## 1. CALL TO ORDER

### 1.1. Land Acknowledgement

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

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

Eyay e'Hunn My heart is good.                                  –*Michael Miskwish, Kumeyaay Nation*

### 1.2. SDSU University Senate Resolution on Principles of Shared Governance, April 9, 2019

WHEREAS: Shared governance is a system of partnership, equity, accountability, and ownership that forms a culturally sensitive, inclusive, and empowering framework for developing and implementing sustainable and accountability-based decisions in service to all members of our campus and broader communities; and…

WHEREAS: Shared governance is an ongoing process in which faculty, staff, students, and administrators actively engage to share responsibility for 1) identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities and 2) active monitoring and evaluating of shared governance successes and pitfalls in service to continual improvement and the embodiment of a learning organization; and…

WHEREAS: A shared practice of, and shared commitment to, respect, communication, and responsibility will promote and support the growth and sustainment of trustworthiness within our University community…

### 1.3. Welcome (Butler-Byrd)

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

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

    **3.1.**    SENATE meeting [Minutes](#) for:

       3.1.1.    10-03-2023

       3.1.2.    11-07-2023

       3.1.3.    12-12-2024

**4.**    **ACTION ITEMS**

## 5. INFORMATION ITEMS

## 6. REPORTS

### 6.1. SEC Report (Butler-Byrd)

6.1.1. Senate Excellence Teaching Award: Erlinde Cornelis

6.1.2. Elections: caucus meeting date - April 23th

6.1.3. RSVP Link: Senate meeting at IVC - March 5, 2024

6.1.4. SDSU Young Men of Color Retention Study Group Salesforce (Brooks)

### 6.2. Senate Vice Chair Report (Murdock)

### 6.3. Senate Treasurer Report (Sharma)

### 6.4. Interim Provost Report (Tong)………………………………[TIME CERTAIN 3:15PM]

6.4.2. 2023/24 Faculty Hiring

### 6.5. Associated Students President Report (Morsy)………..……[TIME CERTAIN 3:25PM]

### 6.6. Wellbeing Improvement Survey for Higher Education (WISHES)(Guarcello)
……………………………………………………[TIME CERTAIN 3:45PM]

### 6.7. Pride Center Report (Wong)…………………...……………[TIME CERTAIN 3:55PM]

### 6.8. Instructional & IT Advisory Committee (Ross)……………...[TIME CERTAIN 3:35PM]

### 6.9. Athletic Related Issues (Wicker)…………………..………...[TIME CERTAIN 4:05PM]

## 7. ADJOURN

To:        SEC / Senate
From:     Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date:      November 29, 2023
Subject:   ACTION: Curriculum review process for special topics classes

---

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Academics, Courses, Experimental and Interdisciplinary Limited-Duration.

**Courses, Experimental and Interdisciplinary Limited-Duration**
(Numbered 296, 496, 580, and 596, and General Studies 250, 350, 550)

1.0     The 496 number shall designate defined, selected topics not specifically treated in regular Catalog courses. It may thus be used either as an experimental precursor to a new course proposal or as a vehicle to explore current interests through a standard course format, including syllabus, texts of bibliography, explicit procedure or methodology, and an appropriate student population. Unlike the 499 Special Studies course, the topics course should be subjected to a reasonable department or school review for need, relevance, and substance ~~in order to pass a series of reviews~~ before being included in the Class Schedule.

2.0     **Residence Courses:** Proposals for experimental and interdisciplinary limited-duration courses shall follow an expedited curriculum review process as follows: ~~the same procedure as regular undergraduate curricular proposals but with the following exceptions:~~

     2.1.    Experimental and interdisciplinary limited duration courses (initiated in the curriculum management system) shall be approved by the proposing department and college curriculum committees using the College's internal curriculum approval process and then sent to the College Dean (or designee) for approval. Proposals approved by the College Dean (or designee) will be sent simultaneously to the Senate Executive Committee, Undergraduate Curriculum Committee, Undergraduate Council, Graduate Council (for 500-level courses) and the Associate Vice President for Enrollment or designee as an information item. Unless objections arise, curriculum proposals will then be included in the Senate report as an information item. Courses that span multiple departments and/or colleges must be approved by all relevant departmental and college committees. If consensus cannot be achieved among these committees, the proposal shall undergo the full review process for new course proposals.

2.~~1~~2. Proposals shall not be constrained by General Catalog and committee deadlines for regular course proposals; they shall be dealt with on demand and shall be completely processed during one semester for implementation the next semester.

2.3. Assessment of an experimental and limited duration course shall be included as one component of the rationale for proposing the permanent version of the course. Proposals for these permanent courses shall undergo the full review process for new course proposals.

2.2. ~~Proposals may go concurrently to the college curricular screening body, the dean of the college, and the Associate Vice President for Enrollment or designee. The process shall conclude with the Undergraduate Topics Subcommittee, which shall report to the Undergraduate Curriculum Committee, which in turn shall report to the Senate.~~

3.0 **Extension Courses:** Proposals for experimental and interdisciplinary limited-duration courses offered for academic credit by Global Campus shall follow the same process described in 2.1. ~~be reviewed by the Undergraduate Topics Subcommittee, which shall report to the Curriculum Committee, which shall report to the Senate.~~

Rationale:

In AY 2022-23, the Senate approved a new process for making changes to current curriculum (see 5.2 in Curriculum Changes, Undergraduate and Graduate). Under this new and abbreviated process, minor modifications to undergraduate courses do not follow the full curriculum approval process. These courses undergo an abbreviated curricular review up through the college before being submitted to the Senate as an information item. The curriculum guide outlines what constitutes major/minor modifications, and AP&P is charged with maintaining those criteria. Because special topics courses are not permanent additions to the curriculum, and therefore do not go into the catalog, they are not covered by this recent change.

AP&P maintains that experimental and interdisciplinary limited-duration courses need not go through full curriculum review, since these are short-term special topics or experimental classes (courses numbered 296, 496, 580, and 596, and General Studies 250, 350, 550), typically offered one or two times (no more than four times). They are an ideal mechanism for faculty to try out new pedagogical themes and approaches before submitting a formal course proposal. Special topics are likewise ideally suited for new faculty who wish to teach classes not yet included in

the curriculum, but who are unable to quickly propose new courses due to the timing of their hire and/or arrival on campus. An abbreviated review for temporary courses would ensure flexibility and allow departments to be nimble in the shaping of their programs. Requiring full review of a temporary course is unnecessarily burdensome on faculty and staff.

This change would allow the same process of expedited review followed for minor modifications to be applied to special topics—review will proceed through the appropriate department and college committees. Courses spanning multiple departments and/or colleges must be approved by all relevant committees in all relevant departments/colleges. New course proposals based on special topics will continue to go through the full review process.

To:        SEC / Senate

From:      Arlette Baljon, Chair, Constitution and Bylaws Committee

Date:  1/23/2024

Subject: Bylaws 6 , 4.2.6, and 2.6.8  (referral 14 22-23)

---

The CBL moves that the Senate adopt the following changes to Senate policy file (Bylaws) for a 1st reading.

## 6.0    Vacancies

6.1.      Determination

6.1.1   Vacancies for elected SDSU Senators, including ASCSU Academic Senators, occur when the member meets the criteria in Bylaws 4.0

6.1.2   Vacancies for SDSU Senate and Senate-appointed committee members occur when the member meets the criteria in Bylaws 2.0

6.2.      Replacement of Elected Senators

6.2.1      CSU Academic Senators.  The Committee on Committees and Elections shall hold an election as soon as is possible to elect a replacement for the duration of the absence or the end of the term as outlined under 4.0 of these Bylaws.

6.2.2.     All other elected SDSU Senators

6.2.2.1 The temporary replacement shall be chosen from nominees receiving the next highest number of votes in the latest election for the constituency where the vacancy occurs. In the event of a tie number of votes, the Committee on Committees and Elections shall select the alternate filling the vacancy by lot.

6.2.2.2 If there are no other nominees or the nominee is not interested in serving any longer, the chair of the Committee on Committees and

Elections, in consultation with current senators from the impacted constituency, shall nominate the temporary replacement.

6.2.2.3  In nominating replacements for Contingent Faculty, the Lecturer Affairs Committee shall be consulted. A preference for units without existing representation shall be applied.

6.2.2.4 In nominating replacements for Staff Senators, the Staff Affairs Committee shall be consulted.

6.2.3  If the vacating member's term extends beyond the date an election will occur, the member appointed to that seat shall be considered a permanent replacement and shall complete the vacating member's term before they are electable for their own term. Per Bylaws 4.0 , completion of a partial term as a replacement does not does not impact on the member's eligibility to serve full terms of their own.

6.3    Replacement of Committee Members

6.3.1    Replacements shall meet all eligibility requirements as set forth in the committee's charter.

6.3.2    To replace a Senator-at-large in the Senate Executive Committee an election will be hold as soon as a vacancy is reported.

6.3.3    In all other cases, the Committee on Committees and Elections in collaboration with impacted committees and constituencies as appropriate, shall nominate a candidate.

6.3.3.1    Contingent Faculty seats: The Lecturer Affairs Committee shall be consulted in identifying a replacement.

6.3.3.2    Staff seats: The Staff Affairs Committee shall be consulted in identifying a replacement.

6.3.4    Elected Senators without a committee assignment shall be prioritized in identifying a replacement.

6.3.5 CCE shall present all nominated replacement committee members to the Senate for confirmation.

6.3.6 If the member replaced was a committee chair the impacted committee shall elect a new chair per Bylaws 2.0.

6.3.7 In instances where replacements are appointed to service on committees, Bylaws 4.0. shall apply. Completion of a partial term as a replacement does not impact the member's eligibility to serve full terms of their own.

~~6.1 Tenured and Probationary Faculty and Coaches. Occurring vacancies shall be filled until the next regular Senate elections by the nominees receiving the next highest number of votes in the latest election. In the event of a tie number of votes, the Committee on Committees and Elections shall select the alternate filling the vacancy by lot. If there is no second nominee, the chair of the Committee on Committees and Elections, in consultation with the unit, or current senators from the unit, shall nominate one candidate representing the unit of the vacated position. The candidate will serve until the next general Senate election.~~

~~6.2 Lecturers~~

~~6.2.1 To fill a vacancy, each major academic unit, if lacking an elected lecturer senator, shall select a single nominee by such procedures as the unit determines to be appropriate. The names of the nominees shall be delivered to the Secretary of the Senate before the spring semester Senate elections. The candidates receiving the largest number of votes shall fill the vacancies, and the next in number of votes shall be the alternates. The term of office shall be for three years. Lecturer senators shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation.~~

~~6.2.2 Other vacancies shall be filled until the next regular Senate elections in a manner consistent with Section 6.1.~~

~~6.4 MPP and non-MPP Staff~~

~~6.3.1 When vacancies occur due to expiring terms, the Senate shall conduct a university-wide election. The ballot shall include the names of all non-MPP staff eligible for election who have received at least one valid nomination and who are willing to serve. Candidates receiving the largest number of votes shall fill the vacancies, and those next in numbers of votes shall be the alternates. The term of office shall be three years. Staff senators shall serve no more than two consecutive terms. Service for a partial term shall not be included in this calculation.~~

~~6.3.2 Other vacancies shall be filled until the next regular Senate elections in a manner consistent with Section 6.1.~~

**4.2.6** The Senate seat of an elected member shall become vacant when the individual (a) resigns from the Senate, (b) becomes an ex officio member of the Senate, (c) is elected as a member of the Senate representing another employee group, (d) ~~is absent but represented by a substitute for more than five consecutive regular meetings, (e)~~ is absent and unrepresented for more than two ~~three consecutive~~ regular meetings during the AY, ~~(f~~ e) is absent with or without representation for more than four ~~five of eight consecutive~~ regular meetings during the AY ~~excluding those occurring while the member is on official eave, (g) goes on leave, regardless of reason, for more than one semester~~, (~~h~~ f) separates from the university, or (g) dies.

**Bylaws 2**

2.6.8    Terms of Service on Senate and Senate-Appointed University Committees

2.6.8.1    Unless otherwise specified, committee members shall serve three-year terms. A committee member may be reappointed. During a committee's initial three years, or as needed to ensure term staggering that is healthy for the continuity of the committee, the Committee on Committees and Elections shall specify members with one-, two-, and three-year seats.

2.6.8.2    Removal: The Committee on Committees and Elections may recommend the removal of a committee member. Accordingly, the committee member shall be told of the reasons for the proposed removal and shall be given at least two weeks in which to respond. If the Committee on Committees and Elections then determines that removal of the member is in the best interests of the affected committee and of the Senate, it shall recommend to the Senate the name of a replacement member. Appointment of the new nominee by the Senate shall constitute removal of the previous member.

2.6.8.3    Leave: As soon as a committee member is certain of being granted a ~~one semester~~ leave from duties at the university, that member shall in writing, so inform the chair of that committee, who in turn shall immediately inform the Secretary of the Senate and the Chair of the Committee on Committees and Elections. If the leave is ~~longer than~~ one semester, the Committee on Committees and Elections in consultation with the committee chair shall recommend to the Senate a temporary replacement. If the leave is longer than one semester, the Committee on Committees and Elections shall recommend to the Senate a ~~or~~ permanent replacement selected according to normal criteria and procedure.

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

**[add}**

1.3.3 Excessive absences (as defined in Bylaws 4.0) of ex-officio senators (voting and non-voting) shall be addressed by the Chair of the Senate.

**Rationale:**

Officers asked CBL to update this section 6.0 Vacancies. Section 5.0 Substitutes was updated in May. Sections 4.2.6 and 2.6.8 specify when seats become vacant. These are updated simultaneously.

ASCSU vacancies are identical to those passed in the April senate. The rules are dictated by the ASCSU policy file. The language will be removed from Bylaws 4.5 editorial after this update is made.

In addition we propose that if a senator-at-large has to be replaced an election is called.

CBL realized that 4.2.6 applies to all elected senators, but not the ex-officio ones. The latter count toward quorum, hence excessive absences hinder the functioning of the Senate. We propose to add 1.3.3 so this can be addressed.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: November 15, 2023
RE: Action Item: Update to Policy Language Regarding SDSU Syllabus Collection

**Action Item**

**Academic Responsibilities (pp 146)**

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

2.1. As a university located on the historic lands of the Kumeyaay Nations, faculty retain the option to include the SDSU Land Acknowledgement statement (the abbreviated or full version) in their syllabus as recognition that SDSU resides on the land of the Kumeyaay, and as an expression of the university's commitment to advancing access, justice, equity, diversity, and inclusion.

2.2. Instructors shall provide students with access to their course syllabus at or before the first class meeting. In addition, instructors shall post their syllabus on the official and available course site of the SDSU Canvas learning management system as well as any other course web site routinely accessed by the course students. Any major changes to the course syllabus shall be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.

2.3. ~~Departments shall, by the end of the semester, upload their course syllabi in an accessible electronic format to the SDSU Syllabus Collection. Faculty may elect to complete and provide to their department a completed course information template (available from the SDSU Syllabus Collection) in lieu of the official course syllabus.~~

2.3 Departments shall, by the end of each semester, submit their syllabi for deposit into the SDSU Syllabus Collection according to procedures defined in the Chairs and Directors Handbook.

**Rationale**

This is an update to policy language regarding procedures for submitting course syllabi to the SDSU Syllabus Collection. The procedures themselves will be added to the Chairs and Directors Handbook.

To:         SEC/Senate
From:      Pat Walls, Chair, Staff Affairs Committee
Date:       January 11, 2024
Subject:   ACTION: Staff Emeritus Nominations

---

**ACTION**: The Staff Affairs Committee moves that the Senate confer Staff Emeritus Status to the following retired employees:

| Name | Division | Department | Jobcode Name | Years in Service |
|------|----------|------------|--------------|------------------|
| French,Harry J | BUS FINAN | Housing Facilities Services | Supervising Locksmith | 24.9 |
| Hyde,Jon P | BUS FINAN | Reprographic Services | Graphic Designer 12 Mo | 28.9 |
| Johnson,Harry Dean | AA ARTSLET | Department of Geography | Operating Sys Analyst 12 Mo | 25.9 |
| Mann,Kirk E | BUS FINAN | Custodial Services | Lead Custodian | 26.9 |
| Panahi,Yasmine P | AA ARTSLET | Dept of Ling & Asian/M.E. Lang | Admin Support Assistant 12 Mo | 22.9 |
| Rich,Michael T | IT | IT Network & Infrastructure | Equip Systems Specialist 12 Mo | 27.3 |
| Urquidez,Patti L | BUS FINAN | Electric Shop | Lead Electrician | 19.9 |

**RATIONALE**: The above named staff have retired with more than 10 years of service to the university per the University Policies included in the Policy File (p192).

To:       SEC / Senate
From:     Joanna Brooks, Chair, Undergraduate Council
Date:     November 16, 2023
Subject:  ACTION: Update to Undergraduate Council membership

---

ACTION: In response to a Senate referral, the Chair requests that the Undergraduate Council membership charter be updated as follows:

## Undergraduate Council

1. **Membership (1~~6~~7):** nine faculty, including one from each academic college, the Library and SDSU Imperial Valley; Associate Vice President for Faculty Advancement and Student Success, or designee, who shall chair; Associate Dean (FASS); ~~and~~ Assistant Dean of Undergraduate Studies (FASS); Assistant Dean of Student Success (FASS); Vice President of Student Affairs and Campus Diversity or designee; Associate Vice President for Enrollment; two undergraduate students.

**Rationale:** Following the 2020 reorganization of DAESA as FASS and with the implementation of a Campuswide Coordinated Approach to Student Success, two roles in FASS held by lecturers were evolved and redesignated to align with an evolved campus student success infrastructure. The Director of General Studies role evolved into an Assistant Dean of General Studies, focused on curriculum-supported student success endeavors, and the general Assistant Dean role in FASS evolved into an Assistant Dean for Student Success, focused on upper-division advising. Both roles are essential participants in Undergraduate Council.

**MEMORANDUM**

November 29, 2023

To:           San Diego State University Senate

From:        Cristina Alfaro, AVP International Affairs

Subject:     Senate Policy for Appointment of Campus ACIP Member

Dear Senators and Senate Leadership,

For your consideration, the Senate Policy for Appointment of Campus ACIP Member is being proposed as follows:

**SDSU University Senate Policy File AY 2023-2024**
**International Affairs Council (page 127)**

## International Affairs Council

**1.0 Membership (24):** fourteen faculty; seven administrators or staff to include the Associate Vice President for International Affairs, who shall serve as Chair; one staff member, one undergraduate and one graduate student who have studied in a foreign country.

**2.0 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) report on funding programs and opportunities for external support of international activities, (d) shall identify needs for improvement and development, and (e) report annually to the Senate and administration.

**3.0 Campus ACIP Member:** The Council shall appoint the campus ACIP member for a three-year term; this initial term may be renewed for one additional three-year term. The appointed ACIP campus member may be a contingent faculty member, a staff, or MPP. It is the option of the ACIP member to continue service on ACIP during leave or FERP, if not contrary to campus policy.

Based on the California State University's Academic Council on International Programs (ACIP) Handbook, Page 14
(https://csyou.calstate.edu/groups/ACIP/Shared%20Documents/Handbook%20and%20Bylaws/ACIP%20Handbook.pdf)

**RATIONALE:**
The ACIP, advisory body to CSU International Programs, is made up of one representative from each of the 23 CSU campuses. Appointed by each campus in a local procedure established in consultation with the local faculty senate, ACIP members ordinarily serve for three years. Each ACIP member serves on one of four standing committees: Academic and Fiscal Affairs, Faculty Affairs, Student Affairs, or Program Review. The ACIP meets as a body twice a year, while some committees will require additional meetings. The new policy is being recommended so that there is an established Senate-approved procedure for the appointment of the campus ACIP member.

| 2024-2025 University Catalog -Action - Graduate Programs  TO: SEC/Senate  FROM: Tracy Love, Chair, Graduate Council  DATE: January 30, 2024 / February 6, 2024 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Title | Action (New) | Action (Deleted) | Program Type | Major Code | SIMS Code | Proposal Link | Notes |
| Food Science, M.S. | x | | Degree program | | | https://sdsu.curriculog.com/proposal:2378/form | The purpose of the proposed MS in Food Science program is to prepare skillful food scientists for industry, academia, and other professional careers. |

To: Senate Executive Committee/Senate

From: Pat Walls, Committee on Committees and Elections

Date: January 25, 2024

Re: Vacant Senate and Committee Seats as of January 25, 2024

**ACTION ITEM**

Please see the live [Senate and Committee Roster](#) for further details about committee work and meeting information

The workflow for filling committee seats or renewing an existing member's term is:

1. SDSU constituents reach out to committee chairs to get involved,
2. chairs and committee members recruit their peers with a direct connection to the comittee's mission and who have the requisite role at SDSU,
3. chairs email CCE at **senate.cce@sdsu.edu** for roster updates to be verified for eligiblity,
4. CCE emails Senate Analyst and cc's committee chair for changes to be implemented.

If chairs and committee members are unable to find applicable members, then they should reach out to the following:

**\*\*Associated Students** for students
**\*\*Staff Affairs Committee** chair for staff
**\*\*Lecturer Affairs Committee** chair for contingent faculty
**\*\*Committee on Committees and Elections chair** for tenured and probationary faculty and administrators

Below are the **73** open Senate and committee seats and the **42** members who need their term renewed or seat filled by someone else. Please work with our campus community members to get these seats filled to continue the meaningful work your committees do.

| # | Committee | Campus Role | Required Unit | Term renewal needed of existing member |
|---|-----------|-------------|---------------|----------------------------------------|
| 1 | Senate | Faculty | College of Arts & Letters | |
| 2 | Senate | Faculty | College of Education | |
| 3 | Senate | Faculty | College of Sciences | |
| 4 | Senate | Contingent Faculty | Open | |
| 5 | Senate | Coaching Faculty / Coaches | Open | |
| 6 | Senate | Non-Represented Employees | Open | |
| 7 | CCE | Faculty | College of Arts & Letters | |
| 8 | CCE | Faculty | College of Professional Studies and Fine Arts | |
| 9 | DEI | Faculty | College of Health & Human Services | \*\*\* |
| 10 | DEI | Faculty | Imperial Valley Campus | \*\*\* |
| 11 | FA | Faculty | College of Professional Studies and Fine Arts | |
| 12 | FA | Faculty | Imperial Valley Campus | |
| 13 | FA | Contingent Faculty | Open | |
| 14 | UCC | Faculty | College of Sciences | \*\*\* |
| 15 | UR&P | Student | AS | |
| 16 | Campus Development | Faculty | Open | \*\*\* |
| 17 | Campus Development | Faculty | Open | \*\*\* |
| 18 | Campus Development | Student | AS | |
| 19 | Environment & Safety | Faculty | Open | \*\*\* |
| 20 | Environment & Safety | Faculty | Open | |
| 21 | Environment & Safety | Faculty | Open | |
| 22 | Environment & Safety | Faculty | Open | |
| 23 | Environment & Safety | Staff | Open | |
| 24 | Environment & Safety | Admin | Director: Health Services (or designee) | |
| 25 | Faculty Honors & Awards | Faculty | Open | \*\*\* |
| 26 | Faculty Honors & Awards | Alum | Former Recipient of Alumni Award (voting on Alumni Award Subcomittee) | |
| 27 | Faculty Honors & Awards | Alum | Former Recipient of Alumni Award (voting on Alumni Award Subcomittee) | |
| 28 | General Education | Faculty | College of Education | \*\*\* |

| | | | | |
|---|---|---|---|---|
| 29 | General Education | Faculty | College of Engineering | |
| 30 | General Education | Student | AS | |
| 31 | General Education | Student | AS | |
| 32 | Global Campus | Faculty | College of Arts & Letters | |
| 33 | Global Campus | Faculty | College of Health & Human Services | *** |
| 34 | Global Campus | Faculty | College of Professional Studies and Fine Arts | *** |
| 35 | Global Campus | Faculty | Imperial Valley Campus | *** |
| 36 | Instructional & IT | Faculty | College of Professional Studies and Fine Arts | |
| 37 | Instructional & IT | Faculty | College of Health & Human Services | |
| 38 | Instructional & IT | Faculty | Imperial Valley Campus | |
| 39 | Lecturer Affairs | Contingent Faculty | College of Sciences | |
| 40 | Liberal Studies | Faculty | Imperial Valley Campus, Liberal Studies affiliated | |
| 41 | Liberal Studies | Student | AS, Liberal Studies Major, Mesa | |
| 42 | Liberal Studies | Student | AS, Liberal Studies Major, IVC | |
| 43 | Library | Faculty | College of Arts & Letters | *** |
| 44 | Library | Faculty | Fowler College of Business | *** |
| 45 | Library | Faculty | Fowler College of Business | *** |
| 46 | Library | Faculty | College of Education | *** |
| 47 | Library | Faculty | College of Engineering | *** |
| 48 | Library | Faculty | College of Sciences | |
| 49 | Library | Student | AS | |
| 50 | URC | Faculty | College of Professional Studies and Fine Arts | |
| 51 | Staff Affairs | Faculty | Open, Senator | |
| 52 | SLOPAC | Faculty | Fowler College of Business | |
| 53 | SLOPAC | Faculty | College of Education | *** |
| 54 | SLOPAC | Faculty | College of Engineering | *** |
| 55 | SLOPAC | Faculty | College of Professional Studies and Fine Arts | |
| 56 | SLOPAC | Faculty | College of Sciences | |
| 57 | SLOPAC | Faculty | Imperial Valley Campus | *** |
| 58 | SLOPAC | Admin | AVP: Student Affairs and Campus Diversity | |
| 59 | SLOPAC | Admin | Instructional Technology Services Representative | |
| 60 | SLOPAC | Admin | Assessment & Accreditaton Specialist | |
| 61 | Sustainability | Faculty | College of Education | |
| 62 | Sustainability | Faculty | College of Health & Human Services | |
| 63 | Tenure-Track Planning | Faculty | Open | *** |
| 64 | Tenure-Track Planning | Faculty | Open | *** |
| 65 | Tenure-Track Planning | Faculty | Open | *** |
| 66 | Tenure-Track Planning | Faculty | Open | *** |
| 67 | Tenure-Track Planning | Faculty | Open | |
| 68 | Undergrad | Faculty | Fowler College of Business | *** |
| 69 | Undergrad | Faculty | College of Engineering | *** |
| 70 | Undergrad | Faculty | College of Health & Human Services | *** |
| 71 | Undergrad | Faculty | College of Professional Studies and Fine Arts | |
| 72 | Undergrad | Admin | Associate Dean: Undergraduate Studies | |
| 73 | Bookstore | Faculty | College of Education | *** |
| 74 | Bookstore | Faculty | College of Health & Human Services | *** |
| 75 | Bookstore | Faculty | Imperial Valley Campus | *** |
| 76 | Copyrights & Patents | Faculty | Faculty (Senate Appointee to Research Council by Senate) | |
| 77 | Copyrights & Patents | Faculty | Open | |
| 78 | Copyrights & Patents | Admin | Member-at-Large | *** |
| 79 | Copyrights & Patents | Admin | Technology Transfer Office (nonvoting) | |

| | | | | |
|---|---|---|---|---|
| 80 | Freedom of Expression | Admin | VP: Student Affairs and Campus Diversity (or designee) | |
| 81 | Freedom of Expression | Student | AS | |
| 82 | Intercollegiate Athletics | Faculty | Open Senate Appointee \| Serves as Campus COIA Rep | *** |
| 83 | Intercollegiate Athletics | Faculty | Open Senate Appointee | *** |
| 84 | Intercollegiate Athletics | Faculty | Presidential Appointee | *** |
| 85 | Intercollegiate Athletics | Admin | VP: Student Affairs and Campus Diversity (or designee) | |
| 86 | Intercollegiate Athletics | Admin | Member: Aztec Club | |
| 87 | Intercollegiate Athletics | Student | Student Athlete Advisory Council | |
| 88 | PBAC | Student | AS | |
| 89 | SDSU Press | Admin | External Member | |
| 90 | SDSU Press | Admin | External Member | |
| 91 | Promotion and Tenure Review | Faculty | College of Professional Studies and Fine Arts | *** |
| 92 | Promotion and Tenure Review | Faculty | College of Arts & Letters | *** |
| 93 | Promotion and Tenure Review | Faculty | Fowler College of Business | *** |
| 94 | Promotion and Tenure Review | Faculty | College of Education | *** |
| 95 | Promotion and Tenure Review | Faculty | College of Engineering | *** |
| 96 | Promotion and Tenure Review | Faculty | College of Health & Human Services | *** |
| 97 | Promotion and Tenure Review | Faculty | College of Sciences | *** |
| 98 | Promotion and Tenure Review | Faculty | Imperial Valley Campus | *** |
| 99 | Student Grievance | Faculty | Open, Full-Time, Alternate | *** |
| 100 | Student Grievance | Student | AS | |
| 101 | Student Media Advisory | Student | VP Finance: Associated Students (or designee) | |
| 102 | Student Media Advisory | Admin | VP: University Relations and Development (or designee) | |
| 103 | Student Media Advisory | Faculty | Journalism | |
| 104 | Student Media Advisory | Student | AS | |
| 105 | Student Media Advisory | Student | AS | |
| 106 | Student Media Advisory | Student | AS | |
| 107 | Student Media Advisory | Student | AS | |
| 108 | Teacher Prep | Faculty | College of Arts & Letters | |
| 109 | Teacher Prep | Faculty | Fowler College of Business | |
| 110 | Teacher Prep | Faculty | College of Education | |
| 111 | Teacher Prep | Faculty | College of Engineering | |
| 112 | Teacher Prep | Faculty | College of Health & Human Services | |
| 113 | Teacher Prep | Faculty | College of Professional Studies and Fine Arts | |
| 114 | Teacher Prep | Faculty | College of Sciences | |
| 115 | Teacher Prep | Faculty | Imperial Valley Campus | |

TO:            SEC/Senate
FROM:        William Welsh, Chair, Faculty Honors and Awards Committee
DATE:         January 24, 2024
SUBJECT:    ACTION: Emeritus Request

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

- **Helina Hoyt**, Assistant Professor of Nursing SDSU-Imperial Valley, December 31, 2023, 16 years
- **David Pearson**, Professor of Sociology SDSU-Imperial Valley, May 17, 2024, 14 years
- **Jeanette Shumaker**, Professor of English SDSU-Imperial Valley, May 17, 2024, 32 years

| 2024-2025 University Catalog - Action - Undergraduate Programs<br>TO: SEC / Senate<br>FROM: Steve Barbone, Chair, Undegraduate Cirriculum Committee<br>DATE: January 30, 2024 / February 6, 2024 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Title | Action (New) | Action (Deleted) | Program Type | Major Code | SIMS Code | Proposal Link | Notes |
| Accelerated Curriculum for Educators Special Education Minor | x | | Minor | | | https://sdsu.curriculog.com/proposal:2630/form | |
| Korean Studies Minor | x | | Minor | | | https://sdsu.curriculog.com/proposal:2698/form | |
| Urban Studies Minor | x | | Minor | | | https://sdsu.curriculog.com/proposal:2663/form | |

To:        SEC

From:      Arlette Baljon, Chair, Constitution and Bylaws Committee

Date:  1/23/2024

Subject: referral 23/24_04: Review of Automatic Signature Content on Senator Discussions Listserv

---

The CBL presents the following information item

Background: The Freedom of Expression Committee moves that language automatically added to the signature section of messages sent to the Senator Discussions listserv since approximately September 25, 2023 be removed, such that this language is no longer is appended to future messages. Respective language added on September 25 is the following:
"The Senate Discussions listserv is unmoderated and NOT the official channel for University Senate Business. Participation in this listserv is entirely voluntary. The Senate Discussions listserv is meant to promote dialogue and deliberative decision-making for the benefit of the SDSU Community. In alignment with the SDSU Principles of Community, "We respect the right of every individual to think, speak, and discuss any idea in the spirit of advancing knowledge when expressed in a manner that promotes dignity and understanding" Please note that the Senate Policy on Electronic Communication applies to all listserv communication, and provides examples of misuse (e.g. using electronic communication via email, listserv, chat, web conference or otherwise to harass or intimidate others). Violations of this policy may lead to disciplinary actions, up to and including termination or expulsion, as well as revocation of access to university information technology resources.


**Response:**

CBL notes that it is not in its purview to judge if language can be added to the listserv.

To:        SEC

From:      Arlette Baljon, Chair, Constitution and Bylaws Committee

Date:  1/23/2024

Subject: 23/24_05: Procedures and Policies for Recording Meetings

---

The CBL presents the following information item

Background:
Recording Senate and SEC meetings that include a Zoom modality has become common place, but as best I can tell, the Policy File contains no information on the procedures for recording meetings and making those recordings available to Senators who participated in a recorded meeting or to the broader SDSU community.

Response:
CBL suggest officers ask for legal counsel. If the advice is to add language to the policy file, CBL is happy to get a new referral and craft language on recordings.

-

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: November 15, 2023
RE: Information Item: Referral 21/22_20: Course syllabi policy file revisions

**Information Item**

The Faculty Affairs Committee (FAC) in considering this referral was hesitant to add detailed requirements and definitions that might change regularly to the policy file, and has decided to recommend not acting on the referral. The committee noted that there are other better sources for this type of information about syllabus content, such as the faculty handbook and the syllabus template maintained by the Center for Teaching & Learning (CTL).

