

1. CALL TO ORDER

1.1. Land Acknowledgement

Imperial Valley Land Acknowledgement

For millennia, the Kumeyaay, Quechan and Cocopah 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, Quechan and Cocopah.

–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)

1.4. Imperial Valley Opening Remarks and Report (Espinosa).....Page 04

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SENATE MEETING MINUTES (Fuller)

3.1. SENATE meeting Minutes for [2/06/2024](#)

4. ACTION ITEMS

- 4.1. **Academic Policy and Planning & University Resources and Planning (Lach/ Jacobs)**
 - 4.1.1. Establish Independent Doctor of Physical Therapy School in HHS.....Page 17
- 4.2. **Constitution and ByLaws (Baljon).....[TIME CERTAIN 2:30PM]**
 - 4.2.1. Review and Update Committee Structure [First Reading](#).....Page 44
 - 4.2.2. Bylaws 1: Addition of definitions of staff and managers
[First Reading](#).....Page 49
 - 4.2.3. Update to staff and manager representation in Senate
[First Reading](#).....Page 50
 - 4.2.4. Vacancies - [Second Reading](#).....Page 51
- 4.3. **Campus Development Committee (Alpiner).....[TIME CERTAIN 4:05PM]**
 - 4.3.1. Proposed Updates to Naming Policy of SDSU Senate Policy File.....Page 55
- 4.4. **Staff Affairs Committee (Walls)**
 - 4.4.1. Staff Emeritus Status.....Page 58
- 4.5. **Lecturer Affairs Committee (Schuermann)**
 - 4.5.1. Revisions to the Lecturer Affairs Committee Charter.....Page 59
- 4.6. **Undergraduate Curriculum Committee (Barbone)**
 - 4.6.1. Programs.....Page 61
- 4.7. **Faculty Honors and Awards Committee (Welsh)**
 - 4.7.1. Faculty emeritus Status.....Page 63
- 4.8. **Graduate Council (Love)**
 - 4.8.1. Graduate Programs.....Page 64

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- 5.3. Undergraduate Curriculum Committee (Barbone)**
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- 5.4. University Resources & Planning (Jacobs)**
 - 5.4.1. Alcohol Products Co-Branding at SDSU (Referral 23/24_03).....Page 72
- 5.5. Undergraduate Council (Brooks)**
 - 5.5.1. Reenrollment Initiative and Advising Update.....Page 76
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 - 5.6.1. Resolution in Support of Gaza Ceasefire
- 5.7. Undergraduate Curriculum Committee (Barbone)**
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- 7.2. Senate Vice Chair Report (Murdock)**
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 - 7.3.1. Senate Expenditures (AY23-24).....Page 88
- 7.4. President's Budget Advisory Committee (PBAC)(Wong Nickerson).....Page 89**
 - 7.4.1. Budget Update.....[TIME CERTAIN 3:10PM]
- 7.5. Interim Provost Report (Pruitt-Lord).....[TIME CERTAIN 3:40PM]**
 - 7.5.1. Enrollment Update.....Page 100
 - 7.5.2. 52023/24 Faculty Hiring
- 7.6. Associated Students President Report (Morsy).....[TIME CERTAIN 3:55PM]**

8. ADJOURN



SDSU | Imperial Valley

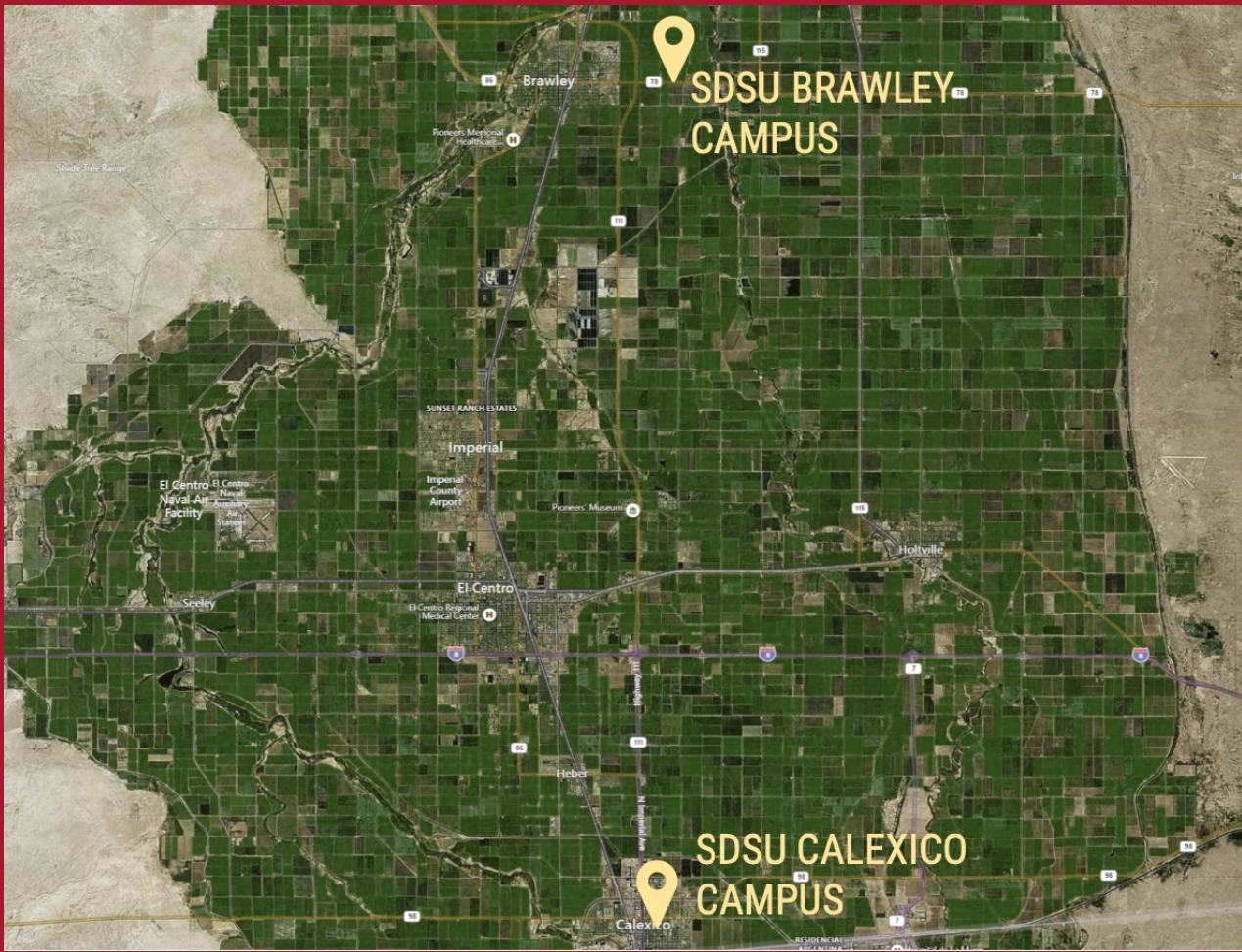
SDSU Senate meeting

03/05/2024

Welcome to SDSU-IV!



Location





Location



Our students

Demographics

Pell Eligible.....	71%
URM (Underrepresented Minorities).....	90.87%
First Generation.....	27.9%
Female.....	71.17%
Male.....	28.6%
Average GPA.....	3.24

Race & Ethnicity

Hispanic Latino.....	90.27%
African American.....	0.36%
Native American.....	0.24%
Asian.....	0.36%
White.....	4.51%
Other, not stated.....	2.87%

- Pell grants fund undergraduate students who display exceptional financial need

Our campus/college

- 1100 students
- 25 T/TT faculty
- 98 Lecturers
- 54 Staff

Enrollment Growth

SDSU-IV Fall Enrollment (Incoming students)

	Fall 2021	Fall 2022	Fall 2023	% increase (F23 vs F22)
First year	36	62	69	11.3%
Transfers	246	265	359	35.5%
Graduate	70	78	99	26.9%
Total	352	405	527	30.1%

Source: AVP Enrollment Services/ Census data & ASIR

Degrees offered at SDSU-IV

Open to freshmen	Open to transfers	Graduate and credential programs
<ul style="list-style-type: none"> ● Criminal Justice ● Liberal Studies ● Psychology ● Nursing (BSN) <p>Upcoming:</p> <ul style="list-style-type: none"> ● Chemistry ● Electrical Engineering 	<ul style="list-style-type: none"> ● Criminal Justice ● English ● History ● Liberal Studies ● Mathematics ● Psychology ● Public Administration ● Public Health (emphasis on Environmental Health) ● Social Science ● Spanish ● Nursing (BSN and RN to BSN) <p>Upcoming:</p> <ul style="list-style-type: none"> ● Chemistry ● Electrical Engineering 	<ul style="list-style-type: none"> ● Social Work (Master) ● Homeland Security (Master) ● Teacher education (Credential)

Recent developments

- ❑ A Title V - Developing a Hispanic Serving Institution-grant from the US Department of Education.
- ❑ A five-year grant
- ❑ Almost \$3 million for dollars

Recent developments

- Addressing the community and regional workforce needs by creating pathways for successful careers in nursing, public health and STEM
- Strengthening and **building institutional capacity** in healthcare and STEM related disciplines
- Providing **educational, professional and workforce development activities**



1. **TEACHING LABS**
2. **RESEARCH LABS**
3. **FACULTY OFFICES**
4. **STUDENT COLLABORATION SPACE**



Our students

Demographics

Pell Eligible.....	71%
URM (Underrepresented Minorities).....	90.87%
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White.....	4.51%
Other, not stated.....	2.87%

- Pell grants fund undergraduate students who display exceptional financial need

Recent developments

Dorms to house IVC and SDSU IV
students (Fall of 2026)



Location



To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Brian Hentschel and Gustaaf Jacobs, Co-Chairs, University Resources and
Planning (UR&P)
Date: February 2, 2024
Subject: ACTION: Establish Independent School of Physical Therapy in HHS

Academic Planning and Policy (AP&P) and University Resources and Planning (UR&P) move that the Senate approve the establishment of an independent School of Physical Therapy in the College of Health and Human Services.

Rationale:

The Senate committees on Academic Planning and Policy (AP&P) and University Resources and Planning (UR&P) received a joint referral to consider the establishment of an independent school for the Doctor of Physical Therapy (DPT) in the College of Health and Human Services to meet professional and accreditation standards.

Per the University Policy File, Establishment of Departments or Schools, 6.0: “The Senate Committees on Academic Policy and Planning and on University Resources and Planning shall present their recommendations to the Senate, which shall recommend action to the President.”

Both AP&P and UR&P approved this proposal and now recommend the establishment of the School of Physical Therapy as an independent school in HHS, in accordance with HHS organizational structure.

The DPT received initial accreditation in 2015 within the School of Exercise and Nutrition Sciences (ENS). To meet recent changes to accreditation standards, DPT should be an independent department of school by the time of its next accreditation. Since HHS is organized by schools rather than departments, establishing DPT as an independent school is appropriate.

DPT is self-funded, and there are minimal financial impacts anticipated on either ENS or DPT. The majority of faculty in ENS and DPT approve this change.

The full proposal is attached.

Memo Number**23-24: 71**

November 21, 2023

TO: Pamella Lach
Chair, Senate Academic Policy & Planning Committee

Brian Hentschel
Chair, Senate University Resources & Planning Committee

Gustaaf Jacobs
Co-Chair, Senate University Resources & Planning Committee

FROM: William G. Tong 
Interim Provost and Senior Vice President

SUBJECT: Establishment of Independent DPT Program

I received the enclosed recommendation from Dean Steven P. Hooker, College of Health and Human Services, proposing the establishment of the Doctor of Physical Therapy Program as an independent unit within the College. I support the recommendation and convey to the Senate Committees on Academic Policy and Planning and on University Resources and Planning for its recommendations to the Senate. The complete report is enclosed.

C: Adela de la Torre, President
Steven P. Hooker, Dean, College of Health and Human Services
Nola Butler-Byrd, Chair, Senate

Enclosure



**College of
Health and
Human Services**

Office of the Dean
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Fax: 619 · 594 · 7103

October 30, 2023

Attention: Interim Provost Dr. William Tong

From: Dean Steven P. Hooker

According to the Senate Policy file, I am forwarding to you the results from the CHHS Ad Hoc Committee and ENS faculty vote regarding the proposal from the DPT program to become an independent academic unit as mandated by their professional accrediting body. As Dean, I am in support of the DPT program becoming an independent academic unit, and that unit being designated as a School. A vote of the 5 School Directors also indicated unanimous support for separation and establishment of a new School.

According to Senate policy, the Provost is to convey the recommendation with comments to the Committees on Academic Policy and Planning and on University Resources and Planning. I have also forwarded the proposal itself so it can be reviewed by you and shared with these committees.

Your prompt attention to this matter is greatly appreciated!



**College of
Health and
Human Services**

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October 27, 2023

Attention: Dean Steven Hooker

From: Alyson D. Abel, PhD, Interim Associate Dean for Faculty and Academic Affairs

A handwritten signature in black ink, appearing to read "Alyson D. Abel".

Following SDSU Senate Policy regarding the establishment of a department or school, the tenured and probationary faculty in affected unit(s) voted on whether they support the establishment of the Doctor of Physical Therapy Program as an independent unit. Twenty-one faculty voted, 19 (90.5%) in favor of the separation and establishment of the unit and 2 (9.5%) opposed to the separation and establishment of the unit.

Please let me know if you have any questions or need additional information.



**College of
Health and
Human Services**

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October 16, 2023

Attention: Dean Steven Hooker

From: DPT Separation Ad Hoc Committee
Dr. Karen Macauley
Dr. Jong Wong Min
Dr. Lori Tuttle
Dr. Jillian Maloney
Dr. Jochen Kressler

The DPT Separation Ad Hoc Committee would like to inform you that we unanimously voted that DPT should be a separate unit (5/5 in support) and should be classified as a school (5/5 in support). Please let us know if you have any questions or need additional information.

Establishment of The Doctor of Physical Program To Independent Department or School Status

Proposal Outline

- I. Routing Timeline for Approval of Proposal for DPT Independent Department or School Status**
- II. Recommendation Signature Forms**
- III. Brief Background**
- IV. Rationale for Independent Department or School Status**
 - 1. Professional Organization Mandate/Requirement**
 - 2. All Other CSU DPT Programs Have Transitioned to Independent Department Status**
 - 3. Self-sufficient Program (per Chancellor's Office)**
 - 4. CHHS Executive Council**
 - 5. Program-specific Strategic Plan**
 - 6. Impact and Anticipated Needs with Separation from ENS**
 - 7. Term limits and Processes for DPT Director**
- V. Appendices**

Tentative Timeline for Approval of Proposal for DPT Independent Department or School status

Action	Deadline
1. Initiation of Proposal – Dr. Mitchell Rauh	
2. Provide proposal to ENS Director, Matthew Mahar	July 26, 2023
3. Provide Presentation and Documents to CHHS Education Leadership Team (ELT)	August 03, 2023
4. Recommendation of CHHS ELT to CHHS Dean (facilitated by CHHS and conducted online)	September, 2023
5. CHHS forms Ad Hoc Committee for review of proposal and recommendations (at least 5 members: at least 2 department chairs or school directors, one tenured faculty from uninvolved college, representatives from at least ENS and DPT [elected by tenured and probationary faculty recommendations to DPT faculty and ENS faculty])	September, 2023
6. Recommendation by Ad Hoc Committee to CHHS Dean (facilitated by CHHS and conducted online)	October, 2023
7. Final proposal voted on by all tenured and probationary faculty from DPT and ENS (facilitated by CHHS and conducted online)	October, 2023
8. DPT/ENS vote to CHHS Dean (as above)	October, 2023
9. CHHS final recommendations to Provost	October, 2023
10. Provost submits recommendation to University Committees on Academic Policy and Planning and on University Resources and Planning	November, 2023
11. Recommendations of University Committees on Academic Policy and Planning and on University Resources and Planning to Senate Recommendations of University Committees on Academic Policy and Planning and on University Resources and Planning to Senate	November, 2023
12. Senate recommendation to University President.	December (December meeting is Dec 5 th)
13. Transition to Independent Department/School within CHHS	January 2024 to June 30 2024
14. Official Independent Department/School Status within CHHS commences	July 1, 2024

PURPOSE: Independent Department or School Status for Doctor of Physical Therapy (DPT) Program at San Diego State University

BRIEF BACKGROUND:

In 2010, the California Employment Development Department estimated that between 2010 and 2020, there would be a need for 3,900 physical therapists in the state, which represented a 24% increase during that 10-year period. To meet this demand, particularly in the San Diego area, more physical therapists must be educated and trained who can lead the way in helping people of all ages overcome challenges in movement, function, and mobility. In 2010, there was only one physical therapy program in San Diego County (population 3.1 million). In contrast, the Los Angeles area (population 17.7 million) had eight physical therapy programs. To prepare more qualified licensed physical therapists, the California governor in September 2010 signed Assembly Bill No. 2382 (Appendix 1: AB 2382.pdf) that gave the California State University (CSU) authority to offer independent Doctor of Physical Therapy (DPT) programs.

To assess local need and interest for another physical therapy education program, information was solicited from six area hospitals and physical therapy clinics, all of which were supportive of San Diego State University's (SDSU) interest in starting a DPT program. In 2010, the University committed to begin a DPT program and placed it in the School of Exercise and Nutritional Sciences, which is one of five schools in the College of Health and Human Services. SDSU received approval from the Western Association of Schools and Colleges on July 26, 2011 (Appendix 2: WASC DPT Approval Letter.pdf) and the CSU to offer the DPT degree beginning fall 2012 (Appendix 3: CSU DPT Approval Letter.pdf). The Program received Candidacy status from the Commission on Accreditation in Physical Therapy Education (CAPTE) on July 31, 2012 (Appendix 4: AFC Final SOA.pdf) and was granted initial accreditation on April 29, 2015 (Appendix 5: Initial Accreditation SOA.pdf) for a period of five years. The DPT Program's accreditation was extended for the 10-year maximum upon reaccreditation in 2019, with the following comments: "*The Program strives to foster evidence-based practice, research, teaching, service and public engagement. Following this mission, the Program prepares graduates who are competent academically and clinically, uphold high professional standards, contribute to the research enterprise, and engage the public and community. The goals and expected outcomes of the DPT Program are clearly described, are linked to the mission of the Program, and reflect the expectations of the Program, faculty and students. Evidence from the employment rates **exceed** the CAPTE standards.*"

Curriculum/Students. The DPT Program offers a clinical doctorate degree required for professional licensure as a physical therapist. The DPT Program began with a three-year (eight semester), year-round curriculum that admitted 36 students every fall semester. In 2015, the Program increased the class size to 38 students each year; and in 2018, moved to a three-year (nine semester) year-round Program that starts in May. To date, the Program has graduated nine cohorts of students, the most recent graduating in May 2023. The Program has graduated 329 students (overall 99.5% graduation rate).

Student Outcomes. The quality of students admitted to the SDSU Program has been excellent and reflects the Program's aspirations of admitting "well-rounded students". Overall, they are a mature (average age 24.3) and diverse (33.7% non-Caucasian, top quarter of DPT Programs nationally for race/ethnicity diversity) student population. Students have been highly engaged in community service, garnering the California state Challenge Reach Service award five times for logging the most student service hours. The (overall and pre-requisite GPAs for the inaugural class (Class of 2015) were 3.45 and 3.45, respectively. This has steadily increased, with GPAs of 3.75 and 3.74, respectively, for the incoming Class of 2026. Importantly, the graduates' mean overall first-time and ultimate pass rates on the National Physical Therapy Examination (NPTE) for professional licensure are 93.8% and 99.7%, respectively. Since the third cohort (Class of 2017), SDSU DPT graduates' mean NPTE score has been higher than the national mean. Further, 100% of SDSU graduates have found employment as a physical therapist within 6 months of passing the NPTE exam.

