professor, PSFA (School of Music & Dance)

I am an interdisciplinary scholar and international faculty whose research covers K-pop dance, performance activism, and global pop culture. I believe that my globally recognized scholarship, interdisciplinary research and teaching experiences overarching arts, humanities, and global pop dance will benefit the Global Campus' vision to provide lifelong education, serving a wide range of international audiences and students. I am happy to support Global Campus' effort to diversify and globalize SDSU's brand power beyond Southern California with a new Director.

Roddrick Colvin, Professor, PSFA (School of Public Affairs)

I served as interim associate dean in Global Campus. I also serve as the School's liaison to Global Campus for our master's program and undergraduate degree completion programs.

Stephen Schellenberg, Professor, SCI (Geology)

I have over fifteen years of substantial service within the Senate (e.g., Senator-at-Large, Academic Policy and Planning Chair, Committee and Elections Chair, Senate Executive Committee) and across the broader University (e.g., Learning Analytics Working Group, WASC 2016 Re-Accreditation Committee, Shared Governance Working Group, General Education Reform Committee, etc.). As a faculty member and administrator, I have demonstrated a deep commitment to our institution and students, and believe that our Global Campus efforts can expand and support our broader mission. I have worked with Global Campus over the years on a variety of issues, am familiar with the ongoing challenges and opportunities, and look forward to working with colleagues to recruit an excellent leader for this unit.

Mahasweta Sarkar, Professor, ENG (Electrical and Computer Engineering)

I have been working with Global Campus for a while now in the capacity of Graduate Advisor, program development and program marketing. I am familiar and acutely aware of the needs of the unit and the desired leadership criteria for Global Campus.



Ballot#1: Staff Members for the Dean of Global Campus Search Committee

The San Diego State University Policy File (UNIVERSITY POLICIES--> Administration-->Search Committees for University Administrators) details the procedures to be followed in forming a search committee for university-wide administrative personnel.

Specifically, the committee includes TWO (2) permanent non-MPP Global Campus staff members, of which ONE (1) shall be Staff Represented and ONE (1) shall be Staff Non-Represented.

Following are the candidates, along with their statements. Please read their statements carefully before voting. You may only vote for TWO (2) candidates.

Name, Role/Title

Natasha Nace, Program Director, Staff Represented

I've worked at Global Campus for over 10 years now. The role of the Dean is critical to our current and future standing with the University. I feel like with my experience within our department I would be diplomatic and fair in the interviewing and selection of our new dean. I take pride in Global Campus and we are at an important turning point.

Yingna (Miffy) Yuan, Program Director, Staff Non-Represented

I nominated myself because I believe I have been serving in Global Campus for a long time (since 2010) and see the ups and downs of the department to understand the needs of the department, its staff, and the students we are serving. My role involves serving students, working with other units in Global Campus, and also working directly with campus partners, and maintaining a good working relationship. I believe this is a small reflection of what the Dean would encounter in his/her role. I would like to represent my unit better in the search for the Dean, as I don't believe our voices were heard during the last search.

TO: SEC/Senate
FROM: David Marx, Chair, Committee on Committees and Elections
DATE: September 6, 2022
RE: Action Item

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of new and continuing committee chairs. Finally, we end this report with a list of Senators who are not currently serving on a committee. We expect to provide a more finalized report once vacancies have been filled.

COMMITTEE CHAIRS (NEW AND CONTINUING)

Senate Standing Committees:

Academic Policy and Planning

Chair: Pamela Lach

Committee on Committees and Elections

Chair: David Marx

Constitutions and Bylaws

Chair: Arlette Baljon

Diversity, Equity, and Inclusion

Chair: Roberto Hernandez

Faculty Affairs

Chair: Alyson Abel-Mills

Undergraduate Curriculum

Chair: Steve Barbone

University Resources and Planning

Chair: Wil Weston

Other Senate Committees and Councils:

Bookstore Advisory

Chair: Iana Castro

Campus Development

Chair: Amanda Alpiner

Copyrights and Patents
Chair: Douglas Grotjahn

Environment and Safety
Chair: Sridhar Seshagiri

Faculty Honors and Awards
Chair: William Welsh

Fee Advisory Committee, Campus (CFAC)
Chair: Katie Robinson

Freedom of Expression
Chair: Anna Culbertson

General Education (GE) Curriculum and Assessment
Chair: Gregory Wilson

Global Campus Advisory Council
Chair: TBD

Graduate Council
Chair: Tracy Love

Honorary Degrees Advisory Committee
Chair: Salvador Hector Ochoa

Instructional and Information Technology
Chair: Donna Ross

Intercollegiate Athletic Council
Chair: Sara Gombatto

International Affairs Council
Chair: Christina Alfaro

Liberal Studies
Chair: Estella Chizhik

Library Committee
Chair: Kate Holvoet

Press Editorial Board, SDSU
Chair: William Anthony Nericcio

Research Council

Chair: Hala Madanat

Staff Affairs

Chair: Todd Rehfuss

Student Grievance

Chair: Janet Castro

Student Learning Outcomes (SLOPAC)

Chair: Madhavi McCall

Student Media Advisory Committee

Chair: Shawki Moore

Sustainability

Chair: TBD

Teacher Preparation Advisory Council

Chair: Y. Barry Chung

Undergraduate Council

Chair: Joanna Brooks

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Senate Standing Committees:

Academic Policy and Planning

Dani Bedau (PSFA) new term May 2025

NEED 2 students AS

Committee on Committees

Esme Murdock (A&L) new term May 2023

April Anson (A&L) new term May 2023

Stefano Gubellini (FCB) new term May 2023

Bonnie Kraemer (COE) new term May 2023

Gustaaf Jacobs (ENG) new term May 2023

Michael Gates (HHS) new term May 2023

Gregorio Ponce (IVC) new term May 2023

Keven Jeffrey (LIB) new term May 2023

Andrew Aziz (PSFA) new term May 2023

Matthew Savage (PSFA) new term May 2023

Marx, David (SCI) new term May 2023

Cathie Atkins (SCI) new term May 2023
Todd Rehfuß (Staff) new term May 2023
Beth Bridges (AS) new term May 2023

Constitution and Bylaws

Peter Atterton (A&L) new term May 2025
NEED 1 student

Diversity, Equity, and Inclusion

Mahasweta Sarkar (ENG) new term May 2025
Ashley Wilson (LIB) new term May 2025
Efren Lopez (IVC) completing term for Esperanza Camargo May 2023
Nikole Carter Curtis (Staff) new term May 2025
Godfried Asante (PSFA) completing term for Tiffany Dykstra-DeVette May 2024
Jillian Maloney (SCI) completing term for Manal Swairjo May 2023
NEED 1 faculty (FCB)
NEED 2 students (1 AS rep and 1 student)

Faculty Affairs

Todd Carson (SSP-AR) new term May 2025
NEED 1 faculty (IVC)
NEED 1 lecturer

Undergraduate Curriculum

Marie LaChance (FCB) new term May 2025
Sara Tribelhorn (LIB) new term May 2023 (finishing term for Michael Howser)
*Carmelo Interlando (SCI) term renewed 2025
NEED 1 student

University Resources and Planning

Godfried Asante (PSFA) new term May 2025
Gustaaf Jacobs (ENG) new term May 2025
NEED 2 students

Other Committees and Councils:

Bookstore Advisory

NEED 1 faculty (ENG)
NEED 1 faculty (PSFA)
NEED 1 student

Campus Development

*Stephanie Smith (staff) term renewed May 2025
NEED 1 faculty (open)

Copyrights and Patents

Katrina Maluf (HHS) new term May 2025
Natalie Gude (SCI) new term May 2025
NEED 1 faculty (open)

Environment and Safety

Ingrid Niesman (staff) new term May 2025
*Jerome Orosz (SCI) term renewed May 2025
NEED Director of Health Services or designee
NEED 1 Member of Local Unit 3 Collective Bargaining Agency
NEED 2 students

Faculty Honors and Awards

Laurel Bliss (LIB) new term May 2025
Leanne Locano (AS) new term May 2023
NEED 2 faculty (open)
NEED 2 former recipients of Alumni Award
NEED 1 Alumnus

Fee Advisory Committee (Campus)

Norma Aguilar (Staff IVC) new term May 2025
Satish Sharma (designee for senate chair)
NEED 8 students (6 students from the mesa + 2 students from IVC)

Freedom of Expression

NEED 4 faculty (open)
NEED 1 staff
NEED Provost or designee
NEED 4 students

GE Curriculum and Assessment

*Rebecca Nowicki (LIB) term renewed May 2025
Kevin Delgado (PSFA) new term May 2025
NEED 1 faculty (ENG)
NEED 2 students

Global Campus Advisory Committee

*Tim Tully (LIB) term renewed May 2025
Mark Tucker (COE) new term May 2025
Kamal Haddad (FCB) new term May 2025
NEED 1 faculty (ENG)
NEED 1 faculty (SCI)
NEED Academic Affairs Representative
NEED Curriculum, Assessment and Accreditation Representative
NEED College of Graduate Studies Representative
NEED 1 staff (from Global Campus)

Graduate Council

*Jerome Orosz (SCI) term renewed May 2025
Alyson Shapiro (COE) new term May 2025
Yasemin Turan (COE) new term May 2025
*Carleen Stoskopf (HHS) term renewed May 2025
Fletcher Miller (ENG) new term May 2025
NEED 2 students (graduate)

Honorary Degrees Advisory Council

Roster full

Instructional and Information Technology

Amy Schmitz Weiss (PSFA) new term May 2025
NEED 1 faculty (LIB)
NEED 1 faculty (A&L)
NEED 1 student

Intercollegiate Athletics Council

Emilio Ulloa (Campus Diversity Rep) new term May 2025
NEED 2 faculty (open)
NEED 1 faculty (presidential appointee)
NEED VP for Student Affairs and Campus Diversity (or designee)
NEED President of Aztec Athletic Foundation
NEED 2 students (1 from Student Athlete Advisory Council and 1 AS President appointee)

Liberal Studies

Gregorio Ponce (IVC) new term May 2025
Janneth Aguirre (liberal studies major, IVC) new term May 2023
NEED 1 faculty (fine arts and humanities)
NEED 1 faculty (social and behavioral sciences)
NEED 1 student (liberal studies major, mesa)

Library Committee

David Jancsics (PSFA) new term May 2025
NEED 1 faculty (COE)
NEED 1 staff (Nonprofessional Library Staff)
NEED 2 students

SDSU Press Editorial Board

Roster full

Staff Affairs

Conner McLaughlin (REO) new term May 2025
Ed Legaspi (IT) new term May 2025
Cyndi Chie (ES) new term May 2025
Vanessa Fennell (SAS) new term May 2025

Roberto Guzman (EOP) new term May 2025
Todd Rehfluss (ACCTNG) new term May 2025
Michelle Lenoue (A&L) new term May 2025
NEED 1 faculty (open, must be a senator)
NEED 1 student

Student Grievance

Bianca Chau (TAC) new term May 2025
*Ian Ruston (A&L) term renewed May 2025
Mark Wheeler (A&L) new term May 2025
Eric Felix (COE) new term May 2025
NEED 8 students, 3 of which serve as alternates

Student Learning Outcomes

Steven Gill (FCB) new term May 2025
NEED 1 faculty (A&L)
NEED 2 students

Student Media Advisory

NEED 1 faculty (journalism)
NEED 2 faculty (open)
NEED 4 students (AS appointed)

Sustainability

Patt Walls (CGS) new term May 2025
NEED 2 students

Undergraduate Council

*Steven Kiczek (LIB) term renewed 2025
NEED 1 faculty (A&L)
NEED 1 faculty (COE)
NEED 1 faculty (SCI)
NEED 2 students

University Research Council

Megan Welsh (PSFA) new term May 2025
Kelsey Dickson (COE) new term May 2025
Susan Brassler (SCI) IACUC chair no term limit

***Senators not currently represented on a committee:**

A&L

Brian Adams
Adisa Alkebulan
Tim Brown
Matt Lauer

Andre Skupin

ENG

Junfei Xie

HHS

Jong Deuk (JD) Baek

Chanqi Liu

SCI

Chris O'Neill

Lecturers

Margo Greicar (HHS)

Ajani Brown (CAL)

Zamira Abman (CAL)

Staff

Gina Spidel

Genel Ronquillo

To: Senate Executive Committee/Senate
From: Graduate Council
Date: May 2022
Subject: ACTION: Master's Degree Time Limitations

ACTION: Graduate Council moves that Senate approve the following Catalog changes regarding Master's degree time limitations:

Degree Time Limitations

~~All requirements for advanced certificates and master's degrees coursework must be completed within six years after initial registration in course(s) used towards the completion of degree requirements. All requirements for master's and joint master's degrees entailing more than 36 units must be completed within seven years after initial registration in course(s) used towards the completion of degree requirements. Time spent on leave of absence is counted toward the degree time limit. Students who do not graduate by this deadline will be subject to administrative disqualification by the graduate dean. With the approval of the program or department graduate adviser, a student in the sixth academic year of graduate study may appeal to the graduate dean for a one-year time limit extension. Students validating by examination will be required to specify a date certain by which all requirements for the degree will be completed. Only in exceptional circumstances will this time limit exceed one calendar year from the date of validation. A course or program may be validated by examination only once. Students who exceed the time limit and wish to continue their studies must formally apply for new admission. Programs readmitting students who have been disqualified for exceeding the time limit should consult with the student at the time of readmission to determine whether credits previously earned will meet current degree requirements. Disqualified and readmitted students will be held to current Graduate Bulletin requirements and will need approval from their program adviser to use expired courses. Expired courses from an outside university cannot be used toward the fulfillment of degree requirements.~~

Degree Time Limitations (Advanced Certificates and Master's degrees)

For most master's and advanced certificate degrees, all requirements must be less than six years old at the time that the degree is awarded. For master's and joint master's degrees that require more than 36 units, all degree requirements must be less than seven years old when the degree is awarded. Time spent on leave of absence does not extend the degree time limit. Students who do not graduate by these deadlines may be subject to administrative disqualification by the graduate dean.