The FAC was concerned that by adding detailed syllabus requirements to Senate policy we may also interfere with recent work by Faculty Advancement & Student Success and the CTL to streamline the syllabus template by hyperlinking to critical student information where it is kept up to date on the SDSU website, rather than adding it as text to the syllabus itself. The FAC also notes that some information the referral suggested as policy, such as student learning objectives, may differ by discipline and would be better placed in college policy.

TO: Senate Executive Committee / Senate
FROM: Keven Jeffery, Chair, Faculty Affairs Committee
DATE: November 15, 2023
RE: Information Item: Referral 20/21_07: Motion referred by Senate Officers regarding policies and procedures about faculty behaviors and responsibilities to create diverse, equitable, inclusive classroom environments.

**Information Item**

The Faculty Affairs Committee (FAC) in considering this referral notes that there are numerous federal and state laws governing discrimination and harassment in the classroom, including the Equity in Higher Education Act (California Education Code, 66250-66293). The FAC believes that these laws in combination with the current University Senate Policy, which calls for faculty to subscribe to the Statement on Professional Ethics (2009) of the American Association of University Professors (Professional Responsibilities, p. 160-161), contain sufficient tools to enable University administration to ensure that a diverse, equitable, and inclusive classroom environment is maintained.

The committee concurs with the Freedom of Expression Committee recommendation (Response to Senate Referral 041521, May 2023) that sufficient procedures for reporting classroom incidents already exist, and that these resources should be made "more readily accessible and transparent to students," and in that light the FAC will work with the Center for Teaching and Learning, the Center for Inclusive Excellence, Associated Students, and other campus entities to ensure that these resources are effectively communicated to the campus community.

These activities could include communicating 1) to students about what types of incidents should be reported, and how to report them, 2) to faculty about best practices, policies, and procedures, and 3) to chairs and deans about options when dealing with classroom issues.

The committee also believes that recent initiatives, such as the strategic priority for Equity and Inclusion in Everything We Do and the SDSU Principles of Community, have provided new avenues for faculty discussion and educational opportunities around the creation of a diverse, equitable, and inclusive campus.

TO:        SEC/University Senate

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

DATE:       January 30, 2024

RE:         Information

---

**Philanthropy Report:**

Our Aztec family sincerely appreciates the unwavering generosity of donors who impact students, faculty, staff, and programs across campus. We celebrate the following list of notable gifts, bequests, pledges, and pledge payments of $25,000 or more received since our last SEC update:

Alumnus Keith Baim has made a pledge payment of $50,000 to the Keith Baim Excellence in Guitar Composition Endowment in the College of Professional Studies and Fine Arts.

Andrew Ballester has made a pledge payment of $1,560,000 to the Techstars San Diego Powered by San Diego State University Operating Fund in the Division of Research and Innovation.

Daniel Haiming and Cai Li Chang have committed to a pledge of $500,000 to support the Daniel Haiming and Cai Li Chang Center for Electric Drive Transportation in the College of Engineering.

TCF Board Member and Alumnus Jason Campbell and Carlota Campbell have made a pledge payment of $50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Dennis Cruzan and Janet Cruzan have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Max and Ellen Gelwix have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

The Jack W. Goodall Family Foundation, has made a grant of $75,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Thomas Hom and Loretta Lum have recommended a $25,000 grant from the Hom Family Fund at the San Diego Foundation to support the Chinese Cultural Center Endowment in the College of Education.

Ksenija Marinkovic, Ph.D. has made a gift of $44,632 to the Spatio-Temporal Brain Imaging Lab Support Fund in the College of Sciences.

The Estate of Alumna Valerie McPherson has made a bequest payment of $557,000 to the Valerie McPherson Endowment for the Greatest Needs of SDSU.

Hans and Ursula Moede have recommended a grant from the Ursula and Hans Moede Charitable Fund at Schwab Charitable Giving to support the Healthy Early Years & Joyner Elementary Partnership in the College of Education.

Becky Moores has made a gift of $50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

James B. and Susan F. Morris have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Stephen B. Nielander and Dominique K. Alessio have made gifts totaling $68,616 to support student-athlete excellence, scholarships, and academic and personal growth initiatives, the Men's Lacrosse Team and the Women's Lacrosse Excellence Fund in the Division of Intercollegiate Athletics, the Pierce Greek Life Center Fund in the Division of Student Affairs and Campus Diversity, and the Finance Department Faculty Fund in the Fowler College of Business.

Alumnus Leon Parma and Barbara Parma have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Passion Planner, LLC has provided a gift-in-kind donation valued at $143,465 to the College of Education.

Alumnus Christopher M. Pendleton has committed to a bequest to support the Christopher Michael Pendleton MIS Scholarship Endowment in the Fowler College of Business.

Alumna Michele Schlecht has committed to a pledge of $30,000 to support the Michele Schlecht MFA Musical Theatre Endowed Scholarship in the College of Professional Studies and Fine Arts.

The SD Kiwanis Club Foundation has made gifts totaling $28,000 to support the university-wide Kiwanis Club Scholarship and the Aztec Athletic Scholarship Fund in the Department of Intercollegiate Athletics.

Charles R. Smith has made a gift of $50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

The Estate of Josh Wooldridge has made a bequest payment of $173,625 to the Josh Wooldridge Jr. Scholarship Endowment in the Fowler College of Business.

Abzena has provided a gift-in-kind donation valued at $1,070,372 to the Department of Biology in the College of Sciences.

Christy Andrade and Richard D. Crowder have committed to a bequest of $100,000 to support the Wallace, Shatsky, Blackburn Courage Through Cancer Fund.

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

Alumni Vince and Betsey Biondo have recommended a $25,000 grant from the Betsey and Vince Biondo Family Fund at Vanguard Charitable to support the Vincent F. Biondo, Jr. Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Marilyn Creson Brown has recommended a $250,000 grant from the James Silberrad Brown Foundation at the San Diego Foundation to support the James Silberrad Brown Foundation Aztecs Going Pro Fund in the Department of Intercollegiate Athletics. Marilyn Creson Brown has also committed to a pledge of $105,000 to support the James Silberrad Brown Foundation Excellence in Musical Theatre Fund in the College of Professional Studies and Fine Arts.

Alumna Genevieve J. Crecelius and Paul Kurtz Crecelius have made gifts totaling $50,000 to the Paul Kurtz and Genevieve Jane Crecelius Endowed Scholarship in Chemistry in the College of Sciences and

the Paul Kurtz and Genevieve Jane Crecelius Endowed Scholarship in Accounting in the Fowler College of Business.

Alumna Joanne D. Dethloff and Glenn A. Dethloff have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

The Estate of Alumnus Timothy A. Dunn has made a bequest payment of $45,000 to the Aztec Athletic Scholarship Fund in the Department of Intercollegiate Athletics.

Alumna Karen J. Farber has recommended a grant of $50,000 from the SKIKAR Charitable Fund at the American Gift Fund to support the Guardian Scholars Program in the Division of Student Affairs and Campus Diversity.

Mark and Kimberly Filanc have made a gift of $25,000 to the Mark E. Filanc Scholarship Endowment in the College of Engineering.

TCF Board Member and Alumnus Jeffrey Glazer and Dr. Lisa S. Braun Glazer have made gifts totaling $44,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Gene Gleeson and Traute Gleeson have made pledge payments totaling $42,748 to the Gene Gleeson Endowed Scholarship and the Traute Gleeson Endowed Scholarship in the College of Arts and Letters.

Alumna Judith W. Hamilton has made gifts totaling $50,000 to support the Wallace, Shatsky, Blackburn Courage Through Cancer Fund, and the Athletics General Excellence Fund and SDSU Women's Athletics Fund in the Department of Intercollegiate Athletics.

Matthew C. Hervey has recommended a $148,750 grant from the Hervey Family Fund at the San Diego Foundation to support the Hervey Family Foundation Basic Needs Center in the Division of Student Affairs and Campus Diversity.

Alumnus Robert J. Lusitana has made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

The Marriott Business Council has committed to a pledge of $25,000 to support the San Diego Marriott Business Council Scholarship Endowment and an additional pledge of $25,000 to support the San Diego Marriott Business Council Fund in the College of Professional Studies and Fine Arts.

Alumna Chayo Moreno has made a gift of $30,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Thomas P. Newton and Lisa Hengehold Newton have made a pledge payment of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Thomas and Christine Olinger have recommended a $100,000 grant from the Emmaus Charitable Fund at Ayco Charitable Foundation to support the Mary Ann Olinger Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Steven and Ellen Osinski have recommended a $30,000 grant from the Osinski Family Foundation at Fidelity Charitable to support the Osinski Family Women in Leadership Endowment in the Fowler College of Business.

Pave-Tech, Inc. has made a gift of $50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus John W. Scannell and Lori Bell have made a pledge payment of $25,000 to support the Athletics General Excellence Fund in the Department of Intercollegiate Athletics and the Guardian Scholars Program in the Division of Student Affairs and Campus Diversity.

Jason Shidler has made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Bill and Robin Sinclair have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives, and have made a $10,000 pledge payment to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Faculty Emeritus Paul J. Strand, Ph.D. has committed to a pledge of $30,000 to support the Thomas C. Strand Endowed Scholarship in Geography in the College of Arts and Letters.

Takeda Pharmaceuticals has provided a gift-in-kind donation valued at $111,223 to the College of Sciences.

Alumnus Eric John Turchick has committed to a bequest to support student scholarships in the College of Arts and Letters.

Alumna Carolyn W. Veseliny has committed to a bequest to support scholarships for Special Education Teaching Credential students in the College of Education.

George and Meryl Young have made a gift of $25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

**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 October 30 (vs. Cal State San Marcos) November 6 (vs. Cal State Fullerton); November 14 (vs. Long Beach); November 27 (vs. Point Loma) December 9 (vs. UC Irvine); December 19 (vs. Saint Katherine); December 21 (vs. Stanford); January 3 (vs. Fresno State); January 6 (vs. UNLV); and, January 17 (vs. Nevada). Guests were hosted in the President's Section and in the Mezzanine Suite. A pre-game reception was held prior to the January 17 basketball game and approximately 170 guests attended the event, including members of The Campanile Foundation board and donors/prospects to the College of Arts and Letters, College of Health & Human Services, College of Professional Studies & Fine Arts, Fowler College of Business and Planned Giving donors. Additionally, special guests of Judy Porter, Milton Phelps and Michael Cage were in attendance to celebrate the Return to the Rafters jersey ceremony that took place during the game. Remarks were provided by Vice President Vargas, Steve Fisher and student-athlete, Allie Light.

On Thursday, Nov. 9, a welcome reception for Global Campus Dean Ian Gibson was hosted at the University House and was attended by 48 guests (11 external; 37 internal). The external guests included members of TCF and the Retirement Association and Alumni Boards.

On Tuesday, November 14 the annual Tower Society stewardship event was held in conjunction with the School of Music and Dance's *"Autumn at the Balboa"* concert. A reception was held at the Horton Grand Hotel prior to the concert. Tower Society consists of members who have donated, over their lifetime, $50,000+ to San Diego State. Approximately 75 guests attended the reception. President de la Torre and

Dean McKay spoke during the program. Following the reception, guests walked to the Balboa Theatre for the concert.

The Charles W. Hostler Institute on World Affairs and President's Lecture Series was held on Thursday, Nov. 16. This annual event featured Ambassador W. Stuart Symington, former U.S. Ambassador to Nigeria, Rwanda and Djibouti, and consisted of a day-long itinerary which included a campus tour, meet and greets with student veterans at the Joan and Art Barron Veterans Center and students from the Black Resource Center and Center for Intercultural Relations, luncheon with select students and faculty, and a lecture and reception. Approximately 120 faculty, staff, students, alumni and community members attended. A private dinner was also held that evening at the University House and the invited external guests were strategically selected by Development and Mrs. Chinyeh Hostler based on their background and business ties with Africa and/or interest in global affairs.

On Saturday, November 25, the Planned Giving team hosted 40 guests in the President's Suite in the Walter J. and Betty C. Zable Foundation President's Suite at the SDSU vs. Fresno State football game in Snapdragon Stadium. Guests included Heritage Society donors and elected officials. Select development officers were also in attendance. Additionally, the SDSU Alumni hosted 16 guests in The Campanile Foundation Suite.

On Tuesday, Nov. 28, President de la Torre and Vice President Vargas hosted a stewardship lunch at the University House for donors to the College of Health and Human Services. The donors support various areas in the college including nursing, public health, and the SDSU SPARK program. The purpose of the event was to recognize the donors for their support and to further steward them for future giving.

On Wednesday, Nov. 29 Vice President Vargas hosted URAD's annual Staff Appreciation event. This was the fifth year this event was hosted and the focus centered around celebrating staff milestone anniversaries. Cumulatively, URAD employees have almost 750 years of service – ranging from 30 days to more than 27 years. The average year of service is approximately 7.5 years. Service pins were distributed to 17 colleagues, representing 5, 10, 15, 20 and 25+ years of service.

On Thursday, Nov. 30, Vice President Vargas hosted a SDSU River Park Donor and Prospect Preview. The goal of this intimate event was to provide donors of named spaces an opportunity to view their areas prior to the removal of the construction fences. Additionally, prospects for future namings of the River Park were also invited. The walking tour was approximately ½ mile in duration and included previewing three named spaces: The Ben and Nikki Clay San Diego River Trail; The Alta and Franklin Grant Family Picnic Hub; and, The Mike and Christine Pack Reflection Pergola. A fourth named space, The Alta and Franklin Grant Family Playground (located on the east side of the River Park) will be completed this Spring. A follow-up email was sent to those who attended the event (18) as well as those who were invited but did not attend (108). The email included a link to view photos from the event and to a River Park collateral piece, outlining available naming opportunities. All attendees viewed the email and 13 clicked on the links. Of the 108 who did not attend, 71 opened the email (67%) and 20 clicked on the links. Vice President Vargas will use these analytics when planning her follow-up strategy.

The TCF Stewardship Committee Meeting was held on Tuesday, Jan. 9. The goal of this committee is to determine best practices for stewarding donors to San Diego State University. A tour of the Performing Arts District was held prior to the meeting. The meeting agenda included presentations by Gina Jacobs, Associate Vice President, Mission Valley Development, who provided highlights of SDSU Mission Valley, followed by a River Park naming opportunity summary by Mary Darling, Associate Vice President of URAD and event highlights from the River Park donor event. A presentation of the Performing Arts District and available naming opportunities was also provided. The Donor Relations team provided summaries from the recent SWOT analysis of two major donor outreach efforts that were recently completed – Impact of Philanthropy and donor impact reports which used a program to create donor impact reports.

**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:

Acknowledgments
- Sent over **1,600** 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.
- New Thank You Postcards; for consistency artwork has same look and feel as recent annual giving the end-of-year solicitations



- Athletic Donor Thank You Postcards; artwork features sports in-season



Recognitions
- Welcomed **299** first-time SDSU donors

- Recognized **20** new Tower Society members and upgraded **10** existing Tower Society members to the next level with lifetime giving of $50K+
- Sent newsletters to Tower Society members (lifetime giving $50K+) and SDSU Loyal (consistent giving) on January 11th in honor of International Thank You Day. Each newsletter included welcome from Adrienne Vargas, student thank you video and highlights from other philanthropic stories. Newsletter samples and link to student thank you video are below.
- Student video -



[Watch video now](#)

**International Thank You Day Newsletter Samples**



Sorry! We are unable to display your specific information in this email.

**SDSU** | San Diego State University

**TOWER SOCIETY NEWSLETTER**

Dear ##First Name##,

As we ring in 2024 and celebrate International Thank You Day, I want to extend my most sincere gratitude for your ongoing support of our Aztec community. Dedicated donors like you are the reason we received over 16,000 gifts to initiatives across campus last year, totaling nearly $137 million. You, along with **2,501 Tower Society members**, opened doors for our students to excel. I am honored that you have chosen to support SDSU.

Throughout the past year, your unwavering generosity toward SDSU was clear, and I hope you enjoy learning how collective donor support has transformed our campus. Thank you for all you do for our students, faculty, and staff—we continue to be humbled by your impact.

Wishing you a joyous New Year filled with Aztec pride!

Warmest regards,

Adrienne D. Vargas
Vice President, University Relations and Development
President and CEO, The Campanile Foundation

**Tower Society**
Recognizing Donors for Lifetime Giving

**2,498**
Active Tower Society members

**51**
Highest total years of giving by a loyal Tower Society donor

**44**
Highest consecutive years of giving by a loyal Tower Society donor

**25%**
of Tower Society members are also SDSU Loyal members

SDSU Loyal recognizes donors who made gifts in each of the last 2 years

Sorry! We are unable to display your specific information in this email.

**SDSU** | Loyal

**NEWSLETTER**

Dear ##First Name##,

As we ring in 2024 and celebrate International Thank You Day, I want to extend my most sincere gratitude for your ongoing support of our Aztec community. Dedicated donors like you are the reason we received over 16,000 gifts to initiatives across campus last year, totaling nearly $137 million. You, along with **5,406 SDSU Loyal members**, opened doors for our students to excel. I am honored that you have chosen to support SDSU for a total of ##Household Years## years.

Throughout the past year, your unwavering generosity toward SDSU was clear, and I hope you enjoy learning how collective donor support has transformed our campus. Thank you for all you do for our students, faculty, and staff—we continue to be humbled by your impact.

Wishing you a joyous New Year filled with Aztec pride!

Warmest regards,

Adrienne D. Vargas
Vice President, University Relations and Development
President and CEO, The Campanile Foundation

**SDSU** | Loyal
Recognizing Donors for Consistent Giving

**5,406**
SDSU Loyal members

**51**
Highest total years of giving by an SDSU Loyal donor

**44**
Highest consecutive years of giving by an SDSU Loyal donor

**21%**
of SDSU Loyal donors have given for 20+ years

| | 2024-2025 University Catalog - Action - 500-level Courses<br>TO: SEC / Senate<br>FROM: Tracy Love, Chair, Graduate Council; Steve Barbone, Chair, Undergraduate Curriculum Committee<br>DATE:  January 30, 2024 / February 6, 2024 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Prefix | Course # | Title | Information (New) | Notes | Unit | Level | Effective | Proposal Link |
| | M E | 544 | Scalable Manufacturing of Emerging Technology | x | previously Special Topics course (M E 596) | 3 | Ugrad/Grad | 8/19/2024 | https://sdsu.curriculog.com/proposal:2943/form |
| | M E | 570 | Engineering Sensor Technology | x | previously Special Topics course (M E 596) | 3 | Ugrad/Grad | 8/19/2024 | https://sdsu.curriculog.com/proposal:2926/form |

2024-2025 University Catalog - Action - Undergraduate Courses
TO: SEC / Senate
FROM: Steve Barbone, Chair, Undegraduate Cirriculum Committee
DATE: January 30, 2024 / February 6, 2024

| Prefix | Course # | Title | Information (New) | Notes | Units | Effective | Proposal Link | GE |
|--------|----------|-------|-------------------|-------|-------|-----------|---------------|-----|
| AAS | 488 | Applying Asian American Studies to Racial Justice | x | This class is part of the new Asian American Studies BA major.<br><br>This course fills a major gap in the university curriculum. There are no courses that explicitly address how Asian Americans contribute to solving social justice issues in America. This social science based approach to understanding Asian Americans participating in social justice problem solving helps students meet GE Social Science. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3048/form | |
| | | | | | | | | |
| HUM | 430 | Social Idenity, Human Values, and Healthcare | x | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2808/form | GE - CSU C Upper Division - Explorations - Humanities and Fine Arts; GE - CSU F - Ethnic Studies: Cultural Diversity (CD) |
| THEA | 442C | Practicum in Theatre Production: Lighting | x | | 2 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3296/form | |
| THEA | 446D | Practicum in Peformance: Lighting Crew | x | | 2 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3297/form | |

2024-2025 University Catalog - Information - Undergraduate Programs
TO: SEC / Senate
FROM: Steve Barbone, Chair, Undegraduate Cirriculum Committee
DATE:  January 30, 2024 / February 6, 2024

| Title | Information (Revised) | Program Type | Modifications | Major Code | SIMS Code | Proposal Link | GE |
|---|---|---|---|---|---|---|---|
| Art, Emphasis in Interior Architecture, B.A. in Applied Arts and Sciences | x | Degree Program | in Preparaton for the Major core reduced unints from 30 to 24, removed ART 250 and ART 251; in Major core increased units from 30 to 36, added ART 350 and ART 351 | 2031 | 660566 | https://sdsu.curriculog.com/proposal:3093/form | |
| International Business, Korean - Asia Emphasis, B.A. in Liberal Arts and Sciences | x | Degree Program | Removed KOR 331 and replaced with KOR 499 because it is on courses not taught list | 5131 | 113639 | https://sdsu.curriculog.com/proposal:3383/form | |
| Mathematics, Emphasis in Cmputational Science, B.S. in Applied Arts and Sciences | x | Degree Program | Nine Units of Electives core removed MATH 302, revised statement to include "Students planning to take MATH 302 as an elective course must obtain approval from the program adviser." | 17031 | 776322 | https://sdsu.curriculog.com/proposal:2932/form | |
| | | | | | | | |
| Chicana and Chicano Studies, B.A. in Liberal Arts and Sciences | x | Degree Program | added CCS 325 as elective to Core Explorations core, Borders and Cultures core, History and Politics core, and Community and a Social Change core | 22131 | 114905 | https://sdsu.curriculog.com/proposal:3167/form | |
| Electrical Engineering, B.S. | x | Degree Program | in GWAR core removed E E 492W; in Major core removed E E 492W and added E E 492 | 9091 | 443001 | https://sdsu.curriculog.com/proposal:3050/form | |
| Mechanical Engineering, B.S. | x | Degree Program | in Major core added M E 340; in Professional Electives core redued "nine additional units of coursework" to "six units..."; in Mechanical Systems core added M E 544 and M E 570; in Theramal Systems core added M E 544 and M E 570 | 9101 | 447001 | https://sdsu.curriculog.com/proposal:3018/form | |
| Mechanical Engineering, Emphasis in Bioengineering, B.S. | x | Degree Program | in Major core added M E 340; in Professional Electives core reduced units from Twelve to Nine of addtional coursework, added M E 544 and M E 570 to "may be selected from" | 9101 | 447002 | https://sdsu.curriculog.com/proposal:3017/form | |

| Prefix | Course # | Title | Information (Revised) | Modificaitons / Notes | Non-GE Designations | Units | Effective | Proposal Link | GE |
|--------|----------|-------|----------------------|----------------------|---------------------|-------|-----------|---------------|-----|
| STAT | 200 | Introduction to Data Science with R | x | reduced units from 4 to 3; removed second CS code component of C13-Technical Activites & Laboratories, course retains primary CS code of C01 - large lecture | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2951/form | |
| | | | | | | | | | |
| AFRAS | 200 | Intermediate Expository Writing and Research Fundamentals | x | Updated Prequisites to say "completion of one of the following courses with a grade of C- or better" and removed "proof of completion of prequisites required" and Course Note advising international students to take LING 200 while completion of RWS may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3391/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| AMIND | 225 | Expository Writing and Research | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better" and removed "proof of completion of prequisites required" and Course Note advising international students to take LING 200 while completion of RWS may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3392/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| CCS | 200 | Intermediate Expository Research and Writing | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better" and removed "proof of completion of prequisites required", added CCS 111B and POL S 100 to list of courses; Updated Course Note to remove not open to students with credit in AFRAS 200, AMIND 225, LING 200; added completion of RWS may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3393/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| ECL | 200 | Rhetoric of Written Arguments in Context | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better" and removed "proof of completion of prequisites required"; Updated Course Note removed not open to students with credit in AFRAS 200 AMIND 225 or CCS 200, advising international students to take LING 200 | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3394/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| LING | 200 | Advanced Composition for Multilingual Students | x | Updated Prerequisites to say complete LING 100B with a grade of C-; Updated Course Note to say International Students advised to take LING 200 and completion of RWS 200 may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3395/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| PHIL | 200 | Critical Thinking and Composition | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better", removed Proof of completion of prerequisites required; Updated Course Note to say International Students advised to take LING 200 and completion of RWS 200 may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3396/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| RWS | 200 | Rhetoric of Written Arguments in Context | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better", removed Proof of completion of prerequisites required; Updated Course Note to remove "Not open to students with credit in AFRAS 200, AMIND 225, CCS 200, ECL 200, or LING 200 | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3397/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |
| RWS | 220 | Rhetoric of Written Arguments and the Tutoring of Writing | x | Updated Prerequisites to say "completion of one of the following courses with a grade of C- or better", removed Proof of completion of prerequisites required; Updated Course Note to say International Students advised to take LING 200 and completion of RWS 200 may require completion of the library workbook assignment | | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:3398/form | GE - CSU A3 - Foundations - Communication and Critical Thinking - Critical Thinking |

To: SEC / Senate
From: Brian Hentschel and Gustaaf Jacobs, Co-Chairs, University Resources & Planning (URP) Committee
Date: January 18, 2024
Subject: INFORMATION:  Resource-related questions during review of curriculum changes

In parallel with URP's motion to eliminate URP's role in "Curriculum Changes, Undergraduate and Graduate" in the Policy File (see "Action Item" from URP to SEC dated 18 January 2024), members of the URP committee have generated a list of questions that the committee recommends be considered when anyone evaluates proposed changes in the curriculum from the perspective of the University resources required by or impacted by the proposed changes. If URP is eliminated from the current workflows in the Policy File (i.e., Senate approval of the "Action Item"), members of the URP committee trust that the dean of a college has the information and perspective necessary to evaluate the following questions, as noted in the current policy (4.0: "The dean's approval shall be based on the determination that the proposal is consistent with plans for the long-run development of the college, that all budget needs of the proposal (teaching positions, space, equipment, supplies, staff, etc.) have been considered carefully, and that the dean is prepared to give the needs of the program high priority in the college's budget."). If the Senate does not vote to eliminate URP from the current workflows, URP will need to ask and receive answers to many, if not all, of these questions for each proposal it is asked to evaluate for resource implications. In either case, URP encourages all authors of curriculum proposals to be mindful of the many ways their proposal might relate to resources.

The following broad questions should be addressed:

Is this curriculum offering in line with the university's strategic plan? Has the proposal been evaluated in the context of all university offerings? Is this among the highest priorities?

What is the basis for this curriculum proposal? Is the proposal based on student interest? Will another offering be "sunsetted" in order to reallocate resources for the proposal?

Is this proposal something offered at another CSU? Would it be more resource conscious to direct any student interest to those universities?

In addition, any evaluation of curriculum proposals from the perspective of their implications on University resources requires that authors address many very specific details directly relating to various types of resources:

1.  How will the proposed changes impact instructors?
    1.1. Will additional instructors need to be hired?
    1.2. Will the teaching assignments or workloads of existing instructors be altered? If so, how will the current course offerings be handled? Will additional lecturers need to be hired?

1.3. What is the ratio of tenured and probationary faculty to lecturers who will teach in the proposed program and what is the ratio in related, existing programs?

2. How will the proposed changes affect existing courses?
    2.1. Will enrollment in any existing courses increase or decrease as a result of the proposed program?
    2.2. Will the number of sections in any existing courses be increased or decreased? If increased, how will instructional demand be met?
    2.3. Will any existing courses be offered more or less frequently than at present?

3. How will the proposed changes impact the advising of students?
    3.1. Will new academic advisors need to be hired?
    3.2. Will the workloads of existing advisors increase or decrease?

4. How will the proposed changes impact office- or instructional (including lab/tech)-support staff?
    4.1. Will additional office- or instructional (including lab/tech)-support staff need to be hired?
    4.2. Will the workloads of existing office- or instructional (including lab/tech)-support staff increase or decrease?

5. How will the proposed changes impact instructional and research spaces?
    5.1. Will new instructional or research space be needed?
    5.2. Will existing instructional or research space require renovation?
    5.3. Does the proposed program require any unique or specialized types of instructional space?

6. How will the proposed changes affect operating expenses and equipment?
    6.1. Does the proposed program require the purchase of any new equipment or supplies?
    6.2. Does the proposed program require the use of any existing equipment such that the equipment might become less available for existing programs?

7. How will the proposed changes affect information technology?
    7.1. Does the proposed program require the purchase of any new software or other Information Technology (IT) resources?
    7.2. Does the proposed program require the use of any existing software or other IT resources?

8. How will the proposed changes affect Library resources?
    8.1. Does the proposed program require the purchase of any new subscriptions or materials by the Library?
    8.2. How will the proposed changes impact the use of existing Library resources?

To: SEC / Senate
From: Brian Hentschel and Gustaaf Jacobs, Co-Chairs, University Resources & Planning (URP)
Committee
Date: January 18, 2024
Subject: INFORMATION:  Revisiting URP's 3/11/21 Response to the 7/28/20 Referral Re:
"Shared Governance Strategies"

This memorandum communicates URP's perceptions of how the committee's procedures
developed during the 2020-2021 academic year in response to a Referral Letter received 28 July
2020 have not worked in practice as the committee hoped in its 11 March 2021 Information
Item to the Senate and, more importantly, how the URP committee has devised new
approaches to better communicate budget-related issues to the SDSU community. The URP
committee herby informs the Senate that we will be replacing the process described in March
2021 with new activities that the committee hopes will improve transparency and shared
governance with respect to budget issues.

For completeness, the original text of the 11 March 2021 memorandum from URP is attached
at the end of this 18 January 2024 document. Briefly, URP 2021 response centered around
creating an annual process whereby URP committee members collect and disseminate
information about their respective divisions' budgets. These divisional budget reports would then
be reviewed, assessed, and consolidated into a university budget report and made accessible to
members of the Senate and the larger SDSU community. URP's intention was to open up details
about how each division/college is planning for and allocating their budgets, what revenue
constraints each division/college needs to address, and what financial demands they are facing.

During the initial 2 years in which that process was implemented, however, it became apparent
that most colleges have very little, if any, ability to plan for future budget years beyond simply
trying to maintain existing budgets from one year to the next. Similarly, revenue constraints
and demands within each college tend to be longstanding and do not vary much from one year
to the next.

In addition, a goal of the process was to create some college-specific expertise by each faculty
member of URP who represents a particular college. This aim has been plagued by frequent
turnover of faculty representatives serving on URP, with few serving their full 3-yr terms.
Between Fall 2022 and Fall 2023, for example, all 9 faculty positions on URP turned over. The
processed envisioned in March 2021 also fell short because some faculty members of URP
simply did not complete their college-specific tasks.

Since the start of the Fall 2023 semester, URP has been discussing better approaches to achieve
the goals of the process outlined in March 2021. In fact, budget transparency has been
improved in recent years by the SDSU Budget Transparency Portal or the more detailed
SDSU University Budgets available at the SDSU Budget Hub. The committee notes that
the annual budget for each division/college is listed in the detailed SDSU University
Budgets. To make those financial documents more accessible, more understandable, and more

useful to the broad SDSU community, the committee in collaboration with Business and Financial Affairs plans to develop and publish a series of short online videos explaining key budget principles and practices on campus. In addition, URP continues to be committed to serving as a question-answer resource, as described in the March 2021 memorandum. We envision that some questions submitted to URP from members of the SDSU community will lead to the creation of additional short videos that add to the breadth of budget-related content that can be accessed by interested members of the community in the future.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Date:    3-11-21

To:      SDSU Senate Officers, SDSU Senate

From:    SDSU Senate Committee on University Resources & Planning

RE:      ACTION: UR&P Referral Response to Shared Governance Strategies and Guiding Principles for Budget

_____

The memorandum responds to a University Senate Referral Letter dated July 28, 2020, regarding "shared governance strategies and guiding principles for budget."

The referral letter requested that UR&P 1) research previous responses to budget issues, 2) research strategies to support Senate voice in budget decision-making processes, and 3) develop a set of guiding principles and strategies for dealing with budget issues.

UR&P spent a majority of our Fall 2020 meetings discussing approaches to this referral. We unanimously agreed that a coordinated communication plan from UR&P could support shared governance, Senate representation, and budget literacy and transparency. This has also included building on the capacity of UR&P committee members to understand and participate in budget decision-making processes.  As noted in the AR&P Response to SEC Referral dated January 13, 2017, the university budget is highly complex, UR&P committee members have few opportunities to develop budget fluency, and committee members' abilities to engage in shared governance around budget issues is therefore impaired.

UR&P's response to the July 2020 referral proposes a process that seeks to strengthen committee capacity, budget transparency, budget communication, and access to information for the Senate and the campus as a whole.  This process seeks to fortify our understanding of the university budget through an annual Budget Communication process whereby committee members collect and disseminate information about their respective divisions' budgets.  These divisional budget reports will be reviewed, assessed, and consolidated into a university budget report and made accessible to members of the Senate and the larger SDSU community. UR&P's

intention is to lead an annual budget review process that opens up details about how each division is planning for and allocating their budgets, what revenue constraints each division needs to address, and what financial demands they are facing.

**Attachment 1** describes an annual budget communication process whereby UR&P committee members will meet with the resource managers in their respective divisions or colleges to complete a Division/College Budget Report which addresses a series of budget-related questions. **Attachment 2** includes a draft Division/College Budget Report form.

