



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Agenda

April 4, 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 Chancellor White’s visit (3/23)
  - 3.2 Executive Vice Chancellor Blanchard’s visit (3/24)
  - 3.3 Feedback process / EO 1100
  - 3.4 ASCSU, Senate elections
  - 3.5 Freedom of Expression Task Force (w/ Eadie)
  - 3.6 Excellence in Teaching Awards
  - 3.7 Active Transportation
  - 3.8 Policy file discrepancy / assignment of “W”
4. Provost’s Report
5. SEC Report: Ornatowski
  - 5.1 Referral chart .....3
  - 5.2 Task Force / survey items for Dean reviews
6. Old Business
7. New Business: Action Items
  - 7.1 Academic Calendar / principles (Shultz) .....4
  - 7.2 Academic Policy and Planning (Hopkins) .....6
  - 7.3 Committees and Elections (Green) .....26
  - 7.4 Honors and Awards (Ozturk) .....29
  - 7.5 Registration order; modifications / Fall only (SEC/Prislin)
8. New Business: Consent Calendar (Committee Reports)

8.1	AP&P: ERG Compendium 2016-18 (Hopkins).....	30
8.2	ASCSU (Butler-Byrd, Eadie, Ornatowski).....	33
8.3	CFA (Toombs).....	37
8.4	Graduate Council (Balsdon).....	40
8.5	Undergraduate Curriculum (Verity).....	44
8.6	University Relations and Development (Carleton).....	50
9.	Other Information Items	
9.1	Associated Students Review (Atkins).....	56
9.2	Smoking enforcement (Schulz, Richeson, Mays) – <b>3:15 pm Time certain</b>	
9.3	Budget transparency (McCarron, Wong Nickerson) – <b>3:30 pm Time certain</b>	
10.	Other Business	
11.	Adjournment	

<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Academic Policy and Planning	December 2016	Propose revisions to the Policy File that would clearly articulate university policies and procedures regarding academic misconduct.	Officers
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

Date: March 21, 2017  
To: SEC  
From: Norah Shultz  
Subject: Action: Approval of principles underlying the academic calendar

The Senate Executive Committee requested that the principles underlying the construction of the SDSU academic calendar be clearly spelled and for approved by the senate to facilitate future discussion of the calendar. Following are the principles on which the SDSU academic calendar is based (the authority for each principle is provided in parentheses).

1. The academic semester is 17 full weeks with at least 15 full weeks of academic class work. (WASC accreditation)
2. The academic semester has to include 147 instructional days for fall + spring (+/- variance of 2 days) and no less than 170 academic days for fall + spring (Chancellor's office)

Faculty cannot work more than 180 days for fall + spring (CFA Collective Bargaining Agreement 20.4)

Workdays and instructional days are not the same. Workdays are when the campus is open. Instructional days are when the campus is open and instruction is also taking place. For example, the day before Thanksgiving is a workday, but not an instructional day.

3. We must observe Veteran's Day on its designated day and we must observe Cesar Chavez Day on its designated day by state law. (Other holidays may be "banked" to be observed on the days between Christmas and New Year's.)
4. Faculty cannot work over 45 days without receiving a paycheck. This can become an issue at the beginning of each semester, i.e. the August-September pay period and the January-February pay period. If either of these pay periods are over 45 days, then they become separate pay periods. In other words, if the August-September pay period is over 45 days, then August becomes a separate pay period. If the January-February pay period is over 45 days, then January becomes a separate pay period. These changes do impact employee benefits.
5. In order to determine the number of days between the end of final exams and the day grades must be turned in, the following factors are taken into consideration:
  - a. Faculty must not work over 180 days pursuant to CFA Collective Bargaining Agreement provision 20.4
  - b. The Chancellor provides a coded memo that provides guidelines for structuring the Fall and Spring semesters
  - c. Due to concerns raised by the faculty who taught in the summer term, we have added more time for grading at the end of the summer term