Graduate advisers who support time extensions for expiring courses may appeal on behalf of the student, if those courses have not changed significantly since the student took them. A course may not have its time limit extended if it is a transfer course from another university. An expired culminating experience (thesis, project, portfolio or comprehensive examination) may not have its time limit extended. No more than 30% of the degree's total units may be extended beyond standard time limits, and no course or other degree requirement can be

greater than 10 years old at the time the degree is awarded. Individual graduate programs may more narrowly limit the number, types and/or expiration date of courses, based on field-specific standards.

Appeals for time limit extension require justification of the student's extenuating circumstances. Advisers must also address whether degree requirements have changed since the student began their program, and how each expired course will be "validated" for current knowledge. If an appeal is approved and student knowledge is then validated for recency, a one-year time limit extension will be granted. Courses that fail validation must be repeated or substituted.

Students who have lost matriculation and wish to continue their studies must formally apply for readmission, which is not guaranteed. Prior to readmission, graduate advisers should provide students with a written degree completion agreement that includes a projected graduation term. Readmitted students will be held to current degree requirements, as printed in the Catalog.

Rationale:

The state educational code (Title V) provides these guidelines for Master's degree course recency:

(b) Requirements for the Degree.

(2) A minimum of thirty semester units of approved graduate work completed within a maximum time to be established by each campus. Such maximum time shall be no more than seven years nor less than five years for each particular program. An extension of time beyond the limit may be granted by appropriate campus authority if warranted by individual circumstances and if the outdated work is validated by examination, in the relevant additional course or subject field of work or such other demonstration of competence as may be prescribed.

The proposed Catalog revisions remain within these guidelines.

The proposed Catalog revisions do not change the six year time limit for Master's degrees (extended to seven years for high-unit Master's degrees), the need to validate expired coursework, or the central role that graduate programs play in this process. However, many items are explained in greater detail. This includes 1) the primary role that graduate advisors play in appeals, 2) the appeal procedures and guidelines that are currently in use, and 3) readmission requirements. The revisions clarify when requests for time extension will generally not be approved due to an excessive number of units, or the age of the course. However (as with all Graduate Studies policies), appeals to move beyond these guidelines will be considered for rare and unusual circumstances.

To: SEC/ Senate
Date: February 8, 2022
From: Arlette Baljon, Chair, Constitution & Bylaws (CBL) Committee
Re: INFORMATION 21-22 Annual Reprt: 22-23 Annual Agenda
REPORT 21-22 AY

CBL Report 21-22

CBL received 14 referrals during the 21-22 AY. In addition it took it among itself to formulate Voting rules for the SDSU Senate noting upon review of the Constitution that these are absent.

11 of these 15 items are handled and 4 are pending. Of the 4 pending referrals 2 were received after March 15 and could not be addressed during the 21-22 AY given they need two readings. One referral (Posting Agendas) was not considered time sensitive and is planned for a first reading Sep 2022. The last one concerns ASCSU representation and required consultation with ASCSU senators, lecturers, and the DEI committees. Only the latter step still has to be completed.

Highlights of policy proposals are:

- Aligned definitions of faculty with CBA. Defined subcategories and introduced the term “contingent faculty”
- Added ex-officio voting (Dean of College of Graduate Studies) and non-voting MPP members to the Senate.
- Established a rule that 5 voting senators have to cosign before a resolution can be brought to the Senate floor unless it comes from a Committee.
- CBL forwarded membership updates for CCE, FAC, and SEC.
- CBL proposed voting rules, which were in depth debated, but the proposed policy did not pass.

CBL Agenda 22-23

CBL will meet 12 times for 90 min each on Tuesdays at 11:30 am:
Aug 30, Sep 13, Sep 27, Oct 25, Nov 8, Nov 29, Jan 31, Feb 28, March 14, April 11,
April 25, May 9

CBL still has to handle 4 referrals from 21-22. All but one of these (Posting Agendas) was received after March 1 or needed extensive consultation (ASCSU)

In addition upon reviewing the constitution CBL decided to update Constitution 4.0. It was brought to CBL’s attention that Constitution 5.0 has to be updated given that currently it is not clear who can run for which officer position. CBL

decided to update its own membership. Moreover CBL believes that we might be able to propose policies that will make senate meetings more efficiently.

One of CBL's functions (Bylaws 3.7.2.4) is: "The Committee shall consider each year, as may be necessary, revision of the list of Senate and Senate-appointed university committees and of the membership and functions of each committee. It shall present its recommendations to the Senate in the first Senate meeting held after April 1."

We plan to bring the following ITEMS to the April Senate:

- A review of which committees are "Standing" and which ones "Appointed" and suggested changes if warranted.
- A review of the composition of Standing committees in the light of Bylaws 3.1: There shall be eight Senate committees, as defined in Section 2.1 of these Bylaws. *These shall be composed of a majority of faculty* and may include administrators, students, and staff.

Besides these 10 ITEMS CBL will handle new referrals ASAP and prioritizes in terms of perceived urgency. CBL plans to handle items that do not substantively changes the policy file but rather clarify outside the Senate process based on Bylaws 9.0.

"The Secretary of the Senate shall review such additions and changes as are adopted by the Senate and approved by the President for the Policy File and shall reword or reorganize, without substantive change, such portions as are necessary to conform to the standard format of the Policy File. The Secretary of the Senate, with advice from the Committee on Constitution and Bylaws, shall ensure the accuracy of the Policy File."

The following 10 items are in the queue:

- 1) ASCSU elections
 - Allow lecturers to serve.
 - Term limits (3).
- 2) Posting Senate Agendas and Materials Bylaws (Referral 23)
- 3) CBL membership
 - How many have to be senators?
- 4) Constitution 4.0
 - Adding Senate Seats for Contingent Faculty other than lecturers.
 - Increasing the number of Contingent Faculty Senators.
 - Coach versus Coaching Faculty

- Non-represented Staff was added last year in a way that changes the definition of "Staff" throughout the entire policy file. Staff is "unhappy". Consult staff and see if changes need to be proposed.
 - Cleanup language
- 5) Officers CONSTITUTION 5.0
 - Specify who can serve as Chair, Vice-Chair, etcetera.
 - 6) Formulating policies to make the senate run more efficient.
 - 7) Non-senate administrative committees and communication between these and shared-governance senate committees (Referral 60)
 - 8) Review of Standing and Appointed committees.
 - 9) Are any committees in violation with Bylaws 3.1?
 - 10) Standing and Appointing Committees and Committee Chairs in General (Referral 59).
 - Specify who can chair standing committees and how a chair is chosen.
 - Process for disapproving a committee's choice of chair by officers/CEE chair.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: August 18, 2022
Subject: INFORMATION: AY 2021-2022 Report

During the 2021-2022 academic year, the Academic Policy & Planning Committee (AP&P) undertook the work of our established annual agenda, which included receiving and addressing referrals from the Senate, reviewing curriculum when appropriate, engaging in work related to enrollment, retention, and graduation (ERG), and completing special projects. All told, we submitted 11 action items and 6 information items, with additional referrals still in process.

Status of Referrals

Referral 1: Policy on hateful rhetoric the use of shared SDSU digital resources

This referral, sent to the Freedom of Expression Committee and AP&P, was made before I was chair. I have received no information about it and do not know whether it is in process.

Status: Unknown

Referral 10: Policy Reviews for Programs Offered through Global and Main Campuses

This was a carry-over referral from AY 20-21. At the end of Spring 2021 the Global Campus Advisory Committee presented a draft set of guiding principles and a budget model for our review. This committee was supposed to return to AP&P in AY 21-22 with updated materials. With the change in leadership at Global Campus, we are still waiting for them to present revised documents; we have extended several invitations over the year.

Status: In process

Referral 11: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal

While this referral was never formally received, AP&P established an exploratory subcommittee in Spring 2022 to research emeritus status, including developing a general statement of principles, a process for conferral, and a process for revocation. This work, which includes referral 49, will continue into AY 22-23.

Status: In process

Referral 14: Academic Policy Changes/PeopleSoft & Action Items

This referral consisted of four components: 1) changes related to the migration to PeopleSoft (Incomplete grades/GPA adjustments, course repeats, probation and disqualification), 2) approval of graduation candidates and FERPA considerations, 3) course forgiveness, and 4) term credit limits for summer sessions. These referrals were addressed in separate action and information items in the Fall:

Action item: Approval of graduation candidates - November 2 Senate meeting

Action item: Course Forgiveness - October 5 Senate meeting

Action item: Term credit limits - October 5 Senate meeting

Information item: Academic Policy Changes (incomplete grades/GPA adjustments, course repeats, probation and disqualification) - October 5 Senate meeting

Status: Completed

Referral 16: Undergraduate Advising Policy Updates

AP&P received and reviewed changes to the undergraduate advising policy. The **action item** was sent to the November 2 Senate meeting.

Status: Completed

Referral 19: Emergency Course Modality Determination Policies, Processes & Procedures

AP&P submitted an **information item** for the March 1 Senate meeting outlining details of the current and newly ratified CBA and existing policies for addressing course modality, including during times of emergency.

Status: Completed

Referral 21: Examine the Feasibility and Consequences of Reducing Syllabus Requirements

AP&P submitted an **information item** for the February 1 Senate meeting outlining the changes CTL had already made to the syllabus template.

Status: Completed

Referral 26: Five-Year Review of Academic Administrators

AP&P continues to work on this referral. We expect to finish this in Fall 2022.

Status: In process

Referral 27: Search Committees for University Administrators Bylaws & Elections Clarifications

AP&P is collaborating with the Committee on Committee and Elections to update this section of the policy file. We hope to complete this work in Fall 2022.

Status: In process

Referral 45: Tenure-Track Planning Committee Policy Review

AP&P submitted an **action item** updating the TTPC committee membership, functions and processes for the April 5 Senate meeting. The item was delayed to the May Senate meeting, where it was accepted without objection.

Status: Completed

Referral 46: Tenure-Track Planning Policies Review

This has not yet come to AP&P. We expect to review recommended changes in AY 22-23.

Status: In process

Referral 49: Rectify Emeritus Status Policies for Tenure-Track, Lecturers, and Staff

While AP&P did not formally receive this referral, we folded this into our work on referral 11.

Status: In process

Referral 51: Recommendation on elimination of the Writing Proficiency Exam (WPA)

AP&P reviewed this at our February 22 meeting. We submitted feedback to Joanna Brooks.

Status: Feedback provided as requested; completed

Referral 54: Clarify PBAC Members & Election Process

I emailed Senate officers on March 7, 2022 explaining that AP&P addressed this referral in 2019. AP&P developed recommendations at our Sept 24, 2019 meeting. Those recommendations were reflected in the draft revised policy included in the current referral. The email thread confirmed the number of faculty/Academic Affairs seats as 7 (3 senate officers and 4 faculty).

Status: Referral returned to the Senate officers

Referral 55: Priority Registration for Community Service Officers

AP&P approved this at our April 26 meeting. We submitted it as a late submission **action item** for the May 3 Senate meeting. It was accepted at the May 5 continuation.

Status: Completed

Referral: Clarify “Early” Tenure Policies and Implementation (Sept 28, 2021)

AP&P received a referral on September 28 asking us to clarify “early” tenure policies. This referral is not reflected on the referral chart and therefore lacks a referral number. AP&P submitted an **action item** with revised policy language for the February 1 Senate meeting.

Status: Completed

Additional Action Items Submitted

In addition to responding to referrals, AP&P submitted the following action items:

Expedited process for updating concentrations to stand alone programs

This **action item** proposed a temporary policy (expiring after AY 23-24) for expedited review of concentrations, special emphases (and similar subprograms) and minors seeking to be elevated to stand alone programs without any additional curricular changes. This temporary policy was developed in response to EO 1071 and was approved at the November 2 Senate meeting.

Waitlist (2 action items)

AP&P developed **two action items** related to the waitlist. In Fall 2021, the committee approved an automated process for enrolling students on the waitlist when space becomes available during

the first five days of instruction (including the weekend). In the following five days, instructor-issued permission numbers would be used for students seeking to enroll from the waitlist. The Senate approved this at the November 2 meeting. In Spring 2022 AP&P was asked to revisit this policy in response to numerous concerns. We sent a second action item to the May Senate meeting recommending a fully automated process. This item failed; the Fall 2021 approved policy (5 days automated/5 days manual) remains in place.

Campus RTP Policy Recommendations for College-level Policy

AP&P completed our review of all college-level RTP policy, begun in Fall 2019. We finalized our recommendations in an action item and worked with the Faculty Affairs Committee to revise the memo. The memo reflects recommendations, based on our close reading of all college files, for establishing RTP policies that ensure candidates experience consistency, transparency, and accountability throughout the RTP process. We submitted the **action item** to the May 3 Senate meeting and it was accepted without objection at the meeting continuation on May 5.

Additional Information Items Submitted

AP&P submitted the following information items:

Cr/NC emergency policy clarification (submitted to Senate Officers)

Clarification about the Credit/No Credit emergency policy, approved by the Senate in February 2021. This **information item** clarified that “COVID-impacted semester” refers to an ongoing campus emergency due to the COVID pandemic, as determined by the campus President. This information item was included as an announcement in the December 7 Senate meeting.

Summer Terms

This **information item** informed the Senate of a new Four Week Summer Session (F1) and Eight Week Summer Session (E1). This was received at the March 1 Senate meeting.