The annual process is intended to build understanding and capacity related to the university budget, which should improve shared governance. Attachment 1 also describes a more strategic budget communication process whereby any SDSU community member can go to the Senate website, or directly to their UR&P representative, and submit budget-related questions, which will then be researched and a response drafted within a 2-week period. **Attachment 3** shows the google form which will be available to the entire SDSU community on the Senate website for submitting questions.

The UR&P committee engaged in a fairly extensive outreach effort to gather comments on our proposed Budget Communication Process before finalizing our referral response. We visited and presented our proposal to the Council of Vice Presidents (COVP), Academic Deans Council (ADC), the Senate officers, and the Resource Managers of Academic Affairs. **Attachment 4** shows the presentation made to these groups *(Note: In the interest of space, the 2021 PowerPoint presentation is not copied into this January 2024 memo, but it can be found in the* Senate Agenda for 6 April 2021*)*.

# ATTACHMENT 1
## DRAFT
### Senate University Resource and Planning (UR&P) Committee
### Proposed Budget Communication Process
### 2-9-2021

**Goal:** This document outlines a new budget review and communication process to be led by the Senate UR&P committee to support more informed budget conversations and transparency across the University. There are two processes described in this document – one intended as an annual, longer-range process (Part 1), and the other intended as a short-term, strategic process (Part 2). These proposed processes serve as a response to the Senate Referral on July 28, 2020 to UR&P requesting that we draft guiding principles for university-wide budget planning. These communication processes will be finalized over the academic year 2020-21 and piloted during the academic year 2021-22.

The proposed *annual* communication process will involve UR&P committee members collaborating with their respective division/college leaders to draft a *Division/College Budget Report* which will be shared semi-annually with the full UR&P committee, with division/college faculty and staff, with the Senate, and with the President's Budget Advisory Committee (PBAC). The purpose of this new annual communication process is to build a foundation of understanding across the University in relation to current budgets and changes over time at the division and college level. Under Part 2, the short-term communication process will function as an information gathering effort conducted in response to inquiries about budget issues or concerns from any member of the SDSU community. This process will be available on an as-needed basis.

**Part 1) Annual UR&P Communication and Analysis Process:** The annual UR&P communication process involves several phases with the UP&P representative serving as a liaison:

> **Phase 1 – Budget Review:** Each UR&P committee member and their respective division/college leadership team will review the current year budget information provided by Business and Financial Affairs (BFA) and engage in discussions related to current funding sufficiency and areas for expansion/contraction based upon multi-year planning. The UR&P committee members, in collaboration with their respective division/college leadership teams, will document this discussion in the *Division/College Budget Report* (see report template on page 3 of this document). The UR&P committee members will share the Division/College Budget Report with the full UR&P committee.

> **Deliverable:** Draft Division/College Budget Report with Attachment A (Division/College Budget from BFA).

> **Phase 2 – Division/College Budget Report Dissemination:** Each division/college leadership team will share the Division/College Budget Report with faculty, staff and

students in their unit. The mode by which this information is shared (e.g. town hall, email, workshops etc.) will be determined by the division/college leadership team. Budget communication should include sharing of information, as well as collecting input from division/college faculty and staff on budget needs and priorities. A summary of this outreach will be included in the Division/College Budget Report as Attachment B.

**Deliverable:** Final Division/College Budget Report with Attachments A and B.

**Phase 3 – UR&P Analysis and Dissemination:** The UR&P chair will combine the reports from all divisions/colleges and share with the UR&P Committee, which will then formulate observations and recommendations based on this data. These observations and recommendations, along with the combined reports, will be shared with the Senate and PBAC as the UR&P University Budget Report. The combined report will include a set of metrics that allow for cross-divisional comparisons.

**Deliverable:** UR&P University Budget Report

**Part 2) Community Referral Process**

At any time during the calendar year, members of the SDSU community may call upon the UR&P committee to clarify budget issues or concerns. The UR&P committee chair will assign these inquiries to a sub-committee of 2 to 3 UR&P committee members who will gather relevant information and then draft a short memo describing their findings. This process is intended to address concerns quickly (within 2-4 weeks) and provide the necessary facts to support informed discussions.

**Deliverable:** Community Referral Response Memo

# ATTACHMENT 2
## DRAFT
## Division/College Budget Report Template

1) How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?

2) What are your division/college's key challenges with budget and resources?

3) What are your division/college's key opportunities with budget and resources?

4) What information or support would help your division/college to budget or allocate resources more effectively?

5) Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA
Attachment B: Summary of Outreach to Division/College

# ATTACHMENT 3
## DRAFT Google Form Accessible on Senate Website

### UR&P's Campus Budget Q&A Request

This form provides a space for members of the SDSU community to submit questions about SDSU's budget, budgeting process, budget transparency and financial matters related to the University. When a question/concern is submitted, the Senate University Resources & Planning (UR&P) Committee:

1. Discusses submissions at a regularly scheduled meeting and identifies one or more member(s) to clarify the question as needed and research/draft a response. [1-2 weeks]
2. Reviews/finalizes the response and shares it with the submitter. [1-2 weeks]
3. Publishes the exchange as part of the FAQ section of the Senate UR&P webpage, as appropriate. [1-2 weeks]

Please note: Anonymous entries will not be directly responded to, however if the submission response is deemed appropriate for publication on the committee FAQ page, the response may be viewed there.

**Last Name:**

Short answer text

**First Name:**

Short answer text

**Email:**

Short answer text

**Your role on campus:** *

☐ Administrator

☐ Faculty

☐ Staff

☐ Student

☐ Other

**Your budget or finance-related question/concern:** *

Long answer text

# ATTACHMENT 4
## Outreach Presentation to Key Campus Groups


**In the interest of space, the PowerPoint presentation is not copied into this January 2024 memo**.

| | 2024-2025 University Catalog - Information - Graduate Courses<br>TO: SEC / Senate<br>FROM: Tracy Love, Chair, Graduate Council<br>DATE: January 30, 2024 / February 6, 2024 | | | | | | |
|---|---|---|---|---|---|---|---|
| Prefix | Course # | Title | Information (Revised) | Modificaitons / Notes | Units | Effective | Proposal Link |
| DPT | 885 | Seminar in Case Presentations | x | changed title from *Evidence Based Practice III* to *Seminar in Case Presentation*s; reduced units from 3 to 1; changed CS codes from C03-Lecture Composition/Counseling/Case Study to C05-Seminar | 1 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2867/form |

| | 2024-2025 University Catalog - Action - Graduate Courses<br>TO: SEC / Senate<br>FROM: Tracy Love, Chair, Graduate Council<br>DATE: January 30, 2024 / February 6, 2024 | | | | | | |
|---|---|---|---|---|---|---|---|
| **Prefix** | **Course #** | **Title** | **Information (New)** | **Notes** | **Units** | **Effective** | **Proposal Link** |
| NUTR | 603 | Advanced Food Analysis | x | This is a required course of the new MS in Food Science program, which equips students with analytical skills necessary to assess various properties of foods and ensure their safety and quality. | 3 | 08/19/2024 | https://sdsu.curriculog.com/proposal:2376/form |
| NUTR | 604 | Sustainable Food | x | This is a required course of the new MS in Food Science program, which equips students with diverse knowledge and versatile skill sets to meet the increasing consumer demands for healthy, flavorful, and sustainable food products. | 3 | 08/19/2024 | https://sdsu.curriculog.com/proposal:2377/form |
| | | | | | | | |
| NURS | 800 | Implementation Science | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2834/form |
| NURS | 802 | Healthcare Quality and Program Evaluation | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The American Association of Colleges of Nursing (AACN) has recommended that the DNP be required for all APRNs by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2667/form |
| NURS | 803 | Nursing Curriculum Development in Academia and Practice | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2841/form |
| NURS | 804 | Pediatrics for the Family Nurse Practitioner: Theory | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2899/form |
| NURS | 805 | Pediatrics for the Family Nurse Practitioner: Practicum | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 2 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2900/form |
| NURS | 806 | Psychiatric Mental Health Nurse Practitioner: Mental Health Assessment Across the Lifespan | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2861/form |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| NURS | 807 | Psychiatric Mental Health Nurse Practitioner: Neuroscience | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 2 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2880/form |
| NURS | 808 | Psychiatric Mental Health Nurse Practitioner: Clinical Psychopharmacology Across the Lifespan | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2881/form |
| NURS | 809 | Psychiatric Mental Health Nurse Practitioner: Theory Across the Lifespan I | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2906/form |
| NURS | 810 | Psychiatric Mental Health Nurse Practitioner: Theory Across LIfespan II | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2907/form |
| NURS | 811 | Psychiatric Mental Health Nurse Practitioner: Theory Across the Lifespan III | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2908/form |
| NURS | 812 | Psychiatric Mental Health Nurse Practitioner: Practicum I-A | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 5 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2909/form |
| NURS | 813 | Psychiatric Mental Health Nurse Practitioner: Practicum I-B | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2910/form |
| NURS | 814 | Psychiatric Mental Health Nurse Practitioner: Practicum II | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 5 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2911/form |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| NURS | 815 | Psychiatric Mental Health Nurse Practitioner: Practicum III | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 4 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2912/form |
| NURS | 816 | Epidemiology, Population, and Global Health | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2887/form |
| NURS | 858 | Nurse Practitioner-Adult/Gerontology Primary Care III: Theory | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 3 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2878/form |
| NURS | 895 | Doctor of Nurse Practice Project Seminar | x | This course is part of the SDSU SON new Doctorate of Nursing Practice (DNP) program curriculum. The AACN has recommended that the DNP be required for all Nurse Practitioners by 2025. A DNP program offers advanced competencies for nurses in an increasingly complex health care environment. The translation or application of research into practice provides for better patient outcomes. Having a practice doctorate in nursing puts nursing more on parity with other health care professionals and improves collaboration among other disciplines and ultimately leads to enhanced patient outcomes. | 1-4 | 8/19/2024 | https://sdsu.curriculog.com/proposal:2875/form |

| Title | Information (Revised) | Program Type | Modifications | Major Code | SIMS Code | Proposal Link |
|---|---|---|---|---|---|---|
| Co-occurring Disorders Advanced Certificate | x | Advanced Certificate | Change program modality from Fully Online to Face-To-Face | | 331995 | https://sdsu.curriculog.com/proposal:2769/form |
| Counseling, School Psychology Concentration, M.S. | x | Degree Program | in Required Courses core increased units from 46 to 48, change units for CSP 740 to 6 from 4 | 8261 | 331046 | https://sdsu.curriculog.com/proposal:3226/form |
| School Psychology, Ed.S. | x | Degree Program | in Ed.S. Degree in School Pyschology (47 units) core removed CSP 771 and CSP 784; new core Electives (6) "Six units of elective coursework approved by adviser"; | 20013 | 331050 | https://sdsu.curriculog.com/proposal:3227/form |
| | | | | | | |
| Computer Engineering, M.S. | x | Degree Program | in Specific Requirements for the Degree core updated statment to "Completion of 30 units of 500-, 600-, or 700-level courses to include COMPE 560 or E E 602 or E E 603 or COMPE 510 or COMPE 571 or COMPE 572 (depending on depth area selected, as directed by the graduate adviser) and one of two options: Plan A (Thesis) or Plan B (Project). Students cannot use more than 15 units of 500-level courses. Students are required to plan their program of study and have it approved by the graduate adviser to satisfy the depth and breadth course requirements."; reomved Core Courses core; changed core name from Three Focus Areas Requirement to Depth and Breadth Requirements, added statement for clarity; removed Computer Networks core; removed Embedded Systems core; removed VLSI Systems core; revised Culuminating Experience core statement; changed core title from Plan A -Thesis to Requirements for Plan A (Thesis), added E E 799A (3 units) and "Credit for E E 797 will be given only after successfully completeing E E 799A Thesis".; changed core title from Plan B -Project to Requirements for Plan B (Project), updated statement, added E E 798 (3 units); changed core title rom Note to The Remaining Units, added statement "The remaining units can be taken from the selected depth area or from breadth areas. Credit cannot be given for E E 798 for students in Plan A. The following courses have been approved: E E 502, E E 503, E E 522, E E 530, E E 534, E E 540, E E 558, E E 581, E E 584, E E 586, E E 601, E E 602, E E 603, E E 631, E E 634, E E 641, E E 645, E E 650, E E 652, E E 653, E E 654, E E 655, E E 657, E E 658, E E 660, E E 662, E E 665, E E 670, E E 671, E E 674, E E 684, E E 685, E E 740, COMPE 560, COMPE 561, COMPE 565, COMPE 570, COMPE 571 and COMPE 572." | 9094 | 445003; 445004 - Global Campus | https://sdsu.curriculog.com/proposal:2607/form |
| Electrical Engineering, M.S. | x | Degree Program | in Specific Requirements for the Degree core removed E E 601 in text, added E E 602 and 603 and E E 584; updated statement in Depth Requirement core; in Requirements for Plan A (Thesis) added "credit for E E 797 will be given only after completing the thesis"; updated The Remaining 21 Units core list of approved courses; updated Requirements for Plan B (Project) core list of approved courses; changed Students May Enroll core name to Enrollent in E E 798; changd For the Availability core to Course Availability core | 9091 | 443001; 443003 - Global Campus | https://sdsu.curriculog.com/proposal:2594/form |
| Mechanical Engineering, B.S., Bioengineering, M.S., BS/MS 4+1 Degree | x | 4+1 degree | reduced program units from 150 to 141; updated Program Description; | 9101 (B.S.); 09051 (M.S.) | 447013 (B.S.); 446995 (M.S.) | https://sdsu.curriculog.com/proposal:2948/form |
| Mechanical Engineering, BS/MS 4+1 Degree | x | 4+1 degree | reduced program units from 150 to 141; updated Program Description; no curricular changes | 9101 | 447012 | https://sdsu.curriculog.com/proposal:2949/form |
| Nursing, Nursing Leadership in Health Care Systems Conentration, M.S. | x | Degree program | in A Minimum of 18-39 Units core increased units from 18-37 to 18-39; in Area of Concentration Courses core removed NURS 797, added NURS 702, NURS 727, NURS 795 or NURS 799A; removed Three Elective Units core | 12032 | 554645 (554645MSI - IVC) | https://sdsu.curriculog.com/proposal:2864/form |

![SDSU | San Diego State University]

February 1, 2024

Dear colleagues:

Faculty, staff, and students from Academic Affairs and Student Affairs & Campus Diversity convened January 8 - 10, 2024, to study our institutional data, history, case studies, and current student success research, with the goal of developing a shared theory of practice to guide our work closing equity gaps impacting local young men of color SDSU students.

This reflects our shared experience and collective understanding:

> *Improving retention, continuation, and graduation rates for local FYS YMOC will require that the entire SDSU community:*
> 1) *understand our regional context, recognize the assets our students and their families bring to the institution and region, and appreciate the opportunity to serve our region and its people;*
> 2) *create, customize, and commit to institutional contexts that actively validate and support YMOC (and their families) as they navigate complex circumstances to achieve success;*
> 3) *assess how well our current structures are achieving this goal.*

We hope that units across campus will reflect on and implement this theory of practice in their student success work.

We welcome students, staff, and faculty who want to join our ongoing work to a campus-wide Young Men of Color Retention Study Group session on Wednesday, March 20, 8:30 - 12:30, in the Parma Payne Alumni Center at San Diego State University. You may RSVP and / or see a draft event schedule here.

For more information, please contact any of the co-conveners listed below.

Co-Conveners (in alphabetical order)

| NAME | TITLE / CAMPUS OFFICE / STUDENT |
| --- | --- |
| Philip Aguilar | Student Success Intern, FASS |
| Adisa A. Alkebulan | Chair & Associate Professor, Department of Africana Studies |
| Ikram Aweys | Coordinator, Center for Intercultural Relations |
| Noël Bezette-Flores | Chief Wellness and Compliance Officer, SACD |

| | |
|---|---|
| Joanna Brooks | AVP FASS |
| Charnise Bumpus | Counselor, EOP, Outreach and Success |
| Alejandro Castruita | Counselor, EOP, Outreach and Success |
| Kristine Catano | Registrar and Interim Associate Dean for Student Services Global Campus |
| Miles Coppage | Student Success Intern, FASS |
| Matt de la Pena | Assistant Professor, English & Comparative Literature |
| Brenda Diaz | Lead, Student Success Advisor, FASS |
| Michael Dominguez | Associate Professor, Chicana/o Studies |
| Eric R. Felix | Associate Professor, ARPE |
| Tonika Green | AVP SACD |
| Daniela Gurgol | SACD |
| Frank Harris III | Professor of Postsecondary Education, ARPE Faculty Athletics Representative, Athletics |
| Alvin Henry | Associate Professor & Director of Asian American Studies |
| Lott Hill | Faculty Learning & Development Specialist, Center for Inclusive Excellence |
| Jennifer Imazeki | AVP, Faculty and Staff Diversity |
| Erin Jacobs | Director, Student Success Analytics |
| Virginia Loh-Hagan | Director, APIDA Center |
| Michelle Lopez | Senior Assistant Dean, Student Success |
| Chris Medellin | Director, Native Resource Center; Acting Chair, Men of Color Alliance |
| Christine Molina | Assistant Dean of Students for Co-curricular Programs and Student Support, Office of the Dean of Students |
| Wendy Ochoa | Assistant Professor, Child and Family Development |
| Danny Oliveira | Associate Director, EOP, Outreach and Success |
| Isidro Ortiz | Professor, Chicano / Chicana Studies |

| | |
|---|---|
| Donnae Prather | Black Resource Center Assistant Director |
| Jose Preciado | Assistant Dean/Director General Studies/FASS |
| Daniela Saldana Gurgol | Director, Center for Intercultural Relations |
| Sam Song | Associate Dean for DEI, College of Education |
| Jeanne Stronach | AVP, Analytic Studies & Institutional Research |
| Mary Taylor | ACDO, SA+CD |
| Aileen Taylor-Grant | CAL Assistant Dean of Student Affairs-Director of Student Success Center |
| Randall Timm | AVP/Dean of Student Affairs and Campus Diversity |
| Emilio Ulloa | Associate Chief Diversity Officer for HSI and Regional Affairs / SA+CD |
| Allison Vaughn | Professor, Psychology; Associate Director, Center for Teaching and Learning |
| Henry Villegas | Dean of Students, SDSU Imperial Valley |
| Shareka White | Director, Office of Educational Opportunity Programs, Outreach and Success |

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

| List Name | Card Name | Labels |
|---|---|---|
| *Academic Policy & Planning (AP&P) | 23/24_01: Assess the Feasibility of an Online Campus-wide Policy File Catalog | In Committee (purple) |
| *Academic Policy & Planning (AP&P) | 21/22_04: Five-Year Review of Academic Administrators | In Committee (purple) |
| *Academic Policy & Planning (AP&P) | 21/22_28: Review & Update Search Committees for University Admin Bylaws | In Committee (purple) |
| *Academic Policy & Planning (AP&P) | 20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL | In Committee (purple) |
| *Academic Policy & Planning (AP&P) | 20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses | In Committee (purple) |
| *Academic Policy & Planning (AP&P) | 23/24_06: One-time extension for Add/Drop Schedule Impacted by CFA Strike | In Committee (purple), URGENT (red) |
| *Committee on Committees & Elections (CCE) | 23/24_02: Senate Elections: Methodologies for Voting | 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) | 23/24_04: Review of Automatic Signature Content on Senator Discussions Listserv | In Committee (purple) |
| *Constitution & Bylaws (CBL) | 23/24_05: Procedures and Policies for Recording Meetings | In Committee (purple) |
| *Constitution & Bylaws (CBL) | 22/23_19: Update Policy Language related to Committees | In Committee (purple) |
| *Constitution & Bylaws (CBL) | 22/23_18: Bylaws 11.0 and 13.0 Updates | In Committee (purple) |
| *Constitution & Bylaws (CBL) | 22/23_14: Revision to ByLaws 5.0 & 6.0++ | In Committee (purple) |
| *Constitution & Bylaws (CBL) | 21/22_23: Update Committee Chair Policies | In Committee (purple) |
| *Diversity, Equity & Inclusion (DEI) | 21/22_16: Senate Diversity Plan | In Committee (purple) |
| *Diversity, Equity & Inclusion (DEI) | 21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws | In Committee (purple) |
| *Diversity, Equity & Inclusion (DEI) | 21/22_22: Condemning Hostile Teaching Environments | In Committee (purple) |
| *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) |
| *University Resources & Planning (URP) | 23/24_03: Alcohol Products Co-Branding at SDSU | 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 Requirement. | In Committee (purple) |
| Campus Development Committee | 21/22_09: Naming Policies under the auspices of the Campus Development Committee | |
| 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: Review Freedom of Expression policy and bring it up-to-date with digital age. | In Committee (purple) |
| Freedom of Expression | 21/22_11: Academic Freedom Policy Review. | In Committee (purple) |
| International Affairs Council | 22/23_01: ACIP Representative & Meeting Payment | SEC/Senate Processing (orange) |
| International Affairs Council | 22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students | In Committee (purple) |
| Instructional and Information Technology | 22/23_21: Provide Report on Impact of AI | In Committee (purple) |
| Library | 22/23_04: Review & Update Policies Regarding Material Gifts Valued at over $20,000 | In Committee (purple) |
| Research Council | 21/22_07: Integrity in Research and Scholarship Policy Review | In Committee (purple) |
| Staff Affairs | 22/23_07: Charter a New "Staff Planning Committee" | In Committee (purple) |
| Student Media Advisory | 21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates | In Committee (purple) |
| Bookstore Advisory | 22/23_12: Add Librarian to Bookstore Advisory | In Committee (purple) |
| Teacher Preparation Advisory Council | 21/22_32: Teacher Preparation Advisory Council Bylaw Review and Update | In Committee (purple) |
| Undergraduate Council | 21/22_14: Undergraduate Council Bylaw Review and Update | SEC/Senate Processing (orange) |
| Honorary Degree | 22/23_20: Update Honorary Degrees Policy | In Committee (purple) |

## AY2023-24

| Date | $153,785.32 | Payee | Payment Type (e.g., credit card, transfer, purchase order) | Expense Type (e.g. stipend, supplies, equipment, travel) | Purpose / Justification / Notes |
|---|---|---|---|---|---|
| 1/31/2024 | $157.32 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10583 - SEC meeting catering |
| 1/15/2024 | $69.04 | TRELLO | iPCC | Services | Senate Referral Chart QTY1 web-hosting fees |
| 1/1/2024 | $20,600.00 | SECRETARY | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR SECRETARY APPOINTMENT |
| 1/1/2024 | $12,974.00 | CHAIR CBL | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR CBL FOR FALL 2023 & SPR 2024 |
| 1/1/2024 | $12,974.00 | CHAIR DEI | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR DEI FOR FALL 2023 & SPR 2024 |
| 1/1/2024 | $12,974.00 | VICE CHAIR | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR VICE CHAIR FOR FALL 2023 |
| 1/1/2024 | $12,974.00 | CHAIR AP&P | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR COMMITTEE CHAIR AP&P - BANKING OF ASSIGNED TIME TO BE USED BEFORE 6/30/2025 |
| 1/1/2024 | $12,974.00 | CHAIR FA | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR COMMITTEE CHAIR FA FOR FALL 2023 & SPR 2024 - OPERATING FUNDS |
| 1/1/2024 | $12,974.00 | TREASURER | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR TREASURER FOR FALL 2023 & SPR 2024 - OPERATING FUNDS |
| 1/1/2024 | $12,974.00 | VICE CHAIR | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR VICE CHAIR FOR SPRING 2024 - OPERATING FUNDS |
| 1/1/2024 | $11,520.00 | CHAIR UCC | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UCC FOR FALL 2023 & SPR 2024 |
| 1/1/2024 | $6,487.00 | CHAIR UR&P | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UR&P FOR FALL 2023 |
| 1/1/2024 | $6,487.00 | CHAIR UR&P | Transfer | Release Time (Units)/Stipends | SENATE COURSE RELEASE FUNDING FOR COMMITTEE CHAIR UR&P FOR SPR 2024 |
| 1/1/2024 | $6,487.00 | CHAIR CCE | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR COMMITTEE CCE FOR FALL 2023 - OPERATING FUNDS |
| 1/1/2024 | $6,487.00 | CHAIR CCE | Transfer | Release Time (Units)/Stipends | SENATE FUNDING FOR COMMITTEE CCE FOR SPR 2024 - OPERATING FUNDS |
| 12/31/2023 | $43.50 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING DEC 2023 |
| 12/13/2023 | $394.37 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10582 - Senate meeting catering |
| 12/7/2023 | $86.55 | Awards By Navajo | iPCC | Plaque | Plaque for Senate Vice-Chair |
| 12/1/2023 | $43.50 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING Nov 2023 |
| 11/16/2023 | $173.48 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10581 - SEC meeting catering |
| 11/7/2023 | $459.02 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10580 - Senate meeting catering |
| 10/24/2023 | $148.70 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10579 - SEC meeting catering |
| 10/18/2023 | $300.00 | Associated Students | Transfer | Reservation | AS Chambers Reservation for S24 May Senate Meetings |
| 10/13/2023 | $36.52 | ReproGraphics | Transfer | Certificate | Certificate - Senate Excellence in Teaching Award |
| 10/12/2023 | $9.26 | Amazon | iPCC | Supplies | Hybsk 300pcs 2 inch Gold Metallic Certificate Sealing Labels |
| 10/5/2023 | $407.30 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10876 - Senate Excellence in Teaching Award Ceremony |
| 10/3/2023 | $558.15 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10578 - Senate meeting catering |
| 10/1/2023 | $43.50 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING Oct 2023 |
| 9/19/2023 | $198.26 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10577 - SEC meeting catering |
| 9/6/2023 | $493.50 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10576 - Senate meeting catering |
| 9/1/2023 | $148.70 | AZTEC SHOPS LTD | Transfer | Food and Catering | E10575 - SEC meeting catering |
| 9/1/2023 | $43.50 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING Sept 2023 |
| 8/30/2023 | -$520.63 | Staples | iPCC | Equipment | QTY2 6' tables (Senate Meetings)/ *Tables returned/ Refund processed |
| 8/30/2023 | $520.63 | Staples | iPCC | Equipment | QTY2 6' tables (Senate Meetings) |
| 8/24/2023 | $118.62 | Amazon | iPCC | Equipment | QTY4 extension cables/ QTY4 extension outlets |
| 8/10/2023 | $719.94 | TRELLO | iPCC | Services | Senate Referral Chart Annual web-hosting fees |
| 8/9/2023 | $139.46 | Which Wich | iPCC | Food and Catering | Senate Retreat - Lunch hours |
| 8/1/2023 | $47.63 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING Jul 2023 |
| 7/1/2023 | $59.50 | SDSU IT | Transfer | Receivables | IT INFRA TELECOM RECURRING Aug 2023 |

# SDSU

## San Diego State University

# ENROLLMENT MANAGEMENT

February 6, 2024

# SPRING 2024 REGISTRATION



**Spring Enrollment Timeline**

**Current Headcount 35,225 (+1588 YOY)**
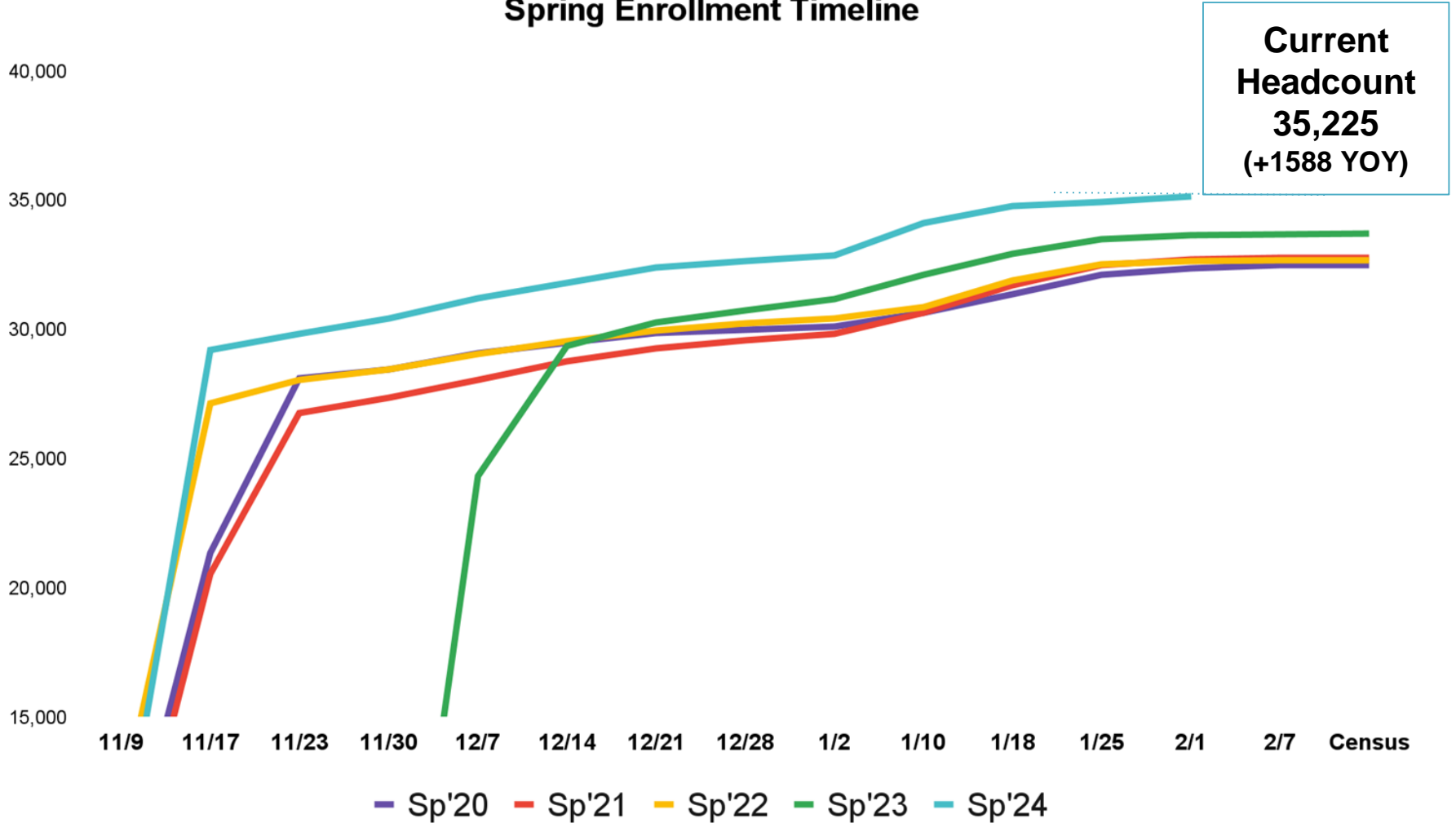
Note: Stateside students only. Subject to change prior to census, including removal of students enrolled in only Global Campus courses.
Source: my.SDSU

# FTES currently 103% to target

| UNIT | SP21 | SP22 | SP23 | SP24 | SP24 vs. SP23 | Target | % to Target |
|------|------|------|------|------|------|------|------|
| **Date** | **2/6/2021** | **2/5/2022** | **2/4/2023** | **2/5/2024** | | | |
| CAL | 8,033 | 7,730 | 8,020 | 8,406.43 | 386.37 | 8,150.00 | 103.15% |
| BUS | 3,557 | 3,640 | 3,752 | 4,005.51 | 253.31 | 3,835.00 | 104.45% |
| EDU | 2,209 | 2,290 | 2,144 | 2,083.49 | -60.09 | 2,220.00 | 93.85% |
| ENG | 1,657 | 1,612 | 1,599 | 1,662.75 | 63.55 | 1,620.00 | 102.64% |
| HHS | 3,259 | 3,285 | 3,264 | 3,304.39 | 40.73 | 3,310.00 | 99.83% |
| PSFA | 4,051 | 4,200 | 4,420 | 4,781.61 | 361.20 | 4,550.00 | 105.09% |
| SCI | 5,891 | 5,723 | 6,173 | 6,565.64 | 392.74 | 6,250.00 | 105.05% |
| OTHER | 202 | 200 | 211 | 208.13 | -2.72 | 200.00 | 104.07% |
| IV | 727 | 661 | 637 | 792.83 | 155.60 | 715.00 | 110.89% |
| **TOTAL** | **29,587** | **29,339** | **30,220** | **31,810.78** | **1,590.69** | **30,850.00** | **103.11%** |

