SJSU Academic Master Plan
A Framework for the Future of the Academic Enterprise

EXECUTIVE SUMMARY

San José State University stands at an important point in its history and evolution. First, SJSU remains one of the nation's leading engines of social mobility while continuing to develop as a comprehensive, urban public research university. Second, our Carnegie R2 designation, growth in research activity, expansion of graduate education, development of interdisciplinary programs, and continued investments in student success reflect significant institutional progress.

The environment in which universities operate is also changing quickly. Artificial intelligence and other emerging technologies are reshaping teaching, research, professional practice, and the nature of work. Students increasingly seek flexibility in how they access higher education and clearer connections between their education and their futures. The growth of SJSU's research enterprise creates opportunities for faculty and students while placing new demands on university infrastructure. At the same time, ongoing fiscal constraints require greater attention to how the university establishes priorities and determines where additional investment will have the greatest impact.

Transformation 2030 provides the larger strategic direction for SJSU. Within that framework, the Academic Master Plan focuses on the future of the academic enterprise and the choices the university will need to make over the coming years grounded in SJSU's commitments to access, social mobility, and institutional excellence. The Academic Master Plan Task Force reviewed academic priorities and planning documents from across the colleges and Academic Affairs. That review identified substantial innovation already underway. Colleges are developing new graduate and professional programs, expanding interdisciplinary collaborations, increasing experiential learning opportunities, responding to advances in artificial intelligence, strengthening research programs, and developing new approaches to faculty and staff support.

Taken together, these activities point toward a number of shared priorities. They also reveal the need for greater coordination across the division. The university will need to determine which areas warrant sustained investment, how new academic activities relate to existing programs, and what faculty, staff, facilities, and administrative infrastructure will be necessary to support future growth.

The Task Force recommends that an academic planning framework over the next several years be organized around five objectives:

1. Design the academic portfolio for SJSU's next decade.
2. Make student success (e.g., retention, persistence, and time to degree) an academic design principle.
3. Define the SJSU model of an inclusive urban public research university.

4. Invest in the people who make the academic mission thrive.
5. Build the academic infrastructure needed for a period of rapid technological change across disciplines.

These commitments overlap in important ways. Academic program growth depends upon faculty and staff capacity. Research growth requires graduate education, research administration, facilities, technology, and opportunities for students. Emerging technologies affect curriculum, pedagogy, research, administrative work, and the professions for which our students are preparing. Student success, likewise, depends upon decisions about curriculum, scheduling, advising, instruction, experiential learning, analytic infrastructure, and institutional systems. For these reasons, the Academic Master Plan is best understood as a framework for decision-making now and in the future. Institutional excellence and belonging are cross-cutting principles within each of these commitments. Decisions about programs, people, resources, and infrastructure should be evaluated in part by whether they expand opportunity, address disparities, and create academic environments in which all students, faculty, and staff can participate and thrive. It identifies areas in which greater institutional coordination is needed and establishes a set of priorities that can guide academic investments as SJSU continues to evolve.

SJSU AT AN INFLECTION POINT

SJSU has always evolved alongside California and the region it serves. Today, several developments are accelerating that evolution and raising important questions about the future direction of the university.

Our academic identity continues to rest on commitments that have long defined SJSU. The university provides an outstanding education to an extraordinarily diverse student population and prepares students for careers, advanced study, civic leadership, and lives of intellectual engagement. Faculty create new knowledge and creative work while educating and mentoring students. Our location in San José and Silicon Valley creates unusual opportunities for partnership and engagement, and our history as an institution of access and social mobility continues to shape how we understand our public mission.

The university's growth as a research institution adds another dimension to that identity. Extramural research expenditures grew substantially between 2019 and 2026, supported by significant institutional investment. SJSU has expanded opportunities for undergraduate and graduate students to participate in research, scholarship, and creative activity and has invested in interdisciplinary research clusters, centers and institutes, facilities, faculty start-up packages, and research administration. The Task Force found strong interest across colleges in continuing this trajectory.