ERG Reporting

This **information item** was submitted in fulfillment of AP&P’s charge to annually review, discuss, and report on enrollment, retention, and graduation data and enrollment management policies and outcomes. It was based on presentations from Stefan Hyman, Associate Vice President for Enrollment Management, and Tracy Love, Dean of the College of Graduate Studies, and was submitted for the April Senate meeting. Since submitting this information item, AP&P received a report from AVP Joanna Brooks on the [2022-2023 Campuswide Coordinated Plan for Student Success](#).

Other Committee Work

In addition to referrals and approving new degrees and programs, AP&P engaged in the following ongoing committee work:

Committee Agreements for Engagement: In Fall 2021 AP&P developed and adopted committee agreements, which are posted on our [committee webpage](#). An abbreviated version is read at the start of each meeting:

The Senate Academic Policy and Planning Committee is committed to shared governance based on trust and rooted in SDSU's three key principles: respect, communication, and responsibility.

We agree to follow these guiding principles when conducting our work. We will:

- focus the purpose of our meetings on our approved agenda; and
- engage with each other respectfully and reject biased or harassing speech, whether via email, virtual chat, or conversation; and
- honor the process of developing thoughtful policy that considers unintended consequences; in particular we will avoid sharing beyond this committee drafts of in-progress items that are not ready for broader review; and
- represent our respective units/constituencies rather than our individual or disciplinary interests; and
- approach our work thoughtfully and deliberatively.

Revisions to the curriculum approval process

In addition, AP&P worked with AVP Madhavi McCall to update policy related to the curriculum approval process. We anticipate the revised policy will come back to AP&P at the beginning of Fall 2022 to be finalized, approved, and submitted to the Senate.

REFERRAL / INFORMATION ITEM

May 10, 2022

From: Joanna Brooks, AVP FASS, Undergraduate Council
To: Dr. Estralita Martin, Chair, Student Grievance Committee
CC: Hector Ochoa, Provost & Senior VP
Aniesha Mitchell, Senior AVP, SACD
Darrell Hess, SACD Ombuds
Shawki Moore, Incoming AS President
Sandy Mekeny, Incoming AS VP–University Affairs
SEC
Re: Proposed update to Student Grievance Process for your review

In AY 20 - 21, Undergraduate Council member Professor [Mounah Abdel-Samad](#) asked the Council to review the current undergraduate student grievance process, citing faculty concerns about the nature and outcomes of the process. The Council undertook a deliberate review of existing Senate Policy and researched best practices at other CSU campuses, consulted with SACD partners, and worked with our AS Undergraduate Council members outgoing AVP Schenkenfelder and Sean Stouffer to initiate plans for outreach and consultation with AS during Fall 2022. We provide now for your review a text of the draft document we have been developing, including a red-line edit version of the proposed changes to the Policy File. We look forward to your feedback and to continuing discussion in Fall 2022.

Please access the document [here](#).

Referral to Undergraduate Council: Student Grievance Procedure Update

BACKGROUND

At the Undergraduate Council meeting in May 2021, committee members raised a number of concerns about the Student Grievance Procedure as currently implemented, particularly in regards to academic grade disputes:

- In our current process, grade disputes escalate rapidly from department to the Student Ombuds (SACD) and the Student Grievance committee, without chance for academic leaders of college--such as the Dean and Associate Dean--to resolve academic disputes.
- Labelling the process “student grievance” is confusing and distressing to faculty on a campus with a union “grievance” procedure.
- Conduct of grievance hearings can be adversarial, incurring emotional and actual faculty workload, including multiple requests to produce documentation.
- Criteria for evaluating grade dispute cases is unclear.
- There is a lack of transparency about the number of cases per year / outcome, making it impossible to evaluate for potential implicit bias against faculty of color and foreign faculty.
- Faculty are not permitted an advocate or CFA rep in grievance procedures.
- Multiple, unsuccessful grievances are filed against some faculty members.
- Policy File language as currently written is confusing.

These concerns led the AVPFASS to undertake an analysis of grade appeal processes and policies on other CSU campuses.

	Process name	Criteria	Process flow	Do they use a form?

Fullerton	“Academic Appeals”	The Academic Appeals Board can only consider student appeals based on: 1) accusations of academic dishonesty (cheating) on the part of the student; or 2) allegations that a grade was assigned in a subjective or prejudicial (arbitrary and capricious) manner. The Academic Appeals Board DOES NOT REGRADE OR RE-EVALUATE student work.		N (letter)
Los Angeles	“Grade Appeal”	I am appealing this grade/decision because: <input type="checkbox"/> I believe there was a clerical error (for example; grade was entered or calculated incorrectly). <input type="checkbox"/> I believe there was capricious or prejudicial evaluation of my work. <input type="checkbox"/> I believe there were inconsistent or inequitably applied standards for evaluation. <input type="checkbox"/> I am disputing a finding of academic dishonesty that was made against me. <input type="checkbox"/> I believe this is a case of discrimination or harassment based on legally protected status and/or related retaliation, <i>i.e. Age, Disability (physical or mental), Gender (or sex), Gender Identity (including transgender), Gender Expression, Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion (or Religious Creed), Sexual Orientation, sex stereotype, and Veteran or Military Status (these cases will be referred directly to the Title IX Coordinator).</i>		<u>Y</u>
SDSU	“Student Grievance”	Unspecified	Meet with instructor; meet with chair; discuss with Assistant Dean; refer to Student Ombuds.	
San Marcos	“Course Grade Appeal”	https://www.csusm.edu/enroll/records_resources/coursegradeappeal/appealreasons.html	Meet with instructor; meet with chair; meet with Dean; start formal complaint process.	<u>Y</u>

SUMMARY

Campus	Specific pathway for grade appeals?	Limits / criteria for what may be appealed?	Documentation through form?	Referral to Dean or designee?
Fullerton	Y	Y	N	N (letter)
Los Angeles	Y	Y	<u>Y</u>	
San Marcos	Y	Y	<u>Y</u>	Y
SDSU	N	N	N	N

SUGGESTIONS FOR IMPROVEMENT

- **Clarify the process:** Establish clear grievance pathways. Establish clear limits on what kinds of grade disagreements may be appealed, comparable to other campuses--limit to “arbitrary or capricious” grading. Refer complaints with an academic dishonesty component to CSRR; refer complaints alleging discrimination / harrassment / retaliation to 1097 process.
- **Recognize the authority of academic colleges to resolve academic matters where there is no allegation of academic misconduct:** Route all such grade grievances to the Dean or designee for resolution.
- **Reduce adversarial experience and faculty emotional stress and workload:** If Dean or designee rejects appeal, a student may appeal to grievance committee--to be heard unilaterally on the basis of information provided, as in the labor “grievance” process, with final determination by the Provost. Mitigate pressure on faculty to deliver grade outcome.
- **Reduce redundancy:** Develop digital-based form to provide clear instructions to students and make this a fully documented process in writing, minimizing meetings and redundancy.
- **Create a process for academic integrity issues that establishes due process from the initial instance, including**
 - *Ten day academic redress and restoration opportunity, then*
 - Written notice
 - Opportunity to respond
 - Standard of proof that must be met

- Clear timelines
- Option to request a hearing convened by the college with support of OSO
- Appeal process

PROPOSED PROCESS DESCRIPTION: GRADE GRIEVANCE WITHOUT ACADEMIC INTEGRITY ALLEGATION

- Student who wishes to appeal a grade must initiate [a form](#) housed by FASS
- Basis limited to clerical error or capricious or arbitrary evaluation of work
- If student claims DHR, refer to 1097
- If student appeals on the basis of an academic misconduct allegation, refer to CSRR.
- Form is completed by student, who then meets with instructor, department chair / school director, then Dean or designee, whose determination is final, except in cases where academic misconduct or DHR have been alleged.

PROPOSED PROCESS DESCRIPTION: ACADEMIC INTEGRITY

Academic redress period

- Faculty who observe what they believe to be academic misconduct (typically, cheating) in progress in a classroom exam setting may redress it immediately via reasonable classroom management techniques, including asking a student to sit in another location, asking a student to put away notes or other materials, etc. Consider developing training resources (toolboxes) for faculty as to how to address cheating.
- Faculty who observe instances of what they believe to be academic misconduct (typically, plagiarism) in student writing may redress it immediately via reasonable instructional interventions, including returning written work to students for revision, teaching in 1:1 or group settings what constitutes plagiarism, assigning the SDSU Library's [academic integrity module](#), etc.
- Faculty who wish to apply an academic sanction (including grade reduction) should, according to the Policy File "Cheating and Plagiarism" section 4.0, arrange for an informal office conference with the student, present allegations and evidence, and allow the student an opportunity to respond.
- Within ten days of discovering academic misconduct, faculty shall report the instance to CSRR [using the designated form](#) to support the campus disciplinary sanction process.

Due Process: Notification Process

- CSRR shall notify named students when an academic misconduct report has been submitted.

This report will include the following:

1. A description of the alleged violation with specificity
 2. The date the alleged misconduct occurred
 3. Date when discovered
 4. Proposed sanctions, if student found responsible
- Students can respond to CSRR within 5 days, in one of the following ways:
 1. Respond and accept responsibility
 2. Respond and accept responsibility but dispute the sanction
 3. Respond and deny responsibility and request a meeting with CSRR
 4. Provide no response and accept the CSRR determination.

Resolution Process

- The evidentiary standard for CSRR to determine discipline is preponderance of evidence.
- Students may appeal a CSRR determination to the Student Ombuds / AVP Student Affairs & Campus Diversity.
- Faculty may seek support from the AVP Faculty Advancement and Student Success, the AVP Academic Labor Relations, or the California Faculty Association.

PROPOSED POLICY FILE LANGUAGE UPDATE

3.1 When a student feels aggrieved by a member of the faculty, administration, or staff, steps toward redress should begin *as soon as possible* with informal discussions *between persons directly involved in a dispute* and should be resolved at the lowest level possible. *Students are encouraged to consult with Assistant Deans or advisors to support informal resolution. All parties are encouraged to honor the informal resolution process by refraining from taking official or public positions that might escalate a dispute.* ~~If a satisfactory resolution is not reached, the dispute should then be taken to the Student Grievance Committee for hearing and appropriate action.~~

~~3.2 Informal discussion between persons directly involved in a grievance shall be essential in the early stages of the dispute and should be encouraged at all stages. An equitable solution to a problem should be sought before the persons directly involved in the case have assumed official or public positions that might polarize the dispute and render a solution more difficult. Neither persons~~

~~directly involved in a case nor any other persons shall use the informal discussion, the filing of a grievance, or the character of the informal discussions to strengthen the case for or against persons directly involved in the dispute or for a purpose other than to settle the grievance.~~

~~3.2 If an informal resolution is not reached, the student may pursue ~~may consult with fellow students, non-involved faculty members, the counseling staff, the Ombudsman, the Assistant Dean of the College in which the course was taken, the Associate Vice President for Academic Affairs–Student Achievement, or the Dean of Graduate Affairs to evaluate the situation and to determine which of the following resolution pathways to pursue:~~~~

- ~~a. Academic dispute—grade appeal due to instructor error or “arbitrary or capricious” grading~~
- ~~b. Academic dispute—in connection with a CSRR finding~~
- ~~c. Discrimination / harrassment / retaliation (refer to 1097 process)~~
- ~~d. Non-academic dispute—for matters connected to non-academic university operations including billing and housing~~

~~3.22 After determining the appropriate pathway from 3.21, the student should through one of the following resolution pathways:~~

- a. Academic grade complaint: Grade appeal due to instructor error or alleged arbitrary or capricious grading: course instructor, department chair / school director, ~~Assistant~~ Dean or designee.*
- b. Academic dispute--in connection with an academic dishonesty allegation: faculty member, Center for Student Rights and Responsibilities, Student Ombuds / Student Grievance Committee, Provost.*
- c. Academic dispute--other: course instructor, department chair / school director, Dean or designee.*
- d. Discrimination / harassment / retaliation: Center for Prevention of Discrimination and Harrassment.*
- e. Non-academic dispute: administrator or staff member, supervisor, Student Ombuds, Student Grievance Committee.*

~~a. The student should bring the complaint to the attention of one or more of the proper department, school, or college committees where such grievance provision exists or to the chair, director, dean, administrator, or staff supervisor;~~

~~or~~

~~b. The student should bring a complaint against an administrator or staff member to that person’s supervisor.~~

Memorandum

May 10, 2022

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Friday, May 6. Members in attendance were Brooks, Colquitt (CAL) , Kim (FCB), Pruitt-Lord (HHS), Kiczek (for Jarocki) (LIB), Abdel-Samad (PSFA), Donyanavard (SCI), Lopez, Hyman (AVP ES), Schenkenfelder (AS), Lozada-Santone (ED) , Molina (SACD)

The Council received and approved two proposed changes to the Policy File and curriculum process as requested by the Undergraduate Curriculum Committee and AVP Madhavi McCall:

1. Curriculum process (Moved–Kim; seconded–M. Lopez; 9-0). Red line text here: <https://docs.google.com/document/d/1EALVNpAKGn2FK03uIbgDiIW1CXEOdDP5/edit?usp=sharing&ouid=117432785731764808483&rtpof=true&sd=true>
2. Writing subcommittee (Moved–Schenkenfelder; seconded–Lozada-Santone; 7 - 0). Red line text here: https://docs.google.com/document/d/1bRSGHsdDrkp0fbK-T_m1LRMyjBjWbptqsnmKGzDd9SM/edit

The Council also heard from AVP Hyman on projected FTF enrollment for Fall 2022 and updates from AVP McCall on systemwide changes to the GVAR and WPA.

