

**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*

**1.1. 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.

**1.2. Welcome (Butler-Byrd)**

**2. APPROVAL OF AGENDA (Fuller)**

**3. APPROVAL OF SENATE MEETING MINUTES (Fuller)**

**3.1.** Senate meeting Minutes for 3/07/2023: [https://senate.sdsu.edu/\\_pages\\_senate](https://senate.sdsu.edu/_pages_senate)

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5.5.5. April 5th Retreat for Faculty Hiring For Next Year

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### **5.6. Associated Students President Report (Moore)**

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**7. ADJOURN**



To: SEC / Senate  
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)  
RE: ACTION: Assistant Deans  
DATE: March 7, 2023

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ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to policy language related to Assistant Deans. We further move that this section, currently listed under *University Policies: Academics, Advising, Undergraduate Academic: 4.0 Assistant Dean for Student Affairs*, be moved to a standalone section in the Academics section of the policy file under *University Policies: Organization*.

## **UNIVERSITY POLICIES: Academics Organization**

### **4.0 Assistant Deans for Student Affairs**

An Assistant Dean shall be assigned to each **academic** college and to the Office of Faculty Advancement and Student Success, **the College of Graduate Studies, and the Office of the Dean of Students**. These positions (with the exception of those located in FASS, Graduate Studies, the Imperial Valley Campus, and the Office of the Dean of Students) are jointly supervised by the Dean of each respective College and the Division of Student Affairs and Campus Diversity. ~~Among the responsibilities of the assistant deans shall be academic advising, including (a) coordination of academic and student services; (b) programs for retention, student leadership support, and university orientation; and (c) judgments on petitions for reinstatement, late change of program, and academic program adjustment, many of which include deliberation with students.~~ **Assistant Deans in the academic colleges work in collaboration with the Dean of the College and with the Vice President for Student Affairs or designee to deliver and integrate student services for undergraduate students in the academic setting. Primary responsibilities shall include promoting a safe, equitable and inclusive learning environment, collaborating across campus to advance student success and retention work, and to aid in student persistence toward graduation. Additional responsibilities are assigned by the supervisor and may include (a) identifying and eliminating barriers to promote timely graduation processes; (b) overseeing the coordination of academic advising and student services; (c) leading outreach and retention initiatives; (d) leading new student and family orientation; (e) collaborating on co-curricular student involvement and engagement; and (f) making judgments on complex undergraduate student issues or petitions for reenrollment, reinstatement, withdrawals, and late schedule adjustments, many of which include deliberation with students. Graduate student issues are referred to the Assistant Dean in the College of Graduate Studies for action.**

#### Rationale:

This revision seeks to update existing policy language to better reflect the day-to-day work of Assistant Deans. The new language clarifies the different Assistant Dean roles across campus, as well as the different roles for undergraduate and graduate student processes. While the primary

responsibilities of Assistant Deans have not changed, this updated language is necessary due to recent organizational changes. It was developed by Michelle Lopez, Senior Assistant Dean for Student Success, Faculty Advancement and Student Success, in consultation with the Assistant Deans Council.

TO: SEC/Senate  
FROM: David Marx, Chair, Committee on Committees and Elections  
DATE: April 4, 2022  
RE: Action Item

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The Committee on Committees and Elections moves approval of the following appointment to a committee with an open slot.

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*Faculty Honors and Awards*  
Allison Vaughn, SDSU Alumna

To: SEC / Senate  
From: Arlette Baljon, Chair, Constitution and Bylaws Committee  
Date: 3/14/2023  
Subject: SUBSTITUTES

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The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) [for a 1<sup>st</sup> reading](#).

## 5.0 Substitutes (Bylaws)

~~5.1 Each senator when elected shall provide the Secretary with the names of two substitutes from his or her constituency who are eligible for election to the Senate, either one of whom may attend Senate meetings and vote in the absence of the appointing senator.~~

~~5.2 A senator may appoint an eligible substitute from his or her constituency other than the two originally named, but before that substitute may attend Senate meetings and vote, the appointing senator shall in writing notify the Secretary of the Senate.~~

5.1 Senators and members of Senate and Senate-appointed committees may appoint a substitute if they cannot attend a meeting, unless specified otherwise.

5.1.1. A substitute serves for a single meeting.

5.1.2. The substitute may attend the meeting and shall have the same speaking and voting privileges as the member.

## 5.2 Eligibility

### 5.2.1. General eligibility

5.2.1.1. Appointed and elected members may appoint someone from their same constituency, unless otherwise stated in the policy file.

5.2.1.2. Ex officio members may appoint someone from their same administrative area, unless otherwise stated in the policy file.

5.2.1. Senate Executive Committee: Ex officio members that chair a Senate standing committee may only appoint as substitute a committee member that is eligible to chair that committee.

5.2.2. Senate Officer: Substitutes shall only be allowed for Senate Officers while serving as ex officio on Senate or Senate-appointed committees. An officer may appoint another officer as a substitute.

5.2.3 ASCSU: The two runners-up from the last regular yearly election of the

ASCSU senator are considered “Alternates” and are qualified to serve as a substitute for an ASCSU Senator. If an “Alternate” is not available to serve as substitute, the Chair of the Senate shall appoint a substitute. Any appointed substitute must meet the eligibility requirements in Bylaws 4.5.2.

### 5.3. Notification

5.3.1. Senators appointing substitutes for a Senate meeting shall notify the Senate Officers in writing via established procedure as soon as is reasonably possible.

5.3.2. Committee members appointing substitutes for a committee meeting shall notify the committee chair in writing as soon as is reasonably possible.

5.3.3. ASCSU Academic Senators appointing “Alternates”-shall notify the appropriate member of the Academic Senate. Academic Senators appointing a substitute for a Senate Executive Committee or Senate meeting shall notify the Senate Officers in writing via the established procedure as soon as is reasonably possible. ASCSU Academic Senators appointing a substitute for an Senate Executive Committee or Senate meeting shall notify the Senate Officers in writing via established procedure as soon as is reasonably possible.

Rationale: the above language specifies rules on substitutes currently in place. By including this in the policy file it clarifies it for everyone. Note that naming substitutes at the beginning of the year is not practical.

Regarding ASCSU substitutes, this rule is in agreement with the ASCSU policy file. “In the event that an elected representative is unable to attend a meeting of the Academic Senate, the senate of that campus may name a substitute who shall have the right to attend and vote at that meeting” (ASCSU Constitution Section 7)

To: SEC / Senate

From: Arlette Baljon, Chair, Constitution and Bylaws Committee

Date: 3/14/2023

Subject: ASCSU SENATE REPRESENTATION

Please review Section 4.5 and other relevant sections of the SDSU University Senate Bylaws. Review the purpose and function of the ASCSU, the historical diversity of SDSU ASCSU senators, and SDSU DEI values. Make recommendations regarding inclusive election policies and criteria.

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The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) [for a 2<sup>nd</sup> reading. \(2/3 vote needed\)](#)

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

- 4.5.1. The Committee on Committees and Elections (CCE) shall devise procedures for and shall supervise and administer all elections of representatives from San Diego State University to the Academic Senate of The California State University ~~(CSU Academic Senate)~~ (ASCSU). Elections shall be held each spring by May 1 for an ASCSU senator to start the upcoming academic year.
- 4.5.2. ~~Only tenured and probationary faculty members, as defined in Section 1.2 of these Bylaws, are eligible for election to the Academic Senate.~~
- The following are eligible for election to the ASCSU.
- 4.5.2.1. Tenured and Probationary faculty members as defined in Bylaws 1.1.1.
- 4.5.2.2. Contingent faculty members on a multi-year contract.
- 4.5.3. At any point in time, not more than one of the ASCSU senators may be a contingent faculty. When one of the ASCSU senators is a contingent faculty, only “Tenured and Probationary” faculty are eligible for election that year.
- 4.5.4. The electorate shall consist of all ~~tenured and probationary faculty members~~ faculty as defined in Bylaws 1.1.
- 4.5.5. The term of office shall be three calendar years. Upon the completion of their term, representatives may run for re-election but shall serve no more than three consecutive 3-year terms.

4.5.6. The Committee on Committees and Elections shall resolve any dubious or disputed

eligibility for election to the Academic Senate or membership in the electorate.

4.5.7. The election shall be conducted in a manner similar to the provisions of Sec. 4.2.5.

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

~~Each academic senator, in consultation with the Chair of the Senate, shall designate someone to serve as a substitute in the Academic Senate whenever a substitute is permitted under the Constitution of that body. The Chair of the Senate or designee shall serve as the substitute, should there be no other appointment.~~

4.5.9. **In the event that an elected member will be absent for one semester or longer a replacement shall be elected by all faculty for the duration of the absence or the end of the term as outlined under 4.5.2, and 4.5.3 above.**

~~Should an academic senator position become vacant, the Committee on Committees and Elections may opt to fill the remainder of that position’s term via an election held concurrently with the next regular election of an academic senator position for a full term.~~

## **Rationale**

The proposed policy brings our SDSU policy in compliance with ASCSU policy.

The ASCSU represents the faculty on the campus, including lecturers. The number of ASCSU senators from each campus is based on FTEF. The ASCSU constitution states that all members of the “faculty” are eligible to **vote**. According to Eadie at this moment **“SDSU could be considered out of compliance to ASCSU requirements by allowing only tenured and probationary faculty to vote, should our current procedure ever be challenged”**.

As to who is allowed to serve as a delegate to the ASCSU, all those defined as “faculty” are allowed to serve. Each campus shall determine which members of the campus community are considered to be faculty. The faculty of the campus may, at its discretion, establish additional requirements for service as a campus representative.

CBL met with lecturers and ASCSU senators to discuss this. They also sought input from DEI and SEC.

CBL obtained data from other campuses. Many define only those with a full-time contract as being part of their faculty. Almost all allow those they consider faculty to run for an ASCSU seat without restrictions. CBL believes that some of the ASCSU business is better handled by TT faculty given these usually are the only ones involved in curriculum reform etcetera. They have a broader view of the discipline given part of their job description is research and creative activity. However, it can be argued that the number of contingent faculty serving right now is low (even though most campuses do not have a limit) and that if at some point in the future ASCSU concludes that it has not enough TT faculty serving it can implement rules.

CBL proposes a term limit since this way it will be easier for contingent and midcareer faculty to win a vote to serve. ASCSU senators brought up that it is hard to obtain powerful positions within ASCSU when term limits are in place (however no ASCSU rules are in place that dictate years of experience for leadership positions). SDSU might benefit from having its faculty in important positions in the ASCSU. CBL believes that this is a dangerous argument since by extension ASCSU senators could claim it is best to allow them to serve forever. CBL also notes that this will allow them to serve forever in the SDSU senate, while all others on campus have a 6-year limit.

4.5.7 will be removed editorial if this language is added to the “Substitutes” section of the policy file.

4.5.8 is in agreement with ASCSU Constitution (Section 7): “In the event that an elected member will be absent for one or more semesters or quarters, the faculty of the affected campus shall replace this member in such manner as may be determined by the faculty of that campus”.



To: SEC / Senate  
From: Arlette Baljon, Chair, Constitution and Bylaws Committee and Tod Rehfuss, Chair Faculty Affairs  
Date: 3/17/2023  
Subject: Representatives of bargaining units as non-voting senate members

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The CBL and SAC move that the Senate adopt the following changes to Senate policy file (Bylaws) [for a 2<sup>nd</sup> reading.](#)

Policy File amendment Addition of Staff Union Representation to the Senate Current Language: Senate Bylaws (Membership 1.3)

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

1.3.2. Non-Voting

1.3.2.6. President ~~or designee of the university's chapter of the faculty unit's collective bargaining agent.~~ **each of the collective bargaining agents on campus.**

#### RATIONALE:

Of the bargaining units across the CSU, many represent students and staff. Currently only the CFA agent is a senate member. While staff has obtained senate seats during the past decades their union reps have not. Please realize these seats are NON-VOTING.

The following bargaining agents exist across SDSU (note that some represent several units):

- o Unit 1: Union of American Physicians and Dentists (UAPD)
- o Unit 2, 5, 7, 9: California State University Employees Union (CSUEU)
- o Unit 3: California Faculty Association (CFA)
- o Unit 4: Academic Professionals of California (APC)
- o Unit 6: Teamsters Local 2010 o Unit 8: Statewide University Police Association (SUPA)
- o Unit 11: Academic Student Employees (UAW)

To: SEC/Senate  
From: Alyson Abel Mills, Chair, Faculty Affairs Committee (FAC)  
RE: ACTION: Sabbatical  
DATE: March 17, 2023

Please review section 6.0 of the Sabbatical Leaves section of the Senate Policy File. The FAC moves that the Senate adopt the following changes to the Senate policy file.

### **Leaves, Sabbatical**

- 1.0 A sabbatical leave shall be for purposes beneficial to San Diego State University.
- 2.0 A tenured and probationary faculty employee shall be eligible for sabbatical leave who has served full time for six years in the preceding seven years and at least six years after a previous sabbatical leave or difference-in-pay leave. Credit granted toward the completion of the probationary period for service elsewhere shall also apply toward fulfilling the eligibility requirements for a sabbatical. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements.
  - 2.1. Up to one year of a professional leave of absence without pay may be counted as service for sabbatical leave. The faculty employee's department or school shall certify that the activity engaged in during the leave without pay was of sufficient worth and relevance to one's service as a faculty member. Upon certification, the unit may request that the leave count as service. The request shall be granted upon endorsement by the college dean and approval by the Provost. Leaves counted as service toward either tenure or a salary increment shall automatically count as service for a sabbatical leave.
  - 2.2. An eligible faculty member may apply for a sabbatical leave by submitting an application to the department chair or school director. It is suggested that applicants discuss their applications with their department chair or school director before submission.
  - 2.3. The application shall include a statement of the purpose of the sabbatical, a description of the proposed project and the CSU resources necessary to carry it out, a statement of the time requested, which shall not exceed one year, time since last difference-in-pay leave or sabbatical leave.
  - 2.4. Sabbatical leaves for a faculty member or an academic year counselor may be for one semester at full salary or two semesters at one-half of full salary.
  - 2.5. Sabbatical leaves for a librarian or 12-month counselor shall be for four months at full salary or eight months at one-half of full salary.
  - 2.6. A sabbatical of two semesters may be implemented within two consecutive years, subject to the recommendation of the department or school and dean and approval of the Provost.
  - 2.7. Those whose projects and applications for leaves of one semester at full salary are approved but whose ranking is not high enough to make it probable that they will receive such a leave may

request that their applications be changed to a difference-in-pay leave.

- 3.0 Department or school committees composed of tenured faculty members elected by the probationary and tenured faculty shall review sabbatical applications. The committee shall recommend and rank the applications submitted by probationary and tenured faculty. A faculty unit employee applying for a sabbatical shall not serve on these committees. The committees shall consider questions related to the quality of the proposed sabbatical application and time since last difference-in-pay leave or sabbatical leave.
  - 3.1. If a department or school review committee makes a recommendation, the unit's chair or director may make an independent recommendation.
  - 3.2. The department or school committee shall "not recommend" for sabbatical leave an applicant whose application it judges not worthy on the basis of academic merit. If so, the applicant shall be allowed to alter the application to meet the unit's criteria. Applications specifically to advance an eligible faculty employee's candidacy for a degree shall not be acceptable.
  - 3.3. All applications and department or school rankings for sabbatical leaves shall be forwarded by the unit's chair or director to the dean.
  - 3.4. The department or school shall provide a statement to the dean of the college regarding the possible effect on the curriculum and the operation of the department or school if the applicant is granted a sabbatical.
- 1.0 The probationary and tenured faculty members of each college shall elect a college committee of tenured faculty by methods determined by the college faculty. The committee shall recommend and rank the applications from the college, taking into consideration department or school recommendations. Both considerations of academic merit and time since last difference-in-pay leave or sabbatical leave shall determine the ranking. The college committees may also "not recommend" applicants for sabbatical leaves if they judge the applications not worthy. The department or school shall provide a statement to the dean of the college regarding the possible effect on the curriculum and the operation of the department or school if the applicant is granted a sabbatical. The college committee shall forward the recommendations and rankings to the dean of the college.
- 2.0 The dean shall rank the applications from the college, taking into consideration the academic merit of the application, time since last difference-in-pay leave or sabbatical leave, the college committee's recommendations, and the college's program needs. The dean also may "not recommend" an applicant for sabbatical leave if the application is not deemed worthy based on academic merit. These applicants shall be informed in writing of the reasons for non-recommendation. The dean of the college shall forward the recommendations and rankings and non-recommendations to the Provost.
- 3.0 The Provost shall consider the recommendations from the college and the dean and shall approve or deny each request. The Provost shall respond in writing to each applicant, including the reasons for approval or denial, indicating for all denials whether the determination to award the sabbatical was based primarily on academic merit or on time since last difference-in-pay leave or sabbatical leave. If a sabbatical leave is granted, the response shall include any conditions of the leave. A copy of the response shall be provided to the affected department or school and to the college committee.

- 4.0 Final approval of a sabbatical leave shall not be granted until the applicant has filed with the President a suitable bond, an accepted statement of assets, or a promissory note for an amount at least equal to the salary paid during the leave. The suitable bond, accepted statement of assets, or promissory note shall indemnify the State of California against loss in the event the employee fails to render the required service to San Diego State University following return of the employee from the sabbatical leave.
  
- 5.0 The Office of Faculty Advancement and Student Success shall specify the requirements of written reports of faculty members accepting sabbatical leaves, determine the number of one semester at full salary sabbaticals required each year to comply with the Collective Bargaining Agreement (CBA), and establish and publish yearly deadlines.
  - 5.1. If anyone granted a leave withdraws the request before actually taking the leave, the additional leaves available shall be granted in continuing rank order from the priority list within the college.
  
  - 5.2. A sabbatical of two semesters may be implemented within two consecutive years, subject to the recommendation of the department or school and dean and the approval of the Provost.
  
- 6.0 The Associate Vice President for Faculty Advancement and Student Success shall report by October 15 the statistical results of the sabbatical leave applications for the two previous years. This report shall be sent to all personnel on the Executive Committee distribution list, its availability announced to the campus, and it shall be made available in all department or school and college offices. This report shall list by college (a) the number of faculty eligible for sabbatical leave, (b) the number of sabbatical leave applications, (c) the number of sabbatical leaves recommended by the department and school committees, (d) the number of sabbatical leaves recommended by the college committees and deans, (e) the number of sabbatical leaves awarded by the Provost, (f) the percentage of sabbatical leaves awarded of the number of eligible faculty, and (g) the percentage of sabbatical leaves awarded of the number of sabbatical applications submitted.

**Rationale:**

Recent discussion of sabbatical applications and practices (Referral 22/23\_05 and Referral #50) have identified a lack of transparency in reporting of sabbatical leave applications and awards. Following the Resolution passed by the Senate on November 1, 2022, language has been added to the Policy File to require that Faculty Advancement and Student Success report statistical results of the sabbatical leave application procedures and distribute said results as appropriate.

2023-2024 University Catalog - Action -  
 Graduate Courses  
 TO: SEC/Senate  
 FROM: Tracy Love, Chair, Graduate Council  
 DATE: March, 2023

| Prefix | Course # | Title  | Action (New) | Action (Deleted) | Notes | Units | Effective | Proposal Link   |
|--------|----------|--|--------------|------------------|-------|-------|-----------|---|
| NURS   | 655B     | Advanced Practice Nursing for Adult and Geriatric Populations: Primary Care Practicum 1                                  | x            |                  |       | 5     |           | <a href="https://sdsu.curriculog.com/proposal:2115/form">https://sdsu.curriculog.com/proposal:2115/form</a> |
| NURS   | 751B     | Clinical Nurse Specialist for Adult and Geriatric Populations in Acute and Clinical Care - Nurse and Organization Sphere | x            |                  |       | 3     |           | <a href="https://sdsu.curriculog.com/proposal:2119/form">https://sdsu.curriculog.com/proposal:2119/form</a> |





SDSU Academic/Holiday Calendar  
**2023-2024**

***Summer 2023***

| <b><u>Date</u></b>   | <b><u>Holiday/Activity</u></b>   |
|----------------------|--|
| Mon, May 22, 2023    | First day of Summer term   |
| Mon, May 22, 2023    | First day of classes   |
| Mon, May 29, 2023    | Memorial Day (Campus closed)   |
| Mon, June 19, 2023   | ** Juneteenth (Campus closed)  |
| Tues, July 4, 2023   | Independence Day (Campus closed)   |
| Mon, August 14, 2023 | Last day of classes (Final examinations are the last day of classes for each summer session) |
| Wed, August 16, 2023 | Last day of Summer term, grades due from instructors (11 pm deadline)                        |

***Fall 2023***

| <b><u>Date</u></b>                        | <b><u>Holiday/Activity</u></b>   |
|---|--|
| Thurs, August 17, 2023                    | First day of Fall semester   |
| Mon, August 21, 2023                      | First day of classes   |
| Mon, September 4, 2023                    | Labor Day (Campus closed)  |
| Fri, November 10, 2023                    | * Veterans Day (Campus closed)   |
| Wed, November 22, 2023                    | No Class (Campus open)   |
| Thu, November 23 - Fri, November 24, 2023 | Thanksgiving Break: (Campus closed)<br>11/23 Thanksgiving Day<br>11/24 * Admission Day |
| Mon, December 11, 2023                    | Last day of classes  |



|  |  |
|--|--|
| Tues, December 12 – Mon, December 18, 2023   | Final Examinations   |
| Thurs, December 21 – Tues, December 26, 2023 | Winter Break: (Campus closed)<br>12/21 * Lincoln's Birthday<br>12/22 *Washington's Birthday<br>12/25 Christmas Day<br>12/26 * Columbus Day |
| Fri, December 29, 2023                       | Last day of Fall semester, grades due from instructors (11 pm Deadline)  |

### ***Spring 2024***

| <b><u>Date</u></b>                | <b><u>Holiday/Activity</u></b>  |
|-----------------------------------|---|
| Mon, January 1, 2024              | New Year's Day (Campus closed)  |
| Mon, January 15, 2024             | Martin Luther King, Jr. Day (Campus closed)                               |
| Tues, January 16, 2024            | First Day of Spring semester  |
| Wed, January 17, 2024             | First day of classes  |
| Mon, April 1, 2024                | * Cesar Chavez Day (Campus closed)  |
| Mon, April 1 - Fri, April 5, 2024 | Spring Break  |
| Thurs, May 2, 2024                | Last day of classes   |
| Fri, May 3 -Thurs, May 9, 2024    | Final Examinations  |
| Thurs, May 9, 2024                | IVC Commencement  |
| Fri, May 10 – Sun, May 12, 2024   | Commencement – San Diego Campus   |
| Thurs, May 16, 2024               | Last day of spring semester, grades due from instructors (11 pm Deadline) |
| *= Re-scheduled holiday           | **= Make up hours asynchronously  |

**SAN DIEGO STATE UNIVERSITY**  
**ACADEMIC AFFAIRS 2023/24 ACADEMIC CALENDAR Juneteenth Draft**

| 2023                                       | 30 | 31 | 1  | 2 | 3  | 4  | 5 | 6  | 7 | 8  | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26        | 27        | 28 | 29 | 30 | 31 | 1 | DAYS | Instructional Days |    |
|--|----|----|----|---|----|----|---|----|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------|-----------|----|----|----|----|---|------|--------------------|----|
| MAY  |    |    |    | T | W  | TH | F | S  | S | M  | T | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F         | S         | S  | M  | T  | W  |   | 7    | 7                  |    |
| JUN  |    |    | TH | F | S  | S  | M | T  | W | TH | F | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M         | T         | W  | TH | F  | S  |   | 21   | 21                 |    |
| JUL  |    |    | S  | S | M  | T  | W | TH | F | S  | S | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W         | TH        | F  | S  | S  | M  | T |      | 21                 | 21 |
| AUG  |    |    |    | W | TH | F  | S | S  | M | T  | W | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S         | S         | M  | T  | W  | TH |   | 11   | 9                  |    |
| <b>Total Academic Days for Summer 2023</b> |    |    |    |   |    |    |   |    |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>60</b> | <b>58</b> |    |    |    |    |   |      |                    |    |

X designates Academic Work day [0] First day of Summer term. [3] (\* Final examinations are the last day of classes for each summer session)  
H designates Holiday [1] First day of classes [4] Grades due at 11:00 pm, end of summer term  
[2] Last day of classes.

| 2023                                     | 30 | 31 | 1 | 2  | 3  | 4 | 5  | 6 | 7  | 8 | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26        | 27        | 28 | 29 | 30 | 31 | 1  | DAYS | Instructional Days |
|--|----|----|---|----|----|---|----|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------|-----------|----|----|----|----|----|------|--------------------|
| AUG                                      |    |    |   | W  | TH | F | S  | S | M  | T | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S         | S         | M  | T  | W  | TH |    | 11   | 9                  |
| SEPT                                     |    |    | F | S  | S  | M | T  | W | TH | F | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T         | W         | TH | F  | S  |    | 20 | 20   |                    |
| OCT                                      |    |    | S | M  | T  | W | TH | F | S  | S | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH        | F         | S  | S  | M  | T  |    | 22   | 22                 |
| NOV                                      |    |    | W | TH | F  | S | S  | M | T  | W | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S         | M         | T  | W  | TH |    | 19 | 18   |                    |
| DEC                                      |    |    | X | S  | S  | M | T  | W | TH | F | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T         | W         | TH | F  | S  | S  |    | 19   | 7                  |
| <b>Total Academic Days for Fall 2023</b> |    |    |   |    |    |   |    |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>91</b> | <b>76</b> |    |    |    |    |    |      |                    |

X designates Academic Work day [0] First day of Fall term. [3] Final exams Note: Aug and Sept work days are paid in Sept  
W designates Weekend Work day [1] First day of classes [4] Grades due at 11:00 pm, end of fall semester.  
H designates Holiday [2] Last day of classes.

| 2024                                       | 30 | 31 | 1  | 2  | 3 | 4  | 5 | 6 | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26         | 27         | 28 | 29 | 30 | 31 | 1  | DAYS | Instructional Days |
|--|----|----|----|----|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|------------|------------|----|----|----|----|----|------|--------------------|
| JAN  |    |    | M  | T  | W | TH | F | S | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F          | S          | S  | M  | T  |    | 11 | 10   |                    |
| FEB  |    | W  | TH | F  | S | S  | M | T | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M          | T          | W  | TH |    | 22 | 22 |      |                    |
| MAR  |    |    | F  | S  | S | M  | T | W | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T          | W          | TH | F  | S  | S  |    | 21   | 21                 |
| APR  |    |    | M  | T  | W | TH | F | S | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F          | S          | S  | M  | T  |    | 17 | 17   |                    |
| MAY  |    |    | W  | TH | F | S  | S | M | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S  | M  | T  | W  | TH | F  | S  | S          | M          | T  | W  | TH |    | 14 | 2    |                    |
| <b>Total Academic Days for Spring 2024</b> |    |    |    |    |   |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>85</b>  | <b>72</b>  |    |    |    |    |    |      |                    |
| <b>Total 2023-2024</b>                     |    |    |    |    |   |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>176</b> | <b>148</b> |    |    |    |    |    |      |                    |

X designates Academic Work day [0] First day of Spring term. [3] Final exams Note: Jan and Feb days are paid in Feb  
W designates Weekend Work day [1] First day of classes. [4] IVC Commencement - May 9, 2024  
H designates Holiday [2] Last day of classes. [5] Commencement Days - May 10, 11, 12, 2024  
SB Spring Break [6] Grades due at 11:00 pm, end of spring semester.  
BB NCAA Basketball - No Class (Campus open)

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

To: Senate Officers, SEC, and SDSU Senate

From: Hala Madanat, Chair, University Research Council and VP for the Division of Research and Innovation (DRI)

Date: 3/10/23

RE: SDSU Center and Institute Policy and Guidelines

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The current SDSU policy for the creation of centers and institutes is outdated (last revised in 2008) and does not include guidelines for annual or periodic reviews, reporting responsibility or the dissolution of a center or institute. Moreover, we are required by Chancellor's Office Executive Order 751 to have a campus policies and procedures pertaining to the creation of campus centers and institutes. The University Research Council has drafted policy and guidelines that outlines a standard process for creating, reviewing, and terminating centers and institutes. Please see attached for a draft of the policy/guidelines.

## **DRAFT V7**

### **SDSU**

## **Policies and Application Guidelines for Centers and Institutes**

The establishment of centers, institutes, and similar entities at San Diego State University supports and enhances the teaching, research, and service missions of the institution. The activities conducted by these types of organizational units are important to the development of innovative solutions to pressing challenges as well as to the training of our future workforce and our commitment to community impact. As such, these organizational units serve to bring together students, faculty, and community partner organizations with common interests.

This document summarizes the policies, guidelines, and criteria applicable to creating a new SDSU center or institute, annual and periodic reviews, reporting responsibilities of approved SDSU centers and institutes, and the dissolution or termination of SDSU centers and institutes. The purpose of these policies and guidelines is to provide a standard process for creating, reviewing, and terminating centers and institutes. College policies for centers and institutes should be consistent with the policies and guidelines outlined in this document.

### **1. Applicability**

The policies and guidelines included in this document apply to any organization within SDSU that is called a center, institute, or other designation (e.g., Academy) without regard to sources of funding, university initiatives, or external gifts.