Carnegie R2 designation provides important recognition of that progress and creates an opportunity for SJSU to articulate more clearly what research growth should mean for this institution in a broader national and international context. As a comprehensive public university, SJSU has the opportunity to further develop a research model that connects faculty scholarship with student learning, graduate education, public engagement, and the needs of the region.

The teacher-scholar tradition provides a strong foundation for this work. Faculty research, scholarship, and creative activity contribute to the intellectual life of the university and create opportunities for students to encounter emerging knowledge, participate in inquiry, and better understand how knowledge is produced. Expanding these opportunities will require attention to the conditions that make research possible, including faculty time, research administration, facilities, graduate education, technology, and specialized staff support.

Similar questions arise in other areas of academic growth. New programs require faculty, advising, classrooms and laboratories, administrative support, and sustainable enrollment. Experiential learning requires relationships with employers, public agencies, nonprofit organizations, and community partners as well as faculty and staff coordination. Innovation in teaching depends upon sustained professional development and appropriate technological support. As the university establishes new priorities, academic ambitions will need to be considered alongside the capacity required to support them.

Technological change adds urgency to this work. Generative and agentic artificial intelligence are already affecting how students learn, how faculty teach and conduct research, how disciplines define expertise, and how

many professions organize their work. New emerging technologies are evolving rapidly as well and it is not clear where the next turn in this work will take us as a society. SJSU's location within one of the world's leading technology regions creates an opportunity for the university to engage these developments from multiple disciplinary perspectives and to prepare students to understand both their possibilities and their consequences.

Transformation 2030 calls upon SJSU to engage and educate, excel and lead, grow and thrive, connect and contribute, and rebuild and renew. The Academic Master Plan builds upon those goals by identifying several areas where Academic Affairs will need to make coordinated decisions about programs, people, resources, and infrastructure.

FIVE STRATEGIC OBJECTIVES

1. Design the Academic Portfolio for SJSU's Next Decade

The Task Force found significant interest across the university in developing new graduate and doctoral programs, interdisciplinary degrees, certificates, online programs, degree-completion pathways, and professional and continuing education. Colleges are also exploring programs connected to emerging areas such as artificial intelligence, cybersecurity, health, sustainability, education, and other fields of regional as well as broader national and global importance.

This activity reflects considerable academic energy and responsiveness to changes in disciplines, student interests, and workforce needs. As these efforts continue, SJSU would benefit from a more coordinated approach to the academic portfolio as a whole. Program development will continue to emerge from faculty expertise and disciplinary knowledge, while university-level planning can help identify where new investments are most likely to advance the larger academic mission.

Such planning should take into account the different forms that academic growth can take. A promising area may warrant a new degree program, but in other cases a certificate, minor, concentration, interdisciplinary collaboration, or continuing education offering may provide a better fit. Decisions should also consider the relationship between new initiatives and existing programs, the availability of faculty and staff capacity, anticipated student demand, research opportunities, and long-term financial sustainability.

Graduate education deserves particular attention as SJSU develops its R2 identity. New master's and doctoral programs can deepen areas of faculty scholarship, create pathways for advanced professional preparation, and expand opportunities for students to participate in research. These programs also require substantial and sustained investment. A graduate and doctoral education strategy would help identify areas where faculty strength, student demand, societal need, and institutional capacity are especially well aligned.

The Task Force also found growing interest in interdisciplinary academic work. Many of the questions students and faculty want to address cross traditional disciplinary and college boundaries, yet the university's

administrative and budget structures can make collaborative programs difficult to create and sustain. Future academic planning should therefore include attention to the mechanisms through which interdisciplinary programs are developed, staffed, governed, and resourced.

