

**1. CALL TO ORDER**

**1.1. 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)**

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**8. ADJOURN**



*An Open  
Conversation  
About*  
**Shared  
Governance**  
*at*





MANCHESTER HALL

Welcome to the  
Shared Governance Conversation  
at San Diego State University



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*When I heard that this conversation was taking place at SDSU, I was thrilled.*

*Shared Governance is ultimately about trust, a value central to my leadership.*

*I am a Shared Governance advocate, and my hope is that you will be one too.*

*– Adela de la Torre, Ph.D.  
President, SDSU*



*To me, shared governance is about connecting and communicating.*

*I'm excited about being part of the process of working with students, staff, faculty and administrators as SDSU tackles current challenges and identifies new opportunities.*

*Shared governance is central to progress and how the campus develops and evolves, becoming a stronger and better University.*

*Rebecca Lewison, Ph.D.  
Professor, Biology*



*In the absence of shared governance, successes occur in spite of the institution, not because of the institution. Our collective capacity to achieve meaningful goals is influenced primarily by our success in creating a culture in which we listen to, respect, trust, and value each other.*

*Joseph Johnson, Ph.D.  
Interim Provost*

# CONTEXT

*This living document is the outcome of ongoing and open conversations among campus stakeholders who believe that a culture where everyone understands and champions the principles of shared governance is a key ingredient for the success of SDSU.*

This initiative began in Fall 2017 as a series of grassroots discussions among a small group of faculty members.

## *JOIN THE CONVERSATION!*

*If you are interesting in being a shared governance advocate or talking more with SDSU community members about shared governance, email a shared governance advocate (pg. 23-24)*

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Structured conversations began in Spring 2018, when President Sally Roush invited the Senate Executive Committee to spearhead a series of open discussions to engage people across the SDSU community to define SDSU's practice and commitment to shared governance in preparation for the arrival of our new president, Dr. Adela de la Torre. In support of this process, students, staff, faculty and administrators have been meeting to set the stage for campus engagement.

**President de la Torre** participated in shared governance meetings upon her arrival to SDSU and was clear about her unwavering support. She has already become an active supporter for shared governance, exemplified in her All University 2018 Convocation remarks.<sup>1</sup>

This document, which also draws from a number of established sources<sup>2</sup>, is a synthesis of ongoing conversations.

It is designed to support the understanding and practice of, and commitment to shared governance, and to serve as a catalyst for change in the execution of shared governance at SDSU moving forward.



# Trust: A Vision for Shared Governance

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+ *Respect*

+ *Communication*

+ *Responsibility*

**01**

# A VISION OF SHARED GOVERNANCE

*Community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of **TRUST**:*

## *Respect*

- Early and meaningful constituent engagement in key decision-making;
- Dialogue and communication that is two-way, symmetrical, participatory, and reliable;
- Nurturing a culture of representation, strategic engagement, and planning.

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## *Communication*

- Identifying and articulating shared values, mission, and vision.
- A negotiated balance among participation, consultation, and decision-making.
- Transparency in decision making, including clear communication about process, timeline, and outcomes.
- Representation from, and collaboration within and among, different constituencies.

## *Responsibility*

- Trust built through follow-through (actions mirror words); commitment affirmed through feedback and transparency.
- Personal accountability, ownership, and acceptance of responsibility to shared goals, vision and practices, leaders demonstrate commitment to shared governance through actions.
- Honesty, openness, and reliability.

# Bottom Line: Trust

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*I wanted to be part of the conversation.*

*Shared Governance is also about respect, transparency, and personal responsibility.*

*These are values we share.*

*Chris Thomas  
President, AS*



*To me shared governance is about transparency, active listening, respectful communication, constructive input and consideration of compromise.*

*– Cathie Atkins, Ph.D.  
Professor,  
Psychology*



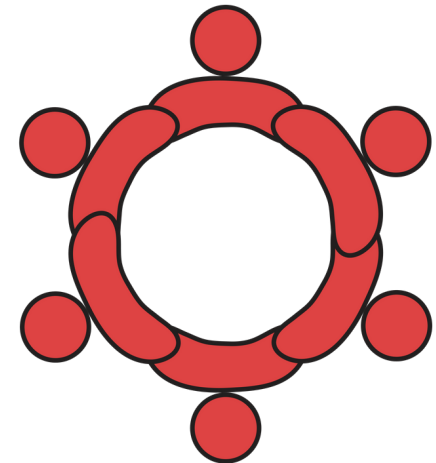
*Sharing governance is important because doing so acknowledges that all of us are on the same team, that we each have valuable perspectives to add to the conversation, and that we each accept responsibility for making our contributions in timely, thoughtful, and respectful ways. Ultimately, sharing governance is about moving forward, together*

*– Bey-Ling Sha*

*Professor, Journalism*

**TRUST** is recognized as a fundamental ingredient that is essential for effective shared governance and is both directly influenced by, and a force that influences the previously described features of respect, communication, and responsibility.

Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down.



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# Why Shared Governance

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- + *SDSU's Commitment*
- + *Our Community*
- + *Our Stakeholders*

**02**

# WHY IS SHARED GOVERNANCE CENTRAL TO SDSU'S MISSION?

SDSU has a longstanding commitment to shared governance that is reflected in both policy and practice. The SDSU University Senate Policy File makes this commitment evident:

*“San Diego State University shall perform its educational mission guided by the principles of shared governance.”*

Historically, the various university constituents have viewed themselves as leaders, consistent with our motto that “leadership starts here,” and exercised their autonomy, within reasonable limits, in pursuit of the university mission.

Shared governance is an integral part of the SDSU identity and a point of pride for many community members. SDSU is a complex and diverse community. No one person or constituency can or should control all of the information or make all of the decisions that may affect various sectors.

The many individuals and groups that constitute SDSU recognize that sharing in the governance of our community, through respectful, responsible and effective engagement, is the best way to ensure that we flourish, both individually and as a university. Indeed, many members of SDSU believe that sharing governance is essential for a well-functioning campus.



*“In these increasingly complex and rapidly changing times, this effort to strengthen and broaden our concept of shared governance has identified some key principles—respect, communication, and responsibility—that should serve us well as we move forward in our shared commitment to students success and achievement.”*

*Stephen Schellenberg, Ph.D.  
Assistant Vice President  
for Educational Effectiveness*

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# The Notion of Shared Governance

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- + *What Shared Governance Is*
- + *What Shared Governance Is Not*
- + *Features of Shared Governance*

**03**



# THE NOTION OF SHARED GOVERNANCE: A BRIEF INTRODUCTION

The notion of shared governance is often invoked, but not easily defined.<sup>3</sup>

*The SDSU University Senate Policy File refers to shared governance in the preamble to its constitution, but the term is not clearly conceptualized.*

In the following pages, we aim to do just that.

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*“Shared governance embodies and affirms a true commitment to respect and trust.”*

*Donna Conaty  
Interim Dean*

*College of Professional  
Studies and Fine Arts*

# WHAT SHARED GOVERNANCE IS

*In short, “shared governance” is about sharing governance.*

Shared governance is the product of cooperation and collaboration among all community members (staff, faculty, students, and administration), based on the premise that shared goals and collaboration within and among the university community are vital to a high-functioning campus, and that no unit within an organization (division, college, or department) can achieve excellence without engaging its community. While shared governance may be defined in many ways, three working definitions are:

1. A system of partnership, equity, accountability, and ownership that forms a culturally sensitive, inclusive and empowering framework, enabling sustainable and accountability-based decisions;
2. A dynamic constituent-leader partnership that promotes collaboration, shared decision making and accountability;
3. An ongoing process in which faculty, staff, students, and administrators actively engage to share responsibility for identifying and pursuing an aligned set of mission-driven sustainable outcomes and priorities. This process also includes active monitoring and evaluation of the shared governance successes and pitfalls.

Sharing governance involves two complementary and sometimes overlapping concepts:

Giving all community members an effective voice in key decision-making processes, often through elected representation, while also allowing administrators to exercise primary responsibility for specific areas of decision making.

The tension between a high degree of participation in decision making and the need for accountable, administrative authority points to the complexities of shared governance.

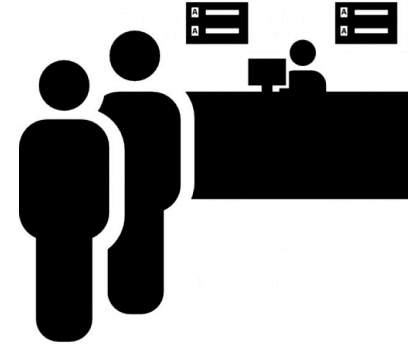


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# WHAT SHARED GOVERNANCE IS NOT

*Sharing governance does **not** mean that everyone gets to participate at every stage of planning or in every decision, nor does it mean that anyone exercises complete control over the process.*

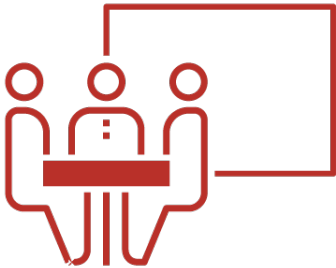
*It also does not mean that decision-making is always the result of a vote. Importantly, shared governance aims to ensure that no one person is arbitrarily making important decisions absent the input and feedback from key constituents.*



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# FEATURES OF SHARED GOVERNANCE

*Salient features of effective shared governance models that have been identified by organizations and institutions include:*



- Partnerships between community constituents and leadership.
- Sharing accountability and ownership.
- Including and integrating input from all impacted stakeholders.
- Establishing a charter, or public document, that outlines the process of engagement, collaboration, and decision-making within the community.
- Being facilitative rather than directive (e.g. mutually planned agendas for meetings).
- Establishing guidelines for how to practice shared governance.
- Embracing flexibility within boundaries.
- Ensuring formal and informal opportunities to communicate within the community.
- Listening to all perspectives as much as possible.

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# Discussion, Reflection, and Participation

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- + *Community Ground Rules for Reflective & Respectful Discussion*
- + *Questions for Discussion and Reflection*
- + *What Happens Next?*
- + *Connect with a Shared Governance Advocate*

**04**

# A FRAMEWORK TO FACILITATE A SHARED GOVERNANCE CONVERSATION<sup>4</sup>

## *Community Ground Rules for Reflective and Respectful Discussion*

- Everyone participates; no one dominates (step up/step back)
- There are no “right answers”
- Listen with an open mind and an open heart
- It’s okay to disagree, but don’t be disagreeable
- Focus on *this* conversation (create a “parking lot” for other topics that come up, for a future conversation)

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## *Questions for Discussion and Reflection*

- What are some ways in which our unit/group/department *currently enacts* principles of shared governance? What are some ways in which our unit/group/department might *better* enact principles of shared governance?
- How do we feel about this focal document and the principles of shared governance it outlines?
- What might be some additional/different principles that we feel are foundational, generally speaking, to sharing governance at SDSU?
- What encouragement do we think would help people to actively *want* to share in governance, at any "level" or in any "area" of campus?
- What are some campus topics/issues regarding which the intentional enactment of principles of shared governance could lead to constructive conversations?
- What other perspectives do we/I need to hear, to more fully reflect on sharing governance?

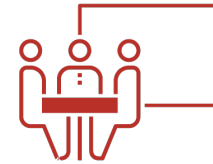
# WHAT HAPPENS NEXT?

*Join the conversation!*

*Add your voice to the SDSU Shared Governance Conversation. There are many ways to provide your thoughts or feedback. You can email one of the individuals on pages 23-24. Provide feedback via [An Open Conversation About Shared Governance](#).*



Share this document with others



Attend an upcoming conversation meeting (pg. 22-23)



*Join the Shared  
Governance  
Conversation*



Email your questions or feedback to a Shared Governance Advocate (pg. 23-24)



Invite a shared governance ambassador to facilitate a conversation with your group (pg. 22-23)



*I want to be part of an organization with a common vision and one that gives voice to its stakeholders; my contribution is becoming a shared governance advocate and giving voice to staff.*

*– Bann Attiq,  
Appointment Analyst,  
College of Sciences*



*Shared governance is about seeing each and every person on campus as a colleague and partner.*

*– Marcie Bober-  
Michel, PhD  
Professor,  
Journalism*



*Shared governance requires continuous effort. It is a responsibility that gives us a say in our collective future.*

*– Karen May-  
Newman, PhD  
Professor,  
Mechanical  
Engineering*



# SHARED GOVERNANCE ADVOCATES (1 OF 2)

*Connect with a current member of the shared governance open conversation.*



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# SHARED GOVERNANCE ADVOCATES (2 OF 2)

*Connect with a current member of the shared governance open conversation.*



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# LINKS TO REFERENCES & FURTHER READING

<i>Reference #</i>	<i>Source</i>
1	<a href="https://www.youtube.com/watch?v=blwsC25WeH8&amp;t=27s">https://www.youtube.com/watch?v=blwsC25WeH8&amp;t=27s</a>
2	<a href="https://www.aaup.org/our-programs/shared-governance/resources-governance">https://www.aaup.org/our-programs/shared-governance/resources-governance</a>
3	<a href="https://ww2.mc.vanderbilt.edu/shared%20governance/23733">https://ww2.mc.vanderbilt.edu/shared%20governance/23733</a>
4	See page 13 of “All-America Conversations Toolkit” for list of characteristics of good discussion facilitators, as well as page 14 for “Tips for Facilitators.” <a href="http://www.nationalcivicleague.org/wp-content/uploads/2017/01/All-America-Conversations-Toolkit-2017-FINAL.pdf">http://www.nationalcivicleague.org/wp-content/uploads/2017/01/All-America-Conversations-Toolkit-2017-FINAL.pdf</a>
5	To report an error or omission in this document, contact Maria Keckler <a href="mailto:mkeckler@sdsu.edu">mkeckler@sdsu.edu</a>



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# Thank You

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To: SEC/Senate  
From: Arlette Baljon, Chair, Constitution and Bylaws Committee  
Date: 2/18/2025  
Subject: Bylaws 3.1-CBL membership

---

The CBL moves that the Senate adopt the following update to the CBL Charter (Bylaws) [for a first reading](#).

