



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Agenda

May 2, 2017

AL 101

2:00 to 4:30 pm

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1. Agenda (Cadiero-Kaplan)
2. Minutes (Cadiero-Kaplan)
3. Announcements (Bober-Michel)
  - 3.1 Feedback process / EO 1100
  - 3.2 Feedback process / Intellectual Property (CSU)
  - 3.3 Smoking enforcement (CSU)
  - 3.4 Excellence in Teaching Award
  - 3.5 Active Transportation/Action Memos for February and March
  - 3.6 Freedom of Expression Task Force (w/ Eadie)
  - 3.7 Council of Chairs meeting
  - 3.8 Update / DACA resolution distribution
  - 3.9 Senate and SEC calendars.....3
4. Provost's Report
5. SEC Report: Ornatowski
  - 5.1 Referral chart .....4
    - 5.1.1 AR&P response to SEC referral .....5
6. Elections
  - 6.1 Results / Senate membership
  - 6.2 Nominees for Senate Officers and Senators-at-Large
  - 6.3 Nominees for SDSU Research Foundation Board
  - 6.4 Nominees for the Advisory Committee
  - 6.5 Constitution of the 2017/18 Committee on Committees and Elections
  - 6.6 Recognition of Outgoing Senators

- 7. Old Business
  - 7.1 ERG Compendium
  - 7.2 Adoption of the Consent Calendar
  - 7.3 Budget resolution
  
- 8. New Business: Action Items
  - 8.1 Enrollment Services (Lieu) – **2:05 pm time certain**
  - 8.2 General Education (Mattingly) .....17
  - 8.3 Faculty Honors and Awards (Ozturk).....18
  
- 9. New Business: Consent Calendar (Committee Reports)
  - 9.1 CFA (Toombs) .....19
  - 9.2 Undergraduate Curriculum (Verity) .....21
  - 9.3 University Relations and Development (Carleton) .....27
  
- 10. Other Information Items
  - 10.1 GE reform / report update
  
- 11. Other Business
  
- 11. Adjournment

Draft – Tentative Schedule

2017-2018 Senate Executive Committee Meeting and Senate Meeting Schedule

Senate Executive Committee Meetings

Time: 2:00pm – 4:30pm

Place: MH 3318

August 22, 2017

September 19, 2017

October 17, 2017

November 21, 2017

- Spring -

January 16, 2018

February 20, 2018

March 20, 2018

April 17, 2018

Senate Meetings

Time: 2:00pm – 4:30pm

Place: AL 101

September 5, 2017

October 3, 2017

November 7, 2017

December 5, 2017

- Spring -

February 6, 2018

March 6, 2018

April 3, 2018

May 1, 2018

Committee	Date	Item	Referred by
Constitution and Bylaws	December 2017	Review dormant senate committees and recommend reconstitution or elimination in view of the role these Committees play in shared governance and input from different constituent groups.	Officers
Academic Resources and Planning		Examine the methodology driving the University's budget process.	SEC

*Revised: April 18, 2017*

TO: SENATE EXECUTIVE COMMITTEE

FROM: Academic Resources and Planning Committee:  
Donna Conaty and Cheryl James-Ward, co-chairs

RE: AR&P Response to SEC referral dated January 13, 2017  
*“Examine the methodology driving the university’s budget process.”*

At our request, SEC clarified the referral on January 24 suggesting that the committee focus upon allocations to and from Academic Affairs. As stated in an AR&P discussion following the referral, the gold standard is to establish transparency and trust in the campus budget process. In this document AR&P provides an overview of the discussions held since the referral, a contextual overview of the SDSU budget comparing it to the peak state funding years of 2007-08, findings, and recommendations for future action. Since the initial committee response (a memo to SEC dated March 20), a number of the short-term recommendations have taken place. The committee appreciates the responsiveness of the Senate Executive Committee, as well as key members of the campus administrative leadership.

### **Timeline and process**

January 31- AR&P. The committee discussed the referral which included reviewing information prepared by Senator Gordon Shackelford dated 1-8-2017. After extensive discussion, the committee arrived at a consensus that AR&P is not the appropriate committee to examine budgetary methodology. (*See minutes provided to Senate*)

The committee noted that such a charge requires significant knowledge of specific budgetary practices, basis for historical budget allocations, and both a broader and deeper level of understanding of the comprehensive university budget processes and decision-making practices. This level of specificity is not something that members of AR&P are necessarily equipped to address. However, the committee found that SDSU senators should be given an opportunity to learn more about the budget, budget processes, and present questions they have regarding allocation processes, specifically allocations in Academic Affairs.

February 7-University Senate. President Hirshman spent most of his allocated time listening to and answering questions from the floor about the university budget. He framed his presentation within the context of lower support from states for public higher education. Within his remarks, he appeared open to the idea of modifying the current process to include more

Senate participation.

February 14 - AR&P. The committee invited Dr. Douglas Deutschman, Associate Dean for Research, College of Sciences, to present his findings regarding university budget processes and decision-making as well as details specific to his College. Based on his presentation, which included examples of other university budgetary processes, it is clear that we are not alone among public universities in seeking to strike a workable balance between shared governance, transparency, open processes, and enabling effective and timely decision-making.

March 14 - AR&P. Discussion centered largely upon the referral and refining the response to that referral. In particular, developing a set of questions that VP Tom McCarron could address at an upcoming Senate meeting in April in order to provide overall context and opportunity for senators to respond and ask additional questions.

April 4 - Senate. A presentation was made by Senator Gordon Shackelford seeking support for a Sense of the Senate resolution with specific budget targets to be allocated to Academic Affairs.

April 11 - AR&P. The agenda included discussion of the Sense of the Senate Resolution presented by Senator Shackelford during the April 4 full Senate meeting -- a document that had undergone substantial evolution from the original version the committee reviewed in January. VP Tom McCarron was invited to answer committee questions about the financial implications of the resolution. The committee also discussed whether other ways of prioritizing requests for base and one-time funding might be feasible, rather than the current model that brings forward requests by division. For example, given that the committee considers facilities renovation requests among the one-time budget line items, is there merit to examining such requests in a comprehensive campus-wide framework rather than by division?

