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)

1.2.2.   Town Hall Recording - A Different Kind of R1 HSI?

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SENATE MEETING MINUTES (Fuller)

3.1.   SENATE meeting Minutes for 4/4/2023: https://senate.sdsu.edu/_pages_senate

4. ACTION ITEMS

4.1.   Committee on Committee and Elections (Marx)

4.1.1.   Senate Elections

4.9.   Approval of Graduate Candidates (Lieu) <mark>[TIME CERTAIN TUESDAY 2:15PM]</mark>

5. REPORTS

5.1.   SEC Report (Butler-Byrd)

5.1.1.   R2 to R1 Town Hall
5.1.2.   Cozen O'Connor Title IX/DHR Report Implementation Meetings

5.2.   Senate Vice Chair Report (Vasquez)

5.3.   Senate Treasurer Report (Sharma)

5.4. **President's Report (de la Torre)** <mark>[TIME CERTAIN TUESDAY 3:30PM]</mark>

    5.4.1.   Year-End Report

        5.4.1.1.   4-5-23 Action Memo regarding Tenure-Track Planning Policy Amendment 3.0 (Rentto, Harpole)

5.5. **Provost Report (Ochoa)**

    5.5.1.   Admissions Update

    5.5.2.   Summer School Update

    5.5.3.   Retention Tenure and Promotion Evaluations Update

    5.5.4.   2023/24 Faculty Hiring

    5.5.5.   Course Registration Waiting List

    5.5.6.   Telework–HR Update (Harpole)

    5.5.7.   Town Hall follow-up

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

5.7. **Mission Valley Update (Madanat)** <mark>[TIME CERTAIN THURSDAY 2:00PM]</mark>

5.8. **College of Graduate Studies (Love)**

    5.8.1.   Graduate Program Fee Waivers Update

6. **INFORMATION ITEMS - APRIL 4 SENATE MEETING**

6.6. **Second Chance Pell (Brooks | Canary | Myers-Bowman)**

7. INFORMATION ITEMS

7.1. **Academic Policy and Planning Committee (Lach)**

7.2. **Undergraduate Council (Brooks)**

7.3. **Tenure Track Planning Committee**

7.4. **International Affairs Council**

7.5. **Graduate Council (Love)**

7.6. **University Research Council (Madanat)**

7.7. **University Relations and Development (Vargas)**

8. ADJOURN

SDSU University Senate
AY 2022/23 Senate Officers Report

To: SEC/Senate

From: Nola Butler Byrd, Senate Chair; Marissa Vasquez, Vice Chair; Amanda Fuller, Secretary & Satish Sharma, Treasurer

Date: April 26, 2023

Subject: INFORMATION: AY 2022/23 Senate Goals Report

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This report summarizes the activities and accomplishments related to the Senate's 2022-23 Annual Goals that were approved at the October 2022 Senate meeting:

1. **Administrator, Faculty, Staff, Graduate Student Compensation.**
    a. GSHIP AND GRADUATE STUDENT ISSUES:
        i. Following up on the AY21-22 Senate's Ad Hoc Committee on Graduate Student Issues, the Senate invited graduate students and United Auto Workers (UAW) reps to speak about their issues and concerns regarding GSHIP, graduate student workloads, and compensation (September 2022 and October 2022).
        ii. Chair Butler Byrd served on the Graduate Student Support and Communications Advisory Committee, which continues to focus on these issues and concerns and is preparing a report for President de la Torre.
    b. Mercer Salary Study. In her capacity as ASCSU Rep and JEDI Committee Chair, Chair Butler Byrd advocated for disaggregated data by demographics and re-aggregated data reports focused on marginalized groups, including women of color. After the Mercer report was presented to the CSU Board of Trustees in March, Chair Butler Byrd invited a representative from the CSU Mercer Faculty Salary Study Committee and CFA Chair Toombs to provide a presentation about the salary survey process. Unfortunately, they were not able to attend because their CFA bargaining work began.
    c. Chair Butler Byrd worked with SDSU administration to prepare a resolution in support of housing for faculty and staff, which was approved by the ASCSU: *AS-3585-22/JEDI CSU Faculty and Staff Justice Equity and Diversity (JEDI) Housing Assistance Program*.
    d. Chair Butler-Byrd is collaborating with ASCSU JEDI and Faculty Affairs Committees on a resolution, *Auditing the Mercer Faculty Salary Study*

Fundings, with a requested first Reading Waiver for the May 18-19, 2023 plenary session.

    e. The Senate passed "[Resolution: To Increase Number of Awarded Sabbatical Applications](#)" (November 2022).

2. **R2 to R1 Aspirations and Goals: Strengths, Issues, and Concerns**

3. **The Future of Teaching and Service at SDSU: Lecturers, Professors of Practice, Teaching Assistants in the Quest for R1 Status.**

    a. Senate Officers collaborated with the administration and AAUP to develop and implement April 27, 2023 (3-4:30 pm) *SDSU Virtual Town Hall - A Different Kind of R1 HSI? The Future of Teaching, Service, and Research at SDSU in the Context of R2 to R1 Aspirations: Strengths, Issues, and Concerns.* Presenters included: AAUP Senior Researcher (Glenn Colby), SDSU Provost (Salvador Hector Ochoa), SDSU VP of Research & Innovation (Hala Madanat), and SDSU College of Graduate Studies Dean (Tracy Love-Geffen). Over 140 SDSU community members participated.

    b. Chair Butler-Byrd worked with the administration to develop a resolution that was approved by the ASCSU [AS-3578-22/JEDI Expansion of California State University (CSU) Independent Professional Doctoral Degree Programs.](#) (November 2022).

    c. The Senate passed "[Resolution: Feedback on the Adoption of the California General Education Transfer Curriculum (Cal-GETC) to Succeed GETC](#)" (November 2022).

    d. While largely unsuccessful in obtaining clear updates from the administration, Senate Leadership continued to ask for updates about the campus' potential use of Professor of Practice contingent contracts from SDSU campus administration. Leaders also reached out to CFA for their position on Professors of Practice.

4. *Diversity, Equity, and Inclusion: Creating a More Welcoming and Inclusive Environment.*

    a. Chair Butler-Byrd opened each senate meeting with cultural heritage music and focused on diverse heritage months.

    b. Upon learning of the alleged October 21, 2021, sexual assault committed by SDSU football players, and to attempt to address concerns raised by Senators and others regarding Title IX issues on our campus–Senate leaders requested ongoing reports from administration at SEC and Senate meetings throughout the summer of 2022 and into the fall of 2022. Our Senate advocated for social justice via [Resolution: SDSU University Senate Resolution Condemning Gender-Based Violence and Supporting the Rights of Women and Other Vulnerable People](#) (March 7, 2023).

c. Supported efforts to implement the Cozen O'Connor Title IX assessment by sending out reminder notices, and recruiting focus group members. Recruited members to serve on the Cozen O'Connor Title IX Assessment Report and Implementation Committee. Nikole Carter Curtis and Chair Butler Byrd will represent the Senate.

d. Senate Officers worked with Chair Hernández, the new chair of DEI, to ensure a renewed focus on the AY21-22 referral (21/22_16: Senate Diversity Plan) that charged the DEI Committee to develop a senate diversity plan, which is in development. To further clarify and support movement on this plan for AY22-23, Senate Officers also issued a referral to encourage DEI to develop a subcommittee to lead this work (22/23_08: Create ad hoc committee to draft University Senate DEI Plan)

e. The Tenure-Track Planning Committee developed and passed amendments to the policy file to include contingent faculty (February 7, 2023). This initial amendment to the policy was approved by the President. Subsequently, Senator Ponomarenko submitted an additional amendment to TTP policies focused on limiting MPP hiring in the event progress toward TTP hiring goals was not made in the previous academic year. Amendments to the policy were approved by the Senate by unanimous consent (March 7, 2023). In April, the President's Action Memo "received" the amendment, and Senate Leaders requested that the President clarify the status of the Ponomarenko amendments by the last senate meeting of the year

f. Secretary Fuller worked with members of the Lecturer constituency to charter the Lecturer Affairs Committee, which passed the Senate by unanimous consent (February 7, 2023).

g. The March 7, 2023 Senate meeting was facilitated by Senate Officers at the Imperial Valley Campus, opening with the Imperial Valley (IV) Land Acknowledgement Statement and remarks by Dean Nunez-Mchiri. Subsequently, Senate Leaders proposed a change to the SDSU University Policy File Constitution 6.0 "Meetings and Quorum" such that at least one of the meetings each year shall be hosted by Imperial Valley (IV). The first reading was held at the April 2023 Senate meeting; the second reading is scheduled for the May 2023 meeting.

h. Based on work continued from an AY21-22 referral from Senate Leadership, the Constitution and ByLaws committee (CBL) proposed changes to the constitutional membership of the Senate section 4.0 "Membership and Electorate" that updated the term "Lecturers" to "Contingent Faculty," that both ensured the new terminology was inclusive of the diverse members of the contingent faculty (lecturers,

librarians, SSP-ARs) and reassessed the number of contingent faculty representatives provided for in the SDSU Senate. Additionally, CBL also updated the Section 4.0 "Membership and Electorate" terminology of "Professors" to be more clearly stated as "Tenured and Probationary Faculty," and redefined this category of member to be more inclusive (e.g. states FERP, Librarian faculty, etc.) as well. CBL's proposal passed the Senate (February 2023) and was approved by a campus-wide majority of faculty as required by University Policy file Constitution 9.0.

i. Based on work related to a referral (22/23_05: Taskforce on Recommended changes to RTP process) the Academic Policy and Planning Committee (AP&P), in collaboration with Faculty Affairs and the Office of Faculty Advancement and Student Success, proposed and passed policy changes to the Recruitment, Tenure, and Promotion section of the University Policy File so that DEI language and consideration is now included in RTP processes (September 2022).

Following up on an AY20-21 referral to PBAC (20/21_08: Clarify PBAC Members & Election Process), Secretary Fuller worked with PBAC co-chair Agnes Wong Nickerson to propose and pass (February 2023) policy requiring that PBAC membership shall always include an established number of Senate-appointed seats on PBAC and that the entire PBAC membership would be made available to the community at large. This update to the policy also clarified the process of Senate appointments to PBAC.

5. **COVID-19 and Mental Health Issues**
   a. Senate Officers worked with SDSU IT to research options for virtual, in-person, and hybrid meeting options for the physical and mental health of senate members. Using shared governance, senate officers developed and disseminated COVID-19 modality surveys to senate members and results determined that SEC, senate, and town halls would be held virtually; although the senate chair, parliamentarian, senate analyst, and IT support met in person to facilitate meetings, so that leadership could turn on a dime if the senate voted to hold meetings in-person.
   b. Given the ongoing nature of the pandemic and the risk associated with in-person activities for some members of our community, as well as the new ways of working made possible and relevant due to the pandemic, the Senate Leadership asked the administration to provide updates on the campus' evolving Telework policies throughout the year.
   c. Senate Officers worked with the Office of Faculty Advancement and Student Success (Joanna Brooks), IT (Sean Hauze), and the Center for

Student Rights and Responsibilities (Lee Mintz) to ensure follow-up on the AY20-21 referral (11/2020: Academic Dishonesty During COVID-19 Online Teaching) was made so that the Senate and larger community could stay informed about the issues of academic dishonesty raised during the pandemic (December 2022).

6. **Other Stand-out Accomplishments of our Senate**
   a. Based on an AY 21-22 referral to AP&P (21/22_02: Review & Update Curriculum Changes, Undergraduate Bylaws & Flow Charts), Senate Leaders tracked and supported the collaborative work between AP&P, Undergraduate Council, and the Office of Curriculum, Assessment, and Accreditation resulted in a much-needed overhaul of the curriculum proposal and change processes on our campus (October 2022).

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
_____

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.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 10, 2023
Subject: ACTION: Emeritus Policy (Referral 21/22_17)

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Emeritus Employees. We recommend this as a new section of the policy file, combining and updating emeritus faculty and staff policies. Note that the language in Bylaw 1.3.1.3. (voting privileges for professor emeritus) may need to be updated accordingly.

UNIVERSITY POLICIES: Emeritus Employees

Emeritus status is a right extended to all eligible faculty and staff. Emeritus status brings with it continued affiliation with the institution and specific benefits (listed in 4.0). Emeritus status, and its accompanying benefits, have associated responsibilities. In order for emeritus status and/or benefits to continue, an emeritus employee must remain in good standing with the University.

1.0   Eligibility: Faculty and staff employees shall have served 10 or more full-time years, or the part-time equivalent, either continuously or at different times at SDSU or elsewhere in the California State University (CSU) system. In addition to the length of service, either at SDSU or elsewhere within the CSU, employees must be eligible to activate their annuities from the CSU system.

   1.1.   Faculty: Emeritus status is granted at a campus, and may be conferred at more than one campus or university system. All faculty, as defined by 1.1 in the Bylaws, are eligible for emeritus status. Full-time appointments may be 10- or 12-month, as specified in Bylaw 1.1.1.

   1.2.   Administrators: Emeritus administrator status shall be granted by and at the pleasure of the President of the university.

2.0   Nomination: At least once a semester, a list of employees who have announced their intention to retire and meet the eligibility requirements shall be distributed by the appropriate office to the Senate Office for inclusion on an upcoming SEC/Senate agenda. The Center for Human Resources shall compile the list of retiring eligible staff, and the President's Office (or designee) shall compile the list of retiring faculty.

   2.1.   The Senate shall vote on these lists no later than the final meeting of that semester.

   2.2.   If eligible persons are omitted from emeritus status, they may request from the Chair of the Senate conferral of emeritus status. This includes currently retired employees who are newly eligible for emeritus status under these changed rules.

3.0 **Conferral:** Emeritus status shall be granted by formal vote of the Senate.

    3.1.   Upon approval, Senate officers shall include the full list of emeritus employees in their Action Memo to the President. A copy of that memo shall be sent by the Senate Office to the following individuals and offices to ensure the continuation of access and timely conferral of benefits: Senior HR Director, Director of IT User Services, University Library Circulation Department Head, Director of Parking and Transportation Services, Provost, and the employee's supervisor (department chair, school director, college dean, MPP, etc.).

    3.2.   The names of emeritus faculty and administrators shall be listed in the back of the General Catalog and with department and school faculty in the body of the Catalog.

    3.3.   The names of emeritus staff shall be listed on the Senate, Staff Affairs Committee, and departmental, school and/or college websites.

4.0 **Benefits:** Emeritus employees in good standing shall receive the following benefits as available and following normal procedures for allocation: (a) library privileges accorded to all employees, (b) free annual parking permits, (c) email continuation, (d) access to site licensed software suites when licensing agreements allow, and (e) identification cards indicating emeritus status. Emeritus benefits are managed by the appropriate service unit.

    4.1.   When available, emeritus employees may be granted office space and/or computer access upon the recommendation of the appropriate departmental unit (school, department, college).

    4.2.   Emeritus employees are eligible to serve on Senate appointed and campus ad hoc committees as appropriate.

~~**UNIVERSITY POLICIES: Administration**~~

~~**Emeritus Administrator Status**~~

~~Emeritus administrator status shall be granted by and at the pleasure of the President of the university. The privileges of emeritus administrator status shall be those of faculty emeritus status upon recommendation of the President of the University.~~

UNIVERSITY POLICIES: Facilities

Library Privileges

2.0 **Emeritus Employees~~Faculty~~:** Privileges shall be as in sec. 1.0.

~~**UNIVERSITY POLICIES: Faculty**~~

Retirement and Emeritus Status

1.0   Emeritus Status

1.1.   Conferral of emeritus status represents an honor bestowed by the university in recognition of significant and distinguished service to the university by faculty from San Diego State University who may seek to continue their affiliation with and service to the institution.

1.2.   Privileges: The privileges of emeritus status, as available and following normal procedures for allocation, shall include (a) library privileges accorded all regular faculty members, (b) computer access upon recommendation of the appropriate departmental unit (school, department, college), and (c) available office space upon the recommendation of the department or school.

1.3.   Eligibility: Emeritus status is granted at a campus, and may be conferred at more than one campus or university system. Years of service at the campus or system level, either continuously or at different times, may be considered as evidence of merit. Emeritus status may be conferred only upon faculty who have: (a) provided significant or sustained contribution in promoting the mission of the university, or (b) held employment with the California State University (CSU) system and who are eligible to activate their annuities from the CSU system. Exceptional cases of non-service retirements, those who resigned from SDSU, or lecturers, may be considered for recommendation to the Senate based on merit.

1.4.   Nomination: The Faculty Honors and Awards Committee shall recommend to the Senate faculty members eligible for emeritus status.

    1.4.1.   Each semester, the Committee shall receive from the President's Office (a) a list of tenured faculty members who have informed the President of their intention to retire, (b) their anticipated dates of retirement, and (c) their status with respect to service retirement.

    1.4.2.   Nominations for emeritus status shall be submitted by the Dean of the college or head of major academic unit to the Faculty Honors and Awards Committee. Nominations for exceptional cases must be accompanied by a rationale for conferral of emeritus status.

    1.4.3.   If eligible persons are omitted from emeritus status, they may within three years of the date of prior decision request of the Chair of the Senate consideration for emeritus status.

1.5.   Emeritus status shall be granted by formal action of the Senate, viva voce, to a tenured member of the faculty upon service retirement. Emeritus status shall be granted under other conditions to recognize extraordinary service to the university by a majority vote of the Senate taken viva voce.

1.6.   The names of emeritus faculty shall be listed in the back of the General Catalog and with department and school faculty in the body of the Catalog.

UNIVERSITY POLICIES: Staff

6.0   Staff Emeritus Status

6.1.   Conferral of emeritus status represents an honor bestowed by the university in recognition of significant and distinguished service to the university by staff from San Diego State University who may seek to continue their affiliation with and service to the institution.

6.2.   Privileges: The privileges of emeritus status, as available and following normal procedures for allocation, shall include (a) library privileges accorded all regular staff members, (b) email access, (c) ability to serve on Senate appointed and campus ad hoc committees as appropriate, (d) Identification cards indicating emeritus status and, (e) any other privileges as deemed appropriate.

6.3.   Eligibility: Emeritus status is granted at the campus level. Years of service at the campus, either continuously or at different times, may be considered as evidence of merit. Emeritus status may be conferred only upon staff employees who have: (a) provided significant or sustained contribution in promoting the mission of the university and who are eligible to activate their annuities from the CSU system. Exceptional cases may be considered for recommendation to the Senate based on merit.

6.4.   Nomination: The Staff Honors and Awards Committee shall recommend to the Senate staff members eligible for emeritus status.

6.4.1.   Each quarter, the committee shall receive from Human Resources (a) a list of staff employees with 10 or more full time years (or the part time equivalent of 10 or more years) of service to the university and have informed the university of their intention to retire, (b) their anticipated dates of retirement, and (c) their status with respect to service retirement.

6.4.2.   Nominations for emeritus status shall be submitted to the Senate for conferral by the Staff Honors and Awards Committee. Nominations for exceptional cases must be accompanied by a rationale for conferral of emeritus status

6.4.3.   If eligible persons are omitted from emeritus status, they may within three years of the date of prior decision request of the Chair of the Senate consideration for emeritus status.

6.5.   Emeritus status shall be granted by formal action of the Senate, viva voce, to a member of the staff upon service retirement. Emeritus status shall be granted under other 8 conditions to recognize extraordinary service to the university by a majority vote of the Senate taken viva voce.

6.6.   The names of emeritus staff shall be listed on the Senate, Staff Affairs Committee, and departmental, school and/or College websites.

Rationale:

AP&P was asked to review and rectify emeritus status policies for tenure-track, lecturers and staff (Referral 21/22_17). Our initial investigation into emeritus policies, which included conferring with the AY 21-22 chair of the Faculty Honors and Awards Committee (FHAC), found that policies and processes were inconsistent across employee classifications, and that implementation of these policies was uneven. Moreover, the Senate Policy File lacks clear criteria for demonstrating and determining "significant or distinguished service" to the university; indeed, there are no criteria required of tenure-track/tenured faculty. Currently, the names of permanent retiring faculty are forwarded to FHAC for approval without any supporting documentation beyond their years of service. In contrast, contingent faculty must be nominated by their deans, who must provide supporting documentation to FHAC for consideration. In recent years, only a few colleges have nominated retiring lecturers for emeritus conferral. By contrast, conferral of emeritus status for staff is based solely on years of service.

AP&P reviewed the faculty collective bargaining agreement and found no mention of emeritus status. It is our understanding that staff CBAs likewise do not mention emeritus, but that discussions were held with staff unions to establish support for emeritus staff conferral. Since emeritus status cannot be considered a contractual obligation, AP&P weighed whether such status was a privilege or a right. If the former, specific criteria would need to be established for determining if an employee is eligible for emeritus status. If the latter, merit-based status would need to be eliminated, and all retiring employees must be eligible for emeritus status.

AP&P concluded that emeritus status should be a right available to all who meet a minimum threshold of eligibility. We therefore removed language related to merit-based conferral and applied the established threshold for staff to all employees: an individual with 10 years of full-time service (or the part-time equivalent) and the minimum age the CSU approves for retirement. In so doing, we strive to make the conferral of emeritus status—and its associated benefits—**consistent, transparent, and equitable** across all classifications of faculty and staff.

The proposed language, which incorporates recommendations from the Staff Affairs Committee, creates a coherent policy for all eligible employees. It streamlines and clarifies the conferral process. And it applies consistent benefits to all emeritus employees. We solicited and incorporated feedback from the chairs of the Faculty Affairs Committee, Faculty Honors and Awards Committee, Senate Secretary Amanda Fuller (on behalf of the newly-approved Lecturers Committee), and the Staff Affairs Committee.

To clarify the benefits listed in 4.0, we consulted with IT, HR, and Parking and Transportation Services. We did not share the proposed policy with the Library since there were no significant changes related to library benefits (as determined by a preliminary conversation with Access Services staff). While most current software licensing does not extend access to emeritus employees, we included the possibility of future access should software licensing agreements permit at a later date (4.0.d). Parking and Transportation Services recommended limiting free parking—which is not currently listed in our policy file but has been a practice at SDSU—to those emeritus providing continued service to the university (such as research, lab work, student support/mentoring, or other volunteer service) based on their interpretation of Title 5 (5 CCR §

42201). However, AP&P maintains that Title 5 does not prohibit a CSU from providing free parking to emeritus employees. The committee [researched the parking policies](#) of all other CSUs, and found that 19 campuses provide either free short-term, semester-long, annual, or lifetime passes. We therefore rejected the recommendations of Parking and Transportation Services, and advocate for free annual parking permits for all emeritus employees.

To: Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 26, 2023
Subject: ACTION: Administrative Drops

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate approve the following changes to UNIVERSITY POLICIES: Academics, Absence from Class, Student.

UNIVERSITY POLICIES: Academics

Absence from Class, Student

1.0 Absence from First Class Meeting

If a student who is enrolled in a course does not attend the first class meeting of the semester or session and is not present at the start of the second meeting, ~~the instructor may officially delete (drop) the student from the course roster, of which deletion the student shall immediately be notified~~ the course instructor may request an administrative drop for nonattendance with the approval of the College Dean or designee(s). Instructors must be able to provide attendance records.

Rationale:
SDSU's transition to my.SDSU for Spring 2023 registration surfaced opportunities to identify and review administrative processes and policies related to manual and administrative drops that may create obstacles to student success.

This change addresses faculty's ability to manually drop students due to attendance as late as day eight of the semester. When this occurs, students may face challenges in securing a full course load, thus jeopardizing their financial aid and potentially exacerbating equity gaps. The current policy pushes students to attend the first day of class even when they sick, which is especially problematic because of COVID. The proposed policy would require faculty to provide attendance records when requesting to drop students. These drops must be approved by College Deans or their designees (typically Associate Deans).