### **Bylaws 3: Senate Executive Committee and Senate Core Committees Charters**

- 3.1. Committee on Constitution and Bylaws
  - 3.1.1. Membership (710):
    - 3.1.1.1. Ex officio (voting): Secretary of the Senate, **Professor Emeritus Senator**.
    - 3.1.1.2. Appointed (68): **four-six** faculty members, **including at least one contingent faculty member**, one non-MPP staff member ~~selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate~~, and one student appointed in accordance with procedures established by Associated Students. **Members with previous or current senate experience are preferred**. At least two of the appointed members shall be senators.
  - 3.1.2. The parliamentarian, while not a member of the committee, shall be invited to the meeting in an advisory capacity.

**Rationale:** CBL proposes to expand its membership to include two more members, among which at least one contingent faculty member. CBL's current size is functional but a little small which can lead to instability (e.g. its last two chairs were new members). CBL has consulted contingent faculty several times during the past few years and having a contingent faculty on the membership will broaden perspectives. Not all units are represented but CBL will consult with specific units if warranted. We propose to keep the number of members that are senators at two given that makes it easier to fill seats.

However, we realize that onboarding for a non-senator who has never served in the senate is time-consuming and hence added as a guideline that non-senator members have at least prior senate experience. Finally, we add the faculty emeritus senator as a member. We find that the emeritus faculty senator has important historical information that is often important to consider during deliberations.

To: SEC/Senate  
From: Pat Walls, Chair, Staff Affairs Committee  
Date: February 1, 2025  
Subject: ACTION: Staff Emeritus Nominations

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

<b>Name</b>	<b>Division/College</b>	<b>Department</b>	<b>Jobcode Name</b>	<b>Yrs of Service</b>
Martin,Theresa L	SACD	SA Financial Aid & Schlrshps	Admin Support Coord 12 Mo	28.7
Frattalone,Bridget Dugan	AA PRFARTS	Military Science/Army ROTC	Admin Support Coord 10/12	17.2
Matthews Jr,Larry Gordon	IT	IT Colleges & Divisions	Operating Sys Analyst 12 Mo	24.5
Hogan,Carrie Elizabeth	BUS FINAN	University Police	Corporal	10.5

**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](#) (p196).

TO: Senate Executive Committee / Senate

FROM: Keven Jeffery, Chair, Faculty Affairs Committee, Pam Lach, Chair, Academic Policy & Planning

DATE: February 11, 2025

RE: Action Item: Update to Policy Language Regarding Grades

## Grades

1.0 In order that the assignment of grades truly reflects the student's achievement in courses, the integrity of the academic program, and the integrity of departments or schools and instructors, grades shall genuinely distinguish between high and low levels of achievement. Although no formula for a curve shall be appropriate to all courses offered at the university, instructors shall use all grades from A through F to distinguish among levels of academic accomplishment. The grade for ~~satisfactory performance in a course by an undergraduate average undergraduate achievement~~ shall be C; the grade for ~~satisfactory performance in a course by a graduate student average graduate achievement~~ shall be B.

1.1. Undergraduate grades shall be: A, outstanding achievement; B, praiseworthy performance; C, satisfactory performance, ~~the most common undergraduate grade~~; D, minimally passing; and F, failing. Graduate grades shall be: A, superior performance; B, satisfactory performance; C, minimally passing; D, unacceptable for graduate degree credit; and F, failing.

1.2. Faculty may assign plus and minus grades ~~with the exception of A+, F+, and F-~~.

## Rationale

This policy change seeks to clarify what the Faculty Affairs Committee believes is a common misreading of Senate Policy, leading to the belief that the average letter grade for an undergraduate class should be a C, and that the average letter grade for a graduate class should be a B. This language removes reference to any grade being "average" to clarify that Senate policy mandates that these grades should not be the projected average grade of a class as a whole, but rather the grades given for satisfactory, yet unremarkable, performance by individual students.

This change also brings Senate policy into alignment with University practice of not assigning marks of A+, F+, and F-.



To: SEC / Senate  
From: Bill Tong  
Date: February 18, 2025

ACTION: Revisions to Advisory Committee on Honorary Degrees Charter to Clarify Criteria for Evaluating Candidates and Process of related policy

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## Honorary Degrees, Advisory Committee on

**1.0 Membership (10):** Provost, who shall chair; Vice President for Research and Innovation; Dean of the College of Graduate Studies; Vice President for University Relations and Development, Associate Vice President for Faculty Advancement and Student Success; Chair, Vice Chair, and immediate past Chair of the Senate; President of the San Diego State University Alumni Association, President of the Associated Students.

## 2.0 Functions

- 2.1. The Committee shall review nominations for honorary degrees forwarded from the President's office that have been received from the campus community and the Chancellor's office.
- 2.2. The Committee shall evaluate the specific contribution made to San Diego State University according to the general criteria established by the CSU Board of Trustees.<sup>1</sup>
- 2.3. The Committee may include others to participate in its review. By Trustees' policy, Committee business shall be held in confidence.
- 2.4. Having assembled documentation, the Committee shall recommend to the President persons deemed worthy of this honor, and it shall identify a supporting college or academic unit. It may also defer consideration until it has additional information for evaluation. Its recommendations shall also be sent to the Senate Executive Committee for its executive session consideration and its separate recommendation to the President before candidates are proposed to the Trustees.

**Rationale:** Senate officers issued a referral (22/23\_20) to the Provost's office requesting that the Honorary Degrees Committee review the relevant policy file section and include additional information for evaluating candidates for honorary degrees. Given that the evaluative criteria for honorary degrees are established by the CSU Board of Trustees, we have added a direct link to the CSU Board of Trustees website, which outlines the criteria for the awarding of honorary degrees, limitations on eligibility, procedures for selecting honorary degree recipients, and other pertinent information.

<sup>1</sup> Such criteria can be found: <https://calstate.policystat.com/policy/12871063/latest/>

2025-2026 University Catalog - Action - Graduate Programs TO: SEC / Senate FROM: Tracy Love, Chair, Graduate Council DATE: February 18, 2025 / March 4, 2025								
Title	Action (New)	Action (Deleted)	Program Type	Major Code	SIMS Code	Status	Proposal Link	Notes
Accountancy and Data Analytics, M. S.	New - Action		Degree Program				<a href="https://sdsu.curriculog.com/proposal:3633/form">https://sdsu.curriculog.com/proposal:3633/form</a>	
Artificial Intelligence and Technology, M.S.	New - Action		Degree Program				<a href="https://sdsu.curriculog.com/proposal:3994/form">https://sdsu.curriculog.com/proposal:3994/form</a>	
Epidemiology, M.S.		Deactivated - Action	Degree Program	4154	557322MSS		<a href="https://sdsu.curriculog.com/proposal:4341/form">https://sdsu.curriculog.com/proposal:4341/form</a>	
Gerontology, M.S.		Deactivated - Action	Degree Program	12043	551904MSS		<a href="https://sdsu.curriculog.com/proposal:4266/form">https://sdsu.curriculog.com/proposal:4266/form</a>	Effective Term Fall 2025
Language Arts Education, M.A.	New - Action		Degree Program				<a href="https://sdsu.curriculog.com/proposal:3659/form">https://sdsu.curriculog.com/proposal:3659/form</a>	Renaming "Teaching, Language Arts Education Concentration, M.A.T." to "Language Arts Education, M.A. Elevation
Mathematics and Science Education, M.A. with a Multiple Subject (SB 2042) Credential (Elementary Ed)	New - Action		Degree Program Credential				<a href="https://sdsu.curriculog.com/proposal:3907/form">https://sdsu.curriculog.com/proposal:3907/form</a>	
Mathematics and Science Education, M.A. with a Secondary Ed, Single Subject (SB 2042) Credential	New - Action		Degree Program Credential				<a href="https://sdsu.curriculog.com/proposal:3471/form">https://sdsu.curriculog.com/proposal:3471/form</a>	
Nursing, Adult-Gerontology Acute Care Clinical Nurse Specialist Concentration, D.N.P.	New - Action		Degree Program				<a href="https://sdsu.curriculog.com/proposal:3847/form">https://sdsu.curriculog.com/proposal:3847/form</a>	The Masters degree in Adult-Gerontology Primary Care Nurse Practitioners and Acute Care Clinical Nurse Specialist has been discontinued. All Advanced Practice Nursing concentrations are being elevated to the Doctor of Nursing Practice degree.
Public Health, Biometry Concentration, M.P.H.		Deactivated - Action	Degree Program		557308		<a href="https://sdsu.curriculog.com/proposal:4004/form">https://sdsu.curriculog.com/proposal:4004/form</a>	Propose Effective Term - Fall 2025
Social Work Administration Advanced Certificate		Deactivated - Action	Advanced Certificate		558220ACTS		<a href="https://sdsu.curriculog.com/proposal:4269/form">https://sdsu.curriculog.com/proposal:4269/form</a>	Has not accepted new applicants in 3+ years.
Speech, Language, and Hearing Sciences, Communicative Sciences Concentration, M.A.		Deactivated - Action	Sub-program: Concentration, Specialization, Track		550142		<a href="https://sdsu.curriculog.com/proposal:3751/form">https://sdsu.curriculog.com/proposal:3751/form</a>	
Teaching, M.A.		Deactivated - Action	Degree Program	8292			<a href="https://sdsu.curriculog.com/proposal:4479/form">https://sdsu.curriculog.com/proposal:4479/form</a>	No plan code and no students can pursue it
Teaching, Reading Education Concentration, M.A.T.		Deactivated - Action	Degree Program	8292	331954		<a href="https://sdsu.curriculog.com/proposal:4480/form">https://sdsu.curriculog.com/proposal:4480/form</a>	Rationale - program has been suspended since 2016 Proposed Effective Term - Fall 2025

2025-2026 University Catalog - Action - Undergraduate Programs TO: SEC / Senate FROM: Marie Lachance, Chair, Undergraduate Curriculum Committee DATE: February 18, 2025 / March 4, 2025							
Title	Action (New)	Action (Deleted)	Program Type	Major Code	SIMS Code	Proposal Link	Notes
Economics Minor	New - Action		Mirrored			<a href="https://sdsu.curriculog.com/proposal:4378/form">https://sdsu.curriculog.com/proposal:4378/form</a>	
Hospitality and Tourism Management, Emphasis in Hotel Operations and Management, B. S. in Applied Sciences	New - Action		Mirrored			<a href="https://sdsu.curriculog.com/proposal:3578/form">https://sdsu.curriculog.com/proposal:3578/form</a>	Type of Program to be Mirrored: Degree Program Sub-Program: Emphasis, Specialization  Campus for Mirrored Program - SDSU Global Campus  Modality - Fully Online

## **Resolution in Support of the San Diego State University Library and SDSU-IV Library**

**WHEREAS**, academic libraries are critical to the mission of higher education institutions, serving as hubs for knowledge, research, and student success through their collections, spaces, and expertise; and

**WHEREAS**, the San Diego State University (SDSU) Library and SDSU-IV Library (“the SDSU Library”) are central to the university’s research enterprise, functioning as the “laboratory” for many faculty members and supporting interdisciplinary collaboration across campus; and

**WHEREAS**, librarians and library staff are integral to advancing information literacy, media literacy, digital literacy, data literacy, and research skills among students, fostering lifelong learning and critical thinking; and

**WHEREAS**, SDSU librarians, as tenure-stream faculty, play a pivotal role in developing and curating collections that reflect diverse perspectives and support academic freedom, while addressing the growing demands of an R1 university; and

**WHEREAS**, libraries across the country face challenges including erosion of faculty status for librarians, threats to academic freedom, budgetary constraints, and elimination of tenured positions, as evidenced by recent events at institutions such as Western Illinois University and Texas A&M University;<sup>1</sup> and

**WHEREAS**, the SDSU Library is currently underfunded and understaffed relative to its enrollment,<sup>2</sup> limiting its ability to maintain its spaces, ethically steward collections, and provide high quality services to students, faculty, and staff; and

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<sup>1</sup> See, for example,

<https://www.insidehighered.com/news/business/cost-cutting/2024/08/20/library-faculty-eliminated-western-illinois-university>, <https://www.chronicle.com/article/a-luxury-that-we-cant-afford>, <https://www.libraryjournal.com/story/texas-am-changes-libraries-rescinds-librarian-tenure>, and <https://www.insidehighered.com/news/2022/05/16/texas-am-considers-making-sweeping-changes-library>.