Faculty. At initial accreditation in 2015, there were seven core (six tenure-track faculty [one full professor [Director], one associate professor, and four assistant professors]), one full-time Director of Clinical Education [DCE], and 12 part-time associated/adjunct (lecturer) faculty. Presently there are eight core (five tenure-track faculty [four full professors and 1 associate professor], three full-time lecturers including DCE), and 14 lecturer faculty. There is presently a faculty search for a sixth tenure track

professor. SDSU prides itself on the teacher-scholar faculty model, and the current DPT faculty are notable examples of that model. Teaching evaluations of the faculty by students and peers have been strong. Furthermore, most core faculty have had a post-doctoral fellowship experience or have received clinical specialty certification. Demonstrating strength in research, the faculty publication record is impressive, and three faculty have received funding for large NIH grants in the past five years. We have highly qualified lecturers from the local San Diego community with diverse and contemporary clinical experience to support our teaching mission. Several faculty members hold local or national professional organization leadership positions. In addition, three full-time staff members provide support for the DPT Program Director, faculty, information technology services, and equipment maintenance for teaching and research laboratories.

In conclusion, the Program has been meeting its mission to cultivate inquiry and professional leadership in our students, faculty and graduates. We are enhancing the health and function of the people of California by generating new knowledge and preparing physical therapists for general practice who are experts in the human movement system. According to the most recent 2020 US News and World Report, the Program was ranked 49th out of 239 accredited DPT programs, *placing the SDSU DPT Program in the top 20% of DPT schools by the 8th year of its inception.*

Rationale for Independent Department or School Status

1. Professional Organization Mandate/Requirement

a. American Council of Academic Physical Therapy (ACAPT) Policy AC-5-21: The American Council of Academic Physical Therapy Policy AC-5-21, Position on the Structure of Doctor of Physical Therapy Programs within the Parent University, was approved in 2021. The policy requires that all physical therapy educational units shall be a department, school, or college of physical therapy by 2030, and the leader of the educational unit shall be a physical therapist who serves as the chairperson/head of that department, dean of that school or college, or holds an equivalent administrative title consistent with the parent institution. The chairperson or dean of the physical therapy unit shall have autonomy of the fiscal resources and budgetary oversight of the CAPTE accredited Doctor of Physical Therapy Program and report directly to either a dean, chief academic officer (i.e., provost, vice president of academic affairs), or an equivalent academic administrator within the parent institution.

While this policy indicates that the SDSU DPT Program has until 2030 to achieve independent Department or School status, the core DPT faculty voted unanimously (9/9) to move the process forward toward an independent Department status by Fall 2024 for the following reasons:

- Our next reaccreditation review is in 2029-30, which requires CAPTE review of all DPT documents, policies, and procedures over a 5-year period preceding reaccreditation. Accordingly, we will need to revise all policy manuals and update all curriculum and assessment software Programs/databases to reflect Departmental/School status no later than 2025.
- We may need to submit a Substantive Change to CAPTE, which may take up to 1-2 years for approval as the review will occur at one of their three accreditation review meetings.

2. All CSU DPT Programs other than SDSU have already transitioned to independent Department Status. All other CSU DPT Programs (CSU Fresno, CSU Long Beach, CSU Northridge, CSU Sacramento, San Francisco State University/University California, San Francisco) are currently designated at independent Department status. Many moved to independent department status when they transitioned from Master to Doctor of Physical Therapy status between 2011-2015. This discrepancy places the SDSU DPT Program at a reputational and operational disadvantage relative to other programs within the CSU system.

a. Why award School vs. Department status?

- i. **SDSU CHHS Structure.** All of SDSU CHHS' units are at School status. Designating DPT at School status would be consistent with current units, thus decreasing any external confusion and also not place DPT at any potential administrative disadvantage in various policies, actions or activities.

- ii. **PhD in Rehabilitation Science.** As stated in Section 5, DPT is already working toward developing a PhD in Rehabilitative Science. This would add an additional educational level to the School structure. Designating DPT at School level now would decrease any future steps, time and efforts to go through a similar process to move from Department to School Status at that time.

3. **Self-sufficient Program (per Chancellor's Office)**

After its first year of inception, the DPT Program has been a financially and operationally self-sufficient Program independent of the School of Exercise & Nutritional Sciences. The DPT Program has its own director, experienced core and lecturer faculty, independent tuition-based operating budget, committees, and policies to govern and execute the Program.

a. **Director**

Effective Leadership

Presently, the Program Director is assessed for effectiveness at his post-tenure reviews every five years by the ENS and School Director. He also provides his accomplishments every Fall and Spring as part of his Assigned Time for his administrative duties. The Program Director also solicits feedback from faculty members regarding the direction of the Program and various areas under his leadership at bi-weekly faculty meetings, faculty development meetings, and through informal discussions with faculty. In 2019, Dr. Rauh was invited and participated in the initial SDSU Leadership Institute led by the Vice- President for Faculty Enhancement. Through a series of meetings and forums, he further developed his leadership skills in the areas of faculty and student engagement, and Program development and management.

Evidence of effective leadership include:

Successful Program Development, Initial Accreditation and Reaccreditation. Dr. Rauh has successfully led the Program through its initial candidacy, initial accreditation and 10-year reaccreditation steps from the Council of Academic Physical Therapy Education (CAPTE). He is proactively preparing the Program for its next reaccreditation onsite and overall review in 2029-2030, which requires independent Department/School status.

Vision for Physical Therapist Education: Dr. Rauh has served effectively as the leader for the Program since his appointment in August 2011. He has been able to articulate and implement a vision of physical therapy education in the Program that encourages excellence through contemporary clinical education, original scholarship, and service to the community. His vision is shaped from a diversity of inputs that range from faculty discussions through his frequent attendance at professional conferences. Dr. Rauh has attended ACAPT business meetings as well as other content related to physical therapy education at Education Leadership conferences. He has been an active participant in the APTA Education Section and American Academy of Sports Physical Therapy (AASPT) Sections and holds several leadership positions in the AASPT. His vision of physical therapy education is also community and public health-oriented. His research is an example of this vision as it involves large-scaled screening, examination and prevention of risk factors for high school sport injury. He is in the process of creating a running injury surveillance and risk factor identification Program for San Diego high schools. Most importantly, he has recruited a faculty that embraces and provides new evidence for physical therapy practice and education, and a student body that has a commitment to service. Students' community service is a staple of the DPT Program. Since starting the Program, Dr. Rauh has met regularly with the Doctor of Physical Therapy Student Association to motivate and ensure that all DPT students become active participants in physical therapy-related community service events.

Understanding of and experience with curriculum content, design and evaluation: Dr. Rauh has 21 years of experience in physical therapy education. At SDSU, he has overseen the development and modifications of curriculum content and design with changes targeted to address enhancement based on assessment of the curriculum structure, including initiation and modification of several courses, and re-sequencing of various content. These decisions and

changes have largely been based on input from faculty, students, and the Program Curriculum Committee, as well as from information learned at business meetings and private discussions with other Program Directors at Education Leadership and APTA meetings.

Employing strategies to promote and support professional development: Dr. Rauh has been encouraging of faculty development of teaching, service and scholarship and works to ensure that all faculty have the time and resources to support this development.

Proven effective budgetary management skills. The Program' budgetary model is unique (for more insight on this model please see 3e. Since assuming budgetary management oversight and control in 2015, Dr. Rauh has kept the Program financially solvent (in the black) each academic/fiscal year. Under his direction, he has expanded the number of faculty from two tenure track professors (one full, one assistant), one full-time and 6 part-time lecturers in its initial year to its current 5 tenure track professors (four full, one associate), 3 full-time and 14 part-time lecturers. The Program is currently leading a search for an independently financed tenure track assistant/associate professor. The Program has also financed the remodeling of 1 anatomy laboratory and 2 clinical laboratory rooms.

- b. Experienced Full-time Core faculty. The strength of the Program is its faculty.** The mission of the institution is to provide research-oriented, high-quality education for undergraduate and graduate students and to contribute to the solution of problems through excellence and distinction in teaching, research, and service. Similarly, the DPT Program is committed to excellence in research as the Program's vision is to be recognized as a regional and national leader in physical therapy research. Below is a summary of the core faculty's scholarship focus and productivity (expanded summaries of the tenure track faculty can be found in Appendix I):

i. Tenure Track

1. Antoinette R. Domingo, PT, PhD, Associate Professor. Dr. Domingo teaches courses in biomechanics and geriatrics. Her research has focused on examining motor adaptations, biomechanics and effects of over ground bionic ambulation on function and health in persons with spinal cord injury, and effects of adapted sports on individuals with physical disabilities. She has published 22 articles in peer-reviewed journals, has had 42 abstracts presented at professional conferences, and has been involved on 3 externally funded (~\$190,000) and several intramural (~\$40,000) research projects as a PI or Co-I.
2. Sara P. Gombatto, PT, PhD, Professor. Dr. Gombatto teaches two foundational courses in evidence-based practice. Her research has focused on identifying mechanisms underlying musculoskeletal injury and pain, with the goal of developing more targeted physical therapy interventions. She has published 27 articles in peer-reviewed journals, has presented 65 abstracts at professional conferences, and has been involved on 5 funded grants (~\$1.8 million) as CoPI or Co-I. She and Dr. Monroe recently received 1.6 million funding as Co-PI's as part of a 19.8 million NIH U54 HealthLINK Center award for Minority Health and Health Disparities research and in partnership with a regional Federally Qualified Health Care center. This grant helps serve the needs of the San Diego community and part of the university and Program mission.
3. Katrina S. Monroe (Maluf), PT, PhD, Professor. Dr. Monroe teaches courses in advanced clinical reasoning and psychosocial aspects of rehabilitation. Her research is focused on identifying mechanisms underlying psychomotor responses to stress and pain and applying this knowledge to the prevention and treatment of chronic pain disorders. She has published 43 articles in peer-reviewed journals, has had 81 abstracts presented at professional conferences, has been involved in 34 extramural grants as PI or Co-I totaling \$8.2 million (including the ~1.6 million from the 19.8 million NIH U54 HealthLINK Center award for Minority Health and Health Disparities research with Dr. Gombatto).
4. Mitchell J. Rauh, PT, PhD, MPH, Professor. Dr. Rauh teaches cardiovascular therapeutics and an advanced course in musculoskeletal therapeutics. His research concerns the epidemiology of sports injuries with a special focus on risk factors for high school running injuries. He has published 122 peer-reviewed journal papers and 3 book

chapters, has presented 203 abstracts at professional conferences, and has contributed to 9 funded external research grants (~\$1.4 million) as PI, Co-PI, or Co-I.

5. Lori J. Tuttle, PT, PhD, Professor. Dr. Tuttle teaches courses in case report methodology and acute care management. Her research is focused on developing and testing new methods to improve pelvic floor function with the goal of improving continence. She has published 29 peer-reviewed journal articles, has had 51 abstracts presented at professional conferences, and has received a \$2.5 million award from NIH as PI, and PI on 3 internal grants (\$29,182).

c. Full-time Clinical Lecturers

1. Kenny Leung, PT, DPT, OCS. Dr. Leung leads courses in musculoskeletal therapeutics and differential diagnosis; and assists in physical therapy evaluation II, therapeutic exercise, and therapeutic modality courses. He is currently developing the Program's orthopedic residency Program at SDSU and assisting Dr. Rauh with development of a faculty-student clinic for the SDSU DPT Program. His scholarship is in educational leadership.
2. Andrew Pavlov, PT, DPT, OCS. Dr. Pavlov leads courses in clinical anatomy and therapeutic modalities and assists in musculoskeletal therapeutics and therapeutic exercise courses. He is currently assisting Drs. Leung and Rauh in the development of the Program's orthopedic residency and faculty-student clinic. His scholarship is in functional evaluation of lower extremity orthopedic injuries.
3. Kelly Prescher, PT, DPT, OCS. Dr. Prescher teaches the professional development in physical therapy course. She directs the DPT Program's clinical education (i.e., clinical internships) Program. Her scholarship is focused on physical therapy models for supervised clinical education experiences, and associations between sports specialization and high school injuries.

d. Part-time Clinical Lecturers

1. The Program has 14 part-time clinical faculty that lead or assist courses in clinical anatomy I & II, physical therapy evaluation I & III, pathophysiology & pharmacology, neurosciences, therapeutic exercise, therapeutic modalities, prosthetics & orthotics, musculoskeletal therapeutics I-III labs, neurophysiological therapeutics I & II lecture and labs, cardiopulmonary therapeutics labs, pediatrics I & II lecture and lab, and physical therapy organization and administration.

e. Independent Budget.

In general, the Associate Vice-President for Academic Affairs determines budgets for the colleges. These budgets include line items for the department/schools and certain programs. The academic deans remain free to modify the line items of the budgets they receive based on the needs of the college, but it is the practice of the CHHS Dean to follow the recommendations of the Associate Vice-President.

However, unlike most academic programs at SDSU, the source of the DPT Program budget is the tuition fees paid by its DPT students. The DPT tuition fee is set by the CSU Chancellor's Office and not alterable by the University. Since the DPT degree was approved for the CSU-DPT Programs in 2010, the only change in tuition has been an increase by the CSU Chancellor's Office in 2017; primarily for cost of living. Although based in the School of Exercise & Nutritional Sciences (ENS), the DPT Program does not receive financial support from ENS.

Since assuming oversight of the DPT Program budget in 2015, Dr. Rauh has maintained a positive balance with no negative impact on faculty salaries or positions or the quality of student instruction.

Faculty & Staff Salaries. The tuition-based funding model is used to pay all expenses for the DPT faculty, tenure track and lecturers, and staff (administrative assistant, equipment technician, and shared costs of ENS lead administrative assistant and IT lead). The DPT Program has fully funded the costs for all DPT faculty searches and start-up costs. *As salaries for DPT tenure-track faculty and lecturers have been generally higher than salaries of other faculty in ENS due to market demand, this has contributed to considerable discord among faculty in several of the non-DPT ENS Programs.*

Funding for DPT Students. The tuition-based funding model also covers a CSU-

mandated financial aid set-aside (33.3%), which is the approximate amount being used for financial aid to our DPT students.

Operating Expenses. Annually, the DPT Program Director works with the CHHS Resource Management Director and the ENS lead Administrative Support Coordinator (ASC) II in projecting the upcoming academic year operating expenses (salaries, professional development, travel, clinical education, equipment, and other supplies and services). At that time, and during the academic year, the DPT Program Director is responsible for adding or removing line-items to the budget. The Program Director meets regularly with the ENS ASC II for any changes during the academic year and makes necessary budget decisions as appropriate, e.g., hiring a new lecturer for Spring or Summer semester.

Long-term budgetary needs have also been tied to the DPT strategic plan. A key long-term strategic goal has been to improve teaching resources. Through budgetary planning the past 4 years, the Program has funded the remodeling of two clinical lab/teaching rooms which are dedicated solely to instruction of DPT students. The rooms have state-of-the art computers and visual means of presenting materials along with new hi-tech convertible tables for lecture and clinical use. Budget planning has also been tied to the long-term strategic goals of enhancing the research infrastructure and the development of a physical therapy faculty clinic and orthopedic residency Program. Presently, line-items have been added to the Program's budget for research-related equipment and software, and start-up funds for the development of a DPT faculty clinic and orthopedic residency program.

f. **Self-governing Committees.** As required for CAPTE accreditation, DPT programs are required to have committees to ensure that program operations and processes meet national accreditation policies and standards. Currently, the Program has the following committees independent of ENS:

- Curriculum
- Assessment
- Admissions
- Review, Tenure, Promotion: As of 2023, the DPT Program has the appropriate number of DPT faculty at full professor level to conduct its own Peer-review Committee. Policies for the RTP process can be found in Appendice 6: DPT Reappointment, Tenure and Promotion Policies.
- Student Affairs
- Communications, Events and Outreach

DPT faculty also currently serve on various College and University Committees such as:

- CHHS Personnel Committee
- Intercollegiate Athletic Council
- University Senate
- University Senate Library Committee
- University Graduate Council
- University Graduate Council Curriculum Subcommittee
- University Diversity, Equity and Inclusion Council
- University Patent
- University Research Council
- University Copyrights and Patents Committee
- Provost's Professor of Practice Task Force

Thus, the DPT Program is well-represented on committees that will help inform the Program of critical issues from different levels of the University.

Concerns

- From its inception in August 2011 to Spring 2021, the DPT Curriculum Committee addressed and approved curriculum changes independently of ENS for accreditation purposes. In Spring 2021, despite requesting to retain its independent process to ensure adherence to curricular standards for CAPTE accreditation, the ENS faculty voted to require all programs within ENS

- to undergo review of programmatic curricular changes by the ENS Curriculum Committee (ENS Policy file 4.4). Further, a negative vote by the faculty will constitute a recommendation to the School Director that the curriculum action should not proceed (ENS Policy File 4.6). These actions have been very concerning to DPT as presently the ENS Curriculum Committee and voting actions by the ENS-majority faculty can significantly slow down or fail to approve a DPT curricular change required by CAPTE placing the DPT Program at risk of probation.
- Having independent ENS and DPT Curriculum approval processes is redundant and requires additional time as stated previously, especially for DPT as ENS has many issues directed toward undergraduate issues that do not directly involve DPT curricular issues.
- g. **Self-governing Program Policies and Procedures.** There are several Program-specific policies and procedures that are unique to DPT including admissions, academic progression, clinical education, qualifying examination and doctoral project, and dress code. *As required by CAPTE, the DPT Program has its own Policy and Procedure Manual.* Proposed policies and procedures that are different than existing institutional policies are directly discussed and negotiated by the DPT Program Director with University administrators (e.g., College Dean). Generally, policies are approved when they are more conservative or at a higher standard than those of existing University policies and do not affect union policies. Some unique Program policies and procedures are described below:
- **Admissions Policies and Procedures.** The DPT Program has its own admissions process and procedures separate from ENS graduate Programs.
 - Applicants to the Program must submit a supplementary application that is unique to the DPT Program application process. At SDSU, the supplementary application varies by each department/Program. For the DPT Program, the following are required: pre-requisite checklist, volunteer and work experience form, Program disclosure form, resume, statement of professional goals, statement regarding professional issues in physical therapy, video describing why the student chose to apply to SDSU, and 3 professional letters of reference. The DPT Program has its own Admissions Committee that determines which applicants are admitted into the Program. Different from other graduate Programs at SDSU, the DPT Program has its own standards for admission. Unlike ENS and many departments on campus, the DPT Program continues to use the GRE and requires a higher minimum combined verbal and quantitative score (i.e., 300 or higher). These requirements were approved by the CHHS Dean, Graduate Office, and Provost.
 - Different from most graduate Programs on campus, per DPT policy, the Admissions Committee uses a Program specific algorithm to rank applicants and create a list of accepted students, as well as a waitlist. Further, once accepted into the Program, applicants must submit their deposit and acceptance earlier (early to mid-February) than most other graduate and undergraduate Programs on campus. These Admissions policies and procedures were approved by the School of Exercise and Nutritional Sciences Director, Dean of the College of Health and Human Services, and Graduate Office.
 - **Policies for Academic Progression.** Several policies for progression through the DPT Program differ from University Policy.
 - In the DPT Program, students who earn a cumulative GPA of less than 3.00 are subject to Academic Probation and Disqualification (Handbook Institution Student.pdf, p. 75; Handbook Program Student.pdf, pp. 14-17, Executive Order 1076 DPT Programs, p. 9-10).
 - Students are only allowed one “C” grade in a given semester and still may be placed on Academic Probation if their GPA is below 3.0. In the DPT Program, a grade below a “C” is considered failing and the course must be repeated and passed before being allowed to progress with additional courses that require the course as a pre-requisite.
4. **CHHS Executive Leadership Team.** As an independent Department in the CHHS, DPT requests the DPT Director be on the CHHS Dean’s Executive Leadership Team (ELT) for the following purposes:

- a. **Communication:** Direct access to the CHHS ELT will allow us to bring forward issues that are pertinent to DPT but may also be important to the other Schools within the Council as historically there are similar issues (e.g., Medicare, other health care initiatives) that may be applicable to other Schools who offer clinical degrees in the allied health professions (e.g., Nursing, Speech, Language, and Hearing).
 - b. **Interprofessional Education & Collaborations.** As physical therapy coalesces with many of the other Schools in CHHS, having direct time with the other Schools may better initiate interprofessional education and research/grant collaborations that may take longer to foster without this direct interaction.
5. **Program-specific Strategic Plan.** DPT has its own 3-5-year strategic plan and long-term goals that helps direct its mission and vision, and to address accreditation requirements, etc. Initiating the separation as soon as feasible will facilitate the expansion of DPT as a Department/School and more timely achievement of our strategic plan. KEY components in the current strategic plan are:
- A. **5-year Plan**
 1. **Faculty/Student clinic.** The DPT Faculty/Student clinic will help DPT accomplish several important steps vital to its Mission and Goals:
 - Accreditation/Enhanced Education and Clinical Experience: The clinic will help support practical learning and student teaching needs during the didactic phase of the DPT Program, which will improve the students' clinical skills prior to clinical internships. We expect the increased practical training will be an advantage to our students when they start their clinical internships, which we hope will draw more top clinical sites to prioritize our students for limited clinical education internships over other DPT Programs.
 - Interprofessional Education. The clinic may serve as a setting for interprofessional education opportunities between DPT and other clinical Programs within the CHHS.
 - Admissions/Recruiting Top students. Although SDSU has been successful in recruiting top students to the Program, the ability to observe and evaluate patients during their didactic studies in the faculty-student clinic will help increase the probability that top students will choose to enroll in the DPT Program at SDSU.
 - Expand physical therapy services for medically underserved communities and individuals. A goal of the clinic is to increase access to physical therapy services for individuals from socioeconomically diverse and medically underserved communities, thus, aligning with SDSU's Strategic Plan.
 - Participants for Clinical Research. The clinic will provide a clinical setting for research studies to recruit participants, which will provide critical infrastructure that is currently lacking for clinical research grant applications.
 - National and State Rankings. Based on the points discussed above, the clinic will help improve our ranking status nationally and statewide as others will see the enhanced educational and research opportunities.
 2. **Orthopedic Residency.** The creation of an Orthopedic residency will help DPT accomplish several important steps vital to its Mission and Goals:
 - Enhanced Education and Specialty Clinical Experience: The residencies will enhance practical learning and advanced skills for selected physical therapists in orthopedic physical therapy. Obtaining advanced clinical training will enhance these physical therapist's ability to provide high quality care and become professional leaders in this specialty area.
 - Assist Current Faculty in Clinical Laboratory courses. As part of their training, residents will be required to help educate and train our DPT students with entry level skills, which helps provide additional manpower to the DPT education Program.
 - Research Training. As part of their residency, the residents will be mentored by one of our PhD faculty to complete a clinical research study, with findings of the study being disseminated at professional meetings and in peer-reviewed journals.
 - Potential Clinical Faculty. Resident graduates can be recruited to join the SDSU DPT faculty in their respective area as their advanced training will benefit our entry-level educational program.