To:	Senate
From:	Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date:	April 26, 2023
Subject:	ACTION: Course Prerequisites

ACTION: The Academic Policy and Planning Committee (AP&P) moves that the Senate approve the following changes to UNIVERSITY POLICIES: Academics, Course Prerequisites.

UNIVERSITY POLICIES: Academics

Course Prerequisites

1.0	Prerequisites for each course shall be stated in the Catalog course description. Students shall complete a course prerequisite or its equivalent before registering for the course. ~~Students who have not completed the prerequisite shall notify the instructor by the end of the second week of class in order that the instructor may determine whether the student has completed the equivalent of the prerequisite.~~ Only those prerequisites listed in the course catalog shall be enforced. Instructors may not add additional course prerequisites or require entrance examinations for course admission. ~~This policy shall be stated in the Class Schedule.~~

2.0	Each department or school shall review its courses and submit proposals to reaffirm, modify, or delete existing prerequisites or to add new prerequisites according to the following guidelines:
2.1.	Departments and schools shall clarify upon what basis the consent of the instructor is to be given if such consent is a course prerequisite.
2.2.	Departments and schools shall be aware that upper division and senior standing are determined solely on total number of units completed. Such standing shall not guarantee that prior coursework has been completed in the discipline.
2.3.	Departments and schools shall devise systems for monitoring the enforcement of their own prerequisites, such as requiring students to sign a statement indicating where and when prerequisites were completed and what grade was received.
2.4.	Departments and schools may use "strongly recommended" or "recommended" instead of "prerequisite."
2.5.	Students with a continuous enrollment record shall retain catalog rights with respect to prerequisites. Prerequisites added to a course in subsequent catalog years shall not be imposed on students with prior catalog rights.

3.0	Faculty may request to drop a student from a class if the student fails to meet listed prerequisite requirements. Faculty initiated drops must be approved by the College Dean or designee(s).

Rationale:

SDSU's transition to my.SDSU for Spring 2023 registration surfaced opportunities to identify and review administrative processes and policies related to manual and administrative drops that may create obstacles to student success.

This change addresses students' catalog rights regarding prerequisites. In some instances, faculty have used administrative drops to drop students who completed the catalog-listed prerequisites but still did not in the faculty member's individual judgment. The proposed changes would prevent faculty from imposing unapproved prerequisites or applying knowledge- or skills-based testing in order to drop students. It removes the burden from students, who might not realize that prerequisites added after they enter a major cannot be enforced on continuing students. It reinforces that all prerequisites that are enforced need to be listed in the course catalog and thus should not be subject to faculty interpretation. Schools, departments, and programs are encouraged to submit minor modification requests to update course prerequisites in the catalog.

To: SEC / Senate

From: Arlette Baljon, Chair, Constitution and Bylaws Committee

Date: 4/11/2023

Subject: SUBSTITUTES

The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) for a 2nd reading. (2/3 vote needed)

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)

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.

MEMO

Report of Staff Affairs Committee

Senators,

During the Quarter ending March 31, 2023, nine Staff members retired with more than 10 years of service and are recommended for the conferring of Staff Emeritus Status by the Full Senate.

Retiree- Staff Affairs Comm	14		
Name	Department	Jobcode Name	Yrs of Serv-Original Hire Dt
Calderon,Jocelyn S	Enrollment Services	Admin Support Coord 12 Mo	22.5
Cross,Paula A	SA Financial Aid & Schlrshps	SSP II	26.9
Garay,Marielos	IT User Services	Analyst/Programmer 12 Mo	30.9
Gramlich,Constance C	Department of Biology	Instructional Support Tech III	32.3
Kirson,Donald Allen	Student Ability Success Center	SSP IV	10.9
Marin,Diane	SA Career Services	Admin Analyst/Spclst 12 Mo	17.4
Mascardo,Luciano P	Custodial Services	Custodian	26.0
Norton,Charles Scott	KPBS	Broadcast Engineer 12 Mo	37.9
Woods,Linda Lee	Instructional Technology Serv	Info Tech Consultant 12 Mo	11.5

Thanks

Todd Rehfuss, Chair
Staff Affairs Committee

SDSU Academic/Holiday Calendar
2024-2025

Summer 2024

Date	**Holiday/Activity**
Mon, May 20, 2024	First day of Summer term
Mon, May 20, 2024	First day of classes
Mon, May 27, 2024	Memorial Day (Campus closed)
Wed, June 19, 2024	**Juneteenth (Campus closed)
Thurs, July 4, 2024	Independence Day (Campus closed)
Mon, August 12, 2024	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 14, 2024	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2024

Date	**Holiday/Activity**
Mon, August 19, 2024	First day of Fall semester
Mon, August 26, 2024	First day of classes
Mon, September 2, 2024	Labor Day (Campus closed)
Mon, November 11, 2024	Veterans Day (Campus closed)
Wed, November 27, 2024	No Class (Campus open)
Thu, November 28 - Fri, November 29, 2024	Thanksgiving Break: (Campus closed) 11/28 Thanksgiving Day 11/29 * Admission Day
Wed, December 11, 2024	Last day of classes

DRAFT

Thurs, December 12 – Wed, December 18, 2024   Final Examinations

Mon, December 23   – Thurs, December 26, 2024   Winter Break: (Campus closed)

12/24 * Lincoln's Birthday
12/25   Christmas Day
12/26   *Washington's Birthday
12/27 * Columbus Day

Tues, December 31, 2024   Last day of Fall semester, grades
due from instructors (11 pm Deadline)

Spring 2025

Date	Holiday/Activity
Wed, January 1, 2025	New Year's Day (Campus closed)
Thurs, January 16, 2025	First Day of Spring semester
Mon, January 20, 2025	Martin Luther King, Jr. Day (Campus closed)
Tues, January 21, 2025	First day of classes
Mon, March 31, 2025	Cesar Chavez Day (Campus closed)
Mon, March 31 - Fri, April 4, 2025	Spring Break
Thurs, May 8, 2025	Last day of classes
Fri, May 9 -Thurs, May 15, 2025	Final Examinations
Thurs, May 15, 2025	IVC Commencement
Fri, May 16 – Sun, May 18, 2025	Commencement – San Diego Campus
Thurs, May 22, 2025	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 2024/25 ACADEMIC CALENDAR DRAFT

Summer 2024

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
			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				
MAY																					X[0][1]	x	x	x	x			H	x	x	x			8	8
		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				
JUN		x					x	x	x	x	x			x	x	x	x	x			x	H	x	x			x	x	x	x	x	x			20	20
			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				
JUL			x	x	x	H	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x		21	21
		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					
AUG		x	x	x			x	x	x	x	x			X[2][3]	x	X[4]																		11	9
																													Total Academic Days for Summer 2024						60	58

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.

Fall 2024

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
			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				
AUG																					X[0]	x	x	x	x			X[1]	x	x	x			9	4
	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M				
SEPT	x			H	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x		21	21
			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				
OCT			x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x		22	22
		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				
NOV		x	x			x	x	x	x	x			H	x	x	x	x	x			x	x	x	x	x			x	x	NC	H	H		19	18
			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			
DEC				x	x	x	x	x			x	x	X[2]	X[3]	X[3]	W[3]	W[3]	X[3]	X[3]	X[3]	x	x			x	H	H	H	H			x	X[4]	20	8
																													Total Academic Days for Fall 2024						91	73

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 designateds Weekend Work day   [1] First day of classes   [4] Grades due at 11:00 pm, end of fall semester.
[2] Last day of classes.
H designates Holiday
NC designates no class (Campus open)

Spring 2025

2025	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
			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				
JAN			H															X[0]	x			H	X[1]	x	x	x			x	x	x	x			10	8
		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						
FEB		x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x					21	21
			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			
MAR					x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x				H	20	20
			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				
APR			SB	SB	SB	SB			x	x	x	x	x			x	x	x	x	x			x	x	x	x	x			x	x	x		18	18
			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			
MAY			x	x			x	x	x	X[2]	X[3]	W[3]	W[3]	X[3]	X[3]	X[3]	X[3][4]	X[5]	[5]	[5]	x	x	x	X[6]			H			x	x	x		18	6
																											Total Academic Days for Spring 2024							87	73
																											Total 2024-2025							178	146

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 15, 2025
H designates Holiday   [2] Last day of classes.   [5] Commencement Days - May 16, 17, 18, 2025
SB Spring Break   [6] Grades due at 11:00 pm, end of spring semester.
This is not to be construed as an employee work calendar.

Printed
4/10/2023

SAN DIEGO STATE UNIVERSITY

TO: SEC/Senate
FROM: William Welsh, Chair, Faculty Honors and Awards Committee
DATE: April 27, 2023
SUBJECT: ACTION: Emeritus Request

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

- **Subrata Bharracharjee,** Professor of Mechanical Engineering, July 2, 2023; 32 years
- **David Carruthers**, Professor of Political Science, August 1, 2023; 28 years
- **Clare Colquitt**, Associate Professor of English and Comparative Literature, August 16, 2023; 37 years
- **Alex DeNoble,** Professor of Management, August 16, 2023; **40 years (corrected**)
- **Eric Frost**, Professor in College of Sciences/Homeland Security Graduate Program, August 16, 2023; 43 years
- **Douglas Grotjahn,** Professor of Chemistry and Biochemistry, December 31, 2022; 25 years
- **Glen McClish,** Professor of Rhetoric and Writing Studies, August 17, 2023; 24 years
- **Gregory Talavera,** Professor of Psychology, August 17, 2023; 29 years

The committee also recommends the following lecturer be approved for emeritus status:

- **Nancy Jones,** Lecturer in the Fowler College of Business, August 15, 2023; 10 years

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

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.

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 <u>primarily</u> a research center/institute (e.g., the primary mission of the center/institute is focused on research or scholarship, including creativity activities) or <u>primarily</u> 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 <u>primary</u> 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 or 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.

Color Legend	
Red: Two years ago	
Yellow: Last year	
Green: Current year	

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 & URTP	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)
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)

Date	Amount	Payee	Payment Type (e.g., credit card, transfer, purchase order)	Expense Type (e.g. stipend, supplies, equipment, travel)	Purpose / Justification / Notes
2/27/2023	$10,000.00	SETA Awardee	Transfer	Award	$10k transfer for awardee of the Senate in Excellence Teaching Award
1/30/2023	$408.37	SDSU Catering	iPCC	Food and Catering	Catering for Senate in Excellence Teaching Award
1/3/2023	$130.61	Awards by Navajo	iPCC	Services	Plaque for Cezar Ornatowski's 20.5yrs service for the Senate (Revised) Pending FAH Approval
12/2/2022	$130.61	Awards by Navajo	iPCC	Services	Plaque for Cezar Ornatowski's 20.5yrs service for the Senate. Pending FAH Approval
12/9/2022	$4,500.00	SDSU IT	Transfer	Services	IT Support Contract for all Senate Meetings
10/1/2022	$43.50	SDSU IT	-	Services	IT INFRA TELECOM RECURRING Oct 2022
9/26/2022	$78.12	Which Wich	iPCC	Food and Catering	Senate Retreat - Lunch hours
9/26/2022	$12.39	Which Wich	iPCC	Food and Catering	Senate Retreat - Lunch hours
9/6/2022	$719.94	TRELLO	iPCC	Services	Senate Referral Chart Annual web-hoting fees
9/1/2022	$43.50	SDSU IT	-	Services	IT INFRA TELECOM RECURRING Sep 2022
8/25/2022	$196.44	Amazon	iPCC	Supplies	Robert's Rules of Order (QTY12)
8/1/2022	$43.50	SDSU IT	-	Services	IT INFRA TELECOM RECURRING Aug 2022
8/1/2022	$43.50	SDSU IT	-	Services	IT INFRA TELECOM RECURRING Jul 2022
8/1/2022	$43.50	SDSU IT	-	Services	IT INFRA TELECOM RECURRING Jun 2022

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

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

2022-2023 ENROLLMENT

SDSU | San Diego State University

RECORD ENROLLMENT IN FALL 2022
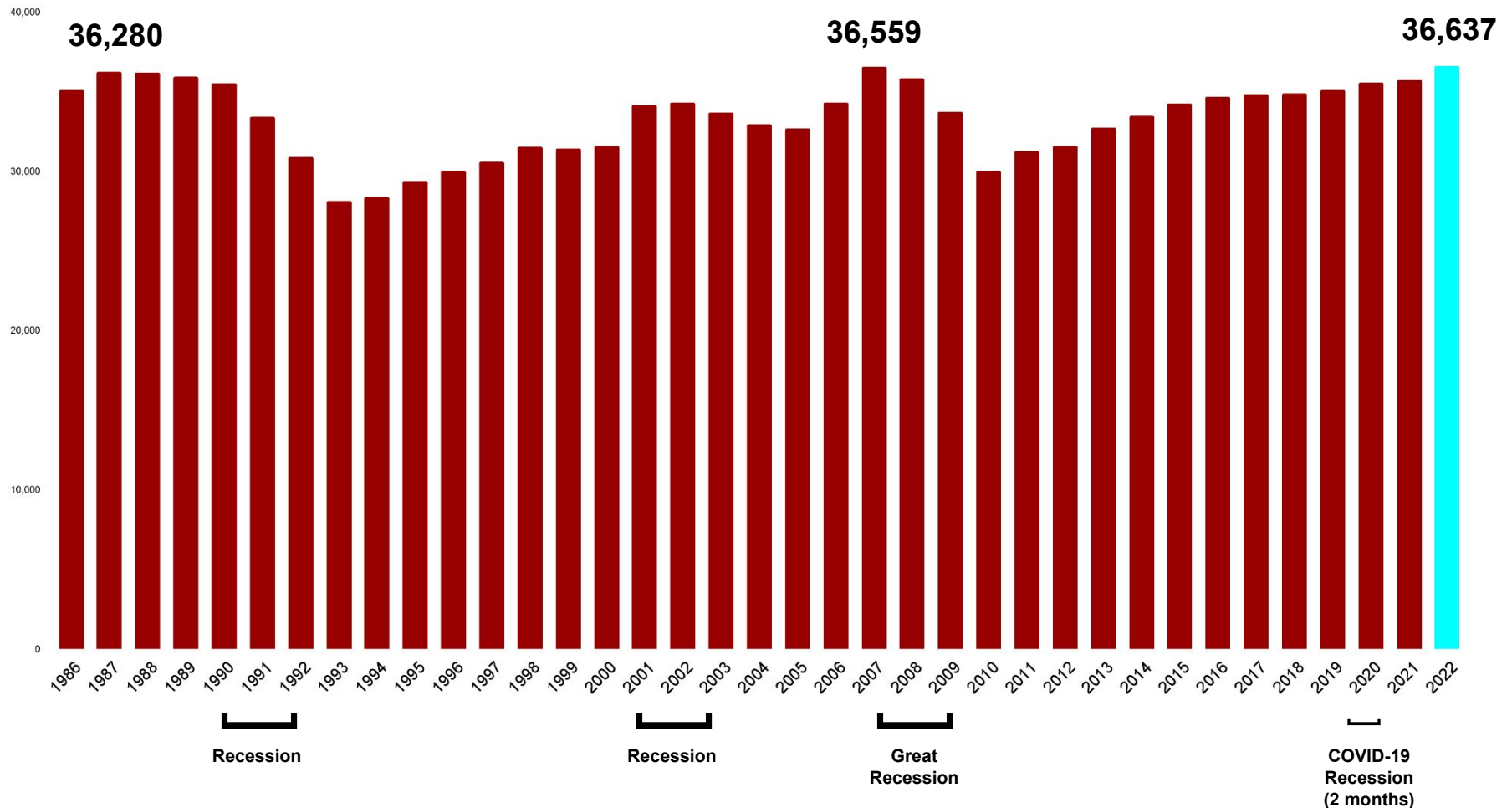
Changes in the Ethnic Profile of SDSU Students, Fall 2013, Fall 2018, Fall 2022

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%
Total	**10,857**	**12,160**	**13,952**	**14.7%**	**28.5%**

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%
Total	**21,902**	**22,721**	**22,685**	**-0.2%**	**3.6%**

| **Grand Total** | **32,759** | **34,881** | **36,637** | **5.0%** | **11.8%** |

43

Record-Size Class

Year	Students
F12	4,139
F13	4,671
F14	4,978
F15	5,142
F16	5,011
F17	5,301
F18	5,680
F19	5,210
F20	4,798
F21	5,236
F22	6,514

44
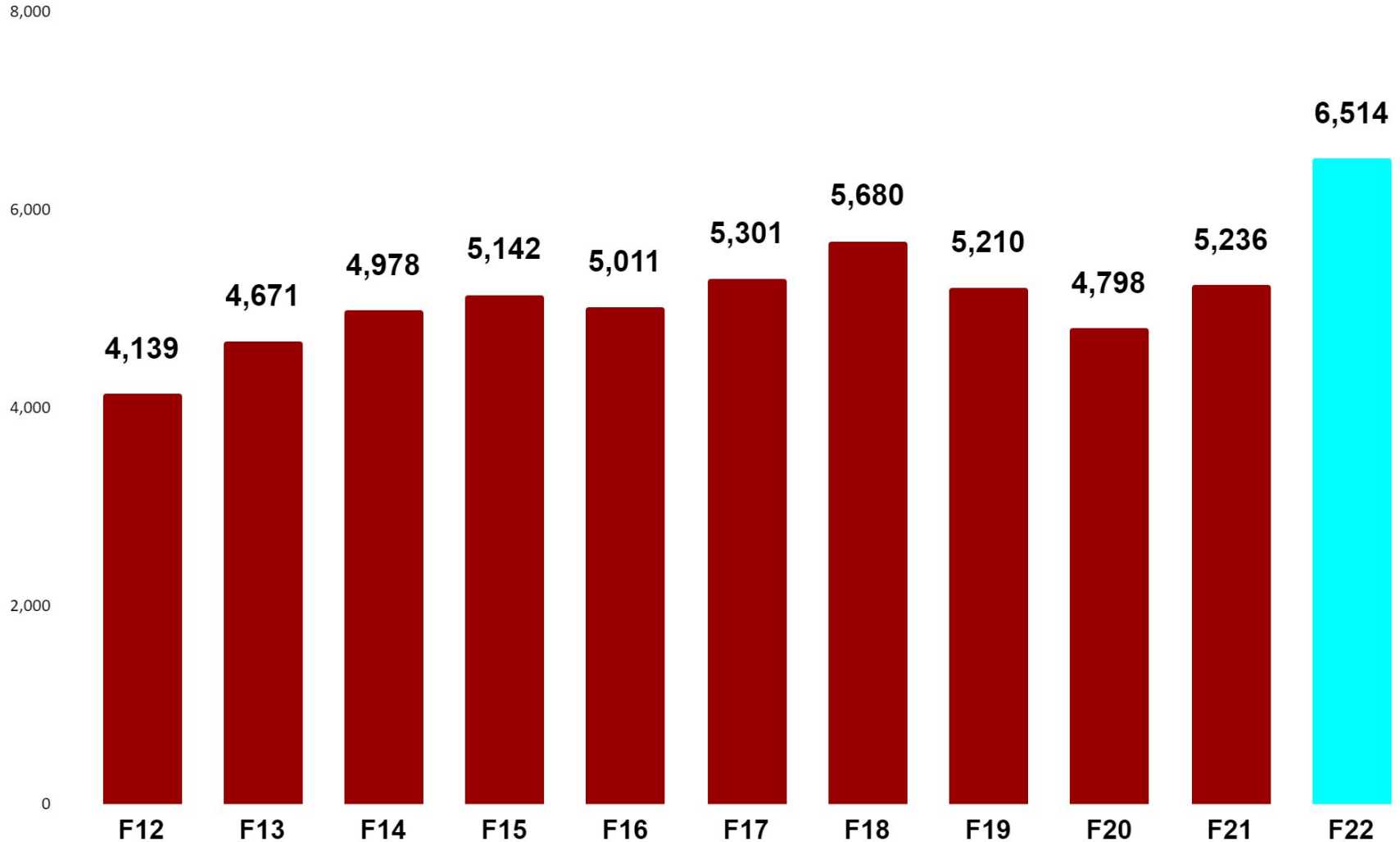
3.9
Mean Cumulative
Weighted GPA
Record High

61:39
Females:Males
11 Nonbinary

1918
Service Area
Students

28%
First
Generation*

49
U.S. States +
D.C.

20
Other
Nations

Academic Unit
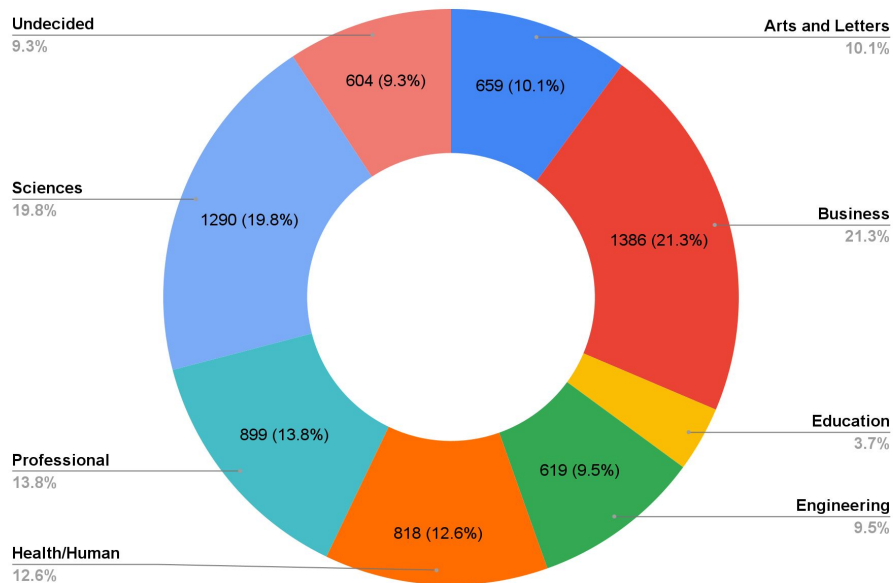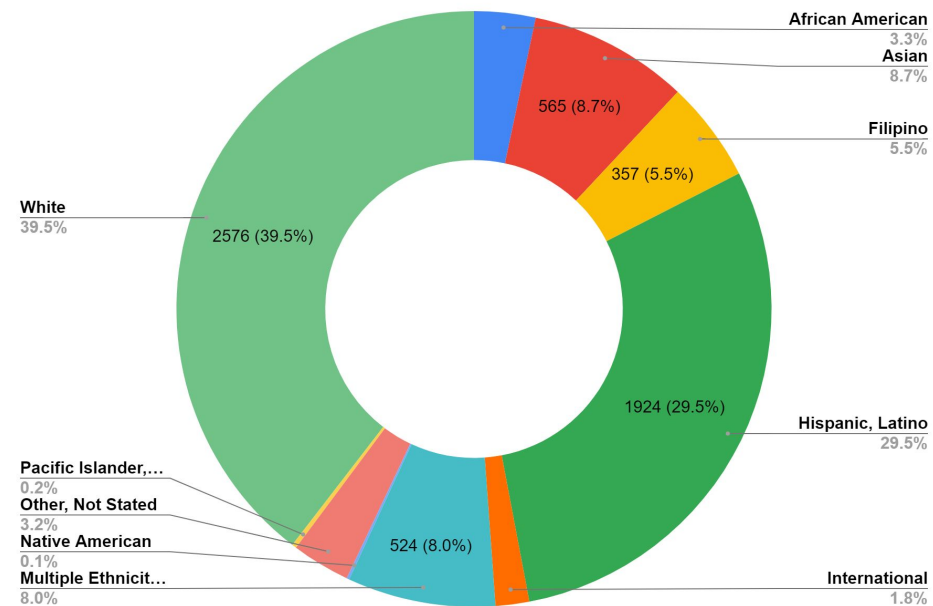
Undecided
9.3%