<sup>2</sup> SDSU Library had the second lowest collections expenditures per FTE student compared to other libraries in institutions that achieved R1 status in 2025: \$135/FTE, while the other new R1s spent \$489 per FTE student on average. SDSU had the third largest professional staff to student ratio: 831 FTE students per professional staff and 961 FTE students per librarian, while the other new R1s had 403 FTEs per librarian on average. Moreover, the library is not currently meeting the space standards set by the CSU. Seating in the library should be 20 percent of the projected full-time equivalent students (FTES). The library is currently 2,951 seats short of this standard (per our current enrollment). Data retrieved from the 2023 ACRL Academic Library Trends and Statistics Survey; analysis provided by Connor Franklin Rey, Assessment Librarian. Seating data provided by Maureen Dotson, Library Facilities Coordinator, based on seating standards explained in: The CSU seating standard is Seating analysis: California Postsecondary Education Commission. (1990); Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget; and California State University Office of the Chancellor. (2012). Capital Planning, Design and Construction Section VI - Standards for Campus Development Programs Sections 9060-9079.

**WHEREAS**, student workers are an essential part of the library's daily operations, gaining valuable experience that prepares them for careers in libraries, academia, and cultural heritage work; and

**WHEREAS**, library spaces are not only vital for academic success but also serve as inclusive environments that support equity, diversity, and social justice across disciplines; and

**WHEREAS**, the SDSU Library is committed to maintaining inclusive and welcoming spaces that support student success in and beyond the classroom; and

**WHEREAS**, budget cuts, stagnant salaries, and increasing workloads contribute to the demoralization of library faculty and staff, undermining their capacity to meet the heightened demands associated with transitioning to an R1 institution, a shift that will also entail higher operational costs compared to our previous R2 designation; and

**THEREFORE, BE IT RESOLVED**, that the SDSU University Senate affirms its strong support for the SDSU Library as an indispensable resource for students, faculty, and staff, and recognizes its critical role in advancing the university's mission;

**BE IT FURTHER RESOLVED**, that the Senate supports the academic freedom of library faculty in making collection development and policy decisions, along with the creation and delivery of curricular, co-curricular, and extra-curricular programming such as workshops, exhibits, book displays, read-ins, film screenings, and public lectures, free from political pressures, censorship, and administrative control and overreach;

**BE IT FURTHER RESOLVED**, that the Senate urges the university administration to prioritize budgetary support for the library, ensuring adequate funding for collections, spaces, services, and staffing at all levels (including student workers), without increasing financial burdens on students;

**BE IT FURTHER RESOLVED**, that the Senate advocates for increased support for library faculty and staff, including competitive salaries, professional development opportunities, and resources to address the growing demands associated with R1 status;

**BE IT FURTHER RESOLVED**, that the Senate calls for a comprehensive survey to gather campus-wide input on the state of library facilities, services, and resources to guide future improvements;

**BE IT FINALLY RESOLVED**, that the Senate emphasizes the importance of maintaining library spaces as a resource for all disciplines, and opposes any initiatives that would repurpose library spaces without the input of library faculty, staff, and users.

### **Rationale**

This resolution underscores the centrality of the SDSU Library to the university's mission and highlights the critical need for increased support to address challenges facing the library.

Academic libraries are foundational to fostering a thriving academic community, and the SDSU Library exemplifies this by providing access to crucial resources, expert guidance, and spaces that inspire learning and research.

The SDSU Library is a dynamic teaching library that nurtures information literacy and critical thinking, equipping students with the skills they need to succeed academically and professionally. Furthermore, library faculty, as stewards of diverse collections, ensure access to knowledge across all disciplines, maintaining the intellectual rigor and cultural relevance required of an R1 institution.

Investing in the library directly supports SDSU's mission of fostering equity and inclusion, as the library's spaces and programs create a welcoming environment for all students, faculty, and staff. Ensuring the library is adequately funded and staffed not only reinforces the university's commitment to academic excellence but also empowers the library to adapt to the growing demands of research and scholarship in a rapidly evolving academic landscape. A cut to the Library budget impacts the entire campus, as it limits the Library's ability to maintain a print and electronic collection suitable to SDSU's new R1 status and hampers the delivery of essential library services.

Addressing the challenges of budget cuts, stagnant salaries, and understaffing is essential for maintaining morale among library employees and sustaining the high-quality services expected at a premier institution. By affirming the academic freedom of library faculty and advocating for equitable funding, this resolution seeks to preserve the SDSU Library as a cornerstone of knowledge, innovation, and student success for generations to come.

**Authored by:**

Taharka Adé, Vice-Chair, University Senate  
Pamella Lach, Chair, Academic Policy & Planning and Library Senator

**Endorsed by:**

Taharka Adé, Vice-Chair, University Senate  
Pamella Lach, Chair, Academic Policy & Planning and Library Senator  
Nola Butler Byrd, SDSU University Senate Chair & Senator-at-Large, ASCSU  
Arlette Baljon, Chair, Constitution & Bylaws Committee, SDSU Senate  
Keven Jeffery, Chair, Faculty Affairs Committee and Library Senator  
Kate Holvoet, Instructional and Information Technology (IIT) Committee and Library Senator  
Wil Weston, SDSU ASCSU Senator

Approved by the Library Faculty by unanimous consent at the February 17, 2025 faculty meeting.

**Resolution Reaffirming Our Campus Commitment to *Equity and Inclusion in Everything We Do*<sup>1</sup>**

January 21, 2025

WHEREAS, San Diego State University, like all of the California State Universities, is committed to serving ALL residents of California;

WHEREAS, The San Diego State University’s Policy file, section 4.4 states:  
“The university shall cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the uniqueness of each member of our community. Because the university’s educational goals are founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures, and other aspects of campus life reflect diverse perspectives. Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning. Freedom of speech shall be protected. By the same token, the campus community shall denounce and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have separated us as a people.”; and

WHEREAS, SDSU has a diverse student body<sup>2</sup> that is 40% Black/African American, Latine or Native American and 13.2% Asian/Pacific Islander; 56.5% female; at least 8% 2SLGBTQIA+<sup>3</sup>; 34% Pell-eligible; 35.2% first-generation college attendees; 14% military-affiliated; and 13% disabled; and

WHEREAS, SDSU has a diverse workforce<sup>4</sup> with faculty that is 24% Black/African American, Latine or Native American, 14.2% Asian/Pacific Islander, and 53.6% female, and staff that is 40.5% Black/African American, Latine or Native American, 13.9% Asian/Pacific Islander, and 54% female; in addition, 13.9% of respondents to the fall climate survey identified as 2SLGBTQIA+ and 9.7% identified as disabled; and

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<sup>1</sup> <https://www.sdsu.edu/strategic-plan/updates/equity-and-inclusion>

<sup>2</sup> Undergraduates, both San Diego and Imperial Valley campuses.

<sup>3</sup> We do not currently have reliable data on gender and sexual orientation identities of our student body; our best estimate is around 8% but there are reasons to believe this could be an underestimate.

<sup>4</sup> <https://sdsuedu.sharepoint.com/sites/equity-analytics/SitePages/Demographics.aspx>

WHEREAS, The University Senate specifically has a longstanding commitment to equity, inclusion and social justice, reflected in multiple resolutions, listed in the rationale below; and

WHEREAS, Despite these commitments and accomplishments, challenges persist:

- There has been a steady increase in reported hate crimes since 2015, with a pronounced increase since 2020<sup>5</sup>. The most prevalent targets are Black, Jewish and gay men<sup>6</sup>, while the Asian/Pacific Islander, Sikh and LGBTQ communities have seen the largest increases since 2020<sup>7</sup>; and
- There continue to be persistent gaps in SDSU's graduation and retention rates between students of different social identity groups<sup>8</sup>; and
- There continue to be persistent gaps in many other areas of life success between members of different social identity groups (e.g., employment, healthcare, wealth, etc.)<sup>9</sup>; and
- The federal administration has already begun, among other things, to eradicate diversity, equity and inclusion programs, dismantle civil rights protections, weaponize government institutions, and persecute immigrants<sup>10</sup>.

RESOLVED, That the San Diego State University Senate reaffirm its commitment to all of the Principles of Community, with specific emphasis on:

- *We promote a culture of inclusion in which all are valued and treated with respect, dignity, and fairness so that they may thrive.*
- *We acknowledge that imbalances of power, accessibility, equity, and privilege persist in higher education and in society and we are committed to addressing and dismantling these imbalances.*
- *We condemn racism, sexism, homophobia, transphobia, ableism and other forms of discrimination across all our campus communities and extend the critical notion of inclusivity towards all cultures and identities.*

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<sup>5</sup> <https://cde.ucr.cjis.gov/LATEST/webapp/#/pages/explorer/crime/hate-crime>

<sup>6</sup> <https://usafacts.org/articles/hate-crime-data-value-expanding-our-sources/>

<sup>7</sup> <https://www.themarshallproject.org/2023/03/25/asian-hate-crime-fbi-black-lgbtq>

<sup>8</sup> <https://asir.sdsu.edu/graduation-progress-data/>

<sup>9</sup>

[https://www.whitehouse.gov/cea/written-materials/2024/07/03/racial-discrimination-in-temporary-america,](https://www.whitehouse.gov/cea/written-materials/2024/07/03/racial-discrimination-in-temporary-america)

[https://www.americanprogress.org/article/discrimination-and-barriers-to-well-being-the-state-of-the-lgbtqi-community-in-2022/,](https://www.americanprogress.org/article/discrimination-and-barriers-to-well-being-the-state-of-the-lgbtqi-community-in-2022/)

<https://www.americanprogress.org/article/advancing-economic-security-people-disabilities/>

<sup>10</sup> <https://www.chronicle.com/package/the-assault-on-dei>



RESOLVED, That the SDSU community values our differences, and takes pride in the impact of our educational, research, and scholarly mission; and

RESOLVED, That San Diego State University continue to support and assist *all* of our students, faculty and staff to succeed academically, professionally, and personally, regardless of race, gender identity, sexual orientation, religion, political orientation, socioeconomic status, nationality, disability, military affiliation, immigration status, or any other social identity;

RESOLVED, That San Diego State University recognizes that there are differential barriers to success for members of different student populations, and therefore affirms that support and assistance for *all* necessarily requires differential approaches;

RESOLVED, That San Diego State University continue to support the integration of equity and inclusion into everything we do, and upholds all existing policies and programs to enhance equity and inclusion, including campus community centers, unit-level diversity plans, liaisons and councils, the Inclusive SDSU reporting system, Heritage Month programs, affinity-focused learning communities, the Building on Inclusive Excellence and Inclusion Representative hiring programs, Employee Resource Groups, and professional development around equity-minded practices;

RESOLVED, That San Diego State University continue to support our Ethnic Studies programs, and that *all* SDSU academic programs and faculty continue to explore ways to integrate social justice into their curricula, and to ensure inclusive pedagogy in their teaching;

#### Rationale:

SDSU has a long history of leadership in the arena of social justice, including establishing the first Women's Studies program in the country, and among the earliest programs in Chicana and Chicano Studies, Africana Studies, American Indian Studies, as well as being the second university in the U.S. and the first in California to offer a major in LGBTQ+ Studies;

The University Senate specifically has a longstanding commitment to equity, inclusion and social justice, reflected in multiple resolutions:

- [Support of Undocumented Students](#) (2017)
- Resolution of Concern for Pell Student Enrollment Decline (2019)