Curriculum Changes, Undergraduate and Graduate

- 1.0 Initiation:** Proposals for changes in the curriculum may originate from faculty, departments or schools, deans, college curriculum committees, or the Undergraduate Curriculum Committee.
- 1.1 The ~~Office of the Academic Services~~ **Office of Curriculum, Assessment, and Accreditation** shall provide assistance in the preparation of proposals.
 - 1.2 A schedule of deadlines for submission of curricular proposals from the colleges to ~~the Office of the Associate Vice President for Enrollment or designee~~ **the Office of Curriculum, Assessment, and Accreditation** shall be established and published annually in the Curriculum Guide. **Colleges may establish internal deadlines if they so desire.**
- 2.0 College Review:** Each college shall develop and file in the Office of the Provost procedures for review of curricular proposals. **Every proposal should be reviewed by the College Curriculum Committee following the procedures outlined by the College.** Review should be concerned with the academic merit of the proposal and its relationship to the academic program of other departments or schools and the college as a whole.
- 3.0 External Reviews:** The Office of Curriculum, Assessment, and Accreditation shall be responsible for ensuring external review of proposals are done in a timely manner. This includes review by the CSU Board of Trustees, WSCUC, and the CSU Chancellor's Office as appropriate.
- 34.0 Approval by the dean of the College:** **In general,** every curricular proposal shall be submitted to the dean of the college concerned for approval or disapproval. The dean should announce a decision within 10 academic workdays. The dean's approval shall be based on the determination that the proposal is consistent with plans for the long-run development of the college, that all budget needs of the proposal (teaching positions, space, equipment, supplies, staff, etc.) have been considered carefully, and that the dean is prepared to give the needs of the program high priority in the college's budget.
- 45.0 ~~Office of the Provost~~ The Office of Curriculum, Assessment, and Accreditation Review (CAA):** Curricular proposals approved by deans shall be sent to the **Curriculum Services within CAA.** ~~Office of the Provost in triplicate.~~ Here proposals shall be reviewed for proper format, content, and elements that might conflict with existing policy, regulations, administrative code, or with other agencies within the university. Proposals may be returned to the college for further revision. When the final form is acceptable to the college, the department or school, and ~~the Office of the Provost~~ **Curriculum Services,** the curriculum proposal, **depending on the type of proposal,** shall be forwarded **by Curriculum Services using the following workflow:** ~~by the Office of the Provost for review as follows:~~

5.1: New Undergraduate Degree Proposals

- 5.1.1 After Intent forms have been submitted and approved by the Board of Trustees as appropriate (for new programs only), requests for new degree programs, new minors, emphases, options, basic certificates, and concentrations not in the Academic Master Plan shall be sent **concurrently** to the Committee on Academic Policy and Planning to be considered for inclusion in the Academic Master Plan and to the Committee on ~~Academic~~ **University** Resources and Planning to be evaluated for resource implications.
- 5.1.2 Proposals approved by APP and URP shall be routed to the Undergraduate Curriculum Committee for approval.
- 5.1.3 Proposals approved by the Undergraduate Curriculum Committee shall be sent to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once approved, the Office of Curriculum, Assessment, and Accreditation will work with the Chancellor's Office, CAL State Apply, and the Registrar's Office to prepare the programs for admissions.

5.2 New Undergraduate Courses and Changes in Existing Programs and Courses

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

- 5.2.2 Proposals approved by GE and /or GCC shall be sent to the Undergraduate Curriculum Committee (UCC). Proposals that do not require review by GE or GCC shall skip step 5.2.1 and go directly to UCC.
- 5.2.3 Proposals approved by the UCC shall be reported to the Senate, to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items.

5.3 New Graduate Degree Proposals

- 5.3.1 After Intent forms have been submitted and approved by the Board of Trustees, requests for new degree programs not in the Academic Master Plan shall be sent concurrently to the Committee on Academic Policy and Planning to be considered for inclusion in the Academic Master Plan and to the Committee on University Resources and Planning to be evaluated for resource implications.
- 5.3.2 Approved proposals shall be sent to the Graduate Curriculum Committee for approval.
- 5.3.3 Approved proposals shall be sent to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Graduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once approved, the Division of Curriculum, Assessment, and Accreditation will work with the Chancellor's Office, CAL State Apply, and the Registrar's Office to prepare the programs for admissions.

5.4 New Graduate Courses and Emphases, and Changes in Existing Courses, Emphases, Advanced Certificates, and Requirements

- 5.4.1 Curriculum proposals shall be sent to the Graduate Curriculum Committee for approval.
- 5.4.2 Curriculum proposals approved by the Graduate Curriculum Committee shall be reported to the Senate, AA-AVPs, Graduate Council, Associated Students, and Academic Deans Council as information items.

5.5 Discontinuance of Undergraduate and Graduate Degree Proposals

- 5.5.1 Requests to discontinue Undergraduate Degree Programs, which will include a teach-out process, shall follow the same workflow as that for new programs outlines in 5.1. Following approval by the College Curriculum Committee and College Dean and review for accuracy by CAA, the proposal shall be forwarded to AP&P and URP, and, upon approval, move to the Undergraduate Curriculum Committee for approval. Undergraduate Degree Proposals to discontinue existing degrees approved by Undergraduate Curriculum Committee will be routed to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once finalized, the Office of Curriculum, Assessment, and Accreditation will notify the Chancellor's Office and other external bodies.
- 5.5.2 Requests to discontinue Graduate Degree Programs, which will include a teach-out process, shall follow the same workflow as that for new programs outlines in 5.3. Following approval by the College Curriculum Committee and College Dean and review for accuracy by CAA, the proposal shall be forwarded to AP&P and URP, and, upon approval, move to the Graduate Curriculum Committee for approval. Graduate Degree Proposals to discontinue existing degrees approved by Graduate Curriculum Committee will be routed to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Graduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once finalized, the Office of Curriculum, Assessment, and Accreditation will notify the Chancellor's Office and other external bodies.

~~5.5 The proposals shall be sent concurrently to the following: Dean, College of Arts and Letters; Dean, College of Professional Studies and Fine Arts; Dean, College of Sciences; Dean, College of Business Administration; Dean, College of Education; Dean, College of Engineering; Dean, College of Health and Human Services; Dean, SDSU Imperial Valley; Dean, Global Campus; Dean, College of Graduate Studies; and the Associate Vice President for Faculty Advancement and Student Success.~~

~~4.21 Deans of colleges shall review solely for impact on the program of their colleges and for budget implications. The deans shall have a period of time set by the Office of the Provost to object to a proposal. If no written objection is received, the proposal shall be considered approved. If a dean objects to a proposal, the Provost may seek the advice of others and after hearing the advice shall decide whether the proposal shall be approved, disapproved, or returned to the recommending source for revisions.~~

~~4.22 The Dean of the College of Graduate Studies shall review solely for impact on the graduate program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Graduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

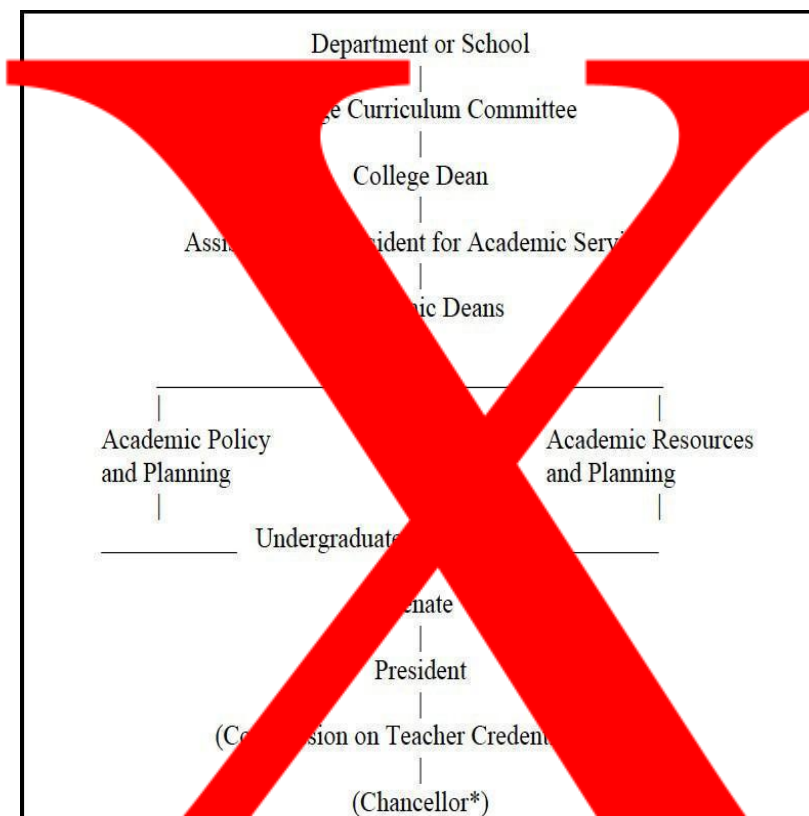
~~4.23 The Associate Vice President for Faculty Advancement and Student Success shall review solely for impact on the undergraduate program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Undergraduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

~~4.24 The Dean of the College of Education shall review solely for impact on the Teacher Education program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Teacher Education Advisory Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

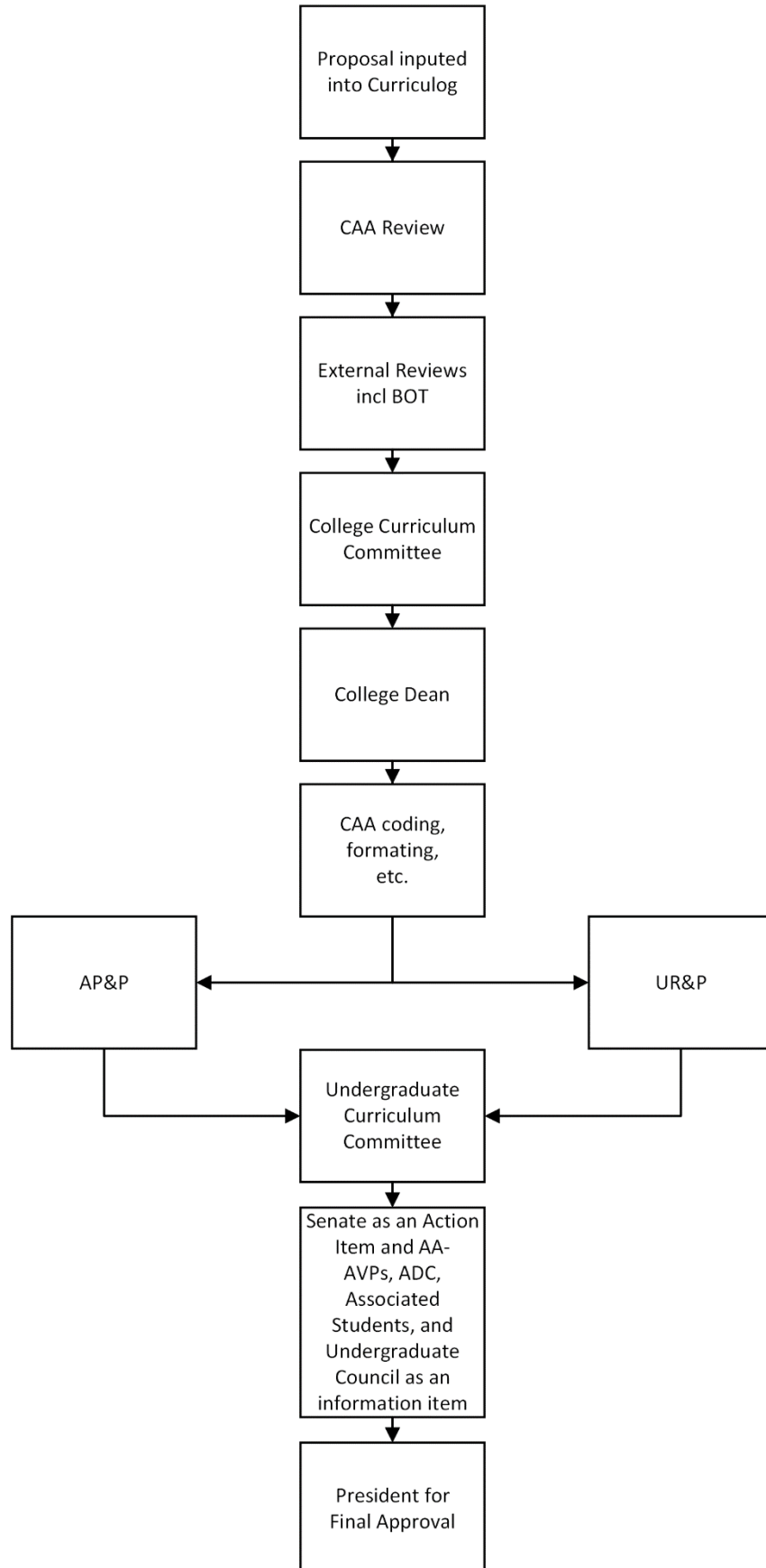
~~5.6 Proposals for new minors, emphases, options, concentrations, and degrees shall be sent concurrently to the Committee on Academic Policy and Planning and the Committee on Academic Resources and Planning for consideration for impact on the Master Plan.~~

Flow Chart for Processing Proposals: This shall include new and existing basic credential programs.