### **2. Guidelines for Establishing a New Center or Institute**

#### **2.1. Proposals**

Proposals to create a new SDSU research center or institute are authorized under [CSU Memorandum AA-2014-19](#). Please consult this document first for basic procedural and operational policies concerning the establishment of centers and institutes. Centers and institutes can reside in a single college or multiple colleges (e.g., the College of Science and the College of Health and Human Services) as in the case of interdisciplinary, multidisciplinary, or transdisciplinary collaborations. For example, centers or institutes can also span multiple institutions (e.g., SDSU and UCSD); however, an MOU may be required, depending on the partnering institution or shared resources. Centers and institutes shall have the ability to sponsor academic programs, continuing education programs, and/or conferences/workshops and to prepare academic curriculum to be reviewed through the normal academic internal procedures of the College(s) or University. Any academic programs or continuing education programs, including those via Global Campus, must be endorsed by the college.

Any new proposed SDSU center or institute should not significantly overlap in purpose and scope to any existing approved center or institute. Prior to submitting a proposal for a new SDSU center or institute, please review the current list of approved centers and institutes to determine if overlap exists.

The center or institute may be virtual or physical. Any SDSU faculty member or members seeking to establish a center or institute shall submit a formal written proposal to the Dean of the college in which the interim or named director of the proposed center/institute resides. If the proposed center or institute has faculty members from multiple colleges and/or co-directors, the written proposal should be submitted to the Deans of the colleges involved.

Proposals must indicate whether the new center or institute is primarily a research center/institute (e.g., the primary mission of the center/institute is focused on research or scholarship, including creativity activities) or primarily a center or institute focused on education, and/or training, and/or community engagement (e.g., the primary mission of the center/institute is not focused research). It is important to note a research center/institute could also be community-engaged or provide training or a center/institute focused on training or community engagement institute could be involved in some level of research or evaluation. However, the determination of the type of center or institute should be based on the primary focus of the proposed center/institute.

## **2.2 Center and Institute Proposals**

Please include the following information in your proposal for a new SDSU center or institute.

1. Designate whether this is an application for a research-focused center/institute, or a center/institute focused on education, and/or training, and/or community engagement.
2. The name of the new center or institute (see Attachment A for guidance on what distinguishes a center from an institute). The term bureau shall not be used to describe these types of organizations.
3. The purpose or mission of the center or institute and a description of the major planned activities in which the center or institute will engage, including the roles of center/institute faculty, students, and affiliated community partner organizations (if applicable).
4. A description of how the center/institute aligns with the mission and strategic priorities of the CSU, SDSU as well as the college(s) and academic unit(s) involved. This should also include how the center will contribute to the education and training of SDSU students.
5. For research centers/institutes, the proposal must also include a preliminary research agenda, future grant submission plans, as well as brief research project descriptions that are planned for the center/institute.
6. The center or institute's organizational structure and operating procedures, including the name of an interim director or permanent director and a process by which a permanent director is selected and evaluated if a permanent director has not been named. A co-director leadership structure may be appropriate. Please indicate this proposed structure in the application.
7. The appropriate college Dean(s) will make final approval of the director. Directors will be reviewed by college Deans every five years (see section 4.2) for renewal of appointment.

8. A list of all the principal faculty members involved in the center/institute, including research faculty (a center/institute must include at least three SDSU faculty members; for a multiple institutional center or institute, at least two faculty members must come from partnering institution(s)). This should also include a procedure for how new faculty will be selected to participate in the center/institute as well as how faculty may be removed from being listed as participants. The additional or removal of faculty from a center should be done annually and be included in the annual brief report (see section 4.1).
9. A description and a detailed projected budget of the center or institute's initial or potential funding sources (e.g., SDSU Research Foundation funds, grants funding, stateside funds, etc.). Please include any seed funding being provided by a college, department/school, or other university unit, including release time, salaries, equipment, or travel funds.
10. If space is needed for the center or institute, provide a detailed explanation of how the space will be allocated and funded (if applicable), the location of the space, and whether it is stateside or SDSU Research Foundation space.
11. Proposals to create a new SDSU center or institute must include clear support from the academic unit(s) involved. Please include a letter(s) of endorsement from all the college Dean(s) whose faculty will be involved in the center or institute as well as the Dean(s) or appropriate administrator(s) from partner institutions (if applicable).

### **2.3 Proposal Submission and Review**

- Proposals (PDFs) should be submitted to the Deans(s) of the college in which the interim or named director (or co-director) of the proposed center/institute resides. Please copy the Associate Vice President for Research Operations on the email submission.
  - Proposals must be submitted by the second Friday of the month to ensure review at the following Dean's Research Council meeting which is held the second Wednesday of the month. Proposals submitted after this deadline will not be reviewed at the next month's meeting but at the following month's meeting.
  - If a college has a center/institute review policy, this timeline may be longer dependent on college review. However, it is expected the review process will be completed in three months.
- The Dean's Council will review applications for new SDSU centers/institutes and make a recommendation for approval to the Provost (for centers or institutes focused on education, and/or training, and/or community engagement) or the Vice President for Research and Innovation (for research centers or institutes).
- Center or institute directors will be notified within one week by the Associate Vice President for Research Operations (AVPRO) of the Provost's or Vice President for Research and Innovation's decision.
- Incomplete applications will be returned to the submitting faculty member(s) with comments about what is needed for a complete application.
- If approved, the original copy of the proposal with approval signature shall be returned to the Provost's office, the Division of Research and Innovation, as well as

to the appropriate college Dean(s). The approved center or institute shall then be added to the list of centers/institutes sent annually to the Chancellor's Office.

- The resubmission of a non-approved center or institute proposal is possible and will depend on the reasons for non-approval from the Dean's Council.

### **3. Policies**

#### **3.1 Fiscal Issues**

- The director of a center or institute is responsible for the oversight of center/institute funds.
- A center or institute is not a legal entity and may not handle funds directly or open bank accounts in the name of the center or institute. The SDSU Research Foundation (SDSURF) shall handle external sources of funding. Center or institute directors should work with their SDSURF grants specialist and the SDSURF director of sponsored research administration to determine what type of fund should be established depending on the nature of external revenues. Center or institute directors should work with college resource managers for any stateside funding that may be provided to the center or institute.

#### **3.2. Center or Institute Name Change**

- Any substantive changes to a center or institute (e.g., name, location, focus, director(s), etc.) shall be submitted to the Dean(s) of the college(s) in which the center or institute resides. In the case of centers or institutes that involve several colleges, changes should be sent to all of the appropriate Deans.
- Recommendations for the change(s) will be made by the Dean's Council to the Provost (center or institute focused on education, and/or training, and/or community engagement) or to the Vice President for Research and Innovation (research centers or institutes). The Provost and/or the Vice President for Research and Innovation will make the final approval of the change.

### **4. Reporting**

#### **4.1. Annual Reports**

- During the first week of November of each academic year, the AVPRO and the Vice Provost will send the directors of all approved SDSU centers or institutes a link to a brief annual report that will need to be completed before the end of the fall semester.
- In accordance with [CSU Memorandum AA-2014-18](#), SDSU shall provide an annual list of all active, approved centers and institutes to the Assistant Vice Chancellor for Research Initiatives and Partnerships for the purposes of updating the system-wide website.
- Contents of Annual Reports (these will be provided electronically to the Center/Institute Director) shall include:
  - The center/institute name.
  - Type of center/institute (e.g. research focused).
  - Director's (co-director's) name(s), including any leadership changes since the last annual report.
  - A list of all SDSU faculty who have joined or left the center in the past year.

- Current web address (URL). Websites shall adhere to all SDSU cyber security requirements.
- A summary of center/institute activities for the previous 12 months. This could include relevant publications, art exhibits, performances, community outreach activities or new collaborations, grants/contracts secured, invited lectures, etc.
- College Deans will be provided with the annual reports for the centers and institutes in their respective colleges. This is informational only.
- Annual reports will be managed by the AVPRO and the Vice Provost.
- Failure to submit the required annual report may result in the termination of the Center/Institute (see section 4.3)

#### **4.2. Center/Institute Periodic Reviews (5-year reports)**

- At intervals of no more than five years, the Director of the center/institute shall provide a five-year report to the Dean(s) of the college(s) in which the center/institute resides.
- In the first week of February of each academic year in which reports are due, the AVPRO and the Vice Provost will send report templates to center and institute directors. Reports shall be submitted for review to the appropriate college Dean(s) by the first week of May of the spring semester.
- The report shall include the following:
  - The history and mission of the center/institute (this only needs to be reported for the initial periodic review and does not need to be completed for subsequent reviews).
  - The contribution of the center/institute to the mission of the CSU, the college(s), and SDSU?
  - Faculty, student, and community member involvement.
  - An executive summary of the previous five years of annual reports. A summary of achievements, activities, and programs of the center or institute (past 5 years).
  - The financial status of the center or institute, including any extramural or intramural funding support.
  - Five-year plan for the center or institute, including plans for maintaining or enhancing fiscal stability.
  - Any changes to the original operating procedures, the organizational structure, or the mission of the center/institute.
- Colleges shall provide a recommendation as to whether the center/institute shall continue, continue with stipulations, or a recommendation of dissolution. The recommendation shall include a rationale(s) for the recommendation.
- The college recommendation will be discussed by the Dean's Council and the Dean's Council will provide a final recommendation to continue, continue with stipulations, or a recommendation of dissolution to the Provost and Vice President for Research and Innovation.
- Colleges shall develop and provide review processes and criteria to center and institute directors concerning the continuation or dissolution of the center/institute.



- The Provost and Vice President for Research and Innovation will make the final decision as to the continuation or dissolution of a center or institute.

#### **4.3. Dissolution or Discontinuation of a Center/Institute**

- Failure to submit an annual report or periodic review may lead to the dissolution of a center/institute.
- The Provost and the Vice President for Research and Innovation will provide in writing, the decision to discontinue a center or institute to the center/institute director(s) as well as the Dean(s) of the appropriate college(s).
  - A decision to discontinue a center or institute can be appealed by writing a formal appeal to the Provost (center or institute focused on education, and/or training, and/or community engagement) or the Vice President for Research and Innovation (research center or institute) with copies to the Dean(s) of the appropriate colleges(s).
  - Appeals will be reviewed by the Dean's Council. A disposition of the appeal shall be provided to the center or institute director(s) one week following the Dean's Council meeting.
- A request to discontinue a center or institute should be initiated by the center or institute director(s) by submitting a memo to the appropriate college Dean(s). The memo should include the reason for the discontinuation request. The college Dean(s) shall then notify the Vice Provost and AVPRO of the request.
- *A discontinued center/institute can be reinstated only upon submission of a new proposal and following the same procedure for review of a new center/institute.*

## Attachment A

Please use the following definitions of an Institute and a Center to determine the appropriate naming convention for your proposed organizational unit and for use in your application document.

**Center.** Centers are organized units that can serve to foster research/scholarship, public service, and/or teaching and focus on a specific topic, issue, or goal. The focus of a center is much narrower than the focus of an institute. (e.g., studying the effect of food insecurity on learning in children and adolescents as opposed to studying food insecurity or providing training to educators who work with children who are food insecure). Centers may require the efforts of faculty, staff, and/or students from multiple departments, schools, or colleges at SDSU as well as collaborative institutions. Centers may provide a vehicle for interdisciplinary research, interprofessional education, or external partnerships with agencies who are interested in a similar topic or goal. Centers can serve as a link between academic and professional communities.

**Institutes.** Institutes are organized units that serve for the coordination and promotion of faculty interests that are broad (e.g., a research focus on food insecurity or a focus on working with community partners to reduce food insecurity in San Diego County) and serve to foster research/scholarship, public service and/or teaching. The breadth of projects within an institute transcends the boundaries of a department, school, college, or university and is inherently interdisciplinary. Similar to a center, an institute can also serve as a link between the academic and professional communities and are composed of an interdisciplinary group of faculty, students, and other professionals. Research conducted by an institute could lead to public service activities or programs that help advance the goals of an institution.

## Attachment B

This checklist was developed to help you track required components of a new center or institute proposal.

1. Type of center or institute (research center/institute or center or institute focused on education, and/or training, and/or community engagement).
2. The name of the new center or institute (see Attachment A for guidance on what distinguishes a center from an institute).
3. The purpose or mission of the center or institute.
4. Description of how the center or institute aligns with the mission and strategic priorities of SDSU, the college(s), and the academic unit(s) involved.
5. Preliminary research agenda for the center or institute (research centers/institutes only).
6. Organizational structure and operating procedures of the center or institute.
7. A list of the principal faculty members and staff involved from SDSU and other institutions (if applicable).
8. Description and detailed budget of the center or institute.
9. A description of whether space is needed for the center or institute. If space is needed, provide a description of the space that is needed for the center or institute.
10. Letter(s) of endorsement from Deans, Chairs, Directors at SDSU or appropriate administrator(s) from partner institutions.

## MEMORANDUM

TO: Senate Executive Committee, University Senate  
FROM: Lecturer Affairs Committee  
DATE: March 16, 2023  
RE: ACTION: Proposed Update to the Tenure Track Planning Policy

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The Lecturer Affairs Committee (LAC) proposes the following updated to the Tenure-track Planning Policy:

### Tenure-Track Planning

- 1.0 History of Tenure: When colleges and universities were initially established, they were designed for the elite, specifically elite Euroamerica males<sup>1</sup>, and faculty were from that same privileged group. All faculty were hired as contingent faculty through the early twentieth century. During the 1920-40s, and as middle-class men had access to higher education and as labor movements grew more and more successful across the country, tenure was established in order to recruit and retain faculty. It was initially established as a right, with faculty achieving it after being employed for a certain length of time. This changed after the civil rights movement, which opened more access to diverse people and women in colleges and universities. In the 1970s tenure shifted to being a privilege that was conferred upon specific individuals and complex structures were established that served to maintain the status quo of white male privilege. Currently, the numbers of tenured and tenure-track faculty are dwindling across the country, in part because of these privileges, the changing demographics of the country, and shifting access and equity issues. Higher education continues to become more elite, even though the majority of courses on campus are being taught by contingent full- and part-time lecturers and teaching assistants. The American Association of University Professors (AAUP) affirms the importance of tenure in its 1940 Statement of Principles on Academic Freedom and Tenure, and affirms the need to increase tenure-stream hiring while also improving conditions for contingent faculty<sup>2</sup>.
- 2.0 The university shall adopt a specific planning goal to establish the proportion of probationary and tenured faculty to 85 percent of the total of the university's full-time equivalent faculty (FTEF) ~~and no more than 15 percent of the total instruction within any department, should be provided by faculty with non-tenure-track appointments~~. Each college shall formally examine its philosophy, mission, and pedagogies in relation to this proportion.
- 3.0 To meet this goal the university shall need to (a) refill the tenure-track positions that become vacant through retirements, resignations, terminations, and deaths, and (b) strive to maintain the percent proportion articulated above in 1.0.
  - 3.1. With the growth of contingent faculty nationally, which disproportionately and adversely impacts faculty of color and female-identified faculty, the university has an ethical responsibility to create pathways for contingent faculty positions to convert into tenure-track positions whenever possible. There are multiple possible pathways, including prioritizing contingent faculty candidates in tenure-track searches, converting contingent faculty to tenure-track lines, and ensuring that the university does not exceed the recommended total percentage of contingent faculty appointments in any department.
  - 3.2. As an additional equity measure, the university should pursue longer contracts for contingent faculty

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<sup>1</sup> Wilder, C.S. (2013). *Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities*. New York: Bloomsbury Press.

<sup>2</sup> AAUP: The Annual Report on the Economic Status of the Profession, 2020-21

whenever possible and as allowed by the collective bargaining agreement. Barriers to contract renewal should be eliminated, and the renewal process should be fair, equitable, and transparent for all contingent faculty.

- 4.0 This tenure-track renewal initiative shall become the university's highest fiscal priority. The university shall not create any new M80-classification (Management Personnel Plan) positions when in the most recently completed fiscal year, the percent proportion (as articulated above in 1.0) has neither met the planning goal nor has improved as compared to the previous fiscal year.
- 5.0 The allocation of tenure-track positions shall be tied to programmatic planning by departments, schools, programs, and colleges, aligned with Building on Inclusive Excellence (BIE) criteria. Diversity, Equity and Inclusion (DEI) must be a factor of consideration.
- 6.0 After appropriate consultation with the Tenure-Track Planning Committee, the Provost shall determine and communicate to the university a policy concerning allocation of new and vacated tenure-track positions in a timely manner that aligns with the competitive nature of tenure-track searches across the country.

## RATIONALE:

The Lecturer Affairs Committee supports the aspirational goal of 85% tenure-track faculty at SDSU, but does object to the 15% cap on non-tenure-track positions because in the event that a college decides to follow the 15% cap, but does not meet the 85% tenure-track position goal, it would adversely impact student learning outcomes in a significant way.

In addition, the current policy lacks clear direction in terms of how 3.0 can be applied logistically on our campus. The LAC will revisit this policy during AY 23-24 to provide feedback and suggest a policy that better outlines the process to meet these goals.

To: SEC / Senate

From: Senate Chair Nola Butler-Byrd, Senate Officers

Date: March 21, 2023

Subject: ACTION: Proposed Policy File Language: Annual IV Senate Meeting

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Senate Officers request the following change to the the Bylaws specifying the general parameters for Regular Senate meetings to include an annual Imperial Valley Senate meeting:

## 6.0 Meetings and Quorum

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

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

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

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

The proposed new language is in red:

## 6.0 Meetings and Quorum

6.1. Regular Meetings. The Senate shall regularly meet at least seven times during the academic year, and each academic year at least one regular Senate meeting shall be held at one of the SDSU Imperial Valley campuses.

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

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

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

Rationale: In order to be a truly inclusive University Senate, we need to hold an annual meeting at the Imperial Valley campus.

SDSU Group / Person Interviewed: SDSU Faculty Senate Executive Committee  
(at least 136 people in the Zoom call)

Interview date: March 21, 2023

Participants: Please see the roster (at the bottom of this document)  
Roster found here: <https://senate.sdsu.edu/sec-roster>

After a brief introduction by John Crockett, and Cary's PowerPoint slide presentation, three questions were posed to spark discussion.

- Question 1 – As we envision growth in SDSU's research enterprise, what improvements do you recommend in our infrastructure assets and services from the University and the Foundation?
- Question 2 – What constraints or limitations do you see in the aspiration to achieve R1 status?
- Question 3 – We hear praise for both the Foundation staff and DRI from many people. Frequently cited are changes that have come in recent years. How do you view the Foundation – DRI relationship, and what further changes / additions would you recommend?

The conversation began with a discussion of the SDSU library. Comments included:

- the current profile of the SDSU library is not on a scale of that of a typical R1 institution;
- resource "gaps" include collections, databases, e-books, etc.;
- the technology for ingesting digital assets is outdated;
- Open Access Publishing is an unresolved issue, but thankfully the CSU Chancellor's office is working on this issue;
- Tools in addition to "Pivot" (the funding opportunities database) are needed for both faculty and graduate students.

One participant expressed the feeling that ". . .R1 is a bar too high. . .".

Sabbaticals were discussed with the feeling that they needed to be greater in number and more widely available

Staff resources was raised as a need – both the number of staff available for R1-style support, and compensation ranges that are competitive enough to recruit and retain high-quality staff. One participant notes that he feels that he is doing administrative work that would be handled by staff at an R1 institution – activities included budget formulation and monitoring, purchasing, HR and hiring duties, etc.

Another participant felt that the salary scales are too low, and that graduate students are unable to earn a "living wage".

Shared Services and Recharge Centers were discussed, especially the need to make it easier to formulate and fund them.

Public – Private partnerships were discussed, especially the opportunity for them to provide additional funding sources and opportunities for innovation.

One participant wondered if the R1 aspiration has been fully integrated with the idea of removing CSU limitations, specifically the idea of independent PhD / Doctoral programs.

Space and infrastructure issues were raised. Complaints included buildings that are prone to flooding, doors that can't be secured, and deferred maintenance problems.

A few participants discussed SDSU's teaching legacy, hoping that its teaching mission would not be compromised by the R1 aspiration. One wondered if there might be merit in having different "tracks" for faculty who wanted to continue with the current priorities, and an alternate for a research-intensive track?

HR and hiring processes were raised as an acute issue – both on the "State" and Foundation "sides". Recruiting, and onboarding need to be streamlined – they take too long at SDSU even when compared to other CSU campuses.

\*end\*



Faculty Senate Executive Committee Roster:

## SEC Roster for AY 2022/23

| Role  | Name               | Email  |
|---|--------------------|--|
| Senate Chair  | Butler-Byrd, Nola  | <a href="mailto:NBUTLER@sdsu.edu">NBUTLER@sdsu.edu</a>       |
| Senate Vice Chair                                   | Vasquez, Marissa   | <a href="mailto:mvasquez@sdsu.edu">mvasquez@sdsu.edu</a>     |
| Senate Secretary                                    | Fuller, Amanda     | <a href="mailto:afuller@sdsu.edu">afuller@sdsu.edu</a>       |
| Senate Treasurer                                    | Sharma, Satish     | <a href="mailto:ssharma@sdsu.edu">ssharma@sdsu.edu</a>       |
| Immediate Past Senate Chair                         | N/A                | N/A  |
| Chair of Academic Policy and Planning               | Lach, Pamela       | <a href="mailto:plach@sdsu.edu">plach@sdsu.edu</a>           |
| Chair of University Resources and Planning          | Wil Weston         | <a href="mailto:wweston@sdsu.edu">wweston@sdsu.edu</a>       |
| Chair, Committee on Faculty Affairs                 | Abel-Mills, Alyson | <a href="mailto:amills@sdsu.edu">amills@sdsu.edu</a>         |
| Chair, Committee on Committees and Elections        | Marx, David        | <a href="mailto:dmarx@sdsu.edu">dmarx@sdsu.edu</a>           |
| Chair, Committee on Constitution and Bylaws         | Baljon, Arlette    | <a href="mailto:abaljon@sdsu.edu">abaljon@sdsu.edu</a>       |
| Chair, Committee on Undergraduate Curriculum        | Barbone, Steve     | <a href="mailto:sbarbone@sdsu.edu">sbarbone@sdsu.edu</a>     |
| Chair, Committee on Diversity, Equity and Inclusion | Hernandez, Roberto | <a href="mailto:rhernandez@sdsu.edu">rhernandez@sdsu.edu</a> |

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|  |                        |  |
|--|------------------------|--|
| CSU Academic Senator                                   | Csomay, Eniko          | <a href="mailto:ECSOMAY@sdsu.edu">ECSOMAY@sdsu.edu</a>               |
| Provost and Senior Vice President for Academic Affairs | Ochoa, Salvador Hector | <a href="mailto:shochoa@sdsu.edu">shochoa@sdsu.edu</a>               |
| AVP: Faculty Advancement and Student Success           | Brooks, Joanna         | <a href="mailto:jmbrooks@sdsu.edu">jmbrooks@sdsu.edu</a>             |
| Dean: College of Graduate Studies                      | Love, Tracy            | <a href="mailto:tlove@sdsu.edu">tlove@sdsu.edu</a>                   |
| President: Associated Students                         | Moore, Shawki          | <a href="mailto:sfmoore@sdsu.edu">sfmoore@sdsu.edu</a>               |
| Staff Senator  | Wills, Brenda          | <a href="mailto:bwills@sdsu.edu">bwills@sdsu.edu</a>                 |
| President: SDSU chapter of Faculty CBA (CFA)           | Abdel-Samad, Mounah    | <a href="mailto:msamad@sdsu.edu">msamad@sdsu.edu</a>                 |
| Faculty – Elected Senator-at-Large                     | Ozturk, Yusuf          | <a href="mailto:yozturk@sdsu.edu">yozturk@sdsu.edu</a>               |
| Faculty – Elected Senator-at-Large                     | Schellenberg, Stephen  | <a href="mailto:saschellenberg@sdsu.edu">saschellenberg@sdsu.edu</a> |
| Faculty – Elected Senator-at-Large                     | Kamper, David          | <a href="mailto:dkamper@sdsu.edu">dkamper@sdsu.edu</a>               |

| List Name                                 | Card Name  | Labels                         |
|---|--|--------------------------------|
| STANDING COMMITTEES:                      |  |                                |
| Academic Policy & Planning (AP&P)         | 20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL   | In Committee (purple)          |
| Academic Policy & Planning (AP&P)         | 20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses   | In Committee (purple)          |
| Academic Policy & Planning (AP&P)         | 21/22_04: Five-Year Review of Academic Administrators + Search Committees for University Administrators Bylaws                               | In Committee (purple)          |
| Academic Policy & Planning (AP&P)         | 21/22_17: Review and Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff   | In Committee (purple)          |
| University Resources & Planning (URP)     | 22/23_17: Add Dean CGS to URP  | In Committee (purple)          |
| Committee on Committees & Elections (CCE) | 22/23_03: Academic Affairs Search Committee & URTF   | In Committee (purple)          |
| Committee on Committees & Elections (CCE) | 22/23_09: Review & Update Policies Related to Senator Committee Assignments  | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 21/22_15: ASCSU Senate Representation  | SEC/Senate Processing (orange) |
| Constitution & Bylaws (CBL)               | 21/22_23: Update Committee Chair Policies  | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 21/22_24: Ensure Shared Governance on Committees & Task Forces   | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_13: Update Constitution 5.0  | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_14: Revision to ByLaws 5.0 & 6.0++   | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_15: Revision to Bylaws 7.1   | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_16: Add Secretary to CCE and Chair to APP  | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_18: Bylaws 11.0 and 13.0 Updates   | In Committee (purple)          |
| Constitution & Bylaws (CBL)               | 22/23_19: Update Policy Language related to Committees   | In Committee (purple)          |
| Diversity, Equity & Inclusion (DEI)       | 21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws                     | In Committee (purple)          |
| Diversity, Equity & Inclusion (DEI)       | 21/22_16: Senate Diversity Plan  | In Committee (purple)          |
| Diversity, Equity & Inclusion (DEI)       | 21/22_22: Condemning Hostile Teaching Environments   | In Committee (purple)          |
| Diversity, Equity & Inclusion (DEI)       | 22/23_08: Create ad hoc committee to draft University Senate DEI plan  | In Committee (purple)          |
| Faculty Affairs Committee (FAC)           | 20/21_02: Professors of Practice: Implications?  | In Committee (purple)          |
| Faculty Affairs Committee (FAC)           | 20/21_07: Faculty Responsibilities to Create a Diverse, Equitable Inclusive Classroom Environment.   | In Committee (purple)          |
| Faculty Affairs Committee (FAC)           | 21/22_20: Course Syllabi Policy File Revisions   | In Committee (purple)          |
| Faculty Affairs Committee (FAC)           | 22/23_05: Develop Guidelines for the Management of the Sabbatical Application & Review Process   | In Committee (purple)          |
| Undergraduate Curriculum Committee (UCC)  | 21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Require | In Committee (purple)          |
| OTHER COMMITTEES & COUNCILS               |  |                                |
| Campus Development Committee              | 21/22_09: Naming Policies under the auspices of the Campus Development Committee   | In Committee (purple)          |
| Environment and Safety                    | 20/21_03: Update Environmental & Safety Committee Charter.   | In Committee (purple)          |
| Environment and Safety                    | 21/22_10: Smoking and Smudging Policy Bylaws and Updates   | In Committee (purple)          |
| Faculty Honors and Awards                 | 20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award.                   | In Committee (purple)          |
| Faculty Honors and Awards                 | 22/23_10: Update Committee Charge and Clarify Responsibilities   | In Committee (purple)          |
| Freedom of Expression                     | 20/21_01: Update policy on the use of shared SDSU digital resources.   | In Committee (purple)          |
| Freedom of Expression                     | 21/22_11: Academic Freedom Policy Review.  | In Committee (purple)          |
| Graduate Council                          | 21/22_07: Integrity in Research and Scholarship Bylaws Review  | In Committee (purple)          |
| International Affairs Council             | 22/23_01: ACIP Representative & Meeting Payment  | In Committee (purple)          |
| International Affairs Council             | 22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students  | In Committee (purple)          |
| Instructional and Information Technology  | 21/22_08: Instructional and Information Technology Committee Bylaw Review and Update.  | In Committee (purple)          |
| Library                                   | 22/23_04: Review & Update Policies Regarding Material Gifts Valued at over \$20,000  | In Committee (purple)          |
| Staff Affairs                             | 22/23_07: Charter a New "Staff Planning Committee"   | In Committee (purple)          |
| Staff Affairs                             | 22/23_11: Create Policy Recommendation to include CSUEU Senate Representative  | In Committee (purple)          |
| Student Media Advisory                    | 21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates  | In Committee (purple)          |
| Bookstore Advisory                        | 22/23_12: Add Librarian to Bookstore Advisory  | In Committee (purple)          |
| Teacher Preparation Advisory Council      | 21/22_25: Teacher Preparation Advisory Council Bylaw Review and Update   | In Committee (purple)          |
| Tenure Track Planning (TTPC)              | 21/22_26: Tenure Track Planning Committee Bylaw Review & Implementation recommendations  | In Committee (purple)          |
| Undergraduate Council                     | 21/22_14: Undergraduate Council Bylaw Review and Update  | In Committee (purple)          |
| Honorary Degree                           | 22/23_20: Update Honorary Degrees Policy   | In Committee (purple)          |



To: SEC / Senate  
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)  
Date: March 13, 2023  
Subject: INFORMATION: ERG Reporting: Enrollment Cliff and “15 to Finish”

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The Academic Policy and Planning Committee (AP&P) annually reviews, discusses, and reports on enrollment, retention, and graduation data and enrollment management policies and outcomes. In fulfillment of this responsibility, we welcomed Stefan Hyman, Associate Vice President for Enrollment Services, to share data about enrollment trends, paying particular attention to the impending “enrollment cliff.” He also shared information about “Fifteen to Finish” efforts. Brief highlights are included in this memo, and a copy of both sets of presentation slides are attached.