604 (9.3%)

659 (10.1%)

Arts and Letters
10.1%

Sciences
19.8%

1290 (19.8%)

1386 (21.3%)

Business
21.3%

Professional
13.8%

899 (13.8%)

818 (12.6%)

619 (9.5%)

Education
3.7%

Health/Human
12.6%

Engineering
9.5%

Ethnicity

White
39.5%

2576 (39.5%)

565 (8.7%)

African American
3.3%

Asian
8.7%

357 (5.5%)

Filipino
5.5%

1924 (29.5%)

Hispanic, Latino
29.5%

Pacific Islander,…
0.2%

Other, Not Stated
3.2%

Native American
0.1%

Multiple Ethnicit…
8.0%

524 (8.0%)

International
1.8%

45

*Students whose parents attended no college or some college without obtaining a bachelor's degree.
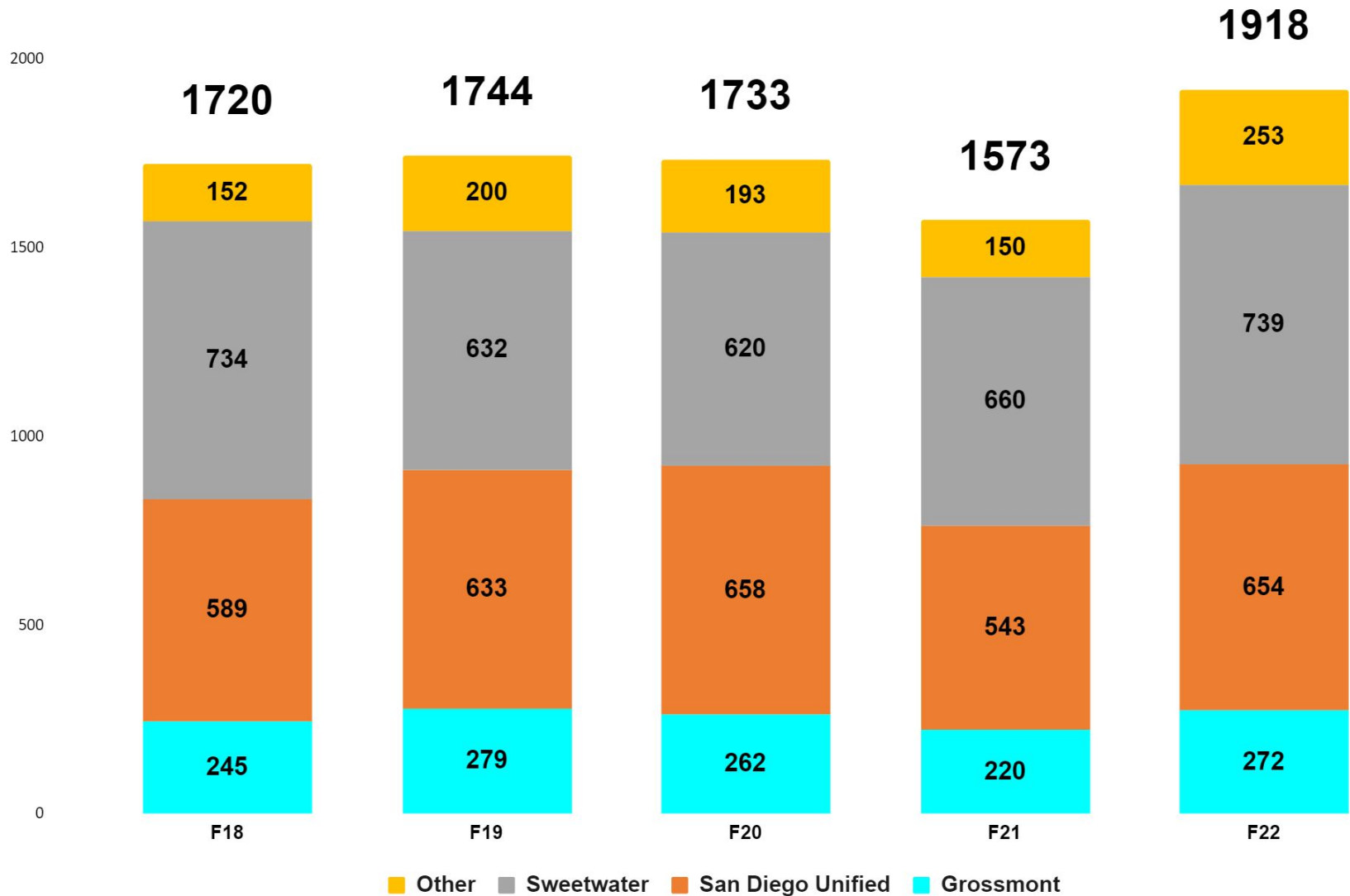
Third Largest Class
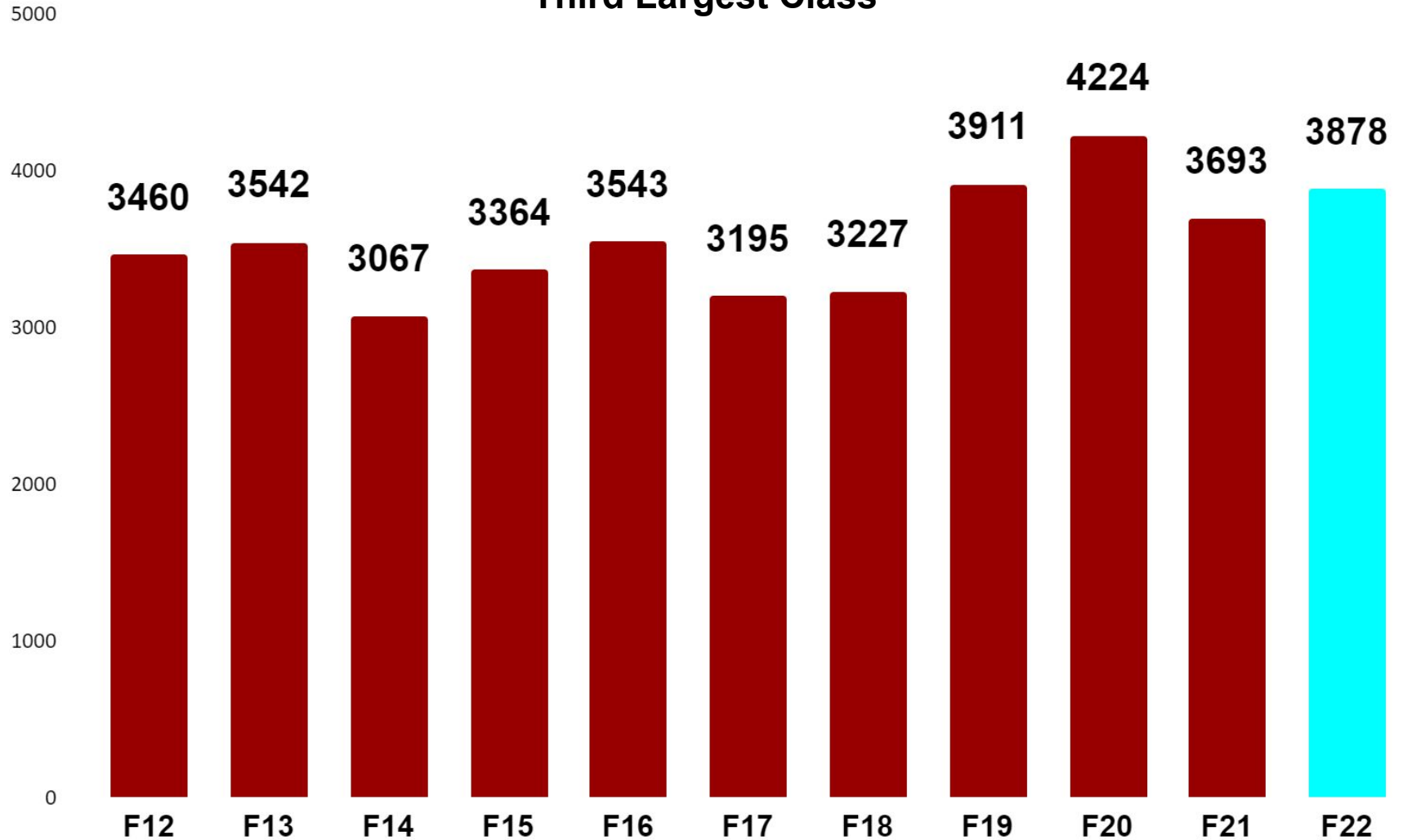
3.4
Mean Cumulative
Weighted GPA

53:47
Females:Males
22 Nonbinary

66%
Service Area
Students

41%
First
Generation*

1390
ADT
Programs

Academic Unit
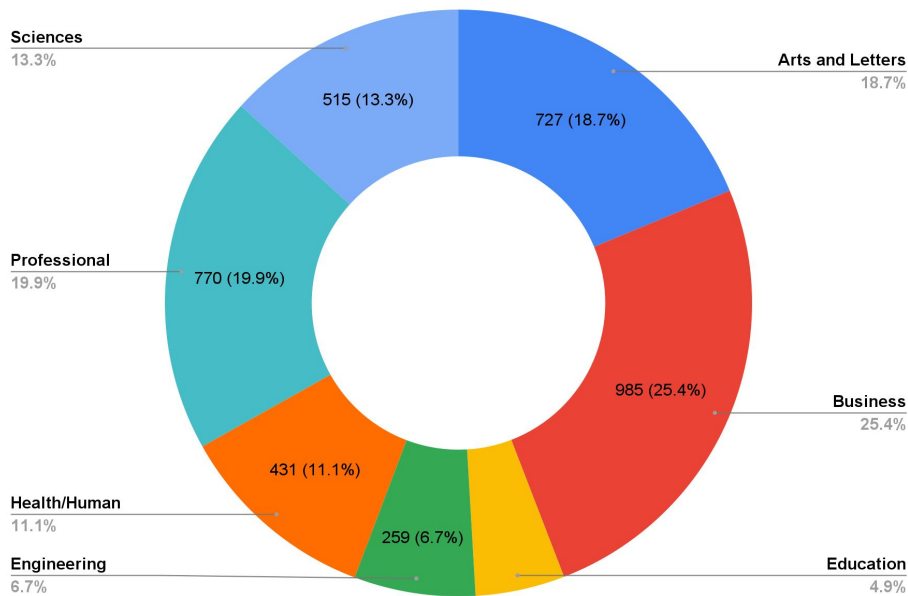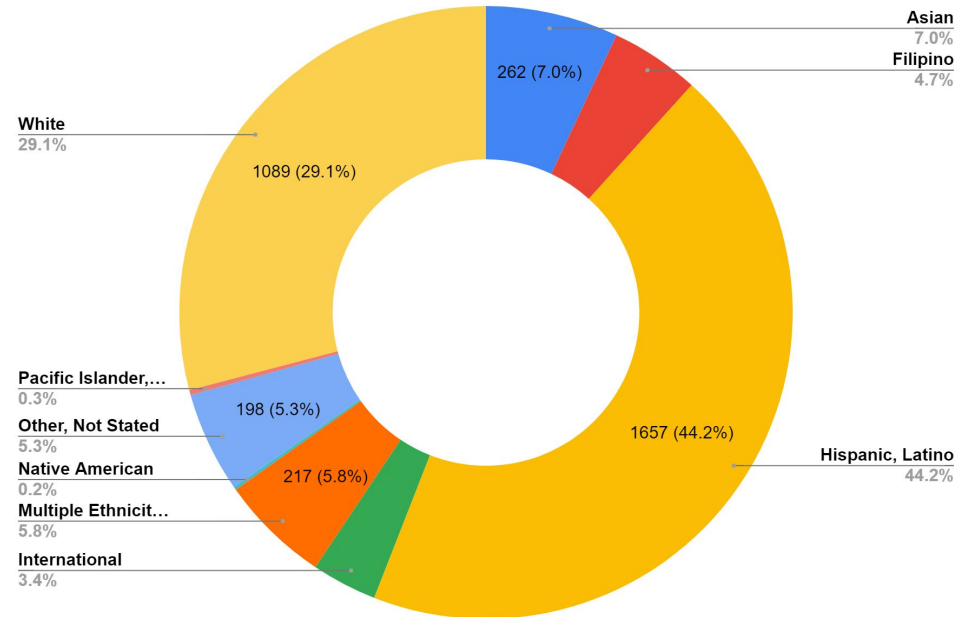
Sciences
13.3%

515 (13.3%)

Arts and Letters
18.7%

727 (18.7%)

Professional
19.9%

770 (19.9%)

985 (25.4%)

Business
25.4%

Health/Human
11.1%

431 (11.1%)

Engineering
6.7%

259 (6.7%)

Education
4.9%

Ethnicity

Asian
7.0%

Filipino
4.7%

White
29.1%

262 (7.0%)

1089 (29.1%)

Pacific Islander,…
0.3%

Other, Not Stated
5.3%

198 (5.3%)

Native American
0.2%

1657 (44.2%)

Hispanic, Latino
44.2%

Multiple Ethnicit…
5.8%

217 (5.8%)

International
3.4%

48

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

San Diego Campus

49

SPRING ENROLLMENTS, 2016-2023

31,299	31,966	32,176	32,005	32,500	32,760	32,674	33,666
Sp'16	Sp'17	Sp'18	Sp'19	Sp'20	Sp'21	Sp'22	Sp'23

51
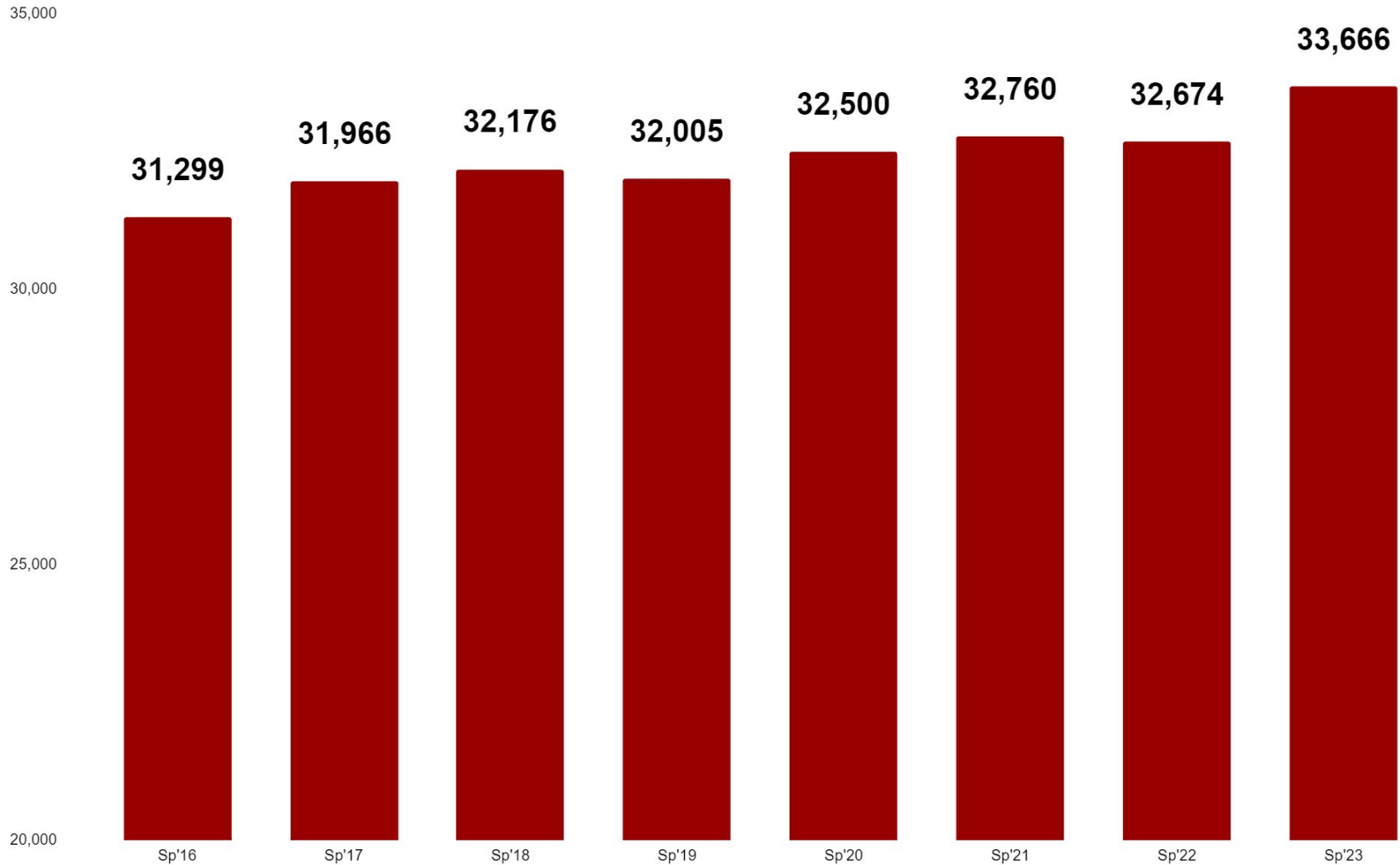
FALL 2022 CSU ENROLLMENT

SDSU | San Diego State University

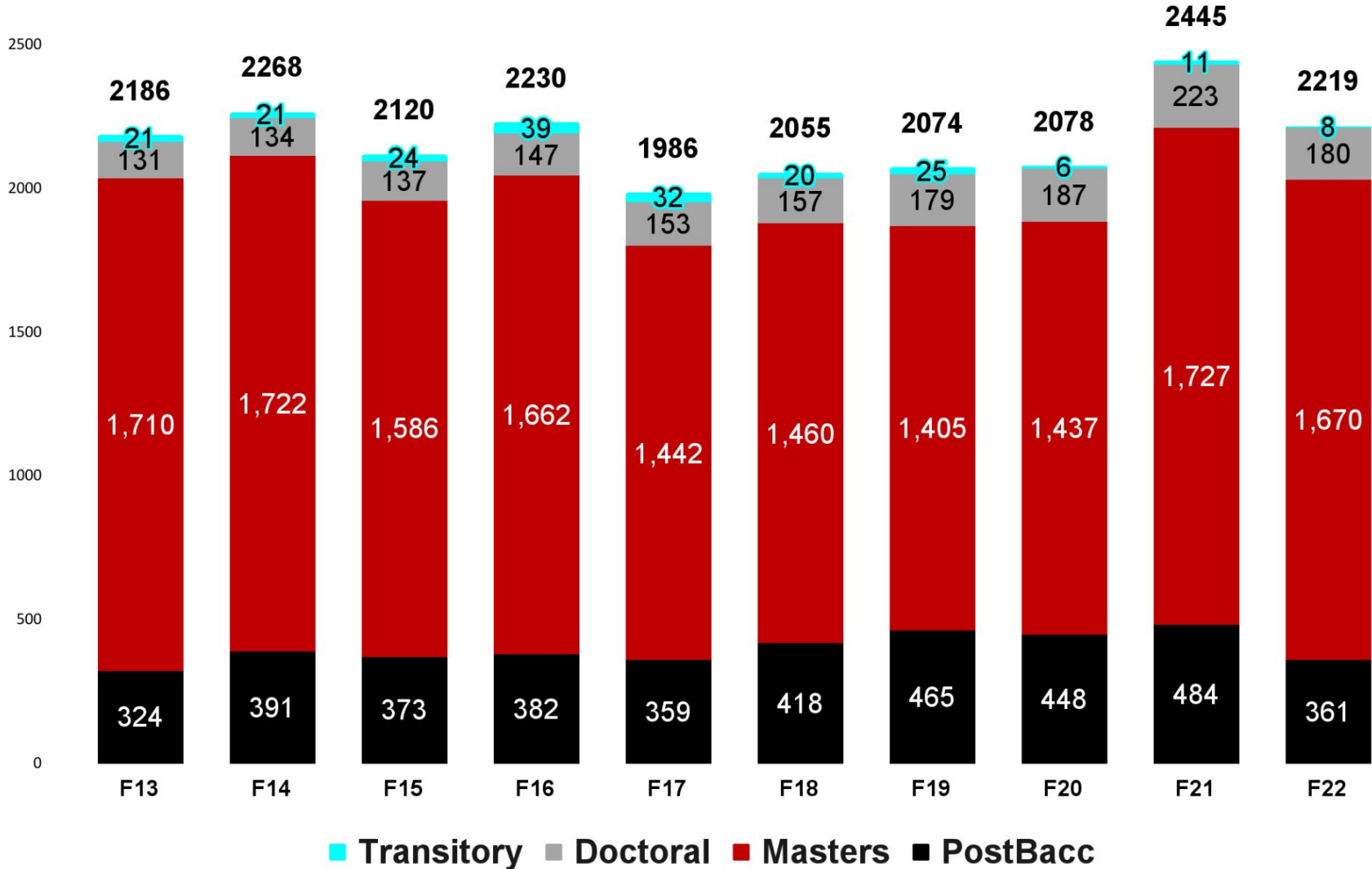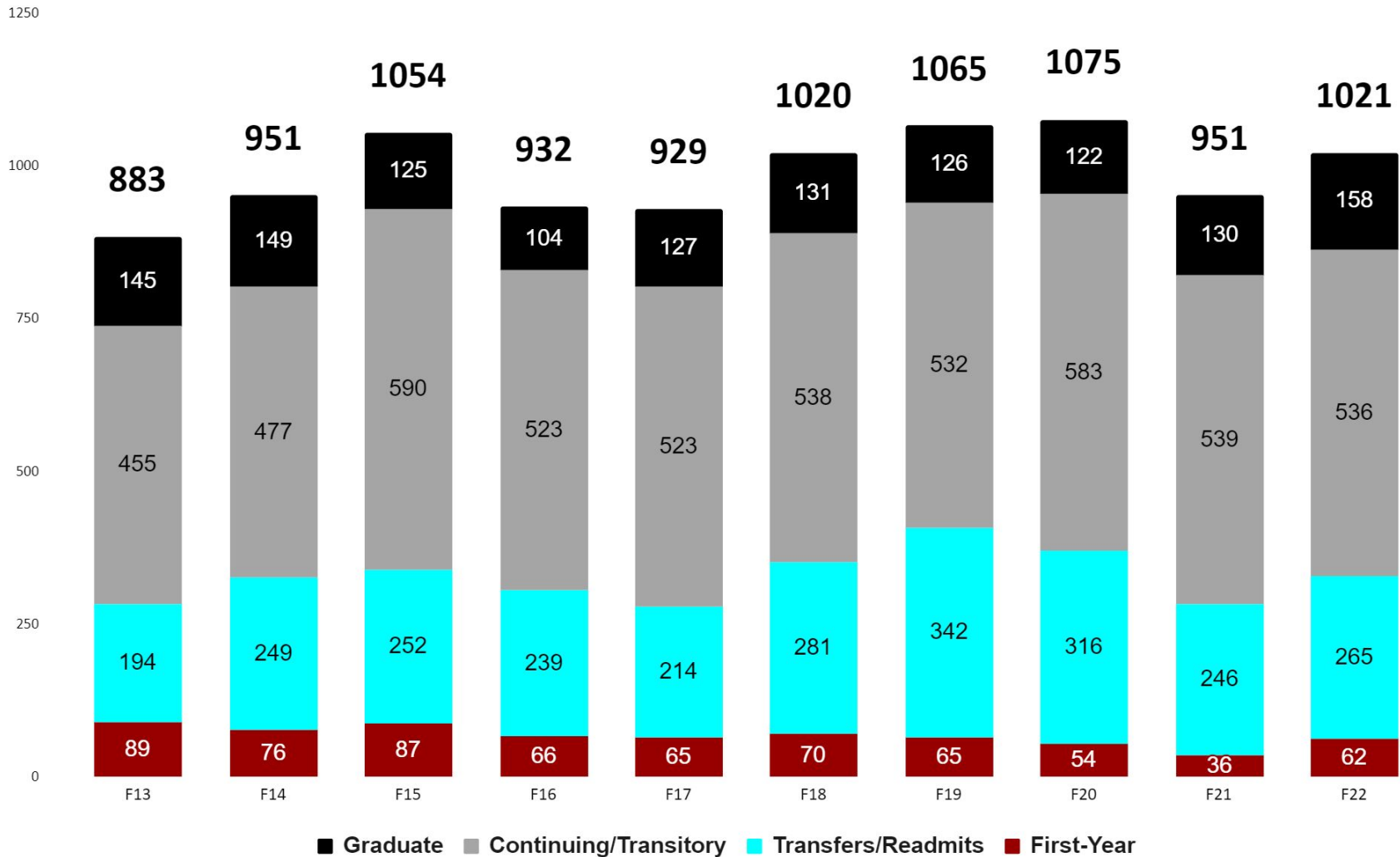| CSU Campus	2017	2018	2019	2020	2021	2022	1-Yr Diff	5-Yr Diff
Bakersfield	9,863	10,493	11,199	11,397	10,624	9,261	-1,363	-602
Channel Islands	7,053	7,095	7,093	6,943	6,437	5,643	-794	-1,410
Chico	17,789	17,488	17,019	16,630	15,421	13,840	-1,581	-3,949
Dominguez Hills	15,179	15,741	17,027	17,763	16,916	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
Grand Total	484,297	481,210	481,929	485,550	477,466	457,992	-19,474	-26,305