Throughout these extensive discussions the committee noted that having access to information regarding the budget, which SDSU provides publically on its websites, does not necessarily lead to budget fluency among campus community members. The information requires a good amount of analysis and is not simple to read and understand.

Like many institutions across the country, SDSU may find it not only helpful, but also necessary, to engage in the type of discourse that our colleagues at other public universities have pursued. If this is an option to be given serious consideration, and we believe it should, the following information and findings may help to inform such dialogue and enable broader

understanding about how budget decisions are made across the campus.

**Point of comparison: 2007-08**

2007-08 was the peak year for state appropriation and therefore is used as a basis of comparison for this portion of our report.

The SDSU budget can be outlined in a variety of ways. The overall campus budget is comprised of every aspect of campus activities ranging from Financial Aid and Scholarships, Campanile Foundation, Research Foundation, Associated Students, Lottery funds, to parking fees/fines as well as state appropriation and tuition/fees. The SDSU budget in 2016-17 is approximately \$842.6M. In 2007-08 SDSU’s overall campus budget was \$735M.

The portion of the SDSU budget made up of CSU appropriation, tuition/fee revenue, revenue-based cost recovery and student success fee comprises the SDSU Operating Fund.

Had state appropriations to the CSU kept pace with the California Consumer Price Index, SDSU’s share of CSU appropriations might have grown to approximately \$253.5M<sup>1</sup> by 2016. Instead, we are \$73M under the level that would have kept up with inflation, and \$41.7M below actual 2007-08 dollars.

The growth of non-resident tuition/fees and implementation of the Student Success Fee have been critically important to the sustainability of our campus. Non-resident tuition and fees have added \$53M to the SDSU operating fund compared to 2007-08 and the Student Success Fee this year will generate \$9M.

In order to make a direct comparison related to state appropriation and tuition/fees between '07-08 and '16-17, Table 1 does not contain the recently enacted Student Success Fee nor does it include revenue-based cost recovery.

**TABLE 1: (OPERATING FUNDS) SDSU state appropriation and tuition revenues**

Description	2007-08	2016-17
SDSU share of state appropriation	\$221.3M	\$179.6M
% of SDSU Operating Funds provided by state appropriation (excludes auxiliaries such as AS, Aztec Shops, Campanile Foundation, Research Foundation etc.)	47.8%	32.8%
Net tuition revenue:	\$109.9M <sup>2</sup>	\$178.4M <sup>3</sup>

<sup>1</sup> <https://www.boe.ca.gov/proptaxes/pdf/lta15055.pdf>

<sup>2</sup> <http://bfa.sdsu.edu/financial/budget/budfin/docs/PBAC02282008.pdf>

<sup>3</sup> PBAC materials, 4.13.17

<b>Description</b>	<b>2007-08</b>	<b>2016-17</b>
<i>Resident tuition (formerly called state university fee or SUF)</i>	\$95.5M	\$110.9M
<i>Basic tuition fee, non resident</i>	\$7.8M	\$24M
<i>Out-of-state tuition</i>	<i>(not differentiated in report)</i>	\$23.7M
<i>International tuition</i>	\$6.6M	\$19.8M
<i>% of net tuition revenue: resident tuition</i>	87.0%	62.2%
<i>% of net tuition revenue: non resident and international</i>	13.0%	37.8%
<b>TOTAL OF APPROPRIATION AND NET TUITION</b>	<b>\$331.2M</b>	<b>\$358M</b>

Each year the CSU is allocated funding that determines how many California resident students the system can support. These full-time equivalent numbers (FTES) are assigned to each campus after consultation with the campus president. Table 2 reflects the budgeted FTES for California resident students at SDSU:

**TABLE 2:** State budgeted full-time equivalent students (FTES) and enrollment, includes IVC

<b>Description</b>	<b>2007-08</b>	<b>2016-17</b>
State funded full-time equivalent students, including summer <sup>45</sup>	29,751	27,304
Student/Faculty ratio	18.9:1	23.8:1
SDSU enrollment fall semester <sup>6</sup>	36,559	34,688
Average units taken	12.5	13.3

### **Allocation of SDSU Operating funds by Division**

An analysis of the allocation of SDSU Operating Funds by division over the past ten years can be challenging. The recession years required a number of cuts, sometimes multiple ones across a calendar year. Many were proportional, while others sought to mitigate the impact on Academic Affairs, which is the largest division of the university. Between 2010-11 and 2011-12, the university absorbed over \$52M in state cuts, as well as \$16M in unfunded mandatory costs. Even with an increase of tuition revenue of \$24.6M between the two years, the total reduction across the divisions was over \$43M.

Table 3 outlines the allocations from 2007-08 to the present from the SDSU Operating Fund budget. Table 4 represents the same allocations in percentage terms.

<sup>4</sup> <http://bfa.sdsu.edu/financial/budget/budfin/0708/SupportBudgetIntroduction.pdf>

<sup>5</sup> AVP Agnes Wong, Business Affairs

<sup>6</sup> [asir.sdsu.edu](http://asir.sdsu.edu)



**Table 3: SDSU Operating Fund Allocations by Dollar Amount**

<b>Fiscal Year</b>	<b>Academic Affairs</b>	<b>Business &amp; Financial Affairs</b>	<b>Student Affairs</b>	<b>URAD</b>	<b>Athletics</b>	<b>President, KPBS</b>
2016-17	239,315,957	52,078,287	30,506,866	7,602,730	7,649,035	2,665,800
2015-16	229,780,378	55,304,638	29,098,416	6,966,721	7,566,315	2,573,359
2014-15	212,044,448	49,821,362	28,040,357	6,550,705	7,081,567	2,462,578
2013-14	200,316,964	44,480,181	27,967,369	6,027,723	6,585,630	2,408,964
2012-13	191,939,213	43,720,376	26,466,742	5,457,554	5,806,922	2,376,513
2011-12	192,545,514	42,747,798	29,179,309	6,163,878	5,761,405	2,549,730
2010-11	215,145,679	48,323,433	27,538,324	6,597,041	11,940,856	2,557,314
2009-10	200,218,695	45,033,653	23,709,862	6,200,165	15,890,477	2,568,098
2008-09	214,342,551	42,374,718	26,897,607	6,906,232	12,078,692	2,890,632
2007-08	208,954,051	41,670,282	26,194,961	6,637,264	11,395,439	2,936,441