Year to Date Comparison

Source: my.SDSU

FALL 2024 APPLICATION TRENDS

Fall Applications Received as of February 4
YTD Comparison
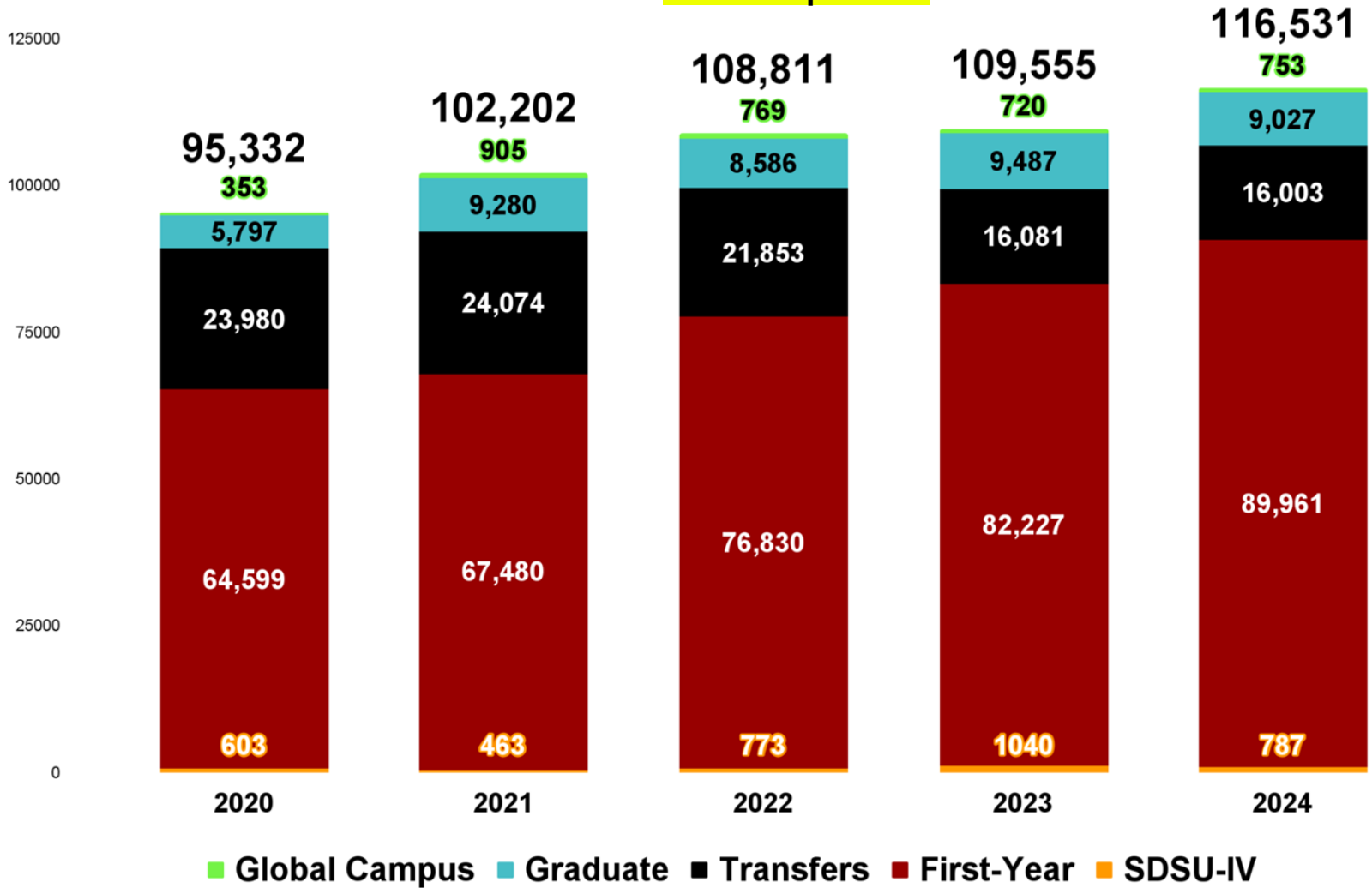
**16,822**
Early First-Year Admits

**4.12**
Mean GPA of Early Admits

Most first-year and all transfer admit offers to come in March.

| Unit | F'24 | Fall 2023 Year-End | | |
|---|---|---|---|---|
| | | Admits | Enrolled | Yield % |
| CAL | 2809 | 3492 | 612 | 17.5% |
| BUS | 2945 | 5020 | 1278 | 25.5% |
| EDU | 368 | 728 | 194 | 26.6% |
| ENG | 2147 | 3818 | 688 | 18.0% |
| FASS | 803 | 1640 | 448 | 27.3% |
| HHS | 1338 | 2497 | 691 | 27.7% |
| PSFA | 1702 | 3531 | 939 | 26.6% |
| SCI | 4710 | 7728 | 1245 | 16.1% |
| **TOTAL** | **16,822** | **28,454** | **6,095** | **21.4%** |

**Nearly 3400 Graduate Files Have Already Been Evaluated and Sent to Department Review**



- Grad Admissions Review
- Incomplete or In Processing
- Dept Review
- Decision Released

508
1545
2886
4,088

Includes applicants with later deadlines for documentation.
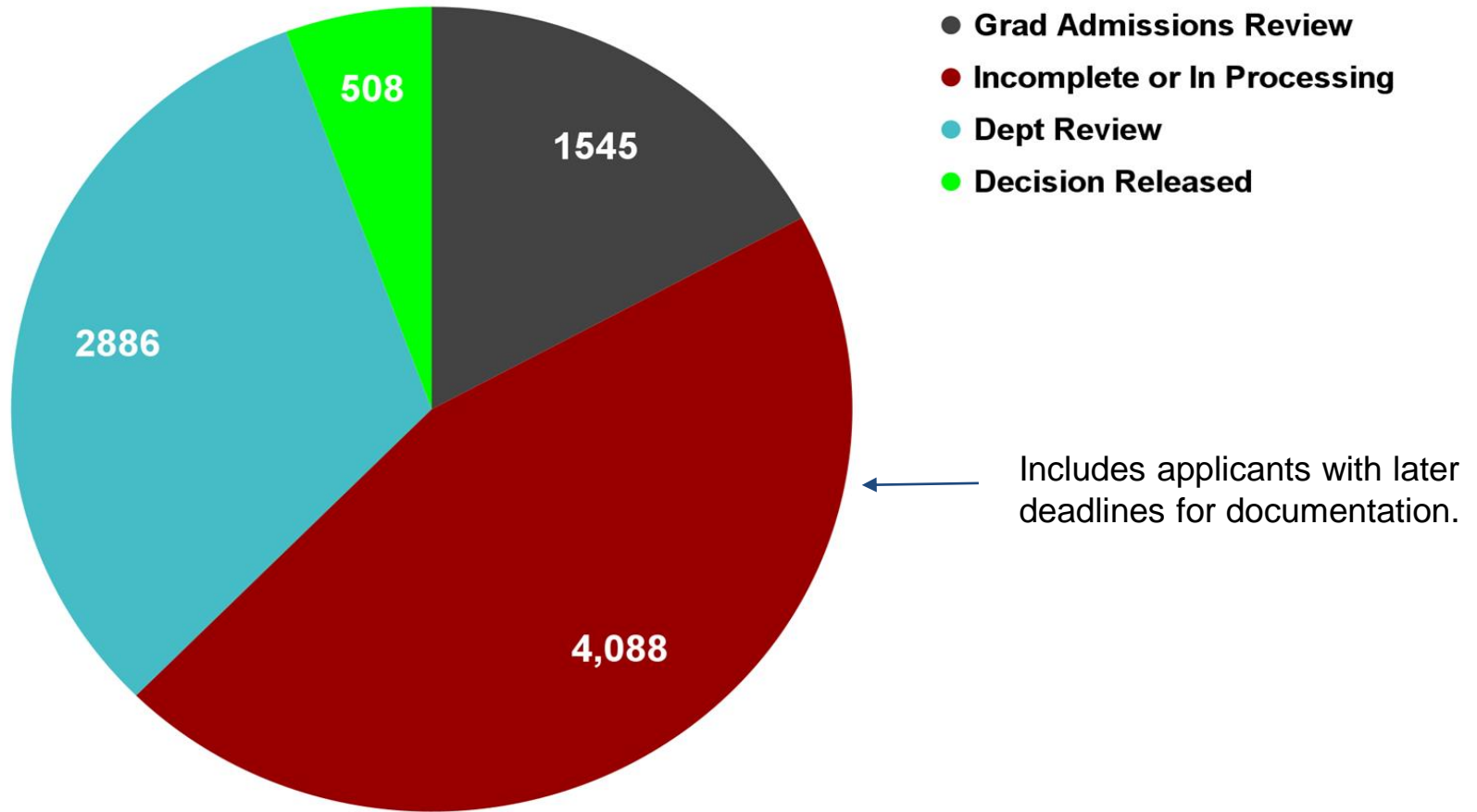
**Explore SDSU 2024**
**Saturday, April 13**
**9AM - 2PM**
**1135 Registrations**
**(Expect 15,000)**
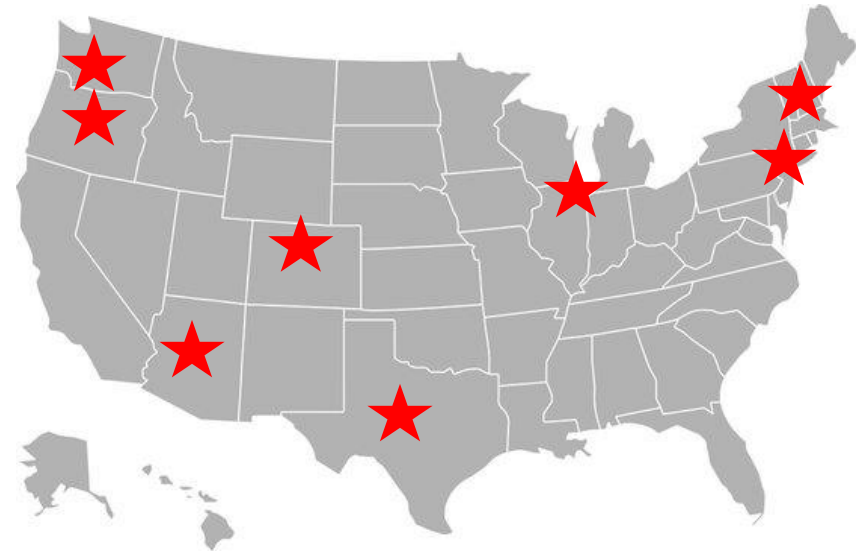


**Out of State Admitted**
**Student Events**
**February 17 - March 10**
**630 Registrations**

# Wellbeing Improvement Survey for Higher Education Settings (WISHES)

## Survey Results | 2022–2023

**SDSU** | Student Affairs and Campus Diversity
Program Evaluation,
Compliance and Assessment

# Contents

# Executive Summary

The Wellbeing Improvement Survey for Higher Education Settings (WISHES) includes a set of validated instruments to assess long-term population wellbeing and educational outcomes, intermediate outcomes, and student experiences that influence wellbeing. The survey was administered at SDSU during the Fall 2022 and Spring 2023 semesters. There were 4,875 total responses. This summary provides a snapshot of notable survey findings.

## FINDINGS SNAPSHOT

1. **Graduate students were most likely to report positive measures of wellbeing.** Graduate respondents were less likely to indicate that they have low resilience and that they are suffering or struggling. They were more likely to indicate that they belong at SDSU, are flourishing, and were also more likely to engage in mental health treatment if in psychological distress.

2. **Sophomore respondents were most likely to report negative measures of wellbeing,** as compared to respondents in other class levels. Overall, sophomores were more likely to have low resilience, be in poor or fair health, be suffering or struggling, and be at health and academic risk. Sophomore respondents were also less likely to indicate that they were flourishing.

3. Almost one third of all respondents indicated feeling psychological distress. However, **less than half of these respondents reported utilizing mental health treatment.**

Measures included in the WISHES survey fall into two broad categories: (1) conditions for wellbeing and (2) intermediate and long-term outcomes.

## CONDITIONS FOR WELLBEING

### Financial Wellbeing

Of the 4,867 total respondents, 33% (n=1,620) reported that they were financially thriving.
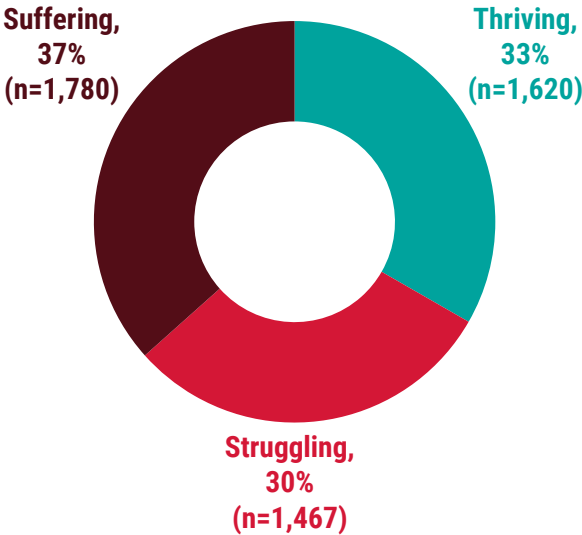
## Experiences of Discrimination

The majority of the respondents said they had not experienced discrimination in the past 30 days.

**In the past 30 days, how often have you experienced discriminatory, exclusionary, intimidating, offensive, and/or hostile behavior? (n=4,868)**

| | |
|---|---|
| Never | 69% (n=3,371) |
| Once | 13% (n=616) |
| A few times | 14% (n=681) |
| At least once a week | 3% (n=140) |
| Almost everyday | 1% (n=60) |
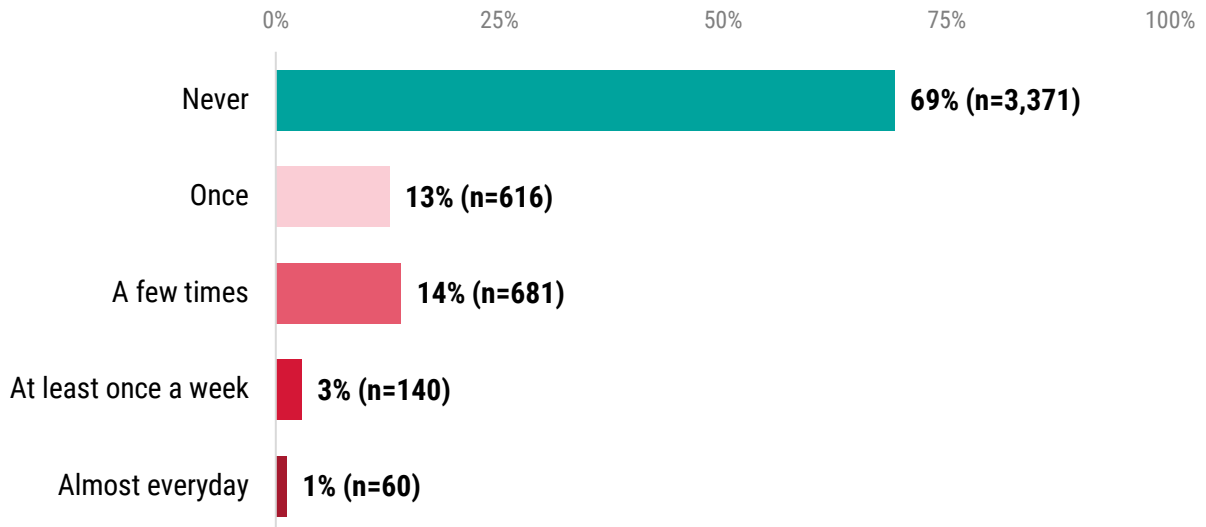
## Social Support

The overall levels of support respondents felt they receive at SDSU varied. Two thirds of the respondents said they have a supportive friend and almost half said they have a professor who makes them excited about learning.

**At SDSU, respondents who…**

Legend: ■ Yes, Definitely  ■ No or Somewhat

| | Yes, Definitely | No or Somewhat |
|---|---|---|
| have a friend who they can count on to be there for them (n=4,867). | 66% (n=3,191) | 34% (n=1,676) |
| have a professor or faculty member that makes them excited about learning (n=4,869). | 49% (n=2,387) | 51% (n=2,482) |
| are engaged in extracurricular activities or organizations (n=4,868). | 29% (n=1,389) | 71% (n=3,479) |
| believe at least one professor cares about them as a person (n=4,864). | 28% (n=1,343) | 72% (n=3,521) |
| have at least one staff or administrator that cares about them as a person (n=4,861). | 23% (n=1,105) | 77% (n=3,756) |
| have at least one mentor who encourages and supports them (n=4,866). | 23% (n=1,096) | 77% (n=3,770) |

# OUTCOMES

Below is a snapshot of all outcomes measured in the WISHES survey. The percentage displayed shows the respondents who indicated they experienced the measure. For example, 22% of respondents indicated they had low resilience, and 47% of respondents felt they belonged at SDSU.

**Teal shading** indicates favorable wellbeing responses, while **red shading** indicates opportunities for wellbeing improvement.

**Low Resilience**

**22%**
(n=1,046)

**Belonging at SDSU**

**47%**
(n=2,277)

**Binge Drinking**

**30%**
(n=1,416)

**Frequent Binge Drinking**

**10%**
(n=474)

**Flourishing**

**36%**
(n=1,726)

**Psychological Distress**

**31%**
(n=1,511)

**Mental Health Treatment among those experiencing Psychological Distress**

**44%**
(n=662)

**Health and Academic Risk**

**13%**
(n=643)

**Poor or Fair Health**

**59%**
(n=2,862)

**Suffering or Struggling**

**53%**
(n=2,583)
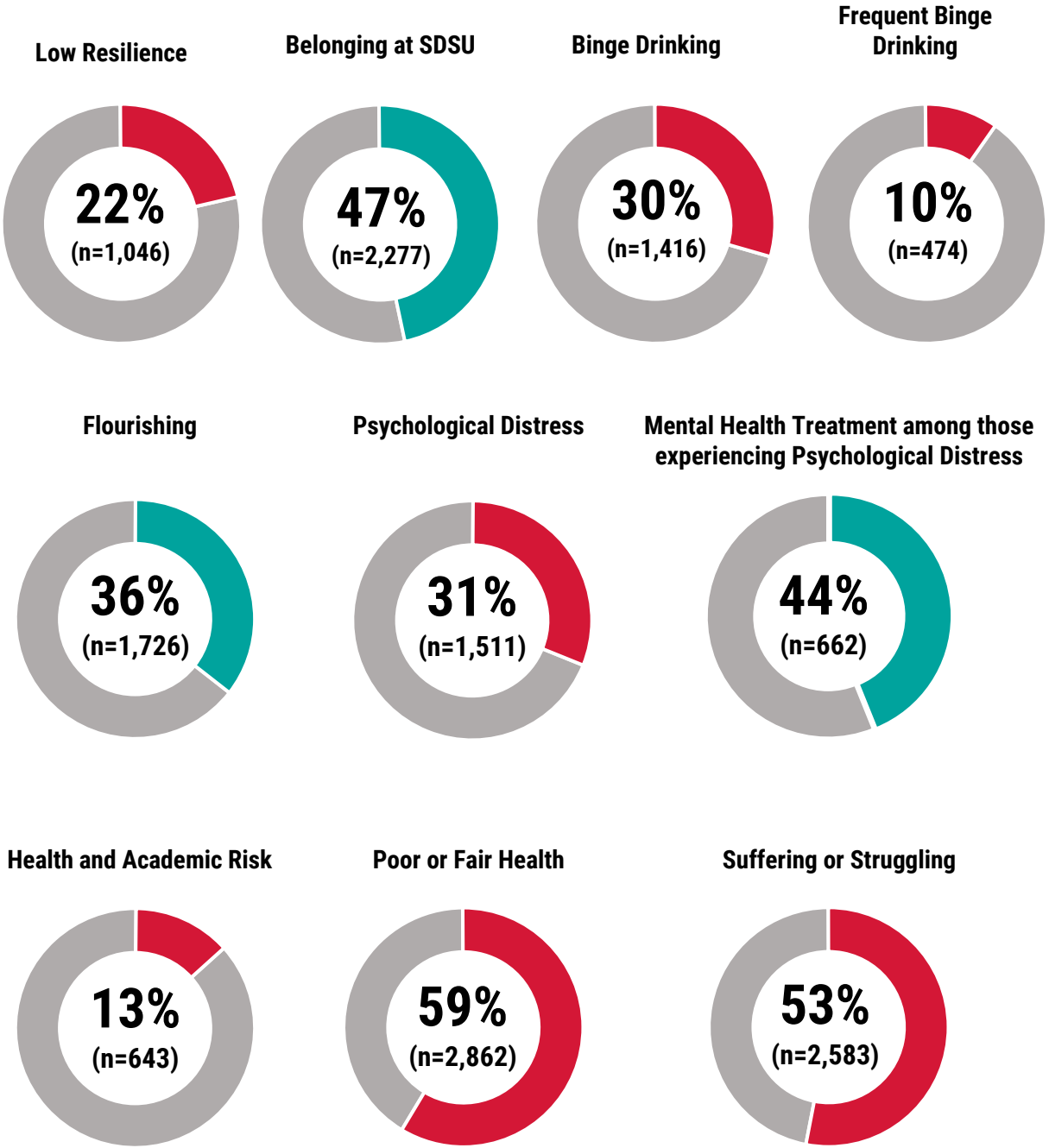
# Background

The Wellbeing Improvement Survey for Higher Education Settings (WISHES) is a brief survey (60 items) that includes a set of validated instruments to assess long-term population wellbeing and educational outcomes, intermediate outcomes, and student experiences that influence wellbeing. Core survey measurement domains include flourishing, psychological distress, self-reported overall health and mental health, academic risk, resilience, binge drinking, mental health treatment engagement, financial insecurity, experiences of discrimination, belonging, excitement about learning, having a supportive friend, engagement in extracurricular activities, mentorship, caring professors, and equitable wellbeing. The WISHES survey is overseen by Health Strategy and Outcomes at New York University and the Action Network for Equitable Wellbeing (ANEW)[1]. Free use of the survey in partnership with NYU has been granted to SDSU.

## SURVEY ADMINISTRATION

The preliminary phase of the WISHES survey involved its pilot administration to a compact convenience sample during the 2021-22 period, followed by its official launch in October 2022. The WISHES Research Team included a collaboration among the Office of the Dean of Students, Alcohol and Other Drugs Initiatives, and Program Evaluation, Compliance, and Assessment (PECA).

Communication to engage students in the survey was executed via the Dean of Students' email address and signature. The survey, designed to capture periodic data trends, was administered monthly. This procedure encompassed the Fall 2022 and Spring 2023 semesters, during which randomized subsets of both undergraduate and graduate students across San Diego and Imperial Valley campuses were invited to participate. To ensure no redundancy occurred, students were solicited only once; any participant receiving the survey in October 2022 received an invitation along with two subsequent reminders, with no further contact for the rest of the academic year.

Facilitated by the Action Network for Equitable Wellbeing, the WISHES instrument was made available at no cost, accompanied by stipulated usage terms and an agreement to share anonymized data. The survey instrument itself was programmed using the Qualtrics platform. Over the course of the Fall 2022 and Spring 2023 semesters, a total of 36,239 students received emails inviting them to participate in the survey. All survey communication and data collection were conducted at the local SDSU level with Institutional Review Board acknowledgement on file.

---

[1] https://anew.nyu.edu/what-we-do/wishes/

## Sample Selection

The entire student population of SDSU was eligible for participation in the survey. In collaboration with the Analytic Studies and Institutional Research (ASIR) office, PECA coordinated the compilation of the dataset. This institutional dataset included a series of eight demographic variables and student email addresses.

The initial two survey administrations were dispatched to a randomized sample of 5,800 students, while subsequent administrations reached out to a group of 8,215 students. This unequal distribution stemmed from the retention of 7,500 student records, which were earmarked for receipt of the National College Health Assessment (NCHA) instead of the WISHES survey. As SDSU chose to administer the NCHA in the future, the dataset restrictions were lifted, allowing for randomization across subsequent months of administration, with larger student samples included.

Recognizing the impact of university holidays and historically low survey response rates at certain times, the survey was strategically administered in October, November, February, March, and April. The upcoming administrations will incorporate September to comprehensively cover the academic calendar. Small incentives were offered, making students who submitted a WISHES survey eligible to receive an Amazon gift card. There were 10 recipients per administration.

## SMS Text Reminder

For the April 2023 distribution of the survey, students were reminded to take the WISHES survey via text message in addition to the two email reminders. PECA worked with SDSU Connects to send a text message with a short message and unique survey link. While there was a tremendous response to the text with thousands of views; approximately 100 of those students completed the survey.

# RESPONSE RATES

There were 4,875 total responses and the response rate was 13%.

## Survey Responses

| Month | Email Addresses Contacted[2] | Responses Collected | Response Rate |
|---|---|---|---|
| October 2022 | 5,800 | 1,136 | 20% |
| November 2022 | 5,797 | 935 | 16% |
| February 2023 | 8,214 | 1,023 | 12% |
| March 2023 | 8,214 | 838 | 10% |
| April 2023 | 8,214 | 943 | 11% |
| **Total** | **36,239** | **4,875** | **13%** |

---

[2] Email addresses contacted do not include email bounces.

# Demographics

All percentages are rounded and may not total to 100.

| Demographics | Sample<br>n=36,245 | Respondents<br>n=4,875 |
|---|---|---|
| **Campus** | | |
| San Diego | 35,388 (98%) | 4,764 (98%) |
| Imperial Valley | 857 (2%) | 111 (2%) |
| **Class Level** | | |
| First-year | 7,233 (20%) | 981 (20%) |
| Sophomore | 4,190 (12%) | 507 (10%) |
| Junior | 8,517 (24%) | 1,017 (21%) |
| Senior | 11,400 (32%) | 1,501 (31%) |
| Graduate | 4,905 (14%) | 869 (18%) |
| **College** | | |
| Arts & Letters | 4,538 (13%) | 682 (14%) |
| Business | 7,421 (21%) | 725 (15%) |
| Education | 2,224 (6%) | 335 (7%) |
| Engineering | 3,472 (10%) | 412 (9%) |
| Health & Human Services | 4,858 (13%) | 824 (17%) |
| Professional Studies & Fine Arts | 5,357 (15%) | 711(15%) |
| Sciences | 6,448 (18%) | 936 (19%) |
| Undergraduate Studies | 1,875 (5%) | 235 (5%) |
| Graduate Division | 52 (0.1%) | 15 (0.3%) |

| Demographics | Sample<br>n=36,245 | Respondents<br>n=4,875 |
|---|---|---|
| **Student Ethnicity** | | |
| African American | 1,437 (4%) | 154 (3%) |
| American Indian or Alaskan Native | 80 (0.2%) | 11 (0.2%) |
| Asian | 4,655 (13%) | 671 (14%) |
| Hispanic, Latino | 12,390 (34%) | 1,585 (33%) |
| Native Hawaiian, Pacific Islander | 82 (0.2%) | 13 (0.3%) |
| Non-Resident Alien | 1,643 (5%) | 284 (6%) |
| Other, Not Stated | 1,144 (3%) | 141 (3%) |
| Two or more races, non-Hispanic | 2,424 (7%) | 352 (7%) |
| White | 12,390 (34%) | 1,664 (34%) |
| **Underrepresented Students of Color (URM)[3]** | | |
| URM | 13,907 (38%) | 1,750 (36%) |
| Not URM | 22,338 (62%) | 3,125 (64%) |
| **First Generation College Students[4]** | | |
| First Gen | 2,248 (6%) | 276 (6%) |
| Not First Gen | 8,173 (23%) | 1,104 (23%) |
| Data Not Available | 25,824 (71%) | 3,495 (72%) |

[3] URM is calculated as IPEDS Ethnic/Race reporting categories of Black/African American, Hispanic/Latino, and American Indian/Native American.

[4] First Generation College student status is assigned if the student is among the first generation of a family to attend a college or university (i.e., their parents did not attend college). Data is considered unavailable if either parent's education is unknown.

| Demographics | Sample[5] n=36,245 | Respondents[6] n=4,858 |
|---|---|---|
| **Gender Identity** | | |
| Men | 15,358 (42%) | 1,388 (29%) |
| Women | 21,191(58%) | 3,364 (69%) |
| Non-binary | 88 (0.2%) | 111 (2%) |
| Trans woman | unavailable | 8 (0.2%) |
| Trans man | unavailable | 17 (0.3%) |
| Genderqueer | unavailable | 50 (1%) |
| Agender | unavailable | 13 (0.3%) |
| Genderfluid | unavailable | 45 (0.9%) |
| No response | unavailable | 17 (0.3%) |
| Not listed | unavailable | 14 (0.3%) |



[5] Gender Identity was not included as part of the sample dataset. This data was collected from the ASIR website: https://asir.sdsu.edu/enrollment-data/enrollment-summary-data-table/

[6] In the WISHES survey, respondents could select more than one gender identity.

# WISHES Survey

The WISHES survey looks at conditions for wellbeing, intermediate outcomes, and long-term outcomes. This report highlights the findings from the survey and analyzes the measures by class level by using the Chi-Square Test of Independence, processed using SPSS statistical software. This report is intended to complement the WISHES Tableau dashboard, which provides an overview of the WISHES survey results, and has the option of looking at additional demographic categories.

In future administrations of the survey, the WISHES research team and other stakeholders can choose to focus on distinct aspects of the survey, depending on priorities and programming.
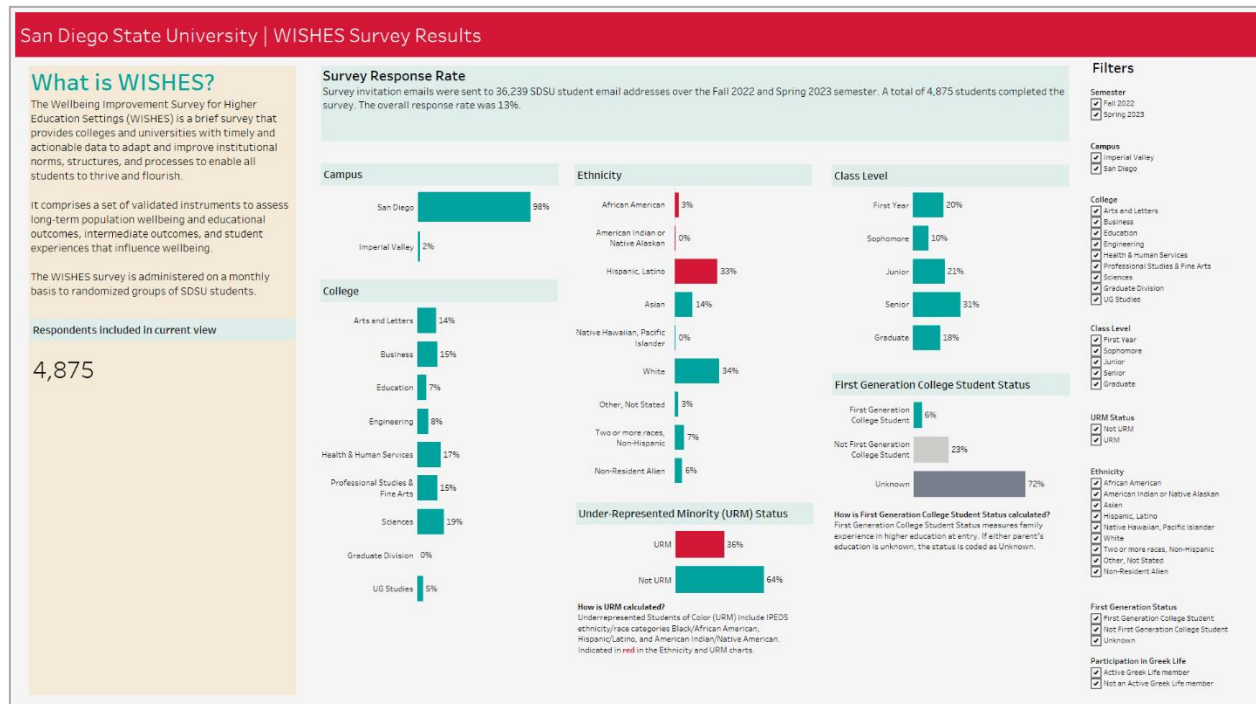


*Figure 1. Screenshot of WISHES Tableau Dashboard 22-23*

# CONDITION FOR WELLBEING: FINANCIAL WELLBEING

Respondents' perception of their Financial Wellbeing were categorized into three groups: Suffering, Struggling, or Thriving.