Recommended Actions

1. SJSU should establish a recurring academic portfolio planning process that examines existing programs alongside opportunities for new undergraduate, graduate, doctoral, certificate, online, and professional education. The university should develop transparent criteria for major new academic investments, including academic strength, student demand, workforce and societal need, research opportunity, equity and access, institutional capacity, and financial sustainability.
2. As part of this work, Academic Affairs should develop a graduate and doctoral education strategy that identifies areas in which SJSU is particularly well positioned for responsible growth. The university should also establish clearer mechanisms for developing and supporting interdisciplinary and cross-college programs and should regularly review existing programs to identify opportunities for investment, redesign, collaboration, consolidation, or other forms of renewal.
3. Planning for new programs must include consideration of the faculty, staff, advising, facilities, technology, and administrative capacity required for long-term success.

2. Make Student Success an Academic Design Principle

Student success has been a central institutional priority at SJSU and should remain closely connected to future academic planning. The university has invested significantly in advising, tutoring, peer support, analytics, wellness, career education, and other services. The Task Force also identified work underway to address courses with high rates of non-passing grades, improve coordination among academic support services, expand access to undergraduate learning assistants, and use data to support timely outreach to students.

These efforts provide a strong foundation, while the Academic Master Plan creates an opportunity to examine student success more broadly through the design of the academic experience itself. Course availability and scheduling, degree requirements, advising structures, administrative processes, curriculum, and pedagogy all influence students' ability to make progress toward their degrees. Data on student outcomes can help identify where particular courses, requirements, or processes create persistent barriers and where institutional attention may be needed.

Graduate student success should become a more visible part of this work as graduate education expands. Graduate students require strong academic mentoring, access to research and professional development, timely progress through their programs, and preparation for the range of careers they may pursue after graduation.

SJSU is a leader in providing experiential learning is another area where SJSU has a strong base upon which to build. Students already participate in undergraduate research, internships, clinical experiences, performances, community-engaged learning, capstone projects, entrepreneurship, student teaching, and other forms of applied learning. These experiences allow students to connect academic study with complex problems, develop professional relationships, and gain a clearer understanding of how their education relates to their future.

The availability of these experiences varies across programs, and some students face financial, scheduling, or other barriers to participation. Student success should be understood not only through overall institutional outcomes but also through differences in students' experiences and outcomes across populations. Examining disaggregated data can help the university identify where curricular structures, administrative practices, or educational environments create inequitable barriers to progress, participation, and belonging. A more intentional university-wide approach, integrating co-curricular supports with Student Affairs, could help ensure that experiential learning becomes a defining feature of an SJSU education while allowing colleges and programs to develop models appropriate to their disciplines.

Recommended Actions

1. SJSU should continue integrating student success into decisions about curriculum, pedagogy, advising, scheduling, academic policy, analytic infrastructure, and administrative practice. Academic Affairs should work with colleges and other divisions to identify and remove unnecessary administrative and curricular barriers to student progress and should continue strengthening coordination among advising, tutoring, peer support, career education, and other academic support systems. Decision-making should recognize the strengths, experiences, and aspirations students bring to their education and focus institutional attention on the conditions that enable students to thrive.
2. The university should continue developing data and analytics capacity that allows faculty and staff to identify predictive patterns and equity gaps in student progress and use those findings to improve academic programs and support. Particular attention should be given to courses and curricular pathways where students consistently experience difficulty and, as stated above, identify and address administrative barriers that can be removed to support student success.
3. Each college should assess its existing experiential learning opportunities, identify disparities and financial, scheduling, accessibility, or other barriers to participation, and develop a plan for expanding meaningful access to those experiences and co-curricular opportunities. Over time, the university should work toward ensuring that every student has an opportunity to participate in at least one substantial experiential learning activity appropriate to the student's field of study.
4. As graduate education expands, SJSU should also strengthen graduate advising, mentoring, research opportunities, professional development, and other forms of support.