- [Fostering a Welcoming and Safe Campus Climate for African American Students](#) (2019)
- [Fostering a Welcoming and Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual \(LGBTQIA+\) Students](#) (2019)
- [Response to the Racial Violence Targeting Black People and Communities in the United States](#) (2020)
- [Creating a More Equitable and Welcoming Environment for Women Faculty of Color](#) (2020)
- [Resolution in Response to the Escalating Anti-Asian Hate in the United States](#) (2021)
- [San Diego State University Senate Resolution Condemning Anti-Semitism](#) (2021)
- [Condemning Gender-Based Violence and Supporting of the Rights of Women and Other Vulnerable People](#) (2023)
- [Reaffirming the Condemnation of Antisemitism on Campus](#) (2023)
- [Condemnation of Anti-Palestinian, Anti-Arab and Anti-Muslim Racism](#) (2024)
- [Students' Right to Protest Acts of Terrorism, War Crimes, Crimes Against Humanity, and Genocide](#) (2024)
- [Priorities for Collegiality, Inclusivity, and Equity for IV Faculty in Home Departments on the San Diego Mesa Campus](#) (2024)

**Submitted By:**

Roberto D. Hernández, Dept. of Chicana/o Studies

Nikole Carter-Curtis, School of Communication

Keven Jeffery, University Library

Pam Lach, University Library; Chair, Senate Academic Policy & Planning Committee

Christal Sohl, Department of Chemistry and Biochemistry

Lisa Kath, Department of Psychology

Nola Butler Byrd, SDSU University Senate Chair & Senator-at-Large, ASCSU

Changqi Liu, School of Exercise and Nutritional Sciences

Kathryn Edgerton-Tarpley, Department of History

Stephanie Ries-Cornou, School of Speech Language and Hearing Sciences

Gloria Rhodes, University Library, CFA- SDSU Chapter President

Anne Donadey, Interim Chair, Department of Women's, Gender, and Sexuality Studies

Roy Whitaker, Department for the Study of Religion

Samuel Song, Department of Counseling and School Psychology

Todd Carson, Counseling & Psychological Services

Tri Nguyễn, Counseling & Psychological Services

Zemed Berhe, Counseling & Psychological Services

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Dustin Thoman, Department of Psychology

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Betty Samraj, Department of Linguistics and Asian/Middle Eastern Languages

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Nadežda Novaković, Language Acquisition Resource Center

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Robert Malouf, Department of Linguistics and Asian/Middle Eastern Languages

Rafael Almeida, Department of Earth and Environmental Sciences

David Kimbrough, Department of Earth and Environmental Sciences

Anna Foster, Department of Earth and Environmental Sciences

Joyce Lee, Counseling & Psychological Services

Margaret Field, American Indian Studies

Jung Min Choi, Department of Sociology

Michael Roberts, Department of Sociology

Norah P Shultz, Department of Sociology

Melissa A. Navarro, Department of Dual Language and English Learner Education

Sera J. Hernández, Department of Dual Language and English Learner Education

Minjeong Kim, Department of Sociology & Center for Asian and Pacific Studies

Ricardo Vasconcelos, Department of Spanish and Portuguese Languages and Literatures

Steve Barbone, Department of Philosophy

Rachael Horn Langford, Department of Sociology

Jonathan Graubart, Political Science

Luciano N. Cruz, Department of Sociology

Ariana Cabral, Counseling & Psychological Services

Charlene E. Holkenbrink-Monk, Department of Sociology

Alfredo Urzúa Beltrán, Department of Spanish and Portuguese Languages and Literatures

Mathias Schulze, Language Acquisition Resource Center

Satchi Venkataraman, Aerospace Engineering

Jocelyn Killmer, Anthropology and Asian Studies

Clarissa Clò, Department of European Studies

Savanna Schuermann, Chair of Lecturer Affairs committee.

Marissa Vasquez, Postsecondary Educational Leadership | ARPE

To: SEC / Senate  
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)  
Date: February 13, 2025  
Subject: INFORMATION: Language requirements for BAs

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At our January 28, 2025 meeting, AP&P held a discussion about language requirements for BAs in response to an email thread on the Senate Listserv from December 14 through December 16, 2024. CAL Senators raised concerns about adverse impacts on language requirements stemming from structural changes to BA degrees. In particular, CAL Senators were concerned that these changes would eliminate college-level language requirements even if individual majors chose to still require a language. AP&P offered to investigate this, inviting AVPs Madhavi McCall (Curriculum, Assessment and Accreditation) and Stefan Hyman (Enrollment Management) to clarify the degree changes and their potential impacts on language requirements.

AVP McCall explained that SDSU offers two types of BA degrees: a Bachelor of Arts in Liberal Arts and Sciences and a Bachelor of Arts in Applied Arts and Sciences, each with a concentration or emphasis in specific disciplines (e.g. BA in Liberal Arts and Sciences with a concentration in History). When preparing the campus to comply with EO 1071, which mandates that concentrations share 51% of their core or be elevated to standalone programs, AVPs McCall and Hyman, along with then Provost Ochoa, realized that our degree structure was incompatible with EO 1071. Compliance with 1071 would have required every undergraduate program to share 51% core with other Liberal or Applied designated degrees. Further analysis indicated that a 51% shared core—which cannot include GEs per the CO’s mandates—would entail that upper division courses unique to the major could comprise no more than 25 units out of 60. That is, any major could only have 25 unique units that are not shared with the remaining BA degrees. (Upper division courses are 60 units total. Removing 9 units of upper division GE would leave a maximum 51 units for major coursework.) If all degrees have to share 51% core of those 51 units, then any given major could only have 25 unique units and would share 26 units with all other degrees with the same degree designation. Rather than ask each undergraduate program to comply with EO 1071 and water down their degree offerings, SDSU chose an alternative approach: changing all BA degrees to the Bachelor of Arts in “Insert Discipline Here” (ie., BA in History). In essence, by removing the “Liberal” and “Applied,” all programs are essentially receiving an elevation to a stand-alone major. This change was delayed for two years during the my.SDSU implementation. The change in degrees goes into effect in AY 2025-26.

AVP McCall further clarified that languages were never college-level requirements. There are a few majors in CAL, for instance, that do not currently have a language requirement, and several majors outside of CAL that currently do, including Art, Astronomy, Biology, Chemistry, Communications, Dance, Journalism, Math, Microbiology, Music, Physics, Psychology, Social Work, and Speech, Language, Hearing Sciences. According to AVP McCall, the decision to include language requirements in BA programs has historically been left to individual departments, who determined if their majors were BA in Liberal Arts and Sciences (which did require languages) or BA in Applied Arts and Sciences (which did not require languages). With the shift to the BA in “Discipline,” the decision to retain or eliminate language requirements will continue to reside with departments.

AVP Hyman noted that departments who wish to remove language requirements must go through the full curricular review process. Under the former degree system, any department could have removed the language requirement, by either A) changing their degree designation from a BA in Liberal Arts and Sciences to a BA in Applied Arts and Sciences through the shared governance process, or B) requesting exceptions to the language requirement, again through shared governance. With the restructuring of our BAs, a program seeking to remove the language requirement would no longer have to change their degree designation, but would still be required to submit the curriculum proposal, either to change the requirement (such as shifting from a four-semester requirement to two semester or one semester in three different languages) or to eliminate it altogether. No matter the pathway, the department would be required to go through the shared governance process.

Given current AB 928 implementation efforts, departments were asked not to submit changes to Curriculog until AY 2025-26, with implementation beginning in AY 2026-27. We do not know how many departments may seek to eliminate language requirements from their BAs at that time.

AP&P believes that shared governance processes are being honored. We further note the importance of the languages for a robust liberal arts education that prepares our students to succeed in a globally-connected world.

TO: Senate Executive Committee / Senate  
FROM: Keven Jeffery, Chair, Faculty Affairs Committee  
DATE: February 11, 2025  
RE: Information Item: Change in Sabbatical Eligibility Notifications

Due to a lack of resources to accurately track faculty sabbatical eligibility, and contingent faculty contract renewals and range elevations, we have been informed that Faculty Advancement and Student Success (FASS) will discontinue personalized notifications beginning with the 2025-2026 academic year. Instead, a general announcement with clearly outlined eligibility guidelines will be issued. Going forward, faculty will be responsible for determining their own eligibility based on these guidelines.

The Faculty Affairs Committee recognizes the necessity of these notifications and therefore urges the University to provide the resources necessary for Faculty Advancement & Student Success to return to individual faculty notifications.



Memorandum

February 3, 2025

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

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The Council met on Monday, February 3, 2025. Members in attendance were Stefan Hyman, Bryan Donyanavard, Michelle Dean, Patricia Lozada-Santone, Michelle Lopez, Joanna Brooks, Aadi Bery, Mara Cota, Wil Weston, Thais Alves, Christine Molina. Additional attendees included Stephen Schellenberg, Allison Vaughn, and Norman Jackson.

Lopez, Donyanavard, Hyman, Dean, Bery, Cota, Lozada-Santone, Alves, Brooks, Weston

The Council received standing reports on upper division advising from Senior Assistant Dean Michelle Lopez, including the outcomes of a CSU-funded campuswide self-study of SDSU's advising program, guided by experts from NACADA and led by Associate Dean Molina and Senior Assistant Dean Lopez. That report is accessible [here](#).

AVP Hyman shared information on [changes to impaction requirements](#) put forward by academic units.

AS rep Bery shared initiatives and events and requested Council support in promoting them. Senior Assistant Dean Lopez pledged to share event announcements with the advising community.

Professor Thais Alves led a discussion on "current rewards, supports, and incentives for undergraduate teaching provided by SDSU," with a review of data provided by Council members on awards and pedagogical professional development resources in the academic colleges. The Council determined to collect additional information from peer and aspirational

universities for its discussion in March.

Memorandum

March 3, 2025

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Monday, March 3, 2025. Members in attendance were Stefan Hyman, Bryan Donyanavard, Michelle Dean, Patricia Lozada-Santone, Michelle Lopez, Joanna Brooks, Aadi Bery, Mara Cota, Thais Alves, and Christine Molina.

The Council received standing reports on upper division advising from Senior Assistant Dean Michelle Lopez, on lower-division advising report from Christine Molina (including February’s [Sophomore Week](#) and the calendar of

[Fall 2024 and Spring 2025 Coordinated Care Advisors Outreach](#) . The Council also discussed vaccination holds among undergraduates and opportunities for including vaccination in new student programs, and received news from General Studies director Preciado about data forthcoming in April regarding Gen Studies 100. AS rep Aadi Bery also [shared information](#) on recent activities in AS and College of Sciences.

The council continued its February conversation regarding teaching awards currently allocated campuswide:

	Faculty teaching awards	
	Number	Award \$
Senate	Senate Teaching Excellence (1)--currently t/t only; lecturer award under discussion	10,000

A&L	1 annual t/t faculty award 1 annual lecturer award	\$1500 each
ED		
ENG	Northrop Grumman Excellence in Teaching Award	\$2,000 t/t only
FCB	<i>Fowler Teaching Excellence Awards</i> (two awarded to T/TT and one awarded to one lecturer) annually  <i>Glazer Outstanding Lecturer Fellowship</i> (awarded annually for two-year term)	\$10,000  \$6,000 to \$8,000 annual stipend + lump sum \$2,000 for professional development
HHS	No teaching awards	
PSFA		
SCI		
IV		

The Council agreed to reach out to Lecturer Affairs to advance this conversation to appropriate campus offices and to provide to the Senate if necessary a recommendation that recognition for excellence in teaching (including lecturer teaching excellence) be established in every college and that a university-wide lecturer award is established by the Senate in parallel to its current Senate Teaching Award.

TO: SEC/University Senate

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

DATE: February 18, 2025

RE: Information

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**Philanthropy Report:**

Reflecting on 2024, our donors helped SDSU achieve unprecedented milestones, including a record \$229.8 million in research funding, scholarship awards that supported graduation rates far above the national average, and the expansion of SDSU Mission Valley's 34-acre River Park. In 2025, we look forward to another year of growth and achievement, and continued engagement with our donors who remain committed to shaping a brighter future for our SDSU community.

Below, please find a list of notable gifts, bequests, pledges, and pledge payments of \$25,000 or more received over the past month. These contributions, along with the generosity of donors at all levels, help support initiatives across the University.

Alumna Paula Adams and Ted Adams have made a pledge payment of \$25,297 to support the Ted and Paula Adams Comics Fund in the University Library.

Adam and Lisa Antoniadis have made a gift of \$50,000 to support the Football Excellence Fund and Athletic Medicine Fund in the Department of Intercollegiate Athletics.

The Stephen and Mary Birch Foundation has made a grant of \$25,000 to support the Birch Endowed Chair in the College of Arts and Letters.

Alumnus Philip Bordenave has made a gift-in-kind donation valued at \$112,407 to support the Special Collections and University Archives in the University Library.