6. In order to determine the start of the semester (which may begin in the middle of the week), the following factors are taken into consideration:
- a. The new semester start date is determined by the last day of the previous semester. From there, days are counted stipulated by the guidelines provided in the Chancellor's coded memo.
  - b. At the beginning of the Fall semester, however, since students move into residence halls on a Friday, we schedule classes (i.e. instructional days) to begin on the following Monday. We follow a similar pattern when residence halls reopen after the break to begin the instructional days for the Spring semester, although we do not have the complexity of the convocations (as explained below).
  - c. By our convention, we have started the Fall semester (i.e. workdays) the previous week previous to students moving into the residence halls to accommodate the all-university convocation and new student convocation.
  - d. Faculty request preparation days before the start of classes. If the calendar allows, we include these days before the start of classes.
  - e. Technically we end the Fall semester on or by December 31<sup>st</sup> but we try to release for winter break by December 23<sup>rd</sup> (see attached trend). Only once in recent years have we had to go beyond December 23<sup>rd</sup>, which was in 2012-2013.

<b>Academic Year</b>	<b>Last day work</b>	<b>First day break</b>
2011/12	12/23/11	12/26/11
<b>2012/13</b>	<b>12/24/12</b>	<b>12/25/12</b>
2013/14	12/23/13	12/24/13
2014/15	12/22/14	12/23/14
2015/16	12/21/15	12/22/15
2016/17	12/21/16	12/22/16
2017/18	12/22/17	12/25/17
2018/19	12/21/18	12/24/18
2019/20	12/20/19	12/23/19

- f. By our convention, we have started the spring semester (i.e. instructional days) after the Martin Luther King federal holiday.

Date: 9 March 2017  
To: The Senate  
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
Subject: Action: Revisions to the Policy File that would clearly articulate and organize university policies and procedures regarding academic misconduct.

In response to a Senate referral to determine whether or not there were any gaps in the academic misconduct policy vis-à-vis faculty, staff, and students, including academic student employees (ASEs), AP&P proposes the following revisions of the Policy File.

## **CURRENT POLICY FILE LANGUAGE**

### UNIVERSITY POLICIES: Academics

#### Cheating and Plagiarism

1.0 Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Title 5 of the California Code of Regulations, part 5, sec. 41301(a), as follows:

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes that must be campus related:

(a) Cheating or plagiarism in connection with an academic program at a campus. A student who has committed either offense may be subject to university disciplinary action.

#### 2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at the university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student's grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student's records and status on campus and shall be the responsibility of the university President or designated representative. The Coordinator of Judiciary Procedures shall be the President's representative in matters of student discipline.

#### 4.0 Due Process in Review of Alleged Violations

4.1 Punitive Sanctions: Only the university President or designated representative shall be authorized to exercise punitive authority over students and in so doing shall be mandated to accord students all the elements of "due process." The steps set forth in CSU Executive Order 970, "Student Conduct Procedures of The California State University," shall be followed in the delineation of these matters.

#### 4.2 Academic Sanctions

4.2.1 The instructor involved shall be expected to determine the type of academic sanction for cheating or plagiarism. Usually, "grade modification" shall be used; however, grade modification shall not be considered punishment and shall be used only if the instructor is satisfied that cheating or plagiarism did occur. The grade modification shall be left to the discretion of the instructor. Grade modification may include (a) a zero or F on the paper, project, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. In addition to grade modification, certain departments or schools may have policies that state that cheating can show unsuitability for the program or profession. Students should be made aware of the penalties for cheating and of their appeal rights.

4.2.2 Furthermore, before applying grade modification, the instructor should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, shall be necessary for the allegation to be upheld.

- 4.3 When a student is accused of cheating or plagiarism, the instructor should arrange an informal office conference with the student and at that time advise the student of the allegation as well as the evidence supporting it. The purpose of the office conference shall be to bring together the persons involved to discuss the situation informally and to decide upon an appropriate solution. If more than one student is involved in the incident, the instructor may call the students together to confer as a group if the students so desire. All notes and discussions between the student and instructor shall be confidential, except as may be relevant in subsequent campus disciplinary proceedings or subsequent legal action.
- 5.0 Disciplinary Record: In order to coordinate information so as to permit appropriate disciplinary action for first-time and repeat offenders, instructors shall contact the Center for Student Rights and Responsibilities (<http://csrr.sdsu.edu/>) to obtain reporting requirements. Instructors should describe violations of this policy according to the requirements stated in EO 969 (<http://www.calstate.edu/eo/EO-969.html>).