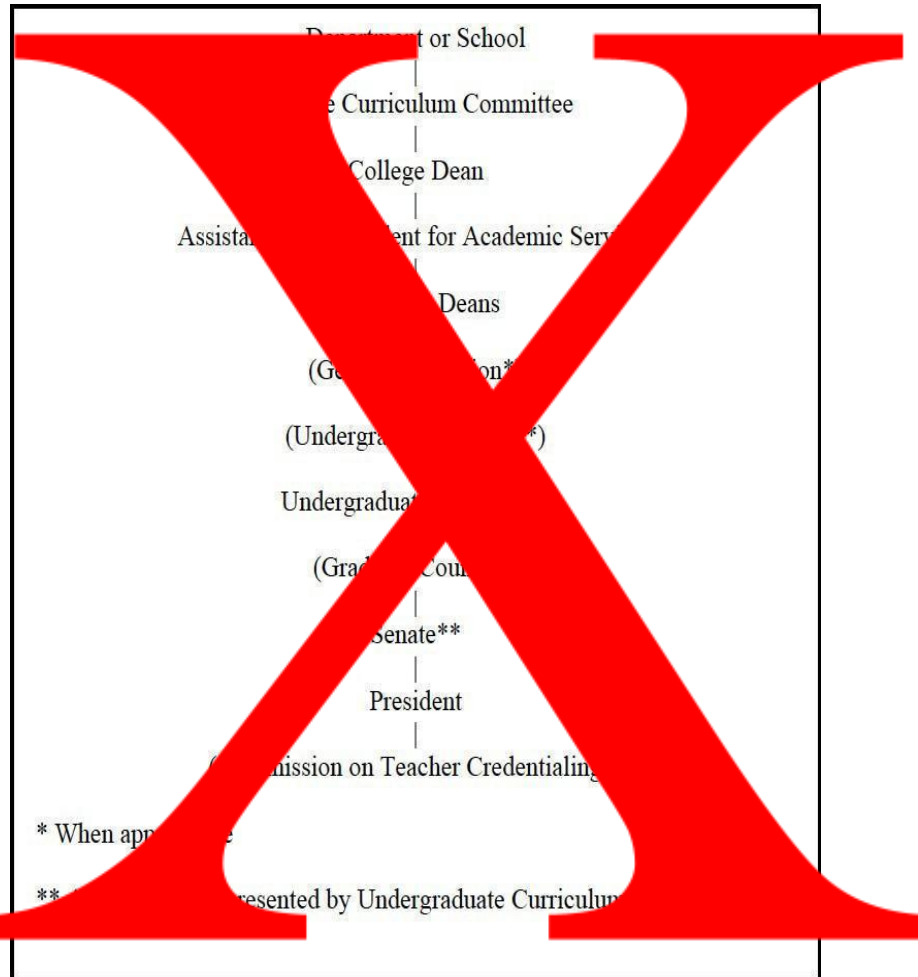
5.1 New Undergraduate Degree Programs and Deletion of Existing Degree or School Dissolution



5.1 New Undergraduate Degree Proposal

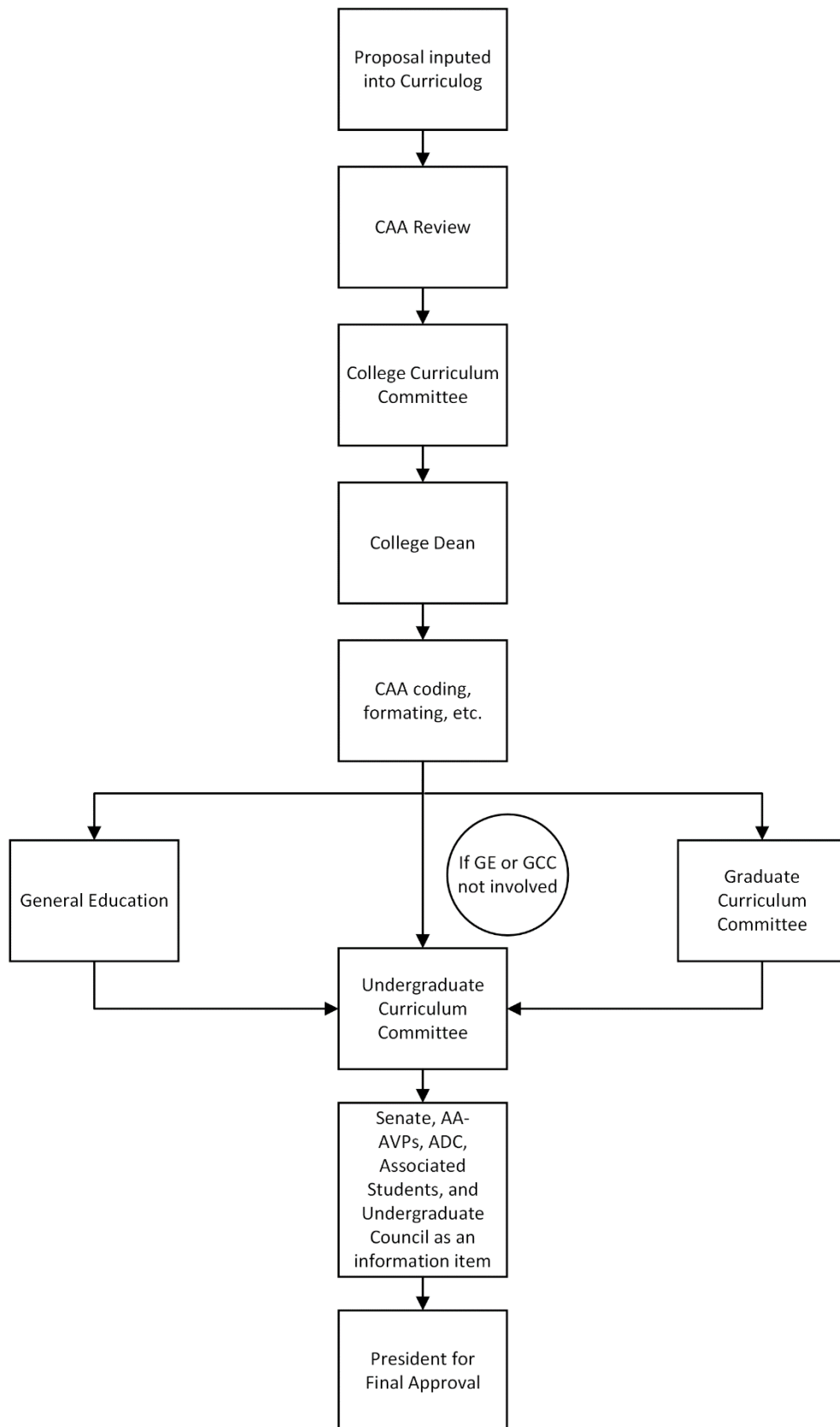


5.2 New Courses and Changes in Existing Programs and Courses



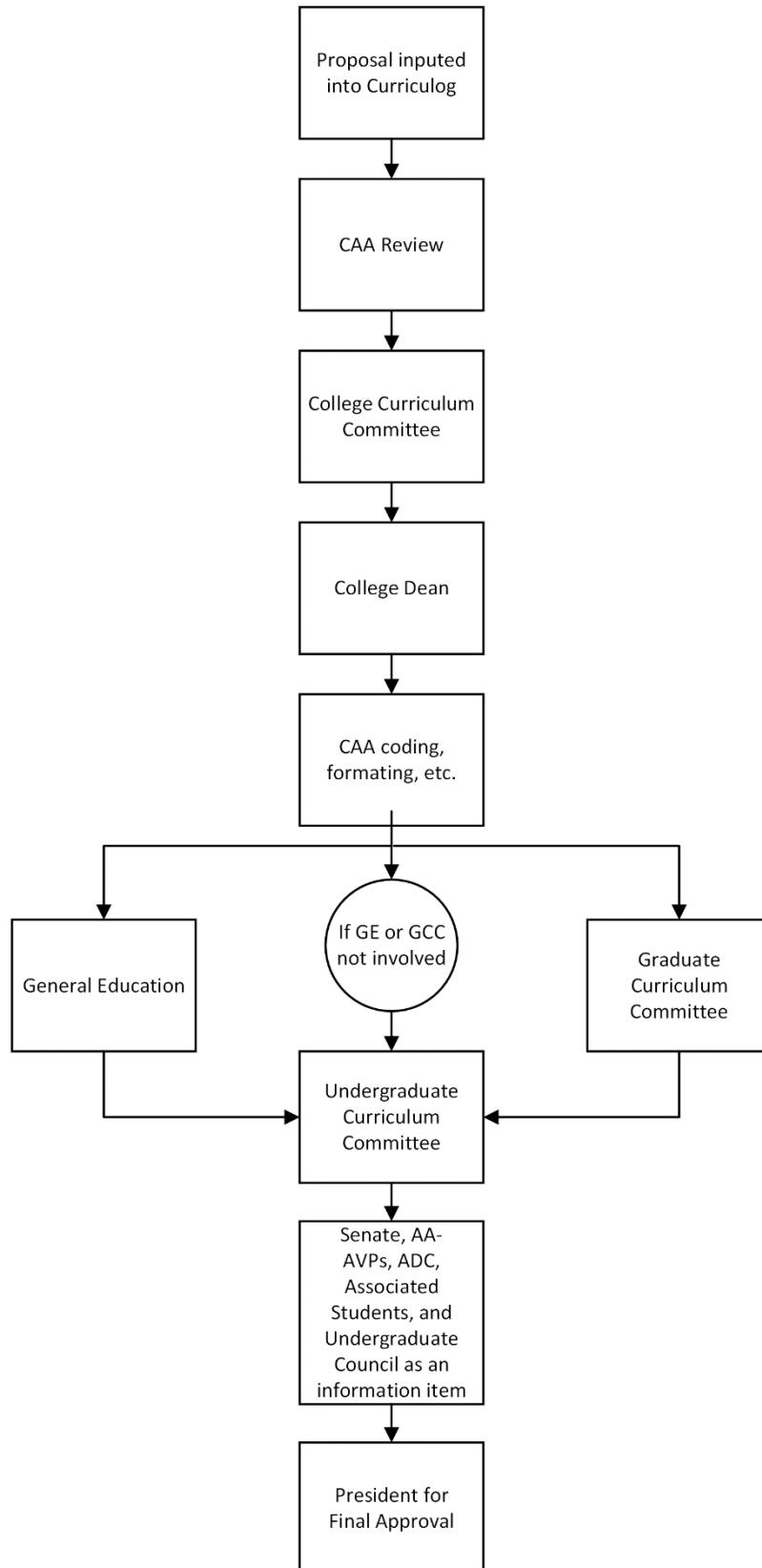
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5.2 New Undergraduate Courses or Modifications to Existing Courses