3. Define the SJSU Model of an Inclusive Urban Public Research University

SJSU's Carnegie R2 designation represents an important institutional milestone and provides an opportunity to clarify the role that research, scholarship, and creative activity should play in the university's future.
Research growth can be assessed through external funding, expenditures, publications, performances, creative work, graduate education, and other measures. For a comprehensive public university, however, the significance of research also lies in how it contributes to teaching, student opportunity, public engagement, and the intellectual life of the institution.

The teacher-scholar model offers a useful foundation for this work. Faculty research, scholarship, and creative activity enrich curriculum and create opportunities for students to participate in the development of knowledge. This relationship is especially important at SJSU, where undergraduate and graduate students can gain access to research experiences that have a direct effect on their academic and professional development.

SJSU's disciplinary breadth is another important strength. Research excellence takes different forms in engineering, the sciences, business, education, the humanities, health fields, social sciences, the arts, and professional disciplines. As the university develops its R2 strategy, its policies and investments should recognize the range of scholarly and creative practices represented across the institution.

The university's location also shapes the possibilities for its research mission. San José and the broader region are sites of extraordinary technological and economic innovation, as well as significant challenges involving housing, health, sustainability, transportation, education, inequality, culture, and the social consequences of technological change. SJSU is well positioned to bring together faculty, students, public agencies, industry, nonprofit organizations, and community partners around these and other complex questions.

Interdisciplinary and community-engaged research already occurs across the university. Greater coordination and sustained investment could allow these forms of scholarship to become an even more visible part of SJSU's research identity.

Recommended Actions

1. SJSU should develop and articulate an institutional vision for research, scholarship, and creative activity appropriate to an urban public research university. That vision should recognize the breadth of scholarly and creative work across the university and should describe the relationship among faculty research, graduate education, undergraduate research, teaching, and public engagement.
2. The university should continue expanding opportunities for undergraduate and graduate students to participate in research, scholarship, and creative activity and should connect future graduate and doctoral growth to areas of established and emerging faculty strength.
3. Sustaining research growth will also require continued investment in faculty start-up support, research facilities, technology, sabbaticals, research administration, RSCA assigned time, and specialized staff

expertise. The university should periodically assess whether pre-award, post-award, compliance, technical, and other support functions are keeping pace with growth in externally supported research.

4. SJSU should continue developing interdisciplinary research clusters and other structures that allow faculty to collaborate around consequential problems and should strengthen external partnerships when those relationships support the university's academic and public missions.

4. Invest in the People Who Make the Academic Mission Thrive

The priorities described in this plan depend upon SJSU's ability to recruit, retain, and support talented faculty and staff. Over the past several years, the university has used strategic hiring strengths to encourage faculty recruitment in areas of institutional opportunity and interdisciplinary importance. The Task Force found broad interest in continuing strategic faculty hiring, including in areas connected to artificial intelligence and other emerging technologies, health, sustainability, and fields that span multiple colleges.

The next phase of this work should draw on what SJSU has learned from the current hiring-strengths approach, outlined in our hiring themes. Strategic faculty hiring can be more closely connected to academic portfolio planning, graduate education, research priorities, interdisciplinary opportunities, and student needs. At the same time, colleges must continue to maintain the disciplinary capacity necessary to deliver strong existing programs. New investments will be most sustainable when they complement the academic foundations upon which they depend.

Faculty retention and development are equally important. Competitive salaries, start-up packages, research support, mentoring, clear expectations, sabbaticals, leadership development, and opportunities for continued professional learning all contribute to faculty success. Rapid changes in teaching, research, and technology also mean that professional development must be available throughout a faculty member's career. Recruitment and retention also depend upon creating inclusive working and learning environments in which faculty and staff experience belonging, access to professional opportunities and institutional support, and see their contributions recognized and valued.

The Task Force heard similar concerns about staff capacity. Growth in academic programs and research creates additional work in advising, laboratories, research administration, curriculum, scheduling, facilities, technology, accreditation, and student support. When staffing does not keep pace with academic activity, those responsibilities are often redistributed across existing staff and faculty, limiting the capacity for future growth.
For this reason, faculty and staff planning should be considered together as part of the university's academic strategy.