Overall, only 33% of respondents reported that they were financially thriving. First year respondents were more likely to report they were thriving financially, as compared to respondents in other class levels. This difference was statistically significant.[7]

**Financial Wellbeing by Class Level**

■ Suffering  ■ Struggling  ■ Thriving

| Class Level | Suffering | Struggling | Thriving |
|---|---|---|---|
| All (n=4,867) | 37% (n=1,780) | 30% (n=1,467) | 33% (n =1,620) |
| First year (n=979) | 30% (n=291) | 32% (n=309) | 39% (n=379) |
| Sophomore (n=506) | 38% (n=191) | 30% (n=153) | 32% (n=162) |
| Junior (n=1,015) | 36% (n=364) | 33% (n=332) | 31% (319) |
| Senior (n=1,500) | 38% (n=574) | 29% (n=436) | 33% (n=490) |
| Graduate (n=867) | 42% (n=360) | 27% (n=237) | 31% (n=270) |

---
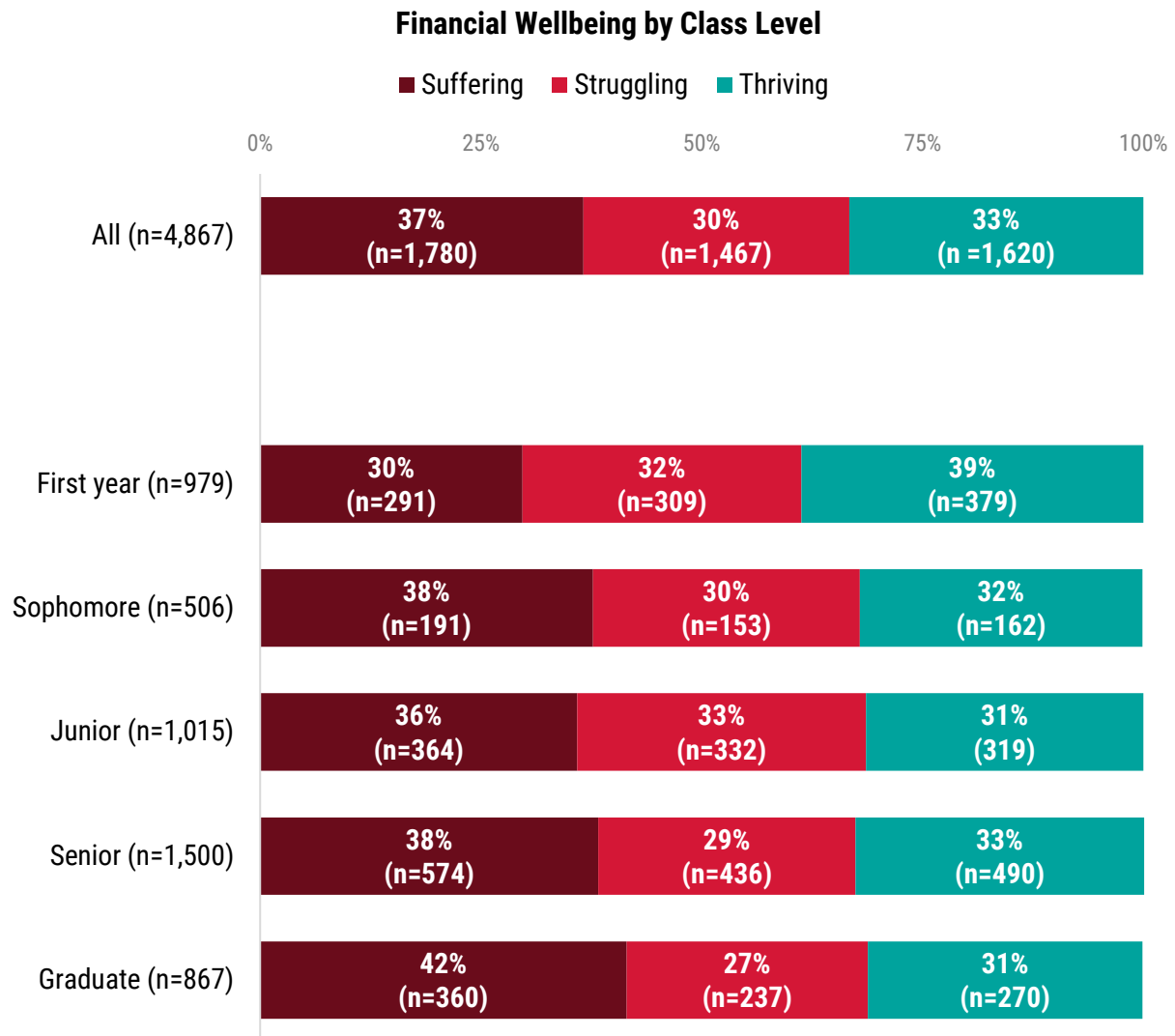
[7] $X^2$(8, N = 4,867) = 36.919, $p$ < .001

# CONDITION FOR WELLBEING: NO EXPERIENCES OF DISCRIMINATION

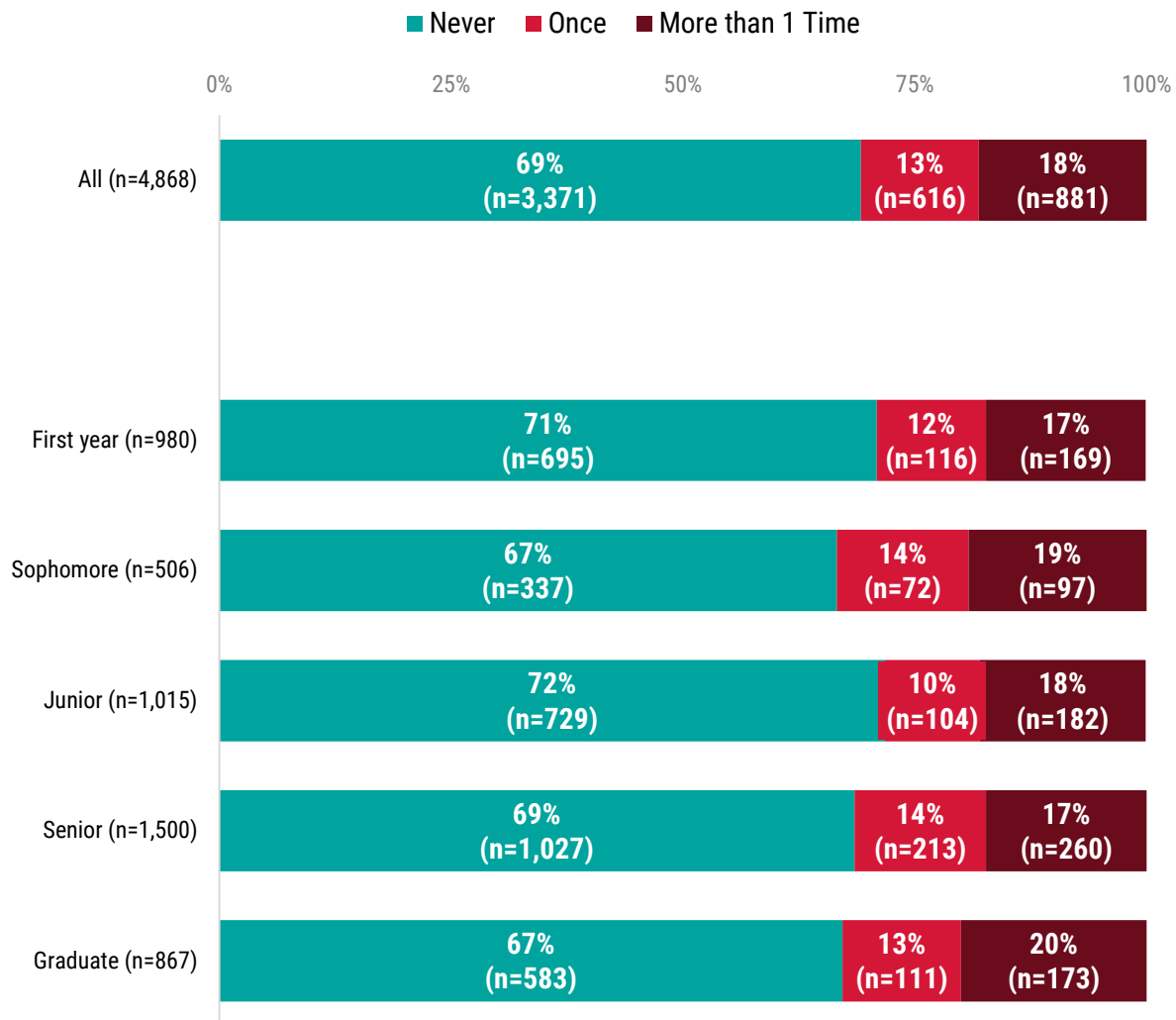Respondents were asked if they experienced discriminatory, exclusionary, intimidating, offensive or hostile behavior in the last 30 days. Response categories "A few times," "At least once a week," and "Almost every day" were combined into "More than 1 Time".

The majority of the respondents said they had not experienced discrimination in the past 30 days. Junior respondents were most likely to report that they had not experienced discriminatory, exclusionary, intimidating, offensive or hostile behavior in the past 30 days. This difference was not statistically significant.[8]

**In the past 30 days, how often have you experienced discriminatory, exclusionary, intimidating, offensive, and/or hostile behavior? (n=4,868)**

■ Never ■ Once ■ More than 1 Time

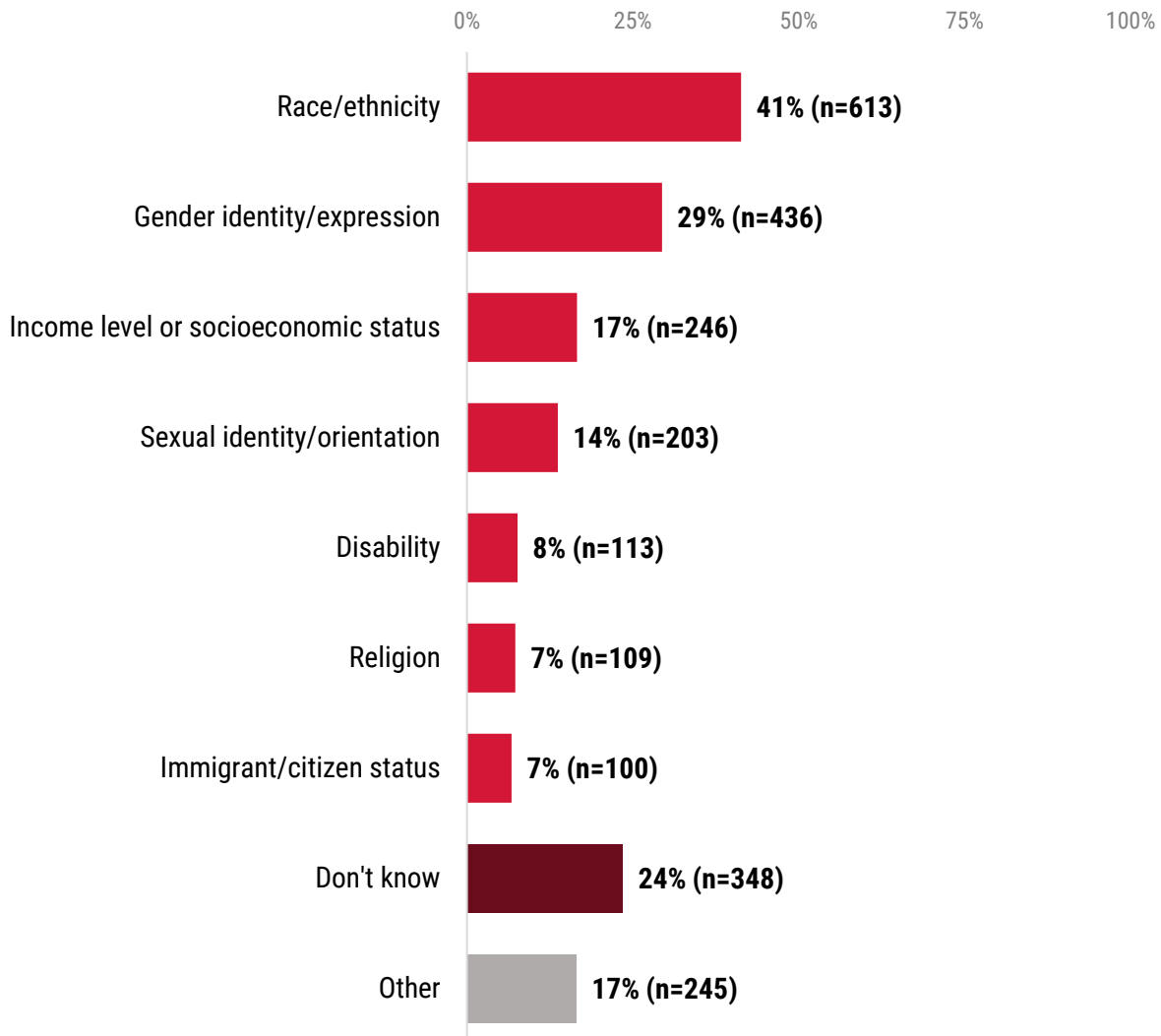| Group | Never | Once | More than 1 Time |
|---|---|---|---|
| All (n=4,868) | 69% (n=3,371) | 13% (n=616) | 18% (n=881) |
| First year (n=980) | 71% (n=695) | 12% (n=116) | 17% (n=169) |
| Sophomore (n=506) | 67% (n=337) | 14% (n=72) | 19% (n=97) |
| Junior (n=1,015) | 72% (n=729) | 10% (n=104) | 18% (n=182) |
| Senior (n=1,500) | 69% (n=1,027) | 14% (n=213) | 17% (n=260) |
| Graduate (n=867) | 67% (n=583) | 13% (n=111) | 20% (n=173) |

---

[8] $X^2(8, N = 4,868) = 14.387$, $p = .072$

## Reasons for Discriminatory or Hostile Behavior

Respondents who reported experiencing discrimination or hostile behavior were asked what they thought the reason was for the discriminatory behavior. Respondents could select more than one option. The most common reason selected for the discriminatory behavior was race or ethnicity (41%, n=613). Almost a quarter of the respondents (24%, n=348) said they do not know the reason.

**What do you think is the reason for the conduct? [Select all that apply] (n=1,483)**

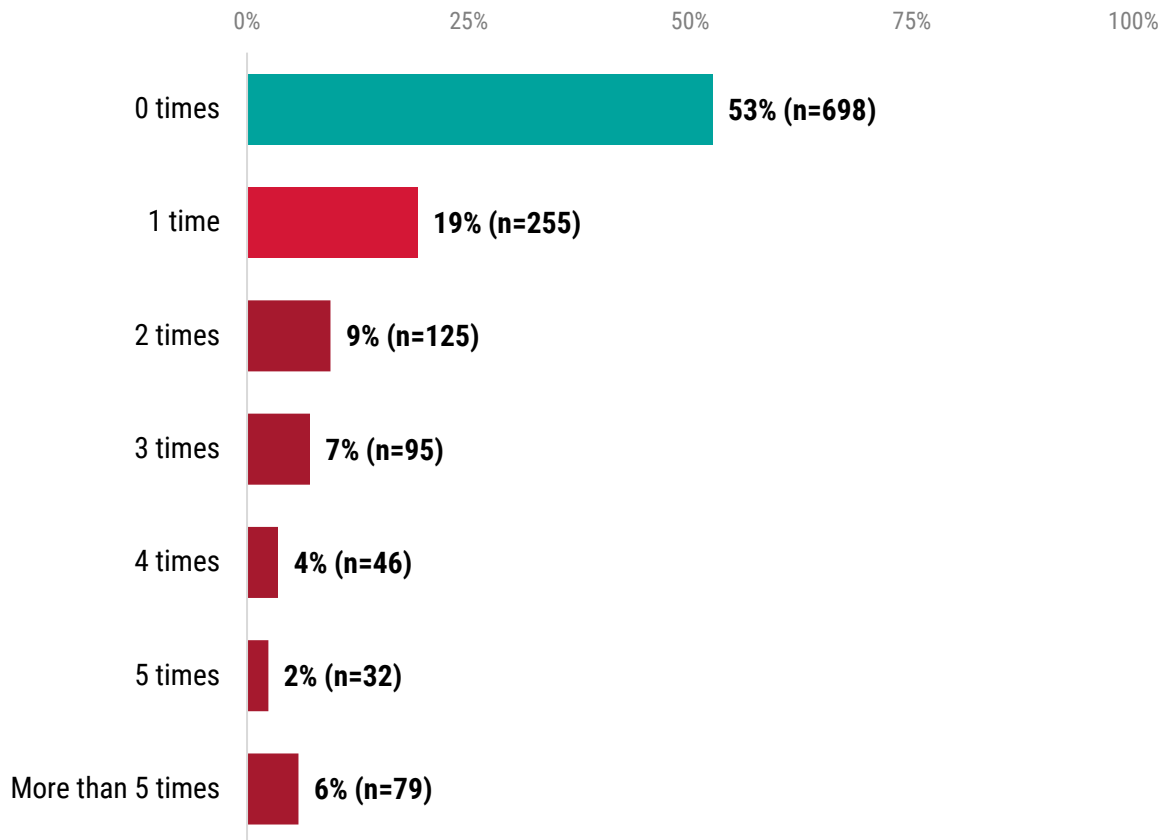| Reason | Percentage |
|---|---|
| Race/ethnicity | 41% (n=613) |
| Gender identity/expression | 29% (n=436) |
| Income level or socioeconomic status | 17% (n=246) |
| Sexual identity/orientation | 14% (n=203) |
| Disability | 8% (n=113) |
| Religion | 7% (n=109) |
| Immigrant/citizen status | 7% (n=100) |
| Don't know | 24% (n=348) |
| Other | 17% (n=245) |

Respondents who said "Other" were asked to give more information about their experiences. Of the 235 respondents who answered this question, 22% (n=52) described an interpersonal conflict they experienced without providing details about the reason for the conflict. Other reasons mentioned included age (8%, n=18) and hostile behaviors experienced at their workplace (7%, n=16).

## Discriminatory or Hostile Behavior by an SDSU Employee or Student

Respondents who reported experiencing discrimination or hostile behavior were asked how many times the discrimination was conducted by SDSU employee or student in the past 30 days. Half of the respondents (53%, n=698) said they had not experienced this behavior from an SDSU employee or student in the past 30 days.

**In the past 30 days, approximately how many times was this conduct by faculty, staff, administrators, and/or other students at San Diego State University? (n=1,330)**



- 0 times: 53% (n=698)
- 1 time: 19% (n=255)
- 2 times: 9% (n=125)
- 3 times: 7% (n=95)
- 4 times: 4% (n=46)
- 5 times: 2% (n=32)
- More than 5 times: 6% (n=79)

# CONDITION FOR WELLBEING: SUPPORTIVE FRIEND

Two-thirds of the respondents (66%, n=3,191) said they have a friend they can count on being there for them. Junior respondents were slightly less likely to say they have a supportive friend, compared to respondents in other class levels. This difference was statistically significant.[9]

**I have a friend who I can count on to be there for me (n=4,867).**
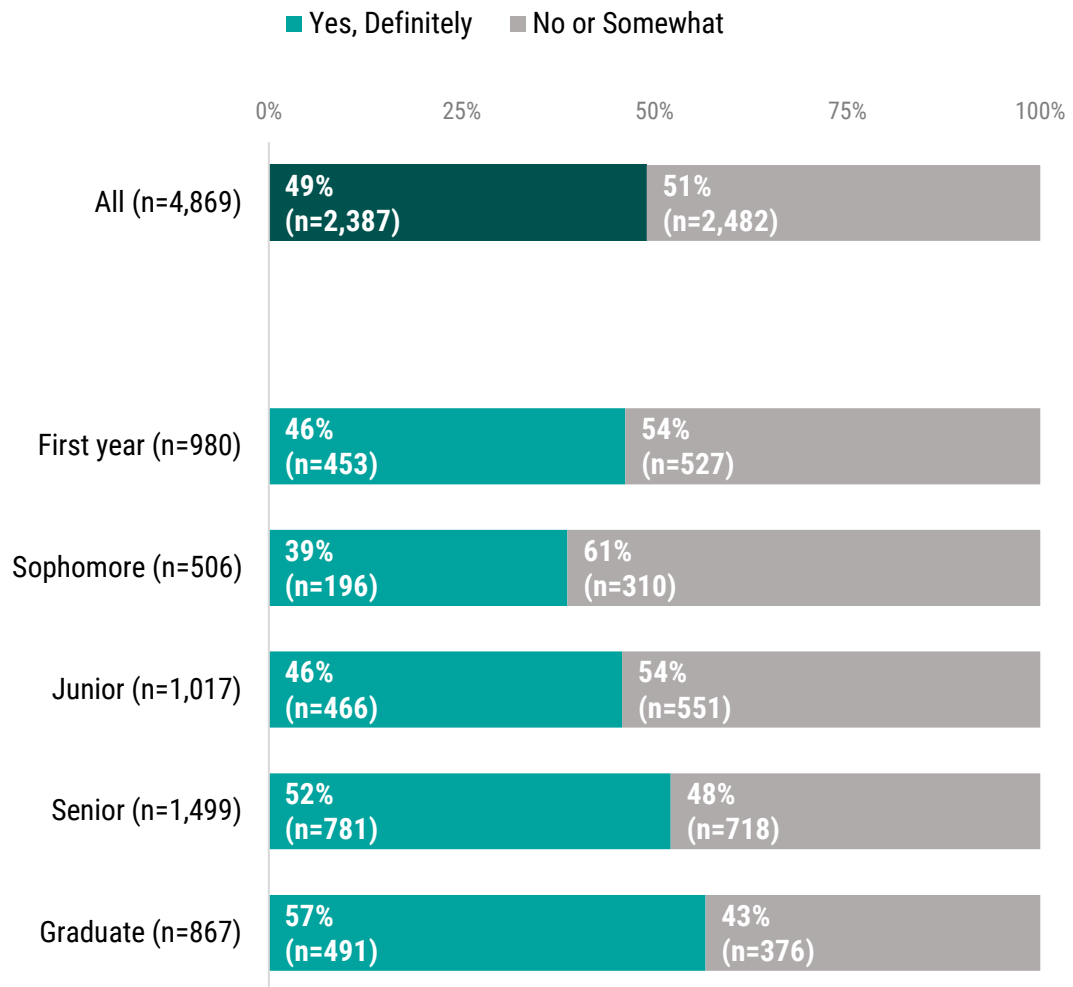


─────────────────────
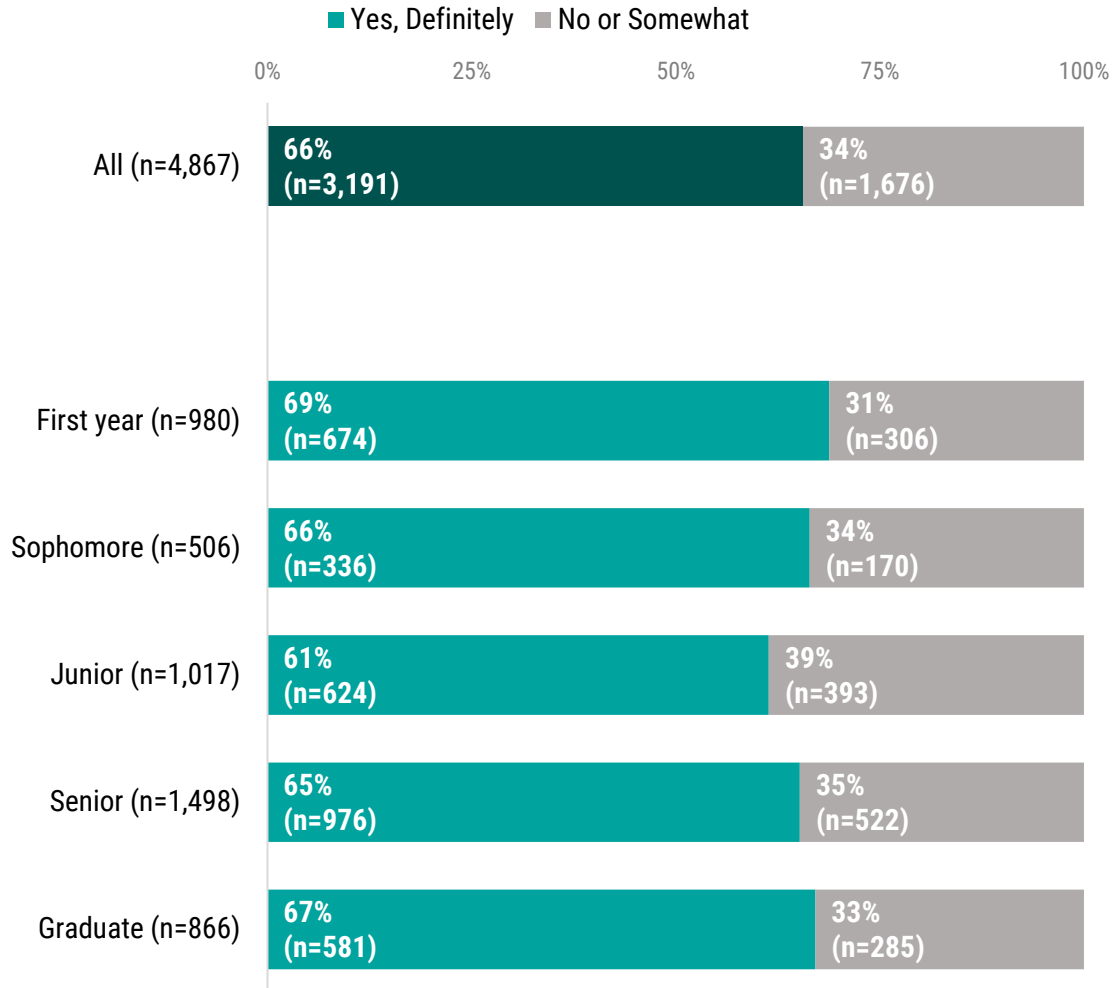
[9] $X^2(4, N = 4,867) = 13.612, p = .009$

# CONDITION FOR WELLBEING: EXCITEMENT ABOUT LEARNING

Almost half the respondents (49%, n=2,387) said they have at least one professor or faculty member who makes them excited about learning. Graduate student respondents were more likely than respondents from other class levels to say they have a professor or faculty member who makes them excited about learning. This difference was statistically significant.[10]

**I have at least one professor or faculty member who makes me excited about learning (n=4,869).**

■ Yes, Definitely ■ No or Somewhat

| | Yes, Definitely | No or Somewhat |
|---|---|---|
| All (n=4,869) | 49% (n=2,387) | 51% (n=2,482) |
| First year (n=980) | 46% (n=453) | 54% (n=527) |
| Sophomore (n=506) | 39% (n=196) | 61% (n=310) |
| Junior (n=1,017) | 46% (n=466) | 54% (n=551) |
| Senior (n=1,499) | 52% (n=781) | 48% (n=718) |
| Graduate (n=867) | 57% (n=491) | 43% (n=376) |

---

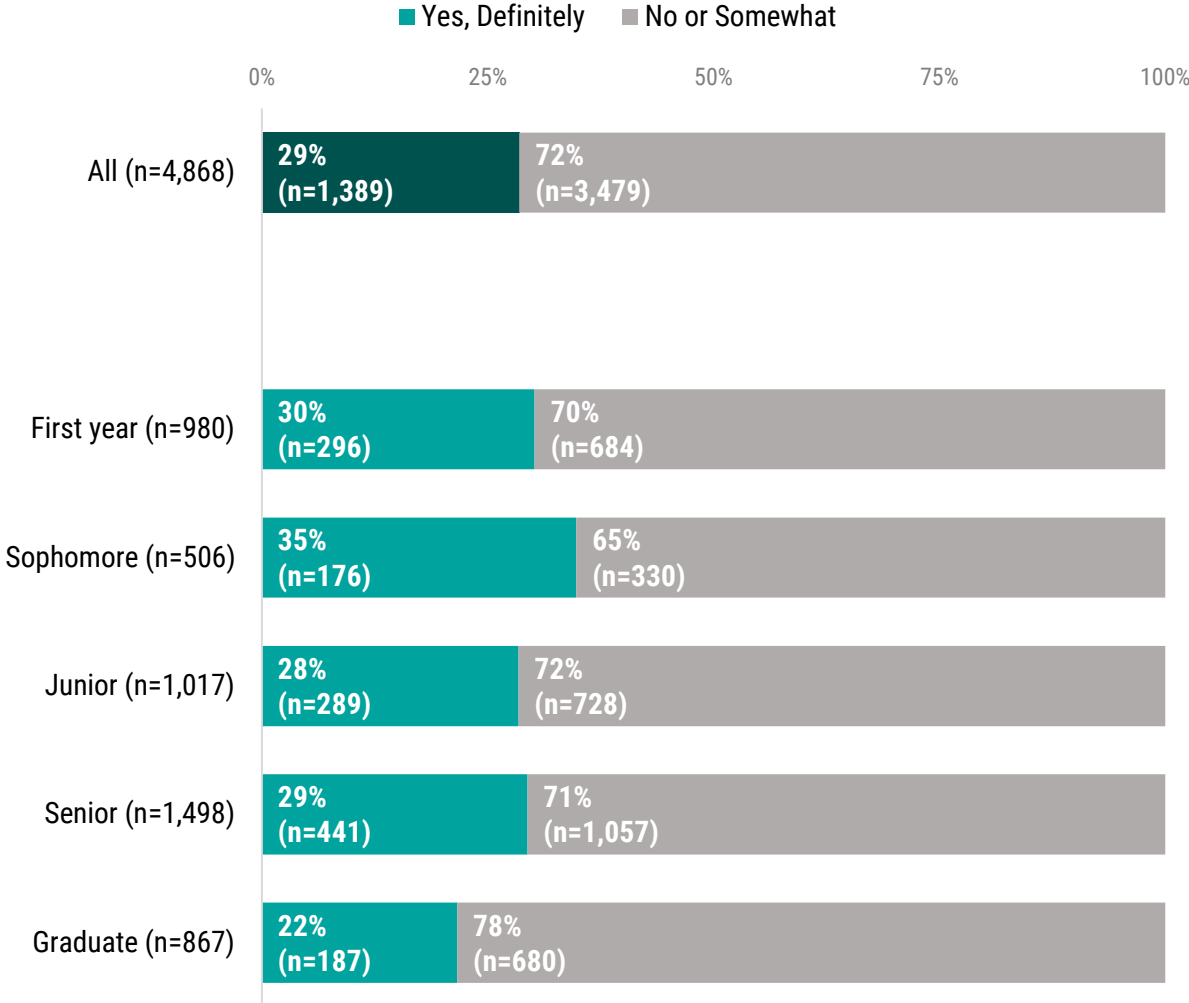[10] $X^2(4, N = 4,869) = 54.444, p < .001$

# CONDITION FOR WELLBEING: ENGAGEMENT IN EXTRACURRICULAR ACTIVITIES

Only 29% of respondents (n=1,389) said they were engaged in extracurricular activities or organizations. Sophomore respondents were more likely than respondents in other class levels to report being engaged in extracurricular activities or organization. This difference was statistically significant.[11]

**I am engaged in extracurricular activities or organizations (n=4,868).**

■ Yes, Definitely   ■ No or Somewhat

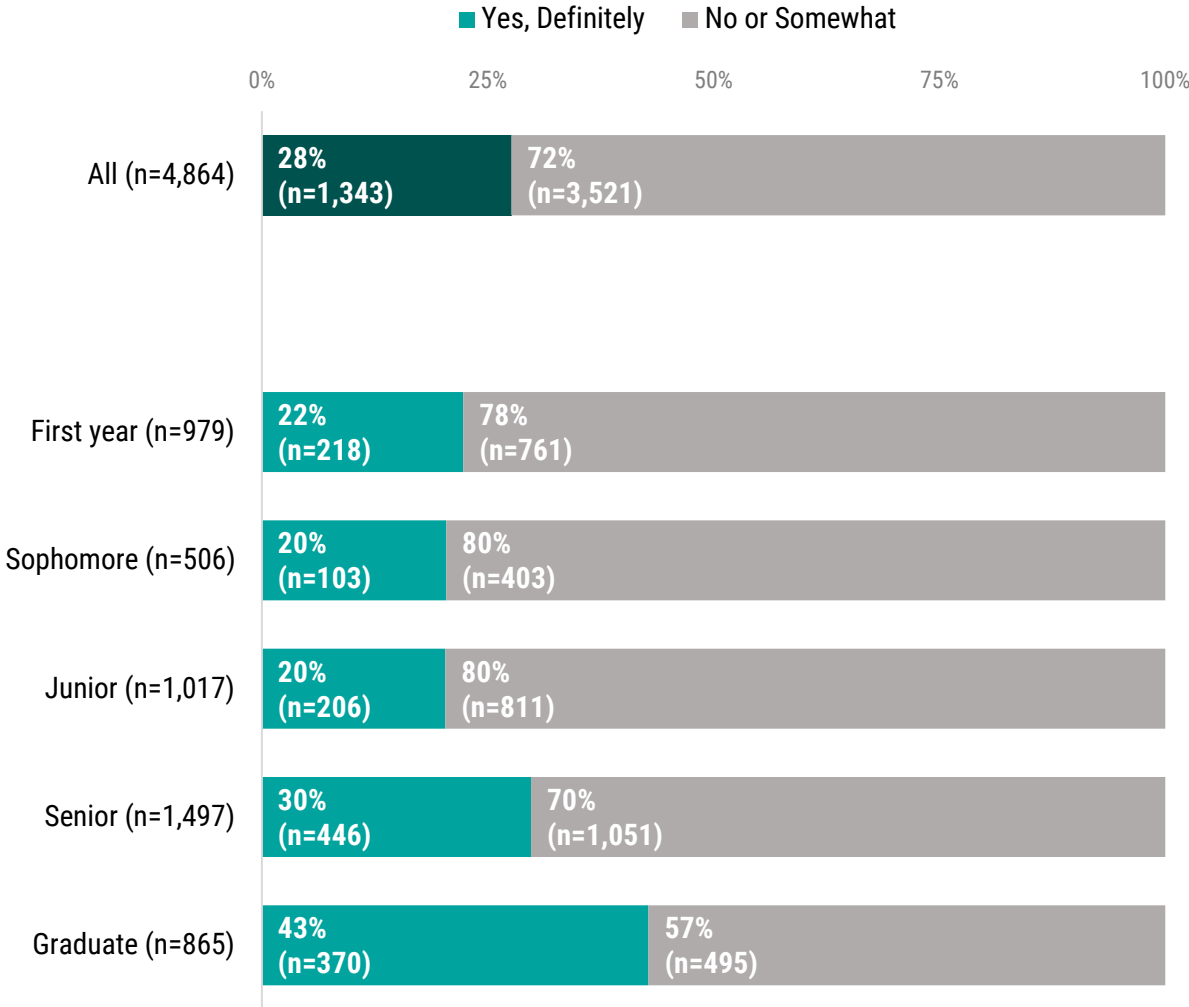| Group | Yes, Definitely | No or Somewhat |
|---|---|---|
| All (n=4,868) | 29% (n=1,389) | 72% (n=3,479) |
| First year (n=980) | 30% (n=296) | 70% (n=684) |
| Sophomore (n=506) | 35% (n=176) | 65% (n=330) |
| Junior (n=1,017) | 28% (n=289) | 72% (n=728) |
| Senior (n=1,498) | 29% (n=441) | 71% (n=1,057) |
| Graduate (n=867) | 22% (n=187) | 78% (n=680) |