#### UNIVERSITY POLICIES: Codes

##### Faculty-Student Relations

- 1.0 Governing Principles: In all matters related to classes and grades, relations between faculty and students at San Diego State University shall be governed by the following principles:
- 1.1 The instructor (i.e., professor, lecturer, or graduate teaching associate) shall be in charge of the class and shall be responsible for its discipline and grading. The instructor shall provide and follow a syllabus, shall maintain an atmosphere conducive to learning, and shall administer examinations and other exercises to determine the level of student attainment in a manner reasonably calculated to minimize the possibility of dishonest work. Grading practices shall meet the highest professional standards of objectivity, fairness, and accuracy, and testing procedures shall be designed to reasonably determine student attainments in the course's subject matter.
- 1.2 The student shall cooperate with the instructor and fellow students in maintaining an atmosphere conducive to learning. The student shall be courteous to faculty and fellow students and shall be scrupulously careful to adhere to the highest standards of academic honesty.
- 2.0 Disciplinary Responsibilities: In fulfilling responsibilities, the instructor may impose reasonable penalties for infractions of university and class rules and for instances of student dishonesty. In addition, when student behavior is judged sufficiently serious, the instructor may bring a formal complaint against the student to the Vice President for Student Affairs or to the appropriate judicial body.

Grade Changes: The grade given a student by an instructor shall not be changed by anyone other than the instructor except under the provisions in the Student Grievance Code. In controversies about grades, assigned grades shall be presumed to be correct.



## UNIVERSITY POLICIES: Faculty

## Academic Responsibilities

## 1.0 Audiovisual Materials

1.1 Instructors shall ensure that audiovisual materials used in or for a course are significantly related to the announced structure and purpose of the course. An instructor shall advise the audience of materials that may be deemed offensive.

1.2 Audiovisual materials, whatever their source (rental, purchase, private collection, guest lecture), shall be legally acquired and shall include captioning whenever possible.

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

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

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

3.0 In order to facilitate universal access to instructional materials:

3.1 Instructors shall endeavor to order textbooks, course readers, and other required instructional materials on or before the deadline established by the campus bookstore, and definitely no later than six weeks in advance of the beginning of the academic term.

3.2 Whenever possible, departments and schools shall endeavor to order textbooks for classes without assigned instructors on or before the deadline established by the campus bookstore, and at least six weeks in advance of the beginning of the academic term.

4.0 Faculty Office Hours: Each faculty member shall hold regularly scheduled office hours and shall post a schedule of those hours and their contact information at their office location and within their syllabus.

## 5.0 Plagiarism

5.1 Plagiarism shall be a serious offense in the academic community, reflecting on the integrity of the perpetrator. Due to degrees of plagiarism, from the inadvertent misplacement of a footnote to the fraudulent use of another's work to secure personal

- advancement, a faculty member engaged in cooperative research with fellow faculty members or with students shall scrupulously ensure that each person's contributions are fully acknowledged and that students are fully aware of the gravity of plagiarism.
- 5.2 For due process, a charge of plagiarism shall not be considered in deliberations for promotion or tenure until such a charge be proven by the disciplinary action process, as defined by the Collective Bargaining Agreement (CBA).
- 5.3 Wherein the above procedures warrant a formal investigation of charges of plagiarism, the disciplinary procedures of the Collective Bargaining Agreement (CBA) shall be followed.
- 5.4 After charges of plagiarism have been resolved through the disciplinary procedures of the Collective Bargaining Agreement (CBA), the charges shall not be introduced in future personnel deliberations. New information related to past charges shall be subject to the provisions of the Collective Bargaining Agreement (CBA).
- 6.0 Public Assembly: The conduct of a faculty member should be consistent with his or her professional status. Faculty-sponsored meetings, assemblies, and public, on-campus activities, shall be conducted so as to respect the rights and prerogatives of the members of the academic community. Public address (sound amplification) systems shall be used only if their use does not interfere with classes, study, and other scheduled university activities. Use of such equipment for outdoor faculty-sponsored events held on campus during university hours shall be approved in advance by the Provost.