Alumnus William Brack and Karen Brack have made gifts totaling \$101,500 to support the Fowler College of Business Angel Conference and Department of Finance in the Fowler College of Business, and the Football Excellence Fund and Men's & Women's Golf Facility Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumnus Ed Brown and Kathy Brown have made a pledge payment of \$91,250 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Marilyn Brown has recommended a grant of \$100,000 from the James Silberrad Brown Foundation at the San Diego Foundation to support the Football Excellence Fund and Men's & Women's Golf Facility Fund in the Department of Intercollegiate Athletics.

Alumnus Thomas J. Brown and Tamra Rae Brown have made a gift of \$30,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

The Estate of Alumnus Andrew G. Castiglione has made a bequest payment of \$33,333 to support the Castiglione Scholarship in the Division of Faculty Advancement and Student Success.

Faculty Emeritus Geoffrey W. Chase, Ph.D. has made a pledge of \$75,000 to support the Geoff Chase Family International Scholarship in the Division of Academic Affairs.

Alumna Dr. Lilly L. Cheng and Dr. Koun Ping Cheng have made a gift of \$90,259 to support the Cheng Endowment in the College of Education.

The Estate of Alumnus Patrick H. Conway has made bequest payments totaling \$25,947 to support the Patrick H. Conway Endowment in the Division of University Relations and Development.

Cutwater Spirits has made a gift of \$40,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumnus Jerry Davee and Carolyn Davee have made a pledge payment of \$75,000 to support the Men's & Women's Golf Facility Fund in the Department of Intercollegiate Athletics.

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

The DHC & CLC Foundation, at the recommendation of Daniel Haiming and Cai Li Chang, has made a pledge payment of \$150,000 to support the Daniel Haiming and Cai Li Chang Center for Electric Drive Transportation in the College of Engineering.

The Stephen and Lynne Doyle Family Foundation, at the recommendation of TCF Board Member and Alumnus Dr. Stephen Patrick Doyle and Lynne Doyle, has made a pledge payment of \$100,000 to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

The C.A. Dunn Family Foundation, at the recommendation of Sharon Dunn, has made a grant of \$50,000 to support the Men's Tennis Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Lee M. Duran and Kazumi Duran have made gifts totaling \$30,000 to support the Charles W. Lamden School of Accountancy and Wendy Gillespie Center for Advancing Global Business Endowment in the Fowler College of Business.

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

TCF Board Member Mark E. Filanc, P.E. has made a pledge of \$100,000 to support the Beavers Lecturer in Heavy Construction Endowment in the College of Engineering.

The Fiske Family Foundation, at the recommendation of Alumnus John Paul Fiske and Courtney Fiske, has made a grant of \$50,000 to support the Fiske Pre-Law Endowment in the College of Arts and Letters.

Alumnus Art L. Flaming and Gwen Flaming have made a gift of \$25,000 to support the Wallace, Shatsky, Blackburn Courage Through Cancer Fund in the Division of University Relations and Development and the Men's Baseball Excellence Fund in the Department of Intercollegiate Athletics.

Alumni Scott and Sarita Flaming have made gifts totaling \$44,795 to support the Wallace, Shatsky, Blackburn Courage Through Cancer Fund in the Division of University Relations and Development and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumni Tom and Laura Gable have committed to a bequest, and a pledge of \$20,000, to support the Tom and Laura Gable Student Professional Development Fund in the College of Professional Studies and Fine Arts.

Alumna Naomi Grant, Alan Grant, and the Grant Family have made a \$200,000 pledge payment to support the Alta and Franklin Grant Family Mission Valley River Park Fund in the Division of Business<sup>54</sup>

and Financial Affairs. In addition, Naomi and Alan have made a \$100,000 gift to support the Economic Crisis Response Team in the Division of Student Affairs and Campus Diversity.

Terry Hicks and Megan Michael have made a pledge of \$147,368 to support the Megan Michael and Terry Hicks Family Trust Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

The Paul and Sally Houdayer Foundation, at the recommendation of William D. Old, III and Laurita Hudec, has made a pledge payment of \$25,000 to the Amanda C. Hull Scholarship Endowment in the College of Professional Studies and Fine Arts.

Mike Paul Ibe has made gifts totaling \$30,000 to support the Equipment Room Attendant Salary Fund and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

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

Hal and Debby Jacobs have made a gift of \$26,500 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumnus Richard Lee Jenkins, Ph.D. has made a gift of \$25,000 to support the Sciences Building Fund in the College of Sciences.

Gary Kemper and Coleen Geraghty have made a pledge of \$56,000, and pledge payment of \$36,590, to support the Liz and Simon McAllister Endowed Teaching Scholarship in the College of Education.

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

Jeff Jacobs and Annie Lawless have recommended a grant of \$26,420 from the Jeff Jacobs Family Fund at the Jewish Community Foundation to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumni Eric and Peggy Johnson have made a gift of \$100,000 to support the GATE Center for Electric Drive Transportation in the College of Engineering.

Alumni Tom and Linda Lang, Jr. have recommended a grant of \$130,000 from the Tom and Linda Lang Family Fund at Ayco Charitable Foundation to support the Lang Endowed Professorship in Leadership Development in the Fowler College of Business, Aztec Cooperative Coordinator Fund in the Division of Research and Innovation, and the Joan and Art Barron Veterans Center Operations Fund in the Division of Student Affairs and Campus Diversity.

Alumnus William E. Leonhard, Jr. has made a gift of \$100,000 to support the William E. Leonhard Jr. Guardian Scholars Scholarship Endowment in the Division of Student Affairs and Campus Diversity.

Alumnus Lloyd R. de Llamas has made a \$100,000 pledge payment to support the de Llamas Opportunities Fund Endowment in the Division of Academic Affairs.

Marathon Construction Corp has made a pledge payment of \$25,000 to support the Jim Ryan Chair in Construction Management Endowment in the College of Engineering.

Alumnus Richard Anthony Marks has made a gift of \$200,130 to establish the Richard Anthony Marks Endowed Gallery Program Fund in the College of Professional Studies and Fine Arts.

The Gilbert J. Martin Foundation has made a grant of \$150,000 to support the Athletics General Excellence Fund in the Department of Intercollegiate Athletics and the Gilbert J. Martin Foundation

Endowed Scholarship in the Fowler College of Business.

The Estate of Alumnus Dr. John A. Mateja has made bequest payments totaling \$67,941 to support the Dr. J.A. Mateja Endowment for Excellence in Theatre, Television, and Film and the Dr. J.A. Mateja Endowment for Excellence in Music and Dance in the College of Professional Studies and Fine Arts.

Alumnus Jack McGrory has recommended a grant of \$50,000 from the McGrory Family Fund at the Jewish Community Foundation to support the Dr. Jack McGrory School of Public Affairs Endowed Excellence Fund in the College of Professional Studies and Fine Arts.

Alumnus Jack McKenna and Cynthia McKenna have committed to a bequest to support the Fowler College of Business.

J. Gordon Melton has made a gift-in-kind donation valued at \$85,024 to support the Special Collections and University Archives in the University Library.

The Schultz Miller Foundation, at the recommendation of Ken Schultz and Kelly Miller, has made a grant of \$25,000 to support the Aztec Parents Fund in the Division of Student Affairs and Campus Diversity.

Becky Moores has made a gift of \$25,515 to support the Aztec Angels for Guardian Scholars in the Division of Student Affairs and Campus Diversity.

John and Dianne Moores have made a gift of \$60,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Andrew W. Mundt has recommended a grant of \$140,000 from the Peacemakers Fund at the San Diego Foundation to support the William R. Mundt Memorial Fund for International Internships in Peace and Security, the Mundt Memorial Fellowship Operational Support Fund, the Center for Human Rights Internship Fund, the William R. Mundt Memorial Fund for Cross-Cultural Peace Internships, and the Mundt Internship Class Fund in the College of Arts and Letters.

The Neal Family Trust, at the recommendation of TCF Board Member and Alumnus Mike Neal and Alumna Merrilee Neal, has made a \$500,000 pledge and \$62,532 pledge payment to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Northrop Grumman Foundation has made a gift of \$111,250 to support the following areas at SDSU: Troops to Engineers Program, Engineering Fund for Innovation, SDSU Mechatronics Club, Mechanical Engineering Fund, Mesa Engineering Fund, Women of Aeronautics and Astronautics, Tau Beta Pi, Society of Women Engineers, Society of Hispanic Professional Engineers, Rocket Project, National Society of Black Engineers, Institute of Electrical and Electronics Engineers, Baja Society of Automotive Engineers, Aztec Electric Racing, Aztec Council of Systems Engineering, American Society of Mechanical Engineers, American Institute of Aeronautics and Astronautics, and AIAA Design Build Fly in the College of Engineering; Associated Information Technology Professionals, Sciences Faculty Excellence Fund, Undergraduate Lecture and Career Seminar Series Alumni Engagement Fund, Computer Science Department, Women in Sciences Society, Women in STEM ZIP Launchpad, Math Department, Girls Who Code, Cyber Defense Team, Association for Computing Machinery, and the Artificial Intelligence Club in the College of Sciences; Association of Latino Professionals in Finance and Accounting, Black Business Society, Women in Business, and the Fowler College of Business Fund in the Fowler College of Business; and the Student Veteran Organization Fund in the Division of Student Affairs and Campus Diversity.

The Bernard Osher Foundation has made a grant of \$25,000 to support the Osher Lifelong Learning Institute Program Fund for Global Campus.

Faculty Member Cynthia Darche Park, Ph.D. and James W. Park, Ph.D. have made pledge payments 56



totaling \$200,000 to support the Park Family Endowed Executive Director for the Institute for Transformative Education in the College of Education.

Alumnus Jeffrey Partrick and Trulette M. Clayes have made a \$2,500,000 pledge, and \$253,104 pledge payment, to support the Partrick-Clayes Center for Career Development Endowment in the Fowler College of Business.

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

Horst and Irene Pichler have made a pledge of \$31,000 to support the Verona Pichler Endowed Scholarship in the College of Sciences.

Scott and Carla Pressley have made gifts totaling \$30,000 to support the Equipment Room Attendant Salary Fund and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Alumna Dalana Sue Pursel has committed to a bequest, and a pledge of \$25,000, to support Women's Track and Field and Women's Softball in the Department of Intercollegiate Athletics.

Glenn and Lynne Rossman have made pledge payments and gifts totaling \$45,000 to support the Women's Golf Excellence Fund, Men's Golf Excellence Fund, Women's Basketball Excellence Fund, SDSU Women's Athletics Fund, James Silberrad Brown Foundation Aztecs Going Pro Fund, Men's & Women's Golf Facility Fund, and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Elaine Shaw has recommended a grant of \$50,000 from a donor advised fund at Schwab Charitable Giving to support the Women's Basketball Excellence Fund, Men's Basketball Excellence Fund, and student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

Charles R. Smith has made a gift of \$60,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

The Estate of Mary J. Stevens has made a bequest payment of \$643,386 to establish the Mary J. Stevens Endowed Scholarship for SDSU.

The Estate of George and Judy Sunga has made a bequest payment of \$27,103 to support the George and Judith Sunga Special Collections Endowment in the University Library.

Sycuan Casino Resort has made a \$300,000 pledge payment to the Stadium Excellence Fund in support of the construction of Snapdragon Stadium.

Alumnus Dennis Szeto and Elaine Szeto have made a gift of \$27,369 to support the Dennis and Elaine G. Szeto Endowed Scholarship in Education in the College of Education.

Alumni Ciaran and Shannon Thornton have made a gift of \$30,000 to support student-athlete excellence, scholarships, and academic and personal growth initiatives in the Department of Intercollegiate Athletics.

SDSU President and TCF Board Member Adela de la Torre, Ph.D. and Stephen Bartlett have made a pledge payment of \$25,000 to support the President Adela de la Torre and Stephen Bartlett Women's Athletics Endowment in the Department of Intercollegiate Athletics.

USS Midway Museum has made a pledge payment of \$750,000 to support the USS Midway Chair in Modern US Military History in the College of Arts and Letters.

Alumna Diane Wendell has committed to a bequest, and a pledge of \$25,000, to support Women's Track and Field and Women's Softball in the Department of Intercollegiate Athletics.