---

[11] $X^2$(4, N = 4,868) = 32.266, $p$ < .001

# CONDITION FOR WELLBEING: CARING PROFESSORS

Over a quarter of respondents (28%, n=1,343) felt that there was at least one professor at SDSU who cares about them as a person. Graduate students were most likely to report feeling that there was at least one professor who cares about them as a person. This difference was statistically significant.[12]

**There is at least one professor at SDSU who cares about me as a person (n=4,864).**



■ Yes, Definitely    ■ No or Somewhat

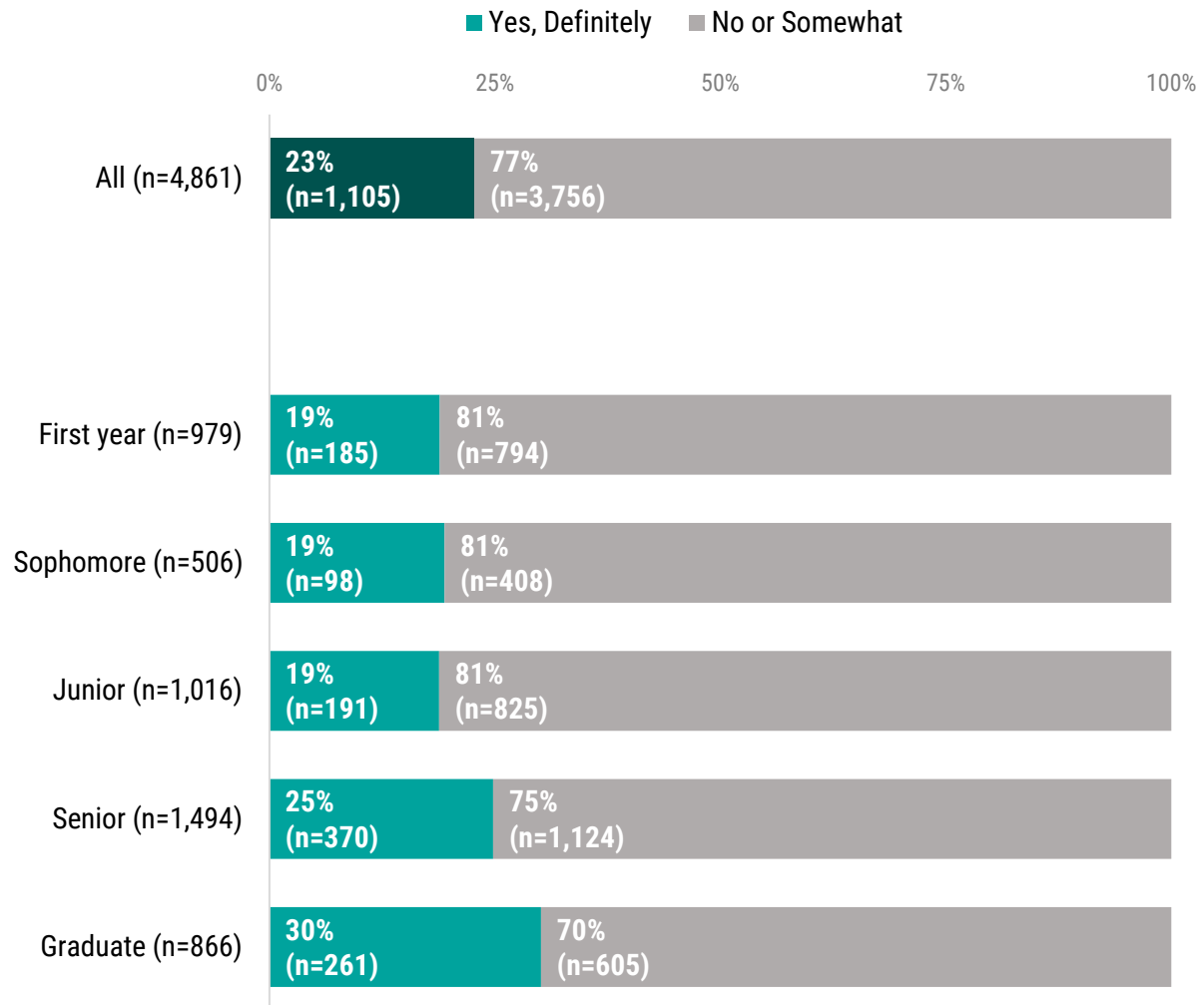| Group | Yes, Definitely | No or Somewhat |
|---|---|---|
| All (n=4,864) | 28% (n=1,343) | 72% (n=3,521) |
| First year (n=979) | 22% (n=218) | 78% (n=761) |
| Sophomore (n=506) | 20% (n=103) | 80% (n=403) |
| Junior (n=1,017) | 20% (n=206) | 80% (n=811) |
| Senior (n=1,497) | 30% (n=446) | 70% (n=1,051) |
| Graduate (n=865) | 43% (n=370) | 57% (n=495) |

[12] $X^2(4, N = 4,864) = 157.914, p < .001$

## CONDITION FOR WELLBEING: CARING STAFF

Almost a quarter of the respondents (23%, n=1,105) felt that there was at least one staff or administrator at SDSU who cares about them as a person. Graduate respondents more likely to report that there was a staff or administrator that cares about them as a person, when compared to respondents in other class levels. This difference was statistically significant.[13]

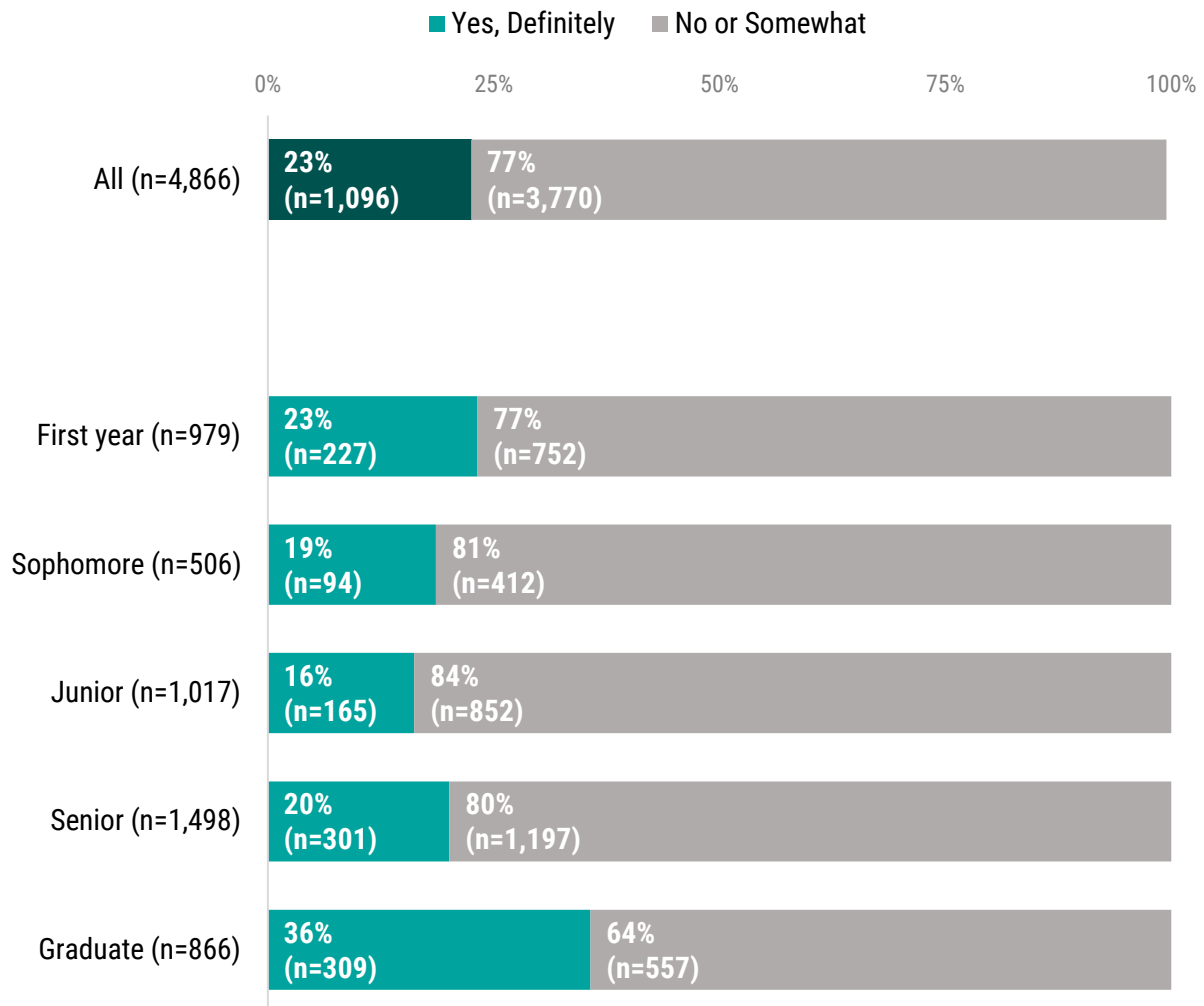**There is at least one professor at SDSU who cares about me as a person (n=4,861).**

■ Yes, Definitely　■ No or Somewhat

| | Yes, Definitely | No or Somewhat |
|---|---|---|
| All (n=4,861) | 23% (n=1,105) | 77% (n=3,756) |
| First year (n=979) | 19% (n=185) | 81% (n=794) |
| Sophomore (n=506) | 19% (n=98) | 81% (n=408) |
| Junior (n=1,016) | 19% (n=191) | 81% (n=825) |
| Senior (n=1,494) | 25% (n=370) | 75% (n=1,124) |
| Graduate (n=866) | 30% (n=261) | 70% (n=605) |

---

[13] $X^2$(4, N = 4,861) = 50.970, $p$ < .001

# CONDITION FOR WELLBEING: MENTORSHIP

Less than a quarter of respondents (23%, n=1,096) said they had at least one mentor who encourages them or supports them at SDSU. Graduate respondents were most likely to say they had at least one supportive mentor at SDSU, as compared to respondents from other class levels. This difference was statistically significant.[14]

**I have at least one mentor who encourages and supports me at SDSU (n=4,866).**
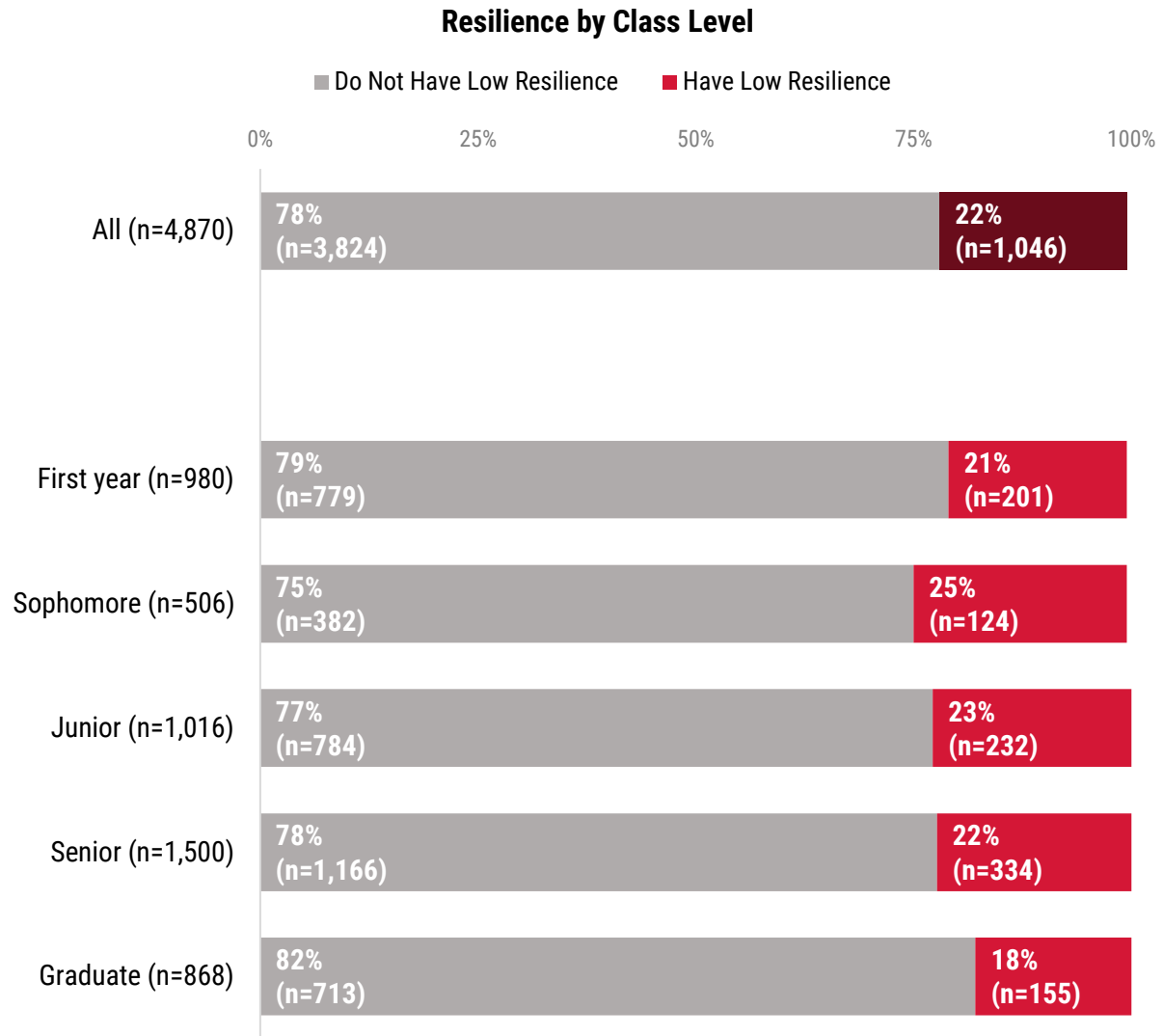
■ Yes, Definitely    ■ No or Somewhat

| | Yes, Definitely | No or Somewhat |
|---|---|---|
| All (n=4,866) | 23% (n=1,096) | 77% (n=3,770) |
| First year (n=979) | 23% (n=227) | 77% (n=752) |
| Sophomore (n=506) | 19% (n=94) | 81% (n=412) |
| Junior (n=1,017) | 16% (n=165) | 84% (n=852) |
| Senior (n=1,498) | 20% (n=301) | 80% (n=1,197) |
| Graduate (n=866) | 36% (n=309) | 64% (n=557) |

---

[14] $X^2(4, N = 4,866) = 118.874, p < .001$
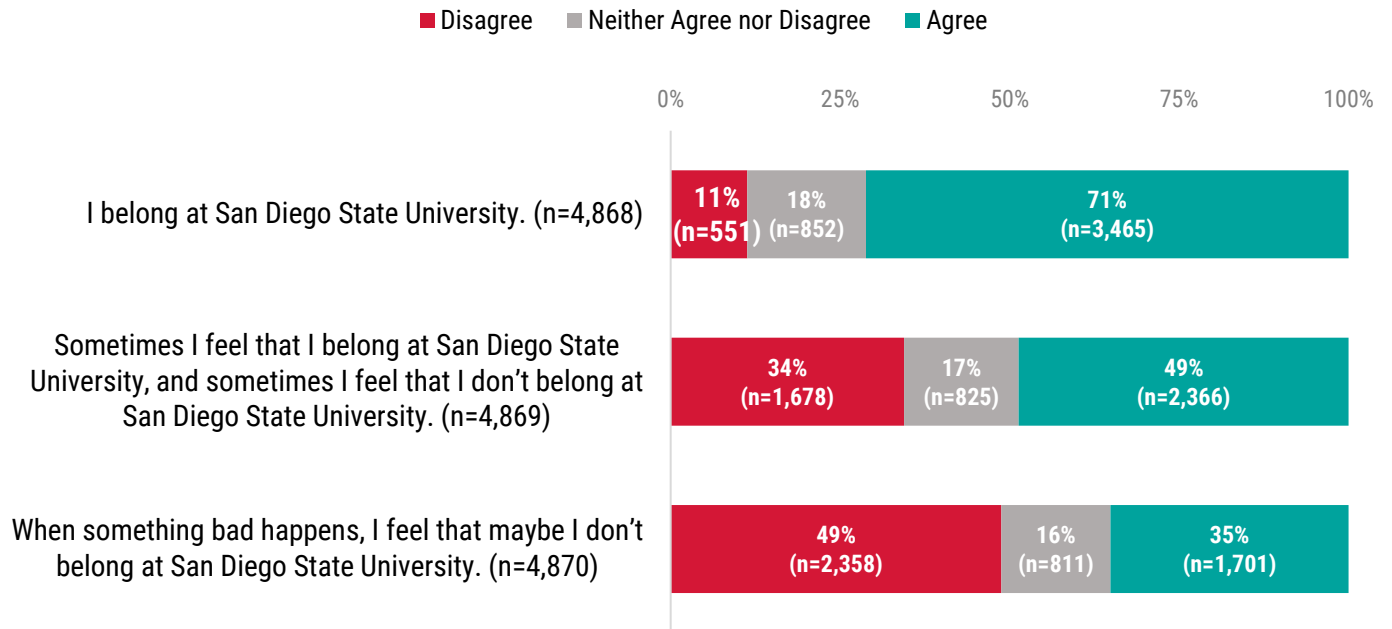
# Outcomes

## INTERMEDIATE OUTCOME: RESILIENCE

The WISHES survey uses a two-item scale to quantify the resilience of the respondents. Among all survey respondents, 22% of respondents (n=1,046) were identified as having low resilience using this measure. Sophomore respondents were more likely to be identified as having low resilience, as compared to respondents in other class levels. This difference was statistically significant.[15]

**Resilience by Class Level**

■ Do Not Have Low Resilience  ■ Have Low Resilience

| Class Level | Do Not Have Low Resilience | Have Low Resilience |
|---|---|---|
| All (n=4,870) | 78% (n=3,824) | 22% (n=1,046) |
| First year (n=980) | 79% (n=779) | 21% (n=201) |
| Sophomore (n=506) | 75% (n=382) | 25% (n=124) |
| Junior (n=1,016) | 77% (n=784) | 23% (n=232) |
| Senior (n=1,500) | 78% (n=1,166) | 22% (n=334) |
| Graduate (n=868) | 82% (n=713) | 18% (n=155) |

---

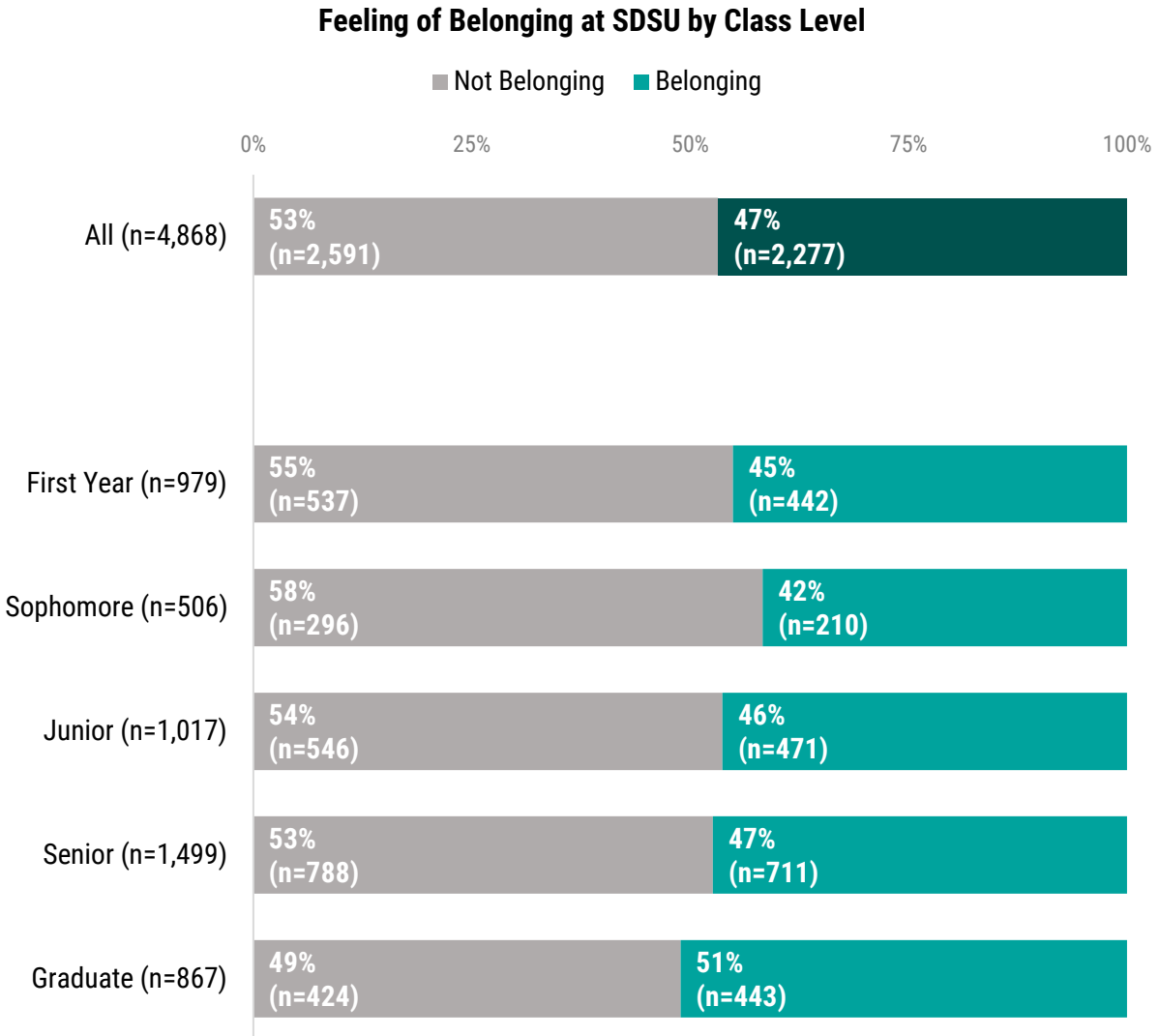[15] $X^2(4, N = 4,870) = 11.705, p = .020$

# INTERMEDIATE OUTCOME: BELONGING AT SDSU

Respondents were asked to disagree or agree with three statements about belonging at SDSU. In this chart, "Strongly Disagree", "Disagree", and "Somewhat Disagree" were combined into "Disagree" and "Strongly Agree", "Agree" and "Somewhat Agree" were combined into "Agree". Overall, 71% of respondents said they belong at SDSU.

■ Disagree    ■ Neither Agree nor Disagree    ■ Agree

|  | 0% | 25% | 50% | 75% | 100% |
|---|---|---|---|---|---|

**I belong at San Diego State University. (n=4,868)**
- 11% (n=551) — Disagree
- 18% (n=852) — Neither Agree nor Disagree
- 71% (n=3,465) — Agree

**Sometimes I feel that I belong at San Diego State University, and sometimes I feel that I don't belong at San Diego State University. (n=4,869)**
- 34% (n=1,678) — Disagree
- 17% (n=825) — Neither Agree nor Disagree
- 49% (n=2,366) — Agree

**When something bad happens, I feel that maybe I don't belong at San Diego State University. (n=4,870)**
- 49% (n=2,358) — Disagree
- 16% (n=811) — Neither Agree nor Disagree
- 35% (n=1,701) — Agree

## Belonging at SDSU by Class Level

The WISHES measure of Belonging depicted below is calculated by collapsing the responses "Agree" and "Strongly Agree" to the statement "I belong at SDSU." Overall, almost half the respondents (47%, n=2,277) said they belonged at SDSU. Sophomore respondents were less likely to say that they belonged at SDSU, as compared to respondents in other class levels. This difference was statistically significant.[16]

### Feeling of Belonging at SDSU by Class Level

■ Not Belonging ■ Belonging

| Class Level | Not Belonging | Belonging |
|---|---|---|
| All (n=4,868) | 53% (n=2,591) | 47% (n=2,277) |
| First Year (n=979) | 55% (n=537) | 45% (n=442) |
| Sophomore (n=506) | 58% (n=296) | 42% (n=210) |
| Junior (n=1,017) | 54% (n=546) | 46% (n=471) |
| Senior (n=1,499) | 53% (n=788) | 47% (n=711) |
| Graduate (n=867) | 49% (n=424) | 51% (n=443) |

---

[16] $X^2$(4, N = 4,868) = 13.540, $p$ = .009

# INTERMEDIATE OUTCOME: BINGE DRINKING

Respondents were asked how many times they had four or more drinks in a day (for women) or five or more drinks in a day (for men) in the past two weeks. Respondents who said they had 4 or 5 drinks in a day at least one day in the last two weeks were categorized as respondents who binge drink. Senior respondents were most likely to report binge drinking. This difference was statistically significant.[17]

## Binge Drinking by Class Level

■ Do Not Binge Drink   ■ Binge drink

| Class Level | Do Not Binge Drink | Binge drink |
|---|---|---|
| All (n=4,807) | 71% (n=3,391) | 30% (n=1,416) |
| First Year (n=959) | 75% (n=717) | 25% (n=242) |
| Sophomore (n=496) | 70% (n=345) | 30% (n=151) |
| Junior (n=1,008) | 70% (n=704) | 30% (n=304) |
| Senior (n=1,489) | 66% (n=981) | 34% (n=508) |
| Graduate (n=855) | 75% (n=644) | 25% (n=211) |

---
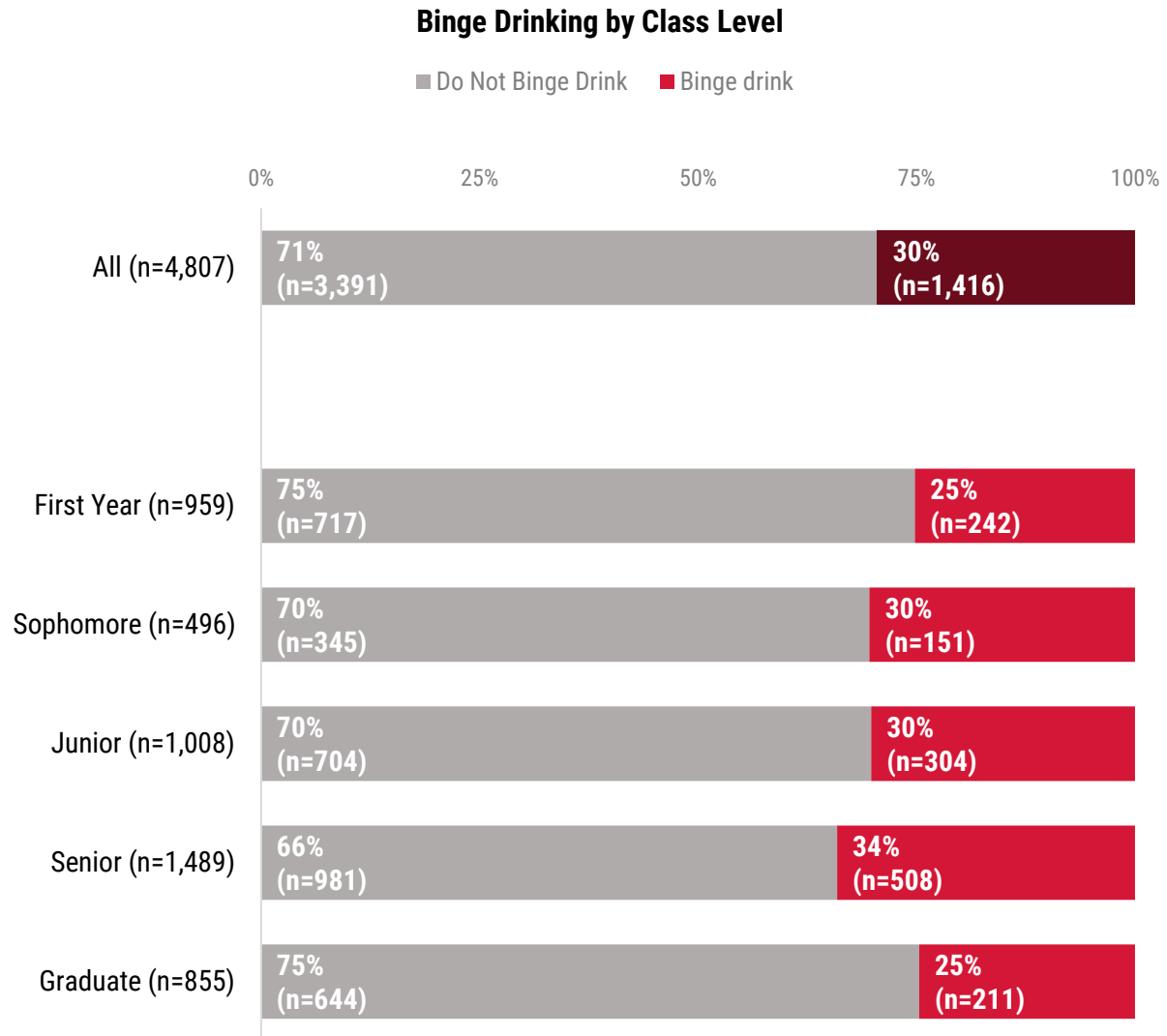
[17] $X^2$(4, N = 4,807) = 33.654, $p$ < .001

## Frequently Binge Drink

Respondents who said they had 4 or 5 drinks in a day on three or more days in the last two weeks were categorized as respondents who frequently binge drink. Graduate respondents were least likely to report frequently binge drinking. This difference was statistically significant, $X^2$(4, N = 4,807) = 15.932, $p$ < .003.

## In Recovery

Only 2% of the respondents (n=108) said they identify as a person in recovery from alcohol or other drug use.