#### UNIVERSITY POLICIES: Faculty Professional Responsibilities

- 1.0 This statement of professional responsibilities shall serve as a guide to responsible performance that is consistent with the highest ideals of the academic profession. It is not intended to serve primarily as a reference for disciplinary action. Ordinarily, departures from responsible professional behavior should be corrected by calling the matter to the attention of the person involved and handled within the individual's academic unit. If a breach of professional responsibility is alleged that cannot be, or is not, adequately handled informally within the basic academic unit, the matter should be taken up at the next institutional level. Nothing in this statement shall be construed in such a way as to interfere with or restrict faculty members' exercise of their academic freedom or basic constitutional rights, including but not restricted to, political activity, freedom of speech, and right to privacy.
- 2.0 The faculty of San Diego State University shall subscribe to the 1987 Statement on Professional Ethics (1987) by the American Association of University Professors (<http://www.aaup.org/>).
- 3.0 Faculty Colleagues: When there is reason to believe that a faculty colleague has violated standards of professional behavior, professors should take the initiative to inquire about or to protest against apparently unethical conduct. Potential risks should not diminish the obligation of professors to pursue what they believe to be well-founded concerns of professional wrongdoing by other members of the faculty.
- 4.0 Additional Areas of Ethical Responsibility: Faculty and other members of the academic community should refer to university administrative policies that provide annual or multi-year assurances to various federal and state agencies concerning ethical responsibilities of

faculty and other members of the academic profession when engaging in research activities at the university.

5.0 As members of San Diego State University, professors and other academic professionals shall:

- a. Request a leave of absence or resign their academic position when acute conflicts between the claims of politics, social action, economic interest, and conscience, on the one hand, and expectations of students, colleagues and institution, on the other, preclude the fulfillment of substantial academic obligations.
- b. Use the university logo only in an appropriate manner.
- c. Not engage in sexual relationships with students currently enrolled in their courses or under their supervision

### **PROPOSED POLICY FILE LANGUAGE**

[Most of the following proposal is *reordered* rather than new or revised language. Language below in **bold** is entirely new.]

#### UNIVERSITY POLICIES: Academics

##### Cheating and Plagiarism

6.0 Institutions of higher education are founded to impart knowledge, seek truth, and encourage one's development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which violate both academic and student disciplinary standards.

##### 7.0 Definitions

- 7.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.
- 7.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be

limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

8.0 Academic and Disciplinary Sanctions: Cheating and plagiarism in connection with the academic program at the university may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) disciplinary sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student's grades and are the responsibility of the instructor involved. Disciplinary sanctions are concerned with the student's records and status on campus and shall be the responsibility of the university President or designated representative. The Coordinator of Judiciary Procedures shall be the President's representative in matters of student discipline.

#### 9.0 Due Process in Review of Alleged Violations

9.1 Disciplinary Sanctions: Only the university President or designated representative shall be authorized to exercise disciplinary authority over students and in so doing shall be mandated to accord students all the elements of "due process." The steps set forth in the current CSU Executive Order related to student conduct procedures shall be followed in the delineation of these matters.

#### 9.2 Academic Sanctions

9.2.1 The instructor involved shall be expected to determine the type of academic sanction for cheating or plagiarism. Usually, "grade modification" shall be used; however, grade modification shall not be considered punishment and shall be used only if the instructor is satisfied that cheating or plagiarism did occur. The grade modification shall be left to the discretion of the instructor. Grade modification may include (a) a zero or F on the paper, project, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. In addition to grade modification, certain departments or schools may have policies that state that cheating can show unsuitability for the program or profession. Students should be made aware of the penalties for cheating and of their appeal rights.

9.2.2 Furthermore, before applying grade modification, the instructor should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, shall be necessary for the allegation to be upheld.