Recommended Actions

1. SJSU should evaluate the current hiring-strengths framework and develop a next-generation approach that identifies a limited and evolving set of areas where coordinated faculty hiring can advance academic programs, interdisciplinary research, student opportunities, and the university's public R2 mission.
2. The university should balance strategic hiring in emerging areas with the faculty capacity needed to sustain existing programs and should continue improving faculty recruitment and retention through compensation, start-up support, mentoring, professional development, sabbaticals, and other investments.
3. Academic Affairs should also develop a coordinated approach to faculty professional development that responds to changes in teaching, research, technology, student needs, and academic leadership.
4. A division-wide assessment of staff capacity should accompany future academic and research planning. That work should include attention to staff career pathways, succession planning, professional development, and the specialized expertise required in areas such as research administration, technology, facilities, advising, and academic operations. Major proposals for new programs and research initiatives should address staffing implications as part of their development.
5. In alignment with our commitment to institutional excellence, the integration of AI should be designed to reduce administrative burdens and enhance teaching, prioritizing the professional development, upskilling, and retention of our faculty and staff over personnel displacement.

5. Build an Academic Infrastructure for a Period of Rapid Technological Change Across Disciplines

Universities regularly respond to changes in knowledge, technology, student needs, and professional practice. The pace of current technological development, particularly in artificial intelligence, makes the university's capacity to adapt increasingly important. Faculty across SJSU are already experimenting with AI in teaching and research, colleges are developing AI-related curriculum, and the university is investing in professional development and technological infrastructure. These activities reflect significant interest across disciplines and raise questions that extend well beyond the use of particular tools.

Students will need disciplinary expertise as well as the ability to evaluate when and how emerging technologies should be used. Faculty will need opportunities to reconsider assignments, assessment, curriculum, and research methods. Academic programs will need to respond to changing professions while maintaining the intellectual foundations of their disciplines. Staff will increasingly use new technologies to support academic and administrative work. Researchers will both apply these technologies and study their social, cultural, ethical, scientific, and economic implications. A coordinated academic approach to AI can bring these areas together while allowing different disciplines to respond in ways appropriate to their fields. Such an approach should include curriculum, pedagogy, research, ethics, professional development, student preparation, accessibility, and the responsible use of technology in university work.

The same need for coordination applies to academic infrastructure more generally. Laboratories, classrooms, computing environments, advising systems, curriculum processes, data infrastructure, scheduling systems, research administration, and faculty development shape the university's ability to carry out its mission. Investments in these areas should be connected to the academic priorities identified through the planning process.

Recommended Actions

1. SJSU should develop an interdisciplinary and cross-divisional approach to emerging technologies, such as artificial intelligence, that addresses curriculum, pedagogy, research, ethics, professional development, student preparation, library services and academic leadership, and appropriate administrative applications.
2. Teaching and learning support should continue to provide faculty with opportunities to experiment with and assess emerging pedagogies and technologies. The university should also continue investing in digital, creative, information, and AI literacies in ways appropriate to different disciplines.
3. Future investments in laboratories, classrooms, computing, specialized facilities and library services and facilities as well as other physical and technological infrastructure should be aligned with academic and research priorities. Academic Affairs should also continue modernizing advising, scheduling, curriculum, data, and administrative systems with attention to reducing unnecessary complexity and improving the experience of students, faculty, and staff.
4. Because the pace of technological change makes long-term prediction difficult, SJSU should develop processes that support thoughtful experimentation, assessment, and adaptation. Shared governance, academic quality, accessibility, equity, privacy, and intellectual integrity should remain central to that work.