Judith White has recommended a grant of \$25,000 from the Judith and Jack White Family Charitable Fund at Fidelity Charitable to support the Judith & Jack White Musical Theatre Endowed Scholarship 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 across campus. These include: Alumni Alfredo and Sandra P. Aldrete, Association of Medical Diagnostics Manufacturers, Alumnus Keith Baim, Balfour Beatty Construction, Alumnus Gary E. Beardsley, Michelle M. Buono, Alumnus Scott Martin Cain, TCF Board Member and Alumna Mary Allis Curran, Alumna Diane D. Denkler and Neal Denkler, FanAngel Foundation, TCF Board Member Joyce M. Gattas, Ph.D., General Atomics Aeronautical, Alumnus Conrad C. Gorospe, Alumni Michael and Terri Graham, Barbara Halte, Alumnus James S. Hartung, Alumnus James S. Hartung, Jr., Alumnus David Heiser and Edna Heiser, Alumnus Paul G. Kerr, Maxine A. Kreitzer, Barry and Hema Lall, James Lauer, Alumnus M. Scott Learned, Leighton Foundation, Faculty Emeritus Murugappa C. Madhavan, Ph.D. and Nachammai Madhavan, Katherine C. Mannen, Alumna Mary Magdalena Carrillo Mejia, Ph.D., Milwaukee Electric Tool Corp., Bardia and Rachel Moayedi, Alumna Chayo Moreno and Janet Cortez, Alumnus Dr. Terry L. O'Donnell, Alumni Joseph and Susan Oliver, Alumni Mike and Chris Pack, Alumnus Tom Pierce and Lisa Pierce, Jason Shidler, Southwest Airlines Co., Alumnus Paul Stuverud, Alumnus Jack Sword and Laura Sword, Steven Talia, Alumna Kathleen H. Williams, Alumnus Timothy D. Wright, George and Meryl Young, and Alumnus Russell D. Young.

2025-2026 University Catalog - Information - Graduate Courses - Modification TO: SEC / Senate FROM: Tracy Love, Chair, Graduate Council DATE: February 18, 2025 / March 4, 2025								
Prefix	Course #	Title	Information (Revised)	Modificaitons / Notes	Units	Effective	Proposal Link	
TE	914H	Interdisciplinary Single-Subject Methods	Grading Method, Course Renumbering, Course Repeatability, Course Title	Renumbering TE 415 to TE 914, changing title of course, added "and" in description. Changing Grading method. Add Course Repeatability.	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4350/form">https://sdsu.curriculog.com/proposal:4350/form</a>	
NURS	817	Advanced Practice Nursing for Adult and Geriatric Populations: Nurse Practitioner Primary Care I	Prerequisite, C/S Codes, Course Renumbering	Renumbering course number from 654 to 817; Removed NURS 684 and "credit or concurrent registration in NURS 655A" from prerequisites; Change C/S Code from Discissio to C02 Lecture Discussion	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3485/form">https://sdsu.curriculog.com/proposal:3485/form</a>	
NURS	818	Advanced Practice Nursing for Adult and Geriatric Populations: Primary Care Practicum I	Course Renumbering, Grading Method, Prerequisite, Units	Renumbering course number from NURS 655A to 818; Change Semester Units from 3-6 tp 6; Updated prerequisite - removed NURS 604 and concurrent registration in NURS 654; Change Grade Method from LTR to CNC	6	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3486/form">https://sdsu.curriculog.com/proposal:3486/form</a>	
NURS	819	Advanced Practice Nursing for Adult and Geriatric Populations: Nurse Practitioner Primary Care II	Course Renumbering, Prerequisite, C/S Codes	Renumber course from 656 to 819; Updated prequisites by adding NURS 501, NURS 501L, NURS 610, NURS 658, NURS 817, and NURS 818 while removing NURS 655A, NURS 657, and concurrent registration; Changed C/S Code to C02 Lecture Discussion	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3496/form">https://sdsu.curriculog.com/proposal:3496/form</a>	
NURS	820	Advanced Practice Nursing for Adult and Geriatric Populations: Primary Care Practicum II	Grading Method, Course Renumbering, Course Title, Prerequisite	Renumber course from NURS 655B to NURS 820; Update course title from I to II; Update prequisites - added NURS 501, NURS 501L, NURS 610, NURS 658, NURS 817, and NURS 818 while remove NURS 654 and NURS 655A ; Changed Grading method from LTR to CNC	5	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3497/form">https://sdsu.curriculog.com/proposal:3497/form</a>	
NURS	821	Advanced Practice Nursing for Adult and Geriatric Populations: Primary Care Practicum III	Grading Method, Course Title, Prerequisite, Course Renumbering	Renumber course from NURS 657 to NURS 821; Update course title from II to III; Update prequisites - added NURS 501, NURS 610, NURS 658, NURS 817, NURS 818, NURS 819, and NURS 620 while removing NURS 654, NURS 655A, NURS 656, and concurrent registration; Change grading method from LTR to CNC; Changed Student-Centered Description to "Eighteen hours of clinical practice per week"	6	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3498/form">https://sdsu.curriculog.com/proposal:3498/form</a>	

2025-2026 University Catalog - Information - Undergraduate Courses TO: SEC / Senate FROM: Marie Lachance, Chair, Undergraduate Curriculum Committee DATE: February 18, 2025 / March 4, 2025									
Prefix	Course #	Title	Information (Revised)	Modificaitons / Notes	Non-GE Designations	Units	Effective	Proposal Link	
COMM	245	Interpersonal Communication	GE Designation Request	change GE from Area E to GE - AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES [4]		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4740/form">https://sdsu.curriculog.com/proposal:4740/form</a>	
HUM	400	Senior Seminar	Course Title, Course Description, Cross-Listing, Course Renumbering, Prerequisite	Title - removed "in classics and Humanities" Deescription - updated text to align with REL S 400 Prerequisite - updated text to align with REL S 400 Added cross-listing to REL S 400 Course-Listing - updated number from 490 to 400		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4128/form">https://sdsu.curriculog.com/proposal:4128/form</a>	
REL S	400	Senior Seminar	Course Description, Prerequisite, Course Title, Cross-Listing, Course Note	Course title and description change to allow for cross-listing with Classics and Humanities (HUM490). Prerequisite - delete REL S 396W; add "Humanities or Religious Studies majors or minors" Delete Course Note Adding Cross-listing - HUM 490		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4129/form">https://sdsu.curriculog.com/proposal:4129/form</a>	
CON M	102	Fundamentals of Construction Management	Course Prefix	Updating prefix from CON E to CON M, formerly CON E 102		1	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4756/form">https://sdsu.curriculog.com/proposal:4756/form</a>	
CON M	262	Soil Mechanics	Course Prefix	Updating prefix from CON E to CON M, formerly CON E 262		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4757/form">https://sdsu.curriculog.com/proposal:4757/form</a>	
CON M	350	Construction Project Controls	Course Prefix	Updating prefix from CON E to CON M, formerly CON E 350		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4758/form">https://sdsu.curriculog.com/proposal:4758/form</a>	
CON M	400	Preconstruction Management	Course Prefix	Updating prefix from CON E to CON M, formerly CON E 400		4	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4759/form">https://sdsu.curriculog.com/proposal:4759/form</a>	
CON M	495W	Construction Management Capstone Project	Course Prefix	Updating prefix from CON E to CON M, formerly CON E 495 and 495W		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4760/form">https://sdsu.curriculog.com/proposal:4760/form</a>	
CIV E	495W	Capstone Design Project	Prerequisite, Course Note	Standardizing GVAR course prerequisites and course note to reflect GVAR information		3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4657/form">https://sdsu.curriculog.com/proposal:4657/form</a>	

2025-2026 University Catalog - Information - Undergraduate Courses TO: SEC / Senate FROM: Marie Lachance, Chair, Undergraduate Curriculum Committee DATE: February 18, 2025 / March 4, 2025								
Prefix	Course #	Title	Information (New)	Notes	Units	Effective	Proposal Link	GE
SEG	360	Concepts in Social Equity and Governance	New - Information	Academic Unit will be updated to Public Administration	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3717/form">https://sdsu.curriculog.com/proposal:3717/form</a>	
SEG	362	Research Methods for Social Equity and Governance	New - Information	Academic Unit will be updated to Public Administration	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:3718/form">https://sdsu.curriculog.com/proposal:3718/form</a>	
AFRAS	335	Africana Presence in Latin America	New - Information	Cultural Diversity (CD)	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4418/form">https://sdsu.curriculog.com/proposal:4418/form</a>	GE - Social and Behavioral Sciences [Upper Division 4]
MKTG	477	Sustainable Marketing Strategy	New - Information	Community Engagement (Special Designation)  AACSB now includes and emphasizes "societal impact" as a criterion for assessment of business schools. This course helps toward reaccreditation with AACSB.	4	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4182/form">https://sdsu.curriculog.com/proposal:4182/form</a>	
CON M	320	Construction Estimating	New - Information	same as CON E 320	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4761/form">https://sdsu.curriculog.com/proposal:4761/form</a>	
CON M	401	Construction Planning and Scheduling	New - Information	same as CON E 401	3	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4762/form">https://sdsu.curriculog.com/proposal:4762/form</a>	

2025-2026 University Catalog - Information - Undergraduate Programs TO: SEC / Senate FROM: Marie Lachance, Chair, Undergraduate Curriculum Committee DATE: February 18, 2025 / March 4, 2025							
Title	Information (Revised)	Program Type	Modifications	Major Code	SIMS Code	Proposal Link	
Mathematics, Emphasis in Mathematics Education, B.S. in Applied Arts and Sciences	<a href="#">Revised - Information</a>	Sub-Program: Emphasis, Specialization	Adding MATH 586 as an "or" option to MATH 336 under the major.	17031	776335BSS	<a href="https://sdsu.curriculog.com/proposal:4703/form">https://sdsu.curriculog.com/proposal:4703/form</a>	
Mechanical Engineering, B.S.	<a href="#">Revised - Information</a>	Degree Program	course proposal change name/number should be automatic and doesn't need to be a program proposal edits to General Education core	9101	447001BSS	<a href="https://sdsu.curriculog.com/proposal:4356/form">https://sdsu.curriculog.com/proposal:4356/form</a>	
Mechanical Engineering, Emphasis in Bioengineering, B.S.	<a href="#">Revised - Information</a>	Sub-Program: Emphasis, Specialization	Increase Major units from 42 to 45 Add ME 430 as a required major course	9101	447002BSS	<a href="https://sdsu.curriculog.com/proposal:4403/form">https://sdsu.curriculog.com/proposal:4403/form</a>	

2025-2026 University Catalog - Information - 500-level Courses TO: SEC / Senate FROM: Tracy Love, Chair, Graduate Council; Marie Lachance, Chair, Undergraduate Curriculum Committee DATE: February 18, 2025 / March 4, 2025								
Prefix	Course #	Title	Information (New)	Notes	Unit	Level	Effective	Proposal Link
THEA	559	Programming for Live Events	New - Information		2	Ugrad/Grad	8/20/2025	<a href="https://sdsu.curriculog.com/proposal:4109/form">https://sdsu.curriculog.com/proposal:4109/form</a>

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

List Name	Card Name	Labels
*Academic Policy & Planning (AP&P)	23/24_01: Assess the Feasibility of an Online Campus-wide Policy File Catalog	In Committee (purple)
*Academic Policy & Planning (AP&P)	21/22_04: Five-Year Review of Academic Administrators	In Committee (purple)
*Academic Policy & Planning (AP&P)	21/22_28: Review & Update Search Committees for University Admin Bylaws	In Committee (purple)
*Academic Policy & Planning (AP&P)	20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL	In Committee (purple)
*Academic Policy & Planning (AP&P)	20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses	In Committee (purple)
*Academic Policy & Planning (AP&P)	23/24_08_Updating Definition of Faculty in Constitution	In Committee (purple)
*Academic Policy & Planning (AP&P)	24/25_05 Creation of a General Policy Regarding Votes of Confidence/No Confidence for Senior Leaders and Other Administrators (Referral 2024/25_5)	
*Academic Policy & Planning (AP&P)	24/25_06: Review of CO-Mandated Minimum Course Enrollments and Related Policies	
*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)	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)	23/24_12: Review Draft of Senate Recordings Policy	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_15: Review Process for Filling Vacancies	In Committee (purple)
*Constitution & Bylaws (CBL)	23/24_16: Union Representation on Senate Executive Committee	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)
*Diversity, Equity & Inclusion (DEI)	23/24_14: Senate Principles of Shared Governance	In Committee (purple)
*Diversity, Equity & Inclusion (DEI)	24/25_02 Examination of Time, Place, and Manner Policy and Development of Alternative Actions	
*Diversity, Equity & Inclusion (DEI)	24/25_03: Recognition and Celebration of Major Hindu Religious Festivals on Campus	
*Faculty Affairs Committee (FAC)	20/21_02: Professors of Practice: Implications?	Complete/Passed (green)
*Faculty Affairs Committee (FAC)	23/24_11: State of Student Course Evaluations	In Committee (purple)
*University Resources & Planning (URP)	23/24_03: Alcohol Products Co-Branding at SDSU	Complete/Passed (green)
*University Resources & Planning (URP)	23/24_13: Contextualizing the Fiscal Cost/Benefit of Athletics	In Committee (purple)
*University Resources & Planning (URP)	24/25_04: Examination of Self-Support Strategies and Practices in the CSU	
*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)
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)
Environment and Safety	24/25_01: Addressing Faculty Concerns Regarding Non-Students/Non-Guests as a Safety Problem	
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)
Instructional and Information Technology	23/24_10_Anti-Doxxing Policy	In Committee (purple)
Library	22/23_04: Review & Update Policies Regarding Material Gifts Valued at over \$20,000	SEC/Senate Processing (orange)
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)
Bookstore Advisory	23/24_09_Removing Bookstore Advertising Items Not Approved by Faculty	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) 64
Campus Fee Advisory Committee	23/24_07: Assessment and Report of Student Success Fee Proposals Funded	In Committee (purple)