# LONG-TERM OUTCOME: FLOURISHING

The WISHES survey uses eight items to measure if respondents are flourishing i.e., experiencing positive mental health and subjective well-being. The measure quantifies the presence or absence of positive emotion and flourishing. A little over one third of the respondents (36%, n=1,726) were categorized as flourishing. Graduate students were more likely than students in other class levels to indicate that they were flourishing. This difference was statistically significant.[18]

**Flourishing**

Not Flourishing · Flourishing

| Group | Not Flourishing | Flourishing |
|---|---|---|
| All (n=4,868) | 64% (n=3,142) | 36% (n=1,726) |
| First year (n=979) | 63% (n=614) | 37% (n=365) |
| Sophomore (n=506) | 72% (n=365) | 28% (n=141) |
| Junior (n=1,017) | 66% (n=676) | 34% (n=341) |
| Senior (n=1,499) | 65% (n=976) | 35% (n=523) |
| Graduate (n=867) | 59% (n=511) | 41% (n=356) |

---
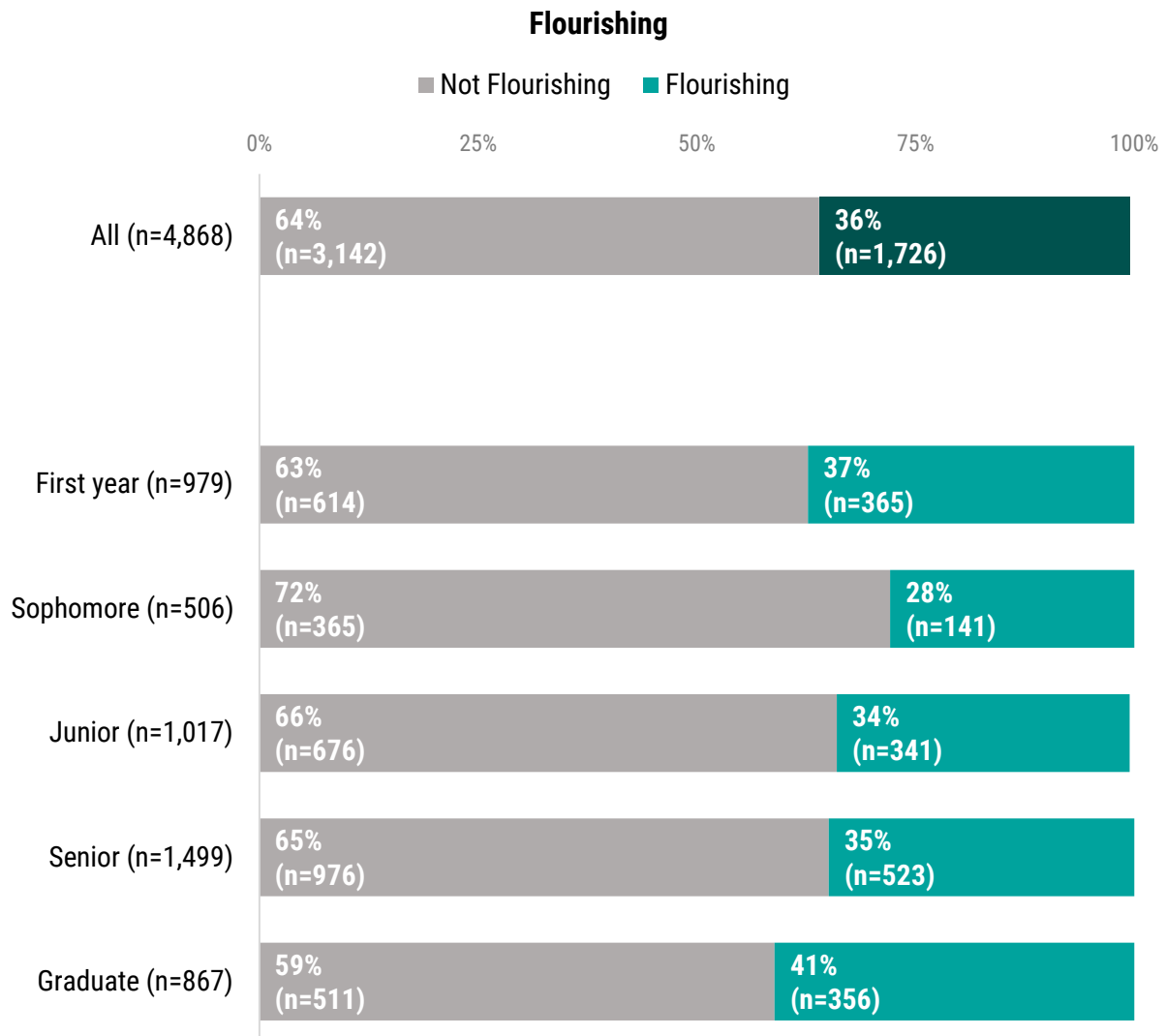
[18] $X^2$(4, N = 4,868) = 27.928, $p$ < .001

# LONG-TERM OUTCOME: PSYCHOLOGICAL DISTRESS

Respondents were asked to indicate whether they had experienced any of the six indicators of mental health conditions and general psychological distress and the severity of those conditions. Each respondent was categorized into experiencing psychological distress or not experiencing psychological distress in the past 30 days. Overall, 31% of the respondents (n=1,511) indicated that they had experienced psychological distress in the past 30 days. First year respondents and graduate respondents were less likely than respondents in other class levels to indicate that they were experiencing psychological distress. This difference was statistically significant.[19]

**Psychological Distress**

■ Not Experiencing Psychological Distress    ■ Experiencing Psychological Distress

| | Not Experiencing | Experiencing |
|---|---|---|
| All (n=4,867) | 69% (n=3,356) | 31% (n=1,511) |
| First year (n=979) | 72% (n=705) | 28% (n=274) |
| Sophomore (n=506) | 68% (n=345) | 32% (n=161) |
| Junior (n=1,016) | 68% (n=691) | 32% (n=325) |
| Senior (n=1,499) | 67% (n=1,000) | 33% (n=499) |
| Graduate (n=867) | 71% (n=615) | 29% (n=252) |

---
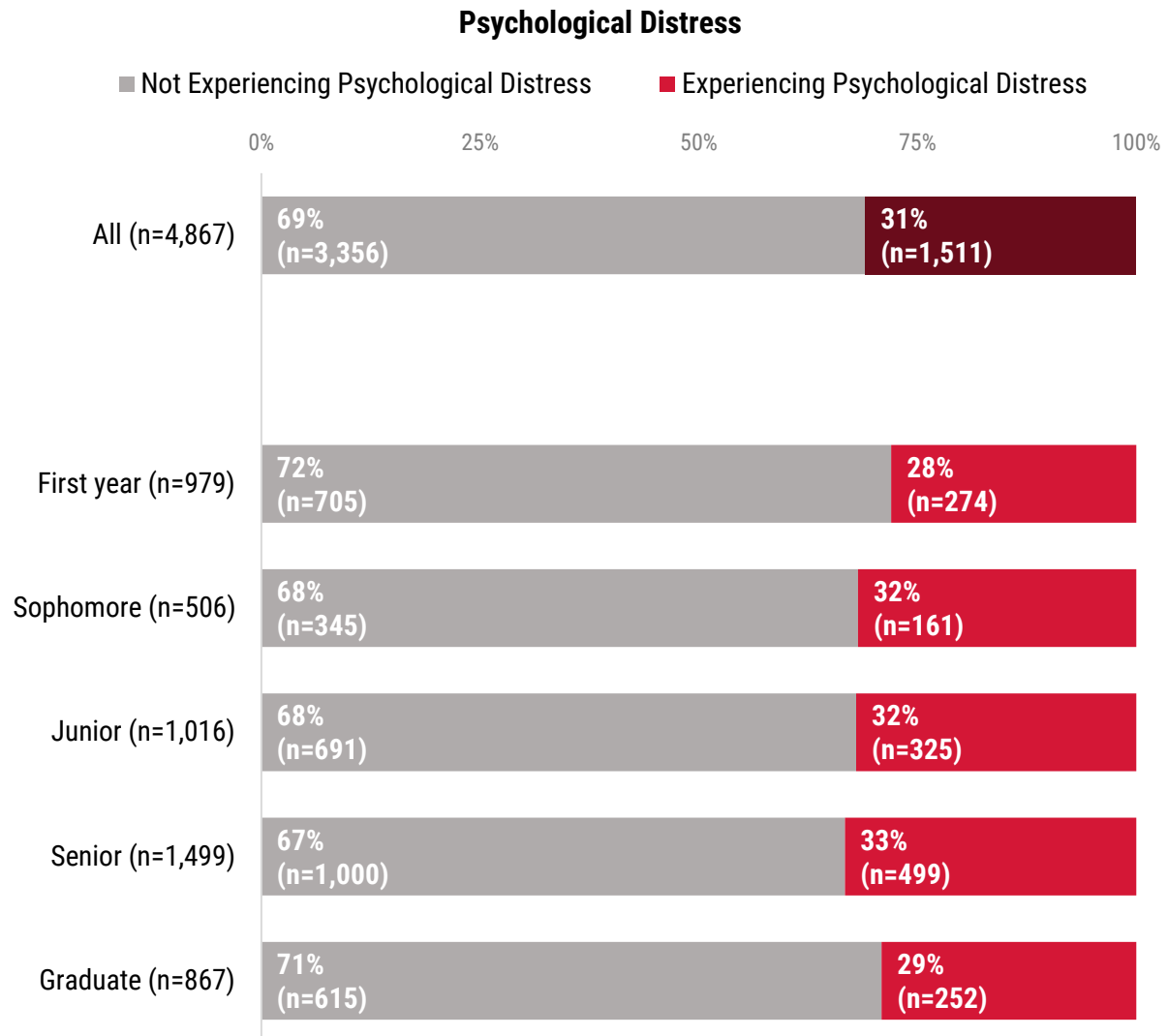
[19] $X^2$(4, N = 4,867) = 9.950, $p$ = .041

## Engagement with Mental Health Treatment

Respondents who report experiencing psychological distress in the past 30 days were asked if they received any counseling, therapy, or prescription medication for a mental health concern. Respondents who said they had received any of these within the last 12 months were categorized as having received mental health treatment. Note that the WISHES survey considers mental health treatment an intermediate outcome.

Overall, less than half of those who indicated they had experienced psychological distress (44%, n=662) said they had received mental health treatment in the last 12 months. Graduate respondents were most likely to have received mental health treatment. This difference was statistically significant.[20]

**Received Mental Health Treatment**

■ Did Not Receive Mental Health Treatment    ■ Received Mental Health Treatment

| | | | | | |
|---|---|---|---|---|---|
| | 0% | 25% | 50% | 75% | 100% |

| | Did Not Receive | Received |
|---|---|---|
| All (n=1,508) | 56% (n=846) | 44% (n=662) |
| First year (n=274) | 56% (n=154) | 44% (n=120) |
| Sophomore (n=161) | 55% (n=89) | 45% (n=72) |
| Junior (n=325) | 57% (n=186) | 43% (n=139) |
| Senior (n=498) | 61% (n=303) | 39% (n=195) |
| Graduate (n=250) | 46% (n=114) | 54% (n=136) |

---
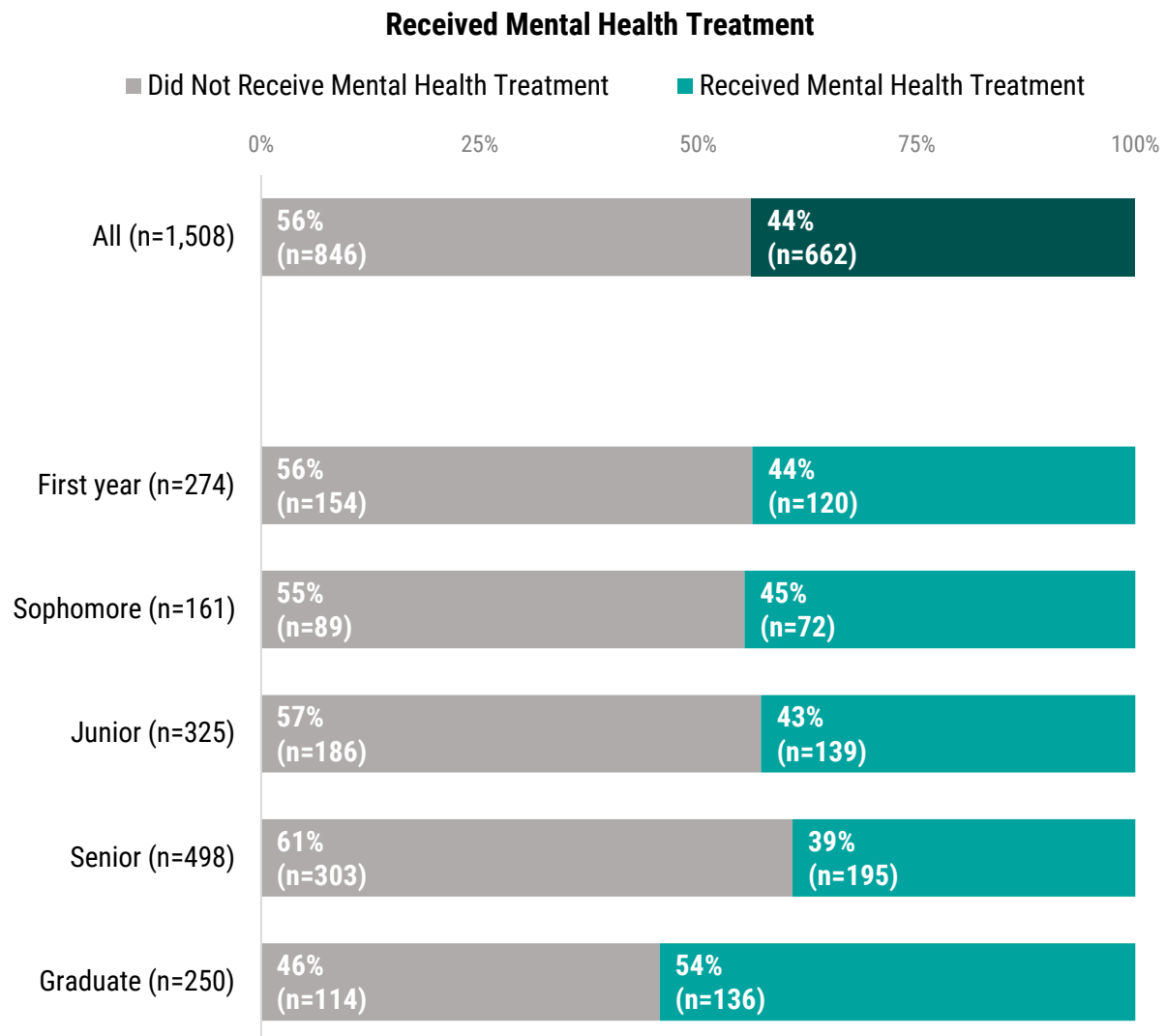
[20] $X^2(4, N = 1,508) = 15.955, p = .003$

# LONG-TERM OUTCOME: OVERALL HEALTH AND MENTAL HEALTH

This measure was calculated using the three general self-rated health questions. These questions asked respondents to rate their general health, physical health, and mental health. A score of "poor or fair" health was calculated for each respondent based on their responses to the three questions.

Overall, 59% of the respondents (n=2,862) indicated they were in poor or fair health. Sophomore respondents were more likely than respondents in other class levels to be in poor or fair health.[21]

## Poor or Fair Health

■ Good, Very Good, or Excellent Health   ■ Poor or Fair Health

| | Good, Very Good, or Excellent Health | Poor or Fair Health |
|---|---|---|
| All (n=4,872) | 41% (n=2,010) | 59% (n=2,862) |
| First year (n=980) | 44% (n=430) | 56% (n=550) |
| Sophomore (n=506) | 37% (n=186) | 63% (n=320) |
| Junior (n=1,017) | 40% (n=407) | 60% (n=610) |
| Senior (n=1,501) | 40% (n=596) | 60% (n=905) |
| Graduate (n=868) | 45% (n=391) | 55% (n=477) |

---
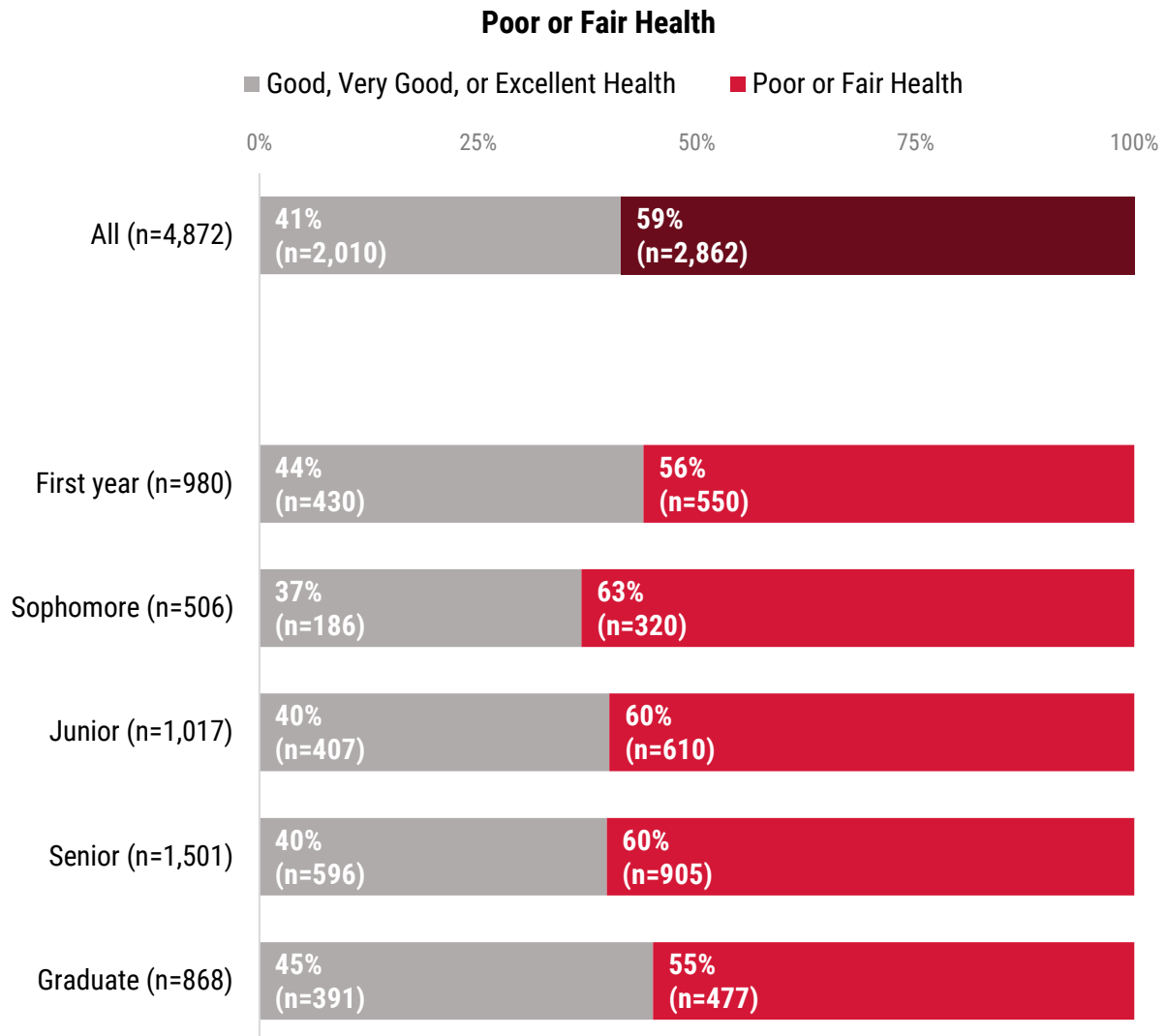
[21] $X^2(4, N = 4,872) = 14.274, p = .006$

# LONG-TERM OUTCOME: HEALTH AND ACADEMIC RISK

The WISHES survey creates a score for health and academic risk using two measures: (1) poor or fair health and (2) low resilience.

Overall, 13% of respondents (n=643) were identified to be at health and academic risk. Although senior respondents stand out in numbers, sophomore respondents were proportionally more likely to be at health and academic risk. This difference was statistically significant.[22]

**Health and Academic Risk**

■ Not at Health and Academic Risk    ■ At Health and Academic Risk

| | | |
|---|---|---|
| All (n=4,875) | 87% (n=4,232) | 13% (n=643) |
| First year (n=981) | 89% (n=876) | 11% (n=105) |
| Sophomore (n=507) | 83% (n=423) | 17% (n=84) |
| Junior (n=1,017) | 85% (n=863) | 15% (n=154) |
| Senior (n=1,501) | 86% (n=1,287) | 14% (n=214) |
| Graduate (n=869) | 90% (n=783) | 10% (n=86) |

---
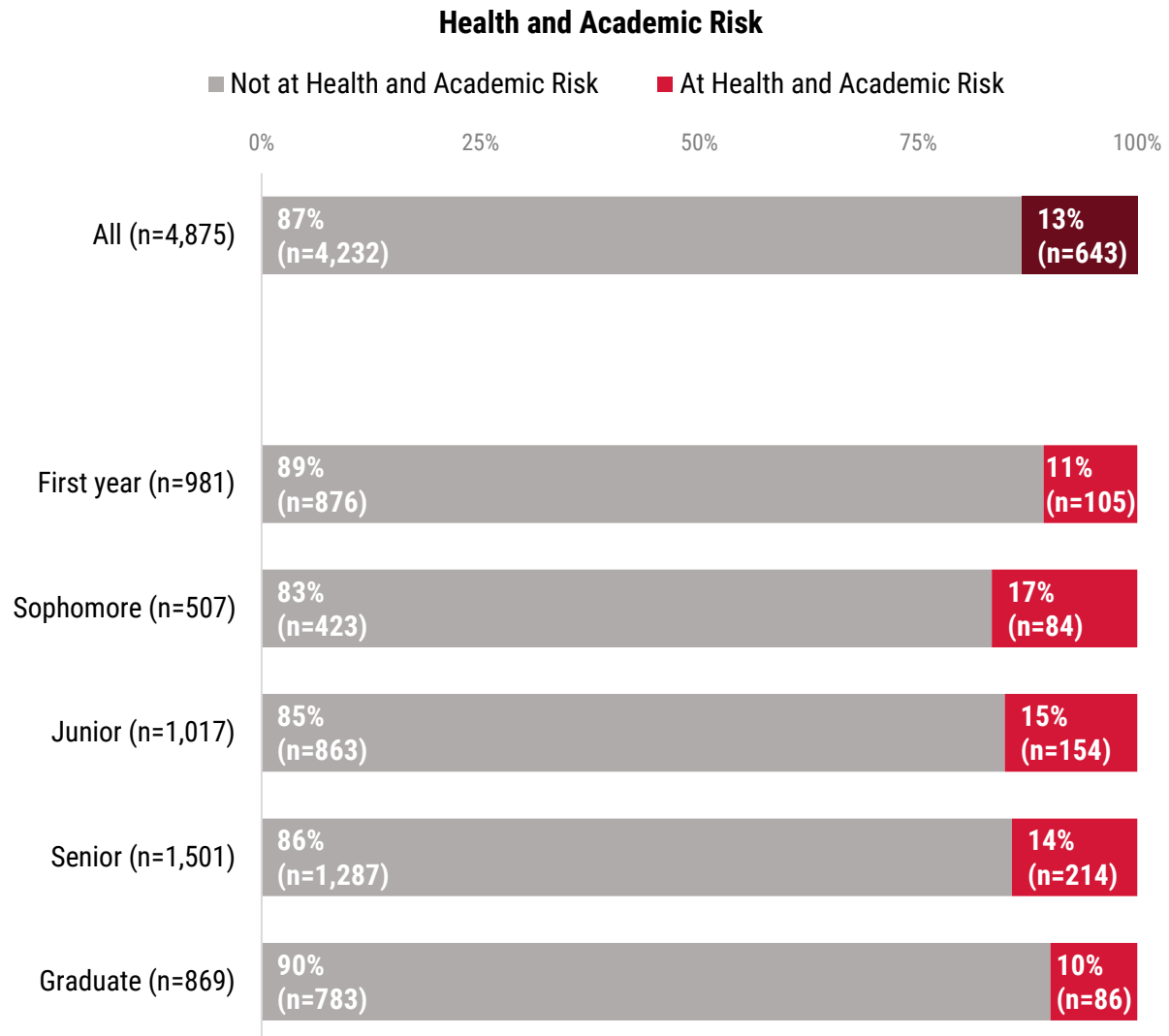
[22] $X^2$(4, N = 4,875) = 23.462, $p$ < .001

# LONG-TERM OUTCOME: STRUGGLING OR SUFFERING

This measure uses two questions to assess an individual's current circumstances and asks them to predict how their life will be in the future. Using the responses, a score of "Suffering, "Struggling," or "Thriving" was calculated for each respondent.

Overall, more than half of the respondents (53%, n=2,583) indicated that they were suffering or struggling. Sophomore respondents were most likely to indicate they were suffering or struggling, as compared to respondents in other class levels. This difference was statistically significant.[23]

**Suffering and Struggling**

■ Not Suffering or Struggling ■ Suffering or Struggling

| | Not Suffering or Struggling | Suffering or Struggling |
|---|---|---|
| All (n=4,867) | 47% (n=2,284) | 53% (n=2,583) |
| First year (n=980) | 48% (n=469) | 52% (n=511) |
| Sophomore (n=505) | 41% (n=207) | 59% (n=298) |
| Junior (n=1,015) | 47% (n=475) | 53% (n=540) |
| Senior (n=1,500) | 47% (n=702) | 53% (n=798) |
| Graduate (n=867) | 50% (n=431) | 50% (n=436) |

---
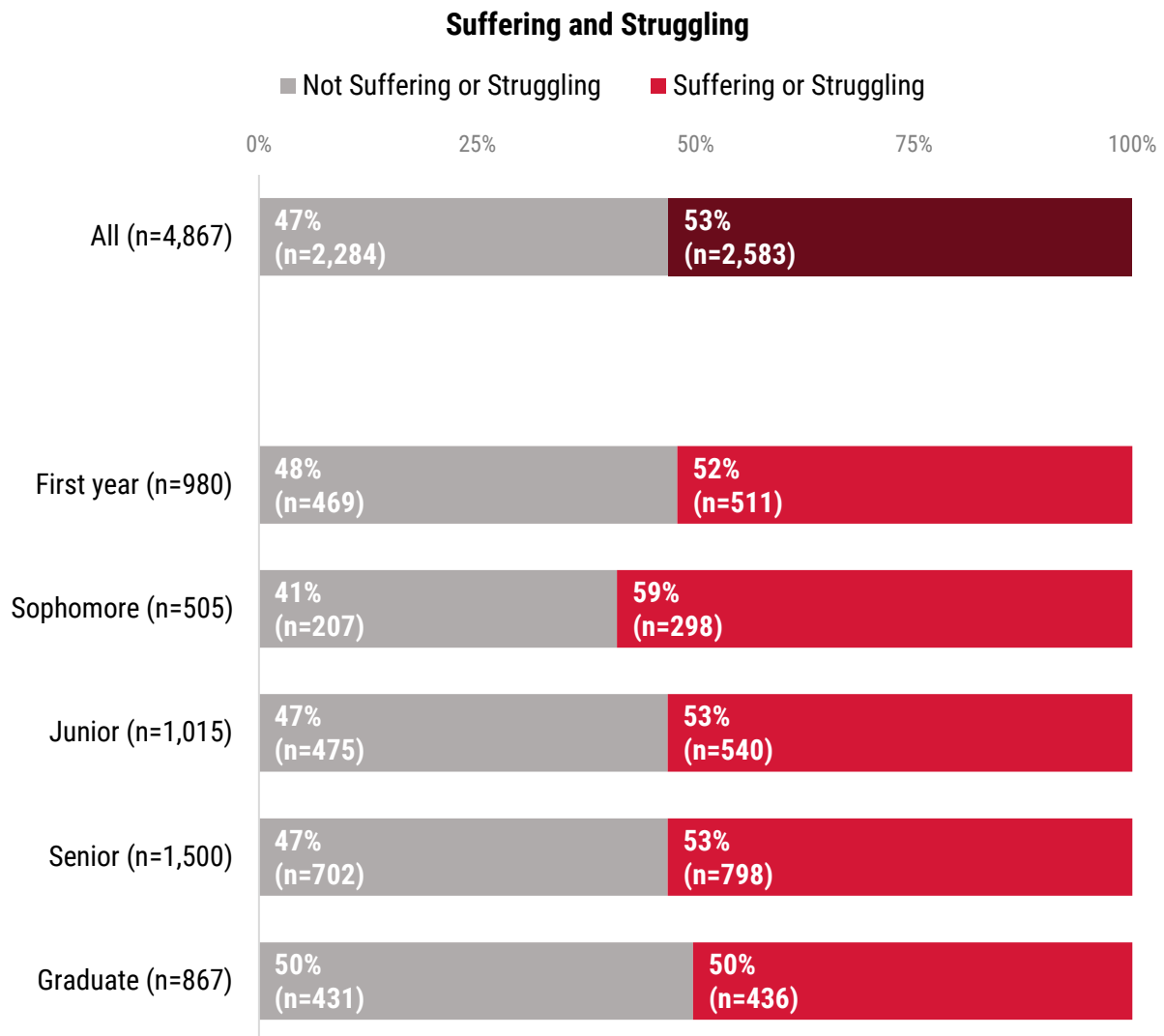
[23] $X^2$(4, N = 4,867) = 10.203, $p$ = .037

# Cannabis Use

In addition to the WISHES questions, the WISHES research team added one question about cannabis use to the survey in the February, March, and April 2023 administrations.

Nearly 65% of respondents (n=1,795) reported that they never use cannabis or marijuana. Sophomore respondents were more likely to report using marijuana or cannabis, as compared to respondents in other class levels. This difference was statistically significant.[24]

**How often do you use cannabis/marijuana?**

Legend: ■ Never ■ Monthly or less ■ 2-4 times a month ■ 2-3 times a week ■ 4 or more times a week

| Group | Never | Monthly or less | 2-4 times a month | 2-3 times a week | 4 or more times a week |
|---|---|---|---|---|---|
| All (n=2,800) | 64% (n=1,795) | 14% (n=402) | 7% (n=199) | 6% (n=172) | 8% (n=232) |
| First Year (n=545) | 65% (n=354) | 13% (n=70) | 10% (n=53) | 6% (n=34) | 6% (n=34) |
| Sophomore (n=303) | 59% (n=178) | 15% (n=44) | 9% (n=27) | 6% (n=17) | 12% (n=37) |
| Junior (n=583) | 63% (n=369) | 14% (n=79) | 8% (n=47) | 6% (n=36) | 9% (n=52) |
| Senior (n=866) | 62% (n=537) | 15% (n=129) | 6% (n=51) | 7% (n=63) | 10% (n=86) |
| Graduate (n=503) | 71% (n=357) | 16% (n=80) | 4% (n=21) | 4% (n=22) | 5% (n=23) |

[24] $X^2(16, N = 2,800) = 47.599, p < .001$

# Awareness of Opioid-Related Overdoses and Naloxone (Summer 2023 Pre-Test)

In the April 2023 administration of the survey, eight questions regarding opioid overdoses and Naloxone (Narcan) were added. The questions stem from Senate Bill 367 (SB367), the Campus Opioid Safety Act, which mandates public college campuses to provide educational and preventative information about opioid-related overdoses. The eight questions serve as a pre-test to understand students' perceptions and knowledge before the implementation of SDSU's SDSU Opioid Awareness Training and Narcan Upstander Distribution Program.

Two-thirds of the respondents (64%, n=606) agreed that overdoses are a serious risk for the SDSU community. Two-thirds of the respondents (63%, n=595) also indicated that they knew very little about how to help someone who had overdosed.

**942 respondents answered questions related to overdoses and Narcan.**

Legend: ■ Completely disagree ■ Disagree ■ Unsure ■ Agree ■ Completely agree

| Statement | Completely disagree | Disagree | Unsure | Agree | Completely agree |
|---|---|---|---|---|---|
| SDSU has made it simple to learn how to react to a suspected overdose. | 12% (n=116) | 18% (n=171) | 48% (n=450) | 19% (n=177) | 3% (n=28) |
| SDSU has made it simple for students to obtain Narcan. | 12% (n=111) | 16% (n=149) | 61% (n=578) | 9% (n=81) | 2% (n=23) |
| I believe overdoses, such as from Fentanyl, are a serious risk for the SDSU community. | 2% (n=15) | 5% (n=48) | 29% (n=273) | 35% (n=329) | 29% (n=277) |
| I believe everyone at risk of witnessing an overdose should be given a naloxone supply (such as Narcan). | 2% (n=23) | 4% (n=35) | 38% (n=357) | 29% (n=274) | 27% (n=253) |
| I know very little about how to help someone who has overdosed. | 4% (n=39) | 18% (n=166) | 15% (n=142) | 44% (n=418) | 19% (n=177) |
| I know where I could obtain naloxone (such as Narcan) if I wanted it. | 37% (n=349) | 31% (n=291) | 18% (n=165) | 9% (n=88) | 5% (n=49) |
| I feel ready to administer naloxone (such as Narcan) to someone who has overdosed. | 32% (n=300) | 26% (n=241) | 28% (n=262) | 10% (n=90) | 5% (n=48) |
| I would be concerned about calling emergency services in case police become involved. | 21% (n=201) | 32% (n=297) | 20% (n=188) | 20% (n=188) | 7% (n=67) |

## WISHES Research Team

**James Lange, PhD**
Coordinator of Alcohol and Other Drug Initiatives, Well-Being & Health Promotion
jlange@sdsu.edu

**Randall Timm, EdD**
Associate Vice President for Campus Life and Dean of Students
deanofstudents@sdsu.edu

**Caryl Montero-Adams**
Assistant Dean of Students for Student Life
caryl.adams@sdsu.edu

**Maureen Guarcello, PhD**
Director, Program Evaluation, Compliance and Assessment (PECA)
mguarcello@sdsu.edu

**Dipthi Battapadi**
Assessment Analyst, Program Evaluation, Compliance and Assessment
dbattapadi@sdsu.edu

## PECA Graduate Research Assistants

**Akhil Perimbeti**
**Swara Gupta**

**SDSU** | Student Affairs and Campus Diversity
**Program Evaluation,
Compliance and Assessment**

# VISUALIZING SDSU STUDENTS' WELLBEING

WISHES Survey Outcomes and
Self-Service Data Strategy

Maureen A. Guarcello, PhD, Director
Dipthi Battapadi, Assessment Analyst

Program Evaluation, Compliance, and Assessment (PECA)

SDSU | Division of Student Affairs and Campus Diversity

SA+CD

# PREVIEW

❏ Program Evaluation, Compliance, & Assessment (PECA) Overview

❏ WISHES Instrument Overview & Dashboard

❏ WISHES Insights & Leveraging Data

SDSU | Division of Student Affairs and Campus Diversity

SA+CD

# Program Evaluation, Compliance, and Assessment (PECA) Overview

## Data Strategists
PECA employs data strategy, assessment, and research to measure and inform continuous improvement aligned with divisional and institutional priorities.

## Student-Centered
PECA houses the Student Analytics Impact Lab (SAIL), employing and providing students with data fluency skills and practical applications within the SA+CD context.