53

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

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
Grand Total	**420,973**	**419,373**	**423,492**	**426,719**	**411,276**	**392,589**	**-18,687**	**-28,384**

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
Grand Total	396,272	395,210	400,629	406,483	390,798	371,212	-19,586	-25,060

55
Source: CSU Institutional Research, Enrollment Dashboard, 12/19/22.
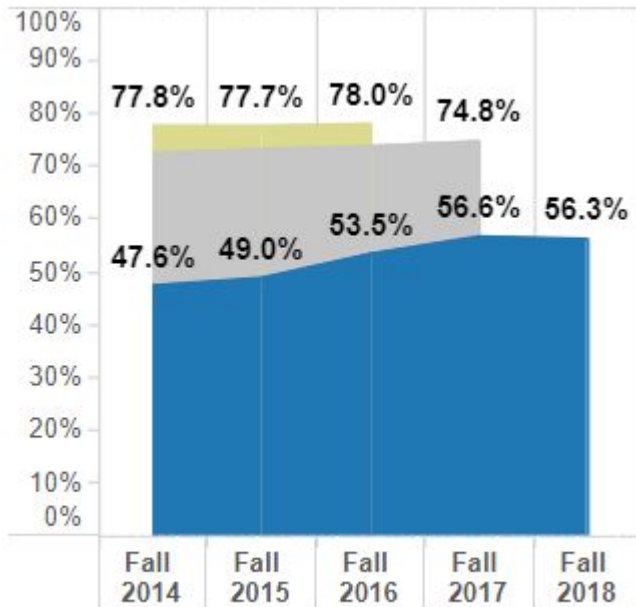
SDSU | San Diego State University

- 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

TOTAL DEGREES CONFERRED

Year	Doctoral	Master's	Bachelor's	Total
2012-13	111	1,823	6,109	8043
2013-14	93	1,772	6,563	8428
2014-15	140	1,633	6,714	8487
2015-16	142	1,814	6,840	8796
2016-17	138	1,722	7,085	8945
2017-18	139	1,748	7,784	9671
2018-19	130	1,603	7,932	9665
2019-20	143	1,684	7,988	9815
2020-21	140	1,610	8,492	10,242
2021-22	157	1,650	8,750	10,557

SDSU | San Diego State University
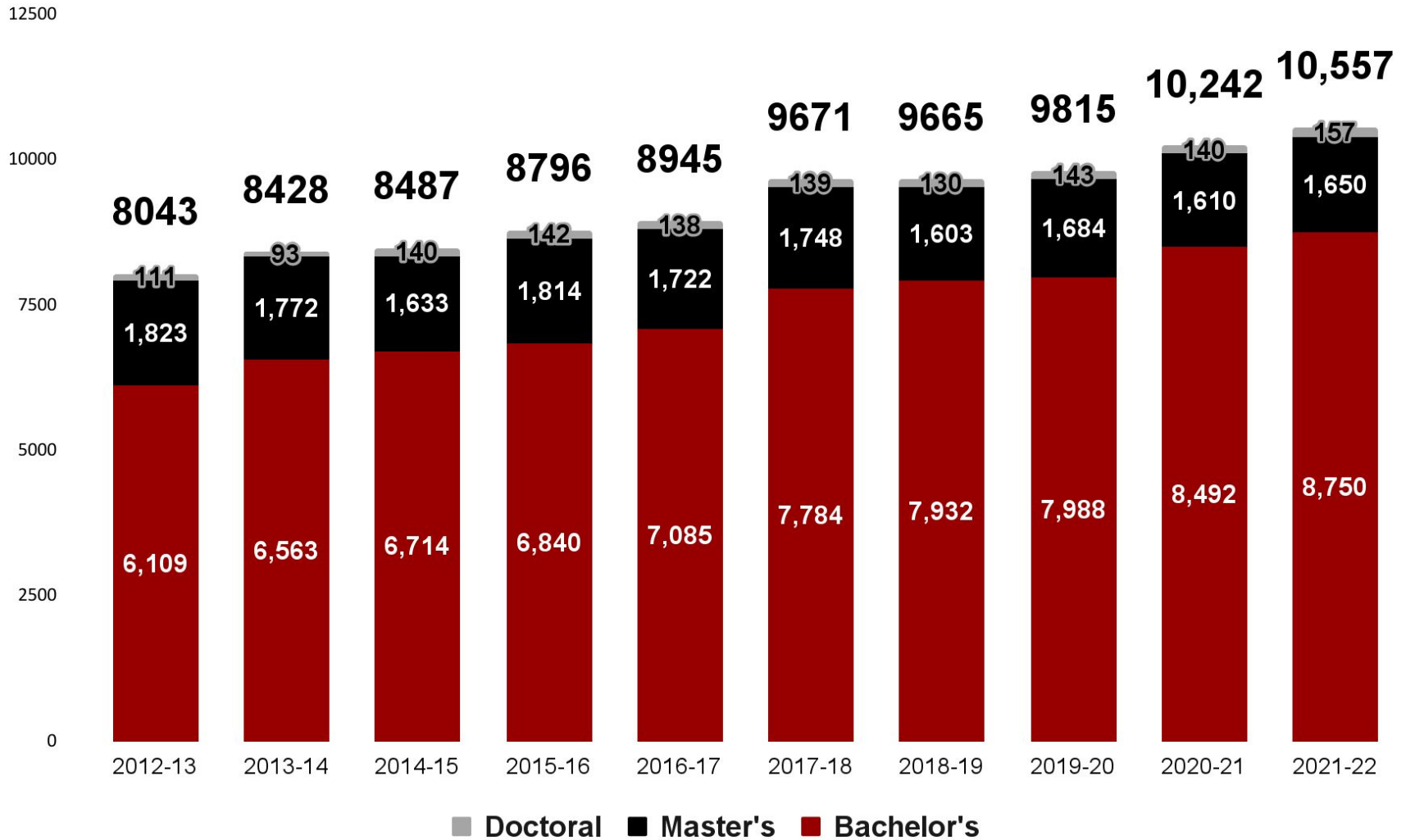
FIRST-TIME FULL-TIME STUDENTS

- ■ 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%	48.4%	48.6%	46.3%
Pell Recipients	Underrepresented Minorities	First-Generation Students	Men (63.5% Women)

Fall 2014 Class:	(39.9%)	(41.3%)	(36.1%)	(37.8%)

SDSU | San Diego State University

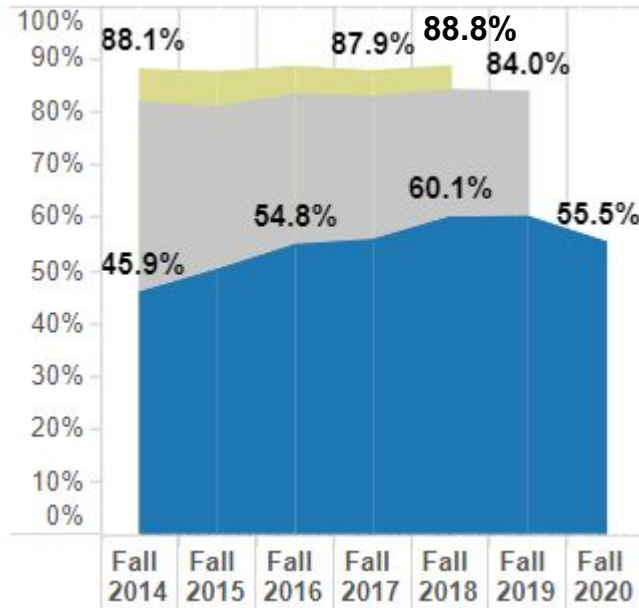## FULL-TIME TRANSFER STUDENTS

Legend:
- 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

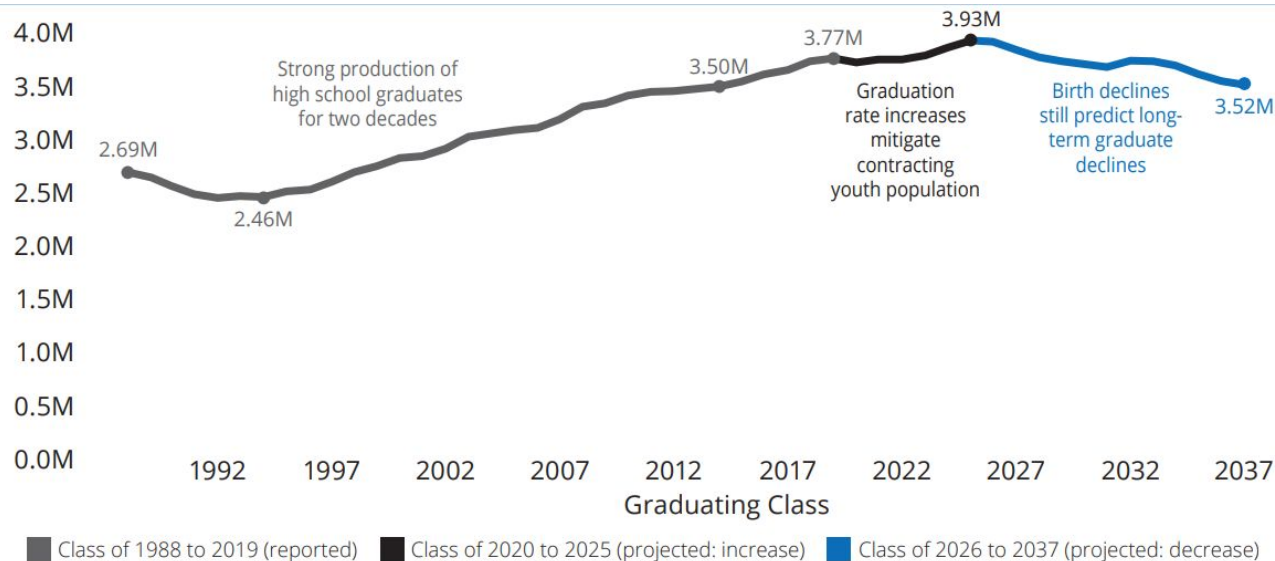|	Pell Recipients	Underrepresented Minorities	First-Generation Students	Men (91.9% Women)
	88%	**88.1%**	**88.1%**	**85.2%**
Fall 2014 Class:	(85.6%)	(86.5%)	(86.1%)	(86.4%)

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PREPARING FOR THE ENROLLMENT CLIFF

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."

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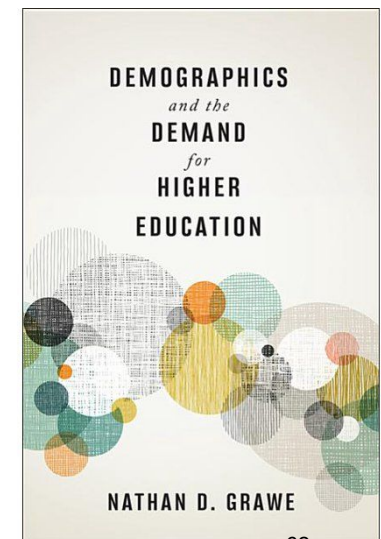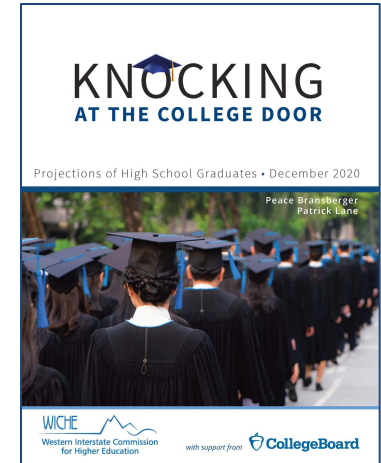
- Decreased birth rates that began during the Great Recession
- Interstate migration patterns
- Demographic changes that may decrease college-going rates of HS graduates, and limit the mobility of college-going students

TREND IN US BIRTH RATES
YEARLY, 1980–2020
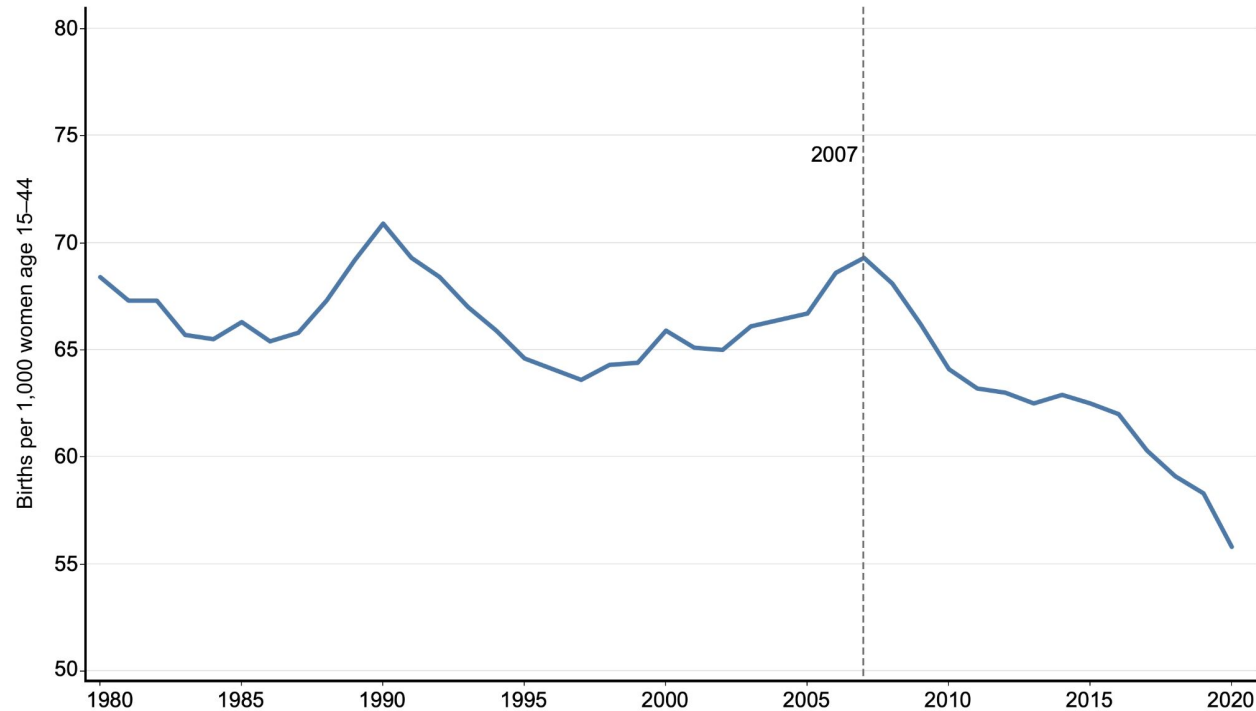
Source: Birth rates collected from CDC Vital Statistics Reports for 2015, 2019, and 2020.

EconoFact econofact.org

63

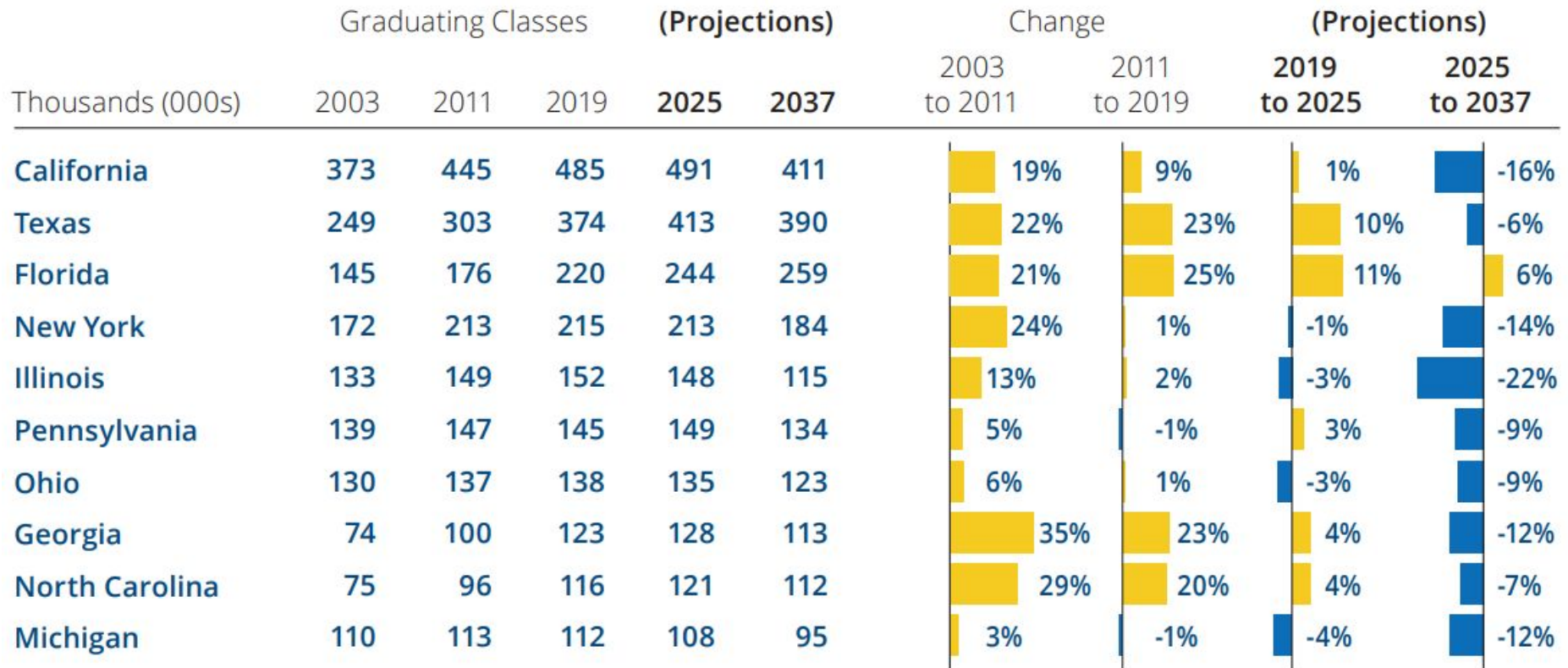| Thousands (000s)	Graduating Classes			(Projections)		Change		(Projections)	
	2003	2011	2019	2025	2037	2003 to 2011	2011 to 2019	2019 to 2025	2025 to 2037
California	373	445	485	491	411	19%	9%	1%	-16%
Texas	249	303	374	413	390	22%	23%	10%	-6%
Florida	145	176	220	244	259	21%	25%	11%	6%
New York	172	213	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
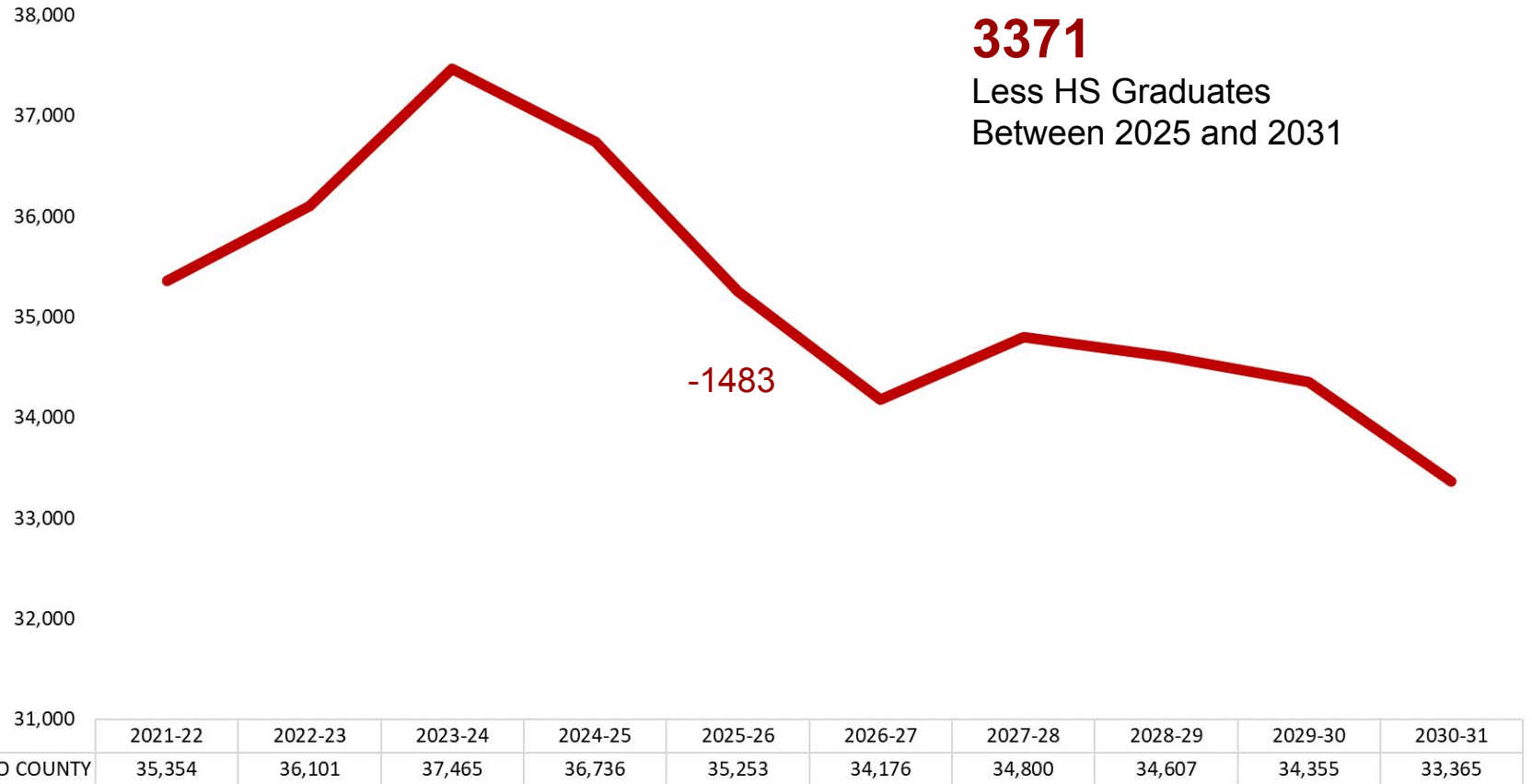
Projected Number of Public High School Graduates in California