**Table 4: SDSU Operating Fund Allocations Represented as Percentages of Operating Fund**

<b>Fiscal Year</b>	<b>Academic Affairs</b>	<b>Business &amp; Financial Affairs</b>	<b>Student Affairs</b>	<b>URAD</b>	<b>Athletics</b>	<b>President, KPBS</b>
2016-17	61.84%	13.46%	7.88%	1.96%	1.98%	0.69%
2015-16	61.81%	14.88%	7.83%	1.87%	2.04%	0.69%
2014-15	60.76%	14.28%	8.03%	1.88%	2.03%	0.71%
2013-14	60.99%	13.54%	8.52%	1.84%	2.01%	0.73%
2012-13	56.21%	12.80%	7.75%	1.60%	1.70%	0.70%
2011-12	55.65%	12.36%	8.43%	1.78%	1.67%	0.74%
2010-11	57.17%	12.84%	7.32%	1.75%	3.17%	0.68%
2009-10	56.70%	12.75%	6.71%	1.76%	4.50%	0.73%
2008-09	59.01%	11.67%	7.41%	1.90%	3.33%	0.80%
2007-08	59.18%	11.80%	7.42%	1.88%	3.23%	0.83%

The budget category of **Institutional** becomes important at the next stage of understanding the budget process. If one examines historical funding allocations, (e.g. <http://bfa.sdsu.edu/financial/budget/budfin/1617/GFBudget1617.pdf>) the information often shows two allocation lines to each division, one of which is labeled **Institutional**. As funding requests are moved through the overall PBAC process, the Institutional funding requests can be generated to cover emergency repairs or deferred maintenance (infrastructure items such as steam, chillers, HVAC or electrical systems), to fund expenses generated from campus wide committees (e.g. gender neutral bathrooms), cover major construction projects (academic buildings that require institutional level planning and contract obligations), or to make up the difference between the budget for certain allocations compared to the actual cost (e.g. insurance, space rental, collective bargaining contracts.) **Institutional** budget items may align with a specific division or cut across a number of divisions; they are categorized as **Institutional** in part because of the mechanisms involved in the process of paying for the budget item. As a specific example, \$5M was approved for **Institutional** one-time funding in 2016-17 to be held in reserve to cover potential 2017/18 fiscal year funding gaps between the cost of new CSU collective bargaining agreements and what the Chancellor's office was actually going to provide to campuses to pay for the new agreements. The EIS building was also included in **Institutional** requests for one-time funds during the past two years.

### **Base Funding**

Base funding is a permanent allocation from the SDSU Operating Fund (again, made up of CSU appropriation, tuition/fee revenue, revenue-based cost recovery and student success fee). The strategy of increasing the number of non-residents, as outlined earlier, has added approximately \$53M in revenue to SDSU in 2016-17 compared to 2007-08. The campus practice is to view  $\frac{2}{3}$  of non-resident tuition and fees as base, and  $\frac{1}{3}$  of those tuition and fees as one-time funds. Requests for new base funding come through the divisions, are discussed from an operational/implementation perspective in the Budget Resource Advisory Assessment Team (BRAT), then presented for Senate feedback (AR&P) and finally to the President's Budget Advisory Committee (PBAC). Since the advent of the SDSU Strategic Plan, proposals are prioritized according to critical needs and strategic initiatives.

Table 5 reflects base-funding allocations as a percentage of new allocated funds. The manner by which funds were used as one-time in a given fiscal year and then encumbered as base in subsequent years was implemented in 2013 to enable better planning for significant long term investments such as tenure track hires and other strategic initiatives identified in the SDSU Strategic Plan. Given the amount of time needed to tease out the specific amounts, we have examined PBAC allocations from 2014 forward. Note that the mandatory costs (Column D) passed to SDSU have been increasing over the past three years and in the current fiscal year

exceed \$17M.

**Table 5 New Base Funding 2014-15 to 2016-17** (taken from PBAC documents as of 2/16/17)

Fiscal Year	NEW BASE ADJUSTMENTS					Total Allocated through PBAC	Reserve retained for subsequent year
	A. BEGINNING BALANCE	B. General Fund Allocation	C. Tuition Revenue	D. Mandatory Costs	A+B+C+D= AVAILABLE BASE		
2014-15	\$4,236,929	\$2,223,200	\$5,148,100	<b>-\$2,718,500</b>	\$8,889,729	\$6,213,967	\$2,675,762
2015-16	\$2,675,762	\$12,024,800	\$3,903,800	<b>-\$8,093,800</b>	\$10,510,562	\$5,310,485	\$5,200,077
2016-17	\$5,200,077	\$13,780,000	\$3,268,000	<b>-\$17,269,000</b>	\$4,979,077	\$3,390,821	\$1,588,256

The campus goal is to retain a reserve of **\$4M** in base funding. SDSU is currently well below that reserve level at just over \$1.5M.

The portion of faculty salary increases not funded by the Chancellor’s office is included in the mandatory costs above (Column C). **Table 6** below provides additional examples including unfunded costs associated with background checks for all new employees and new positions required to enable the campus to comply with regulatory requirements such as Clery Act and industrial and chemical hygiene. Details about the expenditures in each division can be found on the BFA website under President’s Budget Advisory Committee

<http://bfa.sdsu.edu/financial/budget/budfin/docs/PBAC%20Minutes%20-%20Recommendation%202-16-2017.pdf>

**Table 6 Base Funding Allocations** by Division and Institutional (PBAC Process)

Fiscal Year	Academic Affairs	Business & Financial Affairs	Student Affairs	URAD	Athletics	President KPBS	Institutional	TOTAL ALLOCATED
14-15	3,772,326	453,013	289,588	399,040	0	0	1,300,000	6,213,967
	60.7%	7.3%	4.7%	6.4%	0.0%	0.0%	20.9%	

Fiscal Year	Academic Affairs	Business & Financial Affairs	Student Affairs	URAD	Athletics	President KPBS	Institutional	TOTAL ALLOCATED
15-16	3,779,529	832,500	291,056	200,000	0	0	207,400	5,310,485
	71.2%	15.7%	5.5%	3.8%	0.0%	0.0%	3.9%	
16-17	2,298,017	674,158	203,646	100,000	0	10,000	105,000	3,390,821
	67.8%	19.9%	6.0%	2.9%	0.0%	0.3%	3.1%	

Note that all funds allocated as base become permanent in future budgets.