- Re-accreditation, National and State Rankings. Based on the points discussed above, the residency Program will facilitate our re-accreditation process, ranking status nationally and statewide as residency Programs generally elevate an entry-level DPT Program to a higher tier status.

B. Long-term Goals

1. **PhD Program in Rehabilitation Science.** To enhance the DPT Program's research agenda, the DPT faculty plan to pursue an Interdisciplinary PhD Program in Rehabilitation Science. The PhD Program would provide many enhanced opportunities, including:
 - Doctoral Students/Fellowship. These individuals will provide our faculty additional support and avenues to conduct and expand their research agendas. Unlike the current DPT students who conduct group doctoral projects, these individuals will conduct independent dissertation research, which will lead to increased scientific publications and funded external and internal research.
 - Alignment with University R1 Goals. The PhD Program will contribute to the University's Strategic R1 goal.
 - National & State Rankings. The PhD Program will help improve our ranking status nationally and statewide as it will increase the Program's visibility and commitment to increased contributions to science in physical therapy and related areas, as well as a Program committed to training future faculty.

6. Impact and Anticipated Needs with Separation from ENS

- a. **Employment Options.** Based on the DPT Program budget, no current faculty or staff member is expected to lose their job with the separation from ENS. DPT is open to continuing the current cost-sharing agreements of certain staff members with ENS (e.g., administrative assistance, IT, Lab Tech). At some point in the future the DPT Program may need to hire additional staff to meet operational needs. Since the DPT Program is supported by differential tuition, the cost of additional personnel is most likely to be borne solely by the DPT program.
- b. **Office, Teaching and Research Laboratory Space.** With the separation from ENS, a main concern for DPT is the allocation of faculty offices, and clinical and research laboratories. This is not only for teaching and research purposes, but also for re-accreditation. In the DPT Program's 2015 initial accreditation and 2020 reaccreditation onsite visit and subsequent CAPTE reports, *SDSU DPT Program was cited for its lack of adequate clinical teaching and research space to support teaching and research activities.* Moreso, the DPT Program Director must report any change (and indicate if such change had/will have a positive or negative impact) in teaching and research space and resources for student and faculty in an annual report to CAPTE.

The SDSU administration will ensure that the DPT program will have the space necessary to carry out the academic, research, and administrative needs of the program at a level that reflects or is greater than their current space allocation as reported to their accreditation body (CAPTE). Current space designated or assigned to DPT includes:

- 1) Program Director and Administrative Assistant offices and storage (ENS 141, ENS 141A, 141C)
 - 2) Individual offices for all probationary and tenured DPT faculty and full-time lecturers (ENS 115, ENS 116, ENS 118, ENS 119, ENS 120, ENS 124, ENS 125, ENS 126 and ENS 130).
 - 3) Clinical laboratory space (PG 1520 and PG 174)
 - 4) Anatomy cadaver dissection space (LSN 1)
- c. 5) Teaching and research: PG 1520, PG 174, ENS (Annex) 001A, ENS 213, ENS 216, PG 181 and PG /FAC 1480)

The retention of current space and future assignment of space to the DPT Program will be negotiated with the CHHS Dean's office, Provost's office, and/or SDSU Research Foundation following established space request policies and procedures.

7. Term Limits & Processes for DPT Director. DPT will add a new policy for review and term limits for the DPT Director in alignment with the CHHS Structure and Governance policies (pp. 21-22, 11.1 through 11.4):

- 11.1 The DPT director shall serve at the pleasure of the President or designee. He/she shall perform duties and carry out responsibilities assigned by the President. He/she shall be both academic administrator and faculty member. The Director shall continue his/her faculty activities as time allows and eventually shall return to a full-time assignment of teaching, research, and service.
- 11.2 The Director will play a comprehensive role in the year-round administration of professional academic Programs. According to the University Senate Policy File, each CHHS Structure & Governance director is required to undergo a periodic review. This process serves management objectives and challenges of the unit, and to make any new recommendations on action to be taken to improve the effectiveness of the director under review.
- 11.3 DPT will develop procedures and schedules for periodic review of the Director. The review shall be completed by March in the third year of his/her permanent appointment and every two years thereafter and shall consist of at least a referendum by the tenured and probationary faculty. After the referendum or review, the unit shall recommend to the CHHS Dean that the appointment be continued or terminated.
- 11.4 During a term of office, the DPT Department may request that the CHHS Dean remove the Director, or the CHHS Dean may determine to remove the Director. In either case, after deliberation and consultation with the unit and the personnel committee of CHHS, the CHHS Dean may recommend to the President that the Director be removed, and an interim director be appointed and may request from the unit a nomination for a regularly appointed director.
- 11.5 **Initial DPT Director Transition and Succession.** Dr. Rauh will continue in his role as Director for the first 3-year term to transition the Program to an independent Department as well as initiate processes for notifying CAPTE (accreditation agency) and ensure that other processes meet CAPTE standards, and to revise appropriate processes for its next reaccreditation. Per 11.3, in the second year of Dr. Rauh's initial 3-year term, he will notify the CHHS Dean if he will request a review for a subsequent 2-year term or work with the CHHS Dean to determine if the search process for a new DPT Director should be conducted internally or sought externally.

Appendice 1-5):

- Appendice 1: AB 2382.pdf
- Appendice 2: WASC DPT Approval Letter.pdf
- Appendice 3: CSU DPT Approval Letter.pdf
- Appendice 4: AFC Final SOA.pdf
- Appendice 5: Initial Accreditation SOA.pdf

APPENDICE 6: DPT REAPPOINTMENT, TENURE, AND PROMOTION Policies

Peer Review Committee

The purpose of the Peer Review Committee is to serve as a representative body in making and forwarding recommendations regarding the reappointment, tenure, promotion, and periodic evaluations of faculty in the School of Exercise and Nutritional Sciences.

1.0 Responsibilities of Committee Members

- 1.1 Serve as a resource to faculty regarding peer review policies and procedures.
- 1.2 Participate in the evaluation of faculty and Director.
- 1.3 Review all pertinent personnel materials prior to voting.
- 1.4 Make recommendations on peer review matters.

2.0 Functions of Committee Chair

- 2.1 Schedule meetings of the Peer Review Committee.
- 2.2 Request input from sources as designated by the Peer Review Committee.
- 2.3 Assume the responsibility for maintaining records of all Committee transactions and for coordination and forwarding of written reports to the appropriate persons as designated by University and School policies.
- 2.4 Verify the accuracy and validity of all Committee votes and reports the results to the College of Health and Human Services according to established timelines.
- 2.5 Represent the Committee's and/or School's point(s) of view on all Peer Review matters when it is inconvenient for the full Committee or the School to express that point of view. A designee may be appointed at the discretion of the committee chair or School Director.
- 2.6 Report to the Committee any actions taken or commitments made without authorization of the Committee or School. Without proper deliberations by the Committee and/or School, the School is not beholden to honor such commitments.
- 2.7 The College maintains a master schedule of when faculty (probationary, tenured, full-time, and Director) are due for Periodic Review and the chair must communicate this schedule and timing of periodic evaluation or periodic review with the faculty within the first three weeks of the academic year.

3.0 Functions of the Committee

- 3.1 Elect a chair at the beginning of each academic year.
- 3.2 Review on an annual basis the Reappointment, Promotion, and Tenure Policy of the School to determine compliance and feasibility of implementation with the policy adopted by the University and the College.
- 3.3 Maintain confidentiality on recommendations regarding reappointment, tenure, and promotion.

- 3.4 Function as the representative of the School's tenured faculty regarding recommendations about reappointment, tenure, promotion, and periodic evaluation of tenured faculty.
 - 3.5 Recommend to the School Director that documented information be placed in the candidate's Personnel Action File.
 - 3.6 Make arrangements for annual peer evaluations of the teaching performance of faculty "considering themselves in the tenure/promotion process."
 - 3.7 Conduct annual evaluations of full-time and part-time temporary faculty in compliance with the SDSU Policy File and CSU Memorandum of Understanding.
- 4.0 Operating Procedures
- 4.1 The Committee will meet during September of every academic school year with the express purpose of communicating with all interested parties topics concerning reappointment, tenure, promotion, and evaluation of tenured faculty. The announcement for the time of the meeting will be made within the first 2 weeks of the fall semester.
 - 4.2 The above meeting(s) shall be conducted with the Committee providing information about the procedures, criteria, and standards to be applied to the candidate's PDS file when being reviewed for reappointment, tenure, promotion, and periodic evaluation of tenured faculty.
 - 4.3 The meeting(s) will be conducted with a question-and-answer session between the Committee, the Peer Review Chair, and the interested faculty.
 - 4.4 All peer review procedures will follow the Memorandum of Understanding, Senate, College, and School Peer Review procedures and policies.
 - 4.5 Peer Review Committee meetings will be conducted according to Roberts' Rules of Order.
 - 4.6 A quorum for conducting meetings is defined as two of three voting members present.
 - 4.7 A majority vote is needed to take action. A majority is defined as two of the members present.
 - 4.8 Appeal procedures will be in accordance with the Memorandum of Understanding and University Policy.
 - 4.9 The reappointment, tenure, and promotion policy of the School can be amended by action of the School faculty or by SDSU Senate action. (Senate action is considered to be effective upon approval of the President).
- 5.0 Reappointment, Tenure, and Promotion
- 5.1 Categories for Judgment
 - Probationary and tenured faculty shall be evaluated on their achievements and contributions in (a) teaching, (b) research, scholarship, and creative activities, and (c) service activities to the university, the profession, and the community that enhance the mission of the university.
 - 5.2 Guidelines for Reappointment, Tenure, and Promotion

Expectations for research, scholarship, and creative activities are inversely proportional to faculty teaching load. Faculty who receive reduced teaching loads are expected to produce additional professional growth activities than those who teach greater loads. In presenting one's work to the Peer Review Committees, each candidate shall write a narrative summarizing and, when appropriate, integrating work in these three areas; and explaining how this work contributes to the candidate's continuous development as a member of the faculty.

5.21 The weighting of the categories for evaluation not receiving reduced teaching loads will be:

5.211 50% for effectiveness of teaching

5.212 40% for research, scholarship, and creative activities

5.213 10% for service to the University, profession, and community.

5.22 Individuals in the reappointment, tenure, and promotion process shall submit student evaluations of all classes taught each semester since the last personnel action. Student evaluations shall include both quantitative and qualitative information available on the faculty web portal.

5.23 It is assumed that standards for promotion to Professor are higher than standards for promotion to Associate Professor.

5.24 The Peer Review Committee may examine and consider the entire professional experience of the faculty member, but primary consideration shall be given to the success in the three categories since the last date of promotion or appointment, whichever is later.

5.25 In accordance with the Senate Policy file, a candidate for promotion, retention and tenure may submit up to five significant items for each of the areas of teaching; research, scholarship, and creative activities; and service to the University, the profession, and community.

5.26 The Peer Review Committee will follow the validation checklist provided by the University. A member of the Peer Review Committee or the School Director will be assigned to each candidate for validating the WPAF.

5.27 Before a recommendation is forwarded to a subsequent level of review, the faculty member being reviewed shall be given a copy of the recommendation, which shall state in writing the reasons for the recommendation. The faculty member may file a rebuttal statement or response in writing within ten days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Personnel Data Summary (PDS) and also be sent to any previous levels of review. The faculty member will have an opportunity, if so desired, to discuss the recommendation with the recommending party.

5.3 Reappointment of Probationary Faculty

Reappointment for each successive probationary year may be recommended if the candidate demonstrates competency and activity in teaching, research, scholarship, and creative activities, and service to the university, the profession, and community sufficient in quality and quantity to support the likelihood of attaining promotion and tenure. Criteria for reappointment are similar to those used for promotion.

5.4 Reappointment of Full-Time Temporary Faculty

Reappointment for each additional year may be recommended when a candidate demonstrates primary competency in teaching, along with evaluating professional growth, and service sufficient in quality and quantity to warrant the conclusion that the School's professional standards for teaching; research, scholarship, and creative activities; and service to the University, the profession, and community have been attained. It is understood that reappointments are also based on School needs and that contracts may identify specific responsibilities (e.g., teaching, program director).

5.5 Reappointment of Part-Time Temporary Faculty

Reappointment for each additional year may be recommended when a candidate demonstrates competency in teaching. It is understood that reappointments are also based on School needs and that contracts may identify specific responsibilities (e.g., teaching)

5.6 Minimum Standards

Evaluation for reappointment, promotion, and tenure shall occur in three areas: teaching; research, scholarship, and creative activities; and service to the university, the profession, and community. Primacy shall be afforded to teaching, with service to the university, the profession, and community being least significant in the evaluation process. However, excellence in one area shall not substitute for weakness in another area.

5.61 Teaching

To demonstrate teaching effectiveness, the candidate must provide to the School Peer Review Committee evidence as to the quality and quantity of his/her contribution to the instructional program. Information must be presented that describes the diversity of courses taught, the level of the course offerings (lower division, upper division, graduate) and documents student and peer evaluations. In addition, involvement with master's theses, special studies, directed readings, and curriculum development should be documented.

5.62 Research, Scholarship, and Creative Activities

To evaluate research, scholarship, and creative activities, the candidate must provide evidence that he/she has a focused, productive program of scholarship and/or creative activity. In addition, the candidate should provide evidence that the program of scholarship is original and creative, and is being communicated to appropriate peer groups. The items presented by the candidate should relate to his/her program. The significance and contribution of each item should be put into the context of the program. Whenever possible, the acceptance rates and impact factors of refereed journal publications should be made available, or if unavailable some other recognized indication of journal quality (e.g., h-index) in the candidate's field of study. It is necessary that the documentation of external peer reviews be provided as required by the Senate Policy File. Under certain circumstances, it may be desirable to conduct an external review of a person's work (Retention, Tenure and Promotion – Criteria; Section 3.2).

5.63 Service to the University, the Profession, and Community

To determine the extent of service rendered by the candidate, he/she should provide the Peer Review Committee with the name and purpose of the committees on which he/she has served, and the types of duties and/or responsibilities he/she assumed. The candidate should provide evidence that he/she is performing service work at a good level of involvement and competence.

5.64 Notes of Clarification

- 5.641 Items pertaining to teaching; research, scholarship, and creative activities; and service to the University, the profession, and community in which the candidate is not the sole contributor should be accompanied by a statement regarding the precise tasks performed by the candidate (e.g., collection of data, writing the manuscript, analyzing the data, proofreading, etc.) and the estimated percentage of contribution in each of the tasks.
- 5.642 Faculty initially appointed at higher ranks (Associate Professor or Professor) may submit professional growth work done in the three years immediately preceding the application for promotion/tenure.

Periodic Evaluation of Tenured Faculty

According to the Memorandum of Understanding, the purpose of the periodic evaluation of tenured faculty is to help maintain and improve a tenured faculty member's effectiveness. Central to this evaluation is consideration of individual faculty roles, assignments, and competencies as described in Tenured Faculty Evaluation: Section 1.0 - 4.0*. Each tenured faculty member shall undergo a periodic evaluation at intervals of no greater than five years. Each member is expected to fulfill his/her role effectively in accordance with the Senate Policy File. Given that the faculty role may be defined differently for each faculty member, tenured faculty who seek to be promoted should fulfill the expectations for faculty seeking promotion as identified in Retention, Tenure and Promotion – Criteria: Section 3.0*.

1.0 Categories for Judgment

Consideration for the periodic evaluation of tenured faculty shall be based upon the following categories:

- 1.1 Teaching
- 1.2 Research, scholarship, and creative activities
- 1.3 Service to the University, the profession, and community

2.0 Guidelines for Periodic Evaluation of Tenured Faculty

- 2.1 The primary qualification for reappointment, tenure, or promotion shall be a demonstration of excellence in teaching, when teaching responsibilities exist.
- 2.2 Faculty members with teaching responsibilities must provide evidence of teaching effectiveness. Student evaluations must be included in the materials submitted for evaluation.
- 2.3 Each faculty member must show evidence of being current in the knowledge of those parts of the discipline/profession for which he/she has responsibility.

3.0 Procedures for Periodic Evaluations of Tenured Faculty

- 3.1 A member of the Peer Review Committee shall be excused from Committee deliberations during his/her own periodic evaluation.
- 3.2 Using dates established by Academic Affairs, the Peer Review Committee shall inform each faculty member scheduled for evaluation during the academic year.