42,000-47,000
Less HS Graduates
Between 2025 and 2031
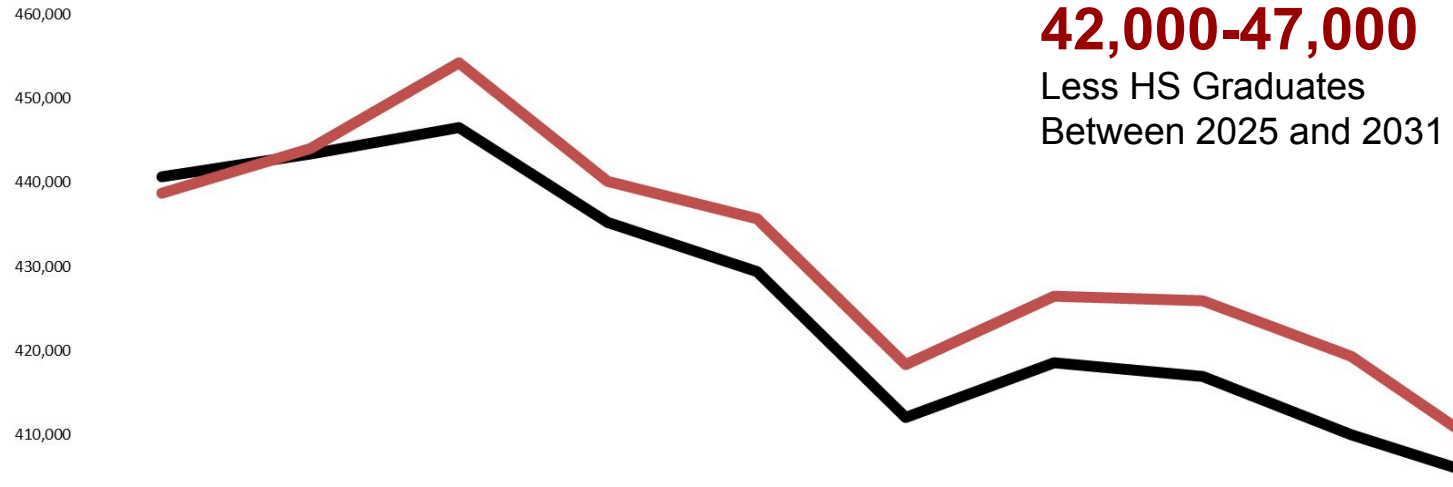
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
CA Dept of Finance	440,672	443,406	446,550	435,283	429,421	412,088	418,614	416,959	409,994	404,423
WICHE	438,694	444,008	454,193	440,130	435,699	418,408	426,473	425,938	419,319	407,223

CA Dept of Finance   WICHE

65

Projected Number of Public High School Graduates in San Diego County

3371
Less HS Graduates
Between 2025 and 2031

-1483

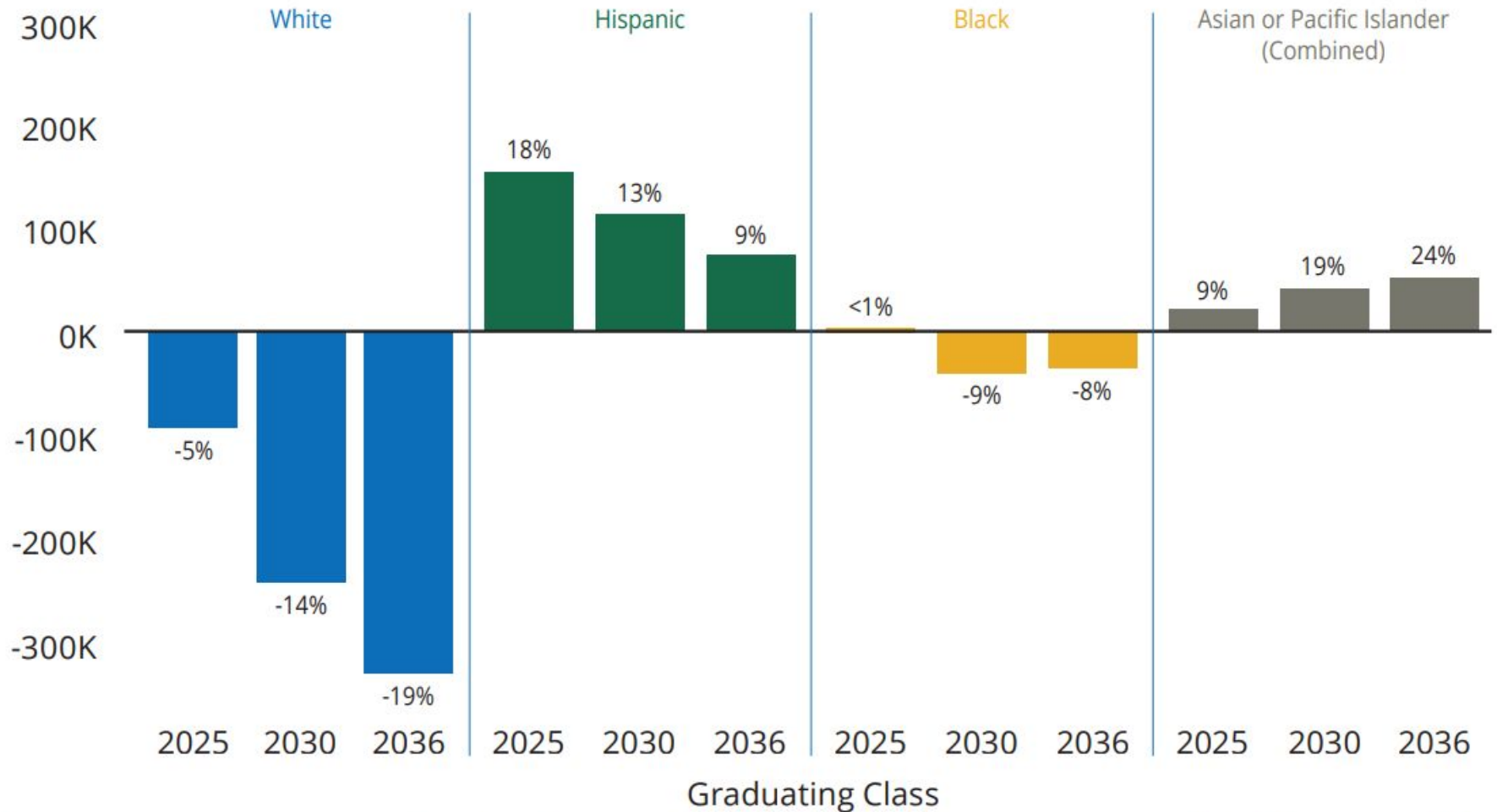|	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
SAN DIEGO COUNTY	35,354	36,101	37,465	36,736	35,253	34,176	34,800	34,607	34,355	33,365

California Department of Finance
Demographic Research Unit
June 2021

66

**Projected Number of Public High School Graduates in Imperial County**
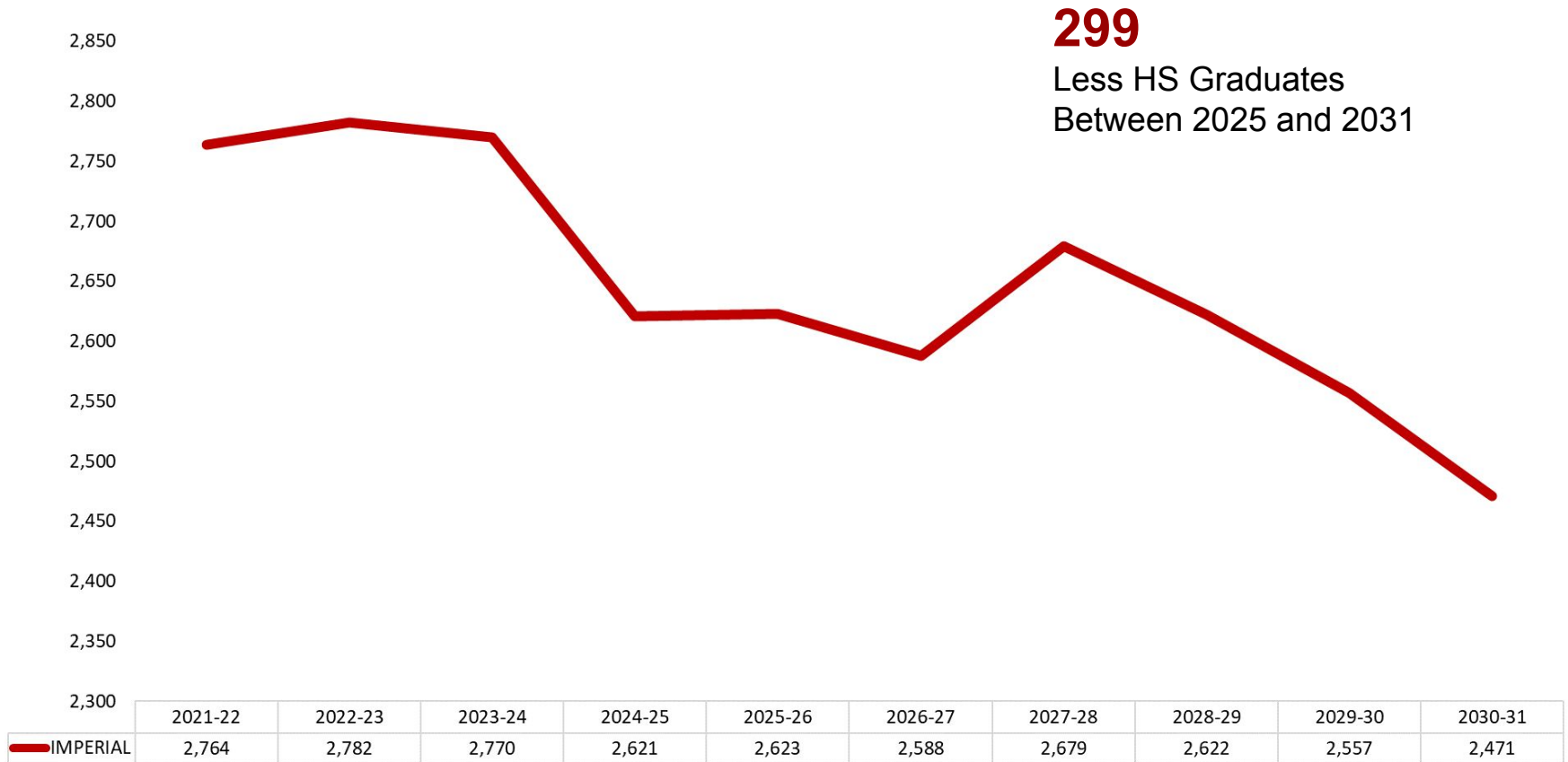
299

Less HS Graduates
Between 2025 and 2031

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
IMPERIAL	2,764	2,782	2,770	2,621	2,623	2,588	2,679	2,622	2,557	2,471

California Department of Finance
Demographic Research Unit
June 2021
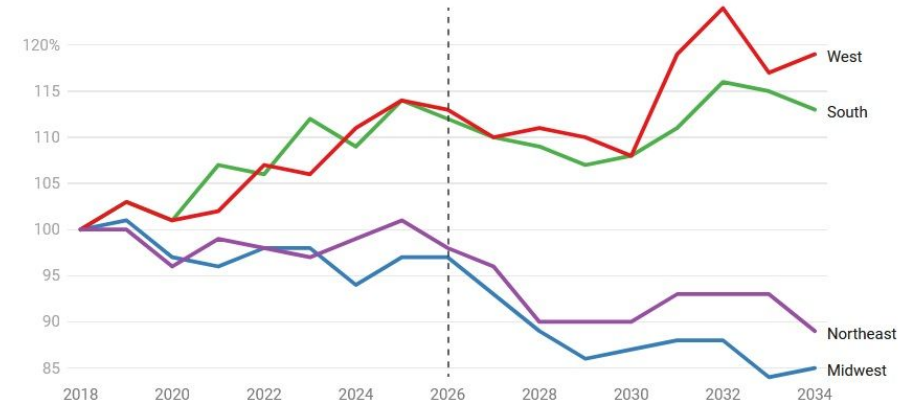
67

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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.
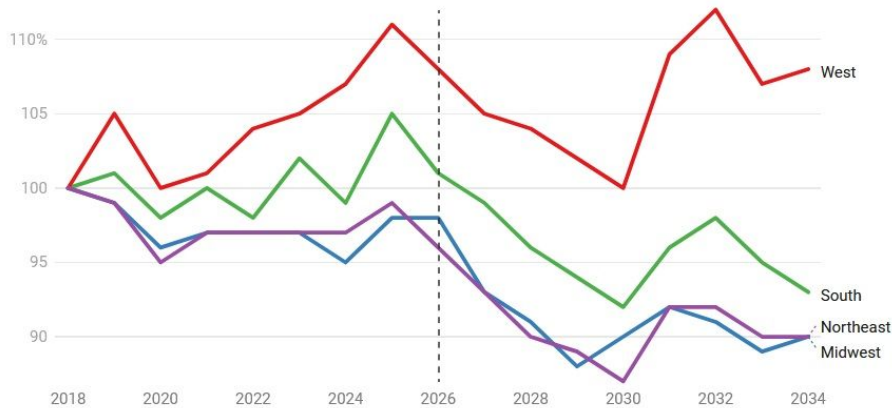
68
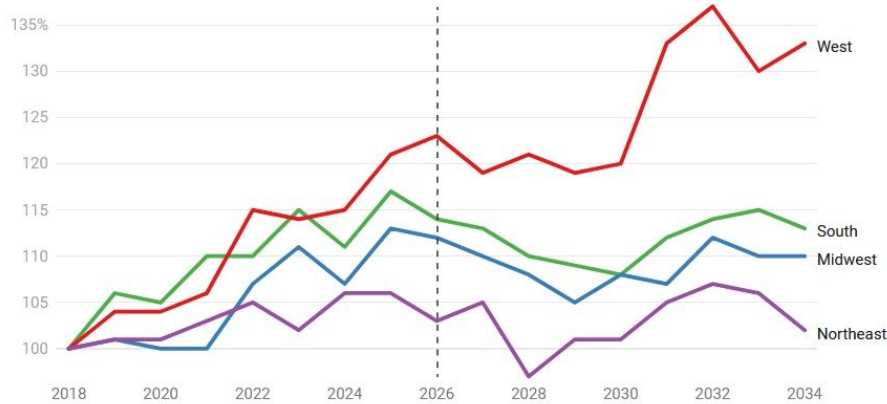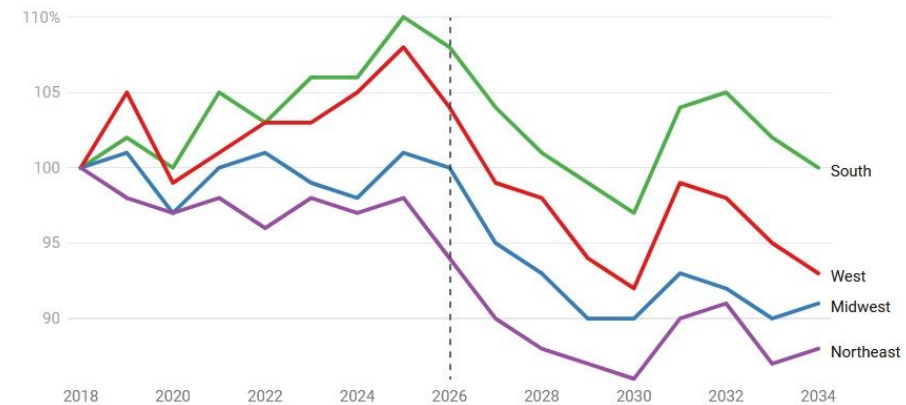
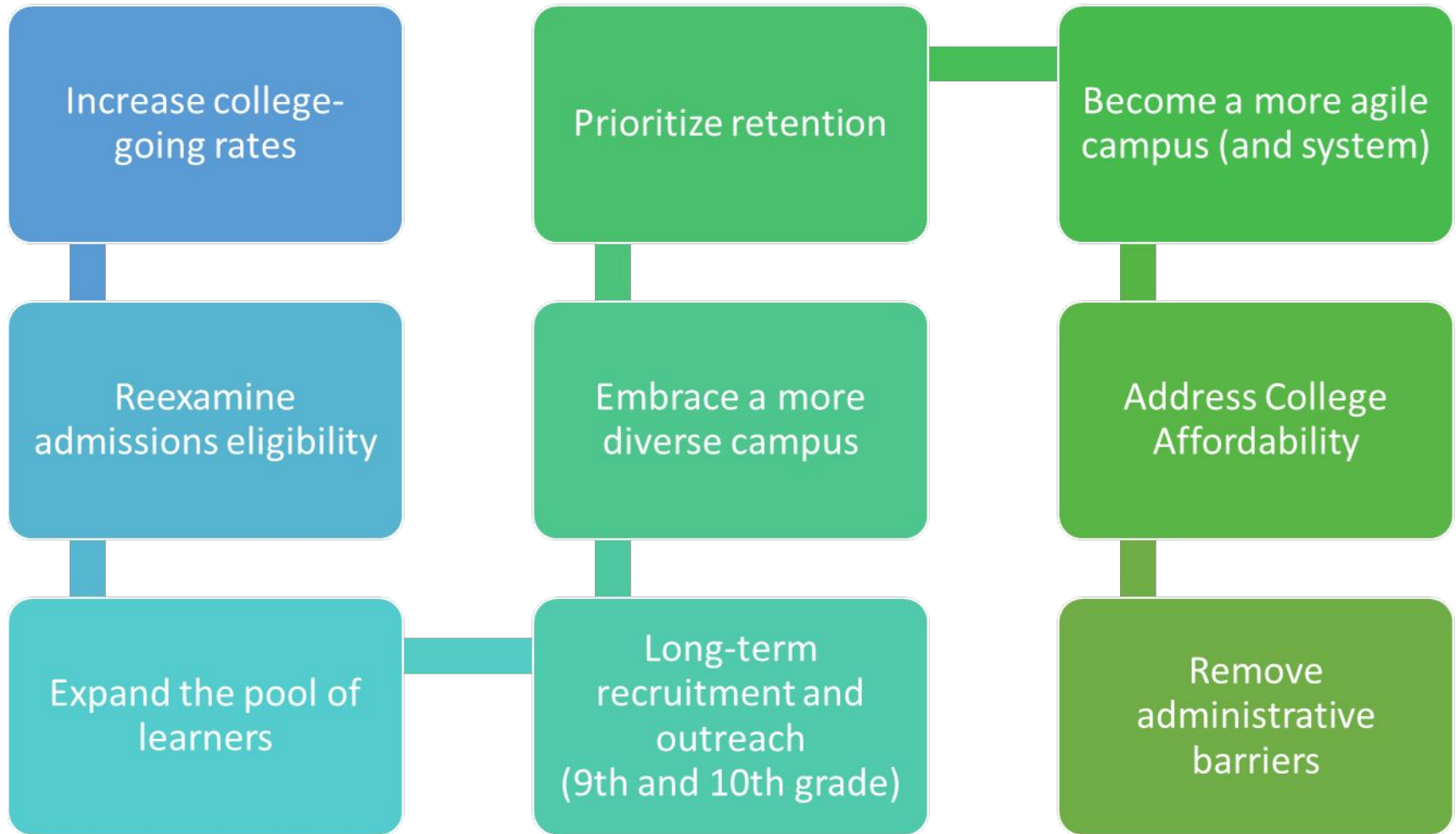"Elite" colleges are those among the top 50 colleges or universities by USNWR; "national" colleges are ranked between 51 and 100; "regional" colleges are those ranked outside the top 100.