FROM FRAMEWORK TO ACTION AND YEAR 1 PRIORITIES

The Academic Master Plan will guide a continuing process of academic planning over the coming years. New disciplines and technologies will emerge, student interests and demographics will evolve, research opportunities will change, and fiscal conditions will continue to shape what is possible. The framework establishes a shared direction while allowing the university to revisit priorities and adjust its approach as conditions change. With the plan in place, Academic Affairs will move into an implementation phase focused on a limited number of related areas of work, each with clear metrics, outcomes, and deliverables.

This work will be coordinated across the division, recognizing the connections among the priorities identified in the plan. Academic portfolio decisions affect faculty hiring and staff capacity. Research growth affects graduate education, facilities, and professional development. Experiential learning depends upon curriculum,

partnerships, advising, and faculty and staff support. Our implementation approach will account for these relationships as we make decisions about priorities, sequencing, and investment.

We will also establish a manageable set of indicators to assess progress, including measures that help us understand equity gaps and differential access to institutional opportunities and resources. Student, faculty, and staff experiences and outcomes will be disaggregated when doing so can reveal patterns obscured by institution-wide averages. These measures will connect to Transformation 2030 and existing university planning and assessment processes wherever possible, creating a shared approach to measuring progress rather than an additional reporting structure.

Immediate Steps: Year 1 of a 5-Year Plan

1. Align academic program planning with the Strategic Enrollment Management Plan.

Develop an academic portfolio strategy aligned with Strategic Enrollment Management (SEM) that identifies areas for enrollment growth, targeted new program development, and program renewal. This work will consider the mix of undergraduate, graduate, doctoral, certificate, online, and professional programs, with particular attention to areas where faculty strength, student demand, research opportunity, workforce and societal need, and institutional capacity support responsible growth.

2. Establish a framework and metrics for experiential learning.

Develop a university-wide taxonomy for experiential learning and establish baseline measures of student participation in experiences such as internships, research and creative activity, community-engaged learning, high-impact courses, clinical and field experiences, and other discipline-appropriate opportunities. In coordination with student services, colleges will assess existing opportunities and gaps in access, providing a foundation for expanding experiential learning for all students over the five-year period.

3. Develop the next phase of strategic faculty hiring.

Review the existing faculty hiring-strengths model and develop a successor framework that connects future faculty hiring more explicitly to the academic portfolio, enrollment needs, interdisciplinary opportunities, and the research priorities identified in this plan. This work should help establish faculty hiring priorities for the next several years while ensuring sufficient capacity to sustain existing academic programs.

4. Assess the institutional capacity required to advance SJSU's R2 mission.

Conduct a comprehensive review of the investments and infrastructure needed to sustain SJSU's development as an urban public research university. The assessment should include RSCA investment, faculty hiring and

support, graduate education, research administration, library resources, facilities and technology, staffing, and related policies. The resulting analysis will inform a longer-term R2 investment strategy for consideration by Cabinet.

5. Develop a three- to five-year academic staffing plan.

Finalize organizational charts for colleges and central Academic Affairs units that identify the staff capacity needed to support projected academic, enrollment, and research growth. Based on this analysis, develop a phased three- to five-year hiring and professional development plan, including areas where specialized expertise or new organizational approaches may be needed.

6. Build a five-year academic master budget scenario.

Develop a five-year budget scenario that connects anticipated enrollment growth and revenue with the academic priorities identified in this plan. The model should incorporate projected investments in academic programs, faculty and staff, research, student success, facilities and technology, and other infrastructure, and help establish the sequencing and tradeoffs necessary to move the plan forward within available resources.

CHOOSING SJSU'S ACADEMIC FUTURE

The Task Force began its work by reviewing plans, priorities, and activities from across Academic Affairs. The materials demonstrated considerable activity across the university and also revealed a striking degree of convergence in the questions colleges and units are asking about the future. Faculty and staff are considering how academic programs should respond to changing student and societal needs, how artificial intelligence will affect education and professional practice, how students can gain greater access to experiential learning, how interdisciplinary work can be supported, how the research enterprise should grow, and what faculty, staff, facilities, and systems will be required to sustain these ambitions.