**One-Time Funds**

One-time funds are sometimes referred to as “carry-forward” funds. These are amounts that are available to spend on a one-time basis due to their temporary nature. As an example, a staff position that goes unfilled for a period of three months creates a balance of one-time funds equal to those three months of salary savings. If the new person in the position is brought in at a lower salary, the ongoing savings between the two salaries is base funding since it is permanent.

One-time requests follow the same process as base requests. Table 7 reflects one-time allocations between 2014-17.

**Table 7, One-time Funds**

Fiscal Year	BEGINNING BALANCE	Tuition revenue adjustmnt	Encumb. funds	Base comp withheld by CO	Student success, graduation initiatives	Student success (\$35M CSU)	Unallocated base available	AVAILABLE ONE-TIME	Total Allocated through PBAC	Ending Balance
14-15	10,844,769	21,566,615	2,300,000	n/a	0	0	2,675,762	37,387,146	28,321,678	9,065,468
15-16	9,065,498	26,578,688	1,500,000	n/a	0	0	5,200,077	42,344,263	32,358,064	9,986,199
16-17	9,986,199	26,967,100	1,500,000	2,424,000	254,000	1,650,000	1,588,256	44,369,555	31,049,916	13,319,639

**Table 8** shows the allocation of one-time funding between 2014-17.

**Table 8** One-time fund allocations by division and institutional

Fiscal Year	Beginning Balance	Academic Affairs	Business & Financial Affairs	Student Affairs	URAD	Athletic	Pres., KPBS	Institutional	TOTAL	Ending Balance
14-15	37,387,176	11,106,868	2,880,000	212,810	595,000	0	0	13,527,000	28,321,678	9,065,498
		39.2%	10.2%	0.8%	2.1%	0.0%	0.0%	47.8%		
15-16	42,344,263	10,822,532	429,532	451,000	450,000	0	0-	20,205,000	32,358,064	9,986,199
		33.4%	1.3%	1.4%	1.4%	0.0%	0.0%	62.4%		
16-17	44,358,555	19,082,279	108,000	1,530,749	300,000	0-	0	10,028,888	31,049,916	13,308,639
		61.5%	0.3%	4.9%	1.0%	0.0%	0.0%	32.3%		

The campus goal is to retain \$8M in one-time reserve funds. With an ending balance of \$13,319,639 and subtracting the \$8M reserves, there are approximately \$5.3M remaining one-time funds in 2016-17.

**FINDINGS**

Based on the information we have examined since January, it is clear that the university budget methodology and decision-making processes necessarily involves multiple levels. The campus budget is comprised of complex revenue sources ranging from designated funds with restricted use, state general fund appropriation, research funds, tuition and fees, philanthropic support, to auxiliary organizations. There is transparency at a macro level through the Business and Financial Affairs website, which hosts the SDSU Budget Book and related information about the comprehensive budget, including the funding of new base line items and one-time fund allocations.

However, the process of decision-making across the multiple levels, the various parties involved in setting priorities, their timelines, the criteria and guidelines used to inform

decisions, and the subsequent impact of such decisions is not as transparent. The AR&P committee invited VP Tom McCarron to its first meeting in the fall to provide an overview of the SDSU budget and processes for making funding requests and he has willingly joined in efforts to clarify and explain since then, whether at Senate or subsequent AR&P meetings. Although critical needs and the campus strategic plan are the basis by which funding requests are evaluated, even AR&P members likely would not consistently be able to clearly outline to campus community members how the SDSU divisions develop, prioritize and ultimately arrive at the budgetary requests that are presented to AR&P and PBAC. Furthermore, in many instances, there is no practice or requirement for providing supporting data after the allocation to determine efficacy or programmatic impact that could be useful to future deliberations.

As a result of our conversations and examination of the processes as we understand them, the AR&P Committee makes the following preliminary recommendations to be discussed further with Senate leadership throughout the summer to develop formal action items for the August SEC meeting.

## **SHORT TERM**

### **Recommendation 1 – Provide the SENATE an opportunity to obtain information.**

*Update: a number of these have happened since February 2017*

- 1) That a subcommittee from AR&P solicit questions from the Senate regarding budget processes;
- 2) That these questions be identified according to thematic areas and provided to Tom McCarron, VP for Business and Financial Affairs who will discuss the budget allocation process at the campus level, and Provost Chukuka Enwemeka and/or Radmila Prislina, AVP for Academic Affairs, who will discuss the budget allocation process in Academic Affairs at an upcoming Senate meeting, as early as possible;  
2b) each will make available the results of 2016-17 decision process, allowing for additional Q &A
- 3) That the President also presents responses to these or similar questions in a subsequent Senate meeting.

### **Recommendation 2 – Communicate vision and context to the SENATE for the university budget.**

The committee membership encourages the President to provide a “state of the university” or similar message to the Senate on an annual basis. The President’s vision and priorities are of considerable interest to the campus community and the Senate is an important group to which the vision and priorities desired at the highest level of administration may be presented to the

campus community of faculty, staff and students. In particular, how funding priorities are identified and pursued at the highest leadership level is of considerable interest to the Senate.

**Recommendation 3 – Engage the SENATE in near-term budget planning at the start of the annual budget process.**

AR&P recognizes a need for an initial meeting of those directly involved in the budget process. With the goal of establishing an understanding of shared values and strategic thinking, the committee recommends a strategic budget-planning meeting at the start of each budget year. The meeting will be convened by PBAC and the Academic Resources and Planning Committee and include BRAT and divisional representatives normally involved in the PBAC process. The purpose will be to identify and share information about the key values and mutually understood considerations that will be used to inform budget allocation priorities for the year.