- 3.3 Periodic evaluations shall be conducted in the spring of each year. Faculty scheduled for evaluation must submit their materials for consideration by the date specified by Academic Affairs.
 - 3.4 Faculty members being evaluated shall submit whatever materials offer the best evidence of effective performance. According to the University Policy File "...employees with teaching responsibilities, the procedures shall include but should not be limited to consideration of student evaluations of teaching performance in at least two courses for each year of the evaluation period. The courses shall typify the employee's teaching responsibilities. In the event of disagreement regarding the selection of courses, the employee and department chair or school director shall each select 50 percent of the courses." In addition, materials submitted should also include:
 - 3.41 A current curriculum vitae or similar document indicating activities since the last evaluation.
 - 3.42 Appropriate evidence of continued excellence in the three areas of teaching, scholarship, and service.
 - 3.43 Any other statements or materials that the faculty member judges to be useful for consideration during the evaluation.
 - 3.5 Materials in the faculty member's Personnel Action File may be used in this evaluation process.
 - 3.6 The Peer Review Committee shall examine the materials submitted, conduct an evaluation, and prepare a written report which shall be provided to the faculty member by the date specified by Academic Affairs, with a copy being forwarded to the School Director, Dean of the College, and the individual's Personnel Action File.
 - 3.7 The School Director shall then examine the materials submitted, conduct an evaluation, and prepare a written report, which shall be provided to the faculty member with a copy being forwarded to the Peer Review Committee, Dean of the College, and the individual's Personnel Action File.
 - 3.8 Before a report is forwarded to a subsequent level of evaluation, the faculty member being evaluated shall be given a copy of the report. The faculty member may file a rebuttal statement or response in writing no later than seven days following the receipt of the report. A copy of the response or rebuttal statement shall accompany the report and also be sent to any previous levels of review. The faculty member will have an opportunity if so desired to discuss the report with the reporting party prior to the report being forwarded.
- 4.0 Periodic Evaluation of Full-time and Part-time Temporary Faculty
- 4.1 Full-time and part-time temporary faculty on one-year contracts must be evaluated annually (as per the MOU). These reviews are called "Annual Periodic Evaluations". Full-time and part-time temporary faculty on three-year contracts must undergo a Cumulative Periodic Evaluation of the entire three-year appointment, prior to reappointment.
 - 4.2 These evaluations are to be used to help improve effectiveness and are utilized by the School Director when considering future teaching assignments.

- 4.3 Faculty should be asked to submit their teaching evaluations and statements of any activities undertaken (research, scholarship, and creative activities; and Service to the University, the profession, and community) that are pertinent to their positions.

For Annual Periodic Evaluations and Cumulative Periodic Evaluations, temporary faculty members should submit the following: (1) Lecturer Statement; (2) Selected Course Materials; (3) Curriculum Vitae; (4) Teaching Evaluations; (5) any other descriptions and evaluations of any activities undertaken that are pertinent to their appointments.

- 4.4 Faculty member's materials must be submitted in February with the deadline established by the University. Deliberations and contacts with the faculty member being evaluated usually take a few weeks.
- 4.5 For temporary faculty on one-year contracts, independent evaluations are made by the Peer Review Committee and the School Director, only. For temporary faculty on three-year contracts or requesting an initial three-year contract, independent evaluations are made by the Peer Review Committee, School Director, and Dean of the College.
- 4.6 Periodic evaluations are provided to the temporary faculty member and filed in the official Personnel Action File (as per the CSU/CFA Agreement).
- 4.7 Evaluations must be completed by approximately mid-March according to Policy established by Academic Affairs.

5.0 Annual Review of Teaching of Faculty "Considering Themselves in the Tenure/Promotion Process"

- 5.1 Faculty "in the promotion/tenure process" (i.e., having intentions to apply for promotion or tenure in the future) are required by College policy to have a peer review of their teaching on an annual basis. This evaluation must be included in the WPAF.
- 5.2 The reviewer will be chosen by the Peer Review Committee from a rotational list of all faculty eligible to review. The reviewer must be tenured and at least the same in rank to the person being reviewed. The faculty member is informed of who has been assigned to the review: it is the responsibility of the person being evaluated to let the evaluator know times and location of where the evaluation can best take place.
- 5.3 The peer evaluation will be a written evaluation (including a School provided evaluation questionnaire and a letter, if provided) of classroom performance.
- 5.4 The evaluation will be supplied directly (and only) to the candidate. As indicated in the Faculty Affairs guidelines, the evaluation will be entered into his/her WPAF.
- 5.5 Teaching evaluations are to be completed according to established timelines from Faculty Affairs.

6.0 Criteria to be used for Retention, Tenure, Promotion and Periodic Evaluation of Tenured Faculty.

6.1 Teaching

The primary consideration for reappointment, promotion, tenure, and periodic evaluation of tenured faculty is excellence in teaching. Teaching effectiveness is measured by command of the subject, skill in organizing and presenting material with force, logic, insight and sensitivity to diverse student populations, intellectual integrity, critical thinking and integration of professional growth. Teaching performance shall be evaluated by

various methods (such as peer reviews and student evaluations of instruction) applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio or laboratory teaching). Effectiveness of teaching is also measured by honors and distinctions received for excellence in teaching, development or acquisition of instructionally-related materials, involvement of students in research, scholarship, or creative activities, curriculum development, and student recruitment and retention. *This list is intended as a guideline to the type of information to be considered; it is not an exhaustive list.* Specific required items are included in the Personnel Data Summary file described on the Faculty Affairs page. Candidates should provide evidence of:

- Detailed course outlines, materials, course grades, and course examinations.
- Qualitative and quantitative student evaluations of teaching effectiveness.
- Peer evaluations of teaching effectiveness.
- Honors and distinctions received for teaching excellence.
- Grants, fellowships, and contracts received pertaining to program development and teaching.
- Refereed articles in practitioner-oriented journals that focus on applied curriculum and instruction as used in courses taught.
- New courses developed.
- Curriculum and/or degree programs developed at SDSU.
- Undergraduate and/or graduate students supervised in independent studies, theses, directed readings, and research projects.
- Reviewed presentations at departmental seminars, classes, and colloquia.
- Curricular innovations and instructional techniques that have been developed or modified.
- Teaching manuals or guides developed at SDSU.
- Refereed curriculum guides published (state to international level).
- Textbook intended for instructional purposes.

6.2 Research, Scholarship, and Creative Activities

Continuous growth in research, scholarship, and/or creative activity is essential to the teaching effectiveness of faculty members, to their own professional stature, and to the stature of the University. Evidence of this growth includes publications of merit; presentation of scholarly papers; awards, grants, and honors received; participation in seminars and institutes; research and development activity; and pertinent travel and study. Evidence of externally reviewed professional growth activities is required for promotion and tenure. (Examples include such items as refereed publications, extramurally evaluated grants and awards, reviews of books written by the candidate, presentation of refereed scholarly papers, and so forth). *This list is intended as a guideline to the type of activities to be considered; it is not an exhaustive list.* The categories of A and B refer to categories of highest to lowest priority, respectively. Both quality and quantity will be used in evaluation of professional growth activities.

Expectations for research, scholarship, and creative activities are inversely proportional to faculty teaching load. Faculty who receive reduced teaching loads are expected to produce additional professional growth activities than those who teach fuller loads.

6.21 Candidates should provide evidence of:

Category A.

Activities of Category A are prioritized higher because they require external evaluation and documentation. However, the relative merit of each contribution is

based on the quality reflected in the external review process. Metrics of quality, such as impact factors differ across disciplines, and individuals may contextualize values based on their specific discipline.

- a. First or anchor author on refereed articles (published or accepted). Quality of journal should be addressed through the provision of impact factors, acceptance rates, or some similar metric.
- b. Principal or co-principal investigator on funded external grants or contracts.
- c. Refereed books (published).
- d. Refereed monographs
- e. National or international awards or prizes received based on research contributions.

6.22 Category B

- 6.22.1 Coauthor, but not first or anchor author, of a refereed article (describe contributions to the study).
- 6.22.2 First or anchor author of published refereed abstracts.
- 6.22.3 Unfunded external grant proposals.
- 6.22.4 Book chapters (not intended for instructional use).
- 6.22.5 Co-investigator of a funded external grant.
- 6.22.6 Grants or contracts (funded) internal to the University.

6.23 Service to the University, the profession, and community

Every faculty member shall assume responsibility for participating in activities that apply the faculty member's professional expertise to the benefit of the University and community such as student outreach and retention; school, college, and university committees; student mentoring; offices in University-associated or relevant community organizations; active participation in professional organizations; and educational lectures and seminars for community groups. When a candidate distinguishes himself or herself in performing such duties to the significant benefit to the University, and this performance is appropriately documented over a significant length of time of time, then such service to the University may have more than usual bearing on reappointment, tenure, and promotion decisions. However, the primary criterion remains teaching, and research, scholarship, and creative activities must be an important consideration. A faculty member must demonstrate a sustained record of significant service to the School.

Moreover, as with teaching and research, scholarship, and creative activities, service expectations are higher for a faculty member applying for promotion to professor than for associate professor. It is incumbent upon the candidate to provide, as a part of the PDS materials, documentation of this service function from the time of the last promotion, appointment to a tenure track position, or last performance review. It is envisioned that the service provided by the faculty member will benefit the functioning of the School and/or promote or enhance the academic experiences of the students.

Service is seen as an important component of the faculty member's contribution. It should demonstrate a commitment to quality, especially in the functioning of the School.

To: Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/5/2024
Subject: Review and Update Committee Structure

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

2.0 Committees

~~2.1. Senate and Senate-appointed Committees: The Standing Committees of the Senate shall be the Executive Committee, the Committee on Academic Policy and Planning, the Committee on University Resources and Planning, the Committee on Committees and Elections, the Committee on Constitution and Bylaws, the Committee on Faculty Affairs, the Undergraduate Curriculum Committee, and the Committee on Diversity, Equity, and Inclusion. The Standing Committees of the Senate are referred to in these Bylaws as Senate committees. The Senate may also establish committees that are not designated as Standing Committees and may appoint members to committees that have been established by others on campus. This second group of committees is referred to in these Bylaws as Senate-appointed committees.~~

2.1 Types of Committees

2.1.1 Senate Committee. A Senate Committee has certain functions to perform that are essential or useful for shared governance. It is established by the Senate for an indeterminate period.

2.1.2 Senate Executive Committee. Senate Executive Committees are deemed to be critical to shared governance within the university. The work of Senate Executive committees helps to form, shape, and direct most of the policies, recommendations, and resolutions emanating from the Senate. The chairs of Senate Executive Committees shall serve as members of the Senate Executive Board. MPP-classified members on any Senate Executive Committee cannot exceed 25% of the total listed membership of the committee. Senate Executive Committee charters are maintained in the bylaws.

2.1.3. Senate Executive Board. The Senate Executive Board comprises the chairs of all the Senate Executive Committees, as well as additional elected and ex officio members. The role of the board is to manage and organize the work of the Senate. It can also act on behalf of the Senate if needed. The Senate Executive Board charter is maintained in the bylaws.

2.1.4. Campus Committee. A Campus committee is a university committee with Senate representation. It is established by and reports to a non-Senate office. The Senate, and the Senate policies governing election and appointment of members, are involved in appointing a subset of members and its charter is included in the Senate

policy file. Only a university committee that collaborates with the Senate to ensure their membership is formed through the campus' established shared governance process shall be recognized as "shared governance.

2.1.5 Senate Ad Hoc (Pro Tempore) Committee. An Ad Hoc committee is created to perform a specific task and is dissolved when the task is completed, and the final report is given.

3.0 Senate **Executive Board and Senate Executive Committees: Charters Membership and Duties**

~~3.1 There shall be eight Senate committees, as defined in Section 2.1 of these Bylaws. These shall be composed of a majority of faculty and may include administrators students, and staff. Other committees deemed essential for university business shall be designated Senate-appointed university committees.~~

3.21 Senate Executive **Board** ~~Committee~~:

~~3.21.1~~ 3.21.1 Membership (23): The Senate Executive **Board** ~~Committee~~ shall consist of ~~19-20~~ ex officio members and 3 elected members.

~~3.21.1.1~~ 3.21.1.1. Ex officio (voting): Chair of the Senate (who shall be the Chair of the Executive ~~Committee~~ **Board**); Senate Vice Chair; Secretary of the Senate (who shall be the Secretary of the Executive ~~Committee~~ **Board**); Treasurer of the Senate; the Chairs of the Committees on (a) Academic Policy and Planning, (b) University Resources and Planning, (c) Faculty Affairs, (d) Committees and Elections, (e) Constitution and Bylaws, (f) ~~Undergraduate Curriculum, and (g)~~ Diversity, Equity, and Inclusion, **(g) Undergraduate Council, (h) Graduate Council, (i) Sustainability, (j) Lecturer Affairs, and (k) Staff Affairs**, an ASCSU Senator chosen from and by the CSU Academic Senators; Provost and Senior Vice President; ~~Chair of Undergraduate Council; Chair of Graduate Council; and~~ President of the Associated Students ~~or designee and; a senator chosen from and by the staff senators.~~

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

~~3.21.1.3~~ 3.21.1.3. Elected (voting): Three faculty senators elected from and by the elected members of the Senate. with no more than one from a college or equivalent academic unit.

~~3.21.1.4~~ 3.21.1.4 The Senate Parliamentarian, the Senate Analyst, and Instructional Technology Services staff support support the function of the committee, and as

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

3.-21.2 Functions

3.-21.2.1 The Senate Executive ~~Committee~~ **Board** may consider all matters within the purview of the Senate.

3.-21.2.2 The Senate Executive ~~Committee~~ **Board** may formulate recommendations and opinions on Senate matters and shall report them to the Senate or refer them to the appropriate committees.

3.-21.2.3 The Senate Executive ~~Committee~~ **Board** shall be empowered to act for a committee in lieu of referral; such action shall be reported at the next regular meeting of the Senate.

3.-21.2.4 The Senate Executive ~~Committee~~ **Board** shall act for the Senate on all matters that call for immediate action or attention. Such action shall require an absolute two-thirds majority vote of the entire membership of the Executive ~~Committee~~ **Board** and shall be reported to the Senate as a specific agenda item at its next meeting.

3.-21.3 Meetings

3.-21.3.1 The Senate Executive ~~Committee~~ **Board** shall meet at least one week preceding each regular meeting of the Senate. The ~~Committee~~ **Board** shall meet at other times as necessary at the call of the Chair of the Senate or at the request of the President of the university.

3.-21.3.2 The Senate Executive ~~Committee~~ **Board** may meet with the President of the university, at the initiative of the ~~Committee~~ **Board** or the President, to consider problems or issues of the university.

3.-21.4 Senate Agenda

3.-21.4.1 At the second fall meeting of the Senate, the Senate Executive ~~Committee~~ **Board** shall present an annual agenda for the Senate. This agenda shall address major concerns and outline problems for Senate attention during the academic year.

3.-21.4.2 The Senate Executive ~~Committee~~ **Board** shall provide the Secretary with the regular agenda to be distributed to the Senate and instruct the Secretary to request the presence of such personnel as may be needed to facilitate the business of the Senate.

3.-21.4.3 Challenge and Censure. A senator may challenge an action taken by the Senate Executive ~~Committee~~ **Board** on behalf of the Senate. The matter shall be immediately submitted to a vote. A simple majority vote of the Senate shall uphold the action of the Senate Executive ~~Committee~~ **Board**.

3.-21.4.4 The Senate Executive ~~Committee~~ **Board** shall be censured for its actions by a two-thirds majority vote of the Senate present and voting.

3.2 The Senate Executive committees are: Committee on Academic Policy and Planning, the Committee on University Resources and Planning, the Committee on Committees and Elections, the Committee on Constitution and Bylaws, the Committee on Faculty Affairs, the Committee on Lecturer Affairs, the Committee on Staff Affairs, The Sustainability Committee, the Graduate Council, the Undergraduate Council, and the Committee on Diversity, Equity, and Inclusion.

RATIONALE:

CBL spent the past year debating the current committee structure.

CBL notes that there are four types of committees. 1) Those whose chapter is included in Bylaws 3. Any changes to their membership and functions has to be approved by a 2/3 vote. Their chair serves on SEC and their function tends to be more policy setting oriented than that of the other committees. (e.g APP, URP). 2) Other Senate Committees (e.g. Library). 3) Senate-appointed committees. These do not advise the Senate, but the Senate appoints some members (e.g. Athletic Council advises the president). 4) Ad-hoc Committees. Officers have already implemented this notion of three types of committees on the Senate website. The above update of Bylaws 2 puts this in policy.

CBL proposes the following name changes:

Senate Standing Committees -→ Senate Executive Committees

Senate Executive Committee -→ Senate Executive Board

Senate-appointed university Committee → Campus Committee

The reason for doing so is that in Robert Rules of Order “Standing” refers to having no preset end date. We want to be consistent. The first three groups of Committees above are established for indeterminate period. We choose the name “Executive Committees” for those committees that serve on what is now called SEC. Then we changed SEC’s name to Senate Executive Board (SEB).

CBL reevaluated SEB membership. It proposes the following changes

- Remove UCC chair. UCC’s functions changed over time (and officially). Most is now related to curriculum review. Its policy setting functions have been taken over by APP. The UCC chair agrees that its presence at SEB is not crucial.
- Elevate Staff Affairs and move its Charter to Bylaws3. Historically, there was a Personal Committee that included Faculty and Staff. This was split. The faculty part stayed in Bylaws 3, the Staff Affairs Committee was formed but added to the general part of the policy file. Then at a later point a staff member was added to SEC. CBL proposes to elevate Staff Affairs to the same level as Faculty Affairs. Staff Affairs supports this change.
- Add the chair of Lecturer Affairs, this guaranties the voice of a lecturer in SEC. Officially a lecturer can be a member-at-large but in practice this never happens.
- Add the Sustainability Committee to Bylaws 3 and its Chair to SEC. This committee plays a crucial and widespread role on our current campus. The Sustainability Committee chairs support this change.

- The chairs of UG Council and Graduate Council already serve on SEB, this update makes it clear that they serve in that function.

The above adds one member to the SEB (22-→23).

Finally, CBL considered the rule that the Committees with a charter Bylaws 3, need to be composed of a majority of faculty. We acknowledge the need to restrict the number of administrators given the shared governance purpose of the Senate. The new proposed rule (less than a quarter MPP) reflects this. The language is moved from Bylaws 3 to Bylaws 2, where the different types of committees are defined.

To: Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/5/2024
Subject: Bylaws 1: Addition of definitions of staff and managers

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

Bylaws 1.0:

1.2 Staff. Within the broader category of Staff, the Senate identifies the following distinct subcategories:

1.2.1 Non–Management Personnel Plan (non-MPP) staff. These are staff employed by SDSU who do not occupy a position classified under the CSU Management Personnel Plan.

1.2.2 Auxiliary organization staff. These are staff affiliated with SDSU but not employed by SDSU. They work for SDSU auxiliary organizations (Associated Students, Aztec Shops, Campanile Foundation, or Research Foundation). Managers as defined in Bylaws 1.3 and student employees are excluded.

1.3 Managers. Within the broader category of Managers, the Senate identifies the following distinct subcategories:

1.3.1 SDSU employees that hold a full or part time position as Management Personnel Plan (MPP) employee. ~~This excludes Department Chairs and School Directors.~~

1.3.2 Management and Fair Labor Standard Act exempt supervisory personnel of auxiliary organizations.

[Remainder to be renumbered.](#)

Rationale:

These definitions have been formulated with the help of Thom Harpole. The definition of Auxiliary Organization Staff in 1.2.2 excludes employees at the auxiliaries that hold the equivalent to stateside MPP. Human Resource managers at the Auxiliaries, suggest the formulation: “Auxiliary organization management and Fair Labor Standard Act exempt supervisory personnel are excluded”. Managers have an executive function and are not protected by the Fair Labor Standard Act, which dictates minimum wage, overpay, record keeping, and so on (<https://www.dol.gov/agencies/whd/flsa>)

To: Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/5/2024
Subject: Bylaws 1: Update to staff and manager representation in Senate.

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

Constitution 4.0:

4.1.4. Staff. (8)

4.1.4.1. There shall be six non-Management Personnel Plan (MPP) staff senators **as defined in Bylaws 1.2.1** ~~elected from permanent non-MPP staff~~. One ~~staff senator~~ position shall be reserved for an SDSU Imperial Valley staff member. **Only permanent staff are eligible to serve**. The electorate shall consist of permanent and temporary staff, including probationary staff.

4.1.4.2. There shall be two ~~non-represented (Foundation, Aztec Shops, etc.)~~ **Auxiliary organization** staff **as defined in Bylaws 1.2.2**.

4.1.5. Managers (2). There shall be two ~~Management Personnel Plan (MPP) staff senators elected from MPP staff~~, **Managers. Only those in Classes 1 and 2 of the Management Personnel Plan are eligible**. The electorate shall consist of **all those eligible to serve**. ~~MPP staff personnel, Classes 1 and 2.~~

Rationale:

Approx. 5 years ago two senate spots were added for staff from Auxiliaries. However CEO's, managers, and directors of Auxiliaries were not excluded. The new language excludes them and build on the new definitions of managers and staff in the Bylaws. No seats are added, but the existing seats are better defined.