### **The Enrollment Cliff**

SDSU’s Fall 2022 enrollment was record-breaking, with the largest first-year class, third largest class of transfers, and an increasingly diverse student body (note that new graduate student enrollment was relatively flat). Similarly, Imperial Valley rebounded somewhat from last year. Spring 2023 enrollment data follows the same trends. We were one of three campuses in the CSU to grow this year, and we have the largest FTES across the CSU. Academic success trends are strong, and equity gaps are closing.

While SDSU is bucking trends year over year and leading the way in meeting enrollment targets tied to the Governor’s Compact, the CSU system overall is not doing well. The “enrollment cliff,” largely attributed to the 2008 Great Recession drop in the birth rate and the concomitant drop in high school graduation rates by 2026, will no doubt impact us. California projects a 16% decline in high school graduates between 2025-2037; San Diego anticipates 3,371 fewer high school graduates between 2025-2031, and Imperial Valley will see the same general pattern. This demographic shift, combined with still unknown negative impacts from COVID, will have long-term ramifications for enrollment. While SDSU enrollment is strong, we anticipate application volumes will be down in two to three years. We might still be able to meet our enrollment targets with smaller applicant pools.

AVP Hyman noted several challenges in the coming years, including increased competition for transfer students, resource constraints tied to the CSU allocation model, a projected decrease in the number of students enrolling in other states, and increased competition for students across the UC, CSU, and community colleges.

### **Fifteen to Finish**

AVP Hyman then shared a brief presentation on “Fifteen to Finish,” a campaign that many institutions are adopting across the U.S. National research demonstrates that, no matter the level of college preparedness (measured by high school GPA), students who enroll in 15 units/semester outperform students with fewer credits. SDSU data over a five-year period show that students who take 15-17 credits a year perform better than those who take less. At the same time, there is a growing gap nationally between enrollment and FTES, as students take fewer credits. The presentation addressed several common questions and assumptions with respect to

college readiness, students who work while pursuing their degrees, and whether colleges stand to make more money when they encourage students to take higher unit loads. (Public universities with fixed tuition costs for full-time students generally lose money when unit loads increase.)

The committee discussion emphasized the need for more research about SDSU students, as well as the importance of advising. Some advisors likely discourage lower unit loads if they perceive students to be less prepared for college. Possible interventions might include outreach to advisors, an improved understanding of summer enrollment, and helping students understand the short- and long-term consequences of enrolling in less than 15 units. Such interventions must acknowledge that not all students can afford to or have the capacity to enroll in 15+ credits/semester, due to caregiving and other demands. These students should not be pushed.

AP&P anticipates further exploration of these issues and possible policies that can support student success and an improved four-year graduation rate.



# SDSU

San Diego State  
University

## ENROLLMENT MANAGEMENT REPORT

FEBRUARY 28, 2023



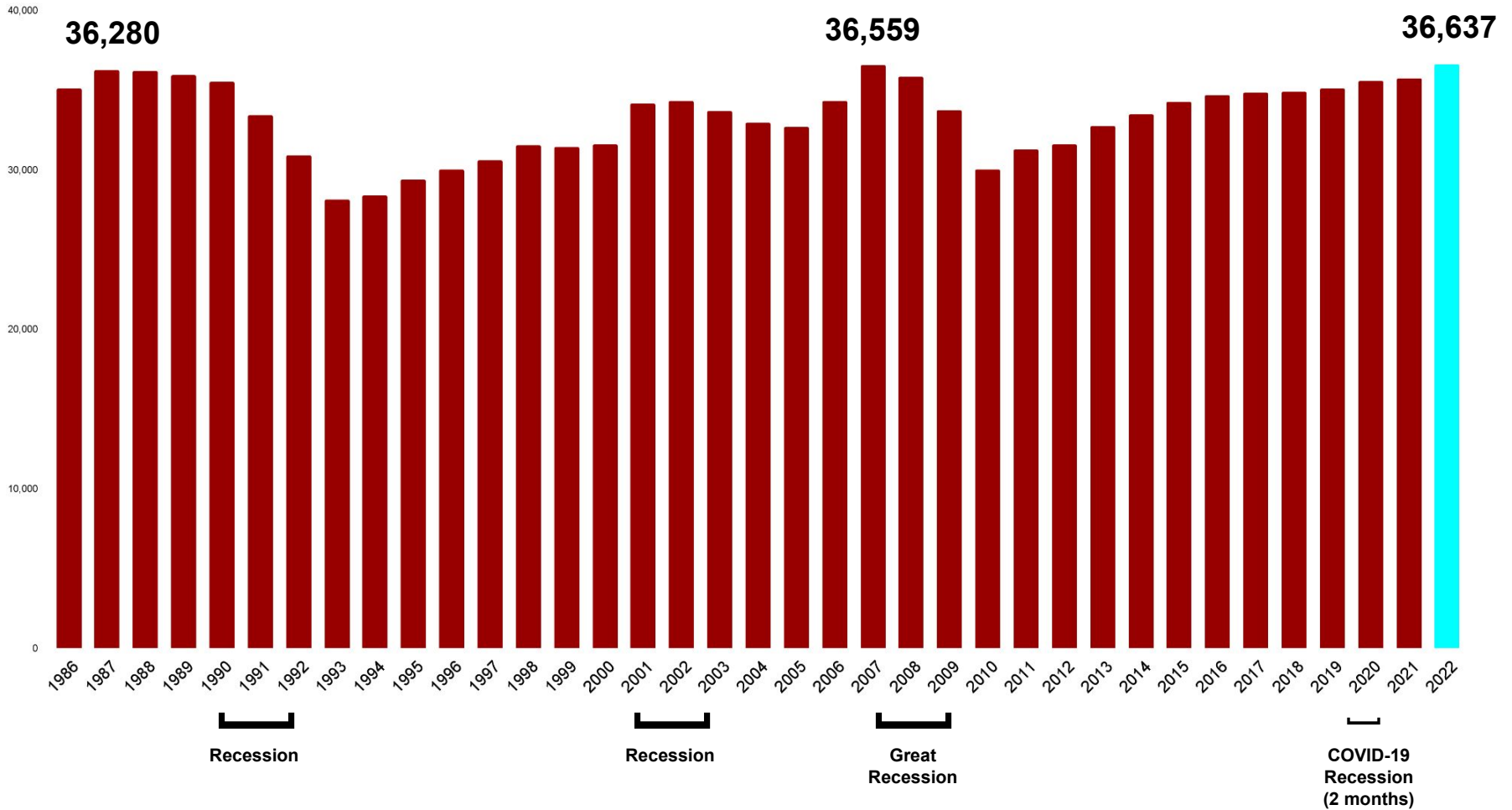
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# 2022-2023 ENROLLMENT

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## RECORD ENROLLMENT IN FALL 2022



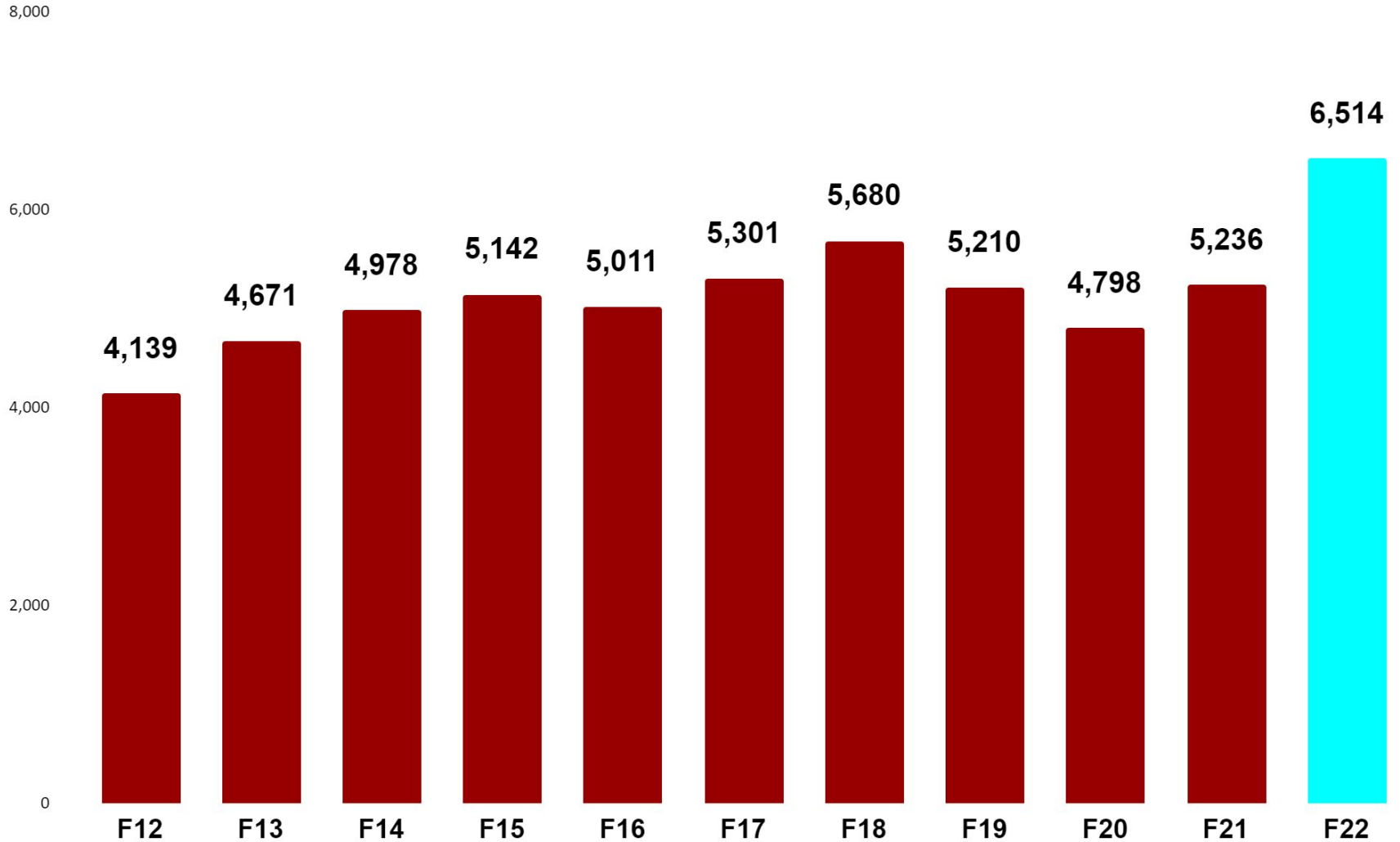
## Changes in the Ethnic Profile of SDSU Students, Fall 2013, Fall 2018, Fall 2022

| URM              | Fall 2013     | Fall 2018     | Fall 2022     | 5 yr Chg.    | 10 yr Chg.   |
|------------------|---------------|---------------|---------------|--------------|--------------|
| Native American  | 92            | 113           | 80            | -29.2%       | -13.0%       |
| African American | 1,191         | 1,337         | 1,439         | 7.6%         | 20.8%        |
| Hispanic         | 9,574         | 10,710        | 12,433        | 16.1%        | 29.9%        |
| <b>Total</b>     | <b>10,857</b> | <b>12,160</b> | <b>13,952</b> | <b>14.7%</b> | <b>28.5%</b> |

| Not-URM              | Fall 2013     | Fall 2018     | Fall 2022     | 5 yr Chg.    | 10 yr Chg.  |
|----------------------|---------------|---------------|---------------|--------------|-------------|
| Asian                | 2,286         | 2,507         | 2,813         | 12.2%        | 23.1%       |
| Pacific Islander     | 102           | 73            | 83            | 13.7%        | -18.6%      |
| Filipino             | 1,935         | 1,963         | 1,859         | -5.3%        | -3.9%       |
| Multiple Ethnicities | 1,777         | 2,175         | 2,428         | 11.6%        | 36.6%       |
| White                | 12,030        | 11,774        | 12,410        | 5.4%         | 3.2%        |
| Other/Not Stated     | 1,873         | 1,505         | 1,256         | -16.5%       | -32.9%      |
| International        | 1,899         | 2,724         | 1,836         | -32.6%       | -3.3%       |
| <b>Total</b>         | <b>21,902</b> | <b>22,721</b> | <b>22,685</b> | <b>-0.2%</b> | <b>3.6%</b> |

|                    |               |               |               |             |              |
|--------------------|---------------|---------------|---------------|-------------|--------------|
| <b>Grand Total</b> | <b>32,759</b> | <b>34,881</b> | <b>36,637</b> | <b>5.0%</b> | <b>11.8%</b> |
|--------------------|---------------|---------------|---------------|-------------|--------------|

## Record-Size Class



**3.9**

Mean Cumulative Weighted GPA  
Record High

**61:39**

Females:Males  
11 Nonbinary

**1918**

Service Area Students

**28%**

First Generation\*

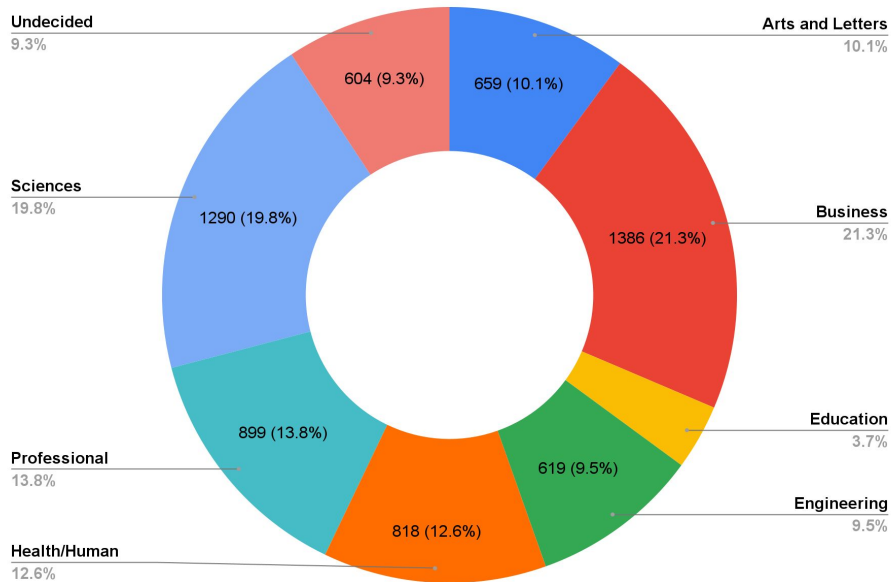
**49**

U.S. States + D.C.

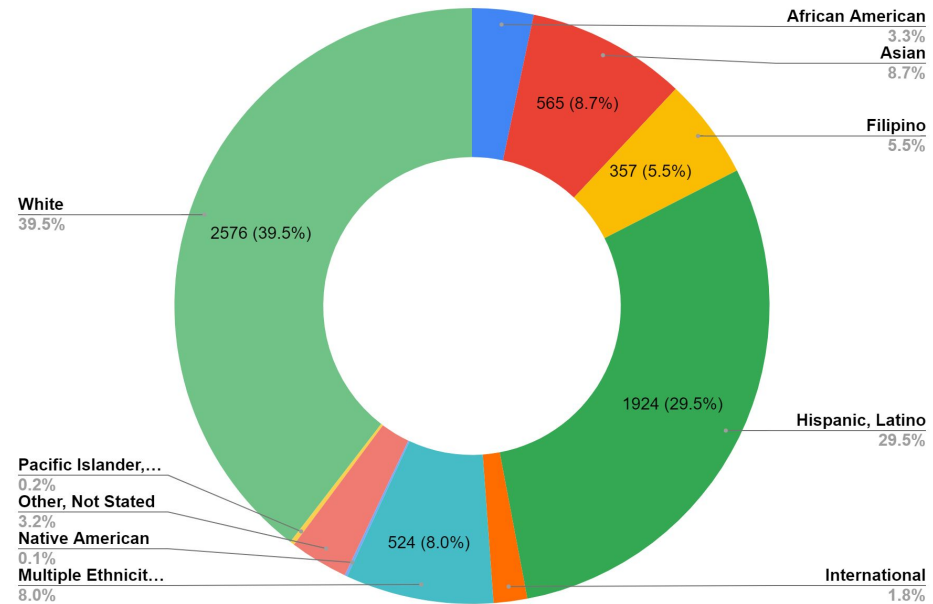
**20**

Other Nations

## Academic Unit

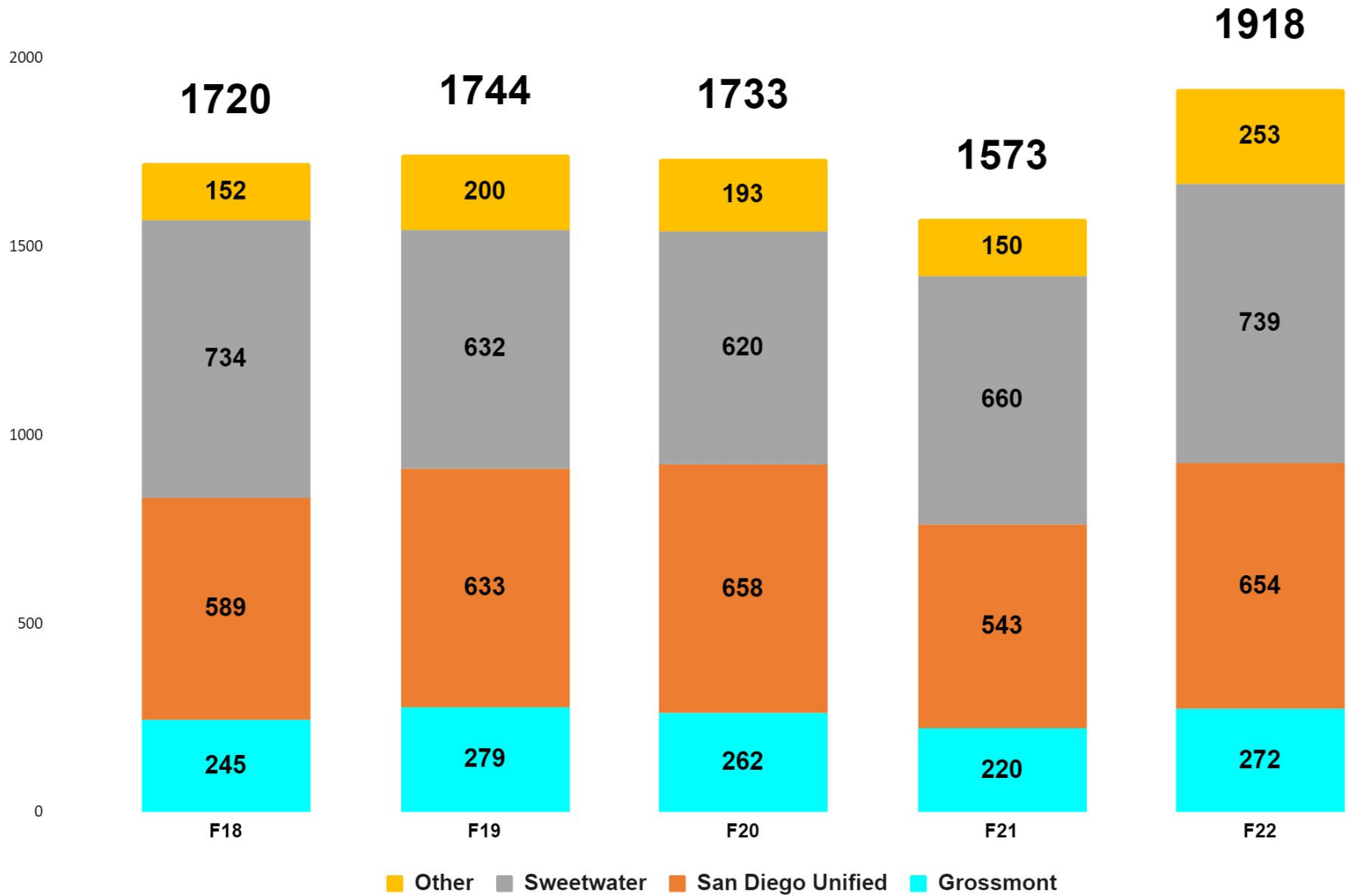


## Ethnicity

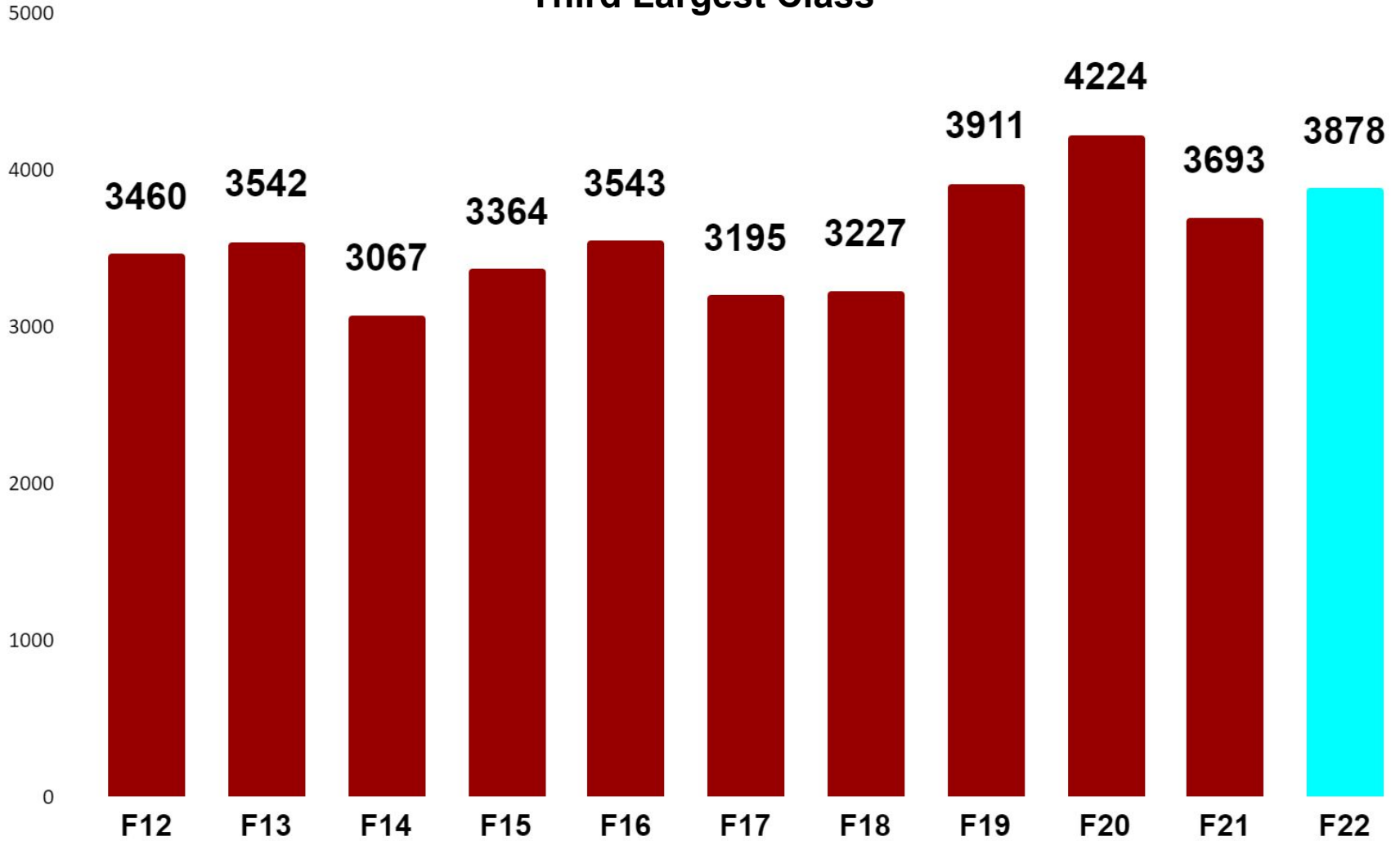


\*Students whose parents attended no college or some college without obtaining a bachelor's degree.

# LOCAL FIRST-YEAR STUDENTS BY DISTRICT



## Third Largest Class



**3.4**

Mean Cumulative Weighted GPA

**53:47**

Females:Males  
22 Nonbinary

**66%**

Service Area Students

**41%**

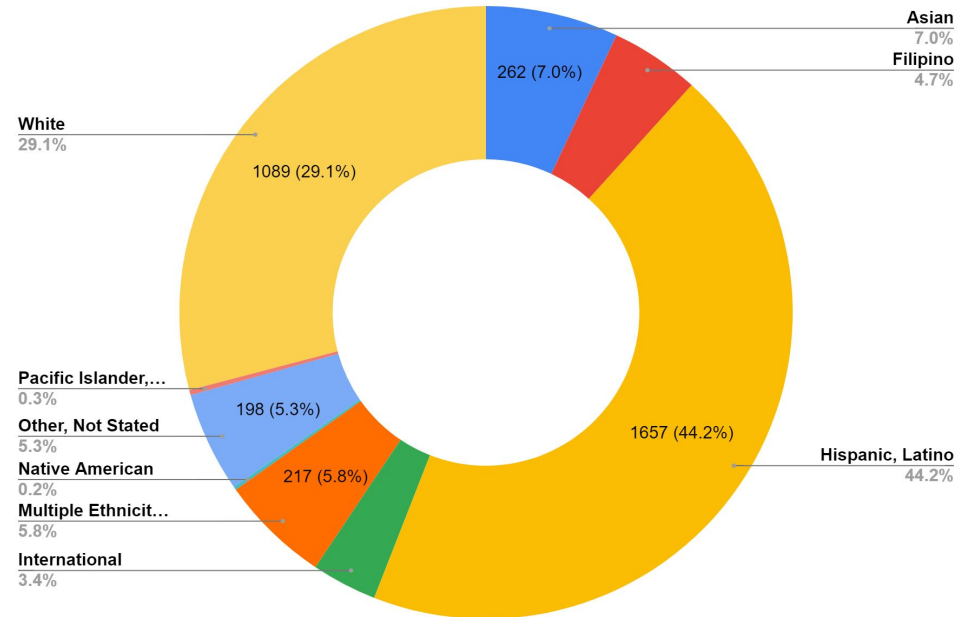
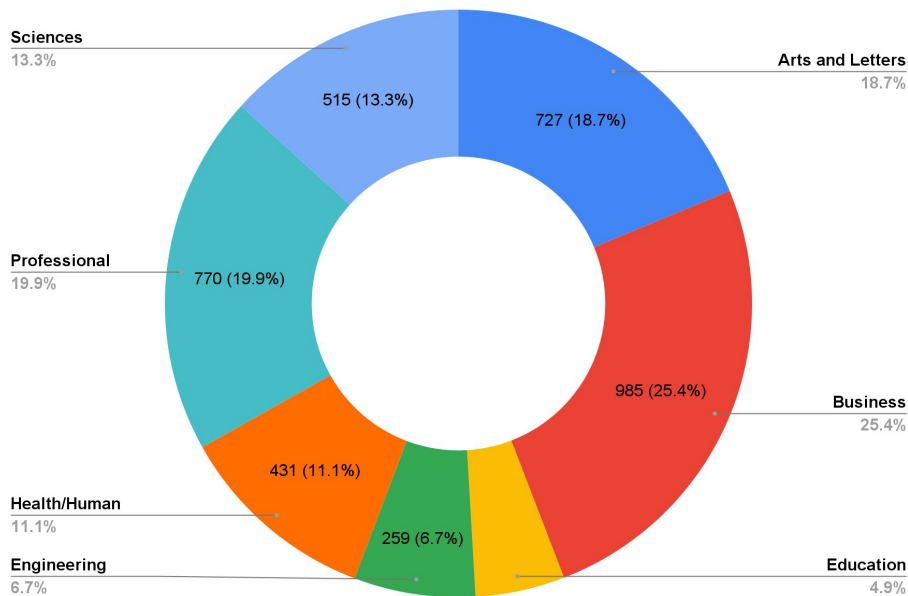
First Generation\*