**Recommendation 4** – That the chair of AR&P participate as a member of the Budget Resource Advisory Assessment Team (BRAT). AR&P makes this recommendation as an approach to enable greater transparency in the process and to link AR&P more directly to the priorities that are presented to PBAC.

**Recommendation 5** – That AR&P and PBAC receive a brief annual report from each divisional recipient related to the impact of new base or one-time line item allocations that exceed \$50,000. Other impact reports may also be requested by AR&P during the annual process for allocations if less than this amount. Further, that these reports be shared with SEC and SDSU Senate, as SEC deems appropriate. The committee believes that such reporting will help close a gap in the information loop. While funding requests do in many cases provide a rationale, follow-up impact reports will enable greater accountability and clarity.

**Recommendation 6** – That each division clearly outline its process and timeline for identifying budget requests and how it prioritizes requests between its constituent parts. (For example, within Academic Affairs outlining such determinations among the Colleges, Enrollment Services, MCC-Georgia, IVC, Library, Graduate and Research Affairs, Faculty Advancement, International Programs, and Undergraduate Studies.)

**Recommendation 7** – That the SDSU budget decision-making process be outlined clearly on the SDSU Senate website or on a designated SDSU Comprehensive Budget website easily located by any member of the campus community.

## LONGER TERM

**Recommendation – That SDSU engage in a strategic funding planning process at the earliest possible time.** As stated earlier, the committee finds that the institution could benefit from a comprehensive strategic planning process for funding, not unlike the recent university strategic planning process “Building on Excellence”. This process, likely a multi-year effort, will enable the campus and its leadership to identify key priorities and foster further transparency about how funding decisions are handled. Furthermore, it will build a structure for mutually understood values informing processes especially as the campus and CSU system continue to grapple with the new reality of lower state support.

## CONCLUSION

As our charge was to examine the methodology for budgeting allocations to and from Academic Affairs, the committee strongly encourages college deans, associate vice presidents, and the provost to share budget information in an open fashion with their respective constituents including allocations, priorities for requesting base and one-time funding, and the rationale underlying budget practices.



TO: Senate Executive Committee / Senate

FROM: Doreen J. Mattingly, Chair  
General Education Curriculum and Assessment Committee

DATE: April 12, 2017

RE: GENERAL EDUCATION PROGRAM

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**Action**

**IV. EXPLORATIONS OF THE HUMAN EXPERIENCE**

**C. Social and Behavioral Sciences**

*New course.*

**ANTH 333. Race, Ethnicity, and Identity in the Americas (3) [GE]  
(Same course as Latin American Studies 333)**

Prerequisites: Anthropology 102 or Latin American Studies 101.

Completion of the General Education requirement in Foundation of Learning II.B., Social and Behavioral Sciences required for nonmajors.

History and contemporary forms of identity to include ethnicity, gender, nationality, race, and sexuality in Canada, Latin America, and United States.

*New course.*

**LATAM 333. Race, Ethnicity, and Identity in the Americas (3) [GE]  
(Same course as Anthropology 333)**

Prerequisites: Latin American Studies 101 or Anthropology 102.

Completion of the General Education requirement in Foundation of Learning II.B., Social and Behavioral Sciences required for nonmajors.

History and contemporary forms of identity to include ethnicity, gender, nationality, race, and sexuality in Canada, Latin America, and United States.

Report prepared and respectfully submitted by Curriculum Services on behalf of the General Education Curriculum and Assessment Committee.

Tuesday, April 11, 2017

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors, and Awards Committee

SUBJECT: Emeritus Status

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

- Darrell L. Pugh, Professor of Public Affairs, May 17, 2017, 36 years
- Mehdi Salehizadeh, Professor of Finance, May 18, 2017, 37 years
- Andrew Y. J. Szeto, Professor of Electrical and Computer Engineering, May 31, 2017, 34 years

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee

To: SEC / Senate

From: Charles Toombs, Chapter President, CFA

Date: 25 April 2017

Re: Information Item

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CFA Report:

### **Legislation**

Three pieces of legislation that would protect CSU students and faculty, and maintain quality higher education in the state advanced from committee hearings to the Assembly.

Faculty attended and testified on behalf of Assembly Bills 21 (Kalra), 393 (Quirk-Silva), and 1464 (Weber), all of which are sponsored by CFA, during the hearings, held on April 18.

AB 21 seeks to alleviate the impact of potential changes at the federal level to the Deferred Action for Childhood Arrivals (DACA) program and provides protections for students, faculty, and staff whose immigration status is at risk.

AB 393, authored by Assemblymember Sharon Quirk-Silva, would freeze tuition and mandatory system-wide fees in the CSU and California Community Colleges through the 2019-20 academic year.

AB 1464, authored by Assemblymember Dr. Shirley Weber, would place in statute an eight-year strategy to increase the number of tenure track faculty in the CSU.

### **Investing in the CSU**

The CSU has been losing ground financially for the past 30 years and Governor Brown's budget fails to reverse that trend. If the CSU today had resources comparable to 1985, it would have over \$773 million more in its operating budget to serve students. We hoped that this year would be different. Given the extension of K-12 and community college resources through Proposition 55, there is opportunity to begin to stabilize and grow the CSU's funding from the state. CFA is asking for a phased in reinvestment strategy that will start with providing for 343.7 million increase in state funding for the CSU system this fiscal year. The CSU Board of Trustees and CFA are asking for this increase. Please write or call Governor Brown and ask him to increase funding to the CSU before his May revise budget is announced.

### **CFA Contact Information**

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: April 12, 2017

Re: 2018-2019 *General Catalog*

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**INFORMATION (4I-05-17)****AEROSPACE ENGINEERING**

## 1. Change to prerequisites.

Aerospace Engineering  
A E 200. Statics (3)

(Same course as Mechanical Engineering 200)

Prerequisites: Mathematics 151 and Physics 195. **Proof of completion of prerequisites required:** Copy of transcript or registration confirmation.

Force systems, equilibrium, structures, distributed forces, friction, virtual work, moments of inertia, vector algebra. (Formerly numbered Engineering Mechanics 200.)

Change(s): Prerequisites updated from *Physics 195 and credit or concurrent registration in Mathematics 151* to what is reflected above.