To: Senate
From: Arlette Baljon, Chair, Constitution and Bylaws Committee
Date: 3/5/2024
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 2nd reading. \(2/3 majority needed\).](#)

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 leave, (g) goes on leave, regardless of reason, for more than one semester, (h f) becomes ineligible due to change in classification or job status, (g) separates from the university or, (h) 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.

2nd reading CBL received a question regarding 4.2.6 and senetaors entering FERP which is not technically a separation. We added **“becomes ineligible due to change in classification or job status”**.

To: SEC | Senate

From: Amanda Alpiner – Campus Planner / Interim Chair, Campus Development Committee

Adrienne Vargas – Vice President, University Relations & Development / Co-Chair,
Presidential Task Force on Honorary Namings

Christy Samarkos – Interim Vice President, Student Affairs & Campus Diversity / Co-Chair,
Presidential Task Force on Honorary Namings

Date: November 29, 2023

Subject: Referral Item #35: Update Senate Bylaws regarding Naming and Endowed Chairs

ACTION: Proposed Updates to Naming Policy of SDSU University Senate Policy File

Naming

1.0 The Trustees of the California State University have developed CSU policies on naming facilities (policy and procedure on “Naming of California State University Facilities and Properties,” [ICSUAM 15501.00, https://calstate.policystat.com/policy/10764454/latest/#](https://calstate.policystat.com/policy/10764454/latest/#)), as well as colleges, schools, ~~and~~ other academic entities and athletic programs (policy and procedures on “Naming of California State University ~~Colleges, Schools, and Other Academic Entities and Athletic Programs,~~” [ICSUAM 15502.00, https://calstate.policystat.com/policy/10764433/latest/](https://calstate.policystat.com/policy/10764433/latest/)). In these policies, the Trustees have retained for themselves the authority to name all CSU facilities and properties; i.e., all buildings; major portions of buildings; university or college streets or roads; stadium and baseball fields and other areas of major assembly or activity; plazas, malls, and other large areas of campus circulation; as well as naming all CSU colleges, schools, programs, centers, and institutes. The Trustees’ policy has stated that the naming of facilities, properties, academic entities, and athletic programs as opposed to facilities, is to be reserved for fund-raising purposes only, and only under extraordinary circumstances should such entities be named without private support. The definition of “extraordinary circumstances” shall be at the sole discretion of the Board of Trustees. The policies referenced above have outlined specific procedures to be followed in proposing names to the Trustees.

These policies, along with Executive Order 713 (1999, revised 2021), “Delegation of Authority; Naming of CSU Facilities and Properties,” (<https://calstate.policystat.com/policy/10754719/latest/>), and Board of Trustees resolution RIA 11-21-10 (2021), “Delegation of Authority: Naming of CSU Academic and Athletic Programs,” (<https://calstate.policystat.com/policy/10754783/latest/>) have delegated to the President of each university in the California State University System the naming of those facilities and properties, academic entities, including endowed chairs, and scholarships, and athletic programs for which the Trustees have not reserved the naming rights.

The intent of the following policy is to guide the process of naming entities for which the President of San Diego State University has been delegated ultimate responsibility.

2.0 Principles

- 2.1 Naming proposals may originate from administrators, faculty, staff, or students. Each proposal for naming shall be considered on its own merits. No commitment for naming shall be made before final approval of the proposed name. Confidentiality shall be maintained throughout the process of submitting a naming proposal.
- 2.2 Individuals originating proposals where the naming is associated with a philanthropic gift should seek guidance on procedures from the Office of the Vice President for University Relations and Development. When such proposals include the naming of facilities and properties, the Director of Facilities Planning, ~~Design, and Construction~~ should be consulted to ascertain the projected cost of the facility and to ensure that proposed design changes, including signage or other modifications, are appropriate. Non-philanthropic proposals that involve naming facilities and properties should proceed through the Campus Development Committee.
- 2.3 A name of an SDSU facility, academic entity, or project shall meet one or more of the following criteria:
 - 2.31 It designates the function of a facility or entity.
 - 2.32 It reflects geographic or topographical features of the facility or entity.
 - 2.33 It reflects a traditional theme of the university or college.
 - 2.34 It honors one or more individuals or an organization for one of more of the following reasons:
 - a) Unique distinction in higher education or public service,
 - b) Academic service to the university and a national or international reputation as a scholar or extraordinary contributions to SDSU or the CSU,
 - c) Administrative service to the university marked by extraordinary contributions to SDSU or the CSU,
 - d) Staff service to the university marked by extraordinary contributions to SDSU or the CSU, or
 - e) A monetary gift or gift-in-kind to the university or an income generating gift, including a gift made by another in the named individual's behalf.
- 2.4 Substantial contributions for naming purposes shall be encouraged from both private and corporate donors. In general, the amount of the contribution should equal or exceed the "best practice" for the sort of naming envisioned, as determined by data from the Council for Advancement and Support of Education.

3.0 The Role of Consultation in the Naming Process.

- 3.1 Appropriate faculty members should be consulted whenever the naming of a facility or an entity directly affects them.

3.2 Appropriate students should be consulted whenever the naming of a facility or an entity directly affects them. The Associated Students shall determine the procedures by which students should be consulted in the naming process.

4.0 The Senate Executive Committee (SEC) shall act on behalf of the Senate in considering naming proposals. The committee may receive such proposals at its regular meetings, or special meetings of the SEC may be called for the purpose of acting on naming proposals. The SEC shall meet in executive session to consider these proposals and shall maintain confidentiality regarding its deliberations. In reviewing naming proposals, the SEC shall consider:

- a) The fit between the proposal and the criteria for naming outlined in Section 2.0 above.
- b) The appropriateness of the monetary gift involved, if any, for the significance of the entity to be named.
- c) The vetting process that was employed to ensure the integrity of the gift, as well as the integrity of the donor.
- d) The consultation process is employed to ensure that the proposal has the support of affected faculty and/or students.

The SEC's recommendation shall be transmitted confidentially to the President.

Rationale: In addition to the administrative changes to update titles of referenced CSU policies, website links, and a position title, the term “extraordinary circumstances,” as requested to be defined by the Senate Executive Committee in May 2022 is reserved for the CSU Board of Trustees to determine. All circumstances for naming that have been delegated to the SDSU President are defined in the CSU policy links provided.

Note: Naming of academic and athletic programs, including endowed chairs, do not fall under the auspices of the Campus Development Committee, which focuses primarily on the physical, built environment of the university.

To: SEC/Senate
From: Pat Walls, Chair, Staff Affairs Committee
Date: February 16, 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/College	Department	Jobcode Name	Yrs of Serv-Original Hire Dt
Fredrickson,Gerald W	BUS FINAN	Facil Svcs Project Mgmt	Facilities Project Supv	27.6
Griva-Reed,Linda	BUS FINAN	KPBS	Admin Support Assistant 12 Mo	27.9
Hernandez,Bertha	AA ARTSLET	Dept of Chicana/o Studies	Admin Support Coord 12 Mo	34.5

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: Savanna Schuermann, Chair, Lecturer Affairs Committee
Date: 1/10/2024
Subject: Action Memo: Revisions to the Lecturer Affairs Committee Charter

The Lecturer Affairs Committee moves that the Senate charter for the Lecturer Affairs Committee be revised as follows:

Lecturer Affairs Committee

1.0 Membership (12-20): Lecturer serving on the Faculty Affairs Committee, or designee; a Lecturer from each of the following nine (9) academic colleges/areas (College of Arts & Letters, College of Education, College of Engineering, College of Health & Human, College of Professional Studies and Fine Arts, College of Sciences, Faculty Advancement & Student Success, Fowler College of Business and Imperial Valley); and **at least** two additional at-large Lecturers from across the university.

1.1. At least two (2) members of the committee shall be current Senators.

1.2. Members must be on full academic year appointments, or have a reasonable expectation that they will be appointed to work during both the fall and spring semesters.

1.3. ~~Members shall serve no more than nine consecutive years on the committee, which is equivalent to three (3) consecutive 3-year terms~~

~~Members shall serve no more than six consecutive years on the committee, which is equivalent to six 1-year terms or two 3-year terms.~~

~~1.3.1.~~ A member's term length is determined by their contract type. Members who have single year appointments serve single year terms. Members who have 3-year appointments serve 3-year terms.

1.4. There will be at least 2 and no more than 10 open seats on the committee.

1.5. No college or unit may have more than 25% of members on the committee at any one time.

1.6. A chair shall be elected by members in March of each year to serve for the next academic year.

2.0 Functions: The committee (a) shall meet regularly to identify, discuss and organize around campus issues that impact the Lecturer constituency; (b) develop new policy or make recommendations for revisions to existing policy related to Lecturer affairs; (c) advocacy for the inclusion of the Lecturer constituency as part of the decision making and governance on campus; (d) organize the Senate caucus for Lecturer senators; (e) regular engagement with the Lecturer constituency; (f) other functions that may be required in service of the Lecturer constituency. Known topics that impact the Lecturer constituency include, but are not limited to:

- a. Service and work completed outside of the scope of contracted teaching.
- b. Inclusion in department meetings, collaborations, and decision-making processes.
- c. Training.

- d. Lecturer planning and hiring at the university and departmental levels.
- e. Collecting Lecturer feedback (e.g. surveys) for collaborative decision making, etc.
- f. Perform a periodic assessment of Lecturer seats on Senate committees to ensure Lecturer interests are represented on key groups and regarding key issues.
- g. Make recommendations to the Committee on Committees and Elections (CCE) and/or Senate leadership regarding Lecturer participation on Senate committees.

3.0 The Chair (or designee) shall report the business of the committee to the Senate.

Rationale

In its first full year of service, AY 23-24, the committee experienced challenges in filling committee seats. For some colleges/units, only one or two Lecturers were interested in serving, but in other colleges/units, there was an abundance of passionate Lecturers willing to serve. In addition, the membership charter as previously drafted did not account for the carrying levels of Lecturers from college to college.

The changes to the membership charter will enable Lecturers from colleges with more Lecturers to have equitable representation, and will allow the committee to fully engage with more dedicated members of the constituency. The Lecturer Affairs Committee believes that creating a more flexible membership for the committee will mean a committed and inclusive membership while still ensuring that there is an equitable representation of Lecturers from across the campus.

	2024-2025 University Catalog - Action - Undergraduate Programs TO: SEC / Senate FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee DATE: February 20, 2024 / March 5, 2024							
	Title	Action (New)	Action (Deleted)	Program Type	Major Code	SIMS Code	Proposal Link	Notes
	Accelerated Curriculum for Educators Bilingual Multiple Subjects Minor	x		Minor			https://sdsu.curriculog.com/proposal:2627/form	
	Accelerated Curriculum for Educators Multiple Subjects Minor	x		Minor			https://sdsu.curriculog.com/proposal:2551/form	
	Accelerated Curriculum for Educators Single Subject Minor	x		Minor			https://sdsu.curriculog.com/proposal:2554/form	
	Chemistry, B.S. in Applied Arts and Sciences and Certificate of the American Chemical Society	x		Mirrored Program			https://sdsu.curriculog.com/proposal:3387/form	New mirrored program with Imperial Valley
	Chemistry, Emphasis in Integrated Teacher Education Program (ITEP-SS), B.A. in Applied Arts and Sciences		x	Degree Program	19051	772608	https://sdsu.curriculog.com/proposal:3163/form	Deactivation
	Electrical Engineering, B.S.	x		Mirrored Program			https://sdsu.curriculog.com/proposal:3386/form	New mirrored program with Imperial Valley
	Liberal Studies, Emphasis in Bilingual Multiple Subject Credential Integrated Teacher Education Program (B-ITEP), B.A. in Applied Arts and Sciences		x	Degree Program	49012	331927	https://sdsu.curriculog.com/proposal:3158/form	Deactivation
	Liberal Studies, Emphasis in Integrated Teacher Education Program (ITEP-MS), B.A. in Applied Arts and Sciences		x	Degree Program	49012	331926	https://sdsu.curriculog.com/proposal:3157/form	Deactivation
	Liberal Studies, Emphasis in Special Education Extensive Support Needs Integrated Teacher Education Program (SPED-ESN-ITEP), B.A. in Applied Arts and Sciences		x	Degree Program	49012	331929	https://sdsu.curriculog.com/proposal:3160/form	Deactivation

	Liberal Studies, Emphasis in Special Education Mild/Moderate Support Needs Integrated Teacher Education Program (SPED-MM-ITEP), B.A. Degree in Applied Arts and Sciences		x	Degree Program	49012	331967	https://sdsu.curriculog.com/proposal:3159/form	Deactivation
	Mathematics, Emphasis in Integrated Teacher Education Program (ITEP-SS), B.A. in Liberal Arts and Sciences		x	Degree Program	17011	776306	https://sdsu.curriculog.com/proposal:2914/form	Deactivation



SAN DIEGO STATE
UNIVERSITY

TO: SEC/Senate
FROM: William Welsh, Chair, Faculty Honors and Awards Committee
DATE: February 19, 2024
SUBJECT: ACTION: Emeritus Request

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

- **John Abraham**, Professor of Mechanical Engineering; August 16, 2024, 9 years; this is less than 10 years, but the FHAC believes his outstanding service to his Department, College and University while serving as as Chair of Mechanical Engineering merits this honor.
- **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

and also the following Lecturers:

- **Carol Branch**, School of Speech Language and Hearing Sciences; December 31, 2022, 31 years part-time (15.2 full-time equivalent)
- **Charlotte Lopes**, School of Speech Language and Hearing Sciences; July 31, 2021, 32 years (28 years full-time)

2024-2025 University Catalog -Action - Graduate Programs TO: SEC / Senate FROM: Tracy Love, Chair, Graduate Council DATE: February 20, 2024 / March 5, 2024									
Title	Action (New)	Action (Deleted)	Program Type	Major Code	SIMS Code	Status	Proposal Link	Notes	
Mathematics and Science Education, M.A.	x		Concentration				https://sdsu.curriculog.com/proposal:2853/form	Elevation	

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: February 5, 2024
Subject: INFORMATION: Change to Catalog for 900-level classes

At AP&P's January 30 meeting, we met with Sarah Garrity, Associate Dean of College of Education and Nina Potter, Director of Accreditation, Program Review & Assessment in the College of Education, to discuss a change they wish to make in the Catalog:

Courses numbered at the 900 level, except 997, are reserved for graduate courses in certain professional curricula as part of advanced certificate, credential, and licensure programs and are specifically intended for students admitted to the university with post-baccalaureate classified standing. Courses numbered at the 900 level may only be used as electives towards a specific graduate degree if acknowledged in the Catalog. ~~Undergraduate students may enroll in 900 level courses only if they are officially admitted to a blended or integrated program where both undergraduate and credential coursework are included.~~ **Undergraduate students may enroll in 900 level courses by program permission only.**

Per the Registrar's website, "Courses numbered at the 900 level are reserved for graduate courses in certain professional curricula as part of advanced certificate, credential, and licensure programs and are specifically intended for students admitted to the university with post-baccalaureate classified standing. Courses numbered at the 900 level are not applicable to other graduate programs" (https://registrar.sdsu.edu/students/registration/course_numbering).

This change is necessary because blended and integrated programs are being phased out and deactivated as a result of financial aid constraints. This change would allow undergraduates to enroll in 900-level credentialing courses with program permission, thereby allowing us to remain compliant with Title 5.

AP&P does not generally vote on changes to the Catalog but wanted to submit this as an information item to inform the Senate.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: February 5, 2024
Subject: INFORMATION: Undergraduate Readmissions

At AP&P's January 30 meeting, AVP for Enrollment Management Stefan Hyman joined us to discuss the readmission process for undergraduate students who wish to return to SDSU after prolonged absences that exceed two years. Current policy allows for students to utilize up to four (4) leaves of absences and re-enroll at SDSU; students maintain their catalog rights in alignment with Title 5. Once previously enrolled students have exhausted this limit, our practice has been to require students to reapply for admission (during the standard annual application window of Oct 1 - Nov 30), at which time they are evaluated and treated like transfer students, with no prioritization in the admissions process. However, there is no existing SDSU or CSU policy that requires SDSU to tie readmission practices to catalog rights (see 7.0 Undergraduate Disqualification and Reinstatement, 7.2 Reinstatement Principles, which is focused on performance-based disqualification).

Beginning with fall 2025 admissions, Enrollment Services will introduce a new readmission process for returning undergraduates who have exhausted leaves of absences. Students would still reapply, but with later deadlines and workflows than those used to process applications for first-time and transfer students. The Registrar would route the application to the Dean or designee of the college of the returning student's major for approval. This new process will allow SDSU greater flexibility to re-enroll students who were not disqualified and meet CSU eligibility requirements.

Since Title 5 limits the amount of time students can be absent and retain catalog rights, returning students who fall outside of that timeframe would adopt new catalog rights (this would not impact students who take leaves of absences and would still retain their original catalog rights). Students would retain their original credits and GPA, but would have to fulfill any new degree requirements per their new catalog rights. Depending on the length of absence, an advisor would help develop a plan of study to ensure a pathway for the student to complete their degree.

Decoupling readmissions from catalog rights allows greater flexibility in re-enrolling students, thereby helping SDSU meet its GI 2025 goals. Similar approaches to re-enrolling former students have been adopted by peer universities including Cal Poly San Luis Obispo, UC San Diego and UC Berkeley.

TO: SEC/University Senate

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

DATE: February 20, 2024

RE: Information

Philanthropy Report:

Alumni Vince and Betsey Biondo have committed to a continued support pledge of \$250,000 to support the Betsey Love Biondo Student Teacher Endowed Scholarship in the College of Education and Vincent F. Biondo, Jr. Endowed Scholarship in the Division of Student Affairs and Campus Diversity. Alumni Vince and Betsey Biondo have also made gifts totaling \$49,861 to the Betsey Love Biondo Student Teacher Endowed Scholarship in the College of Education and the Vince and Betsey Biondo Endowed Basketball Scholarship in the Department of Intercollegiate Athletics.

Alumna Deborah Boyce has committed to a bequest to support the Deborah Boyce Fowler College of Business Endowed Scholarship in the Fowler College of Business.

TCF Board Member and Alumnus Ed Brown and Kathy Brown have made a gift of \$25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Daniel Haiming and Cai Li Chang have made a pledge payment of \$200,000 to support the Daniel Haiming and Cai Li Chang Center for Electric Drive Transportation in the College of Engineering.

Alumni Nikki and Ben Clay have made pledge payments totaling \$71,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium, and to the Clay Family Fowler Scholars Scholarship Endowment in the Fowler College of Business.

Cutwater Spirits has made a gift of \$35,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Art L. Flaming and Gwen Flaming have made gifts totaling \$100,000 to support the Men's Baseball Excellence fund, the Football Excellence fund, as well as student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumni Ron and Alexis Fowler have made a gift of \$120,000 to support the Fowler Scholars Program Fund in the Fowler College of Business.

Edward L. Goldberg has made a gift of \$50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumnus Robert L. Gordon has committed to an additional bequest expectancy of \$150,000 to support the Robert L. Gordon Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

Alumna Linda J. Henry has committed to a \$50,000 charitable gift annuity to support the KPBS Public Broadcasting Service.

Alumna Chinyeh Hostler has made a pledge payment of \$53,073 to the Chinyeh Hostler Social Venture Challenge in the Fowler College of Business.

Sawyer Chao Yi-Hsu has made a gift of \$492,063 to establish the Sawyer C. Hsu Endowment in the College of Education.

Mike Ibe has made gifts totaling \$25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives, and the Equipment Room Attendant Salary Fund in the Department of Intercollegiate Athletics.

Alumnus Eric Johnson has made a gift of \$300,000 to support the GATE Center for Electric Drive Transportation in the College of Engineering.