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

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

70

Increase college-going rates

Reexamine admissions eligibility

Expand the pool of learners

Prioritize retention

Embrace a more diverse campus

Long-term recruitment and outreach (9th and 10th grade)

Become a more agile campus (and system)

Address College Affordability

Remove administrative barriers

71

- **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

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- 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)
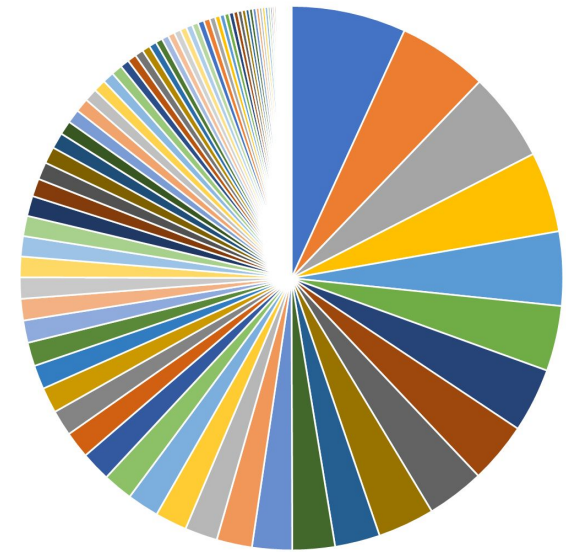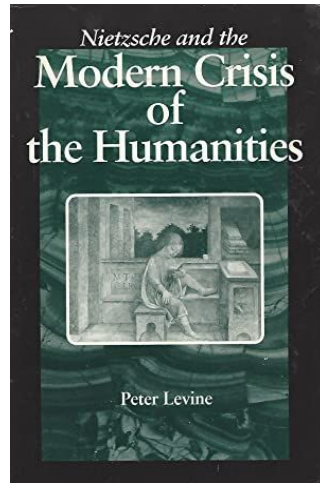
Undergraduates by Primary Major, Fall 2022

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

73
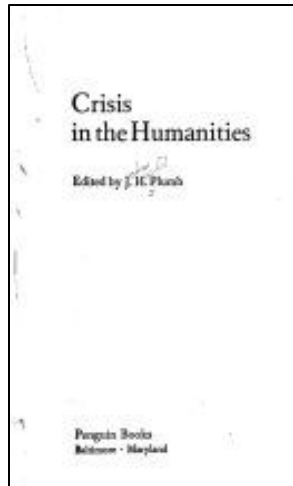
1964

1995
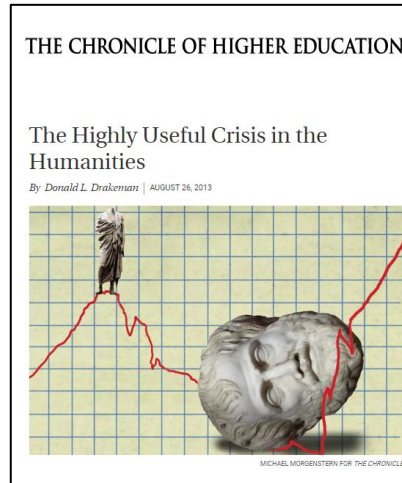
2013
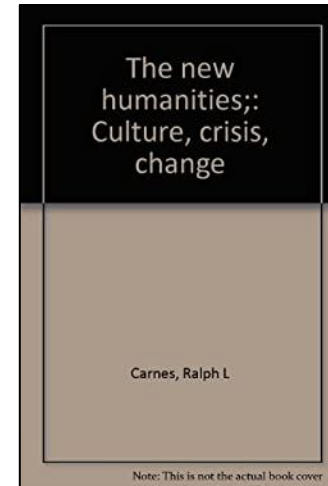
2014
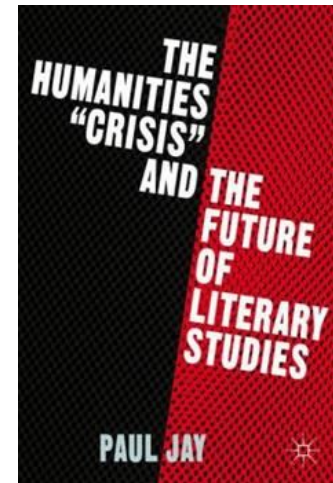
2015

2015

2016

2018

2018

2022

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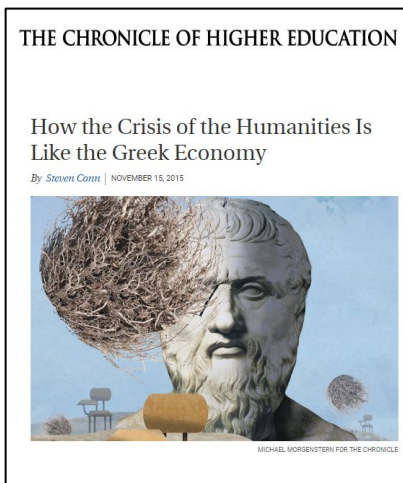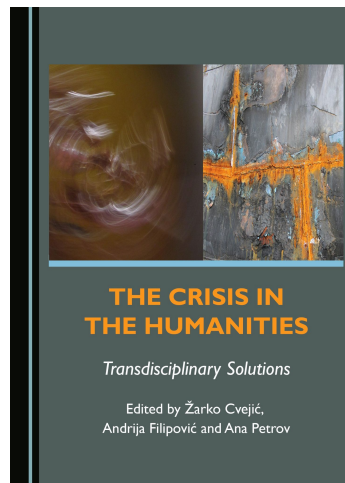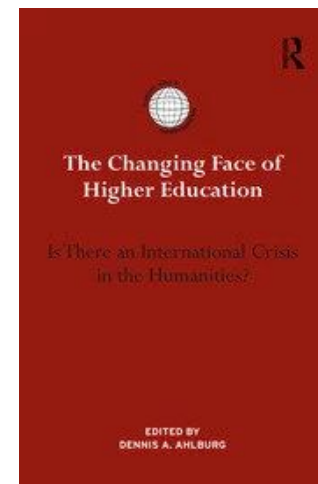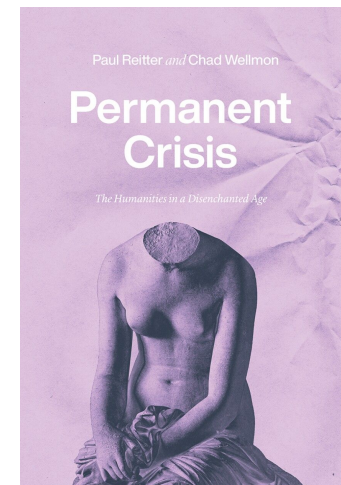
Many of the fields likely to drive R&D in the 21st century have core issues at the heart of the humanities:

- 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

75

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/ 76

THANK YOU AND QUESTIONS

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SDSU
San Diego State University

'15 TO FINISH' CAMPAIGN

February 3, 2023

Enrollment Services – Enrollment Management

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

UH Mānoa
First-Time Freshmen, Fall 2009 to 2011
%With a 1st Semester Grade ≥ "B" Avg
n=5,795

Very Prepared   Less Prepared

■ <15 Credits   ■ ≥15 Credits

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

81
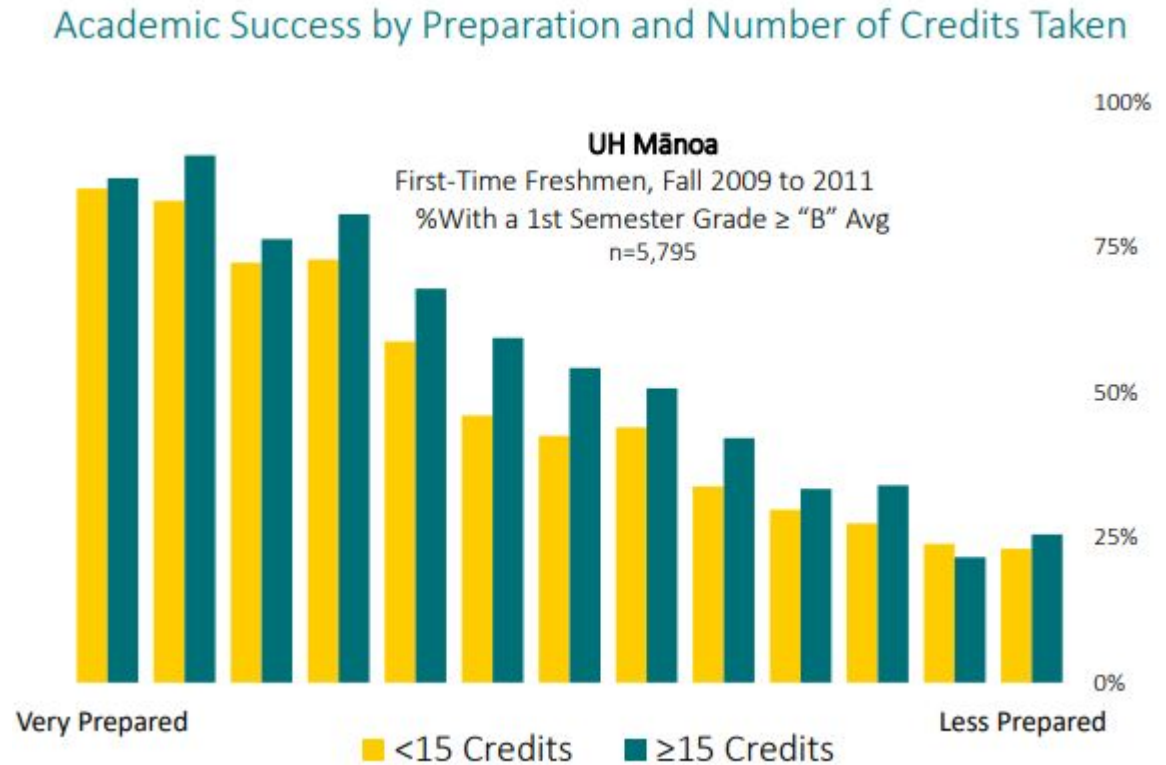
" Students who average 15+ credits across their first year end the year with higher GPAs and higher retention rates than their full-time peers who take fewer credits. These students ended their first year with a GPA that was 0.36 grade points higher than their peers (3.04 versus 2.68) and were retained 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/ 82
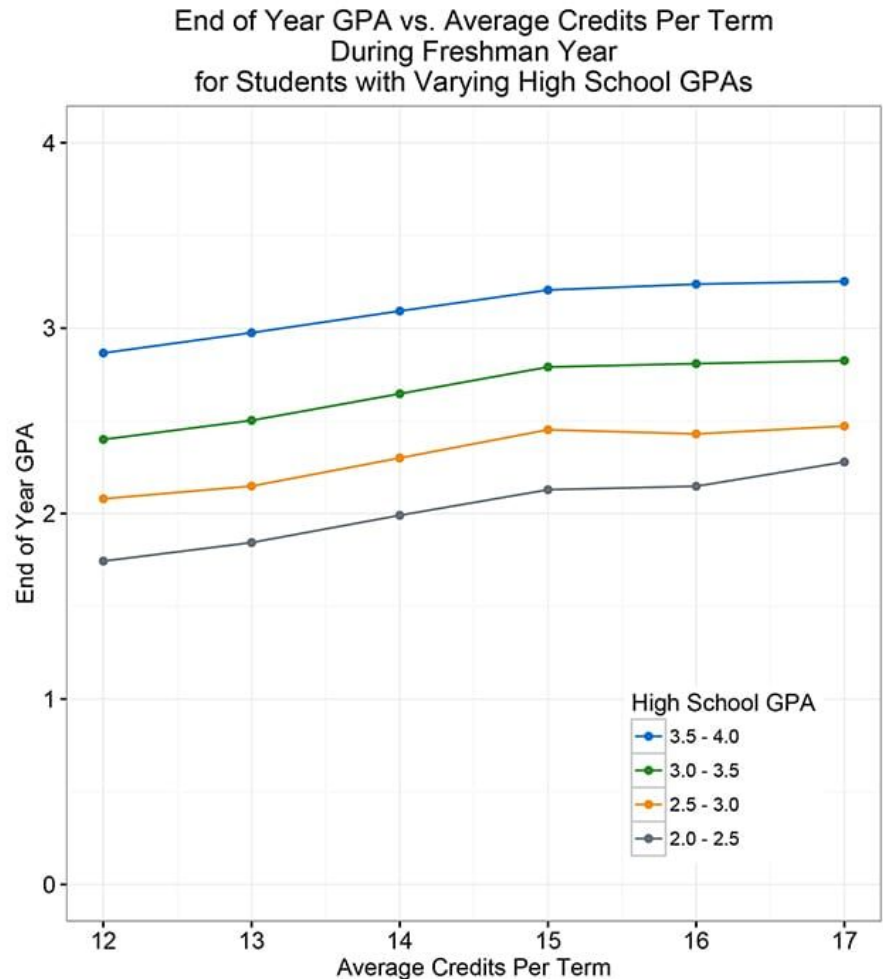
Why even C students should consider taking 15 credits their first semester

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/ 83

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   84

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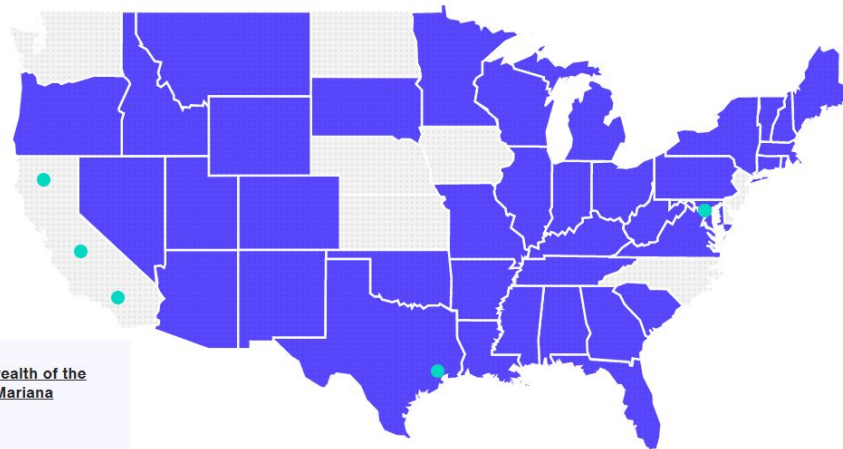
Commonwealth of the Northern Mariana Islands

Hawaii

Puerto Rico

STATE • REGION/CITY

completecollege.org

If "every system is perfectly designed to get the results it gets," then...
IT'S TIME TO REIMAGINE THE SYSTEM

COMPLETE COLLEGE AMERICA

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.

POLICY Accelerating Change & Removing Barriers

PERSPECTIVE Challenging Assumptions & Changing Mindsets

PRACTICE Rebuilding Institutions Around the Student Experience

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.

Transforming Institutions

We bring institutional leaders together with policymakers and higher education experts to create shared transformation agendas for states, systems, and consortia. By aligning stakeholders who often work in silos, we unlock powerful change.

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. Rally around a vision 4. Create an action plan 5. Implement & refine

85

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.

15 to Finish — UW System
Watch on ▶ YouTube

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OHIO
UNIVERSITY

Center for Advising, Career and Experiential Learning

About ⌄   Allen Advising ⌄   Career Network ⌄   Experiential Learning ⌄   Graduation Plans ⌄

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.

15TOFINISH

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

2016-17	62.4%
2017-18	83.4%
2018-19	85.4%
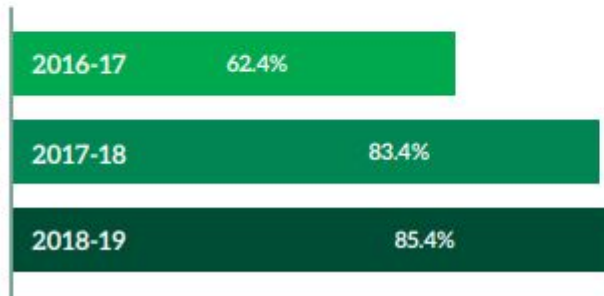
Freshmen Taking 15 Units* in the First Semester

Year	Percent
2014	25%
2015	28%
2016	33%
2017	50%
2018	73%

*Excluding remedial units

SDSU DATA ON RELATIONSHIP BETWEEN UNIT LOADS AND GPA

Freshmen
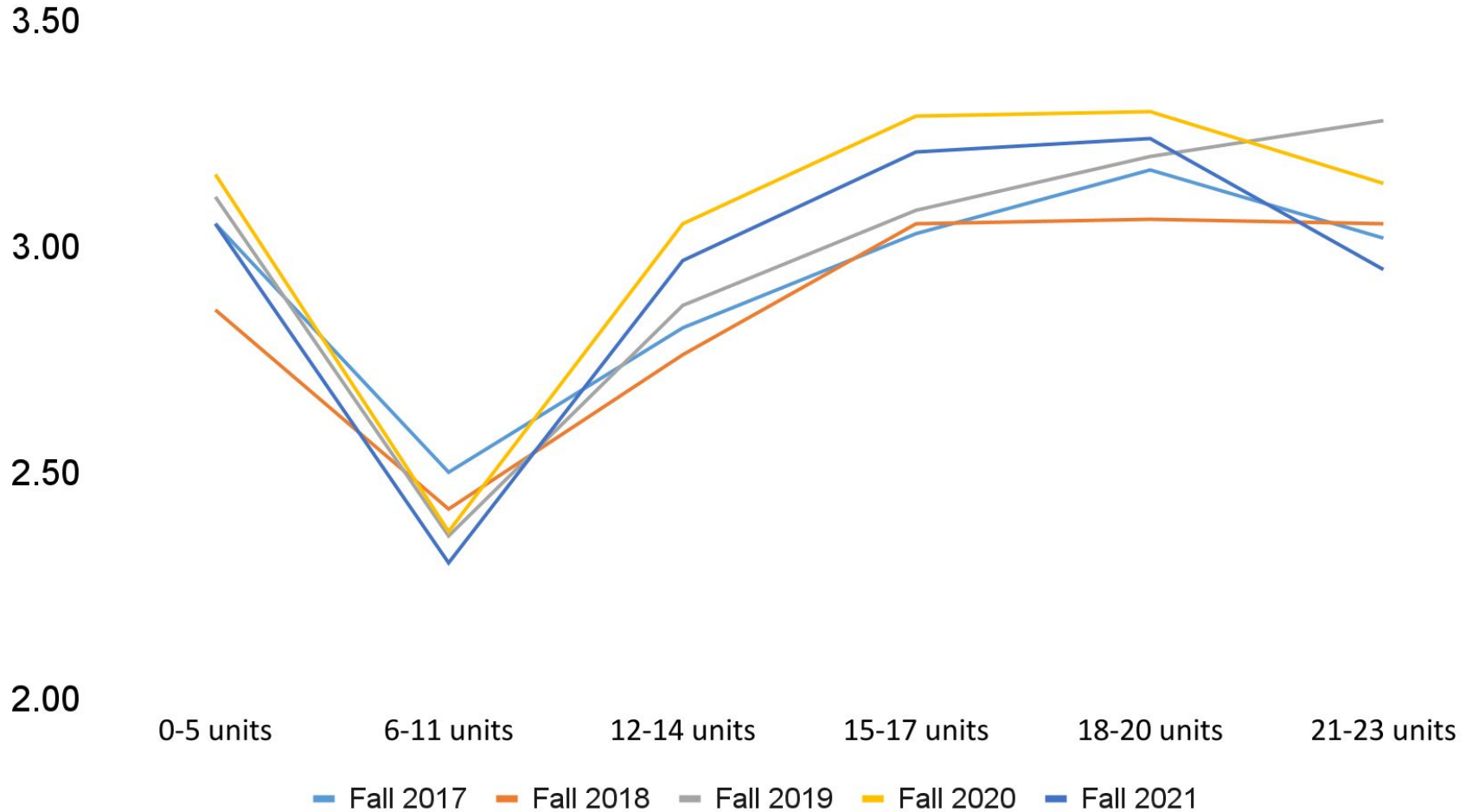
Source, ASIR, 8/26/22.
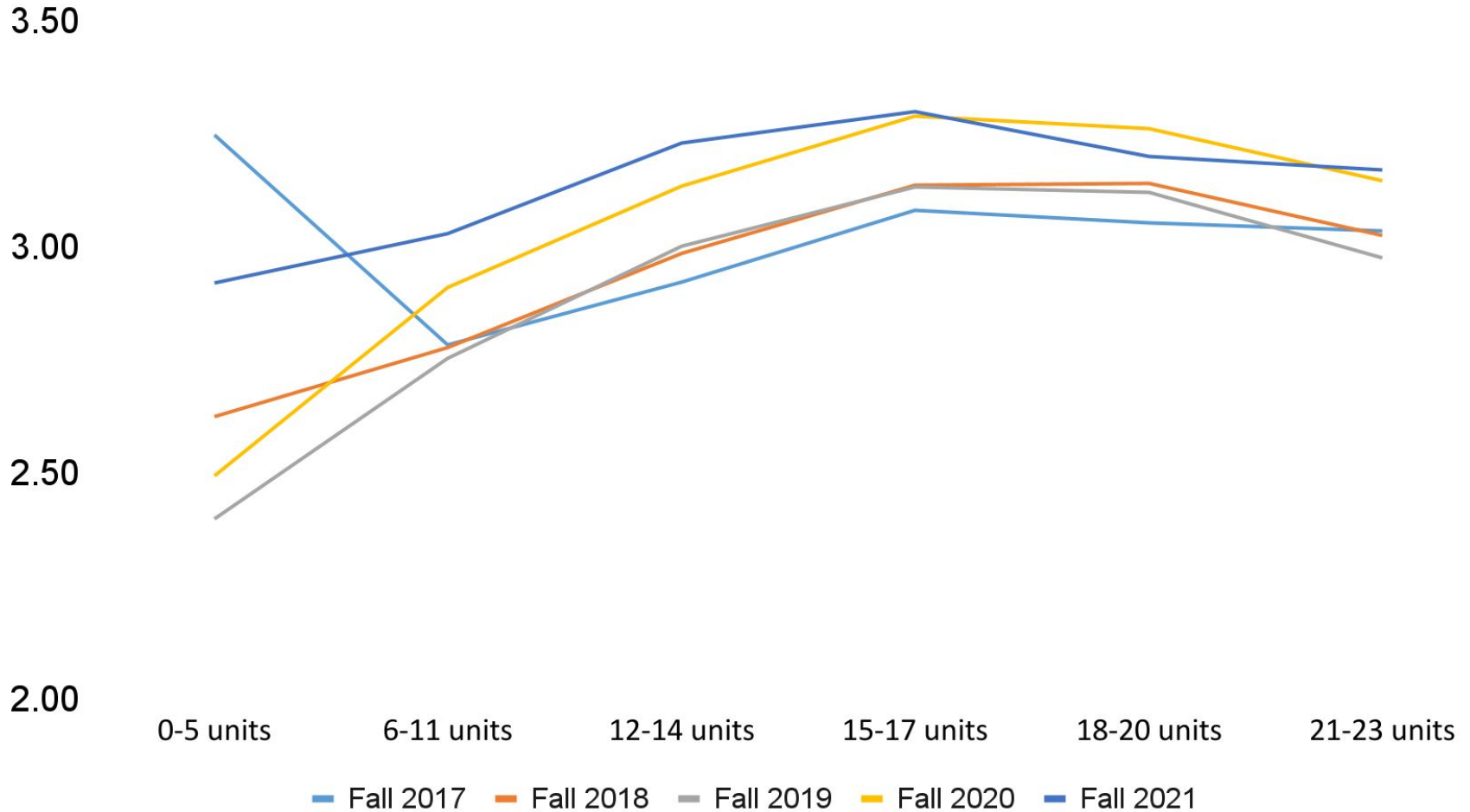
Sophomores

Source, ASIR, 8/26/22.
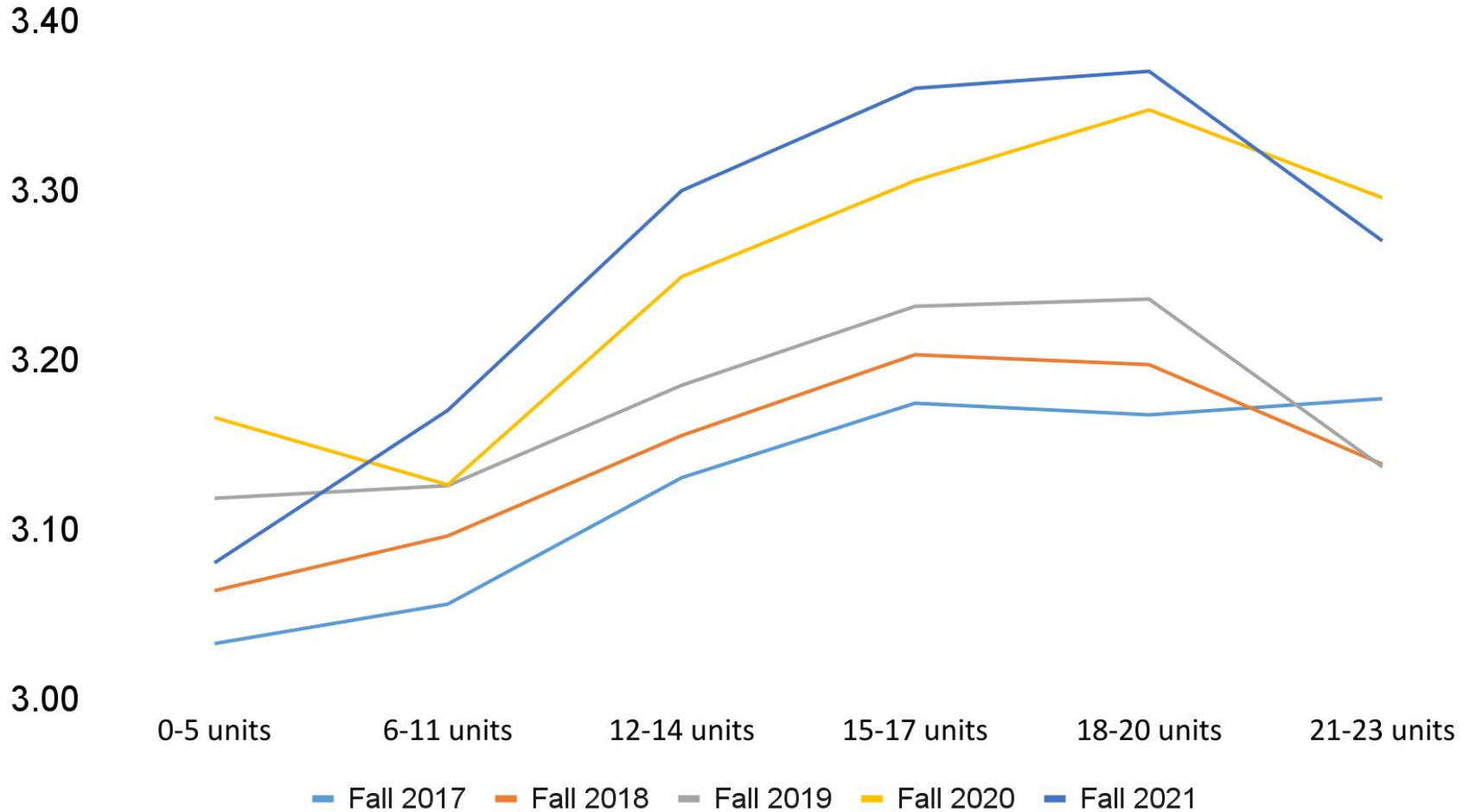
Juniors

Source, ASIR, 8/26/22.