## 2. Change to prerequisites.

Aerospace Engineering  
A E 220. Dynamics (3)

(Same course as Mechanical Engineering 220)

Prerequisites: Aerospace Engineering 200 [or Mechanical Engineering 200] and Mathematics 151 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Kinetics of a particle; central force motion; systems of particles; work and energy; impulse and momentum; moments and products of inertia; Euler's equations of motion; vibration and time response; engineering applications. (Formerly numbered Engineering Mechanics 220.)

Change(s): Addition of MATH 151 to prerequisites.

## 3. Change to description and title.

Aerospace Engineering  
*ASTRODYNAMICS*  
A E 320. Astrodynamics (3)

Prerequisites: Aerospace Engineering 220 [or Mechanical Engineering 220] and Aerospace Engineering 280.

Two-body orbital mechanics on Keplerian orbits and orbital transfers.

Change(s): Description updated from *Two-body orbital mechanics including geocentric orbits and interplanetary transfers* to what is reflected above. Title updated from *Aerospace Flight Mechanics* to what is reflected above.

## ANTHROPOLOGY

1. New course.

Anthropology

*RACE IN THE AMERICAS (C-4)*

ANTH 333. Race, Ethnicity, and Identity in the Americas (3) [GE]

(Same course as Latin American Studies 333)

Prerequisites: Anthropology 102 or Latin American Studies 101. Completion of the General Education requirement in Foundation of Learning II.B., Social and Behavioral Sciences required for nonmajors.

History and contemporary forms of identity to include ethnicity, gender, nationality, race, and sexuality in Canada, Latin America, and United States.

## COMMUNICATION

1. Change in program.

Communication

**Communication Minor**

**(Minor Code: 06011) (SIMS Code: 661119)**

Admission to the communication minor requires completion of at least 45 units with a minimum grade point average of 2.75 overall; completion of the General Education Oral Communication requirement with a grade of C (2.0) or better; and six units selected from Communication 160, 201, 204, 245 with grades of C (2.0) or better. The General Education oral communication course will not be included in the computation of the required grade point average of 2.75.

The minor in communication consists of a minimum of 21 units to include six units selected from Communication 160, 201, 204, 245; Communication 300, 350; six units selected from Communication 321, 371, 406, 415, 445, 450, 470, 485, 492; and three additional upper division units in communication.

Remainder of description (*no change*)

Change(s): Reformatting of copy to better align with catalog convention. Addition of COMM 321, 350, 445, and 485 to optional and required lists. Select-from list adjusted to three units from six.

## HUMANITIES

1. Change in program.

Humanities

**Humanities Major**

**With the B.A. Degree in Liberal Arts and Sciences**

**(Major Code: 15991)**

Paragraphs 1-3 (*no change*)

**Global Humanities Program**

**(SIMS Code: 113501)**

Paragraphs 4-21 (*no change*)

**Major.** A minimum of 30 upper division units to include Humanities 390W, 490; 12 units selected from Classics 340, Humanities 350, 380, 405 [or Religious Studies 405], 406, 407, 408, 409, 410; 12 units from Africana Studies, Art (art history), Asian Studies, Classics, Comparative Literature, History, Humanities, Latin American Studies, Music, Philosophy, Religious Studies, Theatre, or Women's Studies (at least nine units must be taken in non-European content, e.g., Asia, Africa, Latin America).

**Elective Approval.** (*no change*)

Change(s): Addition of HUM 380 and 410 to major.

LATIN AMERICAN STUDIES

1. New course.

Latin American Studies

*RACE IN THE AMERICAS (C-4)*

LATAM 333. Race, Ethnicity, and Identity in the Americas (3) [GE]

(Same course as Anthropology 333)

Prerequisites: Latin American Studies 101 or Anthropology 102. Completion of the General Education requirement in Foundation of Learning II.B., Social and Behavioral Sciences required for nonmajors.

History and contemporary forms of identity to include ethnicity, gender, nationality, race, and sexuality in Canada, Latin America, and United States.

MECHANICAL ENGINEERING

1. Change to prerequisites.

Mechanical Engineering

M E 200. Statics (3)

(Same course as Aerospace Engineering 200)

Prerequisites: Mathematics 151 and Physics 195. **Proof of completion of prerequisites required:** Copy of transcript or registration confirmation.

Force systems, equilibrium, structures, distributed forces, friction, virtual work, moments of inertia, vector algebra.

Change(s): Prerequisites updated from *Physics 195 and credit or concurrent registration in Mathematics 151* to what is reflected above.

2. Change to prerequisites.

Mechanical Engineering

M E 220. Dynamics (3)

(Same course as Aerospace Engineering 220)

Prerequisites: Mechanical Engineering 200 [or Aerospace Engineering 200] and Mathematics 151 with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Kinetics of a particle; central force motion; systems of particles; work and energy; impulse and momentum; moments and products of inertia; Euler's equations of motion; vibration and time response; engineering applications.

Change(s): Addition of MATH 151 to prerequisites.

3. Change to prerequisite.

Mechanical Engineering

M E 240. Introduction to Engineering Materials (3)

Prerequisite: Chemistry 202 (or 200). **Proof of completion of prerequisite required:** Copy of transcript.

Atomic and molecular structure of materials utilized in engineering. Analysis of the relationships between structure of materials and their mechanical, thermal, electrical, corrosion, and radiation properties. Examples of material structure relevant to civil, electrical, aerospace, and mechanical engineering applications.

Change(s): Removal of M E 200 [or A E 200] from prerequisites.

4. Change to prerequisite.

Mechanical Engineering

M E 241. Materials Laboratory (1)

Three hours of laboratory.

Prerequisite: Mechanical Engineering 240.

Experimental methods used to characterize engineering materials and their mechanical behavior.

Change(s): *Credit or concurrent registration in statement removed.*

5. Change to prerequisites.

Mechanical Engineering

M E 314. Engineering Design: Mechanical Components (3)



Prerequisites: Mechanical Engineering 102, 202, 240, 241, 304 (or Civil Engineering 301).

Application of mechanics, physical properties of materials, and solid mechanics to the design of machine elements. Student design projects.

Change(s): Addition of M E 240 and 241 to prerequisites.