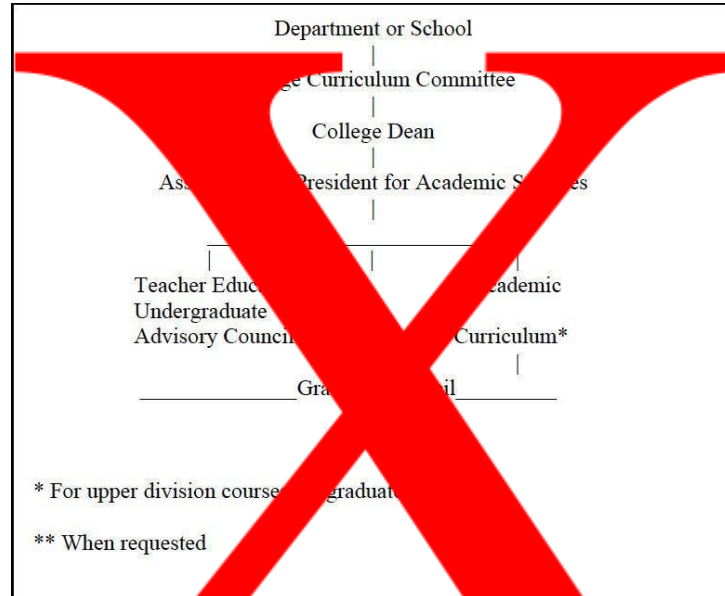


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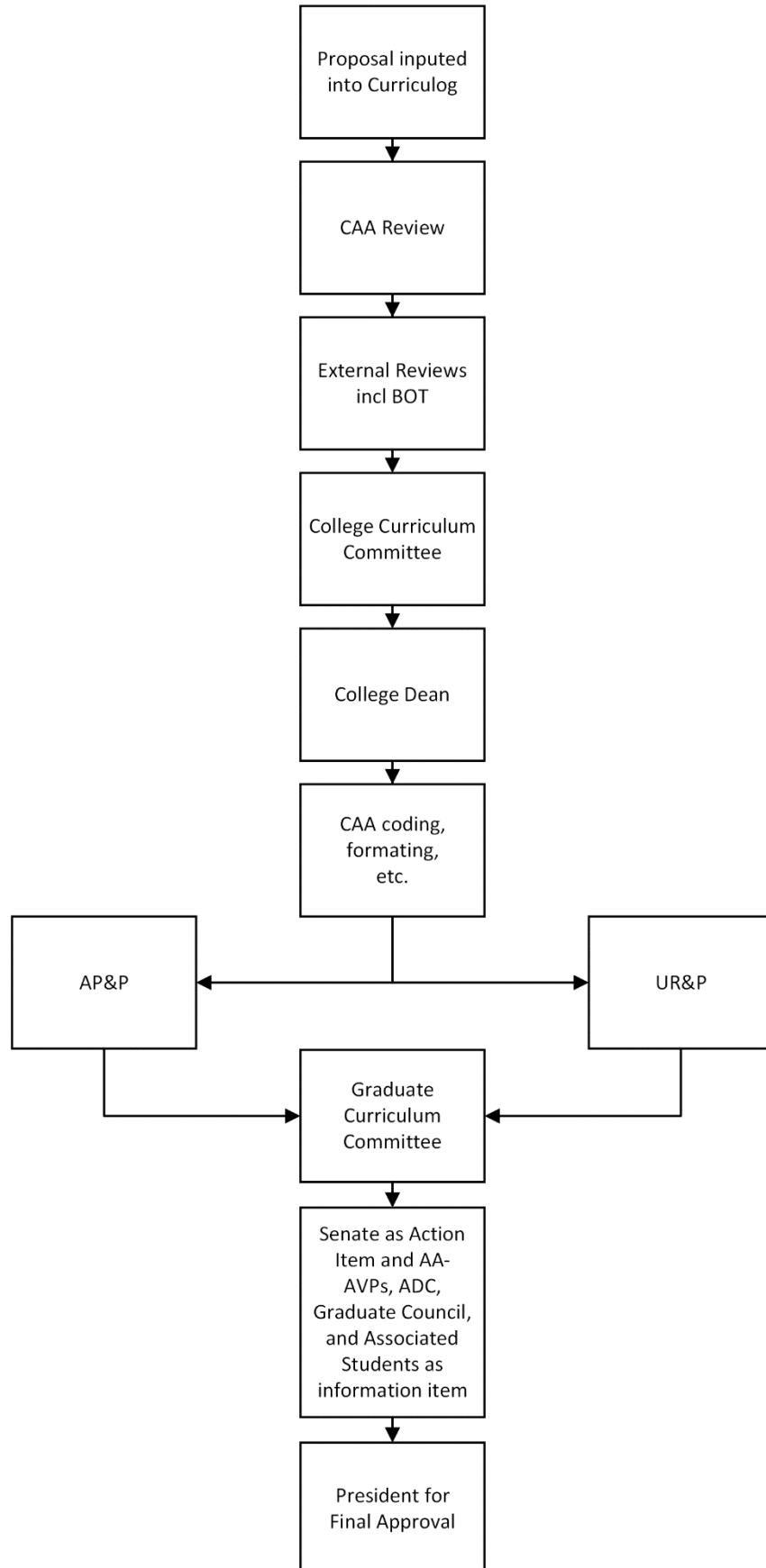
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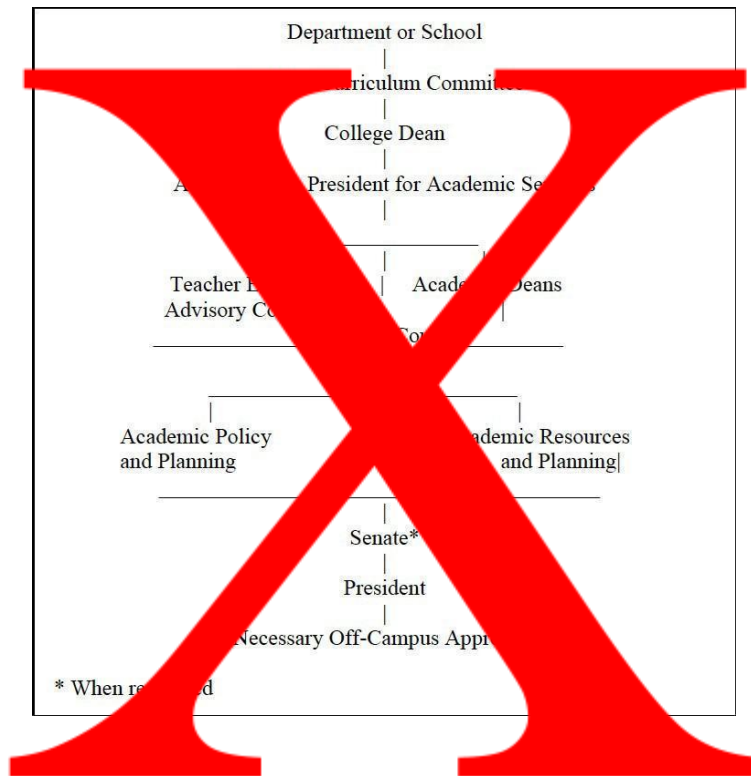
5.3 New Graduate Degree Programs



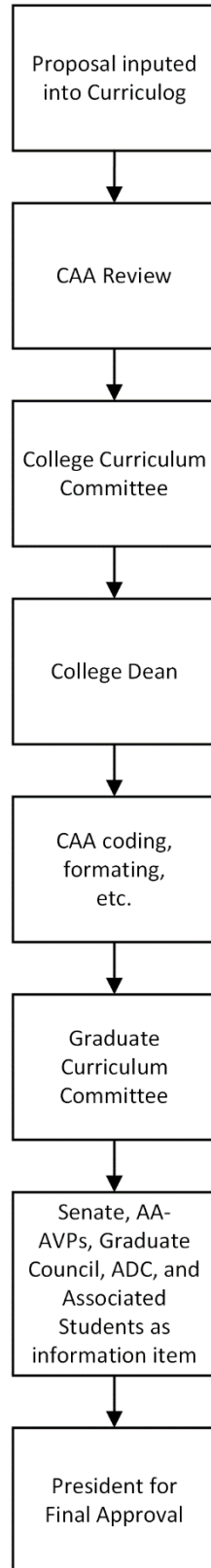
5.3 New Graduate Degree Proposal



5.4 New Graduate Course and Emphases, and Changes in Courses, Emphases, and Requirements



5.4 Modifications to Existing Graduate Courses



POLICY FILE MARKUPS START ON P. 5

Senate Policy File – Writing Subcommittee Language

https://senate.sdsu.edu/_resources/documents/2020-21_policyfile_nov162021.pdf

PDF p. 126

General Education Curriculum and Assessment Subcommittee: Writing

1.0 This shall be a permanent subcommittee of the Committee on General Education and shall comprise two articulation panels, namely, the Composition Panel and the Oral Communication Panel.

2.0 Membership (6+): Members of the Committee on General Education Curriculum and Assessment and others thereby appointed to the Composition Panel, which shall include the Director of Composition and one or two representatives from each contributing department or school, and to the Oral Communication Panel, which shall include the Coordinator of Communication 103 and one or two representatives from each contributing department or school.

3.0 Functions

3.1. The Subcommittee shall:

- a) Coordinate the university Upper Division Writing Proficiency (UDWP) requirement,
- b) Monitor the requirement for compliance with CSU system and campus policy,
- c) Approve courses that fulfill the requirement,
- d) Work with the Test Office to develop, schedule, and evaluate essay examinations that fulfill the requirement, and
- e) Monitor student performance to ensure that a single standard of writing proficiency is applied.

The two articulation panels shall establish and coordinate course policies, grading standards, and syllabi in the Communication portion of the General Education program.

PDF p. 136

Undergraduate Council

1.0 Membership (16): nine faculty, one from each college, the Library and SDSU Imperial Valley; Associate Vice President for Faculty Advancement and Student Success or designee, who shall chair; Associate and Assistant Deans of Undergraduate Studies; Vice President of Student Affairs and Campus Diversity or designee; Associate Vice President for Enrollment; two undergraduate students.

2.0 Functions: The Council shall:

2.1. Oversee an integrated approach to undergraduate excellence at San Diego State University,

2.2. Recommend policy for the Office of Faculty Advancement and Student Success,

2.3. Propose changes in policy for undergraduate programs

2.4. Supervise specific university-wide undergraduate programs such as, but not limited to, the Undergraduate Writing Subcommittee and the Graduation and Retention Subcommittee, and

2.5. Forward to the Senate the annual report on retention and graduation in the fall of each academic year.

Undergraduate Curriculum Subcommittee: Writing

1.0 This shall be a permanent subcommittee of the Undergraduate Council.

2.0 Membership (14): the nine faculty members of the Undergraduate Council; the Director of Composition, the Director of Testing Services, the Associate Vice President for Curriculum, Assessment and Accreditation; two students from the Undergraduate Council.

3.0 Functions: The Subcommittee shall approve and forward to the Undergraduate Curriculum Committee courses for review.

###

Comments/notes:

GW: Approved Upper Division Writing Courses. Not reviewed by GE.

<https://catalog.sdsu.edu/content.php?catoid=5&navoid=382#ii-graduation-writing-assessment-requirement-gwar->

ACCTG 390W
AFRAS 305W
CCS 396W
ECON 449W
ENGL 306W (Liberal Studies majors only)
ENGL 308W
ENGL 508W (Required for English and Comparative Literature majors; open to other majors)
ENGL 581W
ENGL 584W
HIST 390W
HUM 390W
JMS 310W
JMS 312W
LING 305W
MIS 396W
POL S 390W
RTM 396W
REL S 396W
RWS 305W
RWS 390W
RWS 392W
RWS 500W
RWS 503W
RWS 508W
TE 405W

GW: GE committee review

AFRAS 120 - Composition [GE]
AMIND 120 - Written Communication [GE]
CCS 111B - Written Communication [GE]
LING 100B - English Composition for International Students and English Learners II [GE]
RWS 100 [or ENGL 100 or POL S 100] - Rhetoric of Written Argument [GE]
RWS 105B - Rhetoric of Written Argument Stretch II [GE]

GW: Other writing courses that are not GE

RWS 280 - Academic Reading and Writing
RWS 281 [or LING 281] - Academic Reading and Writing for Second Language Learners and International Students

12/6/2021 - GE meeting notes

- Eliminate GE committee components/involvement?
 - Because GE committee never reviewed W courses, at least not in the last 10 years. We review Area A proposals.
- Place the writing subcommittee in UCC?
- Create a subcommittee with expertise with graduate requirements (e.g., American institutions, cultural diversity, writing, etc.)? [Could be concurrent review steps.]
- Re-refer to—or notify—AP&P and Senate for guidance and to possibly gain buy-in about reframing policy?
- Table this for now. Get a larger conversation going.

1/19/2022 - meeting notes (Barbone, Brooks, Canary, McCall, Wilson)

- Do not want to add review levels
- Subcommittee(s) could consist of subject matter experts (chair/director, associate dean, or representative of RWS or COMM)?
- Create “graduation requirements” (e.g., American institutions, writing) subcommittee of UCC?
- Greg and Heather to develop updated policy language based on feedback above.

POLICY FILE MARKUPS

PDF p. 126 (https://senate.sdsu.edu/_policy-file/2021_22_policyfile_jan_9_22.pdf)

General Education Curriculum and Assessment Committee

1.0 Membership (12): nine faculty, one from the College of Arts and Letters, Sciences, Professional Studies and Fine Arts, Fowler College of Business, Health and Human Services, Education, and Engineering, one from SDSU Imperial Valley, and one from the Library; Associate Vice President for Curriculum, Assessment and Accreditation or designee; and two undergraduate students.

2.0 Functions

2.1. The Committee shall review and evaluate current and proposed courses for General Education.

2.2. The Committee shall review and evaluate student learning outcomes assessment in General Education courses.

2.3. The Committee shall report to the Senate, to the Undergraduate Curriculum Committee and to the Undergraduate Council.

General Education Curriculum and Assessment Subcommittee: Writing

1.0 This shall be a permanent subcommittee of the Committee on General Education and shall comprise two articulation panels, namely, the Composition Panel and the Oral Communication Panel.

2.0 Membership (6+): Members of the Committee on General Education Curriculum and Assessment and others thereby appointed to the Composition Panel, which shall include the Director of Composition and one or two representatives from each contributing department or school, and to the Oral Communication Panel, which shall include the Coordinator of Communication 103 and one or two representatives from each contributing department or school.

3.0 Functions

3.1. The Subcommittee shall:

a) Coordinate the university Upper Division Writing Proficiency (UDWP) requirement,

b) Monitor the requirement for compliance with CSU system and campus policy,

- c) Approve courses that fulfill the requirement,
- d) Work with the Test Office to develop, schedule, and evaluate essay examinations that fulfill the requirement, and
- e) Monitor student performance to ensure that a single standard of writing proficiency is applied.

The two articulation panels shall establish and coordinate course policies, grading standards, and syllabi in the Communication portion of the General Education program.

PDF p. 136

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2.4. Forward to the Senate the annual report on retention and graduation in the fall of each academic year.

Undergraduate Curriculum Subcommittee: Writing

1.0 This shall be a permanent subcommittee of the Undergraduate Council.

2.0 Membership (14): the nine faculty members of the Undergraduate Council; the Director of Composition, the Director of Testing Services, the Associate Vice President for Curriculum, Assessment and Accreditation; two students from the Undergraduate Council.

3.0 Functions: The Subcommittee shall approve and forward to the Undergraduate Curriculum Committee courses for review.

To: SEC, Senate, and Nora Butler-Byrd, Chair

From: Hala Madanat, Vice President for Research and Innovation and Chair University Research Council

Date: August 16, 2022

Re: University Research Council Annual Report

The University Research Council (URC) met seven times during the 2021-2022 Academic Year (three times in fall and four times in spring). As a committee, we were able to accomplish a number of important goals and tasks during this past academic year. These are described below.

1. Update of the URC charge for the Senate policy file. The committee helped to develop and gave input on an updated URC charge for use in the Senate policy file. The committee charge had not been updated in many years and did not reflect the recent decoupling of the College of Graduate Studies from the Division of Research and Innovation.
2. The committee provided important input and advice on four DRI funding initiatives that were launched during the 2021-2022 academic year: SDSU Seed Grant Funding (formerly the University Grants Program), Rapid Response funding, Equipment funding, and Postdoc funding.
3. The committee worked with DRI to develop 2022 PBAC requests related to supporting faculty research, scholarship, and creative activities.
4. The following programs provided more than \$3.5M in funding for faculty in all of our colleges, the library, and SDSU Imperial Valley.