Seniors
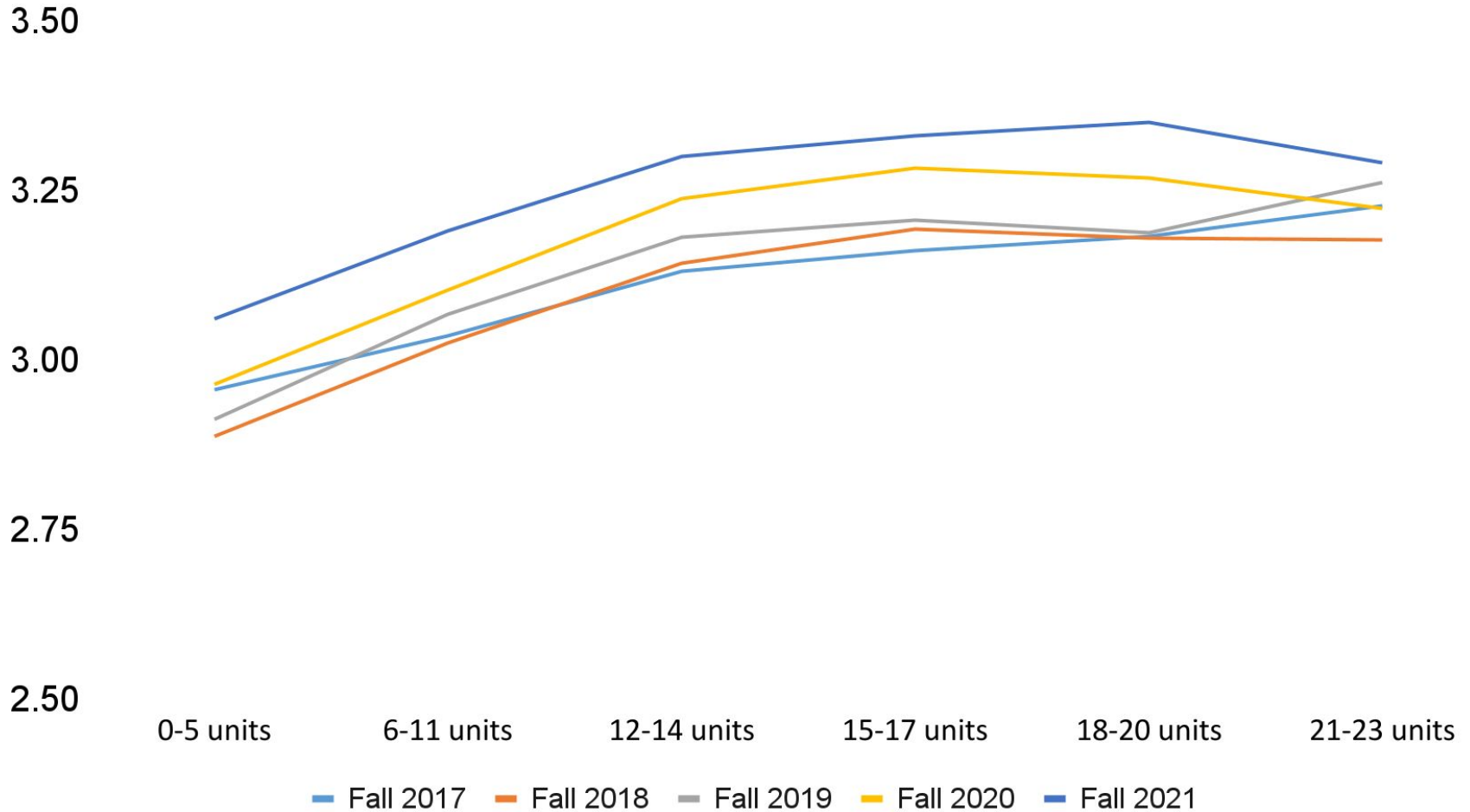
Source, ASIR, 8/26/22.

	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
Freshmen	**6207**	**2.96**	**6587**	**2.97**	**5919**	**3.03**	**5467**	**3.21**	**5851**	**3.14**
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		
Sophomore	**4258**	**3.01**	**4330**	**3.07**	**4713**	**3.07**	**4131**	**3.22**	**3929**	**3.26**
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		
Junior	**7598**	**3.15**	**7599**	**3.17**	**8397**	**3.20**	**9225**	**3.27**	**8561**	**3.32**
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		
Senior	**11312**	**3.13**	**10996**	**3.14**	**10657**	**3.17**	**11318**	**3.23**	**11760**	**3.29**
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.

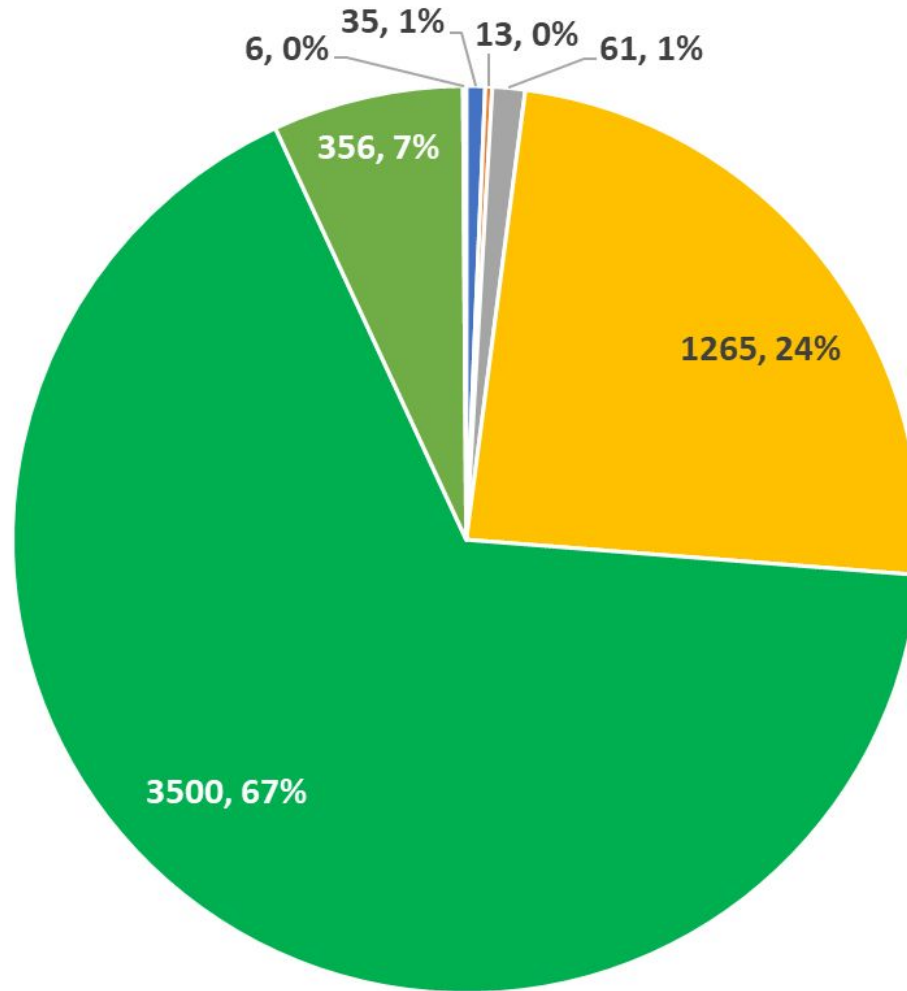| Units	Enrolled Fall 2019	Enrolled Spring 2020	Avg GPA Fall 2019	Avg GPA Spring 2020	% Probation Fall 2019	% Probation Spring 2020	% DQ Fall 2019	% DQ Spring 2020
0-5.9 units	495	546	3.00	3.13	8.7 %	2.2 %	1.2 %	0.0 %
6-11.9 units	2267	2601	3.04	3.09	6.6 %	3.9 %	2.2 %	0.0 %
12-14.9 units	11390	10687	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 %
Grand Total	29686	27591	3.13	3.20	4.7 %	1.9 %	0.7 %	0.0 %

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

Units	Enrolled Fall 2019	Enrolled Spring 2020	Avg GPA Fall 2019	Avg GPA Spring 2020	% Probation Fall 2019	% Probation Spring 2020	% DQ Fall 2019	% DQ Spring 2020
ENG								
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 %
ENG Total	3706	3344	2.99	3.04	4.7 %	2.1 %	1.0 %	0.0 %

Fall 2019 and Spring 2020 College of Engineering Undergraduate Enrollments, Average Term GPA, % Probation and % Disqualification by Number of Enrolled Credits
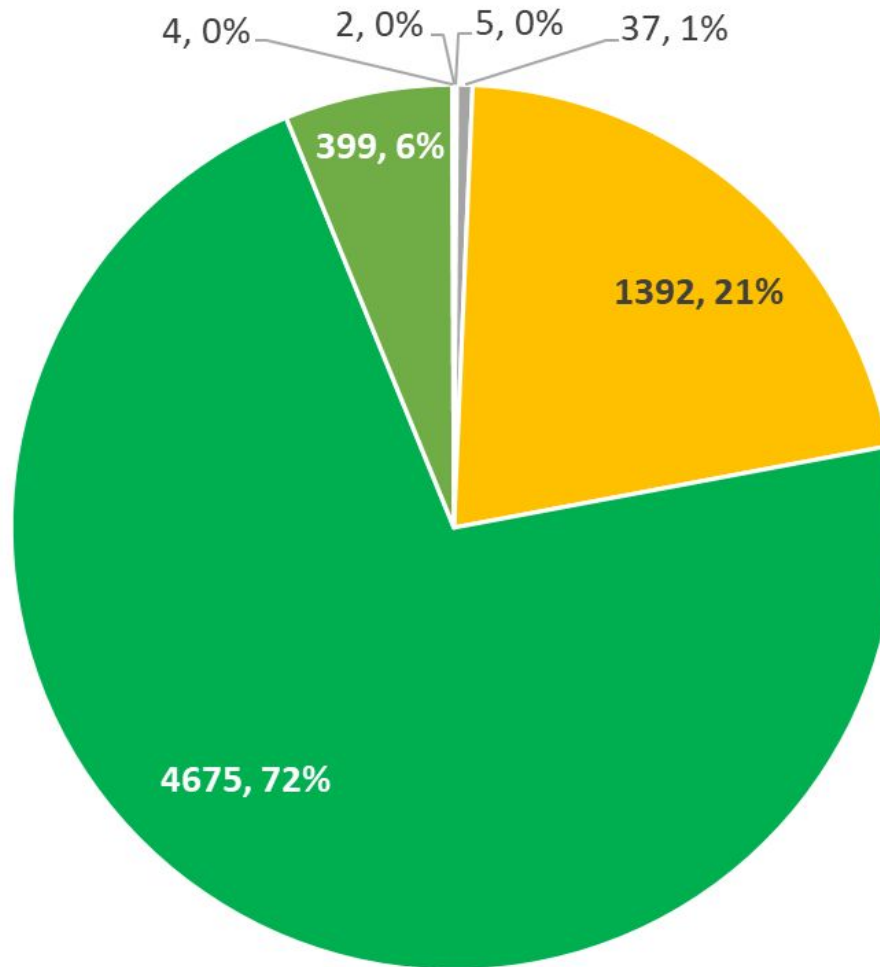
Source, ASIR, 2/2/21.

Fall 2021 First-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
Grand Total	**0.93**	**1.00**	**2.88**	**2.33**	**3.04**	**3.25**	**3.31**	**3.21**	**3.18**

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Fall 2022 First-Year Students

HS GPA	0-2	3-5	6-8	9-11	12-14	15-17	18-20	21-23	Total
				Fall 2022 Enrolled Units					
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
Grand Total	**0.00**		**3.06**	**2.57**	**3.04**	**3.28**	**3.22**	**3.34**	**3.22**

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Fall 2022 Enrolled Units

	Under 15	15 and Above
n	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%).

100

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

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Fall Term, By Campus and Level

Imperial Valley	F'18	F'19	F'20	F'21	F'22	1-Year Chg	5-Year Chg
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
Undergrad Total	10.9	11.4	11.9	11.7	11.3	-0.4	0.4

San Diego	F'18	F'19	F'20	F'21	F'22	1-Year Chg	5-Year Chg
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
Undergrad Total	14.1	14.0	14.2	13.9	14.0	0.1	-0.1

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Spring Term, By Campus and Level

Imperial Valley	S'19	S'20	S'21	S'22	S'23	1-Year Chg	5-Year Chg
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
Undergrad Total	**11.1**	**11.7**	**11.7**	**11.3**	**12.6**	**1.3**	**1.5**

San Diego	S'19	S'20	S'21	S'22	S'23	1-Year Chg	5-Year Chg
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
Undergrad Total	**13.8**	**13.8**	**13.8**	**13.7**	**13.8**	**0.1**	**0.0**

Source: my/SDSU Enrolled Student Query, 2/1/23.

Enrollment Services – Enrollment Management

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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).

104

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.

105

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) <u>Senate Standing Committees</u>. 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) <u>Unnamed</u>. 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) <u>Senate-appointed Committees</u>. 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

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*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.

	2023-2024 University Catalog - Information - Graduate Programs TO: SEC/Senate FROM: Tracy Love, Chair, Graduate Council DATE: March, 2023									
	Title	Information (Revised)	Program Type	Modifications	Program Unit Outline	Major Code	SIMS Code	Status	Proposal Link	Notes
	Mathematics Education, Ph.D	x	Degree Program	In the *Mathematics Education Students Must Select Two of the Following Additional Courses* core, added *MTHED 608;* updated the *Additional Requirements for Students Entering with a Master's Degree in Mathematics or Science Education* core title and description/requirements; removed the following cores: *Option A* and *Option B, Select Two of, Whether the Student Selects Option A or Option B.*		08997	993501		https://sdsu.curriculog.com/proposal:2116/form	

Memorandum

March 11, 2023

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item–Undergraduate Council
_____

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

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. Rockey 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-athlete. ***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 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

Recipient
Address
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!

Mel Sple #12

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

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

2-800   tmp6386

Recipient
Address
City, State, Zip

College of Professional Studies and Fine Arts
Office of the Dean
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4512
O: 619 594-5124
SDSU.edu

SDSU
San Diego State University

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.

To: Senate Officers, SEC, Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 10, 2023
Subject: AY 22-23 Annual Report

During the 2022-2023 academic year, the Academic Policy & Planning Committee (AP&P) undertook the work of our established annual agenda, which included receiving and addressing referrals from the Senate; reviewing proposals for new programs, program elevations, and program deactivations; and engaging in work related to enrollment, retention, and graduation (ERG). We continue to make progress on several referrals related to emeritus status, search committees for university administrators, and administrative review.

Roster

In January, AP&P re-elected Chair Lach to serve as chair for AY 23-24, with a one-year extension on her committee term.

We struggled to complete our roster this year, with several short-term vacancies and substitutes due to sabbaticals and departures from the University. Our anticipated roster for AY 23-24 is:

1. **Arts and Letters**: Paula De Vos (2021-2023) - renewing for a second term (2023-2026)
2. **Fowler College of Business:** Lin Wang (2021-2024)
3. **Education:** Nick Johnson* (2021-2024)
4. **Engineering:** Khaled Morsi* (2018-2024)
5. **Health and Human Services:** Changqi Liu* (2022-2025)
6. **Library:** Pamella Lach, Chair* (2017-2024; term to be completed in May 2023 with a one-year extension granted through AY 23-24)
7. **Professional Studies and Fine Arts:** Dani Bedau* (2022-2025)
8. **Sciences:** Vadim Ponomarenko* (2021-2024)
9. **SDSU Imperial Valley:** vacant (vacant during AY 22-23)
10. **Staff representative:** awaiting results of Staff Affairs Committee vote/appointment; Leviticus Johnson joined in March 2023 to finish Annie Foral's term
11. **Associated Students:** appointment to be made in Fall 2023
12. **Associated Students:** appointment to be made in Fall 2023
13. **Provost (ex officio):** Hector Ochoa* (no term limit)
14. **AVP FASS (ex officio):** Joanna Brooks* (no term limit)
15. **Dean of Graduate Studies or designee (ex officio):** Tracy Love or Andy Bohonak* (no term limit)

* denotes a Senator

Annual Summary of Action and Work

Status of Referrals

20/21_06: ASCSU Resolution: Faculty Emeritus/Emerita Status: Revocation and Appeal.
We began exploring this issue but realized we needed to first update policy related to emeritus conferral (status and procedure) and benefits before we could address revocation. AP&P will work on this in AY 23-24 after we finish referral 21/22_17.
Status: In process

20/21_08: Clarify PBAC Members & Election Process. AP&P completed its work on adding faculty and staff members to PBAC in 2019-2020. Chair Lach conferred with Senate officers to make sure the newly proposed language aligned with AP&P's previous work.
Status: Completed

20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses. Chair Lach reached out to the Interim Dean of Global Campus in Fall 2022 to resume our work on this referral, which was a carryover from the previous year. We are still waiting to hear back, and will approach the new Dean when that individual arrives on campus.
Status: On hold

21/22_04: Five-Year Review of Academic Administrators + Search Committees for University Administrators Bylaws. We focused our efforts on updating the policy for Search Committees for University Administrators. We drafted updated language recommending a uniform core membership for all committees, with the possibility of adding additional members as needed. We will be circulating this language with relevant offices for comment over the summer and anticipate completing this referral sometime in AY 23-24. We were asked to wait until the current five-year review cycle is complete before addressing the rest of the referral. At the request of AP&P, this referral was split into two. **21/22_28** was created on April 11: Review & Update Search Committees for University Admin Bylaws.
Status: In process

21/22_17: Review and Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff. AP&P drafted new language related to emeritus conferral and benefits for all employees. We circulated the suggestions to the Faculty Affairs Committee, Faculty Honors and Awards Committee, Amanda Fuller (on behalf of the newly-approved Lecturers Committee), and the Staff Affairs Committee for feedback. Chair Lach conferred with HR, IT and Parking and Transportation Services regarding emeritus benefits and procedures. We submitted the updated language for the May Senate meeting.
Status: In process/anticipated to be completed by the end of AY 22-23

Action items

In addition to our ongoing progress on our referrals, we sent the following action items to Senate this year:

Curriculum Approval Process policy changes: Updated policy that 1) ensures alignment between policy and process, 2) ensures that our policy aligns with broad CSU policy, 3) streamlines the approval process via concurrent levels of review in Curriculog, and 4) adds language describing each process (previously visualized in charts) to create redundancies to safeguard against future potential errors. *Approved at the October Senate meeting.*

Graduation Writing Assessment Requirement (GWAR) Policy Changes: Addresses new CSU policy that permanently eliminates the writing proficiency examination (WPA) and requires that all students satisfy the graduation writing assessment requirement with a 3-semester unit upper division course or courses. Provides options for high-unit (120+) majors with several options. *Approved with editorial changes at the October Senate meeting.*

Minor Course Modifications to Existing Undergraduate Courses: Introduces an abbreviated review process for undergraduate courses requiring minor modifications, which will help reduce the backlog of course proposals in Curriculog. *Approved with editorial changes at the November Senate meeting.*

Religious Holiday Accomodations: Removes the two-week timeframe for students to notify instructors of anticipated absences due to religious holidays in alignment with the California Ed Code. Encourages students to provide reasonable advance notice and encourages faculty to be as flexible as possible. *Approved without editorial changes at the February Senate meeting.*

Course Prerequisites: Ensures that SDSU complies with Title 5 by honoring students' catalog rights. *Approved at the March Senate meeting.*

Catalog Rights for Transfer Students: Ensures the protection of transfer students' catalog rights per Title 5. *Approved at the March Senate meeting.*

Courses Not Offered in Two Years, Undergraduate: Updates the process for removing undergraduate courses not offered in two years to reflect new technical processes in Curriculog. *Approved at the March Senate meeting.*

SDSU Imperial Valley: Curriculum and Academic Policy: Streamlines curriculum approval processes for mirrored programs at Imperial Valley. *Approved at the March Senate meeting.*

Updates to the Curriculum Guide for Service Learning (SL) and Community Engagement (CE) Course Designations and Approval of New SL/CE Courses: Introduces a new course designation for Community Engagement courses and reflect updates in the Curriculum Guide. *Approved at the March Senate meeting.*

Assistant Deans: Reflects the day-to-day work of Assistant Deans, clarifies the different Assistant Dean roles across campus, and differentiates between the roles for undergraduate and graduate student processes. **Approved at the April Senate meeting.**

AP&P will be discussing several potential action items at our final committee meeting of the year on April 25:
- Credit for prior learning - updated policy per the Chancellor's Office
- Registration-related policy updates: permission numbers, faculty drops for attendance, and drops for prerequisites

Depending on the urgency of these items, some may be submitted for the May Senate meeting via a late add request.

Additionally, we co-signed an action item from the Faculty Affairs Committee at the beginning of the academic year. Implementation of a Diversity Statement in RTP Files was approved with changes at the September Senate meeting.

Information items

AP&P submitted two information items as part of our charge to annually review, discuss, and report on enrollment, retention, and graduation (ERG) data and enrollment management policies and outcomes:
- Math readiness and precarity / Math equity gaps: Submitted for the November Senate meeting.
- Enrollment Cliff and "15 to Finish: Submitted for the April Senate meeting (will carry over to the May Senate meeting).

Work to continue in AY 23-24

In addition to continuing our work on our current referrals (listed above), AP&P will continue exploring questions related to summer course funding, which was a topic we added to our committee's annual agenda but did not complete this year.

To: Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: April 26, 2023
Subject: INFORMATION: Name Change for Department of Geological Sciences

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At our final meeting of AY 22-23, AP&P approved a name change for the Department of Geological Sciences to the **Department of Earth and Environmental Sciences**. This name change reflects the integration of the Environmental Sciences BS degree within the department, and the department's responsibility for this degree's curriculum, assessment, and advising.

The proposed name is more inclusive and reflective of the department's broader degree offerings: Earthquake Science and Applied Geophysics JDP, Geological Sciences BS and BA, Environmental Sciences BS, and Oceanography and Energy Studies Minors.

The proposed name is also consistent with the branding of many comparable and aspirational programs. For example, all of the University of California campuses use "Earth" and "Science(s)" with additional descriptive terms as appropriate for their degree offerings. This includes Earth Science (UCSB); Earth System Science (UCI); Earth and Planetary Sciences (UCSC, UCD, UCR, UCB); and Earth, Planetary, and Space Sciences (UCLA).

Finally, the proposed name will preclude continued confusion between the departments of "geology" and "geography" within and beyond the University.

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

Memorandum

April 10, 2023

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council
_____

The Council met on Friday, April 7. Members in attendance were Brooks, Kim, Koch, Huang, Preciado, Timm, Pruitt-Lord, Hyman.

Lacking quorum, the Council agreed to vote on the proposed [Academic Notice](#) policy fie change by electronic ballot (Kim moved; Hyman second; no dissent).