6. Change to prerequisites.

Mechanical Engineering

M E 330. Control Systems Laboratory (3)

Two lectures and three hours of laboratory.

Prerequisites: Mechanical Engineering 202, 220 [or Aerospace Engineering 220]; Electrical Engineering 204; Aerospace Engineering 280 and 340; Linguistics 200 or Rhetoric and Writing Studies 200; and Physics 196L.

Control theory (e.g. stability, feedback, PID control) with applications in microprocessor-based control of dynamic, vibrational, and mechatronic systems. “Bread-boarding” and BASIC programming of microcontrollers and graphical programming of PC-based controller interfaces.

Change(s): *Credit or concurrent registration in statement removed.*

- 7 Change to prerequisite.

Mechanical Engineering

M E 351. Engineering Thermodynamics (3)

Prerequisite: Mechanical Engineering 350.

Analysis and design of gas and vapor power cycles, and refrigeration systems. Generalized property relations for gases and gas-vapor. Air-conditioning. Combustion and chemical equilibrium. Design of engineering systems and processes.

Change(s): Removal of A E 340 from prerequisites.

## RHETORIC AND WRITING STUDIES

1. New course.

Rhetoric and Writing Studies

*RHETORIC SUSTAINABILITY (C-2)*

RWS 360. Rhetoric of Sustainability (3)

Prerequisite: Completion of the General Education requirements in Composition and Critical Thinking.

Analysis and construction of sustainability texts from a variety of interdisciplinary, popular, and professional contexts. Collaboration through service learning to produce texts related to sustainability.

2. New course.

Rhetoric and Writing Studies

*WRITING FOR ENGINEERS (C-2)*

RWS 392W. Writing for Engineers (3)

Prerequisite: Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher or earned a grade of C (2.0) or better in Rhetoric and Writing Studies 280, 281, or Linguistics 281 if score on WPA was 6 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Composition of presentations and texts for a wide range of engineering audiences, genres, purposes, and settings. Development of critical reading and writing skills by exploring how content contributes to effectiveness and meaning in engineering documents.

TO: SEC/Senate

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: April 18, 2017

RE: Information

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**The Campaign for SDSU:**

The Campaign for SDSU now stands at \$792M. The following are gifts of note since the last report:

A \$150,000 pledge from faculty emerita, Dr. Carey Gail Wall, will support the MFA Musical Theatre Endowed Professorship in the College of Professional Studies and Fine Arts.

MRC Smart Technology Solutions made a \$52,600 gift to support the Aztec Club Director's Cabinet in Athletics.

Alumnus Frank Feeney and his wife, Donna, made a \$5,100 gift supporting the CAL Dean's Excellence Fund in the College of Arts and Letters.

Alumna Kathryn Kirk-Malters named SDSU in her trust for a \$100,000 gift which will create the B.J. Spitler Endowed Scholarship to support students pursuing a degree in Social Work or Nursing in the College of Health and Human Services.

A \$10,000 gift from AMDM will help fund the AMDM Master of Science in Regulatory Affairs Scholarship in the College of Sciences.

Eric A. Rudney made a \$5,000 gift to support the Director's Discretionary Fund in the Fowler College of Business.

The Camp Able Program in the College of Professional Studies and Fine Arts received a \$5,000 gift from the Lipp Family Foundation.

A \$5,000 gift from Duane Morris LLP will support Aztec Athletics.

The SDSU Athletics Excellence Fund received a \$10,000 gift from alumnus Dennis T. Odiome.

The Antenna and Microwave Lab in the College of Engineering received a \$10,000 gift from Cubic Corporation.

Aztec Athletics received the following gifts: \$10,000 from Steve and Lisa Altman, \$6,000 from Pillsbury Winthrop Shaw Pittman and \$5,000 from T.K. and Ellen Bryson.

Gilead Science, Inc. made a \$15,000 gift to support the CSUPERB CSU Ed Research Biotech Fund in the College of Sciences.

Alumna Nancy Bailey made a \$10,000 gift in support of the A.R. Bailey Dean's Endowment in the Fowler College of Business.

A \$7,101 gift-in-kind from Ardea Biosciences, Inc. will support the College of Sciences.

Faculty Emeritus Dr. Thomas Davies, Jr., and his wife, Adele, an alumna, made a \$12,438 gift-in-kind supporting Special Collections in the Love Library.

Alumnus Greg Smith and his wife, Arlette, made a \$25,000 planned gift supporting the Gregory J. Smith Master of Public Administration Endowed Scholarship in the College of Professional Studies and Fine Arts.

The Zahn Innovation Center in the College of Engineering received a \$10,000 gift from ViaSat, Inc.

A \$5,000 gift from the Estate of alumnus Rod Calvao will support the Men's and Woman's Golf Excellence Funds in Athletics.

Faculty Emerita, Arline M. Fisch made a \$5,000 gift to support the Arline M. Fisch MFA in Jewelry and Metalsmithing Endowed Scholarship in the College of Professional Studies and Fine Arts.

Debra A. Wong made an \$80,000 pledge to support the Ellen G. and Edward G. Wong Endowed Scholarship in the Fowler College of Business.

The CAL Dean's Excellence Fund in the College of Arts and Letters received a \$20,000 gift from Alumnus Wesley R. Thompson and Marie Hornik.

Clark Construction Group, LLC made a \$100,000 pledge to support the Engineering and Interdisciplinary Sciences Complex in the College of Engineering.

Alumna Deborah Quiett increased her existing planned gift by \$125,000. This gift will support the Dean's Excellence Fund in the College of Arts and Letters and the Geological Sciences and Dean's Excellence Funds in the College of Sciences.

Alumnus John Wills and his wife, Jane, made a \$2M planned gift to create six undergraduate student scholarships.

### **Campaign, Presidential & Special Events:**

The third **Provost's Distinguished Lecture Series** was held on Wednesday, March 1 in Montezuma Hall at the Conrad Prebys Aztec Student Union. The distinguished speaker was SDSU alumnus and Costco co-founder and director, Jim Sinegal, who gave an inspiring presentation to over 700 faculty, staff, students and community members.