These shared questions provide a foundation for a more coordinated academic direction. They also reflect the particular opportunity facing SJSU as it continues to develop as an urban public research university. Our commitments to student success, access, research, teaching, and public engagement have often developed alongside one another. The next stage of SJSU's growth provides an opportunity to connect them more deliberately. Faculty research can strengthen teaching and create opportunities for undergraduate and graduate students. Graduate education can support research growth while opening new pathways for students. Experiential learning can deepen academic study and help students build professional networks and confidence. External partnerships can contribute to scholarship, student opportunity, and public impact. Emerging technologies can become objects of critical study as well as tools used in teaching, research, and university operations.

Transformation 2030 establishes SJSU's aspiration to become a nationally prominent urban public university. The Academic Master Plan identifies several areas in which Academic Affairs can advance that aspiration through coordinated choices about programs, people, resources, and infrastructure. Much of the work described in this report is already underway somewhere at SJSU. The next challenge is to determine where those efforts should grow, where greater coordination will make them stronger, and where the university should concentrate its resources over the coming years informed by evidence about the experiences and outcomes of different student groups and a commitment to enabling all students to thrive. The Task Force believes that the five commitments outlined in this framework provide a basis for those conversations and for a continuing process of academic planning as the institution evolves.

APPENDICES

Appendix A. Task Force Charge, Membership, and Methodology

Charge

The Academic Master Plan Task Force was charged with collecting and synthesizing existing college and unit plans and helping develop a framework for the future direction of the academic enterprise at SJSU.

The Task Force examined five areas identified in the original charge:

- the future mix and development of academic programs;
- faculty hiring priorities and the future of the hiring-strengths approach;
- teaching, learning, and professional development infrastructure, particularly in response to artificial intelligence;
- institutional support required for SJSU's growing research enterprise; and
- staff hiring and professional development necessary to support Academic Affairs.

Student success emerged during the Task Force's work as an important cross-cutting issue and is incorporated throughout the framework.

Membership

- Melinda Jackson, Dean, Undergraduate Education, Task Force Chair
- Eva Chavez, Analyst, Institutional Effectiveness/Faculty Success
- Marcelle Dougan, Associate Professor, Public Health
- Patrick Jurney, Associate Professor, Biomedical Engineering
- Katie Koho, Senior Academic Advisor, College of Humanities & the Arts Student Success Center
- Ellen Middaugh, Professor, Child and Adolescent Development
- Cassandra Paul, Professor, Physics & Astronomy
- Vishnu Pendyala, Associate Professor, Applied Data Science
- Ryan Skinnell, Professor of English & Comparative Literature
- Anne Marie Todd, Dean, College of Social Sciences
- Jessica Trask, Associate Vice President for Research, Office of Research
- Kezban Yagci Sokat, Associate Professor, Marketing and Business Analytics

Methodology

The Task Force reviewed recent curriculum developments, college and unit planning and priority documents, materials supplied by Academic Affairs units, and information generated through Task Force discussion. These materials were used to identify recurring themes, opportunities, constraints, and areas where greater institutional coordination may be useful.

The appendices preserve many of the examples and priorities gathered during that process. They provide context for the broader commitments and recommendations presented in the main report.

Appendix B. Academic Program Development Inventory

Information on academic programs in each college was organized under the following categories:

- Graduate and Doctoral Education: Include existing and proposed graduate and doctoral programs identified by colleges, including initiatives in Social Sciences, Education, Health and Human Sciences, and other areas.
- Certificates, Professional Education, and Stackable Credentials: Include examples of certificates, continuing education, professional education, and stackable pathways identified by Engineering, Business, Health and Human Sciences, and other colleges.
- Online and Degree-Completion Programs: Include the inventory of asynchronous degree-completion programs and other initiatives intended to expand access for working, transfer, and nontraditional students.
- Interdisciplinary Program Development: Include existing and proposed collaborations involving multiple departments or colleges, as well as emerging areas that may benefit from cross-college academic development.
- Experiential Learning: Include examples of undergraduate research, industry-partnered capstones, consulting projects, internships, clinical experiences, student teaching, performances and creative activity, community-engaged learning, and other discipline-appropriate models.