The Council continued its discussion of the [Campuswide Coordinated Plan for Student Success 23 - 24](#) focusing on the need for campus awareness about the value of taking 30 units / year for timely graduation and the need for summer scheduling to support students who use summer to catch up. Each additional year to graduate comes with actual and opportunity costs to students and their families totaling $70,000. The Council also discussed the opportunity to restart conversations with faculty (potentially via CTL) about attendance policies post-COVID, as multiple sources are reporting increased student absence rates, with impacts to student success. The Plan has been broadly circulated in the advising community, among assistant and associate deans, and other cross-divisional stakeholders. Additional updates are expected in the campuswide plan for transfer students before it is provided to Deans and academic leadership for finalization.

Apr 12, 2023

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Annual Report, Undergraduate Council, 2022 - 2023
_____

The major focus of the Undergraduate Council continues to be supporting undergraduate student success (retention and timely graduation) by reviewing and supporting campus initiatives described in the 📄 AY 22 - 23 COORDINATED CAMPUSWIDE APPROACH , reviewing the draft Campuswide Coordinated Plan for 23 - 24, and considering policy changes necessary to their implementation.

It received regular reports on lower-division advising (Christine Molina), upper-division advising (Michelle Lopez), and the General Studies 100 program (Jose Preciado), and analysis from ASIR (Erin Jacobs) on retention patterns and outcomes.

It also received reports on and provided input and support for the following Student Success Initiatives:

MATH EQUITY INITIATIVE: Received report (September) on new supports for math-precarious first-year STEM students, including a CO-grant ($100,000) supported remake of "early start" programs, and a spring semester update from initiative director Sarah Richards Axford in February.

30 TO FINISH: The Council discussed the need for broader student awareness of unit load and its connection to timely graduation. AVP Stefan Hyman presented "15 to Finish." The Council expressed its support for moving this conversation in multiple venues across campus.

TRANSPORTATION: The Council reviewed a recent governmental report co-sponsored by SDSU that is attentive to the needs of commuter students and circulated Community expression of support for Rapid Route 625 to campus stakeholders.

LEAVES OF ABSENCE: The Council reviewed current leaves of Absence policies; Senior Assistant Dean Lopez led discussion of ways to ease the process of taking leave and related administrative barriers, including the new CSU "welcome back" application in lieu of reapplying competitively to the university.

OTHER ITEMS ADDRESSED:
- Following up on a referral from a faculty member of the Undergraduate Council, the Council developed and explored a potential update to the Student Grievance Procedure. AVP Brooks met with AS leaders in December to discuss; the measure was ultimately tabled.
- Reviewed and provided support for GWAR Update (September; AVP McCall and RWS Chair Glen McClish)
- Voted to approve modification of religious observance policy (October; AVP Jessica Nare)
- Approved Minimally Modified Courses proposal (AVP McCall).
- Approved proposed update to curriculum guide language for service learning and community engagement courses (Professor Matt Savage) to support new Office of Academic Community Engagement and new infrastructure for identifying and denominating SL / CE courses.
- Approved update to the Policy File for the Assistant Dean role (Sr. Asst. Dean Lopez; February)
- Approved proposed change 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." (April)

SDSU University Senate
Tenure-Track Planning Committee Report

To: SEC/Senate
From: Nola Butler Byrd, Chair, Tenure Track Planning Committee
Date: April 14, 2023
Subject: INFORMATION: Tenure Track Planning Committee AY 2022/23 Report
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This report provides a summary of the work the Tenure Track Planning Committee (TTPC) undertook during Summer 2022 through April 2023.

TTPC Projects–Summer 2022

Summer 2022 is included in the report because the Senate and its committees have not typically operated over the summer. However, it was necessary for the committee to meet during summer 2022 because the Provost's Tenure Track Faculty Hiring Retreat was held at the Academic Deans Council & AA Senior Leaders Meeting on Wednesday, June 15, 2022. Because the committee was operating under the old TTPC policy and this retreat fell during the Senate's transition period, two standing committee chairs were not available, so their committees selected designees. The following senators served: Nola Butler Byrd, Chair (Senate Chair); Pamella Lach (AP&P Chair), Roberto Hernandez, DEI Chair; Satish Sharma (Senate Treasurer as designee for Faculty Affairs), Wil Weston (UR&P designee). After the retreat, the Tenure Track Planning Committee met again on June 16, 2022 to debrief the 2022 Provost's Retreat and made recommendations shared in person with the Provost. The committee also reviewed, updated and contextualized the Tenure Track Planning Policy and Processes which was approved by the Senate and President de la Torre on February 27, 2023.

TTPC Projects AY 2022/23

In March 2023, the Committee on Committee and Elections recruited members for the expanded new TTPC policy in preparation for the 2023 Provost's Tenure Track Faculty Hiring Retreat on April 5, 2023 from 8:00 am to 1pm. Committee members included: Nola Butler Byrd, Chair (Senate Chair & COE); Pamella Lach (AP&P Chair & Library), Roberto Hernandez, (DEI Chair & CAL); Alyson Abel-Mills, (Faculty Affairs Chair &

CHHS), Wil Weston (UR&P Chair & Library); Gustaaf Jacobs (ENG); Tingting Tang (IV); David Marx, (SCI); Robert Meffe, (PSFA); Beth Chung, (BUS).

On March 23, 2023, the TTPC met to review the committee's charge and to prepare for the Provost's April 5, 2023 Tenure Track Faculty Hiring Retreat. All committee members attended this meeting and the retreat. The committee met again on April 14th from 3-4pm to debrief the retreat. Below is a summary.

TTPC Retreat Debrief

What Went Well?
Overall, committee members felt that the retreat was more fair than it had been in the past and provided an opportunity for senators, deans and administrators to interact and hear the deans' brief reports about their college shared governance strategies for determining hiring needs and requests for tenure-track searches.

What can be improved?

Shared governance. Committee members noted that most, but not all Deans talked about their shared governance processes during their presentations at the Provost's retreat. There was an uneven number of requested positions per college - it was not clear why some colleges submitted more requests than others. Concerns were also raised about how searches aligned with college diversity plans and whether legally mandated searches from 2022 were being used as a rationale to not move a search forward from a department that previously received one. Additionally, there were two cross-college/cluster hire proposals, however no shared governance processes were shared at the retreat about how these proposals were governed.

Voting. Committee members felt that the retreat gives the appearance of shared governance versus meaningful shared governance. No checks and balances in the process. The committee noted that there were many more administrators with votes at the 2023 retreat than there had been at previous retreats and questioned whether this was an attempt to water down the TTPC's voting power because the new TTPC policy expanded the committee's membership to include a representative from each college. As senate representatives, TTPC members felt that their votes should be weighted more heavily.

Voting strategy. As previously noted at the 2022 retreat, committee members felt that the online tool that was used was not suited for voting for searches (each round was split and if a voter was not prepared for that, it was hard to make sure the voter had the right number of votes for each round of voting). Forced rank order voting is a serious problem. No ability to vote out of rank order. TTPC requested this capability last year. TTPC members observed some errors in rankings (someone/s voted out of rank order) - and questioned how to correct this problem, whether in the moment or later (mathematical impossibility). TTPC suggests that deans/AVPs vote separately from TTPC. In other words, separate the layers of shared governance and then compare results. There is also a need to confirm that the math adds up so that possible voting mistakes can be caught (histogram). TTPC requests to see the final list of searches to assess to what extent shared governance worked in this process. TTPC should also be provided with a rationale for anything the Provost re-ranks. For retirements not yet announced, it was not clear how they fall in the prioritization.

Other Concerns. There was an enormous amount of information to process at the retreat, and it was hard to understand impact in areas far from one's own. There were other factors and pressures (e.g. AB 1460 Ethnic Studies, AB 928) that were difficult to assertain. TTPC members' were very cognizant of the tensions and responsibility to advocate for their own college/department balanced against the holistic needs of the campus (as "Provost for the Day").

April 14th from 3-4pm TTPC Discussion: April 5, 2023 Signed Action Memo from President de la Torre: Tenure Track Planning Policy and Processes amendment, which was "received", but not approved. This amendment limiting the hiring of new MPPs when the tenure-track planning goal has not been met or improved was passed by the Senate, but the President did not approve it. Chair Butler-Byrd provided preliminary information she received from administration and her outreach to the SDSU legal. The committee noted that the gap between administrative positions and faculty is growing (i.e. more admin and fewer T/TT) and continued to question how SDSU address this growing gap? Can some MPP positions be sunset? Senators need a better understanding and clarity about different levels of MPP, because the spirit of this amendment seemed to be more focused on MPP 3s and 4s. This discussion will continue at the next meeting.

International Affairs University Senate Council
Senate Reporting

_____

Historical Background
The International Affairs University Senate Council has been active since 2020. Senate Executive Approval May 26, 2020.

Policy File 2021
The Co-Chairs of the International Affairs University Senate Council review the Academic Policies related to the university's international activities and related resource commitments.

1.0 Membership (23): Active Membership
Nine faculty; seven administrators, including the Associate Vice President for International Affairs, who shall serve as Co-Chair; three staff members, one undergraduate student and one international student.

Meeting Information
Frequency: Monthly
Modality: Online and in person
Location: Hybrid Model

Functions:
    The Council shall:
        a. Recommend policies and procedures to enhance the university's international activities,
        b. Shall identify existing involvement in international activities and related resource commitments,
        c. Shall identify needs for improvement and development, and
        d. Identify needs for improvement and development, and
        e. Report annually to the Senate and administration.

Accomplishments 22/23:
Successful completion of the SDSU Global Strategy, as part of the ACE Internationalization Lab and outlined in the final ACE Report. The key points of this project include:
    ● Development of a comprehensive plan through a collaborative process involving faculty, staff, and administrators from across campus and the IA Senate Council

- Identification of key priorities and strategies to prepare SDSU students for success in a globalized world
- The SDSU Global Strategy will amplify our institution's global work and impact and will strenthen our globally engaged and inclusive university.

2.0 Submit final Information Report(s) and Action Memos

2022 ([membership list](#))
- January - No Meeting
- February - [Agenda](#) & [Meeting Minutes](#)
- March - [Agenda](#) & [Meeting Minutes](#)
- April - [Agenda](#) & [Meeting Minutes](#)
- May - September - No Meeting
- October - [Agenda](#) & [Meeting Minutes](#)
- November - No Meeting
- December - [Agenda](#) & [Meeting Minutes](#)

2023 ([membership list](#))
- January - [Agenda](#) & [Meeting Minutes](#)
- February - [Agenda](#)- No Meeting Minutes
- March - [Agenda](#) & No Meeting Minutes
- April (4/27) - Agenda & Meeting Minutes (Pending)
- May - No Meeting

3.0 Next Academic Year Committee Chairs
Next Academic Year Committee C0-Chairs will be Dr. Cristina Alfaro, Associate Vice President of International Affairs, and Dr. Erika Larkins, Director of the Center for Brazilian Studies and Associate Professor of Anthropology.
Note: Dr. Larkins will be on sabbatical for Fall 2023, we will recruit a substitute for this period.

2023-2024 University Catalog - Information - Graduate Programs TO: SEC/Senate FROM: Tracy Love, Chair, Graduate Council DATE: April 13, 2023							
Title	Information (Revised)	Program Type	Modifications	Major Code	SIMS Code	Proposal Link	Notes
Residency Training in Radiation Therapy Physics Advanced Certificate	x	Advanced Certificate	see memo - link provided			https://mail.google.com/mail/u/0/?zx=kkx4dj6162uy#inbox/WhctKKXwtmsqpZfZnkGfswSJfNpqZCmfcGbNVDCNsRJjzMFGLbbZKtHPZcvTKwzJmWlBcNV?projector=1&messagePartId=0.1	
Dual Language and English Learner Education, Critical Literacy and Social Justice Specialization, M.A.	x	Sub-program	Changing modality to online; name of Specialization Electives core updated; Research core updated to ED 795A and ED 795B; Comprehensive Examination core added.	8994	331965	https://sdsu.curriculog.com/proposal:1937/form	

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

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

Date: April 12, 2023

Re: University Research Council Annual Report

The University Research Council (URC) met seven times during the 2022-2023 Academic Year (three times in fall and four times in spring). As a committee, we were able to accomplish a number of important goals and tasks during this past academic year. These are described below.

1. Development of policy/guidelines for the development and reporting of SDSU centers and institutes. The guidelines were developed by a sub-committee of the URC and were approved by the full URC at the February 2023 meeting. They will be presented at the May 2023 senate meeting.

2. A research review sub-committee of the URC provided reviews of applications for Team Assigned Time as well as SDSU Grants for Established RSCA programs. This was an important change we made to the reviews of these programs from the last AY.

3. Members of the committee made important contributions to the discussion around research infrastructure needs that was part of the Maximus consultation with SDSU.

4. The roster for next year's committee is attached.

Major Academic Unit	Name (*Senator)	Term ends
VP Research & Innovation	Hala Madanat (chair)	
Dean: College of Graduate Studies	Tracy Love	
Faculty- A&L	Erin Riley	ends May 31, 2026
Faculty- A&L	Li An	ends May 31, 2025
Faculty- FCOB	Mujtaba Ahsan	ends May 31, 2025
Faculty- FCOB	Iana Castro	ends May 31, 2026
Faculty -EDU	Felisha Herrera Villareal	ends May 31, 2026
Faculty- EDU	Kelsey Dickson	ends May 31, 2025
Faculty -ENG	Marta Miletic	ends May 31, 2026
Faculty -ENG	George Youssef	ends May 31, 2025
Faculty- HHS	Katrina Maluf	ends May 31, 2026
Faculty- HHS	Eileen Pitpitan	ends May 31, 2024
Faculty- HHS	Humberto Parada	ends May 31, 2024
Faculty- IV	Miguel Zavala	ends May 31, 2026
Faculty- IV	Huan Qin	ends May 31, 2025
Faculty- LIB	Margaret Henderson	ends May 31, 2026
Faculty- PSFA	Shawn Flannigan	ends May 31, 2025
Faculty- PSFA	Annie Buckley	ends May 31, 2026
Faculty- SCI	Byron Purse*	ends May 31, 2025
Faculty- SCI	Ksenjia Marinkovic	ends May 31, 2026
Chair- IRB	Ramona Perez	
Faculty- SCI/ Chair-IACUC	Susan Brasser	
AVP/CEO- SDSURF	Michele Goetz	
APV Research Operations/ DRI	Mark Reed	
AVP Research Advancement/DRI	John Crockett	
AVP Research Support Services/DRI	Rick Gulizia	
SDSURF	Cody Lee	
Director of Tech Transfer	Tommy Martindate	
SDSURF	Rick Sayen	

TO: SEC/University Senate

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

DATE: April 18th, 2023

RE: Information

Philanthropy Report:

We continue to be so grateful to the many donors who continue to make a meaningful difference on our campus. The following is a list of notable gifts, bequests, pledges and pledge payments at the $25,000+ level over the last month.

The Estate of an Anonymous Donor has made bequest payments totaling $393,016 to a Biology Scholarship Endowment in the College of Sciences.

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

Continuous Composites has provided a gift-in-kind valued at $425,000 to the College of Engineering and the Division of Research and Innovation.

Alumni Steven and Elizabeth Gex have recommended grants totaling $55,263 from the Gex Family Charitable Fund at the U.S. Charitable Gift Trust to the Gex Family Endowed Scholarship in the Fowler College of Business.

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

Alumnus Rick Keller, Jr. and Anne Keller have made a pledge payment of $25,000 to the Keller Excellence in Financial Services Endowment in the Fowler College of Business.

Alumna Dr. Jo Ann Lane has made a pledge payment of $150,015 to the Lane Family Research Support Fund in the College of Sciences.

Alumna Maybelline M. Arevalo Lopez has committed to a bequest expectancy of $50,000 to the SDSU Latina Network and a pledge of $2,500 to the Latina Network Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumnus Dr. Jack McGrory has recommended grants totaling $58,250 from the McGrory Family Fund at the Jewish Community Foundation to the Dr. Jack McGrory School of Public Affairs Excellence Endowment in the College of Professional Studies and Fine Arts and the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Richard and Adrienne Reaser have provided gift-in-kinds valued at $58,855 to the Aztec Club in the Department of Intercollegiate Athletics.

Sandra A. Wawrytko, Ph.D. has made a gift and pledge payment totaling $100,683 to the Alyce Cioch Wawrytko Endowment for American Indian Studies in the College of Arts and Letters.

Alumnus Mark R. Wills has made a gift of $25,000 to the 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: Apple Community Education Initiative, Alumnus William Brack and Karen Brack, Alumna Deborah Gann Carstens, Dexcom, Alumni Kent and Kimberly Grubaugh, Alumnus Scott McClave and Rosette McClave, Dr. Jerry Sanders and Rana Sampson, Sharp HealthCare, TCF Board Member Dr. Christopher "Kit" Sickels, and Alumni David and Catherine Want.

Presidential & Special Events:

The Charles B. Bell Jr. Pavilion Ribbon-Cutting Ceremony and Dedication took place on Monday, April 3, 2023 (formerly East Commons). The honorary naming, approved by the California State University Board of Trustees last March, is the product of a task force formed by President Adela de la Torre.

A campus-wide invitation for nominations took place in 2021, all with the goal of increasing representation for diverse communities across campus. It was a competitive process with many worthy nominations. The Presidential Task Force was co-chaired by J. Luke Wood, Vice President for Student Affairs and Campus Diversity and Adrienne Vargas, Vice President for University Relations and Development.

Dr. Bell was born in New Orleans in 1928 and passed away in 2010. Records at Xavier University of Louisiana, a historically Black private university, show he was accepted for enrollment at age 14 and graduated with a Bachelor of Science degree at 18. He went on to the University of Notre Dame, becoming the first Black student there to earn both master's and doctoral degrees, at age 24.

Dr. Bell taught at San Diego State College from 1958 to 1966 and at SDSU from 1981 to 1992 where he retired as a full professor. He was the first Black faculty member to achieve tenure. For hundreds of students in the late 1950s and early 1960s, Charles Bell was the first Black professor they ever saw. His position in the front of the classroom sent a powerful statement to students of all races, and he served as a role model in his career as one of the preeminent Black mathematicians of his time.

He made a name for himself in mathematics in the United States, Europe, Asia and Africa in a teaching career that spanned four decades.

The Charles B. Bell Jr. Pavilion will stand as a symbol of our pride in one of SDSU's most fondly remembered trailblazers.

The dedication was attended by hundreds of guests, including Mrs. Bell and many family members, friends and former colleagues of Dr. Bell. Program speakers included Provost Hector Ochoa; Dr. Tonika Green, Associate Vice President of Campus Community Affairs; Dr. Rachael Stewart, Faculty Scholar and Director of Academic & Career Development Programs and the current Charles Bell Scholar; and, Mrs. Mary Bell. An all-university reception was held after the dedication, followed by a private dinner for the Bell family, friends and colleagues at the University House. Prior to the dedication, the Bell family participated in the Black Excellence Tour.

The honorary dedication of Ellen Ochoa Pavilion (formerly West Commons) will take place on Friday, May 5.

On March 21, 2023, the Senate Executive Committee unanimously approved the naming of the Ruth Ann, Louis F., Dorothy Cable Stage within the Performing Arts District. The naming of the main stage recognizes Dorothy's extraordinary commitment to San Diego State University. Dorothy has given close to $4 million in cash, bequests, and commitments to support students in the School of Theatre, Television,

and Film in the College of Professional Studies and Fine Arts at San Diego State University.

Planned Giving:

In conjunction with the Retirement Association, Planned Giving is co-hosting the Retirement Association Retirees Celebration Thursday May 4, 5pm - 6pm at Faculty Staff Club.

The department will also host an appreciation event with the Heritage Society for those who have named San Diego State in their estate plans that support university programs and scholarships on Sunday, April 30, at the Main Stage Theatre.

Planned Giving has partnered with Global Campus and the Osher Institute to provide programming of the Basics of Estate Planning with wealth advisor Sandeep Varma.

The "Rightsizing and Retirement" presentation with Ron Greenwald, senior market real estate advisor, is scheduled for April 26 at 11:00am via zoom.

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:

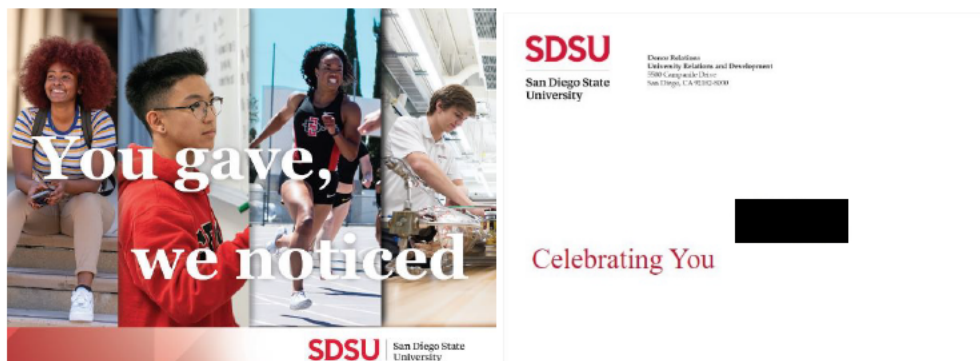Day of Giving Thank You Cards:
To acknowledge SDSU Day of Giving donors, the donor relations team sent over 700 specially-designed thank you postcards for gifts made throughout campus in support of colleges, departments, and athletics during the SDSU Day of Giving on March 14th. The cards were from student's Malia Preisendorf ('24') and Mercedes Staples ('23) SDSU Women's Basketball student-athlete.
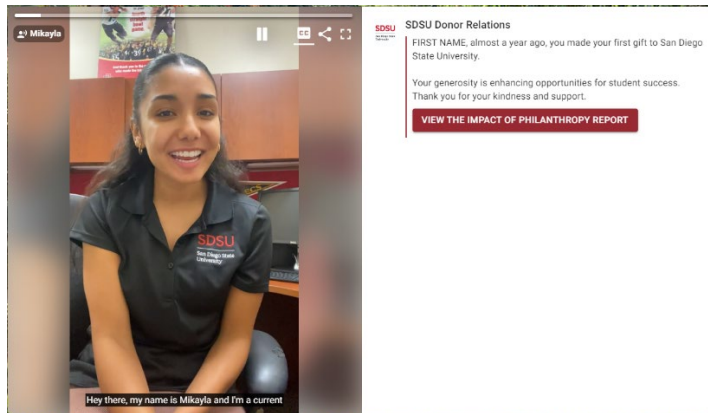*Card samples are attached.*

First-time donors:
To recognize donors who made their first gift to SDSU:
- Welcomed over 175 first-time SDSU donors who made their first gift in March 2023 with a specialized welcome card.
- Sent a personalized video to 150 donors who made their first gift in May and June 2022

Additional touchpoints:
- Recognized six new and/or upgraded Tower Society members with lifetime giving of $50K+
- Acknowledged 80 donors who made gifts "in memory of" or "in honor of" loved ones.
- Sent 680 thank-you notes (non-Day of Giving) in appreciation for gifts made throughout campus in support of colleges, departments, and athletics, over 200 were for gifts over $1,000.

Dear Carl and Marnie,

Your support of San Diego State University Athletics inspires the entire Aztec community. Thanks to donors like you, our students benefit both on and off the field.

Thank you for cheering us on and transforming tomorrow.

With Appreciation,

Caroline Draper
Assistant Athletic Director,
Aztec Club

1-610 tmp6076

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

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 to see the 2023 SDSU Day of Giving results and what your gift helped achieve.
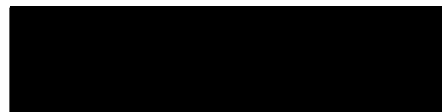
SDSU

San Diego State University

Donor Relations
University Relations and Development
5500 Campanile Dr.
San Diego, CA 92182-8030

1-458   tmp6372

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!

Mrd Stpl #12

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

2-800 tmp6386

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

Thank You

SAN DIEGO STATE