On Wednesday, March 15, SDSU hosted the annual **Kyoto Prize Symposium**. This year's Laureate in advanced technology was Dr. Takeo Kanade, a world-leading roboticist with a nearly 40-year history of technological innovation. Dr. Kanade was recognized for his pioneering contributions to the theory of computer vision. His lecture was presented to

over 500 community members, SDSU faculty, staff and students as well as high school students from throughout San Diego and Baja California. The Kyoto Prize Symposium is a collaborative effort between the San Diego State, University of California, San Diego, University of San Diego and Pt. Loma Nazarene University.

**Media Relations:**

**2016-17 Marketing and Communications Key Metrics Goals**

	<i>Month</i>
<b>SDSU NewsCenter</b>	
Visitors	42,589
Page Views	68,900
<b>Twitter</b>	
Followers	1,309
Impressions (paid)	
Clicks (organic)	3,337
Clicks (paid)	
<b>Facebook</b>	
Fans	1,712
Impressions (paid)	4,650,115
Likes/Comments (organic)	20,142
Clicks (paid)	3,755
<b>YouTube</b>	
Views (organic)	7,634
Views (paid)	13,291
<b>Instagram</b>	
Followers	1,300
Likes (organic)	28,945
Impressions (paid)	474,043
Video views (paid)	
<b>Media Relations</b>	
Total Clips	2,782
National Hits	333
Major Hits	36
<b>Merit</b>	
Students with Merit Pages	31
High Schools reached	24
Social Media Impressions	-

<i>Year to Date</i>
-
371,896
582,671
81,682
760,414
25,392
45,088
114,920
20,776,295
258,506
84,188
66,926
153,652
24,000
182,724
805,174
30,005
24,317
1,858
257
9,790
375
64,605

<i>Annual Goals</i>	
<b>SDSU NewsCenter</b>	
Visitors	440,000
Page Views	720,000
<b>Twitter</b>	
Followers	65,000
Impressions (paid)	5,000,000
Clicks (organic)	6,500
Clicks (paid)	61,000
<b>Facebook</b>	
Fans	115,000
Impressions (paid)	43,000,000
Likes/Comments (organic)	610,000
Clicks (paid)	135,000
<b>YouTube</b>	
Views (organic)	132,000
Views (paid)	575,000
<b>Instagram</b>	
Followers	22,000
Likes (organic)	28,000
Impressions (paid)	550,000
Video views (paid)	115,000
<b>Media Relations</b>	
National Hits	3,600
Major Hits	275
<b>Merit</b>	
Students with Merit Pages	10,000
High Schools reached	775
Social Media Impressions	TBD

<b>Community Relations</b>	
Community Members brought to campus for event or activity	
Significant individual meetings and interactions in the community	

	434
	190

<b>Community Relations</b>	
Community Members brought to campus for event or activity	600
Significant individual meetings and interactions in the community	240

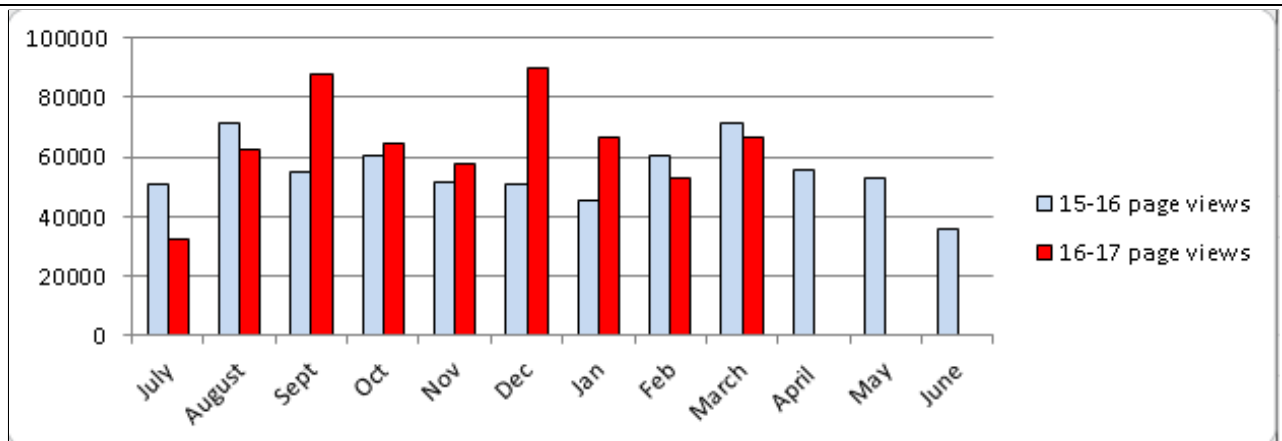
**Detail**

**SDSU NewsCenter Top Stories This Month**

SDSU Grad Programs Ranked Among Nation's Best (5,157), President Elliot Hirshman Ending Tenure (3,855), New Study Shows Americans Having Sex Less Often (3,036)

**Traffic Sources to SDSU NewsCenter this month**

Google (22,445), Facebook (10,409), Twitter (2,224)



**Media Relations National Hits**

SDSU secured several major media hits in the month of March, including coverage of the university being named a top graduate school by US News in the Union Tribune, East County Magazine, Solo News and CW6; John Ayers' research on e-cigarette use in the Huffington Post, Yahoo News, Men's Fitness, The Union Tribune and KNX Radio; SDSU's part in the discussion over the future of the Qualcomm stadium site was highlighted in The Union Tribune, Fox Sports, and Sports Illustrated to name just a few; Chris Glembotski's discovery of a protein that is believed to play a major role in preventing heart disease was covered in Medical News and Medical Xpress; and Jean Twenge's latest study about Americans being less sexually active than prior generations received coverage in The Chicago Tribune, The Guardian, The Washington Post and The Huffington Post among others.

Merit Monthly Achievements	Total Students		Student Open Rate		Student Click Rate	Media Outlets
2	38		1		76%	65

**Community Relations**

SDSU Community Relations hosted the following events: A College View Estates Association meeting at the PPG Alumni Center introduced residents to the new west campus student housing project. Approximately 40 residents attended to ask questions about the project and learn about the process for them to provide feedback. Provost's Lecture: Community members were also invited to attend the Provost's lecture with Jim Sinegal, several of whom attended.