# AY2024-25

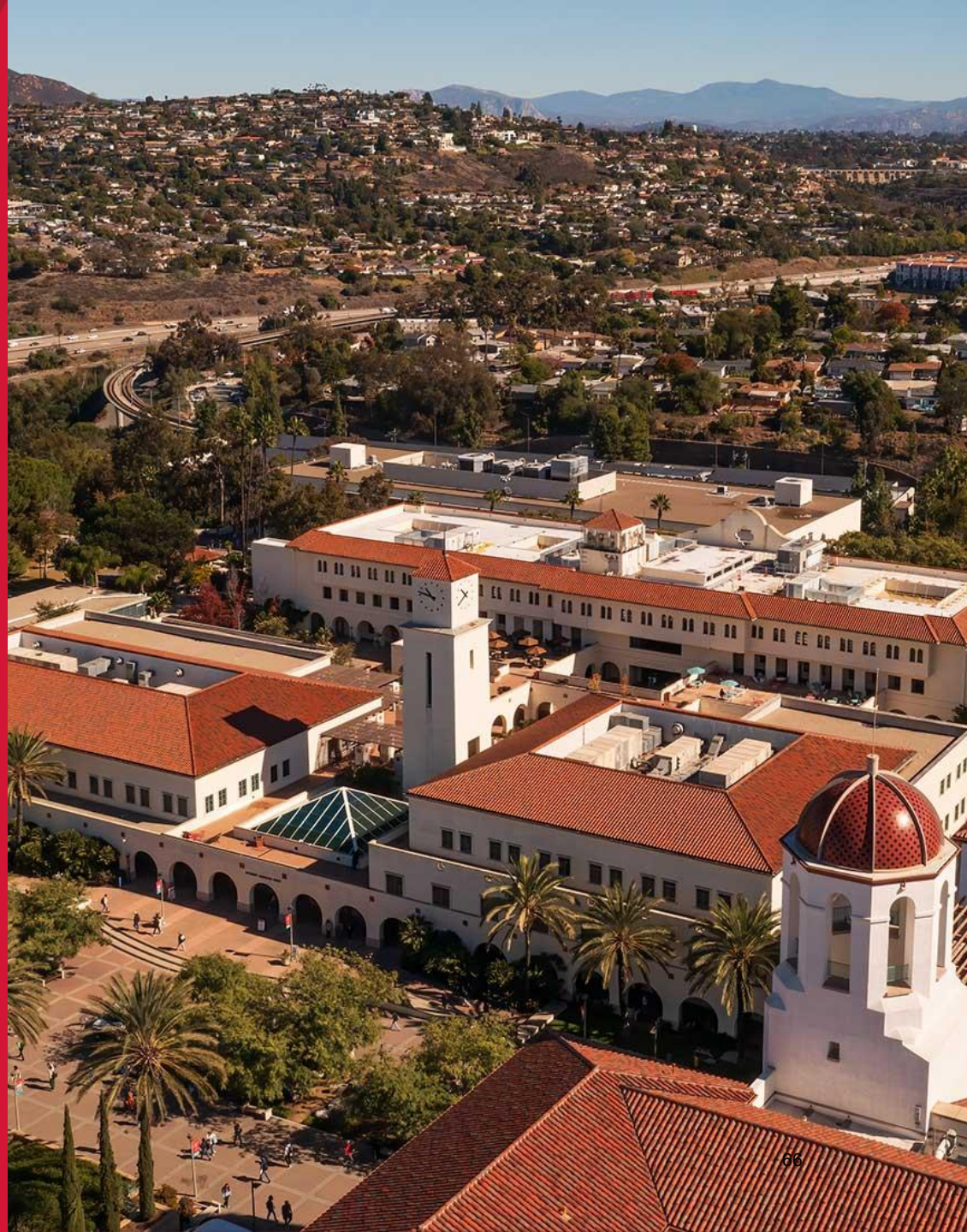
Date	\$198,321.03	Payee	Purpose / Justification / Notes
1/27/2025	\$20,000.00	Senate Vice-Chair	2024/25 OPERATING FUNDS TO ARTS & LETTERS FOR SENATE VICE-CHAIR
1/27/2025	\$10,000.00	Senate Treasurer	2024/25 OPERATING FUNDS TO ENGINEERING FOR SENATE TREASURER
1/27/2025	\$20,000.00	Chair CCE & SAC	2024/25 OPERATING FUNDS TO COLLEGE OF GRADUATE STUDIES FOR COMMITTEE CHAIR CCE & SAC
1/27/2025	\$10,000.00	Chair FA	2024/25 OPERATING FUNDS TO LIBRARY FOR COMMITTEE CHAIR FA
1/27/2025	\$5,000.00	Chair AP&P	2024/25 OPERATING FUNDS TO LIBRARY FOR COMMITTEE CHAIR AP&P
1/22/2025	\$189.64	SDSU Catering	E12347 - SEC Catering
12/4/2024	\$189.64	SDSU Catering	E12354 - Senate Catering
12/1/2024	\$24,000.00	Senate Secretary	SENATE SUPPORT TO FASS FOR SECRETARY APPOINTMENT
12/1/2024	\$14,930.00	Chair DEI	SENATE COURSE RELEASE FUNDING TO A&L FOR COMMITTEE CHAIR DEI: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair Sustainability	SENATE COURSE RELEASE FUNDING TO BUSINESS FOR COMMITTEE CHAIR SUSTAINABILITY: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair UCC	SENATE COURSE RELEASE FUNDING TO BUSINESS FOR COMMITTEE CHAIR UNIVERSITY CURRICULUM: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair CBL	SENATE COURSE RELEASE FUNDING TO SCIENCES FOR COMMITTEE CHAIR CBL: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$14,930.00	Chair URP	SENATE COURSE RELEASE FUNDING TO SCIENCES FOR COMMITTEE CHAIR UR&P: FALL 2024 & SPR 2025 (0.20)
12/1/2024	\$10,000.00	Chair LAC	SENATE COURSE RELEASE FUNDING TO ARTS & LETTERS FOR COMMITTEE CHAIR LECTURER AFFAIRS: FALL 2024 & SPR 2025
12/1/2024	\$7,465.00	Chair AP&P	SENATE COURSE RELEASE FUNDING TO LIBRARY FOR COMMITTEE CHAIR AP&P: SPR 2025
12/1/2024	\$5,723.00	Senate Chair	SUMMER SUPPORT TO EDUCATION FOR SENATE CHAIR
11/20/2024	\$189.64	SDSU Catering	E12346 - SEC Catering
11/8/2024	\$189.64	SDSU Catering	E12353 - Senate Catering
10/23/2024	\$322.17	SDSU Catering	E12345 - SEC Catering
10/9/2024	\$322.17	SDSU Catering	E12344 - Senate Catering
9/17/2024	\$189.64	SDSU Catering	E12343 - SEC Catering
9/10/2024	\$2,931.17	SDSU Bookstore	Equipment - Macbook Laptop
9/3/2024	\$573.23	SDSU Catering	E12228 - Senate Catering
8/23/2024	\$259.64	Awards by Navajo Trophy and Engraving Co.	Plaque for Vice Chair, Treasurer, Parliamentarian
8/20/2024	\$243.52	SDSU Catering	E12227 - SEC Catering
8/15/2024	\$162.99	Which Wich	Senate Retreat - Lunch hours
8/10/2024	\$719.94	TRELLO	Senate Referral Chart Annual web-hosting fees
8/1/2024	\$5,000.00	SDSU IT	Service level agreement between University Senate and ITS

# SDSU

San Diego State  
University

## ENROLLMENT MANAGEMENT

MARCH 4, 2025



## SDSU Exceed Spring FTES Target by 2.5%

UNIT	SP23	SP24	SP25	SP25 vs. SP24	Target	% to Target
Date	Census	Census	Census			
CAL	8,018	8409	8,603	+194	8,603	100.0%
BUS	3,753	4006	4,593	+587	4,198	109.4%
EDU	2,149	2083	2,375	+292	2,128	111.6%
ENG	1,603	1664	1,819	+155	1,747	104.1%
HHS	3,265	3306	3,479	+173	3,404	102.2%
PSFA	4,423	4782	4,859	+77	4,926	98.6%
SCI	6,177	6567	6,838	+271	6,762	101.1%
OTHER	211	208	240	+32	220	109.0%
IV	636	797	872	+75	863	101.1%
<b>TOTAL</b>	<b>30,235</b>	<b>31822</b>	<b>33,678</b>	<b>+1,856</b>	<b>32,851</b>	<b>102.5%</b>

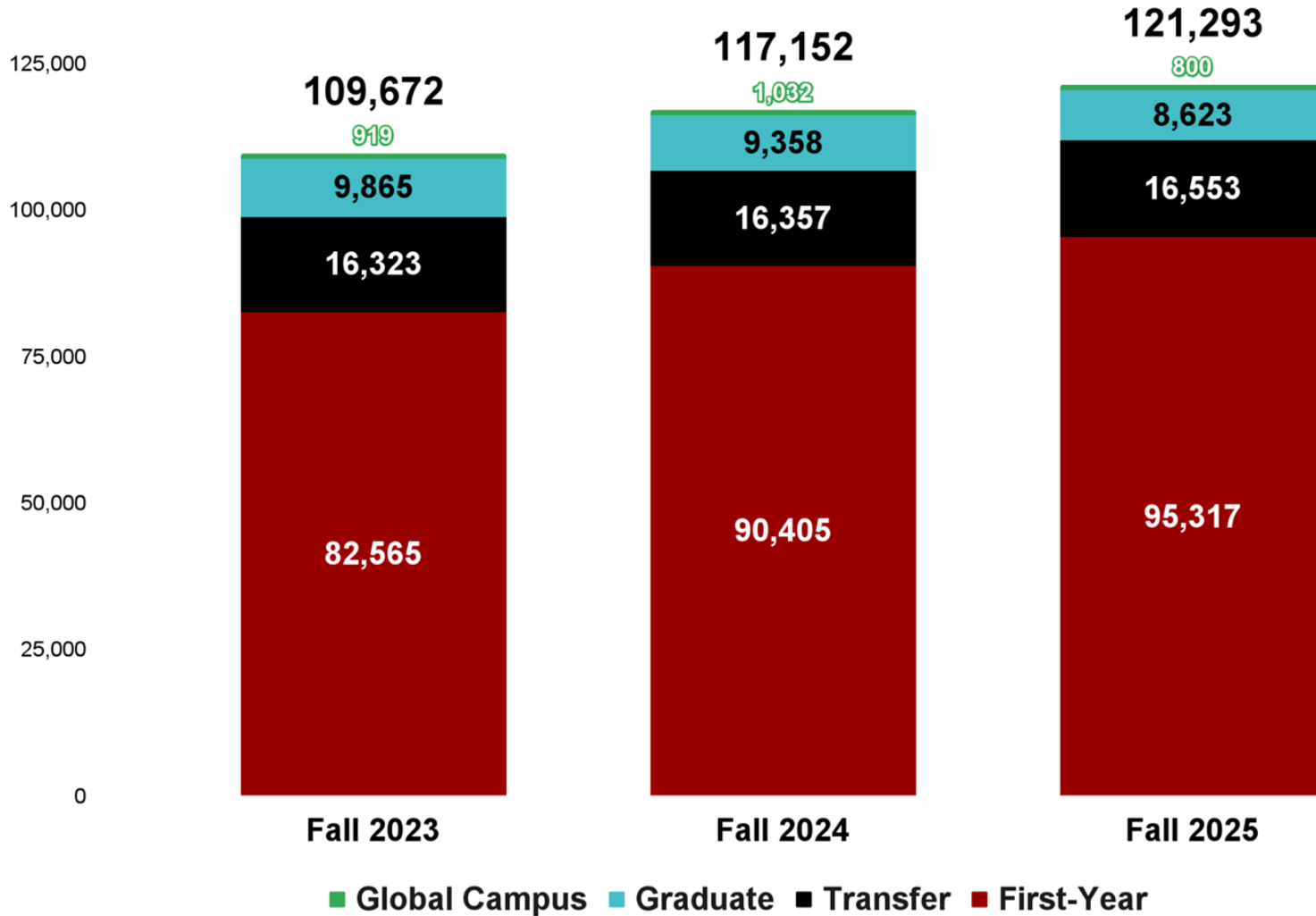
## Full-Time Equivalencies (FTES)

**Annualized Full-Time Equivalencies (FTES)  
Projected at 105.2% of CSU Target  
+1579 from Target**

CA Residents	Summer 2024	Fall 2024	Spring 2025*	2024-25 Annualized**	CSU Target	CSU Goal +1075
Internal Targets	4,290	+ 29,876	+ 27,215	30,691	30,482	31,239
Actuals	4,776	+ 30,757	+ 28,590	32,061	32,061	32,061
	+11%	+2.9%	+5.0%	+4.5%	+5.2%	+2.6%

\*Spring 2025 as of 2/17/2025.