SDSU Seed Grant Funding: 52 faculty funded (\$383,750)

Rapid Response Program: 4 faculty funded (\$75,000)

Equipment Funding: 18 faculty funded (>\$1.5M)

Postdoc Funding: 20 faculty funded (\$1.5M)

Assigned Time for RSCA (Individual and Team for the 22/23 AY): 53 faculty funded for AT during the AY (\$546,500)

TO: SEC

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

DATE: June 10, 2022

SUBJECT: Information: Report from the May 19-20, 2022 plenary meeting of the Academic Senate CSU (ASCSU)

The May 19-20, 2022 ASCSU plenary meeting was held online.

Committee of the Whole: Campus Concerns and 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.

Jolene Koester, CSU Interim Chancellor

Asked about the increasing system pressures on campus autonomy, Ms. Koester responded that in her “ideal world,” faculty should be free to make some curricular choices. She seems to support integration and uniformity across the CSU. One of the pressures on the CSU is the “tyranny of temporal compression”: judging the past by the standards of today.

Jolene Koester and ASCSU senators engaged in an open discussion of COVID and the CSU

Jamienne Studley, President of WASC Senior College and University Commission (WSCUC)

The purpose of the discussion was to inform ASCSU senators what WASC is and what it is not.

Ms. Studley outlined that the purpose of WASC is to develop standards that would meet the quality bar for student and institutional success. WASC is a recognized accreditor by the Federal Government but they have their own criteria. The standards are very broad in order to apply to a wide range of institutions with varying missions. WASC overlooks over 200 institutions and they look at a variety of issues such as governance, capacity, leadership, and student success. Ms. Studley emphasized that WASC does not tell institutions what to do but they do tell them what standards to meet; however, they do not say how. They are looking at the capacity to develop, deliver, evaluate and improve the curriculum. They do not do program reviews or individual program accreditation, as such programs are discipline-specific. Instead, they look at the entire institution. Data is gathered about student success, for example. Information on various institutions they review can be accessed through their Key Indicators Dashboard at <https://www.wscuc.org/resources/kid/>.

Charles Toombs, CFA President

Next stage of CBA and salary negotiations is open. The CSU budget surplus creates new context for salary negotiations. CFA is lobbying for a larger budget for the CSU. CFA is also looking at establishing 5-year lecturer appointments. In response to CFA position on the establishment of the so-called Professors of Practice, President Toombs stated that it is seen as potentially threatening to create an academic underclass, and the issue will be looked at next.

CSU Trustee Yammilette Rodriguez

Senators asked the trustee questions on a variety of issues.

Jerald Schutte, Emeritus and Retired Faculty and Staff Association (ERFSA)

The impact of the current recession on PERS is negligible, but there is a possibility of caps on health coverage for future retirees at some point (current retirees will be grandfathered).

Romey Sabalius, CSU Faculty Trustee

Appointed chair of the Trustee Committee on Educational Policy

Gov. Newsome's May budget revision was disappointing: no change in CSU budget.

CSU Trustee Jack Clarke

Related his own fascinating family background to show the transformative potential of higher education and the CSU. Responded to senators' questions. There was also a conversation about the pending draft of an ASCSU resolution of non-confidence in the BOT (related to the case of the former chancellor). Trustee Clark appealed: "We're in a time of crisis," "we need to come together as trustees, faculty members, and students."

CSU Vice-Chancellor Sylvia Alva

Discussion of aspects of the academic mission of the CSU. How can our campus environments be made more welcoming to a broad diversity of people, to live up to the larger values and ideals of what it means to be an inclusive campus community? Discussion enrollment management policies, strategies, targets.

Dolores Davison, President of the Academic Senate of the California Community Colleges and Robert Horwitz, Chair of the Academic Senate, University of California

Ms. Davison supports applied bachelor's degrees at the California Community Colleges. Other topics of discussion: AB 705, which requires that a CCC district or college maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year timeframe. Relations between CSU and CCC academic senates in resisting legislative intrusion. Associate degrees for transfer (ADTs)

Mr. Horwitz discussed the 60-unit cap of STEM courses, time-to-degree, and legislative interference in the curriculum

Resolutions

At the May 19-20, 2022 ASCSU plenary meeting, 22 resolutions were passed:

AS-3528-22/AA (Rev) CSU 2030 CHALLENGES: FACULTY PERSPECTIVES

ASSERTS ASCSU support for the development, over the next academic year, of a position paper to be titled “CSU 2030 Challenges: Faculty Perspectives,” along with a survey of the faculty to inform the paper.

AS-3533-22/FA (Rev) CULTURAL TAXATION, ISSUES AND FACULTY INPUT

Recommends that CSU campus Senates address faculty experiences of cultural taxation and its long-term negative effects, especially on faculty who identify as BIPOC (Black, Indigenous, and People of Color), women, LGBTQIA+, other-abled people, and aging faculty, and that the Executive Committee of the ASCSU form a task force to create, in concert with CFA, an anonymous web-based questionnaire with open-ended questions so that faculty on all 23 campuses may use the form to describe their experiences of cultural taxation.

AS-3534-22/EX PROMOTING VICTIM AND SURVIVOR ADVOCACY IN CSU 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 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 TOWARDS DEVELOPING COMMON UNDERSTANDINGS FOR THE CONTENT AREAS OF THE CALIFORNIA LOWER DIVISION GENERAL EDUCATION (GE) TRANSFER PATHWAY (AB 928)

Asks the Intersegmental Committee of Academic Senates (ICAS) to set a goal of adopting common understandings, competencies, and/or standards (see [AS-3515-21/APEP \(Rev\)](#) and [AS-3530-22/APEP/AA](#)) for the content areas of the AB 928 singular GE transfer pathway, ideally through the formation of intersegmental workgroups consisting of multiple disciplinary experts from each segment; urges the Chancellor to consult with the Associate Vice Chancellor, Academic Programs, Innovations, and Faculty Development to assess workload impacts associated with implementing changes to common understandings, competencies, and/or standards called for above, and to ensure that needed resources are provided.

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 Chair or designee shall submit correspondence expressing opinions of concern or support regarding the system naming recognition; the ASCSU 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, for 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' AND THE CALIFORNIA STATE UNIVERSITY ADMINISTRATION'S HANDLING OF THE HIRING AND SEPARATION PROCEDURES FOR CSU ADMINISTRATORS

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-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 Competencies

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 any other memorials, and for the renaming of buildings, classrooms, benches, and roadways 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 to reinstitute the policy of providing for public the 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.

AS-3552-22/EX ADDITION OF A SECOND FACULTY TRUSTEE TO THE CSU BOARD OF TRUSTEES (FIRST READING WAIVED)

Reaffirms ASCSU's commitment to [AS-2951-09/EX \(Rev\)](#), which requested that the CSU Board of Trustees recommend to the Governor of California and the California State Legislature the addition of a second faculty trustee to the Board with a term of appointment staggered with that of the current faculty trustee.

AS-3553-22/FA (Rev) PROTECTING THE ACADEMIC FREEDOM OF THE CALIFORNIA STATE UNIVERSITY FACULTY (FIRST READING WAIVED)

Asserts CSU's critical role in preparing California's teachers who take seriously their responsibility to prepare California students who will live, thrive, and contribute to a diverse, complex, and ever-changing world, constructively engaging and critically analyzing multiple ideas and perspectives; asserts the need to protect the right to have respectful, free, and open discussions in schools, colleges, and universities, including discussions on critical race theory; and encourages teaching and learning that emphasizes critical inquiry, discovery, and innovative pedagogies aimed towards the betterment of all individuals and communities.

AS-3554-22/FGA/FA POSITION OF THE ACADEMIC SENATE OF THE CALIFORNIA STATE UNIVERSITY (ASCSU) ON FACULTY EARLY RETIREMENT PROGRAM (FERP) AND RETIRED ANNUITANT EMPLOYEE COVID COMPENSATION (FIRST READING WAIVED)

Urges that members of the Faculty Early Retirement Program (FERP) and Retired Annuitant instructional personnel (RA) be recognized as members of the CSU faculty, and that, as members of the faculty, they be acknowledged as Unit 3 employees, under the purview of the California Faculty Association (CFA), with respect to negotiations of any retroactive or future pay increases, and that, in the specific case of the 2022-2024 Collective Bargaining Agreement (CBA) Article 31.7 (retroactive COVID pay for the extra time spent converting classes to online instruction), the Chancellor's Office (CO) and CFA work together to correct the exclusion from retroactive pay of FERP and RA faculty who were employed during the applicable period.

AS-3556-22/EX Commendation for Interim Chancellor Koester, Ph.D.

AS-3557-22/EX COMMENDATION FOR ACTING CHANCELLOR STEVEN RELYEA

First Reading Resolutions

AS-3555-22/FA PROVISION OF FREE CONDOMS TO STUDENTS ON CSU CAMPUSES

Urges the ASCSU to recognize the effectiveness of condoms in preventing sexually transmitted infections and diseases, as well as unwanted pregnancies, and recommends that each CSU campus provide free condoms to students on campus, as well as information about use and effectiveness of condoms.

Election of New ASCSU Officers

At its May 20th, 2022 organizational meeting, the 2022-2023 Academic Senate of the California State University (ASCSU) elected the following faculty to serve as officers and members of its Executive Committee:

ASCSU Chair: Beth Steffel, Art and Design, CSU San Bernardino

Vice-Chair: Thomas Norman, Management, CSU Dominguez Hills

Secretary: Mark Van Selst, Psychology, San Jose State University

Member-at-Large: Elizabeth Boyd, Agriculture, CSU Chico

Member-at-Large: Adam Swenson, Philosophy, CSU Northridge

Robert Keith Collins will continue to serve on the Executive Committee as Immediate Past Chair

Copies of ASCSU 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: August 23, 2022

RE: Information

Philanthropy Report:

Associated General Contractors San Diego Chapter has made a pledge payment of \$125,000 to the AGC Construction Management Endowed Chair in the College of Engineering.

The San Diego Foundation James Silberrad Brown Foundation, at the recommendation of Marilyn Creson Brown, has made a grant of \$5,250,000 to the James Silberrad Brown Center for Artificial Intelligence in the Fowler College of Business, and made a grant of \$1,100,000 to the James Silberrad Brown Foundation Endowment and Fund in the Department of Intercollegiate Athletics.

Clark Construction Group, LLC has committed to a pledge of \$100,000 to the AGC Construction Management Endowed Chair in the College of Engineering, and made a pledge payment of \$36,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Estate of Melvin E. Curry, Jr. has made an additional bequest gift of \$164,823 to the Melvin Curry Scholarship Endowment in the Division of Academic Affairs.

Vanguard Charitable Endowment A & K Esparza Family fund, at the recommendation of alumni Andrew C. and Karen M. Esparza, made a grant of \$50,000 to the Society for Human Resource Management Fund in the Fowler College of Business.

Fidelity Charitable Gift Fund Filanc Charitable Giving Fund, at the recommendation of Mark E. and Kimberly A. Filanc made a grant of \$25,000 to the Dion Jones Scholarship Endowment in the College of Engineering.

Gilbert J. Martin Foundation has made a grant of \$100,000 to the Gilbert J. Martin Foundation Endowed Scholarship in the Fowler College of Business.

TCF Board Member and Alumnus Jeffrey W. Glazer has made a pledge payment of \$75,000 to the Glazer Outstanding Lecturer Fellowship Endowment in the Fowler College of Business.

McCarthy Building Companies has made a pledge payment of \$40,000 to the AGC Construction Management Endowed Chair in the College of Engineering.

The Estate of Patricia C. McCuen has made an additional bequest gift of \$120,000 to the McCuen Endowed Economics Scholarship in the College of Arts and Letters.

Alumni Charles A. and Kathy Mendenhall have made pledge payments totaling \$72,000 to the Aztec Club Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Dr. L. Robert Payne and Patty Payne have made a pledge payment of \$18,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Rangetree Strategies LLC has committed to a pledge of \$40,000 and made a pledge payment of \$10,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumna Patti L. Roscoe has made a pledge payment of \$50,000 to the Patti Roscoe Meetings & Events Professorship-Institute for Meetings & Events in the College of Professional Studies and Fine Arts.

Sycuan Band of Kumeyaay Nation has made a pledge payment of \$750,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Estate of James J. Stansell has made additional bequest gifts totaling \$720,580 to the James J. Stansell Classics Endowment in the College of Arts and Letters.

Alumnus Keith H. Baim has made gifts and a pledge payment totaling \$208,000 to the Ed Davis From Cancer to College Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Alumnus Attended Cody Barbo and Alumna Mystique McCormick have committed to planned gifts totaling \$1,300,000 to the SDSU Community Hub for Entrepreneurship and Innovation in the Fowler College of Business.

Alumna Jacqueline Corlin has committed to a bequest of \$800,000 to the Janet Cooling and Jackie Corlin Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

DN Tanks has made a gift of \$50,000 to the DN Tanks Endowed Scholarship for Diversity in the College of Engineering.

Ann M. and William P. Haney have contributed a gift-in-kind valued at \$75,000 to the School of Music and Dance in the College of Professional Studies and Fine Arts.

Daniel Howard has committed to a bequest of \$250,000 to the Daniel Howard Study Abroad Fund for the Spanish and Portuguese Department in the College of Arts and Letters.

Karina Perez Helgeson and Waylon Jack Helgeson have committed to a bequest of \$50,000 to the Guillermina Alcazár Memorial Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Alumnus Kenneth P. Kurita and Theresa Kurita have committed to a bequest of \$1,000,000 to the Kenneth and Theresa Kurita Endowed Scholarship in the Fowler College of Business.

Alumna Jo Ann Lane has made a pledge payment of \$149,985 to the Lane Family Research Support Fund in the College of Sciences.

Tanner and Aura Martin committed to a bequest and pledge totaling \$57,897 for the Tanner and Aura Martin Endowed Scholarship in the Fowler College of Business.