**1390**

ADT Programs

**Academic Unit**

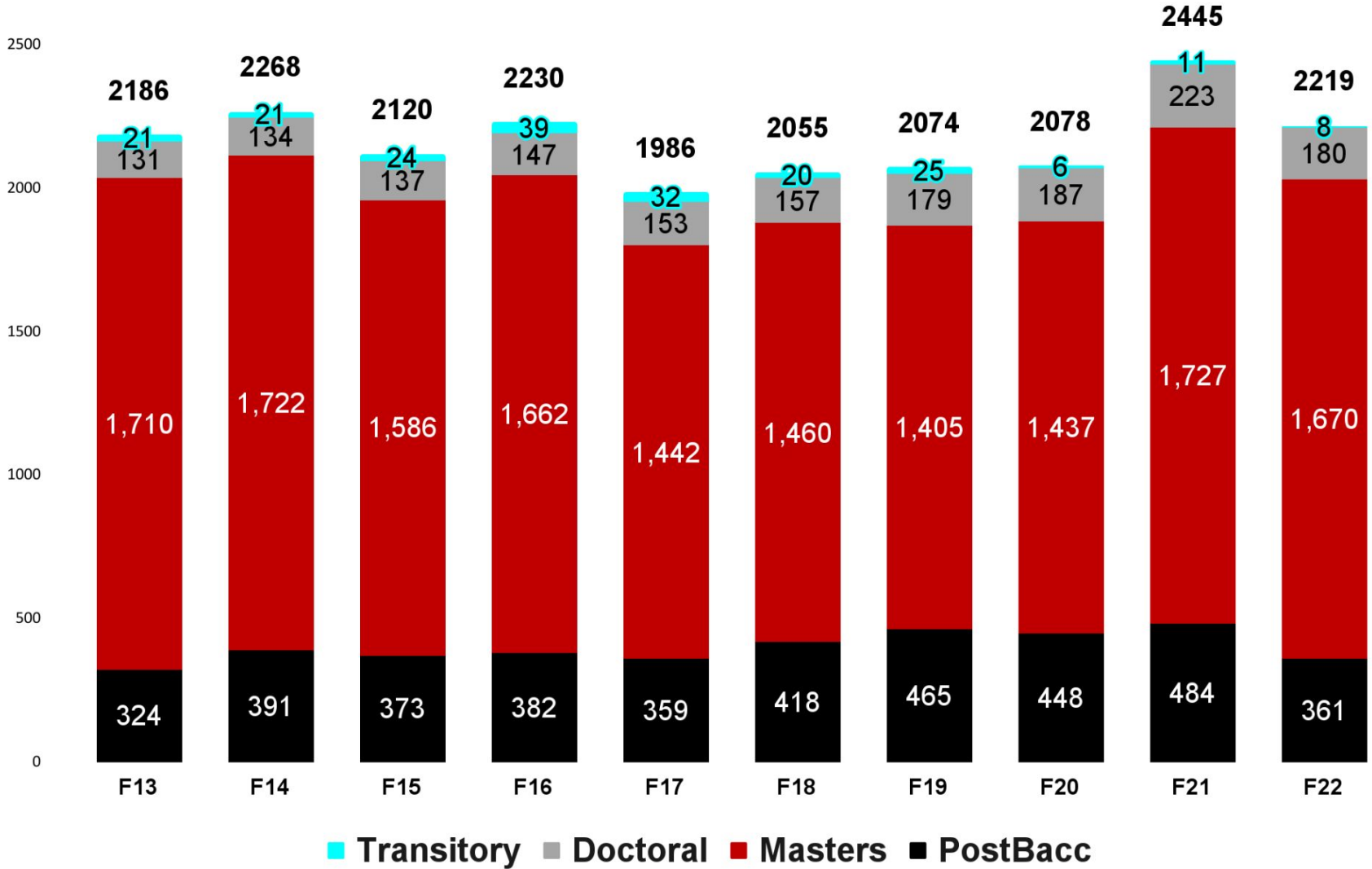
**Ethnicity**



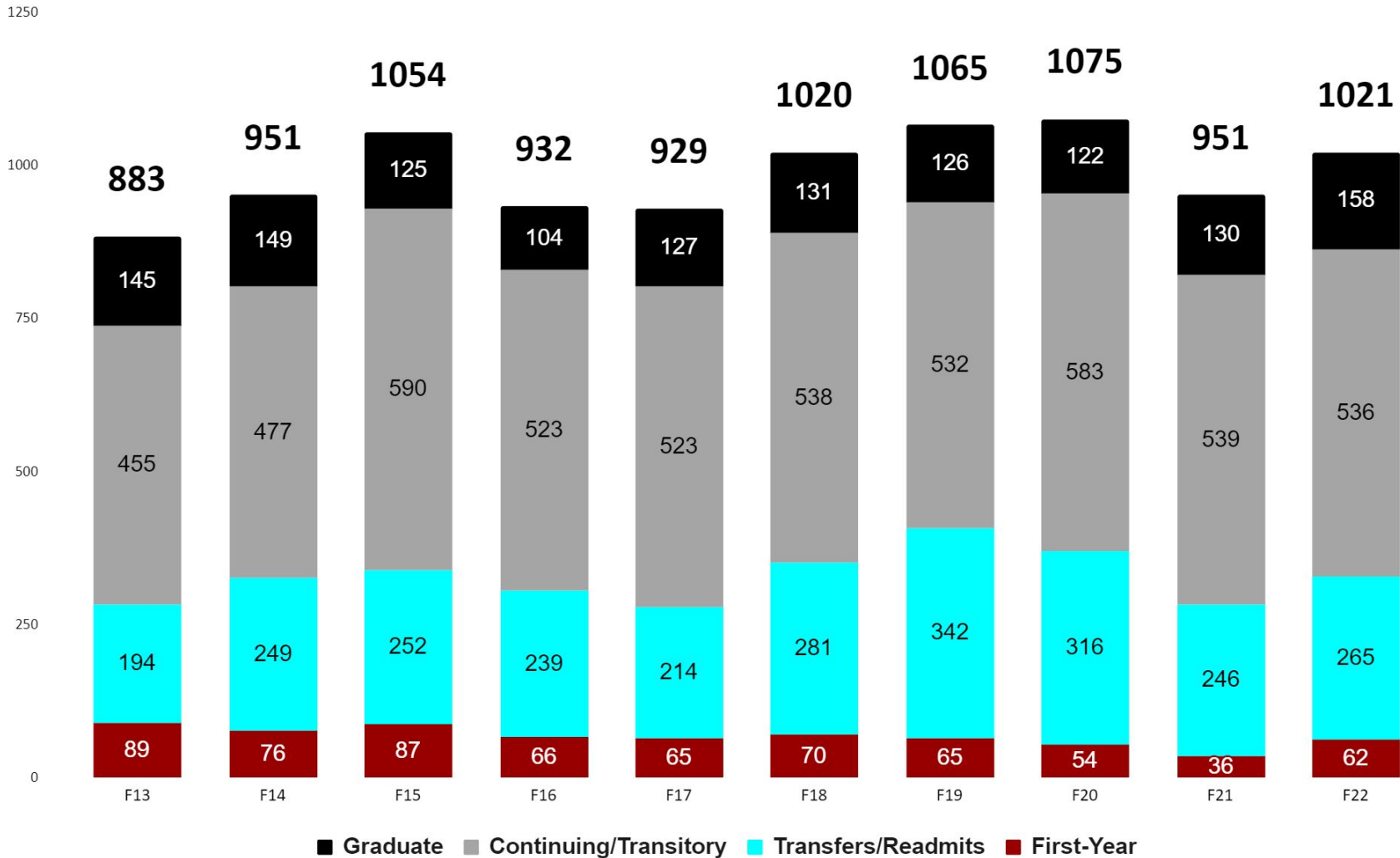
\*Students whose parents attended no college or some college without obtaining a bachelor's degree.

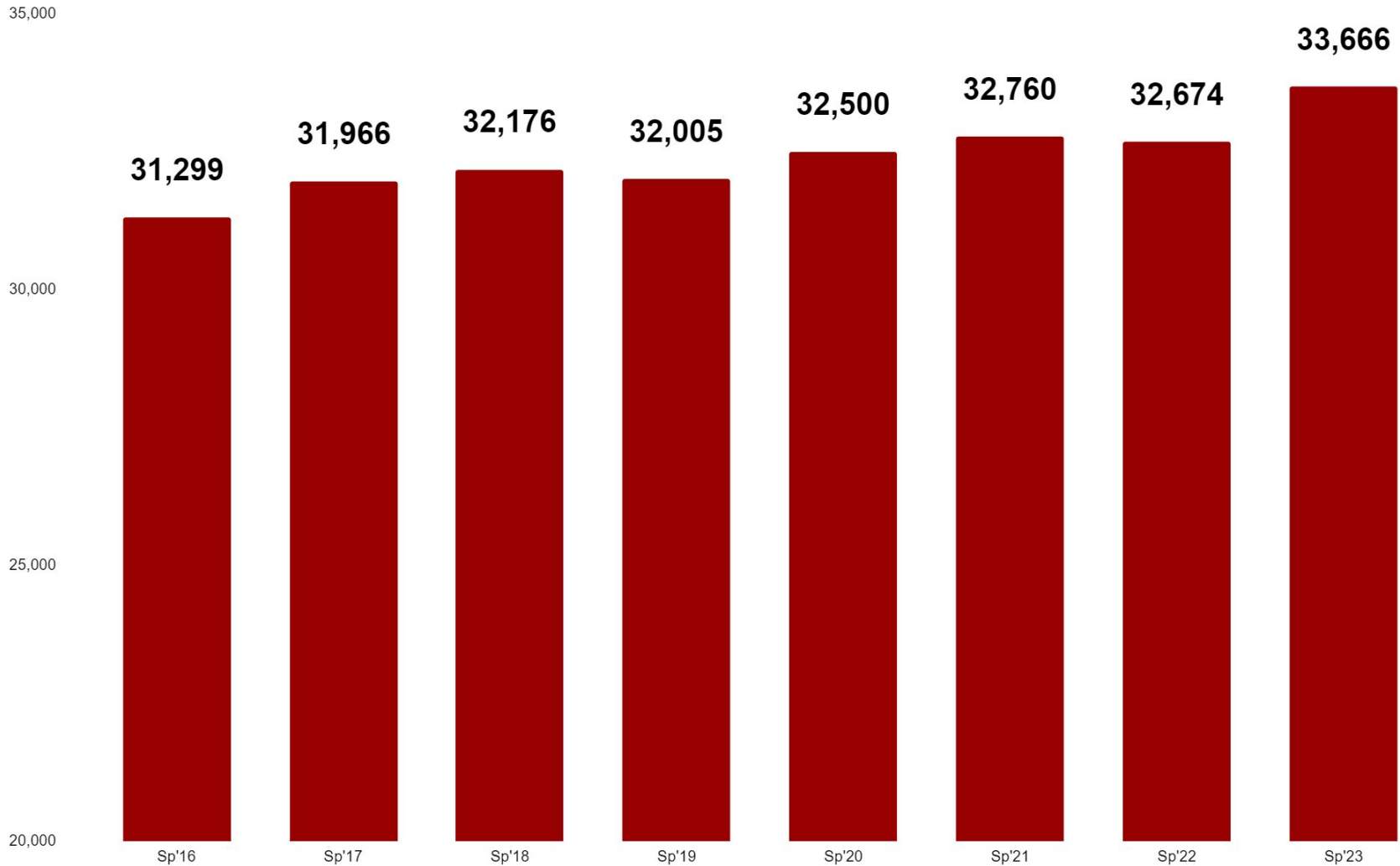
# NEW GRADUATE STUDENTS

## San Diego Campus









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# FALL 2022 CSU ENROLLMENT

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| CSU Campus            | 2017           | 2018           | 2019           | 2020           | 2021           | 2022           | 1-Yr Diff      | 5-Yr Diff      |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Bakersfield           | 9,863          | 10,493         | 11,199         | 11,397         | 10,624         | 9,261          | -1,363         | -602           |
| Channel Islands       | 7,053          | 7,095          | 7,093          | 6,943          | 6,437          | 5,643          | -794           | -1,410         |
| Chico                 | 17,789         | 17,488         | 17,019         | 16,630         | 15,421         | 13,840         | -1,581         | -3,949         |
| Dominguez Hills       | 15,179         | 15,741         | 17,027         | 17,763         | 16,916         | 15,530         | -1,386         | 351            |
| East Bay              | 15,435         | 14,525         | 14,705         | 14,641         | 13,499         | 12,080         | -1,419         | -3,355         |
| Fresno                | 25,168         | 24,995         | 24,139         | 25,341         | 24,946         | 23,929         | -1,017         | -1,239         |
| Fullerton             | 40,439         | 39,774         | 39,868         | 41,408         | 40,087         | 39,729         | -358           | -710           |
| Humboldt              | 8,347          | 7,774          | 6,983          | 6,431          | 5,739          | 5,858          | 119            | -2,489         |
| Long Beach            | 37,065         | 36,846         | 38,074         | 39,359         | 39,434         | 38,270         | -1,164         | 1,205          |
| Los Angeles           | 28,253         | 27,685         | 26,361         | 26,342         | 27,029         | 26,027         | -1,002         | -2,226         |
| Maritime              | 1,050          | 1,017          | 911            | 907            | 880            | 808            | -72            | -242           |
| Monterey Bay          | 7,131          | 7,079          | 7,123          | 6,871          | 6,995          | 6,539          | -456           | -592           |
| Northridge            | 39,816         | 38,716         | 38,391         | 38,815         | 38,551         | 36,123         | -2,428         | -3,693         |
| Pomona                | 25,894         | 26,443         | 27,914         | 29,704         | 29,103         | 27,173         | -1,930         | 1,279          |
| Sacramento            | 30,661         | 31,131         | 31,156         | 31,451         | 31,573         | 30,883         | -690           | 222            |
| San Bernardino        | 20,461         | 19,973         | 20,311         | 19,404         | 19,182         | 19,467         | 285            | -994           |
| ★ San Diego           | 34,828         | 34,881         | 35,081         | 35,578         | 35,732         | 36,637         | 905            | 1,809          |
| San Francisco         | 29,607         | 29,586         | 28,880         | 27,075         | 26,620         | 25,046         | -1,574         | -4,561         |
| San Jose              | 33,409         | 32,828         | 33,282         | 33,025         | 33,848         | 32,432         | -1,416         | -977           |
| San Luis Obispo       | 22,188         | 21,812         | 21,242         | 22,287         | 22,028         | 21,778         | -250           | -410           |
| San Marcos            | 13,893         | 14,511         | 14,519         | 14,643         | 14,503         | 13,469         | -1,034         | -424           |
| Sonoma                | 9,223          | 9,201          | 8,649          | 7,807          | 7,182          | 6,483          | -699           | -2,740         |
| Stanislaus            | 10,003         | 10,214         | 10,614         | 10,741         | 10,028         | 9,738          | -290           | -265           |
| CalStateTeach         | 1,033          | 990            | 933            | 961            | 855            | 846            | -9             | -187           |
| International Program | 509            | 412            | 455            | 26             | 254            | 403            | 149            | -106           |
| <b>Grand Total</b>    | <b>484,297</b> | <b>481,210</b> | <b>481,929</b> | <b>485,550</b> | <b>477,466</b> | <b>457,992</b> | <b>-19,474</b> | <b>-26,305</b> |

# FALL 2022 TOTAL FTES BY CAMPUS

| CSU Campus            | 2017           | 2018           | 2019           | 2020           | 2021           | 2022           | 1-Yr Diff      | 5-Yr Diff      |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Bakersfield           | 8,613          | 9,212          | 9,920          | 10,186         | 9,050          | 7,957          | -1,093         | -656           |
| Channel Islands       | 6,186          | 6,277          | 6,406          | 6,195          | 5,581          | 4,768          | -813           | -1,418         |
| Chico                 | 16,647         | 16,437         | 16,181         | 15,608         | 14,231         | 12,869         | -1,362         | -3,778         |
| Dominguez Hills       | 12,168         | 12,711         | 13,948         | 14,574         | 13,679         | 12,456         | -1,223         | 287            |
| East Bay              | 13,731         | 12,371         | 12,805         | 12,910         | 11,757         | 10,322         | -1,436         | -3,409         |
| Fresno                | 22,350         | 22,236         | 21,641         | 22,413         | 21,773         | 20,692         | -1,081         | -1,658         |
| Fullerton             | 33,067         | 32,530         | 33,202         | 34,563         | 32,731         | 32,498         | -233           | -568           |
| Humboldt              | 7,934          | 7,362          | 6,658          | 5,942          | 5,285          | 5,280          | -5             | -2,654         |
| Long Beach            | 31,729         | 31,571         | 32,673         | 33,837         | 33,336         | 32,411         | -925           | 682            |
| Los Angeles           | 23,743         | 23,606         | 22,678         | 22,746         | 22,885         | 21,910         | -975           | -1,833         |
| Maritime              | 1,133          | 1,107          | 990            | 972            | 938            | 868            | -70            | -266           |
| Monterey Bay          | 6,797          | 6,701          | 6,605          | 6,380          | 6,419          | 6,012          | -407           | -784           |
| Northridge            | 32,801         | 32,409         | 32,471         | 33,093         | 32,214         | 29,866         | -2,348         | -2,935         |
| Pomona                | 22,976         | 23,078         | 24,784         | 26,203         | 25,136         | 23,387         | -1,748         | 411            |
| Sacramento            | 26,414         | 26,719         | 27,144         | 27,535         | 27,182         | 26,254         | -929           | -160           |
| San Bernardino        | 17,967         | 17,749         | 18,319         | 16,757         | 16,057         | 16,146         | 89             | -1,820         |
| ★ San Diego           | 31,812         | 31,988         | 32,169         | 32,943         | 32,540         | 33,402         | 862            | 1,590          |
| San Francisco         | 24,888         | 25,094         | 24,583         | 23,179         | 22,121         | 20,850         | -1,271         | -4,038         |
| San Jose              | 28,196         | 27,979         | 28,490         | 28,599         | 28,609         | 27,164         | -1,445         | -1,032         |
| San Luis Obispo       | 21,528         | 21,204         | 20,698         | 21,674         | 21,180         | 20,892         | -288           | -636           |
| San Marcos            | 11,672         | 12,288         | 12,389         | 12,688         | 12,427         | 11,465         | -962           | -207           |
| Sonoma                | 8,646          | 8,673          | 8,250          | 7,429          | 6,630          | 5,849          | -780           | -2,797         |
| Stanislaus            | 8,521          | 8,760          | 9,217          | 9,374          | 8,475          | 8,073          | -403           | -448           |
| CalStateTeach         | 934            | 887            | 807            | 893            | 781            | 785            | 5              | -149           |
| International Program | 521            | 424            | 465            | 29             | 259            | 413            | 155            | -108           |
| <b>Grand Total</b>    | <b>420,973</b> | <b>419,373</b> | <b>423,492</b> | <b>426,719</b> | <b>411,276</b> | <b>392,589</b> | <b>-18,687</b> | <b>-28,384</b> |



# FALL 2022 RESIDENT FTES BY CAMPUS

| CSU Campus            | 2017           | 2018           | 2019           | 2020           | 2021           | 2022           | 1-Yr Diff      | 5-Yr Diff      |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Bakersfield           | 8,280          | 8,911          | 9,678          | 9,958          | 8,828          | 7,742          | -1,086         | -538           |
| Channel Islands       | 6,142          | 6,200          | 6,341          | 6,145          | 5,529          | 4,693          | -836           | -1,449         |
| Chico                 | 16,103         | 15,983         | 15,796         | 15,287         | 13,916         | 12,518         | -1,398         | -3,585         |
| Dominguez Hills       | 11,962         | 12,512         | 13,781         | 14,376         | 13,480         | 12,221         | -1,259         | 259            |
| East Bay              | 12,711         | 11,581         | 12,096         | 12,335         | 11,151         | 9,527          | -1,624         | -3,184         |
| Fresno                | 21,371         | 21,422         | 20,941         | 21,846         | 21,222         | 20,060         | -1,162         | -1,312         |
| Fullerton             | 31,278         | 30,840         | 31,777         | 33,390         | 31,771         | 31,478         | -292           | 200            |
| Humboldt              | 7,479          | 6,959          | 6,286          | 5,625          | 4,972          | 4,960          | -13            | -2,520         |
| Long Beach            | 30,301         | 30,221         | 31,327         | 32,622         | 32,076         | 31,106         | -970           | 805            |
| Los Angeles           | 22,959         | 22,944         | 22,145         | 22,327         | 22,426         | 21,391         | -1,035         | -1,568         |
| Maritime              | 1,090          | 1,061          | 957            | 939            | 905            | 845            | -60            | -245           |
| Monterey Bay          | 6,458          | 6,343          | 6,275          | 6,172          | 6,172          | 5,775          | -397           | -683           |
| Northridge            | 30,917         | 30,728         | 31,058         | 31,885         | 31,023         | 28,554         | -2,469         | -2,363         |
| Pomona                | 21,906         | 22,058         | 23,723         | 25,311         | 24,403         | 22,776         | -1,627         | 870            |
| Sacramento            | 25,861         | 26,060         | 26,456         | 26,835         | 26,433         | 25,504         | -929           | -357           |
| San Bernardino        | 17,168         | 16,980         | 17,663         | 16,323         | 15,699         | 15,757         | 59             | -1,411         |
| ★ San Diego           | 27,558         | 27,392         | 27,605         | 28,782         | 27,964         | 28,448         | 484            | 890            |
| San Francisco         | 23,447         | 23,619         | 23,114         | 21,952         | 20,975         | 19,697         | -1,278         | -3,750         |
| San Jose              | 25,232         | 25,003         | 25,631         | 26,270         | 26,261         | 24,685         | -1,575         | -547           |
| San Luis Obispo       | 18,353         | 17,993         | 17,436         | 18,150         | 17,477         | 17,335         | -142           | -1,017         |
| San Marcos            | 11,282         | 11,879         | 12,006         | 12,381         | 12,164         | 11,241         | -923           | -41            |
| Sonoma                | 8,531          | 8,540          | 8,139          | 7,327          | 6,518          | 5,733          | -784           | -2,797         |
| Stanislaus            | 8,454          | 8,697          | 9,158          | 9,329          | 8,413          | 7,996          | -417           | -458           |
| CalStateTeach         | 934            | 887            | 807            | 892            | 779            | 778            | -1             | -156           |
| International Program | 495            | 400            | 432            | 27             | 243            | 391            | 148            | -104           |
| <b>Grand Total</b>    | <b>396,272</b> | <b>395,210</b> | <b>400,629</b> | <b>406,483</b> | <b>390,798</b> | <b>371,212</b> | <b>-19,586</b> | <b>-25,060</b> |

Source: CSU Institutional Research, Enrollment Dashboard, 12/19/22.

- SDSU was one of only 3 campuses to produce YOY growth in headcounts, and it grew by a much larger margin than the other 2 campuses.
- SDSU has grown by the largest sum of total headcounts of any campus over the last 5 years.
- SDSU brought in the largest first-year class in the system in Fall 2022, and had the largest increase in the size of its FTF class.
- SDSU was one of only 4 campuses to grow YOY in incoming transfers.
- SDSU grew by the largest sum in FTES YOY, both overall and for California residents.

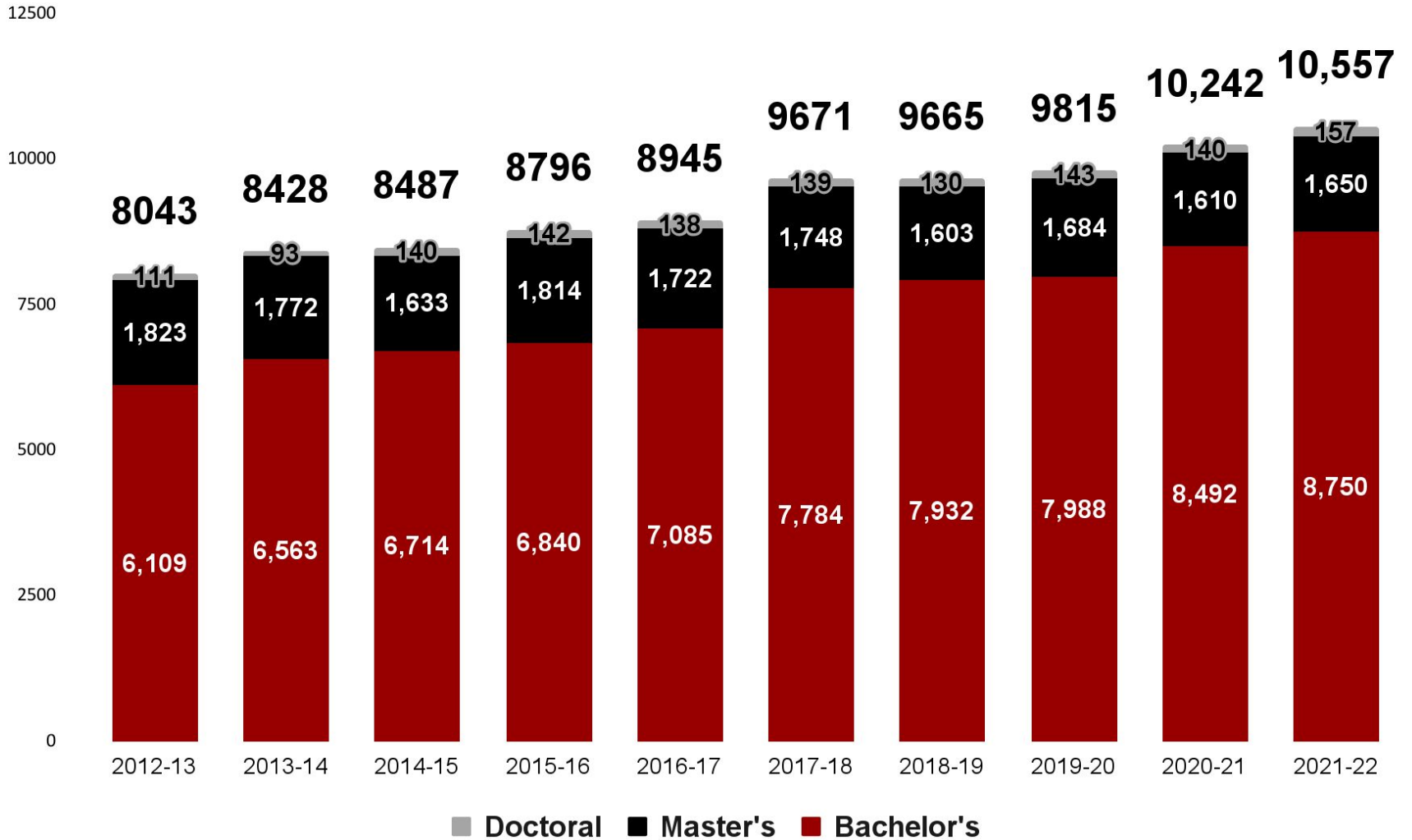
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# ACADEMIC SUCCESS

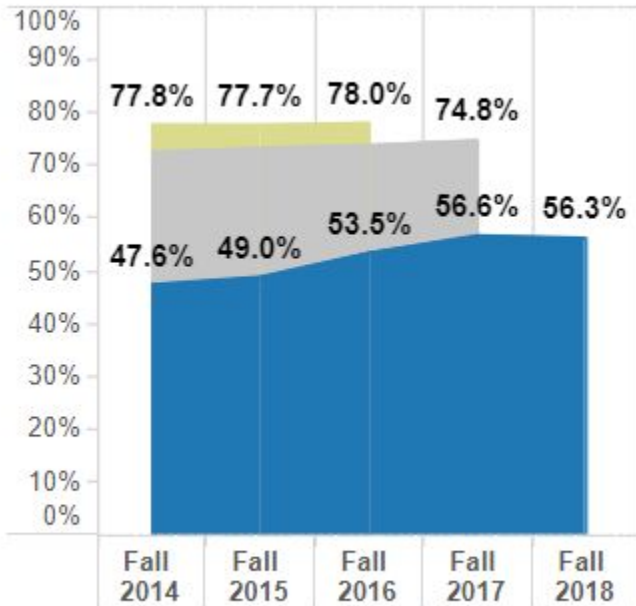
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# TOTAL DEGREES CONFERRED



## FIRST-TIME FULL-TIME STUDENTS



- 4 Years or Less F..
- 5 Years or Less %
- 6 Years or Less %

## FALL 2018 COHORT

**134.7**

Average Units Earned

**3.45**

Average GPA at Graduation

**66.4%**

Graduated in the College in which They Entered SDSU

**59.7%**

Graduated in the Department in which They Entered SDSU

## Equity Gaps Have Been Gradually Closing, But the Job is Not Done

**47.9%**

Pell Recipients

**48.4%**

Underrepresented Minorities

**48.6%**

First-Generation Students

**46.3%**

Men (63.5% Women)

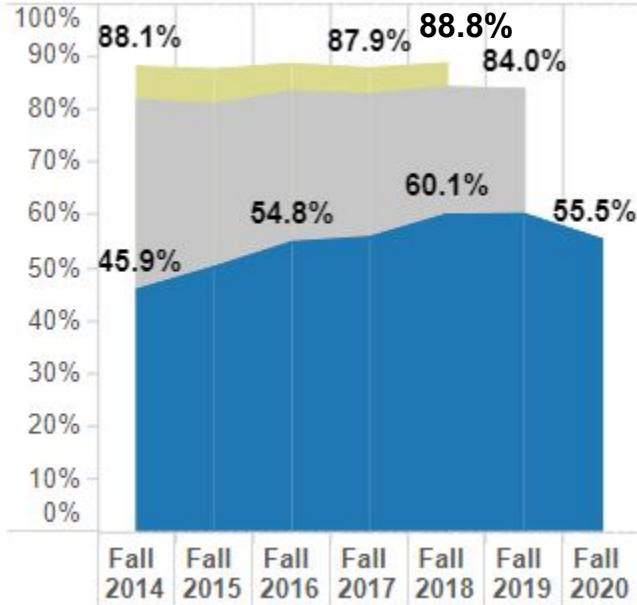
Fall 2014 Class: (39.9%)

(41.3%)

(36.1%)

(37.8%)

## FULL-TIME TRANSFER STUDENTS



- 2 Years or Less %
- 3 Years or Less %
- 4 Years or Less %

## FALL 2018 COHORT

**135.9**

Average Units Earned

**3.28**

Average GPA at Graduation

**94.4%**

Graduated in the College in which They Entered SDSU

**91.8%**

Graduated in the Department in which They Entered SDSU

## Equity Gaps Have Been Gradually Closing, But the Job is Not Done

**88%**

Pell Recipients

**88.1%**

Underrepresented Minorities

**88.1%**

First-Generation Students

**85.2%**

Men (91.9% Women)

Fall 2014 Class:

(85.6%)

(86.5%)

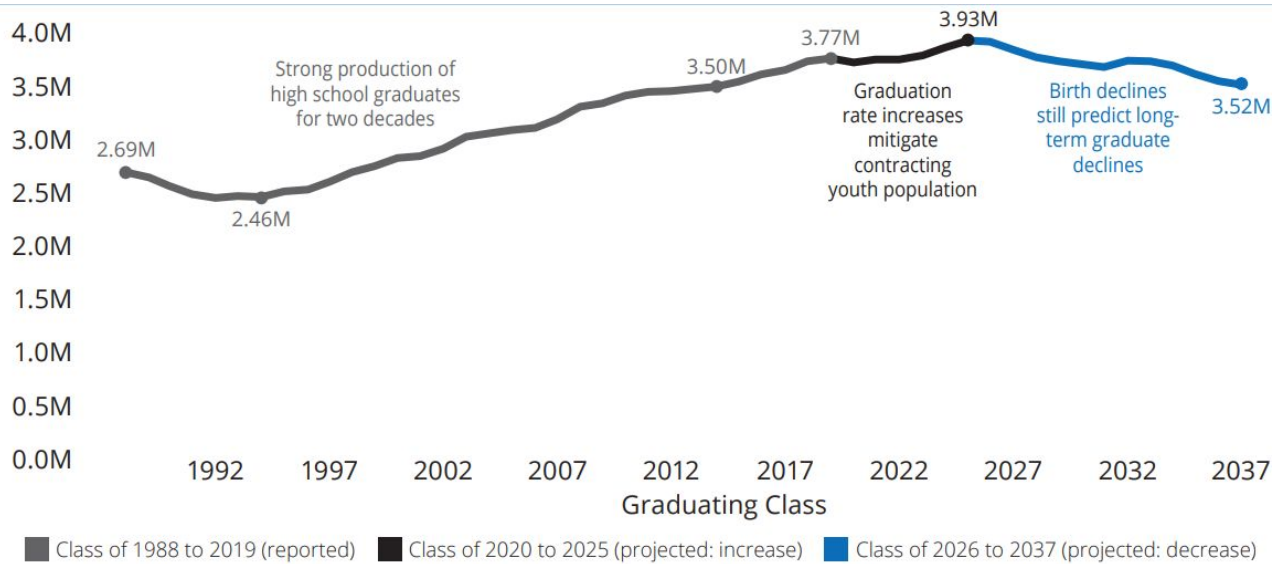
(86.1%)

(86.4%)

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# PREPARING FOR THE ENROLLMENT CLIFF

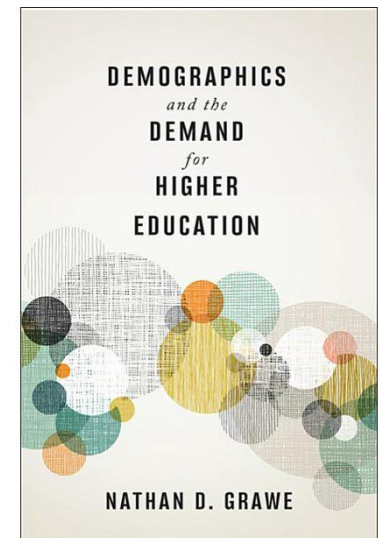
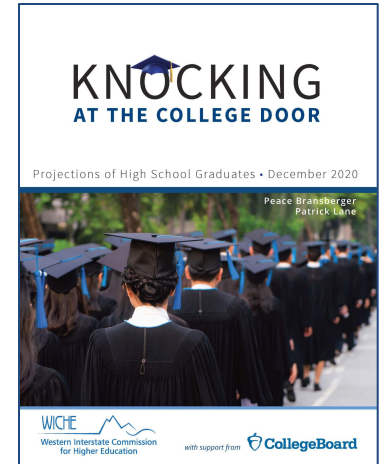
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Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020.