Appendix C. Faculty Hiring, Investment, and Development Inventory

Information on faculty hiring, investment, and professional development was organized around:

- the current hiring-strengths approach;
- recent interdisciplinary and AI-related hiring;
- emerging college hiring priorities;
- faculty start-up investments;
- compensation and salary competitiveness;
- research support;
- sabbaticals;
- onboarding and mentoring;
- RTP support;
- teaching and learning professional development; and
- other faculty recruitment and retention needs identified by colleges.

Where possible, distinguish existing university practices from future needs identified during the Task Force review.

Appendix D. Student Success, Teaching, and Learning Inventory

- Academic Progress and Advising: Include advising structures, course scheduling, administrative barriers, and related systems identified through the Task Force process.
- Academic Support: Include Peer Connections, tutoring, undergraduate learning assistants, and other academic support programs.
- Data-Informed Student Success: Include existing analytics, predictive approaches, work concerning courses with high rates of non-passing grades, and other efforts to use data to improve student outcomes.
- Experiential Learning: Cross-reference the fuller inventory in Appendix B and include information concerning access, participation, and existing college models where available.
- Teaching and Learning: Include CFETI, faculty learning communities, inclusive pedagogy, online education, and other teaching initiatives identified through the Task Force review.
- Artificial Intelligence and Emerging Technologies: Include existing college and university initiatives related to AI curriculum, AI-informed pedagogy, digital and creative literacy, computing, ethics, and faculty professional development.

Appendix E. Research, Scholarship, and Creative Activity Inventory

Information on research, scholarship, and creative activities was organized around the following areas:

- growth in research expenditures;
- institutional research investment;
- undergraduate research opportunities;
- RSCA support;
- research clusters;
- centers and institutes;
- pre-award and post-award administration;
- intellectual property, export control, and other compliance functions;
- sabbaticals and faculty research support;
- laboratory, computing, creative, and other specialized facilities;
- interdisciplinary research;
- community-engaged scholarship; and
- external research partnerships.

The inventory should reflect the breadth of research, scholarship, and creative activity across the university's disciplines.

Appendix F. Staff Capacity and Professional Development Inventory

- Academic and Administrative Capacity: Document staffing needs identified by colleges and Academic Affairs units.
- Research and Technical Staffing: Identify research administration, laboratory, technology, facilities, and other specialized staffing needs associated with academic and research growth.
- Professional Development: Include existing programs and identified needs related to AI, data systems, policy, leadership, and other areas.
- Career Development and Retention: Include career ladders, succession planning, recognition programs, professional development funding, and other strategies identified during the review.
- Administrative Systems: Include examples of technological and process improvements intended to reduce workload and improve service.

Appendix G. Alignment with Transformation 2030

The Academic Master Plan builds upon Transformation 2030 by identifying how Academic Affairs can advance the university's strategic goals through decisions about academic programs, student success, research, faculty and staff investment, teaching and learning, and infrastructure.

Academic Master Plan Commitment	*Transformation 2030 Connections*
Design the Academic Portfolio for SJSU's Next Decade	Engage and Educate; Excel and Lead; Connect and Contribute
Make Student Success an Academic Design Principle	Engage and Educate; Grow and Thrive
Define the SJSU Model of an Urban Public Research University	Engage and Educate; Excel and Lead; Connect and Contribute
Invest in the People Who Make the Academic Mission Possible	Grow and Thrive; Excel and Lead
Build an Academic Infrastructure for a Period of Rapid Change	Rebuild and Renew; Engage and Educate; Excel and Lead

This alignment should be revisited periodically as both Transformation 2030 and the Academic Master Plan continue to evolve.