\*\*Annualized = sum of summer + fall + spring, divided in half



Source: Liaison Analytics, 3/3/25

**16,012**

Early First-Year Admits

**4.09**

Mean High School GPA

**42%**

Students of Color

**64-35-1**

Female-Male-Another Gender

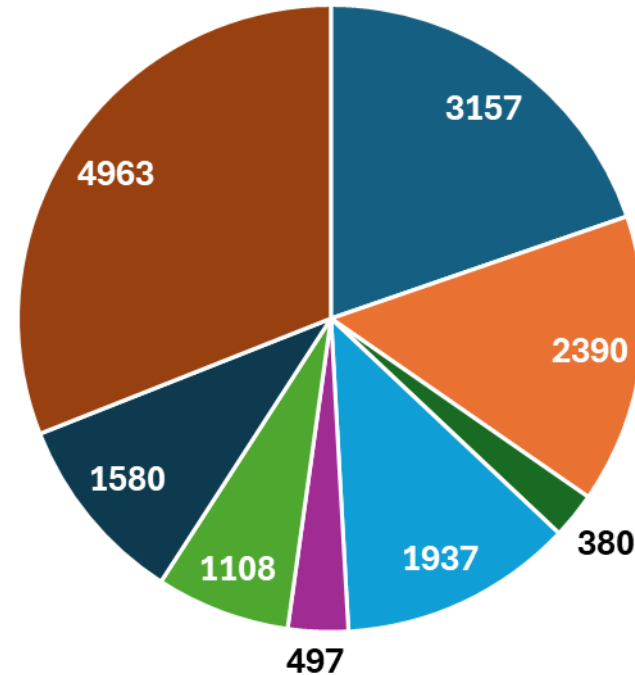
**50**

U.S. States + DC, GU, PR

**67**

Different Nations

As of March 1. Most offers of admission to come in March.



■ BUS ■ CAL ■ EDU ■ ENG ■ FASS ■ HHS ■ PSFA ■ SCI



# EXPLORE SDSU

ADMITTED STUDENT DAY



**Saturday, April 12**  
**9:00 AM - 2:00 PM**

**Volunteers Welcome!**

[admissions.sdsu.edu/tours-events/explore/volunteer](https://admissions.sdsu.edu/tours-events/explore/volunteer)

THANK YOU AND QUESTIONS



# Student Disability Services Report

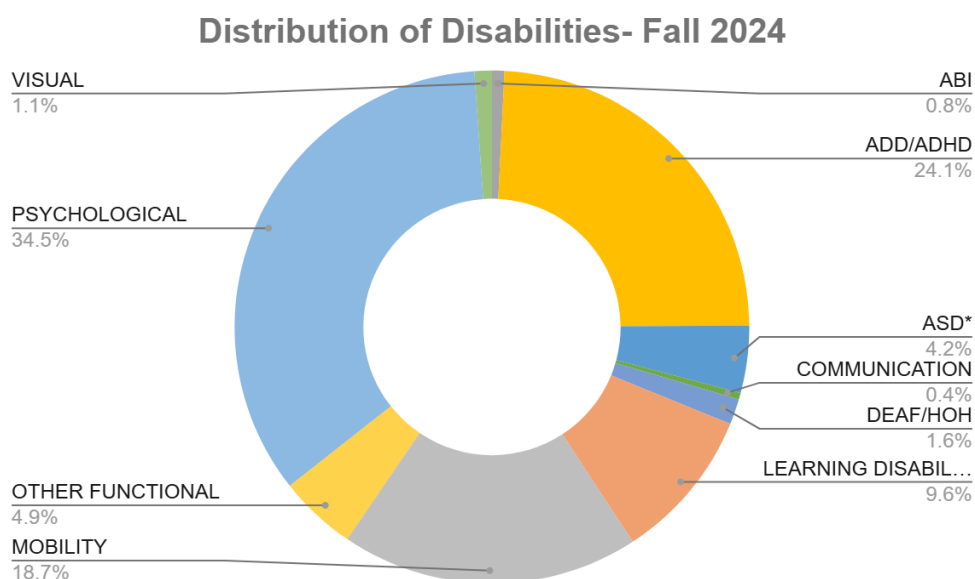
## Mission Statement

Student Disability Services is dedicated to empowering students with disabilities by ensuring they have access to appropriate support and services that minimize academic and physical barriers. To further this mission, Student Disability Services is committed to the following:

- Promote self-advocacy within students with disabilities.
- Work with the campus community to increase disability awareness.
- Provide academic support services and assistive technology.

## Distribution of Disabilities

The following breakdown illustrates the types of disabilities represented among Student Disability Services-registered students and their respective percentages:



## Accommodation Services Offered

Student Disability Services provides a comprehensive range of student accommodations and services tailored to meet the unique needs of each student.

Our student accommodations include, but are not limited to, extended time for exams, alternative testing locations, note-taking assistance, sign language interpreting, and access to assistive technology. Additionally, we offer academic coaching, alternative media services, and collaborate with housing to facilitate housing accommodation requests.

Student Disability Services works collaboratively with faculty, staff, and campus partners to implement student accommodations and promote disability awareness.

## Current Active Student Population

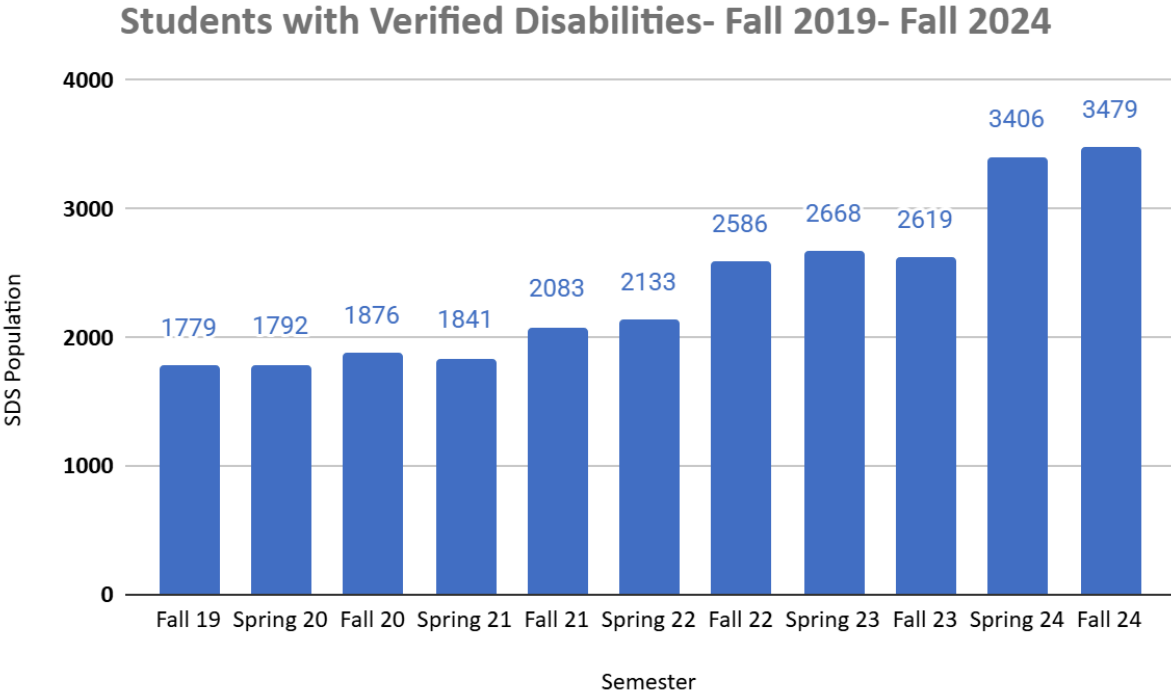
Student Disability Services is proudly supporting over 3,800 active students, highlighting our commitment to serving the needs of students with disabilities. Between June 4, 2024, and

December 10, 2024, Student Disability Services processed 1,056 new student applications, demonstrating a significant influx of students seeking our services. Additionally, during this same period, 461 existing SDS students submitted updated documentation for review, highlighting the evolving needs of our student body and the need for continually reviewing documentation to meet the needs of our students. These figures underscore the dynamic nature of our work and the ongoing demand for academic accommodations within the university.

**Growth in Student Disability Services Enrollment- Census Report**

Between Fall 2019 and Fall 2024, Student Disability Services experienced a substantial increase in the number of students registering for services. The SDSU census data shows a 95.55% increase in disabled students over this period. This rise reflects both an increased awareness of Student Disability Services services and a growing demand for accommodations and support among students with disabilities. The Student Disability Services’ continued focus on accessibility and advocacy has contributed to this increase, underscoring the importance of Student Disability Services’ mission on campus.

\* Please note that the census report below does not reflect the current active SDS student population. As of February 2025, the active SDS student population is 3,878.



**Test Accommodation Center Test Proctoring**

During the 2023-2024 academic year, the Test Accommodation Center successfully managed and processed 8,209 test accommodation requests. This volume of requests indicates the critical role the Test Accommodation Center plays in providing accessible testing environments, enabling students to demonstrate their knowledge without the hindrance of external barriers.

The Test Accommodation Center remains an essential resource, ensuring that assessments are fair and accessible for all students requiring accommodations.

The TAC is now under the direction of a Director of TAC and Testing. This Director reports directly to Christy Samarkos.

### Tracking of Student Complaints

Students are encouraged to share any concerns or complaints regarding their accommodations or experiences with Student Disability Services. They can do so by emailing their assigned Accommodations Counselor directly, ensuring that their concerns are addressed by a staff member who is familiar with their specific situation. Alternatively, students can escalate their concerns by contacting the Director of Student Disability Services.

For a more formal process, students also have the option to complete and submit the [Online Accommodation Appeal Request Form](#), available on our [website](#). This form allows students to outline their concerns in detail and request a review or reconsideration of decisions related to their accommodations. By providing multiple avenues for communication, Student Disability Services remains dedicated to fostering an environment of transparency and responsiveness for all students.

Student Disability Services is committed to responding to all feedback as promptly as possible. Once a concern is received, we work closely with the student to understand their needs and collaborate with the appropriate campus partners to address and resolve the issue effectively.

### Student Disability Services Challenges

As the student population served by Student Disability Services continues to grow, we recognize the increasing demands placed on our team, particularly our Accommodations Counselors. Currently, each counselor manages a caseload of nearly 1,000 students, which is both a testament to their dedication and a reflection of the high level of need for our services. To address this, we have hired a fifth Accommodations Counselor to fill a vacant counseling position.

Accommodations Counselor	Caseload
Counselor A	1029
Counselor B	910
Counselor C	1008
Counselor D	931
<b>Total</b>	<b>3878</b>

The addition of the new Accommodations Counselor on 2/3/2025 will provide some relief by redistributing caseloads, which will allow each counselor to focus on approximately 800+

students. While this is still a high number, we are committed to ensuring that every student continues to receive the support they need in a timely and effective manner.

To further address the challenges of serving a growing population, we are also exploring strategies to streamline processes and leverage technology, such as our Accessible Information Management (AIM) system implementation, to reduce administrative burdens. This will allow counselors to dedicate more time for direct student support. Additionally, we are prioritizing professional development opportunities for staff to enhance their efficiency and effectiveness in managing high caseloads.

Our goal is to maintain the quality of services while adapting to the increasing demand, ensuring that every student has access to the accommodations and resources they need to thrive.

### **Shared Responsibility for Academic Accommodations**

Ensuring equitable access to education is a shared responsibility across the university. While Student Disability Services facilitate the implementation of academic accommodations, it is the collective responsibility of faculty, staff, and campus partners to create an inclusive learning environment. By working together, we can ensure that all students have the opportunity to succeed and thrive academically.