“Nationally, the number of high school graduates is expected to peak in the mid-2020s before entering a period of modest decline through the end of the projections in 2037.”

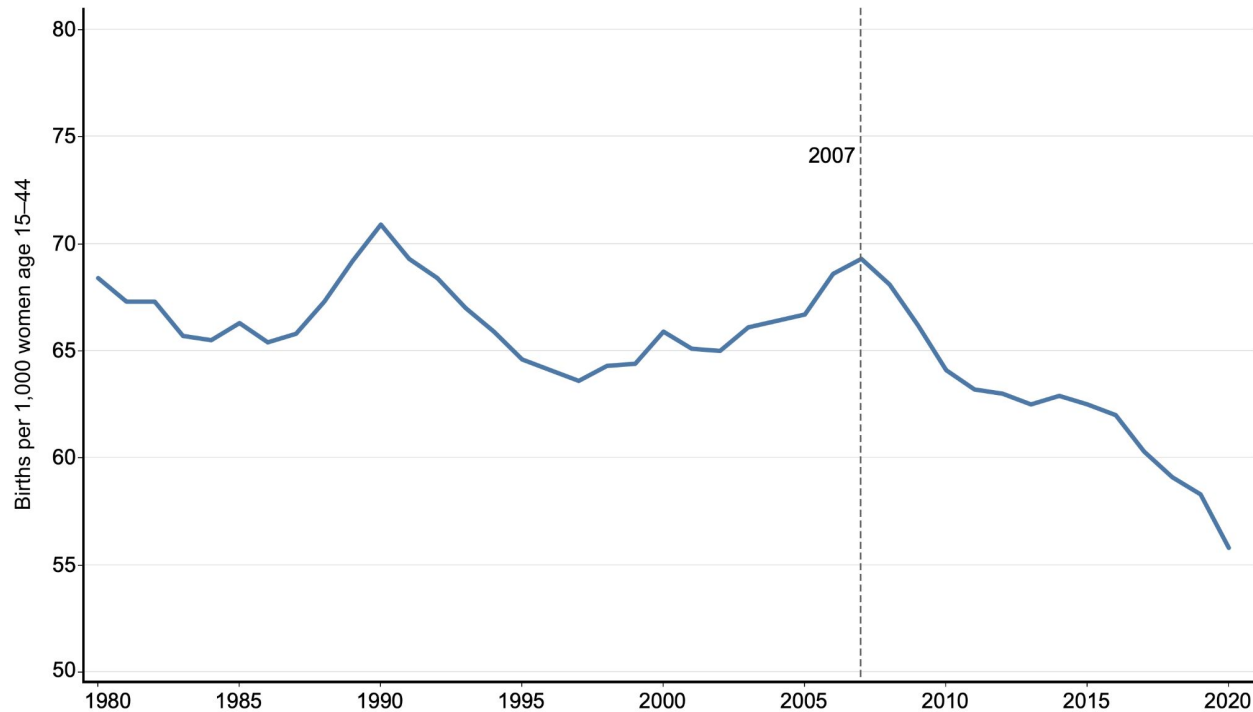
“discounting COVID-19 is impossible and the pandemic adds a layer of complexity and uncertainty to these projections.”



- Decreased birth rates that began during the Great Recession
- Interstate migration patterns
- Demographic changes that may decrease college-going rates of HS graduates, and limit the mobility of college-going students

## TREND IN US BIRTH RATES

YEARLY, 1980–2020



Source: Birth rates collected from CDC Vital Statistics Reports for 2015, 2019, and 2020.

EconoFact econofact.org

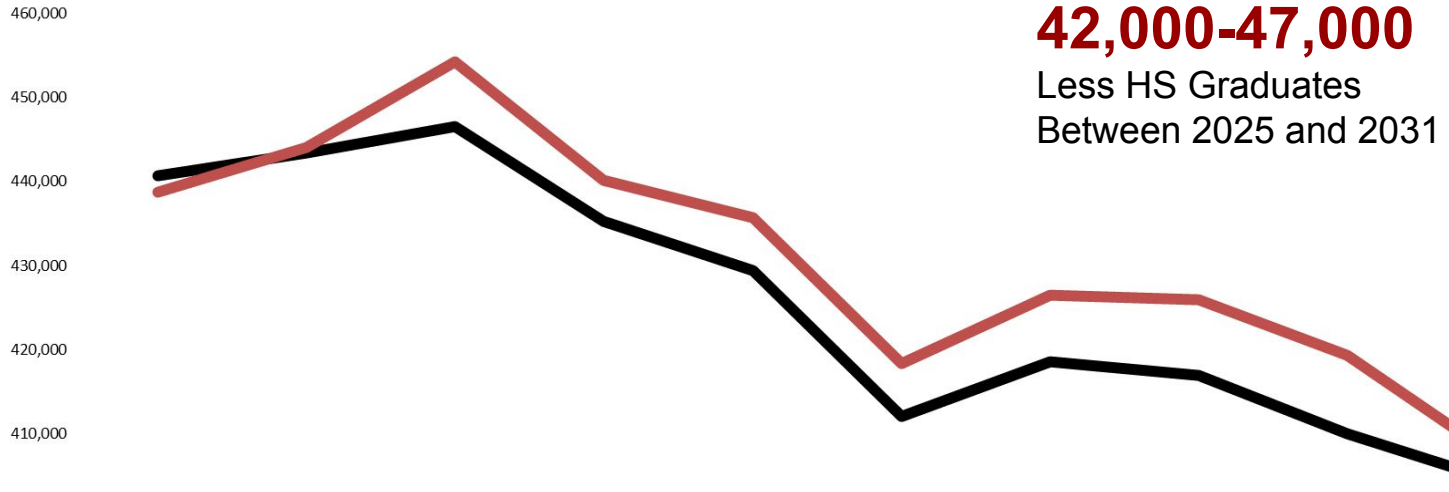
| Thousands (000s) | Graduating Classes |      |      | (Projections) |      | Change       |              | (Projections) |              |
|------------------|--------------------|------|------|---------------|------|--------------|--------------|---------------|--------------|
|                  | 2003               | 2011 | 2019 | 2025          | 2037 | 2003 to 2011 | 2011 to 2019 | 2019 to 2025  | 2025 to 2037 |
| California       | 373                | 445  | 485  | 491           | 411  | 19%          | 9%           | 1%            | -16%         |
| Texas            | 249                | 303  | 374  | 413           | 390  | 22%          | 23%          | 10%           | -6%          |
| Florida          | 145                | 176  | 220  | 244           | 259  | 21%          | 25%          | 11%           | 6%           |
| New York         | 172                | 213  | 215  | 213           | 184  | 24%          | 1%           | -1%           | -14%         |
| Illinois         | 133                | 149  | 152  | 148           | 115  | 13%          | 2%           | -3%           | -22%         |
| Pennsylvania     | 139                | 147  | 145  | 149           | 134  | 5%           | -1%          | 3%            | -9%          |
| Ohio             | 130                | 137  | 138  | 135           | 123  | 6%           | 1%           | -3%           | -9%          |
| Georgia          | 74                 | 100  | 123  | 128           | 113  | 35%          | 23%          | 4%            | -12%         |
| North Carolina   | 75                 | 96   | 116  | 121           | 112  | 29%          | 20%          | 4%            | -7%          |
| Michigan         | 110                | 113  | 112  | 108           | 95   | 3%           | -1%          | -4%           | -12%         |

Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis.

Ten States Producing 56% of U.S. Total: Historical Change (Class 2003 to 2019) and Projected (Class 2020 to 2037), Grand Total of Public & Private Schools



## Projected Number of Public High School Graduates in California

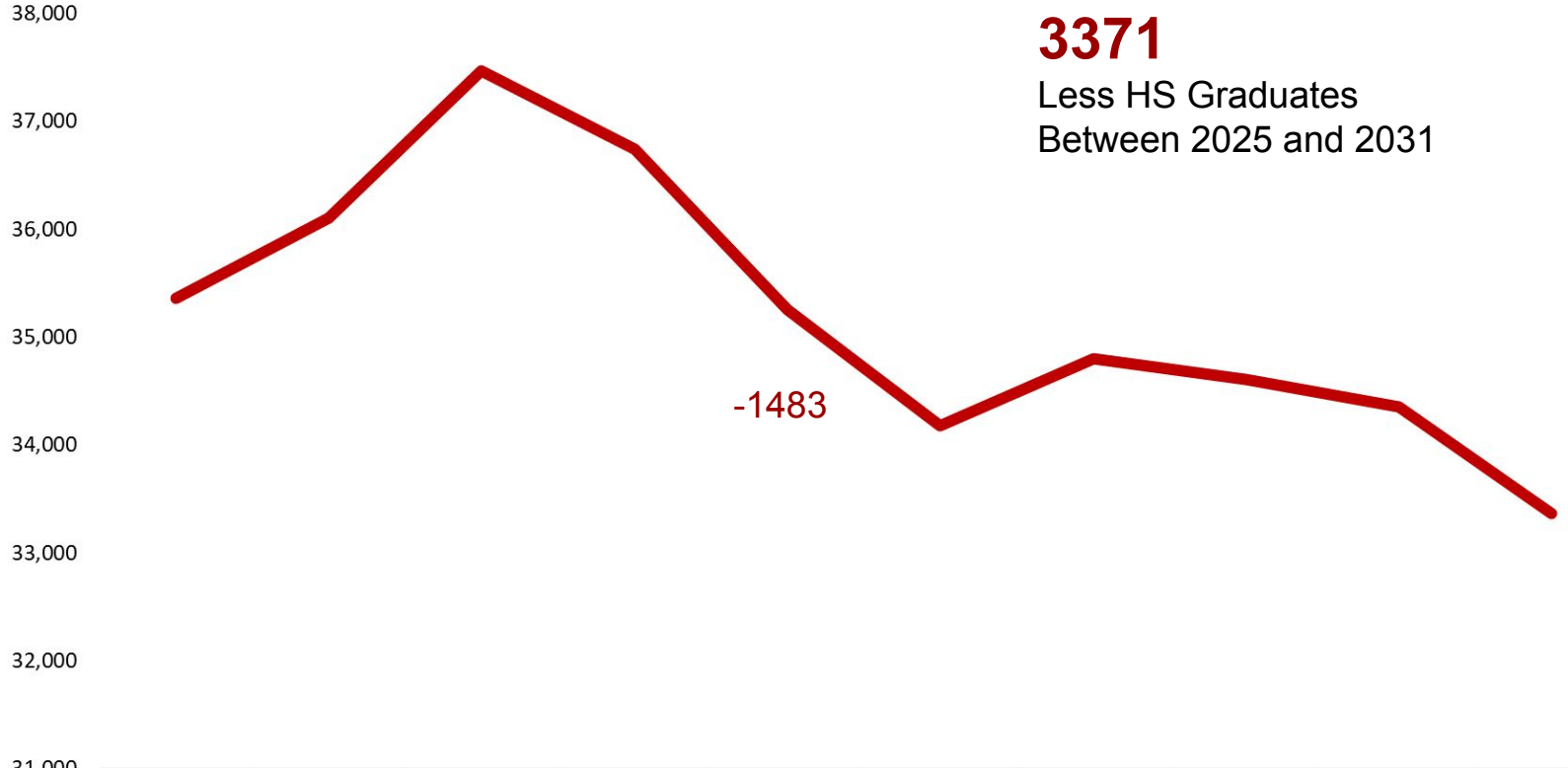


|                    | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| CA Dept of Finance | 440,672 | 443,406 | 446,550 | 435,283 | 429,421 | 412,088 | 418,614 | 416,959 | 409,994 | 404,423 |
| WICHE              | 438,694 | 444,008 | 454,193 | 440,130 | 435,699 | 418,408 | 426,473 | 425,938 | 419,319 | 407,223 |

— CA Dept of Finance — WICHE



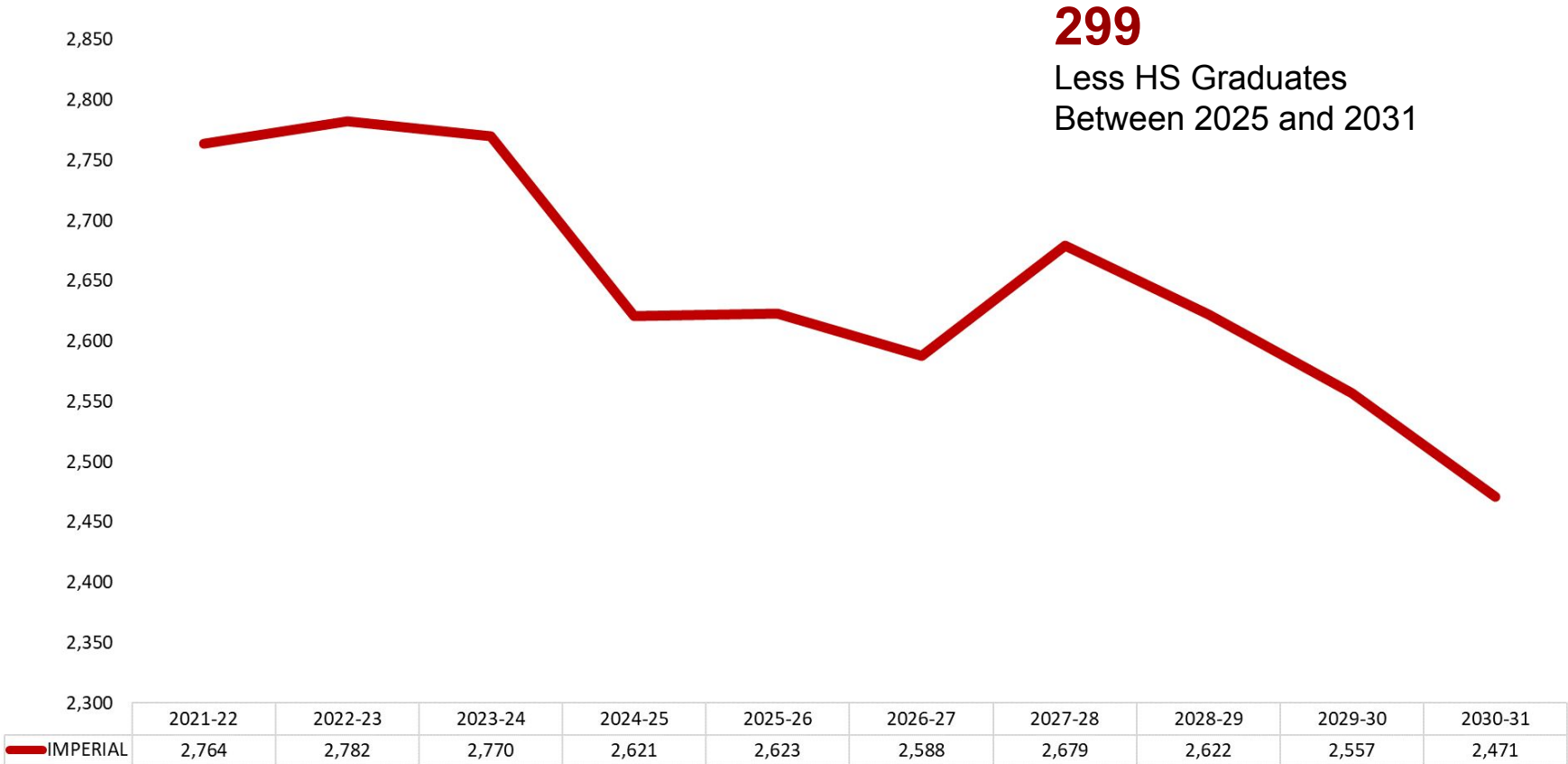
## Projected Number of Public High School Graduates in San Diego County



— SAN DIEGO COUNTY

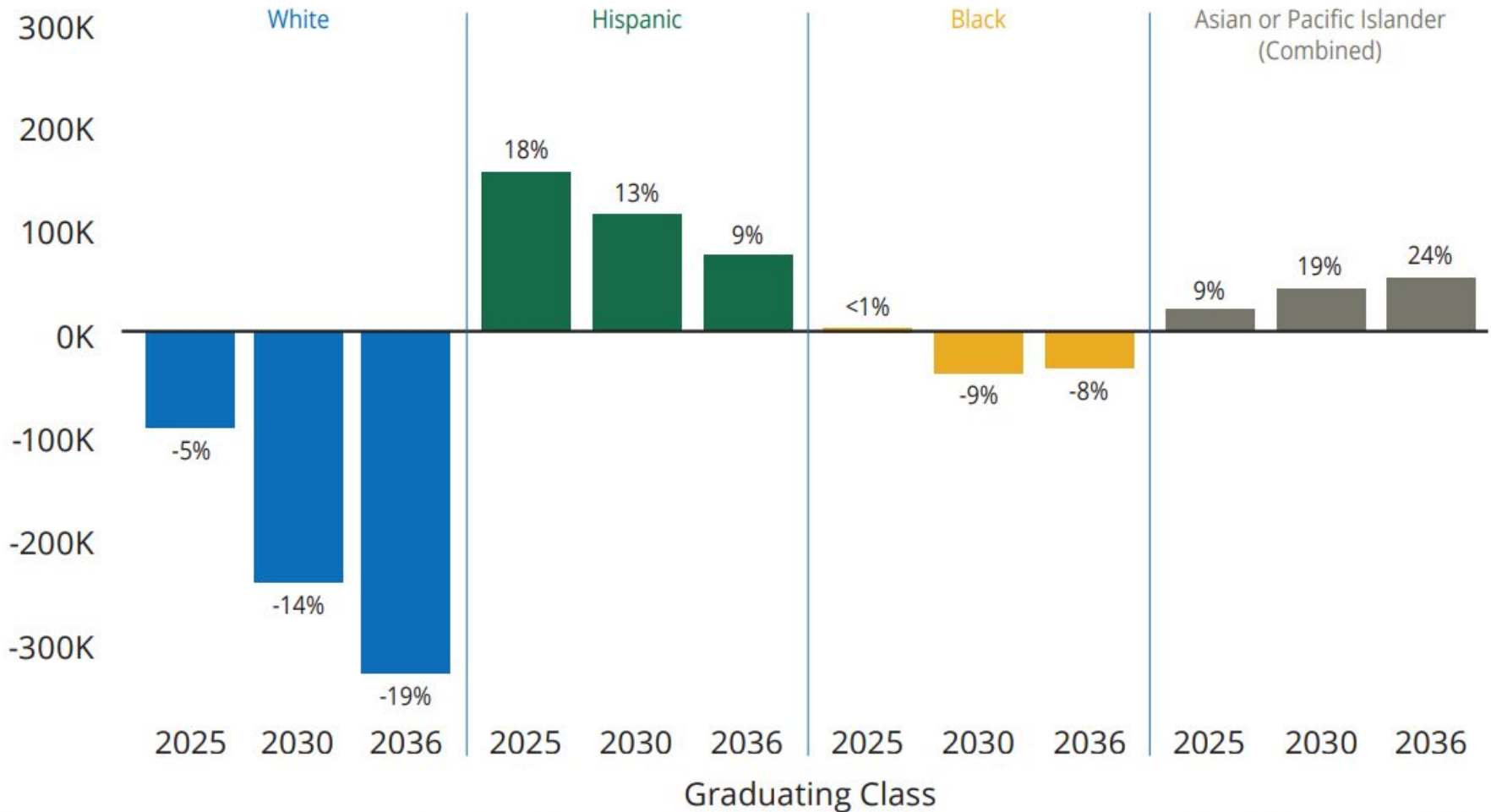
California Department of Finance  
Demographic Research Unit  
June 2021

## Projected Number of Public High School Graduates in Imperial County



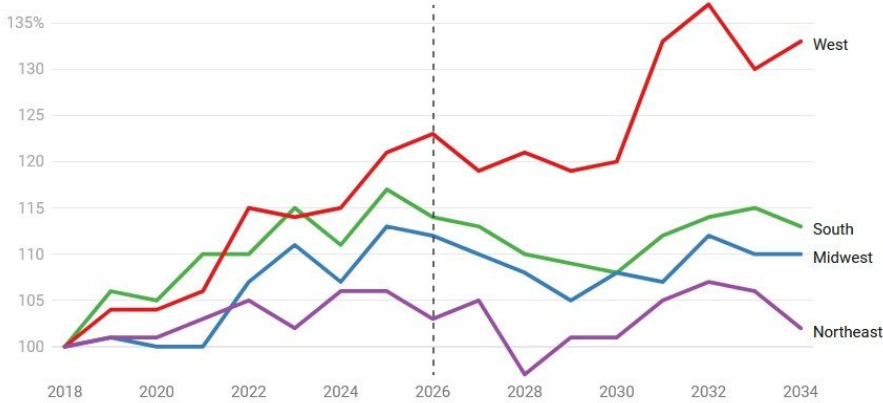
California Department of Finance  
Demographic Research Unit  
June 2021

# CHANGES IN DEMOGRAPHICS

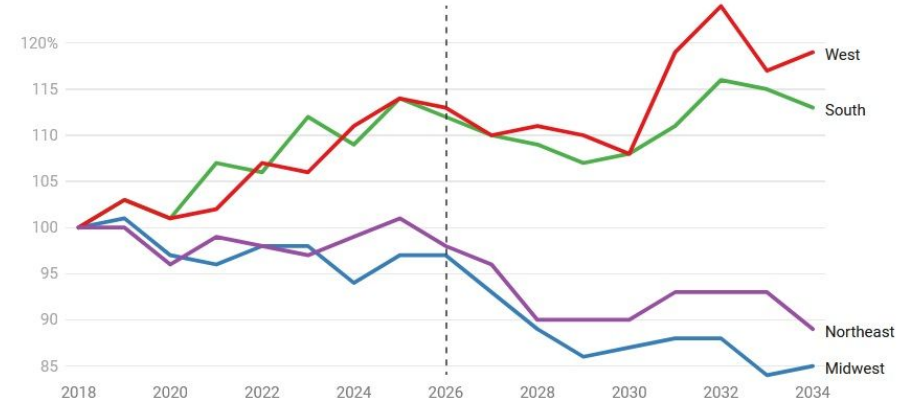


Source: Western Interstate Commission for Higher Education, *Knocking at the College Door*, 10th edition, 2020. WICHE projections and analysis.  
 Notes: Showing White non-Hispanic, Hispanic of any race, Black non-Hispanic and Asian/Pacific Islander (combined) non-Hispanic. Figure 5b shows additional race categories.

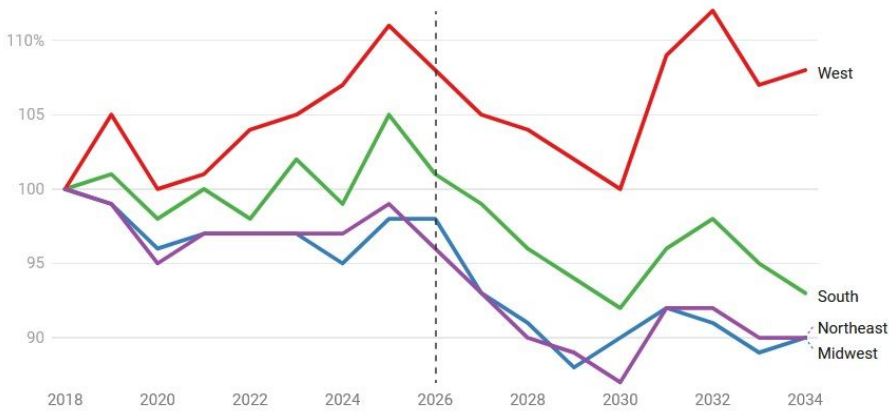
## 4-Year Elite Colleges



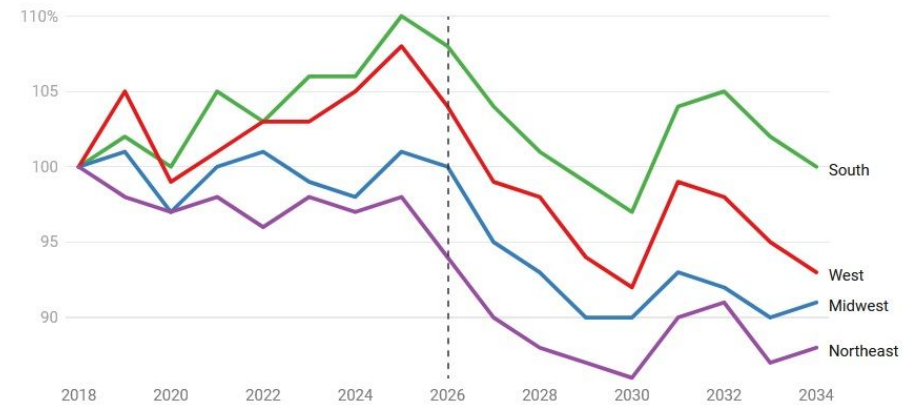
## 4-Year National Colleges



## 4-Year Regional Colleges



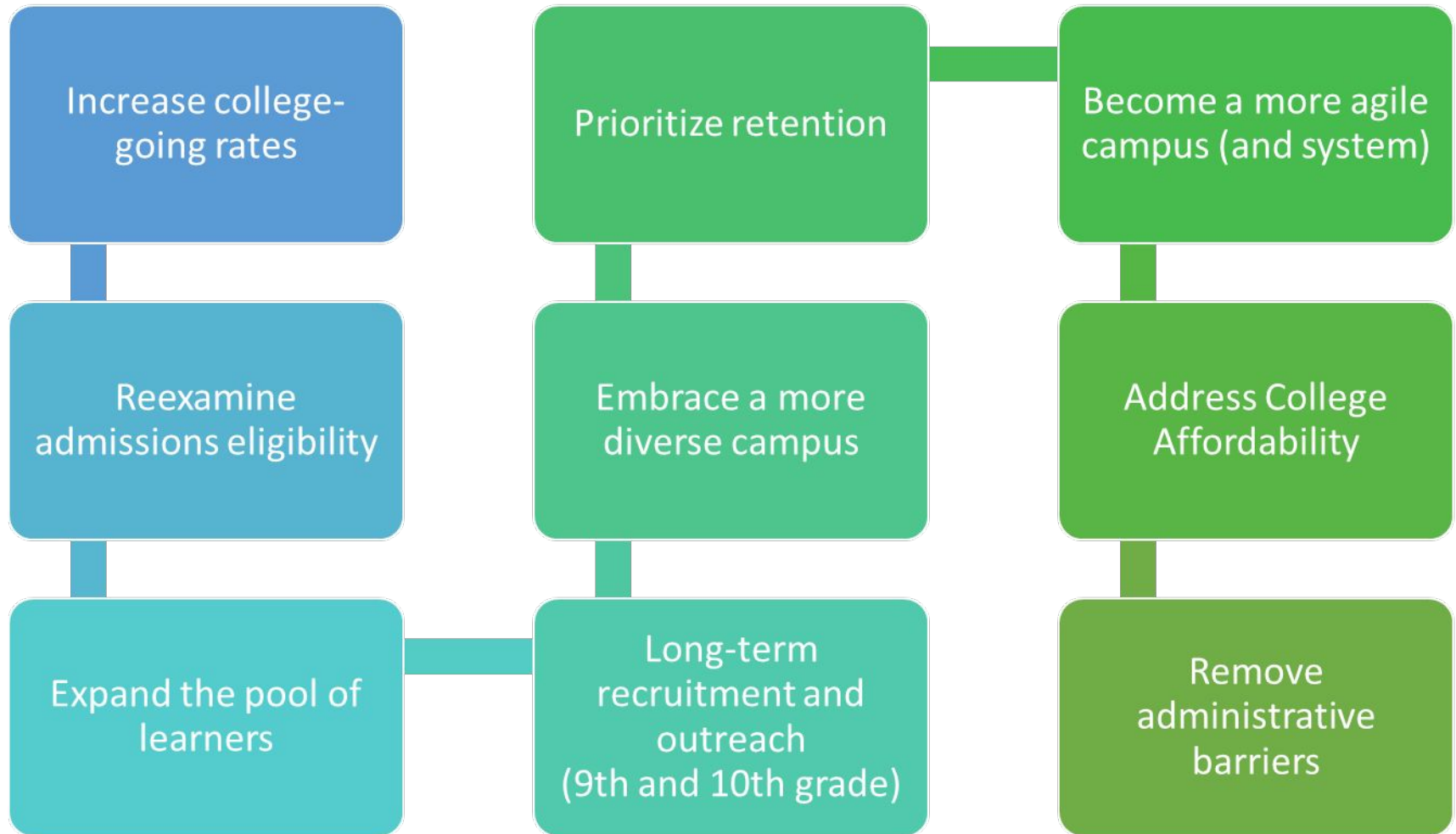
## 2-Year Colleges



“Elite” colleges are those among the top 50 colleges or universities by USNWR; “national” colleges are ranked between 51 and 100; “regional” colleges are those ranked outside the top 100.