Alumnus Paul G. Kerr has committed to a pledge of \$52,632 to establish the Kerr Scholarship for Enlisted Veterans in the Division of Student Affairs and Campus Diversity.

Alumnus Dr. William Lamden and Evelyn Lamden have made a pledge payment of \$25,000 to the Performing Arts District in the College of Professional Studies and Fine Arts.

Eric T. Lodge has committed to a \$25,000 charitable gift annuity to support the KPBS Public Broadcasting Service.

The Estate of Katherine McBirnie has made a bequest payment of \$70,000 to support the Jack McBirnie Endowed Scholarship for English and Comparative Literature in the College of Arts and Letters, and the Jack McBirnie Endowed Scholarship in the Fowler College of Business.

John and Dianne Moores have made a gift of \$50,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Alumni Michael and Sarah Olguin have made a gift of \$25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives.

Cynthia Darche Park, Ph.D. and James W. Park, Ph.D. have committed to a pledge of \$1,200,000 to establish the Park Family Endowed Executive Director position for the Institute of Transformative Education in the College of Education.

The Payne Family Foundation, at the recommendation of Alumnus Dr. L. Robert Payne and Patty Payne, has made a gift of \$50,000 to the Harold K. Brown Knowledge Education and Empowerment Program Fund in the Division of Student Affairs and Campus Diversity.

Alumni James and Barbara Louise Plough have committed to a bequest of \$50,000 to support the Plough Family Endowed Scholarship in the College of Education.

Scott K. Pressley has made gifts totaling \$25,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives, and the Equipment Room Attendant Salary Fund in the Department of Intercollegiate Athletics.

The Brenda & Dave Rickey and Daughters Foundation has made a pledge payment of \$25,000 to the Avery and Grace Endowed Scholarship in the College of Sciences.

Alumnus David Ritterbush and Kristin Ritterbush have recommended a \$50,000 grant from the Ritterbush Family Charitable Fund at Schwab Charitable Giving to support the Guardian Scholars Housing Fund 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.

TCF Board Member and Alumnus Dr. Christopher “Kit” Sickels has made a pledge payment of \$49,519 to the SDSU Office of University Heritage Fund in the Division of Academic Affairs.

Alumna Jayne Turpin and William Turpin have made a gift of \$25,000 to support the Men's Basketball Excellence Fund in the Department of Intercollegiate Athletics.

Carly Wang Resource Inc. has made a gift of \$30,000 to support the Integrating Cyber Innovations with Physical World Lab Research Fund in the College of Sciences.

Faculty Emeritus William R. Yeager and Alumna Chutaphin Yeager have provided a gift-in-kind donation valued at \$50,409 to the School of Music and Dance in the College of Professional Studies and Fine Arts.

We would also like to share the names of the following generous donors who have made gifts and pledge payments of \$10,000 or more to support important purposes throughout the university. These include: David Altomare, Mike and Kelly Biggs, Alumnus William Brack and Karen Brack, Alumni Charles and Vickie Capps, Oreda Chin, Alumnus Lee Duran and Kazumi Duran, Element Biosciences, Eli Lilly and Company, TCF Board Member Joyce M. Gattas, Ph.D., General Atomics Aeronautical, TCF Board Member and Alumnus Jeffrey W. Glazer, Ed.D. and Dr. Lisa S. Braun Glazer, Alumni Michael and Terri Graham, Alumna Debra A. Greenfield, Alumna Rebecca Harshberger and David Stevenson, Alumni Patrick and Lizbeth Heacock, David A. Katz, Alumni Randall and Joan LaChance, Alumnus Craig S. McKasson, Alumnus John M. McNamara, Bardia Moayedi, J.D. and Rachel Moayedi, Alumna Chayo Moreno, Alumna Eunice M. Munro, Alumnus Jeffrey A. Smith and Wendy Smith, Southwest Airlines Co., Michael Sturrock, J.D., Alumnus Paul Stuverud, Adam Wasserman, TCF Board Member and Alumnus John Wills and Jane Wills, and the WD-40 Company Foundation.

Presidential & Special Events:

President de la Torre, Vice President Vargas and other URAD division leadership hosted donors and prospects at the basketball games on January 23 (vs Wyoming) and February 3 (vs. Utah State). Guests were hosted in the President’s Section and in the Mezzanine Suite.

On Thursday, February 8, a welcome reception for PSFA Dean Janis McKay was hosted at the University House and was attended by 54 guests (22 external; 32 internal). The external guests included PSFA top donors and members of the TCF Board, TCF Arts Committee, Public Affairs Task Force and Journalism and Media Studies Advisory Board.

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 150 thank-you notes in appreciation for gifts made throughout campus in support of colleges, departments, and athletics and 22 notes for honorary and memorial gifts.
- New Athletic Donor Thank You Postcards - Donor Relations works with SDSU athletics to feature student-athletes of sports that are in-season on thank you postcards.



Recognitions

- Welcomed 13 first-time SDSU donors.
- Recognized 9 new Tower Society members and upgraded 5 existing Tower Society members to the next level with lifetime giving of \$50K+.

	2024-2025 University Catalog - Information - Undergraduate Courses TO: SEC / Senate FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee DATE: February 20, 2024 / March 5, 2024								
	Prefix	Course #	Title	Information (New)	Notes	Units	Effective	Proposal Link	GE
	MATH	590	Advanced Topics in Mathematics	x	previously Special Topics course (MATH 596) Is a Variable Title course	3	8/19/2024	https://sdsu.curriculog.com/proposal:2673/form	
	P A	555	Engaged Citizenship and Homelessness	x	Service Learning special designation	3	8/19/2024	https://sdsu.curriculog.com/proposal:2431/form	

To: SEC / Senate

From: Brian Hentschel and Gustaaf Jacobs, Co-Chairs, University Resources & Planning (URP) Committee; Sara Gombatto, Chair, Intercollegiate Athletics Council

Date: February 13, 2024

Subject: INFORMATION: Alcohol Products Co-Branding at SDSU (Referral 23/24_03)

This memorandum responds to a University Senate Referral Letter received from the Senate Vice Chair November 3, 2023 regarding "Alcohol Products Co-Branding at SDSU."

The Referral Letter requested that the Intercollegiate Athletics Council (IAC) and University Resources and Planning Committee (URP) collaborate to conduct a review of existing policies and relevant co-branding business contracts/agreements to determine: **A)** whether or not this practice is allowed based on existing Senate policies, and **B)** whether a conflict of interest for the university who has a role in supporting the health and wellbeing of the students and others in the SDSU community.

IAC began discussion of the issues at a meeting of their Gender, Equity, Diversity and Well-Being Committee on November 8 that was attended by URP Co-Chair Brian Hentschel. These issues were then discussed with the full IAC at a meeting on November 14. Dr. Lange is a member of both the IAC and the IAC Gender, Equity, Diversity and Well-Being Committee, and attended both meetings. URP then continued the discussion at its next scheduled meeting, November 28, which was attended by IAC Chair Sara Gombatto and Faculty Athletics Representative Frank Harris III. As the lead committee in the Referral, URP concluded its discussion and approved this memorandum on January 16, 2024.

A) Is this practice allowed based on existing Senate policies?

Yes, this practice is allowed. Although the SDSU Senate Policy File does not include information related to advertising of alcoholic beverages, the California State University has a detailed policy on [Sales, Service, and Advertising of Alcoholic Beverages](#) (last revised 8/26/21). SDSU adheres to that policy. Key details of the policy include:

1. Must be approved by campus **President**
2. Shall incorporate clear language to **encourage only responsible, low risk, and legal use** of alcoholic beverages.
3. **Cannot promote** any form of alcohol consumption that encourages increased **quantity** and/or greater frequency of use.
4. Shall **not portray drinking as a solution** to personal or academic problems, or as conducive to personal, social, athletic, or academic success.
5. Marketers must **support and promote campus alcohol awareness programs** that encourage and inform students about the responsible and low risk use or non-use of alcoholic beverages.

6. **May not incorporate** quotes from, or photos or other likenesses of, **CSU students, student-athletes, employees** (including coaches, faculty, etc.), or campus mascots
7. The university's name, a department name, or any related nickname, logo, or mascot may **not be utilized** in a way that **implies a product endorsement** by the university (e.g., XYZ Beer - beverage of choice for CSU, _____ fans). **SDSU uses the term "sponsor of"**
8. Student clubs and organizations **may not distribute** clothing, posters, or other **promotional items**.
9. Any alcoholic beverage promotional material....must receive **prior written approval by the athletic director and the president**.
10. Advertising from retailers or distributors that **promote "drink specials"** (e.g., 2-for-1 drinks, half-price happy hour drinks, etc.) are **not allowed**.
11. **Student media** should also be encouraged to consider following the above provisions for any advertising messages for alcoholic beverage companies/distributors/products.

Members of IAC and URP reviewed [SDSU's current contracts involving alcohol advertising](#). The process SDSU uses to review potential contracts and key considerations is outlined below.

1. Process for Reviewing Contracts
 - i. Office of General Council -> Business and Financial Affairs Colleagues -> come to a verbal Agreement with President -> President and Athletics Director review contract.
 - ii. University General Council – (Kelly Bendell) Reviews to ensure the contract adheres to criteria outlined in the Executive Order.
 - iii. Agnes Wong Nickerson or Crystal Little sign contract.
2. The official designations are **limited to SDSU Athletics and Snapdragon Stadium**. The sponsors don't have rights to SDSU academic marks.
3. University must have **approval right to advertisement**; everything must be vetted by SDSU Athletics.
4. **Monitoring of brand use**. SDSU Athletics, contracted partner JMI Sports, and Aztec shops regularly monitor brand use on owned social media platforms and creatives of corporate partners who have use of marks/logos/IP to ensure partners are complying. We look closely for infractions whenever student-athletes are involved or if a company/person uses video content that may include SDSU marks/logos.
5. **Language in Athletics Contracts with Alcoholic Beverage Companies**: Language re: approval of using SDSU Athletics marks (**section 10.b** in the agreements).

SDSU Athletics Marks. CSU hereby grants to Sponsor a non-exclusive, limited, non-transferable, royalty-free license to use the SDSU Athletics Marks to promote its sponsorship in advertising, marketing, and promotional endeavors subject to the terms of this Agreement. All SDSU Athletics Marks and related goodwill are and will remain the property of CSU. All uses of the SDSU Athletics Marks, including in any advertising copy, by Sponsor shall be subject to CSU's prior written approval, such approval not to be unreasonably withheld, conditioned, or delayed. Sponsor shall (i) comply with written usage guidelines and quality control standards that are provided by CSU on or after the Execution Date with respect to its use of the SDSU Athletics Marks, and (ii) notify CSU of any unauthorized use of any SDSU Athletics Mark by any Person promptly after Sponsor becomes aware of such unauthorized use (and, as between Sponsor and CSU, CSU will have the sole right and discretion to take any action with respect to such unauthorized use). Sponsor shall not (w) use the SDSU Athletics Marks in a negative manner; in any way that is contrary to public morals or has a deceptive or misleading effect; in a manner that compromises or reflects unfavorably upon the good name, goodwill, reputation, or image of CSU or its employees; in any manner that may result in the unauthorized use of any intellectual property of CSU; or in any manner that tarnishes the image of CSU or Affiliates; (x) file or prosecute, or cause or permit any other Person to file or prosecute, a trademark or service mark application to register any SDSU Athletics Mark, or any derivation or confusingly similar variation thereof; (y) attack CSU's right, title, or interest in or to any SDSU Athletics Mark in any jurisdiction or attack the validity of any SDSU Athletics Mark; or (z) contest the fact that Sponsor's rights under this Agreement are subject to the terms of this Agreement and cease upon the expiration or earlier termination of this Agreement.

IAC and URP also discussed the two specific instances identified as concerns in the email from Senator James Lange included in the Referral Letter. In particular, the University's responses to these violations of the contracts are noted below.

1. **Billboard - 3 Olives** [Fall 2022]
 - i. Violation of contract agreement - did not seek prior approval from SDSU athletics.
 - ii. Billboard came down immediately once it came to the attention of SDSU Athletics.
 - iii. Three Olives contract was terminated
2. **Instagram Post - Michelob Ultra** [Spring 2023, Final 4]
 - i. Was joint campaign with JMI (SDSU Athletics Partner) and Michelob Ultra
 - ii. JMI Leadership did not appropriately approve the advertisement
 - iii. Post came down immediately once it came to the attention of SDSU Athletics.
 - iv. Leadership of JMI (General Manager) was removed from their position.

B) Is there a conflict of interest related to the university's role in supporting the health and wellbeing of the students and others in the SDSU community?

The Referral designated URP as the lead committee, but this topic generally does not fall within URP's functions related to resources, budgets, funding, and facilities (Bylaws 3.4.2). URP notes that other committees might be a better forum to discuss the relationships between alcohol advertising and student wellbeing. Importantly, SDSU Athletics does not target students with alcohol marketing. Social media channels and other advertisements are aimed at community supporters. Members of the IAC Gender, Equity, Diversity and Well-Being Committee and members of the full IAC (with the exception of Dr. Lange) did not express any concerns about these contracts as a conflict of interest in supporting the health and wellbeing of the SDSU community.

One aspect of this component of the Referral that does fall within URP's charge relates to the requirement within the [CSU policy](#) that alcohol marketers must support campus programs related to alcohol awareness. URP and IAC discussed this and noted that \$50-75K of funding derived from the [current contracts](#) will be available to support campus programs related to alcohol education and awareness. URP inquired about how these funds have been or will be spent on campus programs related to alcohol awareness. Because these contracts associated with the opening of Snapdragon Stadium are relatively new, Athletics and Student Affairs & Campus Diversity are presently determining how these funds will be transferred and used. At its meeting on 16 January 2024, URP was informed that a meeting is being scheduled for early in the Spring 2024 semester to finalize the funding methodology and discuss programming. A member of URP, AVP Rashmi Praba, will be part of those discussions. On 30 January 2024, Chuck Lang from Athletics met with AVP Praba and Crystal Little in Student Affairs and they are in the process of creating an MOU to outline the funding calculation along with the education priorities. They expect to have a draft of the MOU available in the coming weeks. URP will revisit the status of these developing programs during the Spring 2024 semester and provide an update to the Senate.

Memorandum

February 6, 2024

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Monday, February 5, 2024. Members in attendance were Stefan Hyman, Peter Torre, Bryan Donyanavard, Jaemin Kim, Patricia Lozada-Santone, Linda Abarbanell, Michelle Lopez, Joanna Brooks, Thais Alves, Christine Molina, Randy Timm, and Dani Judilla.

The council received reports from Senior Assistant Dean Michelle Lopez on SDSU's ongoing [reenrollment initiative and advising council](#) and shared [testimonials](#) from reenrolled students. Assistant Dean Lopez will lead with Assistant Dean Christine Molina a guided self-review of SDSU Advising Services - [Excellence in Academic Advising](#) (EAA), funded by the Chancellor's Office and administered by NACADA.

Chancellor's Office Equity Priority 1: Rengagement & Reenrollment

[Reenrollment Initiative](#) reengages and reenrolls students impacted by the pandemic and/or historically underserved students

Since the launch of the program,

- 230 eligible undergraduates were met with
- **184 are now current students through RI funding (a 80% reenrollment rate).**
- From the 184 undergraduate students who reenrolled,
 - 14% (25) are EOP,
 - 34% (62) are first-generation college students,
 - 10% (18) are Associate Degree Transfer students,
 - Pending date for Pell-Eligible students
 - 10% (19) were unable to continue with the program.
- Of the 184, two undergraduates earned their bachelor's degree in August 2022, eighteen (18) earned their bachelor's degree in December 2022, thirty-three (33) earned their bachelor's degree in Spring 2023, ten (10) earned their bachelor's degree in Summer 2023 and nineteen (19) in Fall 2023. (45% graduation rate; expected to increase in spring & summer) semester)
- 66 are enrolled in Spring 2024 & 35 are expected to apply for Spring Graduation

Awarded another
\$47K
For the 23-24 AY to
continue outreach to
support
reenrollment

The council also received reports from Assistant Dean Christine Molina covering ongoing outreach and retention efforts led by SDSU's Coordinated Care Advisors: [Undergrad Council Meeting 20240205: CCA outreach January 2024](#).

AVP Brooks and Hyman presented the efforts of the campus [GI 2025](#) “Final Push” Tiger Team, which is working closely with college-based student success teams and the FASS reenrollment initiative to support as many Fall 2019 start students to graduate by Summer 2025.

Assistant Dean Jose Preciado shared the campuswide Young Men of Color Retention Study Group effort ([YMOC Study Group](#)). All are welcome to attend the next convening on March 20, 8:30 - 12:30 in the Alumni Center. [RSVP](#) here.

AVP Stefan Hyman shared updates to impactation criteria in several academic units: [Impactation criteria update](#).

Associate Dean Carmelo Interlando (Sciences) introduced the work of a Foundational Math Council organized by Dean Roberts to focus on first-year calculus courses, including efforts to secure two new faculty personnel to work in this area. The Council underscored the importance of Math 110, 120, and 140 as well, and Assistant Dean Lozado-Santone indicated that the College of Education may also wish to continue conversation re: 200-level math for Liberal Studies majors.

Undergraduate Council requested a presentation from Student Disability Services on the accommodations request process. Noel Bezette-flores and Lynn Gagne attended and shared the following report: since the return to campus from COVID, students registering with disabilities increased from 1800 to ~4000—30% emotional / mental health. The campus is also see increased diagnosis and awareness among students with autism spectrum disorder. Accommodations are an iterative and nuanced process: the student meets with an SDS counselor to determine functional needs; SDS provides students with a letter they are responsible for sharing with their instructional faculty. Ideally, students are able to talk with instructional faculty in further adapting recommendations. SDS is aware that students may not be having this conversation with faculty. Faculty are encouraged to reach out to SDS counselors with questions or concerns about recommended accommodations. Special consideration for late assignments is sometimes indicated as an accommodation, but SDS recognizes that this is not always possible. Faculty are not responsible for implementing test accommodations; TAC (Testing Center) will support and student must initiate, but it is a good idea to encourage students to book early for TAC.

2024-2025 University Catalog - Information - Undergraduate Courses TO: SEC / Senate FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee DATE: February 20, 2024 / March 5, 2024									
	Prefix	Course #	Title	Information (Revised)	Modificaitons / Notes	Non-GE Designations	Units	Effective	Proposal Link
	ART	352	Methods and Materials of Interior Design	x	Update prereq to ART 251 or ART 350		3	8/19/2024	https://sdsu.curriculog.com/proposal:3409/form
	ART	451	Residential Interior Design	x	Update prereq to ART 250 and ART 251 or ART 350 and ART 351		3	8/19/2024	https://sdsu.curriculog.com/proposal:3410/form
	ART	453	Detail Design for Mixed-use Interiors	x	Update prereq to ART 250 and ART 251 or ART 350 and ART 351		3	8/19/2024	https://sdsu.curriculog.com/proposal:3411/form

2024-2025 University Catalog - Information - Undergraduate Courses TO: SEC / Senate FROM: Steve Barbone, Chair, Undergraduate Curriculum Committee DATE: February 20, 2024 / March 5, 2024									
	Prefix	Course #	Title	Information (New)	Notes	Units	Effective	Proposal Link	GE
	MATH	590	Advanced Topics in Mathematics	x	previously Special Topics course (MATH 596) Is a Variable Title course	3	8/19/2024	https://sdsu.curriculog.com/proposal:2673/form	
	P A	555	Engaged Citizenship and Homelessness	x	Service Learning special designation	3	8/19/2024	https://sdsu.curriculog.com/proposal:2431/form	

San Diego State University Senate Resolution Condemning anti-Palestinian, anti-Arab, and anti-Muslim Racism

Whereas, there has been a sharp [increase in anti-Palestinian, anti-Arab, and anti-Muslim racism](#)¹ globally in recent months, reaching unprecedented levels;

Whereas, this increase has manifested in violent and even deadly assaults, including, but not limited to: the murder of 6 year old Palestinian American [Wadea Al Fayoume](#)², who was stabbed along with his mother by their landlord; the [shooting of Palestinian American university students](#)³ Hisham Awartani, Kinnan Abdalhamid, and Tahseen Ahmed when they were on fall break; the stabbing of [Palestinian American Zacharia Doar](#)⁴, who was targeted when returning from a pro-Palestinian protest; and the hit-and-run targeted assault of an [Arab Muslim student at Stanford who was hospitalized](#)⁵ after being struck by a car;

Whereas, a [recent report](#) by a research institute at UC Berkeley found that more than two-thirds of US Muslims report having experienced Islamophobia in their lifetime,⁶ that women are disproportionately impacted, and that 93.7 percent of respondents reported that Islamophobia affects their emotional and mental well-being, creating active barriers to belonging;

Whereas, [anti-Muslim racism \(also known as “Islamophobia”\) is a form of racism](#)⁷ resulting from structural inequality and violence that systematically disadvantages and/or targets Muslims, and anyone perceived to be Muslim; which, during the Global War on Terror, has included anyone perceived to be Muslim and has therefore also impacted non-Muslim Arab, Iranian, Sikh, and many people with ancestry in Southwest Asia and North African (SWANA) and South Asia more generally;

¹ Indlieb Farazi Saber, “‘Seen as Less Human’: Why Has Islamophobia Surged During Israel’s Gaza War?” *Al Jazeera*, Dec 21, 2023.