9.3 When a student is accused of cheating or plagiarism, the instructor should arrange an informal office conference with the student and at that time advise the student of the allegation as well as the evidence supporting it. The purpose of the office conference shall be to bring together the persons involved to discuss the situation informally and

to decide upon an appropriate solution. If more than one student is involved in the incident, the instructor may call the students together to confer as a group if the students so desire. All notes and discussions between the student and instructor shall be confidential, except as may be relevant in subsequent campus disciplinary proceedings or subsequent legal action.

10.0 Disciplinary Record: In order to coordinate information so as to permit appropriate disciplinary action for first-time and repeat offenders, instructors shall contact the Center for Student Rights and Responsibilities (<http://csrr.sdsu.edu/>) to submit the required reports. Instructors should describe violations of this policy according to the requirements stated in the current Executive Order related to student conduct procedures.

**11.0 For additional discussion of professional responsibilities of faculty with respect to plagiarism, see University Policies: Faculty, Professional Responsibilities.**

UNIVERSITY POLICIES: Codes

Faculty-Student Relations

3.0 Governing Principles: In all matters related to classes and grades, relations between faculty and students at San Diego State University shall be governed by the following principles:

3.1 The instructor (i.e., professor, lecturer, or graduate teaching associate) shall be in charge of the class and shall be responsible for its discipline and grading. The instructor shall provide and follow a syllabus, shall maintain an atmosphere conducive to learning, and shall administer examinations and other exercises to determine the level of student attainment in a manner reasonably calculated to minimize the possibility of dishonest work. Grading practices shall meet the highest professional standards of objectivity, fairness, and accuracy, and testing procedures shall be designed to reasonably determine student attainments in the course's subject matter.

3.2 The student shall cooperate with the instructor and fellow students in maintaining an atmosphere conducive to learning. The student shall be courteous to faculty and fellow students and shall be scrupulously careful to adhere to the highest standards of academic honesty.

4.0 Disciplinary Responsibilities: In fulfilling responsibilities, the instructor may impose reasonable penalties for infractions of university and class rules and for instances of student dishonesty. In addition, the instructor shall report all incidents of academic dishonesty to the Vice President for Student Affairs or to the appropriate judicial body.

5.0 Grade Changes: The grade given a student by an instructor shall not be changed by anyone other than the instructor except under the provisions in the Student Grievance Code. In controversies about grades, assigned grades shall be presumed to be correct.

**6.0 For additional discussion of academic misconduct, see University Policies: Academics, Cheating and Plagiarism.**

UNIVERSITY POLICIES: Faculty

## Academic Responsibilities

### 7.0 Audiovisual Materials

7.1 Instructors shall ensure that audiovisual materials used in or for a course are significantly related to the announced structure and purpose of the course. An instructor shall advise the audience of materials that may be deemed offensive.

7.2 Audiovisual materials, whatever their source (rental, purchase, private collection, guest lecture), shall be legally acquired and shall include captioning whenever possible.

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

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

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

9.0 In order to facilitate universal access to instructional materials:

9.1 Instructors shall endeavor to order textbooks, course readers, and other required instructional materials on or before the deadline established by the campus bookstore, and definitely no later than six weeks in advance of the beginning of the academic term.

9.2 Whenever possible, departments and schools shall endeavor to order textbooks for classes without assigned instructors on or before the deadline established by the campus bookstore, and at least six weeks in advance of the beginning of the academic term.

10.0 Faculty Office Hours: Each faculty member shall hold regularly scheduled office hours and shall post a schedule of those hours and their contact information at their office location and in their syllabus.