Nathan D. Grawe, *The Agile College: How Institutions Successfully Navigate Demographic Changes* (Baltimore, MD: Johns Hopkins University Press, 2021)

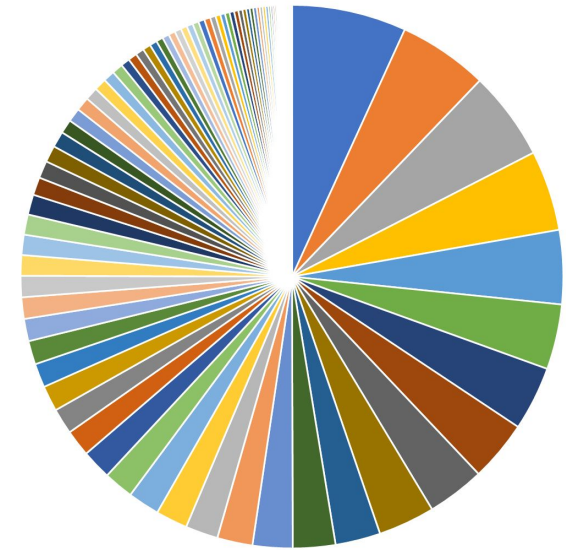
|  |  |
|--|--|
| <p>High School graduation rate declines are (perhaps) not as dire as once projected...</p> | <p>...but may be compounded by decreases in college-going rates which started during COVID</p> |
| <p>The Midwest and Northeast will face significant declines...</p>                         | <p>...while decreases in the South and West will be less severe, but still hurtful</p>         |
| <p>Future classes will be increasing diverse...</p>  | <p>...with growth in Hispanic students leading the way</p>                                     |
| <p>The impact will be unevenly absorbed across higher education...</p>                     | <p>...exacerbating 'haves and have nots'</p>   |



- **Transfer Students:** If regional 4-year colleges and community colleges experience the greatest losses, we can anticipate **smaller transfer applicant pools** in the future, and more competition to enroll admitted transfers; the effectiveness of dual admissions programs like AB 928 is TBD
- **CSU Resource Allocation:** Demand for a CSU education varies by campus; several campuses (SDSU, SLO, LB, Pomona) have very high demand but are dealing with **resource constraints** (FTES funding, facility limitations, faculty shortages, majors limited by accreditation bodies, etc.), while other campuses accept 80-90% of applicants, enroll less than 10% of admits, and are showing no signs of declining enrollments turning around
- **Non-Resident Enrollment:** Forecasts for decreasing numbers of high school graduates in SDSU's top feeder states for non-residents (**fewer students with economic mobility** to afford an out-of-state education, which will lead to heightened competition among peer institutions and larger discount rates)
- **Focus on Outcomes:** Increased focus on the ROI of a college education (and of fields of study) began during the Great Recession is likely to drive legislative action and continue to impact student choice
- **Everyone Wants Growth!** The UC, CSU and Community College systems are all positioning for expansion



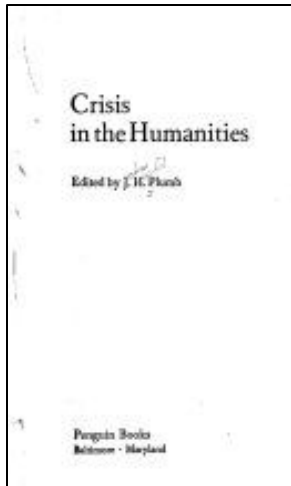
- SDSU current offers 97 undergraduate majors (excluding undeclared, athletic training, dance)
- Twelve programs (12) encumber 50% of undergraduate majors (Psychology, Marketing, Kinesiology, Management, Business Administration, Biology, Criminal Justice, Finance, Mechanical Engineering, Computer Science, Accounting, Communications)
- Twenty-five (25) programs encumber 72% of undergraduate majors
- Fifty-four (54) programs encumber <10% of undergraduate majors
- Twenty-one (21) programs have total enrollments <25 students, including one program with 0 enrolled majors (12 interdisciplinary/language studies, 5 humanities, 2 arts, 2 STEM education)



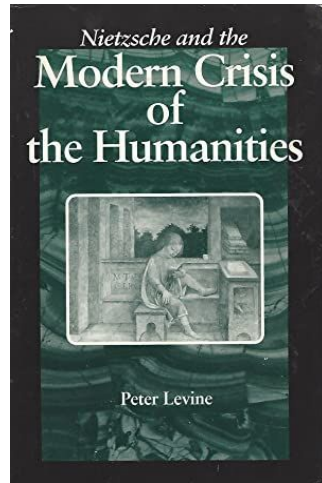
Undergraduates by Primary Major, Fall 2022

Source: <https://asir.sdsu.edu/enrollment-data/enrollment-major-summary-data-table/>

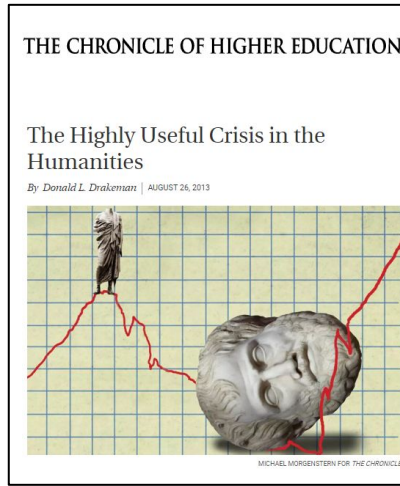




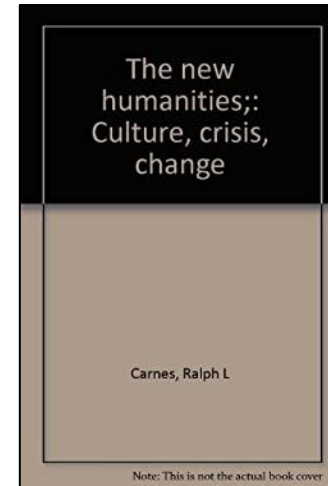
1964



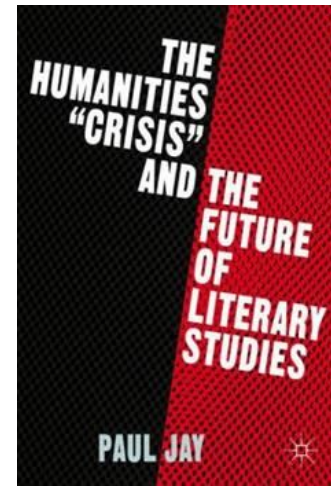
1995



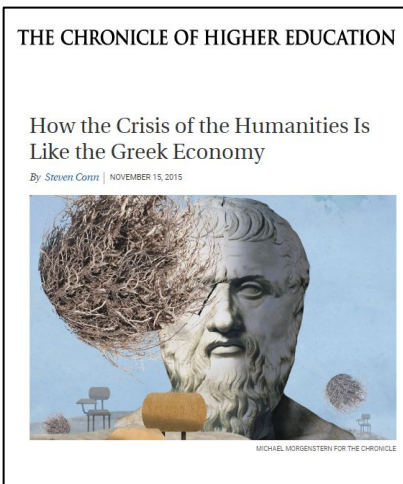
2013



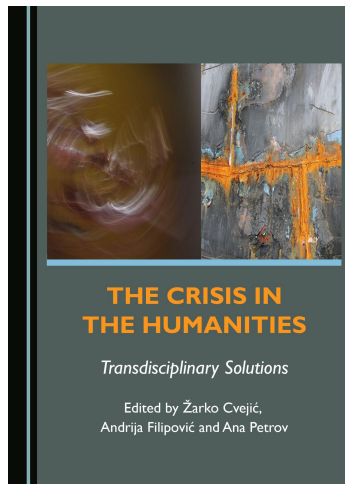
2014



2015



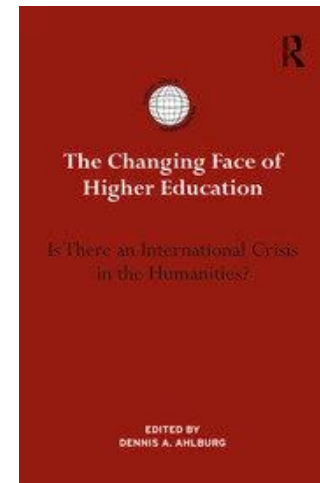
2015



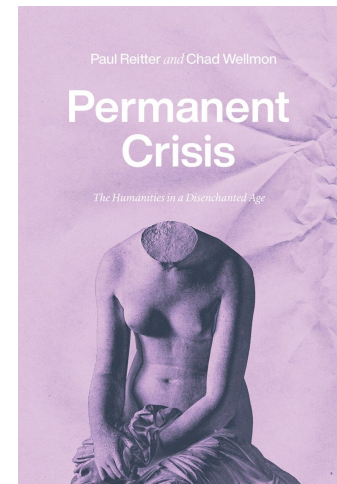
2016



2018



2018



2022

Many of the fields likely to drive R&D in the 21st century have core issues at the heart of the humanities:

- Policy implications for artificial intelligence
- Levels of regulation for biotechnology
- Balancing needs for surveillance technology with rights to privacy
- Value-sensitive design in engineering

## University of Illinois Urbana-Champaign CS + X Degree Programs

| Major Name         | Fall 2022 Enr. |
|--------------------|----------------|
| CS + Advertising   | 62             |
| CS + Animal Sci    | 4              |
| CS + Anthropology  | 17             |
| CS + Astronomy     | 50             |
| CS + Chemistry     | 24             |
| CS + Crop Sciences | 15             |
| CS + Economics     | 156            |
| CS + Geog & GIS    | 15             |
| CS + Linguistics   | 103            |
| CS + Music         | 32             |
| CS + Philosophy    | 81             |
| Total              | 559            |

Source: <https://www.dmi.illinois.edu/stuenr/>

“ The California State University system is putting campuses on notice: Enroll more students or lose money.”

“ Any campus missing its enrollment target by 10% or more will permanently lose up to 5% of its state enrollment funding, which will then be sent to campuses exceeding their enrollment targets. This won't go into effect until 2024-25 at the earliest, giving campuses time to plug their enrollment gaps.”

“ In the subsequent two years, any campus missing its targets by 7%, and then 5%, respectively, would lose 5% of its state student enrollment funding each year.”

Source: <https://calmatters.org/education/higher-education/2023/01/college-enrollment-decline-csu-funding-penalty/>

**THANK YOU AND  
QUESTIONS**



# SDSU

San Diego State  
University

## '15 TO FINISH' CAMPAIGN

February 3, 2023





# Register for 15 Units Graduate in 4 Years >>

STUDENTS WHO REGISTER FOR 15 UNITS ARE MORE LIKELY TO SUCCEED IN THEIR CLASSES, GRADUATE IN FOUR YEARS, AND SAVE MONEY ON TUITION AND BOOKS THANKS TO TIMELY GRADUATION.

Register for classes at [my.SDSU](https://my.sdsu.edu)



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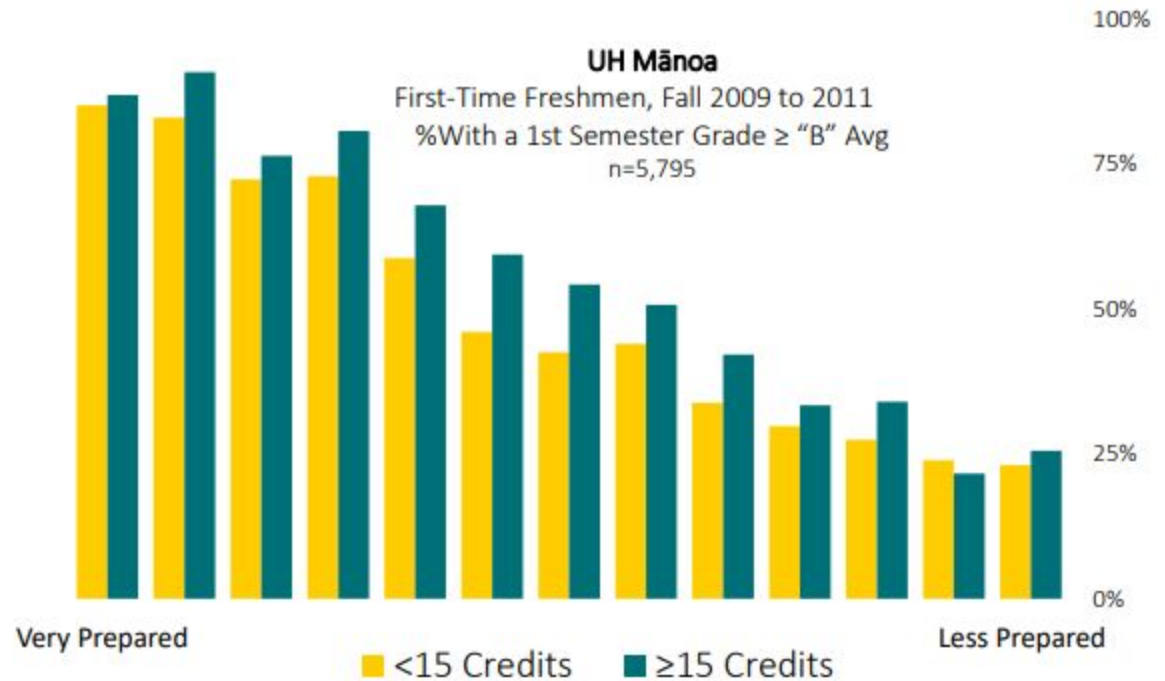
Register for classes at [my.SDSU](https://my.sdsu.edu)

# THE NATIONAL RESEARCH



“ Students who took 15 credits had better academic success at almost all levels of academic preparation ”

Academic Success by Preparation and Number of Credits Taken

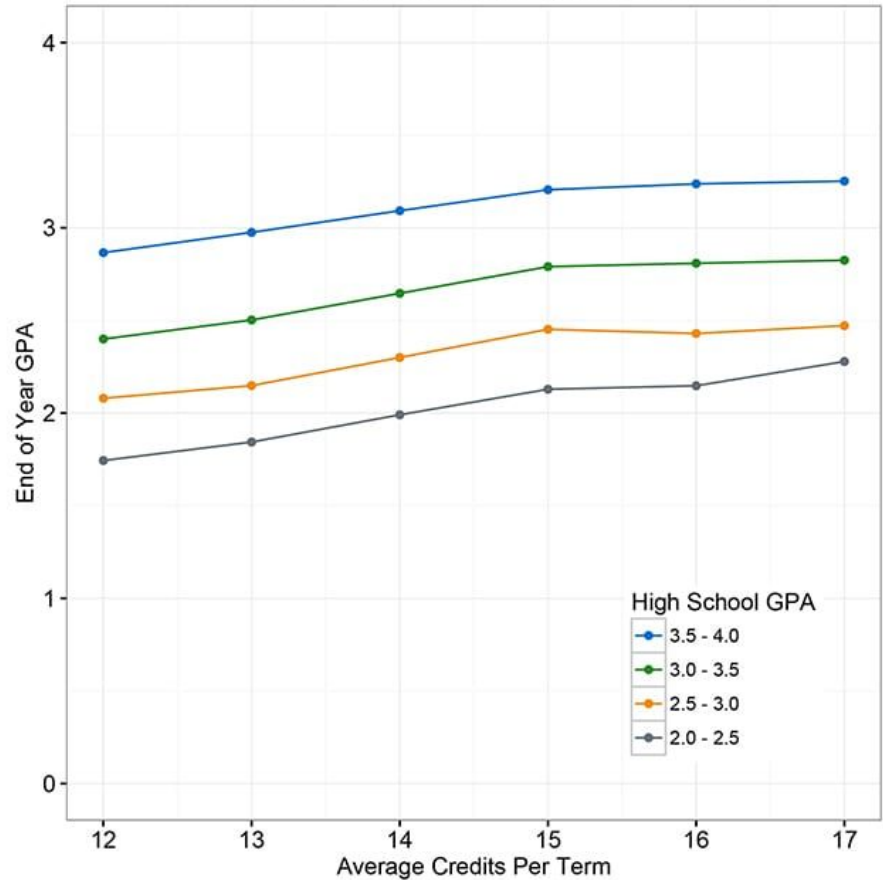


<https://completecollege.org/wp-content/uploads/2018/01/Hawaii-Spotlight-2017-Convening-Presentation.pdf>



“ Students who average 15+ credits across their first year end the year with higher GPAs and higher retention rates than their full-time peers who take fewer credits. These students ended their first year with a GPA that was 0.36 grade points higher than their peers (3.04 versus 2.68) and were retained at a rate nine percentage points higher (90% versus 81%). Not only were these students not suffering from the additional course load, they were thriving.”

End of Year GPA vs. Average Credits Per Term During Freshman Year for Students with Varying High School GPAs



<https://eab.com/insights/blogs/student-success/why-even-c-students-should-consider-taking-15-credits-their-first-semester/>

## Why even C students should consider taking 15 credits their first semester



By Ed Venit  
August 21, 2017 · 6 min read



“ Pell students who took 15+ credits were seven percentage points more likely to persist and had an end-of-year GPA that was 0.12 points higher than their Pell recipient peers who averaged only 12-14 credits per term in the first year.”

“ Students who take 15+ credits in their first term average 15.9 credits per term for the remainder of their college careers, while students who take 12-14 credits average just 13.5, the difference of nearly one three-credit course every term. Nearly one in six students who take 12-14 credits will never take a 15+ credit load. This suggests it is incorrect to assume that students who “underload” in their first term will pick up the pace once they settle into college.”

<https://eab.com/insights/blogs/student-success/why-even-c-students-should-consider-taking-15-credits-their-first-semester/>



**Momentum: The Academic and Economic Value of a 15-Credit First-Semester Course Load for College Students in Tennessee**

Clive Belfield  
Queens College, City University of New York

Davis Jenkins  
Community College Research Center  
Teachers College, Columbia University

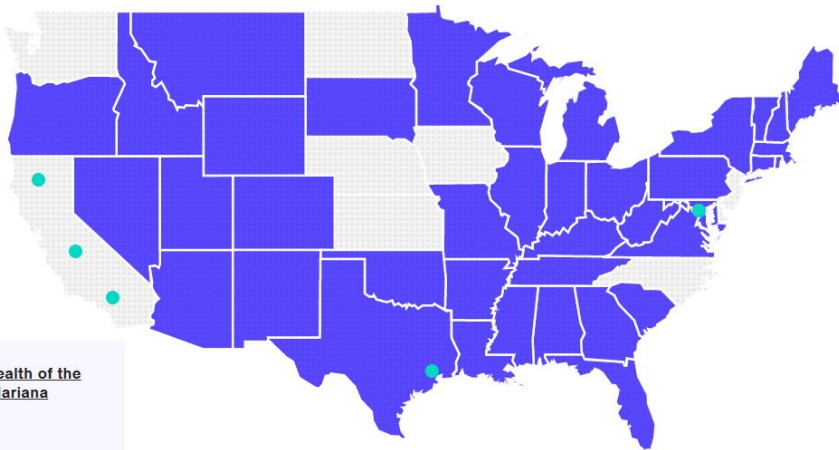
Hana Lahr  
Community College Research Center  
Teachers College, Columbia University

June 2016

“ Our research also supports earlier findings that momentum has particularly **large benefits for members of racial/ethnic minority groups—these students can handle a higher course load.** In a new extension of the research, our results show that momentum also yields substantial economic benefits. For the student, it leads to lower prices per credit and per degree; for society, it leads to lower expenditures per credit and per degree.”

<https://ccrc.tc.columbia.edu/media/k2/attachments/momentum-15-credit-course-load.pdf>

Consortium of universities that have pledged to increase unit loads (among other tactics) in order to improve outcomes.



Commonwealth of the Northern Mariana Islands

Hawaii

Puerto Rico

■ STATE ● REGION/CITY

[completecollege.org](http://completecollege.org)

If "every system is perfectly designed to get the results it gets," then...

## IT'S TIME TO REIMAGINE THE SYSTEM

**We Believe Higher Education Has a Choice**

We can either reflect the racial, social, and economic injustices of society—or we can be an engine of equity, prosperity, and hope. **At CCA, we're building a new system that restores the promise of higher education.**

### THE CHANGE WE NEED

**Three Levers, Unlimited Possibilities**

The shortcomings of today's higher education system are complex and intertwined. That's why we insist on a three-part approach to shifting policy, perspective, and practice—the only way to ensure lasting change that produces more equitable outcomes for students.

### HOW WE MAKE A DIFFERENCE

**Building Movements**

We harness the power of The CCA Alliance—a network comprised of 47 states and consortia, the CCA Fellows, Communities of Practice, and partner organizations—to create a groundswell of support for the most forward-thinking ideas in higher education.

**THE ALLIANCE**

**RESEARCH & INSIGHTS**

Capturing and sharing best practices

**ISSUE ADVOCACY**

Generating support for proven solutions

**STRATEGIC INITIATIVES**

Strengthening the movement through partnership

1. Identify opportunities
2. Convene diverse teams
3. Boldly around a vision
4. Create an action plan
5. Implement & refine





# FIN15H

Stay on track. Graduate on time.

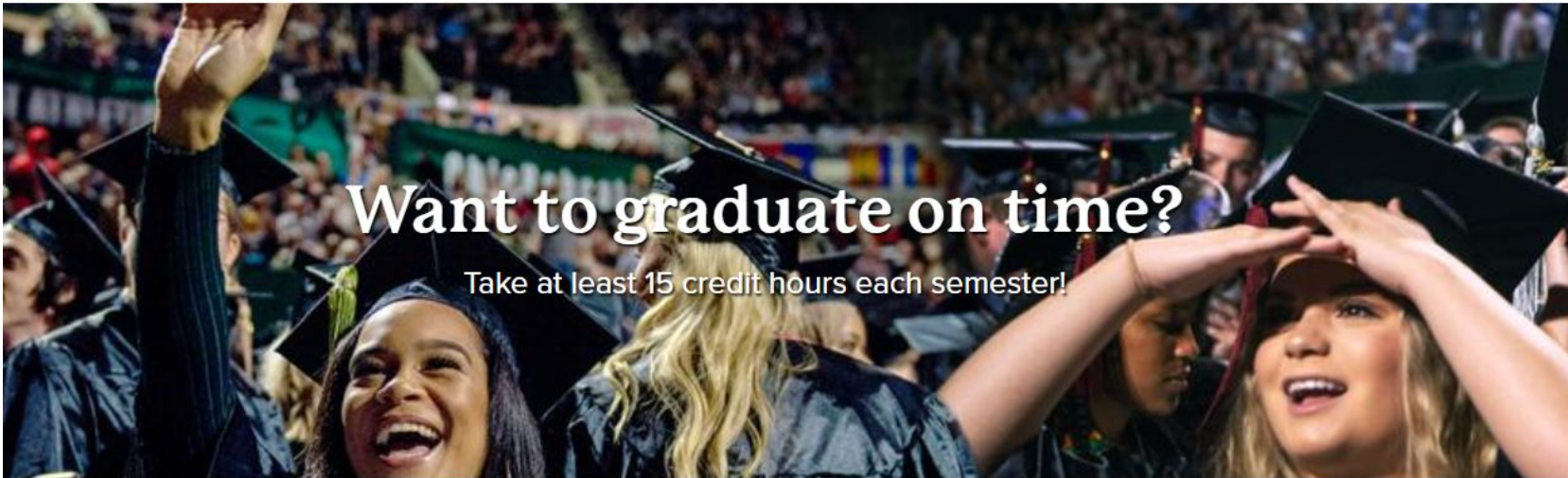
## TAKE 15 CREDITS TO FINISH ON TIME

Most students think of 12 credits as “full time.” But did you know that if you take 12 credits a semester, it’s virtually impossible to graduate with a bachelor’s degree (120 credits) in 4 years or an associate’s degree (60 credits) in 2 years?

If you want to graduate on time, you need to take at least 15 credits per semester or 30 credits per year. Taking 15 credits every semester helps you stay on track and earn your degree on time. And in some cases, it’s as easy as completing one more course each semester.

**Start Strong. Build Momentum. Graduate on Time.**





# Want to graduate on time?

Take at least 15 credit hours each semester!

[OHIO](#) > [The Center for Advising, Career and Experiential Learning \(ACE\)](#) > [Allen Advising](#) > 15 to Finish (Graduate on Time)

Most college students in the United States aren't taking the credits needed to graduate on time, despite research showing the significant benefits of doing so – including better academic performance, higher retention rates and the increased likelihood of degree completion. Ohio University is joining colleges and universities across the country to change that trend using advertising campaigns, advisor engagement and new institutional policies and practices. The 15 to Finish campaign encourages students who can, to take at least 15 credit hours a semester, graduate on time, and start earning faster.

# 15 TO FINISH



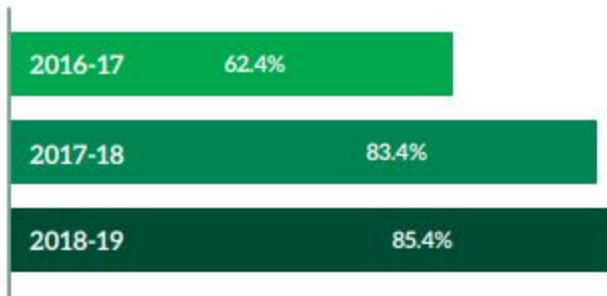
Sacramento State's "Finish in Four" program was honored with the prestigious American Association of State Colleges and Universities (AASCU) Excellence in Innovation Award in 2018.

## THE 'FINISH IN FOUR' COMMITMENT



The "Finish in Four" commitment and program are offered to all incoming freshmen. Under the program, students commit to taking 30 units a year. In return, each student receives a discount on summer session tuition, priority summer session registration, increased advising, and discounts at the University Bookstore and campus dining services.