<https://www.aljazeera.com/news/2023/12/21/seen-as-less-human-why-has-islamophobia-surged-amid-israels-gaza-war>

² Yan, Holly, et al. “A 6-year Old Palestinian-American Was Stabbed 26 Times for Being Muslim, Police Say.” *CNN*, October 16, 2023.

<https://www.cnn.com/2023/10/16/us/chicago-muslim-boy-stabbing-investigation/index.html>

³ Gabbatt, Adam, “Young, Bright, Palestinian: The Three Friends Shot in Vermont.” *The Guardian*. December 2, 2023.

<https://www.theguardian.com/us-news/2023/dec/02/vermont-palestinians-students-three-friends-shot>

⁴ Oladipo, Gloria. “Stabbing of Palestinian American in Texas a Hate Crime, Police Say” *The Guardian*. February 8, 2024.

<https://www.theguardian.com/us-news/2024/feb/08/texas-palestinian-american-stabbing-hate-crime>

⁵ Truong, Debbie, “Authorities Investigating Hit and Run at Stanford as Hate Crime.” *Los Angeles Times*, November 5, 2023..

<https://www.latimes.com/california/story/2023-11-05/authorities-investigating-hit-and-run-at-stanford-as-hate-crime>

⁶ *Islamophobia through the Eyes of Muslims, The Othering & Belonging Institute at UC Berkeley*, September 29, 2021, <https://belonging.berkeley.edu/survey-women-bear-brunt-islamophobia>

⁷ #IslamophobiaIsRacism Syllabus: Resource for Teaching & Learning about anti-Muslim Racism in the United States. Prepared by: Su’ad Abdul Khabeer, Arshad Ali, Evelyn Alsultany, Sohail Daulatzai, Lara Deeb, Carol Fadda, Zareena Grewal, Juliane Hammer, Nadine Naber, and Junaid Rana.

<https://islamophobia.isracism.wordpress.com/>

Whereas, the Office of Management and Budget (OMB) has [proposed a new MENA \(Middle Eastern and North African\) category](#)⁸ for the US census in explicit recognition of the structural impact of racism on SWANA communities in the US;

Whereas, anti-SWANA and anti-Muslim racism manifests itself in various forms including hate crimes, hate incidents, anti-Sharia legislation, [anti-Muslim federal policies](#)⁹, [surveillance programs](#)¹⁰, negative media representation, and even an [unrealized governmental plan to intern “Middle Eastern Americans”](#)¹¹, all of which often translate to exclusion and increased violence, including for Palestinian, SWANA, and Muslim college students;

Whereas, false and demonizing [stereotypes that characterize all Arabs and Muslims as terrorists](#)¹² cause harm and have material impacts, and they have a long and troubling history, which is currently resurging in the US;

Whereas, a recent report by the Council on American Islamic Relations found that nearly 40% of Muslim college students surveyed in California experienced harassment or discrimination based on their religious identity by peers, campus administrators, and/or campus personnel and nearly 30% of Muslim students surveyed reported harassment or discrimination due to their advocacy on issues related to their Muslim identity,¹³

Whereas, college campuses are currently experiencing high levels of anti-Palestinian racism, which specifically seek to [silence, erase, dehumanize, and defame Palestinians and their allies who publicly advocate for Palestinian human rights](#)¹⁴; and which specifically slanders Palestinians and their allies [as being inherently antisemitic, a terrorist threat/sympathizer or opposed to democratic values](#)¹⁵;

⁸ Kai-Hwa Wang, Frances. “Why Arab Americans Are Pushing for a ‘Middle East or North African’ Category on the Census.” *PBS NewsHour*. April 28, 2023.
<https://www.pbs.org/newshour/nation/why-arab-americans-are-pushing-for-a-middle-east-or-north-african-category-on-the-census>

⁹ Cainkar, Louise. “For Yemenis Fleeing War, the US Muslim Ban Means a High Price and a Dangerous Wait.” *Religion and Politics*, October 15, 2019.
<https://religionandpolitics.org/2019/10/15/for-refugees-from-yemen-the-u-s-muslim-ban-means-a-high-price-and-dangerous-wait/>

¹⁰ National Security Entry-Exit Registration System (NSEERS), *ACLU*.
<https://www.aclu.org/issues/immigrants-rights/immigrants-rights-and-detention/national-security-entry-exit-registration>

¹¹ Wofford, Ben. “The Forgotten Government Plan to Round Up Muslims.” *Politico Magazine*, August 19, 2016.
<https://www.politico.com/magazine/story/2016/08/secret-plans-detention-internment-camps-1980s-deportation-arab-muslim-immigrants-214177/>

¹² “Struggling Against Stereotypes.” The Pluralism Project. Harvard University.
<https://pluralism.org/struggling-against-stereotypes>

¹³ *Campus Climate Report 2019-2020*, **Council on American Islamic Relations-California**,
https://static.ca.cair.com/reports/?_ga=2.82283038.90445947.1643143222-1146974195.1635878021

¹⁴ “Understanding Anti-Palestinian Racism” <https://www.antipalestinianracism.com/>

¹⁵ “Anti-Palestinian Racism.” *Canadians for Justice and Peace in the Middle East*.
https://www.cjpme.org/fs_227

Whereas, San Diego State University has experienced a rise in anti-Palestinian, anti-SWANA, and anti-Muslim hate incidents, harassment, and discrimination including: an assault of a student who was targeted for wearing a hijab; harassment of students for wearing a kuffiyeh; doxing, including death threats, of student organization members on their social media account for posting content in support of Palestine; harassment from staff and faculty members targeting Muslim and Palestinian students; and targeting students for holding the Palestinian flag;

Whereas, San Diego State University is aware of the past events of attacks on students, including the posting of information such as addresses and images of students belonging to student organizations;

Whereas, many of SDSU's Muslim and SWANA faculty, staff, and students have expressed that they do not feel protected, included, and valued on this campus due to the rise in anti-Palestinian, anti-Arab, anti-SWANA, and anti-Muslim racism locally, nationally, and globally;

Whereas, it was made public in January 2024 that SDSU is under investigation by the Department of Education Office of Civil Rights based on a received complaint of Islamophobia¹⁶;

Whereas students, staff, and faculty nationwide and globally are experiencing dangerous levels of [harassment](#)¹⁷ and [suppression](#)¹⁸ of their right to free speech as shown by the fact that a coalition of more than 500 organizations and law offices have issued an [Open Letter](#)¹⁹ calling for support of SWANA and Muslim people, given the overwhelming amount of requests they are receiving from people facing racist attacks due to their advocacy for Palestine and/or their perceived relationship to Palestine;

Be it resolved, that the SDSU University Senate explicitly condemns Islamophobia both in itself and as contradictory to the University's Diversity, Equity, and Inclusion mission, which rejects all forms of discrimination and exclusion based on identity;

Be it resolved, that, consistent with SDSU's resolve to "embed diversity and inclusion in everything that we do,"²⁰ the SDSU University Senate endeavors to recognize discrimination

¹⁶ Knott, Katherine. "UVA, San Diego State Under U.S. Investigation for Alleged Bias." *Inside Higher Ed*. January 2, 2024. <https://www.insidehighered.com/news/quick-takes/2024/01/02/uva-san-diego-state-under-us-investigation-alleged-bias>

¹⁷ Hill, J. Sellers and Nia L. Orakwue, "As Students Face Retaliation for Israel Statement, a 'Doxxing Truck' Displaying Students' Faces Comes to Harvard's Campus." *The Harvard Crimson*. October 12, 2023. <https://www.thecrimson.com/article/2023/10/12/doxing-truck-students-israel-statement/>

¹⁸ Kane, Alex. "A 'McCarthyite Backlash' Against Pro-Palestine Speech." *Jewish Currents*. October 20, 2023. <https://jewishcurrents.org/a-mccarthyite-backlash-against-pro-palestine-speech>

¹⁹ "Legal Community Call to Protect Palestine Advocates." *Palestine Legal*. October 19, 2023. <https://palestinelegal.org/legal-community-letter#sign-ons>

²⁰ San Diego State University's Strategic Plan. (2020). San Diego State University: <https://www.sdsu.edu/strategicplan/pdfs/sdsu-strategic-plan-2020-2025-report-082620.pdf>

against Arab, SWANA, Palestinian, and Muslim students and work toward achieving equity for these students;

Be it resolved, that the SDSU University Senate condemns all forms of anti-Palestinian, anti-SWANA, and anti-Muslim racism that have occurred at SDSU, including incidents of discrimination and harassment committed by SDSU students, faculty, staff and community members;

Be it resolved, that the SDSU University Senate condemns anti-SWANA and anti-Muslim incidents and threat of violence perpetrated by people unaffiliated with SDSU against all SDSU faculty, students, and staff;

Be it resolved, that the SDSU University Senate endorses the protection of academic freedom and therefore rejects the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism, which has been [widely condemned](#)²¹ for conflating anti-Zionism with antisemitism, including by one of the original drafters [Kenneth Stern](#),²² who has [gone on record](#)²³ about the potential of such a conflation to [threaten academic freedom](#).²⁴

Be it resolved, that the SDSU University Senate endorses training for SDSU faculty, students, and staff about the prevalence and history of anti-Palestinian, anti-SWANA, and anti-Muslim racism, to help foster a better understanding of Islam, of US-Muslim identities, and of the forms of discrimination and harassment that confront Arab, Palestinian, SWANA, and Muslim students;

Be it resolved, that the SDSU University Senate endorses the establishment of a Muslim Life Coordinator position to improve outcomes related to Muslim students' success and belonging from orientation to graduation. This position will also develop partnerships with local Muslim organizations to positively impact Muslim student life on campus.

²¹ "Quick Facts: The IHRA Working Definition of Anti-Semitism." *Institute for Middle East Understanding*, February 3, 2021. <https://imeu.org/article/4903>

²² Stern, Kenneth. "I drafted the definition of antisemitism. Rightwing Jews are weaponizing it." *The Guardian*, December 13, 2019. <https://www.theguardian.com/commentisfree/2019/dec/13/antisemitism-executive-order-trump-chilling-effect>

²³ Stern, Kenneth S. "Will Campus Criticism of Israel Violate Federal Law?" *The New York Times*, December 12, 2016. <https://www.nytimes.com/2016/12/12/opinion/will-campus-criticism-of-israel-violate-federal-law.html>

²⁴ "Coalition Letter to Dept. of Education: Reject IHRA Definition That is Causing Severe Anti-Palestinian Racism." *Palestine Legal*, January 17, 2024. <https://palestinelegal.org/news/reject-ihra-2024>

Authored By:

San Diego State University Islamophobia and SWANA/MENA Task Force

Submitted By:

Roberto D. Hernández, Chair, Diversity, Equity & Inclusion

Nola Butler Byrd, Ph.D., LPCC, Chair, Academic Senate

Esme Murdock, Vice-Chair, Academic Senate

Amanda Fuller, Secretary, Academic Senate

Keven Jeffery, Chair, Faculty Affairs Committee

Pamella Lach, Chair, Academic Policy & Planning

Savanna Schuermann, Chair, Lecturers Affairs Committee

Brenda Will, Staff Rep, Senate Executive Committee

Resolution on the Separation of Cal-GETC and CSU GE Breadth

WHEREAS the San Diego State University Senate (SDSU Senate) previously expressed its opposition to “any conflation of CSU GE changes or extension of the legal requirement beyond transfer students, because [AB 928](#)¹ is silent on CSU first-time, first-year students (freshmen) and GE/campus GE (CSU GE)”²; and

WHEREAS the SDSU Senate is concerned that the CSU faculty has not been widely consulted about potential changes to CSU GE even though curriculum matters are in the purview of faculty as expressed in [HEERA](#)³, be it

RESOLVED that the SDSU Senate urge the Board of Trustees (BoT) to respect the clearly stated position of the faculty that CSU GE be not changed at the present time and not until the faculty has approved any curricular changes to CSU GE; and be it further

RESOLVED that the SDSU Senate request that a decision to change CSU GE be delayed until robust consultation with faculty via their respective Senates take place; and be it further

RESOLVED that the SDSU Senate request that a rigorous, data-driven analysis conducted by faculty drive the decision about changes pertinent to lower-division CSU GE; and be it further

RESOLVED that the SDSU Senate distribute this resolution to:

CSU Board of Trustees
CSU Chancellor Mildred Garcia
CSU Deputy Vice Chancellor Nathan Evans
Academic Senate of the California State University (ASCSU)
Council of CSU Senate Chairs
California State Student Association (CSSA)
SDSU President Adela de la Torre
SDSU Interim Provost William Tong
SDSU Associated Students

Rationale

Changes are needed to the California Code of Regulations, Title 5 (Education), in response to Assembly Bill (AB) 928 to create a singular lower division general education transfer pathway from the California Community College (CCC) to both the California State University (CSU) and the University of California (UC). Such changes need to be approved by the CSU Board of Trustees and have been presented by the Chancellor’s Office to the Board of Trustees at their January meeting as an information item and will be voted on at the March meeting.

Based on AB 928, the Intersegmental Committee of Academic Senates (ICAS) developed the Standards for the new California GE Transfer Curriculum ([Cal-GETC](#)). Cal-GETC was

¹ AB 928 – Assembly Bill 928 stating that a singular pathway be secured for transfer students from California Community Colleges to both the California State University and the University of California.

² “[Resolution of the San Diego State University Senate: Feedback on the Adoption of the California General Education Transfer Curriculum \(Cal-GETC\) to Succeed IGETC](#)” approved by SDSU Senate on November 1, 2022.

³ Higher Education Employer-Employee Relations Act

developed by ICAS, a body that includes all three segments of California’s educational system (CCC, CSU, and UC). CSU GE, on the other hand, is under the purview of its own faculty.

An SDSU Senate resolution passed on November 1, 2022 “acknowledges the assurances from the Chancellor’s Office that [CSU] GE will be treated as a separate issue from AB 928 because it is not included in the legislation”⁴ expressed in an email to the Academic Senate of the California State University (ASCSU) Chair, Beth Steffel, by Executive Vice Chancellor (EVC) Sylvia Alva on October 7, 2022, and shared with Senate Chairs on all 23 campuses⁵.

The General Education Advisory Committee (GEAC) charged by and reporting to the Chancellor (made up of Senate representatives and articulation officers from the Community Colleges as well as CSU faculty and administrators) made its [recommendations](#) to Chancellor Garcia’s report to the Board of Trustees in January 2024 asking (1) that Cal-GETC and CSU GE be treated and discussed separately; (2) that changes to CSU GE be not on a timeline acknowledging that the administration of the new transfer pathway (Cal-GETC) required by law (AB928) is on a timeline (Fall 2025); and (3) that Title 5 changes to CSU GE reflect a curricular change hence in the purview of CSU faculty. None of these requests were acknowledged and/or reported further.

Authored by ASCSU Senator Eniko Csomay (in collaboration with others)

Supported by

Eniko Csomay
Arlette Baljon
Nola Butler Byrd
André Skupin
Peter Herman
Steve Barbone
Taharka Adé
Anthony Merritt
Savanna Schuermann
Esme Murdock

⁴ [“Resolution of the San Diego State University Senate: Feedback on the Adoption of the California General Education Transfer Curriculum \(Cal-GETC\) to Succeed IGETC”](#) approved by SDSUS on November 1, 2022.

⁵ “I would like to take this opportunity to reassure you – and all senate leaders and faculty – that this question [whether to align Cal-GETC with CSU GE change] has by no means been decided by the Chancellor’s Office, and instead it will be the topic of important discussions to come.”

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)
*Committee on Committees & Elections (CCE)	23/24_02: Senate Elections: Methodologies for Voting	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)
*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)
Campus Fee Advisory Committee	23/24_07: Assessment and Report of Student Success Fee Proposals Funded	In Committee (purple)

AY2023-24

Date	\$168,986.14	Payee	Payment Type <small>(e.g., credit card, transfer, purchase order)</small>	Expense Type <small>(e.g. stipend, supplies, equipment, travel)</small>	Purpose / Justification / Notes
2/21/2024	\$157.32	AZTEC SHOPS LTD	Transfer	Food and Catering	E10585 - SEC meeting catering
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
1/1/2024	\$43.50	SDSU IT	Transfer	Receivables	IT INFRA TELECOM RECURRING JAN 2024
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
11/1/2023	\$10,000.00	SETA AWARDEE	Transfer	Award	Senate Excellence in Teaching Award
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
9/1/2023	\$5,000.00	SDSU IT	Transfer	Services	Service level agreement between University Senate and ITS
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

2024-25 Budget Planning

March 2024



Agenda

1. Enrollment Update
2. Bargaining Update
3. Governor's January preliminary budget
4. CSU budget
5. SDSU budget



Enrollment Update

- **Spring FTES enrollment is at 103% of the Spring semester target- this will reduce the pressure on the 24/25 incoming class growth**
- **Fall 2024 applications are the highest ever with over 90k first-year applications and 117k total applications**
- **SDSU is funded to grow an additional 1075 resident FTES in 24-25**
 - This growth will be realized in both first-year undergraduate, transfer and graduate programs



Bargaining Update

- **All of the unions have ratified and approved agreements in place**
 - Most increases will be reflected in the March pay period (check on April 1), and retro pay will be issued as a separate check in March
- **MPPs and Confidential staff are eligible for increases through a merit pool, which is contingent on completed evaluations**
- **CFA/APC/Teamsters were just approved on Monday, so we are awaiting technical guidance before we can process the increases**



Governor's Preliminary Budget

- **On January 10, 2024 Governor Newsom released his preliminary 2024-25 CA State Budget**
 - The preliminary budget is subject to change
 - The proposed preliminary budget projected a \$38 billion deficit
 - The May Revised Budget may worsen or improve
 - The longer term projection is mixed
- **On February 20, 2024 the Legislative Analyst's Office projected the shortfall would be closer to \$73 billion**



Governor's Preliminary Budget

- **Governor's proposed solutions to balance the budget includes "deferring" the CSU's compact funding for 2024/25**
 - The CSU will receive its existing funding level, but the 5% compact funding of \$240m will be received retroactively in 2025/26
 - Funding for 2025/26 will include compact funding for 2024/25 and 2025/26
 - The CSU is expected to advance compact-related goals such as enrollment growth, Graduation Initiative 2025, NAGPRA and Title IX compliance in FY24/25
 - There is not anticipated to be any 1x funding which the CSU relies on to address deferred maintenance



California State University Budget

- **Systemwide bargaining negotiations are coming to a close providing more budget clarity.**
- **The cost of compensation increases (retroactive to July 1, 2023) and unfunded mandatory costs (e.g. utilities, health insurance, compliance, inflation increases on supplies, services, and equipment) will exceed new revenue generated and result in budget deficits.**
- **Anticipated new revenue includes:**
 - State allocation (5% compact)
 - Board of Trustees approved tuition increases (6%). It will not take effect until the 2024/25 academic year
 - Enrollment growth



CSU Shortfall & Enrollment

- **Due to the anticipated budget deficits in FY24/25, all CSU campuses are being asked to bear some of the underfunded costs. We will be required to make resource decisions to balance the budget**
 - Each campus will have individualized solutions for addressing their budget issues- SDSU will likely use different strategies than other campuses
 - SDSU is in a better position than many other campuses who are facing enrollment challenges. SDSU is an in-demand campus and will receive additional funding for enrollment growth



SDSU Budget Shortfall

- **SDSU is expected to contribute recurring funding to cover three years of underfunded compensation increases**
 - \$25 million (recurring) in unfunded general compensation increases, and will also be responsible to fund over \$5 million (recurring) in additional compensation costs such as service increases and higher minimum lecturer salaries over three years



SDSU Budget Planning

- **SDSU will need to identify strategies to address the shortfall**
 - The campus' top priority will be to continue to support its academic mission and student success- Academic Affairs will continue to receive base allocations to support enrollment growth and instruction
 - All divisions will be asked to develop a multi-year plan to address the budget shortfall, to maximize non-general fund funding sources, and to evaluate existing programs and activities.
 - These plans are multi-year to allow for more strategic movement, and minimize the impact on our student success and current faculty and staff.
 - SDSU will continue to work with CO to advocate at state level for more funding to CSU
 - All current plans are preliminary and are subject to change based on the Governor's May Revised Budget and June final budget.