Faculty Emeritus Thomas L. McKenzie has committed to a bequest of \$450,000 to the SPARK Equity Fund in the College of Health and Human Services.

Alumnus Attended David T. Moran has committed to a pledge of \$28,361 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Victor Pereyra and Giulia Pagallo have made a bequest of \$1,000,000 to the Pereyra and Pagallo Family

Fellowship in Computational Science Endowment in the College of Sciences.

PRT Leader, Inc. has made a pledge and gift totaling \$25,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumni Ramon D. and Gracie Riesgo have committed to a pledge of \$25,000 to the Ramon and Graciela Riesgo Endowed Scholarship in the College of Engineering.

Hasmukh and Nalini Shah have made a pledge of \$37,500 for the Mahavir Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

TCF Board Member and Alumnus James D. Sinegal and Alumna Janet L. Sinegal have made pledge payments totaling \$201,166 to the Janet Sinegal Scholarship Endowment in the College of Education, the Jim and Janet Sinegal Guardian Scholars Business Endowed Scholarship in the Fowler College of Business, the Sinegal Guardian Scholars Housing Fund and the Jim and Janet Sinegal Endowment for the Joan and Art Barron Veterans Center in the Division of Student Affairs and Campus Diversity.

Alumnus Jan S. Statman has made a bequest of \$150,000 to The Jan Statman Endowed Scholarship for Football and Basketball in the Department of Intercollegiate Athletics.

Alumnus William A. Waite has made a bequest of \$250,000 to the Waite Sailing Program Fund in the Division of Student Affairs and Campus Diversity.

Sandra A. Wawrytko has made a pledge of \$100,000 to the Alyce Cioch Wawrytko Endowment for American Indian Studies in the College of Arts and Letters.

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

The Estate of Carol Bentley Ellis has made gifts totaling \$300,000 to the Carol Bentley Ellis Endowment for Faculty Excellence in Marketing in the Fowler College of Business.

Richard Binford has made a pledge payment of \$34,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Booz Allen Foundation has made a gift of \$25,000 to the Troops to Engineers Program in the College of Engineering.

Geico has committed to pledge of \$25,000 to the GEICO Career Development Fund in the Division of Student Affairs and Campus Diversity.

Alumnus Thomas S. Golich has made a gift of \$32,240 to the Tom and Donna Bergelis Golich Endowed Scholarship in Communication in the College of Professional Studies and Fine Arts.

Alumnus Conrad C. Gorospe has committed to pledge of \$50,000 to the Conrad Gorospe Excellence in Finance Endowment in the Fowler College of Business.

Jay W. Jeffcoat has committed to pledge of \$75,000 to the Performing Arts District in the College of Professional Studies and Fine Arts.

K Motors Management Company has committed to pledge of \$27,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member Maxine A. Kreitzer and Gary A. Kreitzer have made a gift of \$25,232 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

The San Diego Foundation Karen & Mark Mays Foundation, at the recommendation of Alumnus Mark Mays, has made a grant of \$416,063 to the Mark and Karen Mays Cancer Support Fund in the Division of University Relations and Development.

Faculty Emeritus Randi E. McKenzie has committed to pledge of \$40,000 to the Randi McKenzie Fund for EOP in the Division of Student Affairs and Campus Diversity.

TCF Board Member and Alumnus Frederick W. Pierce, IV and Christine F. Pierce have committed to a pledge of \$250,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Estate of Paul M. Propp has made a bequest payment of \$76,769 to the Paul Propp STEM Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumni Colin D. Rice and David A. Beacham have committed to pledge of \$32,400 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Dana M. Smith and Cynthia Henson have committed to a bequest of \$75,000 to the Dana M. Smith and Cynthia L. Henson Endowment in the Division of Student Affairs and Campus Diversity.

Alumna Paula Adams and Ted Adams have made a bequest of \$900,000 to the Comics Collection in the University Library.

Edwin Baldry has committed to a pledge of \$50,000 to the Edwin Baldry Sales and Professional Development Endowment in the Fowler College of Business.

Thanks to the support of TCF Board Member Rick Bregman, Bank of America has committed to a pledge of \$250,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Faculty Emeritus Cliff P. Bee has made a gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Steven L. Black and Kristen Black have made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

California Coast Credit Union has committed to a pledge of \$3,000,000 to the Cal Coast Credit Union Student Financial Center Fund in the Division of Student Affairs and Campus Diversity.

The Estate of Kathee M. Christensen has made a bequest payment of \$100,000 to the Mangan Christensen Endowed Musical Theatre Scholarship in the College of Professional Studies and Fine Arts.

Crest Beverage, LLC has made a gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Jacqueline Corlin has committed to a pledge and made gifts totaling \$55,000 to the Janet Cooling and Jackie Corlin Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Alumni Dennis S. and Janet M. Cruzan have made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Alumnus Marc Davis has made a gift of \$25,000 to the Davis Commissioning Project in the College of Professional Studies and Fine Arts.

TCF Board Member and Alumnus Stephen Doyle and Lynne Doyle have made a pledge payment of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Alumna Diane Dwyer has made a bequest of \$2,700,000 to the Diane Dwyer Endowed Scholarship in honor of Women in STEM in the Division of Student Affairs and Campus Diversity.

Faculty Emerita Oliva M. Espin has made a bequest of \$500,000 to the Oliva M. Espin Endowment in the College of Arts and Letters.

GEICO has committed to pledges totaling \$60,000 for the GEICO Career Development Fund and the GEICO Scholarship in the Division of Student Affairs and Campus Diversity.

Wendy Gillespie has made a pledge payment of \$201,466 to the Wendy Gillespie Center for Advancing Global Business Endowment in the Fowler College of Business.

TCF Board Member and Alumnus Jeffrey Glazer has made a gift of \$45,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Glenn F. Hickey and Zena Virginia Hickey have made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

TCF Board Member Maxine Kreitzer and Gary Kreitzer have committed to a pledge of \$200,000 and made a pledge payment of \$50,000 to the Kreitzer Fowler Scholars Scholarship Endowment in the Fowler College of Business; and made a gift of \$50,000 to the Aztec Cooperative Fund in the Division of Research and Innovation.

Landcare Logic has made a pledge and a gift totaling \$37,500 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumna Robin Luby has made gifts totaling \$75,000 to the College of Sciences Fund in the College of Sciences, College of Arts and Letters Dean's Excellence fund in the College of Arts and Letters, the Performing Arts District, Chuck and Robin Luby Endowed Scholarship and Endowment for Musical Theatre in the College of Professional Studies and Fine Arts, and the Charles S. Luby and Robin B. Luby Endowment and Fund for Library Excellence in the University Library.

The Estate of Britt M. Lundberg has made bequest payments totaling \$1,201,442 to the Britt Lundberg Endowed Scholarship in Sciences in the College of Sciences.

Alumnus John A. Mateja has made bequests totaling \$1,000,000 to the Dr. J.A. Mateja Endowment for Excellence in Theatre, Television, and Film, Dr. J.A. Mateja Endowment for Excellence in Music and Dance, and the Dr. J.A. Mateja Endowment for Excellence in Art and Design in the College of Professional Studies and Fine Arts.

Alumni Molleen and Ken McCain have made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Alumnus Attended Kevin R. McCarthy and Leann McCarthy have made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Faculty Emeriti Thomas and Randi McKenzie have made pledge payments and gifts totaling \$59,000 to

the EOP Soar Mentor Fund and the ARC Recreation Instruction Fund in the Division of Student Affairs and Campus Diversity, the Musical Theatre Troupe and the McKenzie Fund for Experiential Theatrical Opportunities in the College of Professional Studies and Fine Arts.

Faculty Emerita Margaret McKerrow has made bequests totaling \$1,000,000 to the Maggi McKerrow Endowed Scholarship for Theatre and the Maggi McKerrow Endowment for Study Abroad in the College of Professional Studies and Fine Arts.

Alumnus Jeffrey Partrick and Trulette M. Clayes have made a pledge payment and gift totaling \$89,615 to the Stadium Excellence Fund and Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Alumnus L. Robert Payne and Patty Payne have made a gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

TCF Board Member and Alumnus Frederick Pierce has made pledge payments totaling \$77,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Quidel Corporation has committed to a pledge of \$30,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Paul Rosengard and Wendy Rosengard have committed to a bequest of \$108,000 to the SPARK Endowed Scholarship, SPARK Endowment for Student Research and Scholarly Activities, and SPARK Endowment for Faculty Research in the College of Health and Human Services.

The San Diego Foundation has committed to a grant of \$50,000 to the Emergency Family Basic Needs Fund in the Division of Student Affairs and Campus Diversity.

Marco A. Sessa has committed to a pledge of \$80,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Donald C. Stadelli has made a bequest \$100,000 to the Charles W. Lamden School of Accountancy Endowment in the Fowler College of Business.

The Estate of James J. Stansell has made a bequest payment of \$26,381 to the James J. Stansell Classics Endowment in the College of Arts and Letters.

Alumna Tracey Stotz has made a bequest of \$1,310,000 to Men's Basketball in the Department of Intercollegiate Athletics.

Cookie and Tom Sudberry have committed to a pledge of \$160,000 and made a pledge payment of \$15,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Colton T. Sudberry has committed to a pledge of \$80,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TC Construction Company has made a pledge payment of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Alumnus Attended William R. Turpin has made a gift of \$25,000 to the Director's Cabinet - Basketball in the Department of Intercollegiate Athletics.

Helen Way has committed to a pledge of \$25,000 to the Joely Way Memorial Endowment in the College

of Arts and Letters.

Alumna Lynn S. White has made a gift of \$50,000 to the Jack White Excellence in Journalism Scholarship Endowment in the College of Professional Studies and Fine Arts.

Faculty Emerita Carey Wall has committed to a pledge of \$150,000 to the MFA Musical Theatre Endowed Professorship in the College of Professional Studies and Fine Arts.

Presidential & Special Events:

On Monday, April 25, President de la Torre and Vice President Vargas hosted the annual Evening of Distinction stewardship event. The purpose of this annual event is to honor Tower Society Magna Cum Laude donors for their lifetime giving of \$500,000 to \$999,999 to San Diego State University. This is the sixth year of this event and is one of the key stewardship events for the deans. Seven individuals were honored and over the past five years, over 60 individuals and organizations have been recognized for their generous contributions to San Diego State.

On Sunday, May 1 the annual Tower Society stewardship event was held in conjunction with the Musical Theatre production of *Postcard American Town*. Tower Society consists of members who have donated, over their lifetime, \$50,000+ to San Diego State. Students from scenic design, costume design, lighting and projection were in attendance to share with their guests their creative processes throughout the production. Provost Ochoa and Interim Dean Heather Canary were also in attendance.

Commencement

San Diego State hosted seven Commencement Ceremonies by college at Viejas Arena for the Class of 2022 on May 13-15, 2022. Over the three days, nearly 55,000 graduates and their guests were in attendance. Over 8,000 graduates participated. The ceremonies were also livestreamed on the sdsu and commencement websites and there were over 20K views on YouTube across all ceremonies.

Honorary Doctorates were conferred upon five individuals during three ceremonies. In-person private receptions were held for community and university leaders, donors, prospects and personal guests of each honoree.

1. Dr. Tom Hom, LHD '22
Honorary Doctor of Humane Letters
2. Dr. Henry Ruben Murphy, LHD '22
Honorary Doctor of Humane Letters
3. Dr. Shirley Apple Murphy, '87, '89, LHD '22
Honorary Doctor of Humane Letters
4. Dr. Dianne Louise Bashor, LHD '22
Honorary Doctor of Humane Letters
5. Dr. Lidia S. Martinez, LHD '22
Honorary Doctor of Humane Letters

On July 21, an advisory board meeting for the 125th Anniversary was held virtually. The majority of the meeting was dedicated to the “*Light the Town Red*” campaign which is the second milestone event for SDSU’s 125th Anniversary celebration. We are asking our over 480,000 alumni to light-up their homes and places of business in red the week leading up to Homecoming. The lighting campaign will take place

from Saturday, Oct. 29 through Sunday, Nov. 6. Snapdragon Stadium will be lit-up as well as key buildings on SDSU's main campus, SDSU Imperial Valley, SDSU Georgia in Tbilisi and the Mesoamerican Studies Center in Oaxaco. Several community partners have already committed to join the festivities, including the Sempra building downtown, Balboa Park, The Shell, USS Midway, the County building, Little Italy, and the Port administration building, to name a few. Participants will be encouraged to share their Aztec Spirit and creativity on social media using hashtag #SDSU125. SDSU Alumni and StratComm are planning a robust marketing plan to promote the campaign and recognize participants.

The President hosted the Presidential Staff Excellence/Staff Lifetime Achievement Awards reception on Thursday, August 11 at the University House. Awards were given in the following categories: Auxiliary, Manager of the Year, Team Effort, Community Service, Innovation & Creativity, State-to-Staff Mentoring, Service to the University and the second Lifetime Achievement Award. Nearly 50 individuals attended the reception, including many of the vice presidents.

On Thursday, August 18, the All-University Convocation was held In Montezuma Hall at the Conrad Prebys Aztec Student Union. President de la Torre addressed nearly 800 faculty, staff, alumni and community members during the program. Thirty people also participated via live stream. As of August 18, 795 were registered to attend and the breakdown was:

- (7) alumni/community member
- (181) faculty
- (595) staff
- (12) did not identify affiliation

The SDSU Alumni Distinguished Faculty Award and Presidential Staff Excellence Award recipients were also recognized during the All-University Convocation. Additionally, the second SDSU Lifetime Achievement Award was presented to James Frazee from Instructional Technology Services. Directly following the program, guests were treated to a "grab and go" lunch.