Freshmen  
Committed to  
Taking  
30 Units



## Freshmen Taking 15 Units\* in the First Semester

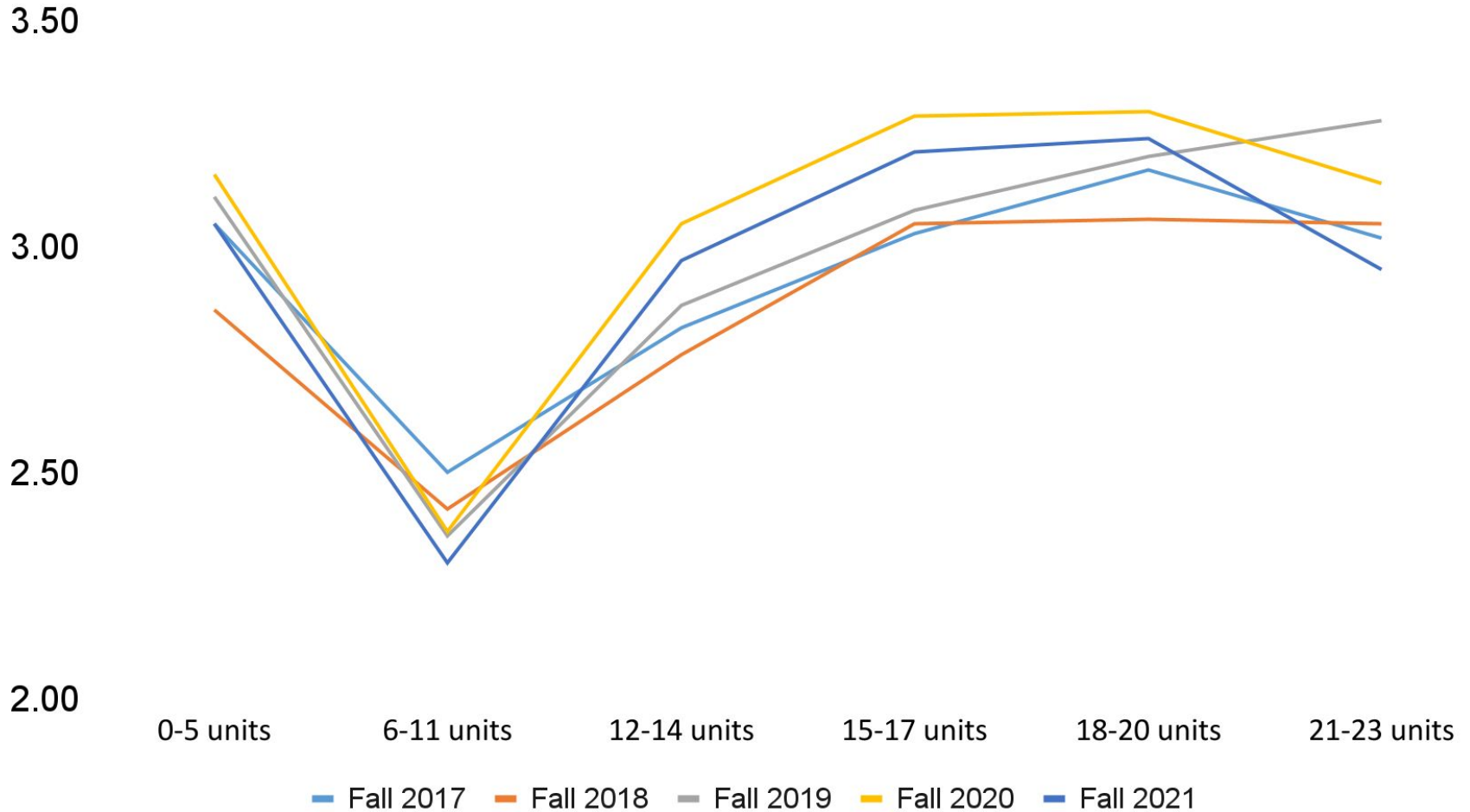


\*Excluding remedial units

# **SDSU DATA ON RELATIONSHIP BETWEEN UNIT LOADS AND GPA**

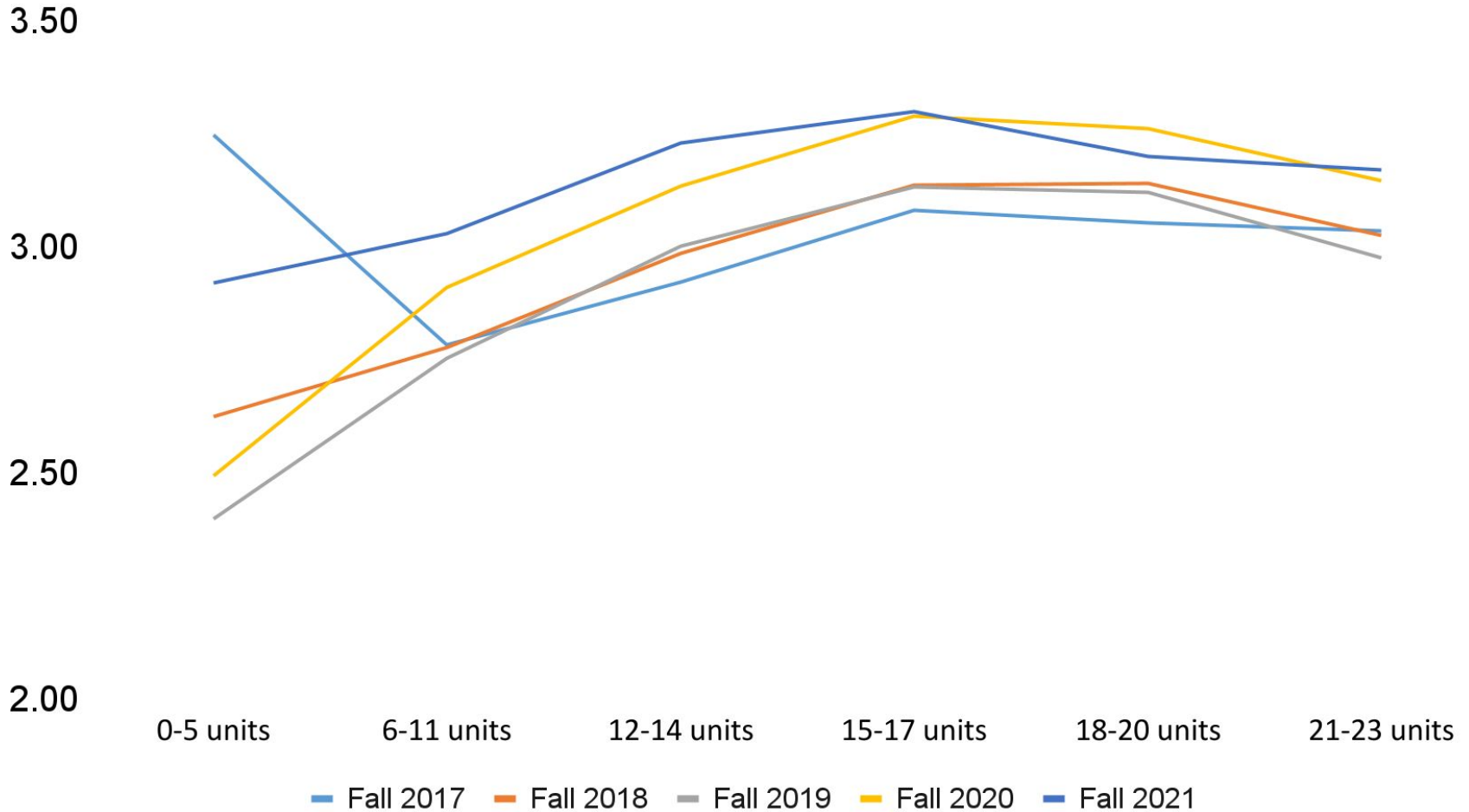


## Freshmen



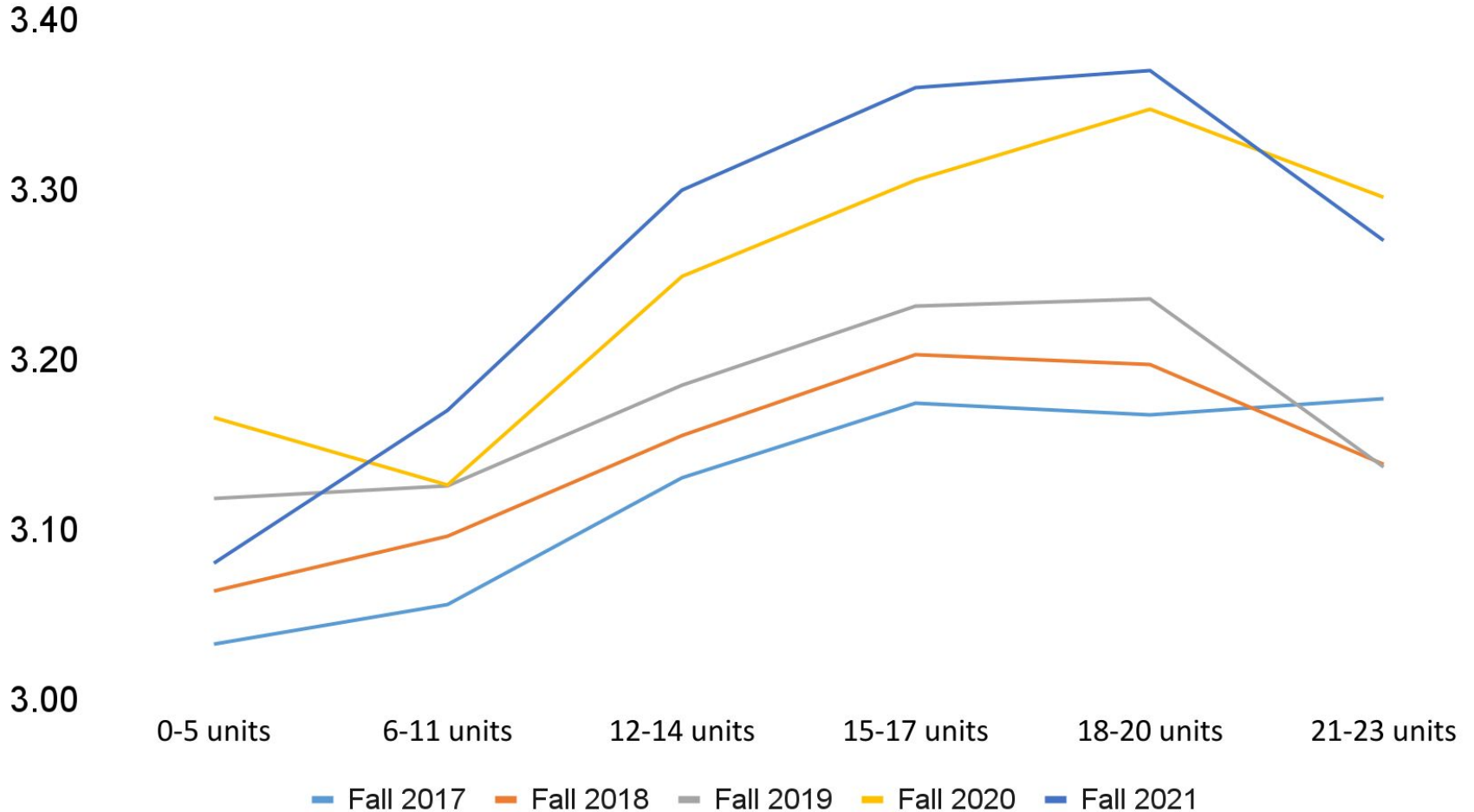
Source, ASIR, 8/26/22.

## Sophomores



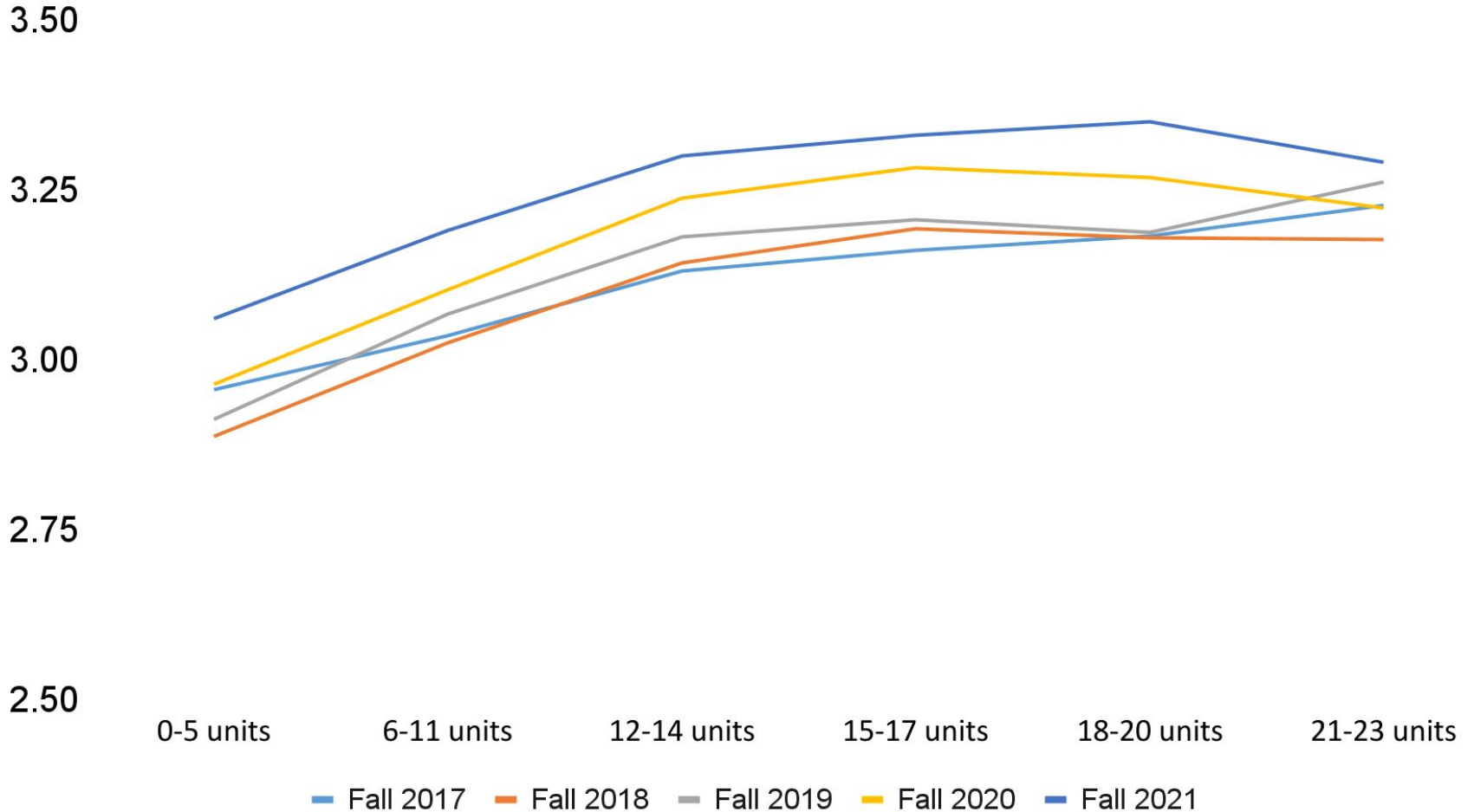
Source, ASIR, 8/26/22.

## Juniors



Source, ASIR, 8/26/22.

## Seniors



Source, ASIR, 8/26/22.

# TERM GPA BY UNIT LOAD AND LEVEL

|                  | Fall 2017    |             | Fall 2018    |             | Fall 2019    |             | Fall 2020    |             | Fall 2021    |             |
|------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
|                  | Enrolled     | Avg GPA     | Enrolled     | Avg GPA     | Enrolled     | Avg GPA     | Enrolled     | Avg GPA     | Enrolled     | Avg GPA     |
| <b>Freshmen</b>  | <b>6207</b>  | <b>2.96</b> | <b>6587</b>  | <b>2.97</b> | <b>5919</b>  | <b>3.03</b> | <b>5467</b>  | <b>3.21</b> | <b>5851</b>  | <b>3.14</b> |
| 0-5 units        | 206          | 3.05        | 196          | 2.86        | 175          | 3.11        | 156          | 3.16        | 106          | 3.05        |
| 6-11 units       | 250          | 2.50        | 58           | 2.42        | 70           | 2.36        | 112          | 2.37        | 69           | 2.30        |
| 12-14 units      | 1633         | 2.82        | 1602         | 2.76        | 1450         | 2.87        | 1289         | 3.05        | 1473         | 2.97        |
| 15-17 units      | 3806         | 3.03        | 4326         | 3.05        | 3921         | 3.08        | 3479         | 3.29        | 3794         | 3.21        |
| 18-20 units      | 289          | 3.17        | 395          | 3.06        | 292          | 3.20        | 415          | 3.30        | 401          | 3.24        |
| 21-23 units      | 21           | 3.02        | 9            | 3.05        | 10           | 3.28        | 15           | 3.14        | 8            | 2.95        |
| 24-29 units      | 2            | 2.23        | 1            | 1.79        | 1            | 3.06        | 1            | 2.65        |              |             |
| <b>Sophomore</b> | <b>4258</b>  | <b>3.01</b> | <b>4330</b>  | <b>3.07</b> | <b>4713</b>  | <b>3.07</b> | <b>4131</b>  | <b>3.22</b> | <b>3929</b>  | <b>3.26</b> |
| 0-5 units        | 6            | 3.25        | 16           | 2.62        | 6            | 2.40        | 14           | 2.49        | 13           | 2.92        |
| 6-11 units       | 126          | 2.78        | 110          | 2.78        | 121          | 2.75        | 154          | 2.91        | 145          | 3.03        |
| 12-14 units      | 1611         | 2.92        | 1578         | 2.98        | 1665         | 3.00        | 1369         | 3.13        | 1495         | 3.23        |
| 15-17 units      | 2180         | 3.08        | 2315         | 3.14        | 2526         | 3.13        | 2241         | 3.29        | 2056         | 3.30        |
| 18-20 units      | 312          | 3.05        | 287          | 3.14        | 368          | 3.12        | 324          | 3.26        | 214          | 3.20        |
| 21-23 units      | 19           | 3.03        | 22           | 3.03        | 24           | 2.97        | 28           | 3.15        | 6            | 3.17        |
| 24-29 units      | 4            | 2.86        | 2            | 2.48        | 3            | 2.83        | 1            | 2.79        |              |             |
| <b>Junior</b>    | <b>7598</b>  | <b>3.15</b> | <b>7599</b>  | <b>3.17</b> | <b>8397</b>  | <b>3.20</b> | <b>9225</b>  | <b>3.27</b> | <b>8561</b>  | <b>3.32</b> |
| 0-5 units        | 44           | 3.03        | 46           | 3.06        | 54           | 3.12        | 77           | 3.17        | 92           | 3.08        |
| 6-11 units       | 538          | 3.06        | 518          | 3.10        | 613          | 3.13        | 709          | 3.13        | 694          | 3.17        |
| 12-14 units      | 3288         | 3.13        | 3360         | 3.16        | 3622         | 3.18        | 3578         | 3.25        | 3667         | 3.30        |
| 15-17 units      | 3121         | 3.17        | 3091         | 3.20        | 3493         | 3.23        | 4025         | 3.31        | 3560         | 3.36        |
| 18-20 units      | 544          | 3.17        | 520          | 3.20        | 564          | 3.24        | 767          | 3.35        | 516          | 3.37        |
| 21-23 units      | 52           | 3.18        | 55           | 3.14        | 39           | 3.14        | 53           | 3.30        | 31           | 3.27        |
| 24-29 units      | 10           | 3.19        | 9            | 3.08        | 11           | 2.83        | 15           | 3.17        | 1            | 3.14        |
| 30+ units        | 1            | 2.46        |              |             | 1            | 3.14        | 1            | 3.23        |              |             |
| <b>Senior</b>    | <b>11312</b> | <b>3.13</b> | <b>10996</b> | <b>3.14</b> | <b>10657</b> | <b>3.17</b> | <b>11318</b> | <b>3.23</b> | <b>11760</b> | <b>3.29</b> |
| 0-5 units        | 224          | 2.96        | 232          | 2.89        | 260          | 2.91        | 228          | 2.96        | 275          | 3.06        |
| 6-11 units       | 1467         | 3.03        | 1487         | 3.03        | 1463         | 3.07        | 1464         | 3.10        | 1709         | 3.19        |
| 12-14 units      | 4914         | 3.13        | 4896         | 3.14        | 4653         | 3.18        | 4698         | 3.24        | 5363         | 3.30        |
| 15-17 units      | 3741         | 3.16        | 3500         | 3.19        | 3437         | 3.21        | 3790         | 3.28        | 3629         | 3.33        |
| 18-20 units      | 837          | 3.18        | 794          | 3.18        | 746          | 3.19        | 1005         | 3.27        | 716          | 3.35        |
| 21-23 units      | 109          | 3.23        | 75           | 3.18        | 84           | 3.26        | 95           | 3.22        | 62           | 3.29        |
| 24-29 units      | 20           | 3.27        | 12           | 2.81        | 14           | 3.04        | 33           | 3.17        | 6            | 3.39        |
| 30+ units        |              |             |              |             |              |             | 5            | 3.20        |              |             |

Source, ASIR, 8/26/22.



# TRENDS CONSISTENT ACROSS UNITS

| Units              | Enrolled     |              | Avg GPA     |             | Probation    |              | % DQ         |              |
|--------------------|--------------|--------------|-------------|-------------|--------------|--------------|--------------|--------------|
|                    | Fall 2019    | Spring 2020  | Fall 2019   | Spring 2020 | Fall 2019    | Spring 2020  | Fall 2019    | Spring 2020  |
| 0-5.9 units        | 495          | 546          | 3.00        | 3.13        | 8.7 %        | 2.2 %        | 1.2 %        | 0.0 %        |
| 6-11.9 units       | 2267         | 2601         | 3.04        | 3.09        | 6.6 %        | 3.9 %        | 2.2 %        | 0.0 %        |
| 12-14.9 units      | 11390        | 10687        | 3.12        | 3.16        | 5.2 %        | 2.5 %        | 0.8 %        | 0.0 %        |
| 15-16.9 units      | 11232        | 9743         | 3.16        | 3.24        | 4.3 %        | 1.2 %        | 0.3 %        | 0.0 %        |
| 17-20.9 units      | 4115         | 3761         | 3.18        | 3.26        | 3.1 %        | 1.2 %        | 0.5 %        | 0.0 %        |
| 21-23.9 units      | 157          | 211          | 3.19        | 3.25        | 2.5 %        | 0.5 %        | 0.0 %        | 0.0 %        |
| 24-29.9 units      | 29           | 39           | 2.94        | 3.08        | 6.9 %        | 5.1 %        | 3.4 %        | 0.0 %        |
| 30-39.9 units      | 1            | 3            | 3.14        | 2.94        | 0.0 %        | 0.0 %        | 0.0 %        | 0.0 %        |
| <b>Grand Total</b> | <b>29686</b> | <b>27591</b> | <b>3.13</b> | <b>3.20</b> | <b>4.7 %</b> | <b>1.9 %</b> | <b>0.7 %</b> | <b>0.0 %</b> |

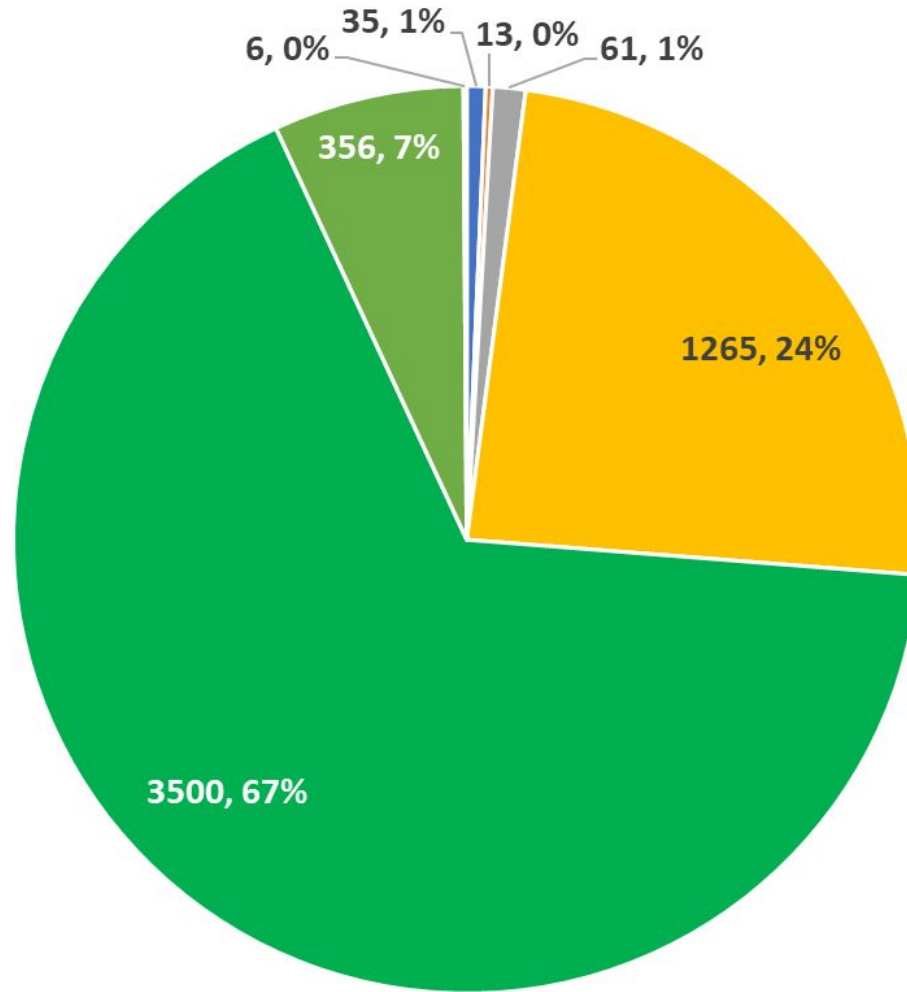
**Fall 2019 and Spring 2020 Undergraduate Enrollments, Average Term GPA, % Probation and % Disqualification by Number of Enrolled Credits**

| Units            | Enrolled    |             | Avg GPA     |             | Probation    |              | % DQ         |              |
|------------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|
|                  | Fall 2019   | Spring 2020 | Fall 2019   | Spring 2020 | Fall 2019    | Spring 2020  | Fall 2019    | Spring 2020  |
| <b>ENG</b>       |             |             |             |             |              |              |              |              |
| 0-5.9 units      | 46          | 48          | 2.81        | 2.83        | 0.0 %        | 2.1 %        | 0.0 %        | 0.0 %        |
| 6-11.9 units     | 302         | 309         | 2.94        | 2.90        | 6.3 %        | 3.6 %        | 3.0 %        | 0.0 %        |
| 12-14.9 units    | 1391        | 1245        | 2.93        | 2.97        | 4.9 %        | 2.3 %        | 1.1 %        | 0.0 %        |
| 15-16.9 units    | 1315        | 1137        | 3.02        | 3.12        | 4.6 %        | 1.5 %        | 0.5 %        | 0.0 %        |
| 17-20.9 units    | 623         | 573         | 3.07        | 3.12        | 3.7 %        | 1.9 %        | 1.1 %        | 0.0 %        |
| 21-23.9 units    | 25          | 24          | 3.11        | 3.21        | 4.0 %        | 0.0 %        | 0.0 %        | 0.0 %        |
| 24-29.9 units    | 4           | 7           | 2.92        | 2.68        | 25.0 %       | 14.3 %       | 0.0 %        | 0.0 %        |
| 30-39.9 units    |             | 1           |             | 2.99        |              | 0.0 %        |              | 0.0 %        |
| <b>ENG Total</b> | <b>3706</b> | <b>3344</b> | <b>2.99</b> | <b>3.04</b> | <b>4.7 %</b> | <b>2.1 %</b> | <b>1.0 %</b> | <b>0.0 %</b> |

**Fall 2019 and Spring 2020 College of Engineering Undergraduate Enrollments, Average Term GPA, % Probation and % Disqualification by Number of Enrolled Credits**

Source, ASIR, 2/2/21.