## Campus Collaborators
PECA represents SA+CD assessment & compliance on campus initiatives including: WSCUC Accreditation, Data Professionals Network, & Student Success & Liberatory Outcomes HSI Advisory Committee.
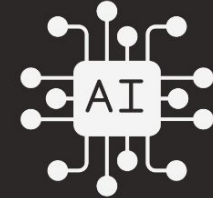
## Innovators
PECA uses machine learning, artificial intelligence, statistical processing and data visualization software, to analyze student data and to democratize actionable data, turning insights into interventions & impact.

## Team Oriented
### >50
Number of SA+CD professionals PECA has coached through the CSU Chancellor's Office Student Success Analytics Certificate, establishing shared data language & skills.

## Evidence Based
### 6,071
Number of student responses to the WISHES student wellbeing climate survey, used to inform equity, health, and belonging interventions and priorities.

## Data Strategists
### 17,000
Number of Fall 2023 check ins at SDSU's Community Centers after launching a shared assessment strategy to understand student engagement, needs, and motivation.

## Research Practitioners
PECA contributes to research and practitioner communities with research, presentations, and leadership, including the CSU Chancellor's Office, AERA, NASPA, and EDUCAUSE.

# WHAT IS WISHES?

"The Wellbeing Improvement Survey for Higher Education Settings (WISHES) is a brief survey, available at no cost, that provides colleges and universities with timely and actionable data to adapt and improve institutional norms, structures, and processes to enable all students to thrive and flourish." - Action Network for Equitable Wellbeing (ANEW)

Action Network for Equitable Wellbeing (New York University)
https://anew.nyu.edu/what-we-do/wishes/

# WISHES Question Domains

- Psychological Distress and Treatment
- Incidence of Discrimination
- Academic Wellbeing
- Financial Wellbeing
- Belonging
- Alcohol Use
- Drug Use
- Fentanyl Awareness and Naloxone Access
- Impaired Driving

SDSU | Division of Student Affairs and Campus Diversity

SA+CD

# Democratizing the Data: Question Prompts for Your Constituencies

- Are student populations in my classes more or less likely to be at academic risk when compared to their peers?

- How might we improve students' perceptions of belonging and connection with faculty and mentors? Where would we begin?

SDSU | Division of Student Affairs and Campus Diversity

SA+CD

# Intermediate Outcomes

Building on the Conditions for Wellbeing, Intermediate Outcomes include students' drinking behavior, their feelings of belonging, resilience, and whether they are engaged in mental health treatment. Intermediate WISHES Outcomes correlate with other variables and calculated fields.

**Respondents included in current view**

## 157

**Feel they belong at SDSU**

100%

- 50% Not Belonging
- 50% Belonging / 47%

**Mental health treatment recieved by those experiencing psychological distress**

100%

- 65% Did not receive mental health treatment
- 35% / 44% Received mental health treatment

**Experiencing Low Resilience**

100%
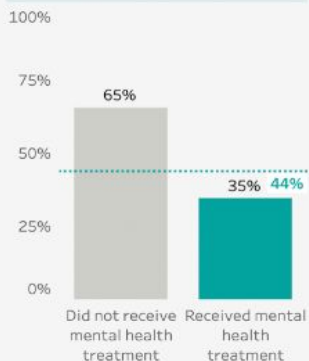
- 72% Not Low Resilience
- 28% / 21% Low Resilience

## Alcohol Use

**Binge Drinking: 5 or more drinks in a day (for men) / 4 or more drinks in a day (for women) 1+ times in the past 2 weeks**

- Do Not Binge Drink: 78%
- Binge Drink: 22% / 29%

**Frequent Binge Drinking: 5 or more drinks in a day (for men) / 4 or more drinks in a day (for women) 3+ times in the past 2 weeks**

- Do Not Frequently Binge Drink: 91%
- Frequently Binge Drink: 9% / 10%

# Long-Term Outcomes

Measuring the relationship between long-term trends and students' individual characteristics (e.g., college, year, URM status, etc.) provides an opportunity to create data-informed interventions for future students who may face similar challenges.

**Life Evaluation: "Suffering" or "Struggling"**

100%

- Not Suffering or Struggling: 43%
- Suffering or Struggling: 57% / 53%

**Life Evaluation: "Flourishing"**

100%

- Not Flourishing: 69%
- Flourishing: 31% / 35%

## Risk

**Experiencing Psychological Distress within the Past 30 Days**

- Not Experiencing Psychological Distress: 71%
- Experiencing Psychological Distress: 29% / 31%

**Health and Academic Risk**

- Not At Health and Academic Risk: 81%
- At Health and Academic Risk: 19% / 13%

## Filters

**(Campus)**
- ☑ (All)
- ☑ Fall 2022
- ☑ Spring 2023

**Campus**
- ☑ (All)
- ☑ Imperial Valley
- ☑ San Diego

**College**
- ☑ (All)
- ☑ Arts and Letters
- ☑ Business
- ☑ Education
- ☑ Engineering
- ☑ Health & Human Services
- ☑ Professional Studies & Fine Arts
- ☑ Sciences
- ☑ Graduate Division

**Class Level**
- ☐ (All)
- ☐ First Year
- ☑ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate

**URM Status**
- ☐ (All)
- ☐ Not URM
- ☑ URM

**Ethnicity**
- ☑ (All)
- ☑ African American
- ☑ American Indian or Native Alaskan
- ☑ Asian
- ☑ Hispanic, Latino
- ☑ Native Hawaiian, Pacific Islander
- ☑ White
- ☑ Two or more races, Non-Hispanic
- ☑ Other, Not Stated
- ☑ Non-Resident Alien

**First Generation Status**
- ☑ (All)
- ☑ First Generation College Student
- ☑ Not First Generation College Student
- ☑ Unknown

**Participation in Greek Life**
- ☑ (All)
- ☑ Active Greek Life member
- ☑ Not an Active Greek Life member

108

# Intermediate Outcomes

Building on the Conditions for Wellbeing, Intermediate Outcomes include students' drinking behavior, their feelings of belonging, resilience, and whether they are engaged in mental health treatment. Intermediate WISHES Outcomes correlate with other variables and calculated fields.

**Respondents included in current view**

## 157

### Feel they belong at SDSU



Not Belonging: 50%
Belonging: 50% / 47%

### Mental health treatment recieved by those experiencing psychological distress



Did not receive mental health treatment: 65%
Received mental health treatment: 35% 44%

### Experiencing Low Resilience



Not Low Resilience: 72%
Low Resilience: 28% / 21%

## Alcohol Use

**Binge Drinking: 5 or more drinks in a day (for men) / 4 or more drinks in a day (for women) 1+ times in the past 2 weeks**

Do Not Binge Drink: 78%
Binge Drink: 22% / 29%

**Frequent Binge Drinking: 5 or more drinks in a day (for men) / 4 or more drinks in a day (for women) 3+ times in the past 2 weeks**

Do Not Frequently Binge Drink: 91%
Frequently Binge Drink: 9% / 10%

# Long-Term Outcomes

Measuring the relationship between long-term trends and students' individual characteristics (e.g., college, year, URM status, etc.) provides an opportunity to create data-informed interventions for future students who may face similar challenges.

### Life Evaluation: "Suffering" or "Struggling"



Not Suffering or Struggling: 43%
Suffering or Struggling: 57% / 53%

### Life Evaluation: "Flourishing"



Not Flourishing: 69%
Flourishing: 31% 35%

## Risk

**Experiencing Psychological Distress within the Past 30 Days**

Not Experiencing Psychological Distress: 71%
Experiencing Psychological Distress: 29% / 31%

**Health and Academic Risk**

Not At Health and Academic Risk: 81%
At Health and Academic Risk: 19% / 13%

# Conditions for Wellbeing

The WISHES survey is used to measure Conditions for Wellbeing, Intermediate Outcomes, and Long-term Outcomes. In the WISHES context, some of these measures are calculated using multiple questions from the instrument, while others remain independent. Relationships have been found between Conditions for Wellbeing and Outcomes, suggesting that improving the Conditions for Wellbeing may help improve Intermediate and Long-term Outcomes for students.

## Respondents included in current view

### 157

*A dotted line on these charts show the overall value for the measure for all students. This line stays constant when filters are applied. It can be used to compare smaller groups (e.g. juniors) with all survey respondents.*
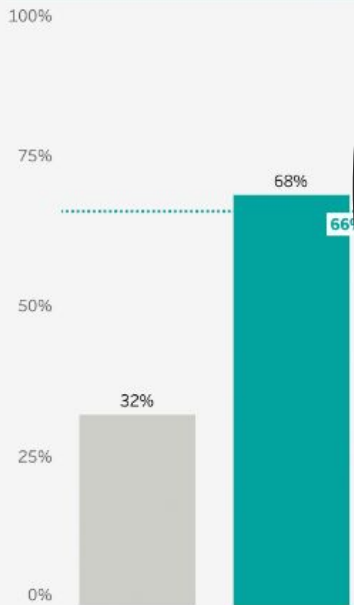
### Financial Wellbeing

- Suffering: 32%
- Struggling: 36%
- Thriving: 32% / 33%
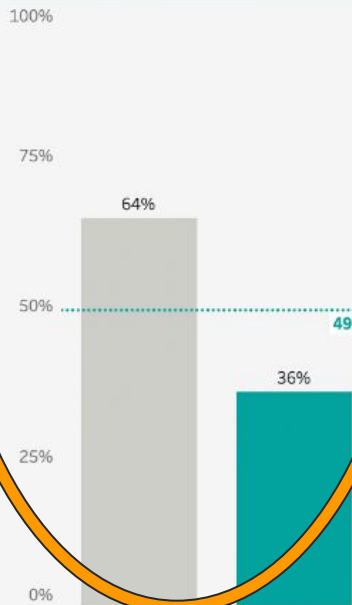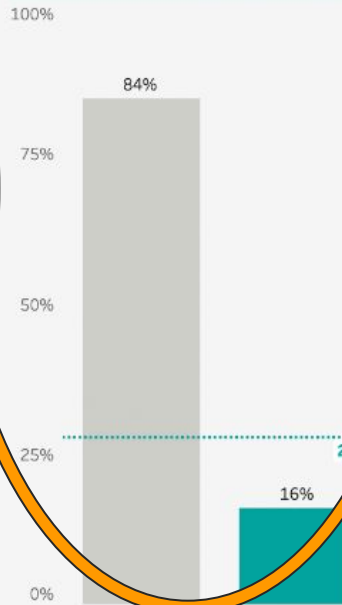
### Frequency of experiences of discriminatory, exclusionary, intimidating, offensive, and/or hostile behavior
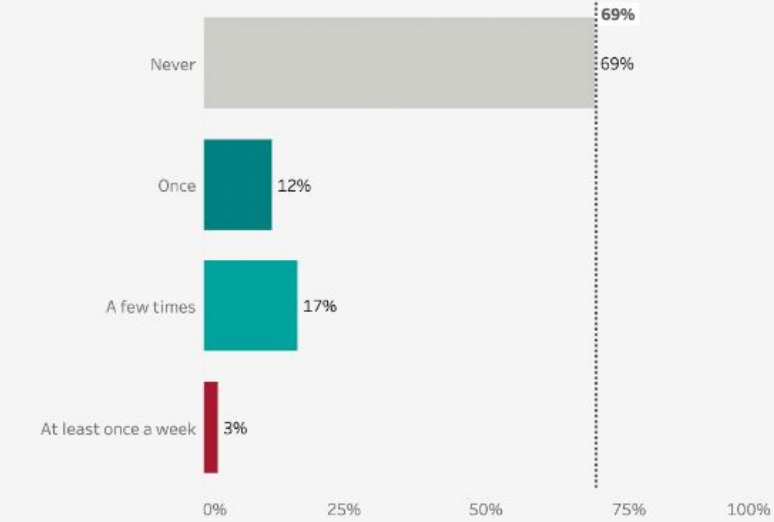
- Never: 69% / 69%
- Once: 12%
- A few times: 17%
- At least once a week: 3%

### Have a friend who they can count on to be there for them

- 32%
- 68% / 66%

### Have at least one professor or faculty member that makes them excited about learning

- 64%
- 36%
- 49%

### Have at least one professor who cares about them as a person

- 84%
- 16%
- 28%

### Are engaged in extracurricular activities or organizations

- 71%
- 29% / 29%

### Have at least one mentor who encourages and supports them

- 79%
- 21% / 23%
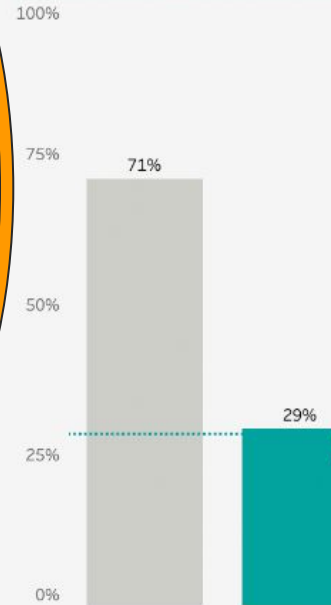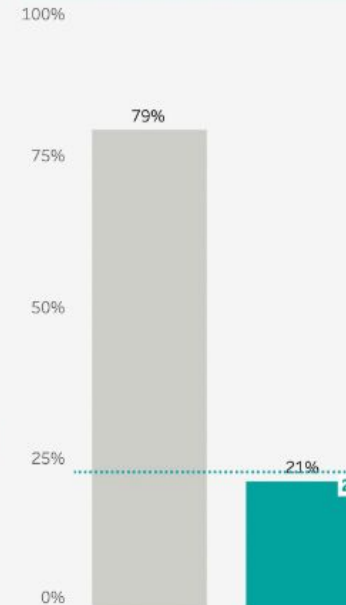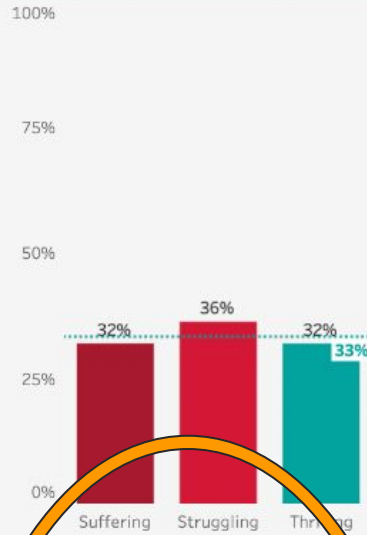
## Filters

**Semester**
- ☑ (All)
- ☑ Fall 2022
- ☑ Spring 2023

**Campus**
- ☑ (All)
- ☑ Imperial Valley
- ☑ San Diego

**College**
- ☑ (All)
- ☑ Arts and Letters
- ☑ Business
- ☑ Education
- ☑ Engineering
- ☑ Health & Human Services
- ☑ Professional Studies & Fine Arts

**Class Level**
- ☐ (All)
- ☐ First Year
- ☑ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate

**URM Status**
- ☐ (All)
- ☐ Not URM
- ☑ URM

**Ethnicity**
- ☑ (All)
- ☑ African American
- ☑ American Indian or Native Alaskan
- ☑ Asian
- ☑ Hispanic, Latino
- ☑ Native Hawaiian, Pacific Islander
- ☑ White

**First Generation Status**
- ☑ (All)
- ☑ First Generation College Student
- ☑ Not First Generation College Student
- ☑ Unknown

**Participation in Greek Life**
- ☑ (All)
- ☑ Active Greek Life member
- ☑ Not an Active Greek Life member

110

# WISHES Resources

## WISHES Desk Report
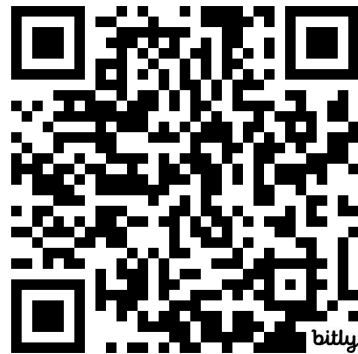


bit.ly/WISHES2023

## WISHES Dashboard
bit.ly/SDSUWISHES

## WISHES Survey Instrument
bit.ly/WISHESpreview

SDSU | Division of Student Affairs and Campus Diversity

SA+CD

*Pride Center Website*
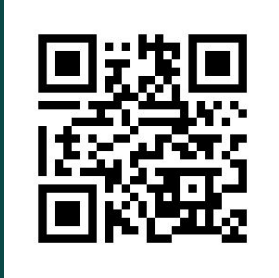
*Pride Center Instagram*

*Pride Center Newsletter*

# Presentation to University Senate
## *January 30, 2024*

*Kay Wong (they/them), Pride Center Director*

THE
**PRIDE**
CENTER AT SDSU

1

# SDSU Land Acknowledgement

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

113

THE
PRIDE
CENTER AT SDSU

# Pride Center
# Accessibility Statement

Please feel welcome to fully occupy and own your space in whatever way(s) are comfortable to you; whether that is standing, lying back, closing your eyes, fidgeting, vocalizing, and/or otherwise not spending your energy forcing your body and mind to behave in ways that are considered "normative." This is a space to honor and be authentically you.

THE
PRIDE
CENTER AT SDSU

# *Kay Wong*
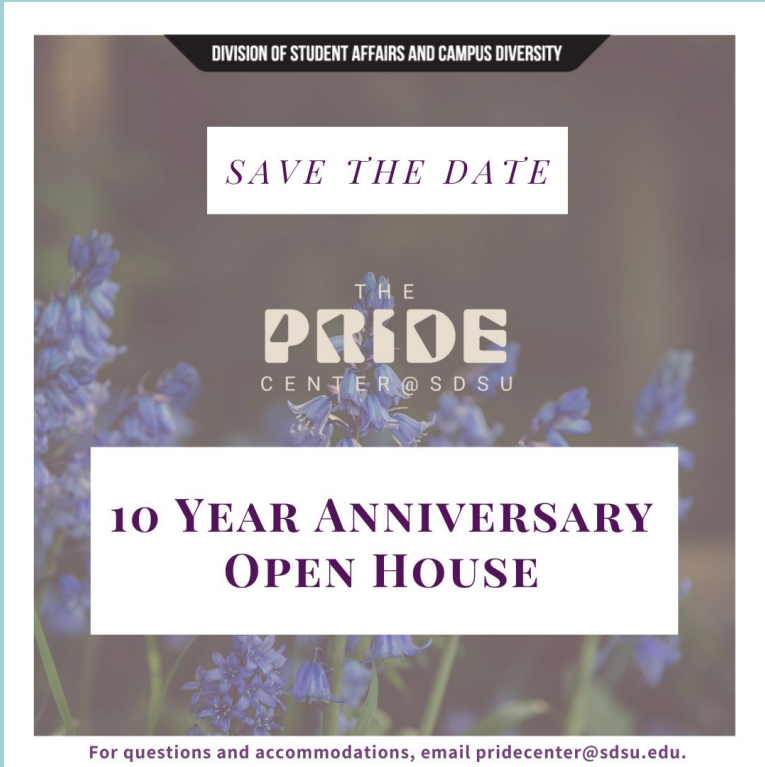
they/them/theirs

Pride Center Director

"... a center of excellence" where diversity "is a proliferation of experience, cultural resources, and perspectives."

- Pride Action Committee proposal for a LBGT Resource Center at SDSU, 2008

**@sdsupridecenter**

save the date flyer

official birthday flyer

117

6
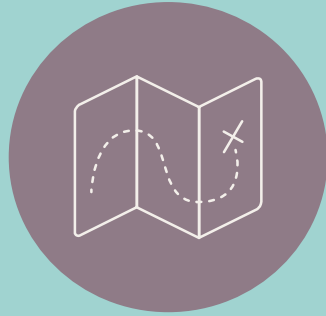
# Programming

*signature events, peer-led programs, and passive programs*

THE
PRIDE
118
CENTER AT SDSU

# Pride House

The Pride Center

Housing & Residential Education

LGBTQ+ Studies

# SafeZones

one of several trainings at San Diego State University, focused on supporting efforts towards a welcoming, informative, educational, and safe environment for all 2SLGBTQIA+ members of the campus community

THE PRIDE CENTER AT SDSU

# 2022-2023 Programming Snapshot

## 291 programs
*in-person programs & educational passive programs*

## 136 collaborative programs
*with SDSU cultural centers, campus partners, and community partners*

## 5,115 attendees
*collectively from in-person programs*

THE PRIDE 121 CENTER AT SDSU

# Gender Report
generated on 08/01/2023 at 06:30:04 PM ET

Fall 2023 New Undergrads

| Metric | First Year | Transfer | Total |
|---|---|---|---|
| **Orientation** | | | |
| Another orientation | 14 | 8 | 22 |
| Asexual | 27 | 29 | 56 |
| Bisexual | 462 | 290 | 752 |
| Decline to state | 207 | 320 | 527 |
| Gay | 69 | 75 | 144 |
| Heterosexual or straight | 4845 | 3929 | 8774 |
| Lesbian | 63 | 40 | 103 |
| Not Sure | 134 | 93 | 227 |
| Pansexual | 72 | 54 | 126 |
| Queer | 79 | 39 | 118 |
| No Value | 458 | 370 | 828 |
| Total | 6430 | 5247 | 11677 |
| **Gender Identity** | | | |
| Another identity | 9 | 8 | 17 |
| Decline to state | 48 | 86 | 134 |
| Genderqueer/Gender non-conforming | 41 | 40 | 81 |
| Man | 2445 | 2304 | 4749 |
| Not Sure | 29 | 11 | 40 |
| Trans Man | 16 | 6 | 22 |
| Trans Woman | 10 | 5 | 15 |
| Woman | 3566 | 2536 | 6102 |
| No Value | 266 | 251 | 517 |
| Total | 6430 | 5247 | 11677 |

THE PRIDE CENTER AT SDSU

# Gender Report
## generated on 08/01/2023 at 06:30:04 PM ET

Fall 2023 New Grad Students

| Metric | Total |
|---|---|
| **Orientation** | |
| Bisexual | 2 |
| Decline to state | 3 |
| Heterosexual or straight | 17 |
| Pansexual | 1 |
| Queer | 1 |
| No Value | 1697 |
| Total | 1721 |
| **Gender Identity** | |
| Decline to state | 1 |
| Genderqueer/Gender non-conforming | 1 |
| Man | 8 |
| Woman | 16 |
| No Value | 1695 |
| Total | 1721 |

THE
PRIDE
123
CENTER AT SDSU

# Goals & Needs

Aspirations for The Pride Center:

- Trans Education Specialist (full-time professional staff)
- Gender and Name Change Specialist (full-time professional staff)
  - Systems across campus that speak to one another
- More gender-inclusive restrooms and housing on campus
- Funding for a higher impact QTPOC Retreat
- Separate budget for SafeZones
- Updated paint throughout the space

Pride Center Website

Pride Center Instagram

Pride Center Newsletter

# Questions?

*Kay Wong (they/them)*

*Pride Center Director*

*kwong4@sdsu.edu*

*pridecenter@sdsu.edu*

14

MEMORANDUM

Date:            November 8, 2023
To:              Dr. Nola Butler-Byrd
                 University Senate Chair
                 SEC/Senate
From:            Dr. Donna Ross, Professor, Chair Senate IIT Committee
Subject:         Senate IIT Committee AI Report: Referral 22/23_21

This memo is in response to the Senate Referral to *"Provide Report on Impact of AI."*

This report addresses the University Senate Referral 22/23_21 by establishing an AI subcommittee within the Information & Instructional Technology Committee. This subcommittee focuses on responding to the SDSU Senate Referral and the **Academic Senate of the California State University (ASCSU) Resolution** and associated call for generative AI Literacy professional development to foster faculty dialogue and reflection.

The specific aims of the AI Subcommittee at SDSU were to:
- Describe opportunities, limitations, and ethical considerations associated with AI in education to inform the development of responsible AI policies or guidelines.
- Leverage insights from SDSU's AI Student Survey in shaping future policies, practices, and heuristics.
- Provide input on SDSU's new Academic Applications of AI (AAAI) Micro-Credential Program designed to prepare faculty for the responsible use of generative artificial intelligence. This review is helping to ensure that AI applications in the classroom and research align with ethical standards.
- Conduct a comprehensive review of SDSU's **existing institutional policies** that may relate to the instructional use of AI and academic integrity. This is essential for aligning university policies with the evolving landscape of AI in education.

San Diego State University (SDSU) has undertaken activities and initiatives to address and inform the Senate Referral in response to faculty requests for AI policy recommendations. The university's efforts are centered on understanding student needs, fostering responsible AI use, and enhancing the academic experience. Here is a high-level recap of Fall 2023 activities and recommendations for moving forward:

1. **AI Student Survey**: SDSU initiated a comprehensive campus-wide AI Student Survey, involving all students, and had 7,811 respondents representing more than a 20% response rate. The purpose is to gain a deep understanding of student needs and expectations regarding AI in education.
2. **AI Faculty and Student Fellows**: The subcommittee collaborated with dedicated AI Faculty and Student Fellows to tap insights from those with expertise in AI.

3. **[Academic Applications of AI (AAAI) Micro-Credential Program](#)**: SDSU's Academic Application of AI (AAAI) Micro-Credential was designed by faculty for faculty and prepares faculty to apply Generative AI technology efficiently, effectively, and ethically to level up learning in the classes they teach. This program serves as a guide for responsible uses of generative AI in both classroom and research applications. It equips faculty with the knowledge and skills for responsible AI integration into education.
4. **[Academic Applications of AI Summit 2024](#)**: SDSU will host an event on April 12, 2024, and invite members of the campus community to collaborate, share knowledge, and advance AI-enabled instruction.
5. **[Generative AI (gAI) Guidelines](#)**: Given disciplinary differences[1] (Giovanni, et al, 2023), and the rapidly changing frontier, as well as the fact that the CSU Chancellor's Office is currently exploring the need to provide campuses with policy guidance, the subcommittee is recommending that SDSU adopt a holistic approach to academic AI. The focus of the recommendation is on providing instructors with guidance on **[syllabus language](#)** and strategies (a) that they can use or adapt to enhance the student learning experience by, when appropriate, leveraging gAI technologies; or (b) for moderating/limiting the use of gAI to protect key learning objectives. The former may include personalizing instruction, adapting to individual student needs, and fostering engagement and success.

In summary, the Subcommittee's approach to addressing concerns about AI in education is marked by combining data-driven decision-making, collaboration with key stakeholders, faculty training, and a commitment to ethical and responsible AI use. These efforts are geared towards enhancing the academic experience for both students and faculty.

---

[1] Giovanni E. Cacciamani & Gary S. Collins & Inderbir S. Gill, 2023. "[ChatGPT: standard reporting guidelines for responsible use](#)," [Nature](#), Nature, vol. 618(7964), pages 238-238, June.

# Academic AI at San Diego State University

**AI Fellows Program**

**2 Faculty & 2 Students**

Recruited two faculty members and two students to serve as AI Fellows to develop AI resources.

**Student AI Survey**

**7,800+ Student Respondents**

Conducted Fall 2023 student survey with >20% response rate from students across campus at SDSU.

**Shared Governance**

**Collaborations Across Campus**

Collaborations with colleagues from University Senate, Center for Teaching & Learning, and more.

**AAAI Micro-Credential**

**Prioritizing Faculty Training**

Created the AAAI Micro-Credential to prepare faculty to apply gAI across curriculum.

**SDSU**
San Diego State University

2

# Student AI Survey Representation

| College | SDSU Percentage | Survey Percentage |
|---|---|---|
| Arts & Letters | 12.3% | 14.1% |
| Business | 22.1% | 19.5% |
| Education | 6.7% | 7.9% |
| Engineering | 9.7% | 12.1% |
| Health & Human Services | 13.1% | 13.6% |
| Prof Studies & Fine Arts | 15.3% | 12.0% |
| Sciences | 17.7% | 18.7% |
| Undeclared | 3.2% | 2.1% |
| Total | 100.0% | 100.0% |
| **Campus** | **SDSU Percentage** | **Survey Percentage** |
| San Diego | 97.0% | 97.0% |
| Imperial Valley | 3.0% | 3.0% |

**SDSU**
San Diego State University

3

# Student AI Survey Results

>20% SDSU Student Response Rate (n = 7,811)

86%  Say AI will become an essential part of most professions
*"We need more practical AI exercises in our curriculum"*

51%  Report that they regularly use AI in their coursework
*"I use it to double check my math problems."*

- Digital Divide
  - > devices = more likely to say AI has positively affected their education at SDSU
- Disorientation
  - *"Please just tell us what to do and be clear about it"*
- Distrust
  - *"I worry that teachers will start using checking software that will be wrong and take points off for no reason"*
  - *"Some students are watched more closely than others"*

**SDSU**
San Diego State University

4

# Academic Applications of AI (AAAI) Faculty Micro-Credential

## Audit (2 hour) and Badge (4 hour) versions

- 5 'modules' averaging 25-50 minutes each
  - Overview: How Does AI Work?
  - Ethics & Responsible Use
  - What Can AI Do?
  - Finding Apps
  - Prompt Engineering Activities
- Read-view-do format
- Activities required for badge (e.g., quizzes & prompt creation)

**SDSU**
San Diego State University

11
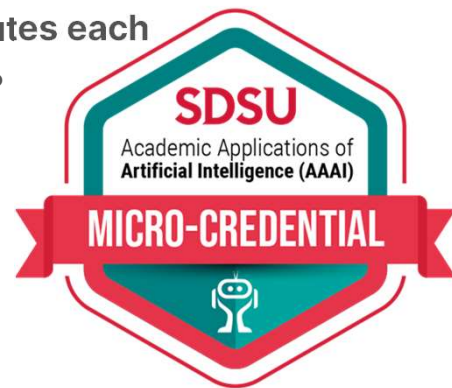
# SDSU STUDENT-ATHLETE ACADEMIC OVERVIEW

## GRADUATION SUCCESS

| Year | Population | Federal Four-Class Average | Graduation Success Rate |
|---|---|---|---|
| 2012 – 2013 | Student – Athletes: | 68% | 83% |
| | All Students: | 73% | |
| 2013 – 2014 | Student – Athletes: | 70% | 86% |
| | All Students: | 75% | |
| 2014 – 2015 | Student – Athletes: | 71% | 86% |
| | All Students: | 76% | |
| 2015 – 2016 | Student – Athletes: | 71% | 86% |
| | All Students: | 76% | |
| 2016 – 2017 | Student – Athletes: | 71% | 85% |
| | All Students: | 77% | |

## ACADEMIC PERFORMANCE RATE

| Year | SDSU Multi-Year Average | SDSU Single Year Average |
|---|---|---|
| 2019-20 | 987 | 987 |
| 2020-21 | 987 | 990 |
| 2021-22 | 984 | 978 |
| 2022-23 | 985 | 980 |

## GPA HIGHLIGHTS OVER THE PAST FIVE YEARS

✓ DEPARTMENT AVERAGE GPA: 3.16

✓ 14 TEAMS WITH AN AVERAGE TEAM GPA OF 3.0 OR HIGHER

## EXHAUSTED ELIGIBILITY GRADUATION RATE

98% GRADUATION RATE FOR SCHOLARSHIP STUDENT-ATHLETES WHO EXHAUSTED THEIR ATHLETICS ELIGIBILITY WHILE AT SDSU

## FALL 2023 GPA HIGHLIGHTS

✓ 14 teams with **3.0 or above**
✓ Team High GPA's
  ▪ Women's Cross Country - 3.59
  ▪ Men's Soccer - 3.43

✓ 2023: 367 Scholar-Athletes & 29 Malik Award
✓ Second highest dept. fall GPA: 3.21

# AZTECS GOING PRO

*"It helped me get my mind clear and ready for life after my sport. It's scary to think it will come to an end so soon but it's reality. I am prepared for interviews, know how to make connections, and most importantly I know I'll always have the support of those who run the Aztecs Going Pro Program." - -Senior*

## 100%
### SPORT PARTICIPATION

## 64
### HOURS OF PROGRAMMING

## 142
### PROFESSIONALS AND ALUMNI INVOLVED

### FOUR 1-UNIT COURSE CONTENT
- ✓ Academic Enhancement
- ✓ Financial Literacy
- ✓ Healthy Relationships
- ✓ Leadership
- ✓ Leadership, Equity & Accountability for Diversity in Sports (LEADS)
- ✓ Mental Health and Wellness
- ✓ Personal Brand & Name Image, and Likeness (NIL)

### 10 TANGIBLE TOOLS
- ✓ Networking
- ✓ Professional Resume
- ✓ Cover Letter or Personal Statement
- ✓ Community Service Experiences
- ✓ Informational Interviews
- ✓ Personal Growth Assessments
- ✓ 1:1 Professional Development Coaching Sessions
- ✓ Elevator Pitch / NIL Brand Profile
- ✓ Signature Networking Events
- ✓ Career and Internship Fairs

### SIGNATURE EVENTS
- ✓ Major and Career Exploration
- ✓ Summer Internship Program
- ✓ Dinner With An Aztec
- ✓ Network With An Aztec
- ✓ Mock Interview With An Aztec
- ✓ Community Service Events

131

- SDSU MBB won it's first ever Sweet 16, Elite 8 and National Semifinal game in school history
- SDSU advanced to the 1st National Title game in school or MWC Conference history.

- SDSU Softball won the first NCAA Regional in school history
- SDSU Softball won the first NCAA Super Regional game in school history.

- 55 MWC Team Titles Since 2012-13
- 6 MWC Team Titles in 2022-23
- WSoccer won the 2023 Regular Season Conference Title