Thank You



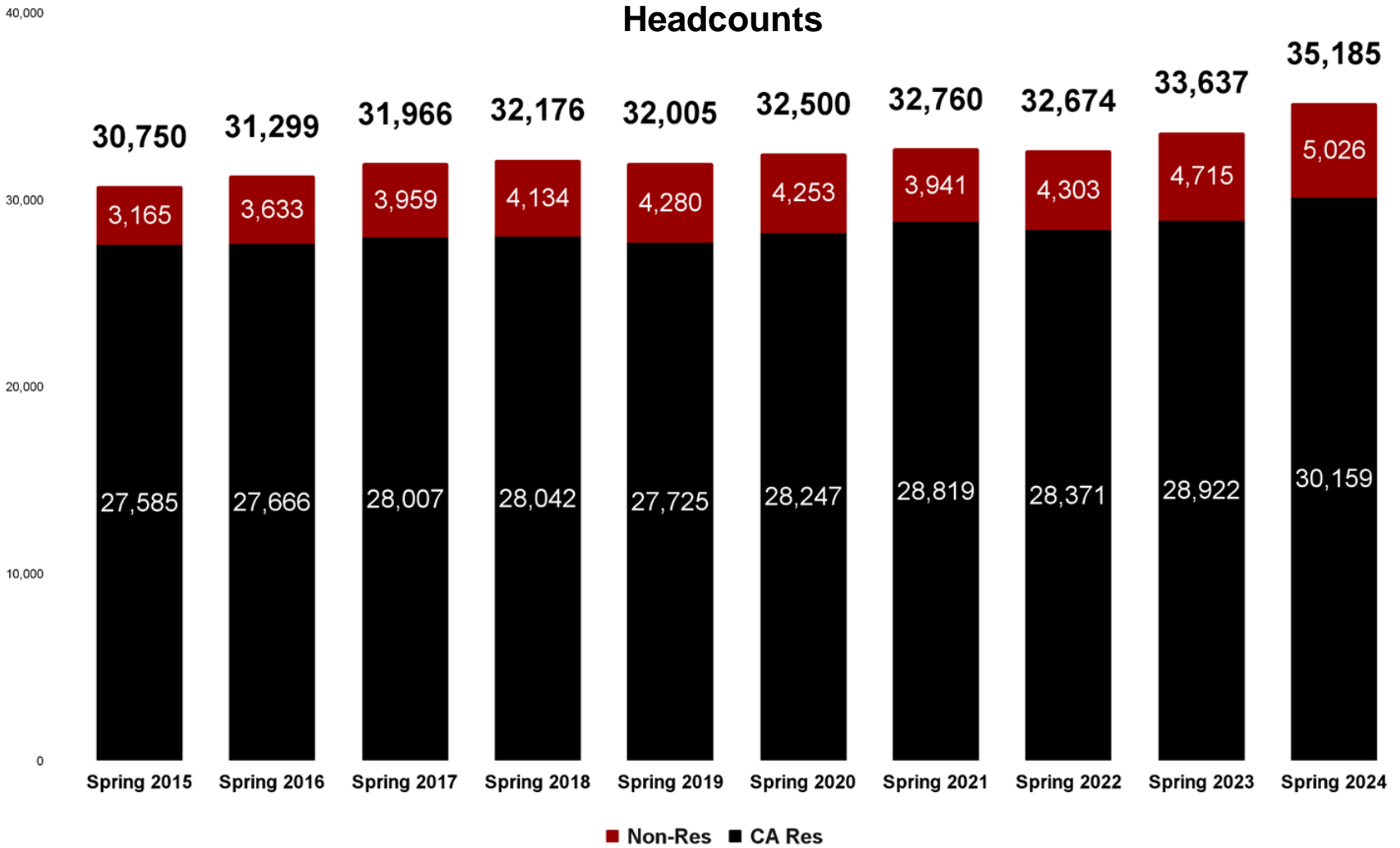
SDSU

San Diego State
University

ENROLLMENT MANAGEMENT

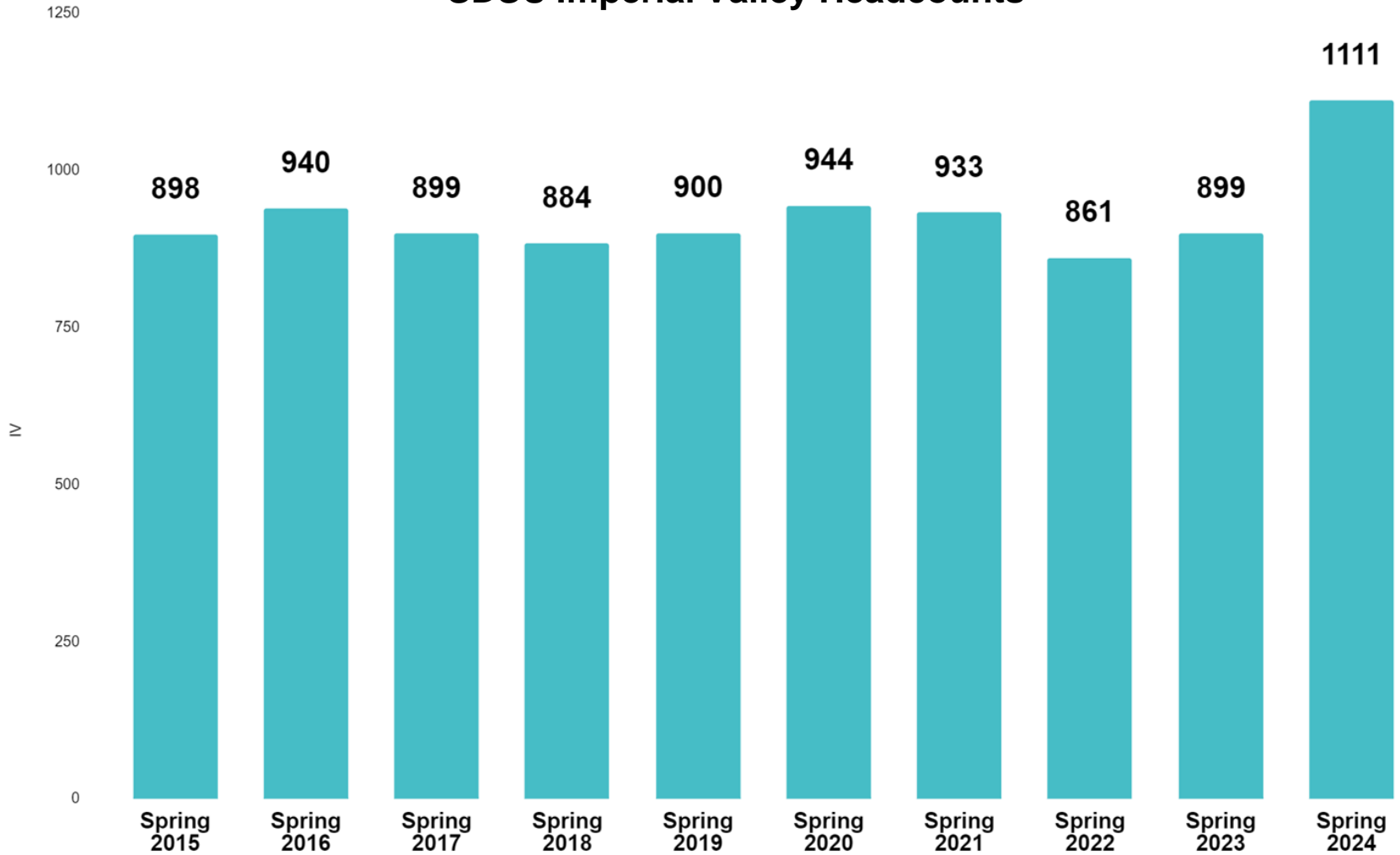
March 5, 2024





Includes both San Diego and Imperial Valley Campuses

SDSU Imperial Valley Headcounts



2023-24 Full-Time Equivalencies (FTES)

	Summer	Fall	Spring	Annualized	CSU Target	% Target
CA Resident	4,167	29,104	27,056	30,164	29,407	102.6%
Non-Resident	557	5,251	4,772	5,290		
Total	4,724	34,355	31,828	35,454		

*Sum of Summer, Fall and Spring, Divided by Two

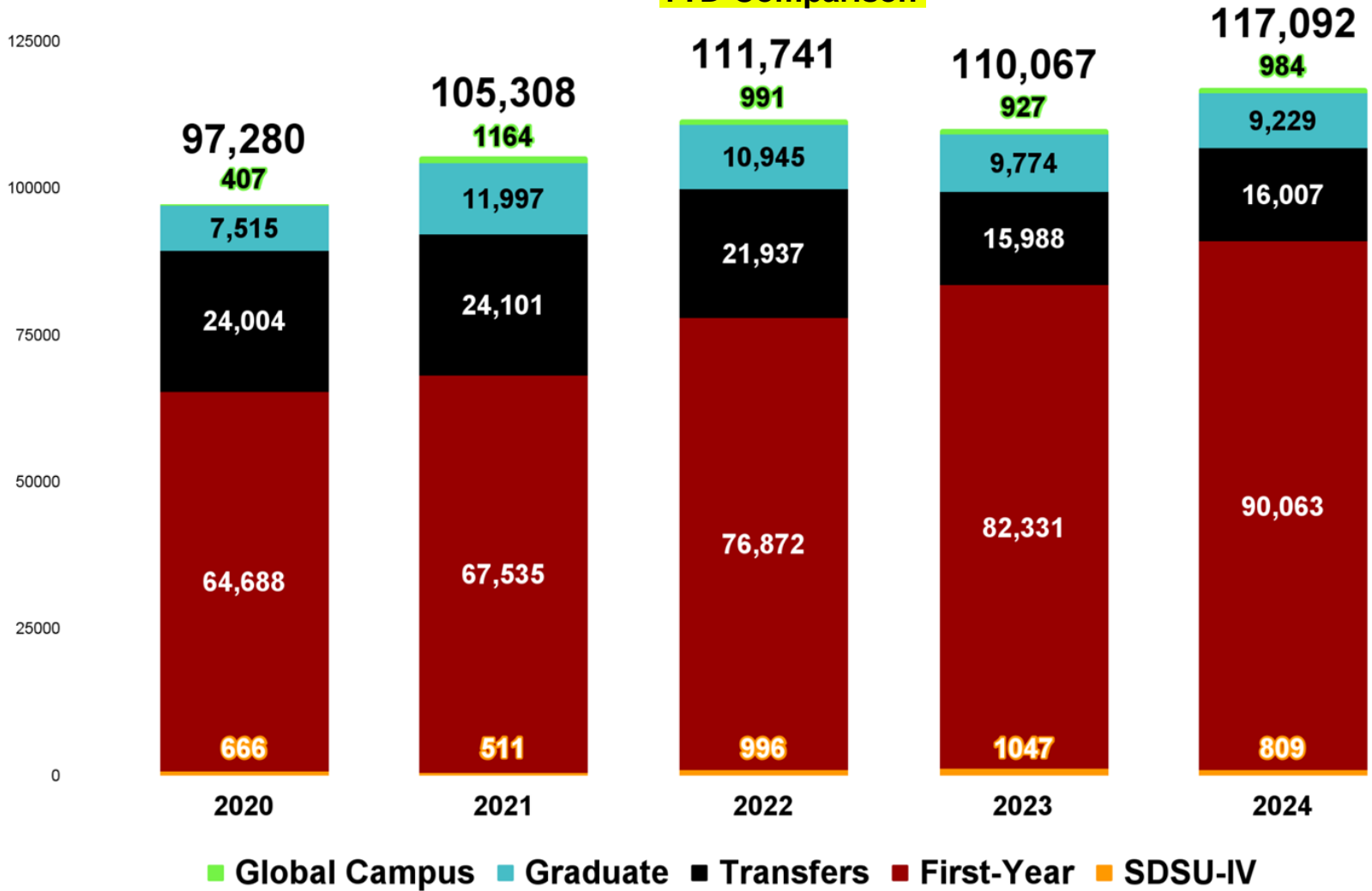
**CSU Target Only for California Residents

2024-25 ADMISSIONS

FALL 2024 APPLICATION TRENDS

Fall Applications Received as of March 1

YTD Comparison



17,165
Early First-Year Admits

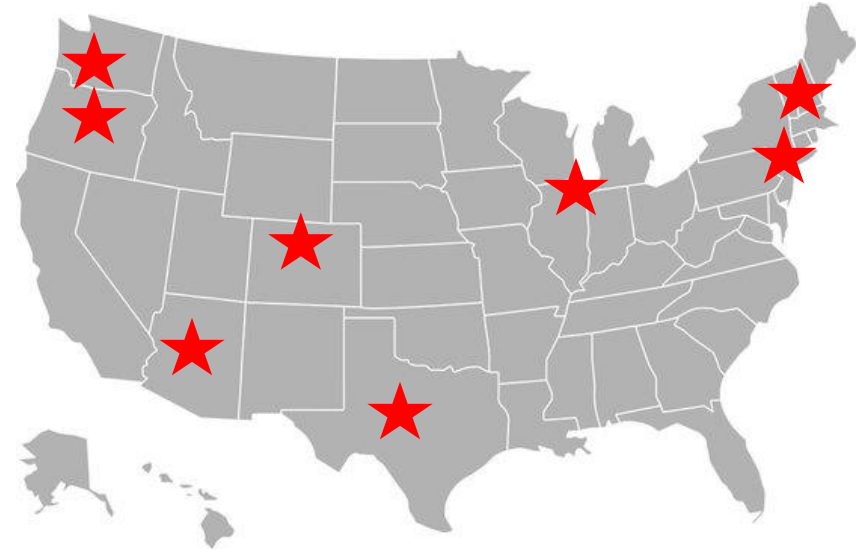
4.12
Mean GPA of Early Admits

Most first-year and all transfer admit offers to be released in mid-March.

		Fall 2023 Year-End		
Unit	F'24	Admits	Enrolled	Yield %
CAL	2887	3492	612	17.5%
BUS	3000	5020	1278	25.5%
EDU	376	728	194	26.6%
ENG	2172	3818	688	18.0%
FASS	831	1640	448	27.3%
HHS	1361	2497	691	27.7%
PSFA	1746	3531	939	26.6%
SCI	4792	7728	1245	16.1%
TOTAL	17,165	28,454	6,095	21.4%



Explore SDSU 2024
Saturday, April 13
9AM - 2PM



Out of State Admitted
Student Events
February 17 - March 10

National FAFSA Challenges Results in Extension of SDSU’s Intent to Enroll Deadline to May 15

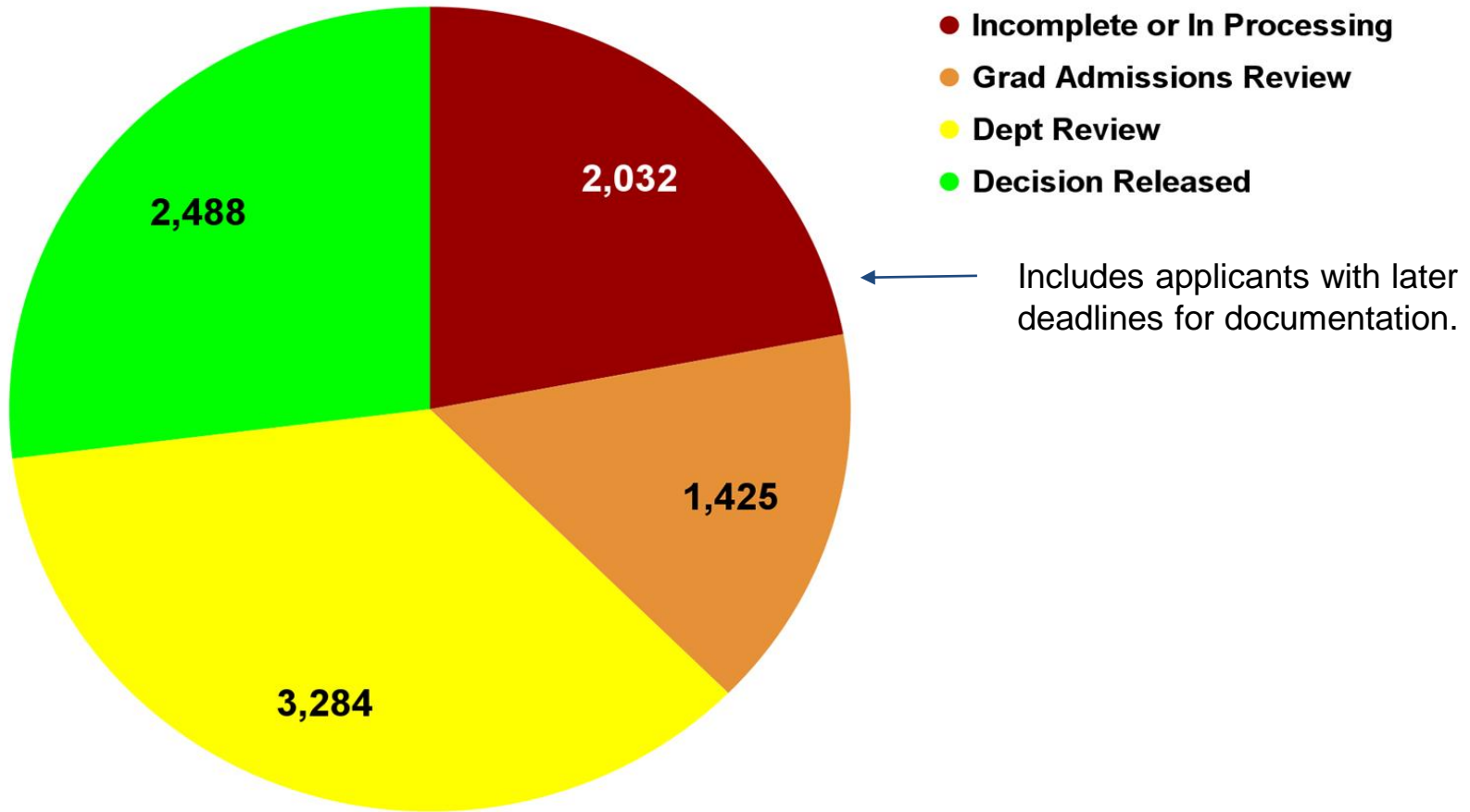


[Admissions](#) [Traditional-Age](#)

Fallout From a FAFSA Fiasco

Colleges are pushing back admission deadlines after the latest FAFSA delay. But not all institutions will be affected equally, and many aren't yet ready to make the call.

More Than 5700 Graduate Files Have Already Been Evaluated, Sent to Department Review, and/or Decided



THANK YOU AND QUESTIONS