# FALL 2021 FIRST-YEARS BY UNITS



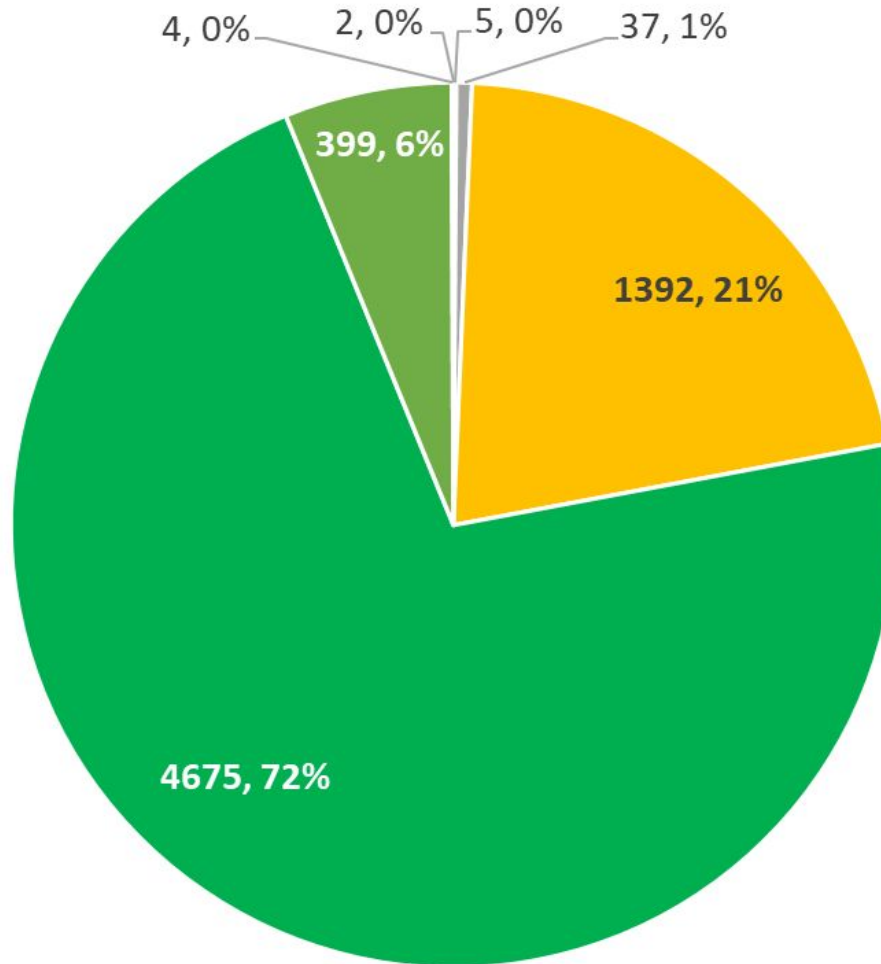
**< 6 units**   **6-8 units**   **9-11 units**   **12-14 units**   **15-17 units**   **18-20 units**   **21-23 units**

## Fall 2021 First-Year Students

| Fall 2021 Enrolled Units |             |             |             |             |             |             |             |             |             |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| HS GPA                   | 0-2         | 3-5         | 6-8         | 9-11        | 12-14       | 15-17       | 18-20       | 21-23       | Total       |
| 2.00-2.249               |             |             |             |             | 2.92        | 2.84        |             |             | 2.86        |
| 2.25-2.49                |             |             |             |             | 2.17        | 2.48        |             |             | 2.32        |
| 2.50-2.749               |             |             |             | 3.19        | 1.93        | 1.73        |             | 2.14        | 1.91        |
| 2.75-2.99                | 0.00        |             |             | 0.40        | 2.42        | 2.45        | 2.51        |             | 2.28        |
| 3.00-3.249               | 1.55        | 2.00        |             | 1.97        | 2.43        | 2.46        | 2.69        |             | 2.46        |
| 3.25-3.49                | 1.39        |             | 3.15        | 1.97        | 2.54        | 2.70        | 2.54        |             | 2.60        |
| 3.50-3.749               | 0.43        | 0.00        | 4.00        | 2.13        | 2.75        | 2.92        | 3.03        | 3.67        | 2.84        |
| 3.75-3.99                | 0.33        |             | 2.51        | 2.90        | 3.26        | 3.27        | 3.33        | 3.52        | 3.25        |
| 4.00-4.249               | 2.75        |             | 2.87        | 3.30        | 3.52        | 3.59        | 3.65        | 2.88        | 3.58        |
| 4.25-4.50                |             |             | 3.73        |             | 3.81        | 3.78        | 3.86        |             | 3.79        |
| <b>Grand Total</b>       | <b>0.93</b> | <b>1.00</b> | <b>2.88</b> | <b>2.33</b> | <b>3.04</b> | <b>3.25</b> | <b>3.31</b> | <b>3.21</b> | <b>3.18</b> |



# FALL 2022 FIRST-YEARS BY UNITS



■ < 6 units ■ 6-8 units ■ 9-11 units ■ 12-14 units ■ 15-17 units ■ 18-20 units ■ 21-23 units

## Fall 2022 First-Year Students

| Fall 2022 Enrolled Units |             |     |             |             |             |             |             |             |             |
|--------------------------|-------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| HS GPA                   | 0-2         | 3-5 | 6-8         | 9-11        | 12-14       | 15-17       | 18-20       | 21-23       | Total       |
| 2.00-2.249               |             |     |             |             | 1.82        |             |             |             | 1.82        |
| 2.25-2.49                |             |     |             |             |             | 2.22        |             |             | 2.22        |
| 2.50-2.749               |             |     |             |             | 2.20        | 1.54        |             |             | 1.74        |
| 2.75-2.99                |             |     |             |             | 1.89        | 2.37        | 2.43        |             | 2.19        |
| 3.00-3.249               |             |     | 1.31        | 2.03        | 2.35        | 2.15        | 2.70        |             | 2.23        |
| 3.25-3.49                | 0.00        |     |             | 0.00        | 2.33        | 2.71        | 2.48        |             | 2.55        |
| 3.50-3.749               |             |     | 3.88        | 1.64        | 2.69        | 2.85        | 2.72        |             | 2.79        |
| 3.75-3.99                |             |     | 3.16        | 2.93        | 2.89        | 3.12        | 3.01        |             | 3.07        |
| 4.00-4.249               |             |     |             | 3.15        | 3.29        | 3.45        | 3.39        | 3.16        | 3.41        |
| 4.25-4.50                |             |     | 3.80        | 3.69        | 3.56        | 3.64        | 3.60        | 3.88        | 3.63        |
| <b>Grand Total</b>       | <b>0.00</b> |     | <b>3.06</b> | <b>2.57</b> | <b>3.04</b> | <b>3.28</b> | <b>3.22</b> | <b>3.34</b> | <b>3.22</b> |

**Fall 2022 Enrolled Units**

|                  | <b>Under 15</b> | <b>15 and Above</b> |
|------------------|-----------------|---------------------|
| <i>n</i>         | 1435            | 5079                |
| HS GPA           | 3.91            | 3.99                |
| SDSU GPA         | 3.02            | 3.28                |
| % URM            | 41%             | 31%                 |
| % Local Students | 46%             | 31%                 |
| Retention        | 95.2%           | 98.2%               |
| % 15+ in Spring  | 58.7%           | 82.4%               |

Of our 6514 first-year students, **1697** are projected to complete fewer than 30 units at SDSU in fall/spring combined (26%).

Most Majors Require 120 Units, though Most Students Graduate Having Earned Many More Units. Curricular value of AP and transfer credit will vary.

| Entry FTF Cohort         | Average Units at Entry | Average Units at Graduation |
|--------------------------|------------------------|-----------------------------|
| Fall 2018 (4-Year Grads) | 11.3                   | 134.7                       |
| Fall 2017 (5-Year Grads) | 10.5                   | 136.9                       |
| Fall 2016 (6-Year Grad)  | 10.3                   | 137.6                       |

## Fall Term, By Campus and Level

| <b>Imperial Valley</b> | <b>F'18</b> | <b>F'19</b> | <b>F'20</b> | <b>F'21</b> | <b>F'22</b> | <b>1-Year Chg</b> | <b>5-Year Chg</b> |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------------|-------------------|
| Freshman               | 6.0         | 8.2         | 7.2         | 9.0         | 8.5         | -0.5              | 2.5               |
| Sophomore              | 7.8         | 7.6         | 10.5        | 10.4        | 10.2        | -0.2              | 2.4               |
| Junior                 | 11.3        | 11.5        | 13.1        | 12.4        | 12.3        | -0.1              | 1.0               |
| Senior                 | 11.9        | 12.7        | 12.0        | 11.7        | 11.5        | -0.2              | -0.4              |
| <b>Undergrad Total</b> | <b>10.9</b> | <b>11.4</b> | <b>11.9</b> | <b>11.7</b> | <b>11.3</b> | <b>-0.4</b>       | <b>0.4</b>        |
|                        |             |             |             |             |             |                   |                   |
| <b>San Diego</b>       | <b>F'18</b> | <b>F'19</b> | <b>F'20</b> | <b>F'21</b> | <b>F'22</b> | <b>1-Year Chg</b> | <b>5-Year Chg</b> |
| Freshman               | 15.3        | 15.2        | 15.4        | 15.4        | 15.5        | 0.1               | 0.2               |
| Sophomore              | 14.8        | 14.9        | 14.8        | 14.5        | 14.7        | 0.2               | -0.1              |
| Junior                 | 14.1        | 14.0        | 14.2        | 13.9        | 13.8        | -0.1              | -0.3              |
| Senior                 | 13.3        | 13.2        | 13.5        | 13.1        | 13.0        | -0.1              | -0.3              |
| Transitory             | 9.4         | 9.2         | 3.0         | 10.2        | 9.0         | -1.2              | -0.4              |
| <b>Undergrad Total</b> | <b>14.1</b> | <b>14.0</b> | <b>14.2</b> | <b>13.9</b> | <b>14.0</b> | <b>0.1</b>        | <b>-0.1</b>       |

## Spring Term, By Campus and Level

| <b>Imperial Valley</b> | <b>S'19</b> | <b>S'20</b> | <b>S'21</b> | <b>S'22</b> | <b>S'23</b> | <b>1-Year Chg</b> | <b>5-Year Chg</b> |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------------|-------------------|
| Freshman               | 6.0         | 9.0         | 7.5         | 7.8         | 12.8        | 5.0               | 6.8               |
| Sophomore              | 7.0         | 7.1         | 10.7        | 9.0         | 12.3        | 3.3               | 5.3               |
| Junior                 | 12.1        | 12.1        | 12.5        | 12.2        | 13.1        | 0.9               | 1.0               |
| Senior                 | 11.5        | 12.2        | 11.8        | 11.3        | 12.3        | 1.0               | 0.8               |
| <b>Undergrad Total</b> | <b>11.1</b> | <b>11.7</b> | <b>11.7</b> | <b>11.3</b> | <b>12.6</b> | <b>1.3</b>        | <b>1.5</b>        |
|                        |             |             |             |             |             |                   |                   |
| <b>San Diego</b>       | <b>S'19</b> | <b>S'20</b> | <b>S'21</b> | <b>S'22</b> | <b>S'23</b> | <b>1-Year Chg</b> | <b>5-Year Chg</b> |
| Freshman               | 15.2        | 15.2        | 15.0        | 15.2        | 15.3        | 0.1               | 0.1               |
| Sophomore              | 14.7        | 4.9         | 14.6        | 14.7        | 14.9        | 0.2               | 0.2               |
| Junior                 | 14.2        | 14.1        | 14.0        | 13.8        | 14.0        | 0.2               | -0.2              |
| Senior                 | 13.1        | 13.1        | 13.2        | 12.9        | 12.8        | -0.1              | -0.3              |
| Transitory             | 8.2         | 8.5         | 4.3         | 10.1        | 3.0         | -7.1              | -5.2              |
| <b>Undergrad Total</b> | <b>13.8</b> | <b>13.8</b> | <b>13.8</b> | <b>13.7</b> | <b>13.8</b> | <b>0.1</b>        | <b>0.0</b>        |

**Students who enroll in less units have more time to focus on fewer classes, which should enable them to perform better, right?**

- A. In theory, yes, but in practice, studies find that students taking fewer units do not spend that extra time studying. They are more likely to spend time on non-academic activities.

**What is “wrong” with students taking more time to complete their degrees?**

- A. Nothing is innately wrong, provided the student understands the repercussions (many do not). 89.9% of first-year students nationally enter college planning to graduate in 4 years or less (CIRP, 2019).

In addition to the **extra costs of each additional semester** and the **loss of post-degree salary income**, the odds of “**life getting in the way**” **increase**, interfering with - or even preventing - degree completion. Every additional year a bachelor’s degree-seeking student spends in college costs an average of \$68,153 in additional tuition, fees, and living expenses, plus forgone income, Complete College America estimates.

**Are stronger students just self-selecting into higher unit loads?**

- A. This is tougher for studies to measure, but it is common for students with lower GPAs upon entry to be encouraged to enroll in fewer units (in spite of data suggesting that they are more likely to have better outcomes by enrolling in more).

**My students are working long hours. They can't handle 15 units.**

- A. This is a real challenge for many working students (and also why many seek evening, weekend and online options). In some instances, 15 units is not practical, but students should understand how taking less will impact time to graduation, understand short-term rewards vs. long-term gains, and be encouraged to use summer to catch up.

**Are universities just trying to make more money off of students by encouraging higher unit loads?**

- A. Public universities with fixed tuition costs for full-time students generally lose money when unit loads increase, since they have to fund the additional instructional costs. At SDSU, only non-residents (~15% of undergraduates) pay a supplemental cost per credit. Also, there is mixed fiscal impact on increased graduation rates. Universities have to spend more to sustain enrollments if students are completing degrees faster, by increasing their incoming classes. Of course more graduates means more alumni, which can positively impact donations down the line and helps improve an institution's reputation.



CBL's charge includes: "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."

CBL plans to propose new and updated policy language related to the following issues during the 23-24 AY:

- While the Senate policy file specifically identifies two types of committees: Senate and Senate-appointed, CBL notes that in practice there seem to be three types of committees:
  - 1) Senate Standing Committees. The policy file notes that these committees may also be referred to as Senate committees. These committees:
    - a. Have a charter\* in the policy file bylaws. Hence updates require two readings.
    - b. May have both appointed and ex officio members.
    - c. Have a membership that is set and confirmed by the Senate.
    - d. Receive referrals from SEC, Officers, etc., and take action, but that action must be confirmed by the Senate and approved in writing by the President to become policy.
    - e. Submit their agendas and minutes to the Senate.
    - f. Report to the Senate annually (at minimum) and as action is taken or when officers request so.
    - g. Shall be composed of a majority of faculty.
  - 2) Unnamed. There are other committees, councils and advisory boards that are also essential to the work of the Senate. These committees:
    - a. Have a charter in the "Other Committees & Councils" section of the policy file.
    - b. May have both appointed and ex officio members.
    - c. Have a membership that is set and confirmed by the Senate.
    - d. Receive referrals from SEC, Officers, etc., and take action, but that action must be confirmed by the Senate and approved in writing by the President to become policy.
    - e. Report to the Senate annually (at minimum) and as action is taken or when officers request so.

\*A committee charter is a section of the policy file that outlines information about the committee: membership, function, identification of subcommittees, etc.

- 3) Senate-appointed Committees. These committees, councils and advisory boards:
- a. May or may not have a charter in the Senate policy file.
  - b. May have both appointed and ex officio members.
  - c. Have an overall membership that is set by an administrator or body other than the Senate, but there is a subset of members that are appointed based on policy file protocol (faculty appointed by Senate, students appointed by A.S., staff appointed by Staff Affairs).
  - d. May receive referrals, but are not obligated to respond to them.
  - e. Report to the President, Provost or other administrator/body (rather than the Senate). May report to the Senate, but this is not required.
  - f. Committee action or recommendation is not necessarily required to be approved by the Senate.
  - g. These committees are distinguished by their tangential relationship to the Senate. Though the committee does not directly serve or report to the Senate, however they may be invited to the Senate to discuss or clarify their activities. Senate-appointed membership is evidence of shared governance in process. Non-Senate committees across campus without this relationship to the Senate do not have as strong of a claim to be using shared governance principles.

CBL notes that the criteria for what defines these types of committees is not clear in the policy file. We note though that Senate committees bring many action items and meet at least monthly. Group 2 committees could meet as needed or frequently, but tend to bring less action items. Senate committees propose major new policy, while Group 2 committees sometimes are often more executive in nature (e.g. Student Grievance, GE Curriculum) . The Committee charters themselves are not always clear either, which has caused confusion both in interpreting and enacting certain procedures of these committees, etc. What is expected or each type of committee isn't always clear either (e.g., which committees must submit agendas and minutes for each meeting, must the Senate track the complete membership of Senate-appointed committees or just the appointed members).

CBL plans to work to clarify the policy file language surrounding committees and reevaluate which committees belong in which group. CBL plans to bring action items related to updating the constitution (7.0) and Bylaws (2.0 and 3.0).

- SEC membership. There currently exists a loose relationship between SEC membership and what we currently understand as-Senate committees; right now the chairs of Senate committees have a seat on SEC, but this was historically not

\*A committee charter is a section of the policy file that outlines information about the committee: membership, function, identification of subcommittees, etc.

always the case. What determines who has a seat on the SEC? Do others have to be included (e.g. a seat for contingent faculty?)

- CBL notices that several Senate committees are out of alignment with 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.

\*A committee charter is a section of the policy file that outlines information about the committee: membership, function, identification of subcommittees, etc.



Memorandum

March 11, 2023

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item–Undergraduate Council

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The Undergraduate Council met Friday, March 3, with the following members in attendance: Koch, Preciado, Lopez, Kim, Pruitt-Lord, Molina, Donyavaard.

The Council received a proposal from AVPs Timm, Brooks, and Hyman to change the language the campus uses for students whose GPAs drop below 2.0 from “Academic Probation” to “Academic Notice.” (Full proposal is here: [Academic Notice](#).) Lacking a quorum, the Council did not vote, but general consensus was supportive, and the Council will revisit at its next meeting.

The Council also reviewed recommended changes to procedures around course registration adds / drops provided by AVP Madhavi McCall; consensus was supportive for advancing the recommendations to SEC.

Finally, the first draft of [Campuswide Coordinated Plan for 23 - 24](#) has been shared with the Council for awareness and feedback. All members of the campus community are welcome to share their questions and feedback.

TO: SEC/University Senate

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

DATE: March 21, 2023

RE: Information

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**Philanthropy Report:**

The following is a list of recent notable gifts, bequests, pledges and pledge payments at the \$25,000+ level:

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

TCF Board Member and Alumnus Terry L. Atkinson has made pledge payments totaling \$300,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics and the Terry L. Atkinson Endowed Professorship in Finance in the Fowler College of Business.

The Beavers Charitable Trust has committed to a \$200,000 pledge to the AGC Construction Management Endowed Chair in the College of Engineering.

TCF Board Member and Alumna Nikki Clay and Alumnus Ben Clay have committed to a \$200,000 pledge to the Clay Family Fowler Scholars Scholarship Endowment in the Fowler College of Business.

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

Barbara Davies and Eddy Roepke have committed to a bequest expectancy of \$700,000 to the Davies Roepke Nursing Scholarship Endowment in the College of Health and Human Services.

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

Alumnus David Garcia and Charlotte Garcia have made pledge payments totaling \$50,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumna Gail Hutcheson and Douglas Hutcheson have committed to a \$50,000 pledge to the Hutcheson Family Basketball Endowment in the Department of Intercollegiate Athletics.

Ann M. Johns, Ph.D. has made gifts totaling \$200,000 to the Ann Johns Endowed Scholarship for Applied Linguistics and Ann Johns Endowed Scholarship for Rhetoric and Writing Studies in the College of Arts and Letters.

TCF Board Member and Alumnus Joseph Johnson, Jr., Ph.D. and Faculty Emeritus Cynthia Uline, Ph.D. have committed to a bequest expectancy of \$150,000 to the Gilda Johnson Shumate Scholarship Fund in the Division of Student Affairs and Campus Diversity and the Emeritus Dean Lionel "Skip" Meno, Ph.D. NCUST Endowment in the College of Education.

Keith and Christa Jones have made a pledge payment of \$40,000 to the SDSU Adapted Athletics Program in Associated Students.

The Honorable Ricardo Lara has made a gift of \$50,000 to the Undocumented Resource Center Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Kevin R. McCarthy has made a \$37,500 pledge payment to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Cloyd P. "Bud" Reeg has made pledge payments totaling \$30,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Larry Rogers and Lea Schmidt-Rogers have committed to a bequest expectancy of \$160,000 to the Larry E. Rogers and Bonnie L. Rocky Scholarship Endowment in the College of Professional Studies and Fine Arts.

Andrea da Rosa has committed to a \$32,110 pledge to the Avey & Mary Alice Gonsalves Memorial Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

San Diego Gas & Electric has made gifts totaling \$46,000 to the Fowler College of Business Dean's Strategic Initiative Fund, Charles W. Lamden School of Accountancy, and FCB Management Department - Advisory Board Fund in the Fowler College of Business, ECE Senior Student Project Fund in the College of Engineering, Stadium Excellence Fund in the Department of Intercollegiate Athletics, and the San Diego State University Annual Fund for Excellence.

Alumna Cynthia A. Torres has committed to a bequest expectancy of \$50,000 to the Undocumented Resource Center in the Division of Student Affairs and Campus Diversity.

Elizabeth Victor has committed to a bequest expectancy of \$300,000 to the KPBS Public Broadcasting Service.

Sandra L. Williams has made pledge payments totaling \$35,000 to the Black Resource Center Fund in the Division of Student Affairs and Campus Diversity and Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

We would also like to share the names of the following generous donors who have made gifts and pledge payments to support important purposes throughout the university at the \$10,000+ level. These include: Alumnus William Brack and Karen Brack, TCF Board Member Joyce M. Gattas, David A. Gubser, Ph.D., TCF Board Member and Alumna Zeynep Ilgaz and Serhat Pala, William and Katherine Jeffrey, Lawrence & Opal Maletta Scholarship Trust, Lytx, Inc., Bretten Pickering, TCF Board Member Dr. Patti L. Roscoe, Alumnus Jeff Smith and Wendy Smith, and Faculty Emeritus Carey Gail Wall, Ph.D.

### **Presidential & Special Events:**

President de la Torre, Vice President Vargas and other URAD division leadership hosted donors and prospects at several home basketball games, including February 11 (vs. UNLV), February 21 (vs. Colorado State), and March 4 (vs. Wyoming). Guests were hosted in the President's Section and Mezzanine Suite. A pre-game reception was held prior to the February 21 basketball game and approximately 170 guests attended the event, including members of The Campanile Foundation board and donors/prospects to the College of Arts & Letters, College of Engineering, College of Health & Human Services, College of Professional Studies & Fine Arts, Fowler College of Business and Planned Giving donors. The reception program honored the Rising Aztecs awardees. Remarks were provided by President de la Torre, SDSU Alumni Board of Advisors President Risa Baron and SDSU Alumni Executive Director Stephanie Dathe.

On February 16, CSU Trustee Leslie Gilbert-Lurie visited campus and conducted meetings with Title IX, Educational Opportunity Programs, Student Affairs & Campus Diversity, and the Senate Executive Committee. She had lunch with the Council of Vice Presidents and had a campus tour led by Robson Winter, Associated Students Vice President of External Relations.

A University Relations and Development (URAD) division-wide meeting was held on Friday, Feb. 24, and was attended by nearly 80 staff members. The theme for the division has been “Culture of Kindness” for the past several years and the new theme for 2023 was announced as, “Year of IMPACT.” The theme will change each year moving forward. Steve Doyle, the incoming chair of The Campanile Foundation was interviewed, and he shared his vision for the Board and the impact of philanthropy from a donor’s perspective. Mark Zakrzewski, Associate Executive Director, Associated Students, provided an update on the new ARC expansion, including an overview of naming opportunities. Vice President Vargas updated the division on development trends and her expectations for the future, and Associate Vice President Mary Darling provided department updates for the first half of the fiscal year.

The TCF Stewardship Committee meeting was held Monday, Feb. 27, and was attended by nine committee members and nine staff members. The committee goal is to determine best practices for stewarding donors to San Diego State University. Presentation topics included stewarding scholarship donors, the upcoming scholarship donor appreciation event, stewarding Aztec Parents, the Fowler College of Business Founders Program, and SDSU Alumni’s end-of-year appeal and the upcoming Day of Giving.

Also on Monday, Feb. 27, President de la Torre and Dean Dan Moshavi (Fowler College of Business) hosted the ribbon-cutting and dedication of the James Silberrad Brown Center for Artificial Intelligence. The total grant is \$5 million with \$3.5 million designated to establish and operate the James Silberrad Brown Center for Artificial Intelligence. It also includes \$1 million to create an endowment to support a center director, \$250,000 to form a fellowship endowment, and \$250,000 for an endowed scholarship. An additional \$250,000 will support SDSU’s capacity to continue to generate philanthropic support for the university. The foundation is named for the late Jim Brown, an SDSU alumnus who graduated in 1967 with a business management degree. Over 80 guests attended the celebration, including personal friends of the Brown family, donors, campus leaders, faculty, staff, and students from the Fowler College of Business. Program speakers included President de la Torre, Dean Dan Moshavi, Associate Professor and Director of the Silberrad Brown Center for Artificial Intelligence, Aaron Elkins, along with two current students and their robot, “Pepper.” A special musical presentation of “My Way” was performed by an MFA student from the College of Professional Studies and Fine Arts. This song was a personal favorite of the late Jim Brown.

Additionally, on March 1, President de la Torre and Vice President Vargas hosted a stewardship dinner at the University House for donors who support the College of Education with Dean Barry Chung. The purpose of the dinner is to recognize these donors for their support of San Diego State and to further steward them for future giving. Following the dinner, two of the donors shared that they would be increasing their contributions to SDSU: one in the form of a planned gift to the college (an additional \$1.5-\$1.8M) and one with a cash gift of \$50,000 to support the Pathways Program.

On Friday, March 3, Vice President Vargas hosted the spring 2023 Discover SDSU in conjunction with the SDSU Student Symposium. The Discover SDSU series showcases distinctive research, creative endeavors, and student projects at SDSU. The series was designed to engage and educate donors and prospects about SDSU, cultivate interest in the university, and build relationships with faculty and leadership. Thirty-two guests attended the event and included individuals representing the Annual Giving Circle (cumulative giving of \$1,000-49,999 each fiscal year), BRIDGES, Tower Society, sponsors of the SDSU Student Symposium, and Research and Innovation donors/prospects. There was a program showcasing a graduate and undergraduate student presenter followed by Q&A.



On Monday, March 13, President de la Torre and Vice President Vargas hosted the 12th annual Scholarship Donor Appreciation Luncheon in Montezuma Hall. The purpose of this annual stewardship event is to connect scholarship donors with their student scholarship recipients to show how their philanthropy is making a difference. The program included remarks from three students from the Colleges of Engineering, Professional Studies and Fine Arts, and Arts and Letters, plus from a major-gift donor who shared his reasons for giving to SDSU and supporting scholarships. This year was our largest event to-date with 322 attendees, including 128 student recipients. The event received many positive comments from donors, including one who said it was the best scholarship luncheon she had ever attended.

### **Donor Relations:**

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

- Sent over 500 thank-you notes in appreciation for gifts made throughout campus in support of colleges, departments, and athletics and 65 notes for honorary and memorial gifts
- Sent thank you notes to over 100 donors who make a recurring monthly donation
- Welcomed 65 first-time SDSU donors
- Recognized ten new and/or upgraded Tower Society members with lifetime giving of \$50K+

### **Day of Giving Thank You Cards:**

To acknowledge SDSU Day of Giving donors, the donor relations team will send out specially-designed Day of Giving thank you postcards, one for athletics-only donors and one for non-athletics donors. Each includes a note of appreciation from a student and/or student-athletic. ***Card samples are attached.***

### **Scholarship Stewardship/Development:**

As part of the team's role with the University Scholarship Committee, donor relations collaborated with the Office of Financial Aid and Scholarships (part of SA+CD) and URAD gift administration to provide an information session to the URAD development team. Topics included:

- areas of greatest need for scholarships
- criteria in gift agreements to increase the probability of identifying possible scholarship recipients to increase overall utilization rate
- scholarship resources available

# SDSU DAY *of* GIVING



THANK YOU

Your Gift Made a Difference!

Dear Karol and Joel,

Thank you for joining us for the 2023 SDSU Day of Giving!

Your support of students and programs across campus strengthens our SDSU experience. Donors like you encourage us to succeed in the classroom and prepare for our future careers.

On behalf of all students, thank you again for your generosity. You are making a difference for current Aztecs and generations to come.

Go Aztecs!

Gratefully,



Malia Preisendorf ('24)  
SDSU Student



P.S. Please visit [sdsu.edu/dayofgiving](https://sdsu.edu/dayofgiving) to see the 2023 SDSU Day of Giving results and what your gift helped achieve.

# SDSU

**San Diego State  
University**

**Donor Relations**

**University Relations and Development**

5500 Campanile Dr.

San Diego, CA 92182-8030

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City, State, Zip

# SDSU DAY *of* GIVING



THANK YOU

Your Gift Made a Difference!

Dear Brendan,

Thank you for supporting SDSU Athletics  
on Day of Giving 2023!

Donor support is so important for our  
continued success, both in competition and  
in the classroom. My SDSU student-athlete  
experience would not be the same without  
your generosity. You are impacting success  
at our incredible university.

On behalf of our student-athletes, thank you  
for your support.

Go Aztecs!

*M Staples #12*

Gratefully,  
Mercedes Staples ('23)  
SDSU Women's Basketball



**SDSU Athletics**

San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-4313

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**Memorandum**

March 16, 2023

**To:** Senate Executive Committee/University Senate**From:** Joanna Brooks, Associate Vice President, Faculty Advancement and Student Success; Heather Canary, Interim Dean, College of Professional Studies and Fine Arts; Karen Myers-Bowman, Interim Dean, Global Campus**RE:** Information item: BA Degree in Centinela State Prison

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SDSU Global Campus, in collaboration with faculty and administrators in the College of Professional Studies and Fine Arts and Faculty Advancement and Student Success / IS3D is planning to implement a BA degree at Centinela State Prison beginning in Fall 2023. This degree program will be directed by Annie Buckley, Associate Dean of Faculty Advancement in PSFA and Professor in the School of Art + Design. This project began in 2019 when Buckley initiated a partnership between SDSU and the California Department of Corrections and Rehabilitation (CDCR). Since that time, numerous stakeholders across campus have collaborated to support the project and bring it to this point, including faculty, directors, the Office of the Dean in PSFA, the Office of the President, the Office of the Provost, the Division of Research and Innovation, Financial Aid, Faculty Advancement and Student Success / IS3D, and Student Affairs. In April 2022, SDSU was one of two universities in California accepted into the third cohort of the Second Chance Pell Experiment, which makes an exception to allow individuals who are incarcerated to access Pell funding. In addition, the U.S. Department of Education expanded access to Pell Grants so that all students who are incarcerated will be able to access Pell funding beginning in fall 2023. In addition, SDSU was one of a small cohort of CSUs that have been allocated funding in the state budget to support the implementation of a BA degree to incarcerated students, specifically to bring the program to students at Centinela State Prison (CEN). The degree will be in Interdisciplinary Studies (IS3D) and the curricular offerings have been determined in consultation between academic leaders in FASS and IS3D advisory board faculty, Global Campus, and PSFA. The prison, CEN, was selected by CDCR for SDSU to provide the degree because Imperial Valley College has done an excellent job of providing ADT degrees and there are many students ready for the BA. SDSU requested and received WASC approval for this additional site and is preparing for classes to begin in summer 2023. We welcome input and questions on this innovative program.