**11.0 Academic misconduct: Instructors shall not provide students with unethical academic assistance, including but not limited to: providing or arranging for the provision of (a) preferential instructor assistance; (b) fraudulent academic credit or false transcripts regarding an individual's academic record; and (c) an academic exception that results in a grade change, academic credit, or fulfillment of a graduation**

**requirement when such an exception is not available to all students.**

**12.0 For additional discussion of faculty responsibilities related to student academic dishonesty, see University Policies: Codes, Faculty-Student Relations.**

UNIVERSITY POLICIES: Faculty  
Professional Responsibilities

- 6.0 This statement of professional responsibilities shall serve as a guide to responsible performance that is consistent with the highest ideals of the academic profession. It is not intended to serve primarily as a reference for disciplinary action. Ordinarily, departures from responsible professional behavior should be corrected by calling the matter to the attention of the person involved and handled within the individual's academic unit. If a breach of professional responsibility is alleged that cannot be, or is not, adequately handled informally within the basic academic unit, the matter should be taken up at the next institutional level. Nothing in this statement shall be construed in such a way as to interfere with or restrict faculty members' exercise of their academic freedom or basic constitutional rights, including but not restricted to, political activity, freedom of speech, and right to privacy.
- 7.0 The faculty of San Diego State University shall subscribe to the 2009 Statement on Professional Ethics (2009) by the American Association of University Professors (<http://www.aaup.org/>).
- 8.0 Faculty Colleagues: When there is reason to believe that a faculty colleague has violated standards of professional behavior, professors should take the initiative to inquire about or to protest against apparently unethical conduct. Potential risks should not diminish the obligation of professors to pursue what they believe to be well-founded concerns of professional wrongdoing by other members of the faculty.
- 9.0 Plagiarism: Plagiarism shall be a serious offense in the academic community, reflecting on the integrity of the perpetrator. Due to degrees of plagiarism, from the inadvertent misplacement of a footnote to the fraudulent use of another's work to secure personal advancement, a faculty member engaged in cooperative research with fellow faculty members or with students shall scrupulously ensure that each person's contributions are fully acknowledged and that students are fully aware of the gravity of plagiarism.
- 9.1 For due process, a charge of plagiarism shall not be considered in deliberations for promotion or tenure until such a charge be proven by the disciplinary action process, as defined by the Collective Bargaining Agreement (CBA).
- 9.2 Wherein the above procedures warrant a formal investigation of charges of plagiarism, the disciplinary procedures of the Collective Bargaining Agreement (CBA) shall be followed.
- 9.3 After charges of plagiarism have been resolved through the disciplinary procedures of the Collective Bargaining Agreement (CBA), the charges shall not be introduced in future personnel deliberations. New information related to past charges shall be subject to the provisions of the Collective Bargaining Agreement (CBA).
- 10.0 Public Assembly: Faculty-sponsored meetings, assemblies, and public, on-campus activities, shall be conducted so as to respect the rights and prerogatives of the members of the academic community. Public address (sound amplification) systems shall be used only if their use does not interfere with classes, study, and other scheduled university activities. Use

of such equipment for outdoor faculty-sponsored events held on campus during university hours shall be approved in advance by Student Life and Leadership.

11.0 Additional Areas of Ethical Responsibility: Faculty and other members of the academic community should refer to university administrative policies that provide annual or multi-year assurances to various federal and state agencies concerning ethical responsibilities of faculty and other members of the academic profession when engaging in research activities at the university.

12.0 As members of San Diego State University, professors and other academic professionals shall:

- a. Request a leave of absence or resign their academic position when acute conflicts between the claims of politics, social action, economic interest, and conscience, on the one hand, and expectations of students, colleagues and institution, on the other, preclude the fulfillment of substantial academic obligations.
- b. Use the university logo only in an appropriate manner (see current policy set by the Department of Marketing and Communications).
- c. Not engage in sexual relationships with students currently enrolled in their courses or under their supervision.

**Rationale:** AP&P formed an Ad hoc Committee to Review Academic Misconduct Policies. This committee reviewed the SDSU Senate Policy File for gaps in the academic misconduct policy vis-à-vis faculty, staff, and students, including student employees (ASEs) in order to improve the organization and regularize the language from section to section. However, the committee determined that while there were not any gaps there were some organizational edits to the policy that would make the relevant portions easier to locate alongside each other.

The section “University Policies: Academics, Cheating and Plagiarism” has been left mostly unchanged but has been moved, along with the section on public assembly, to be adjacent to the section on University Policies: Faculty, Professional Responsibilities. Additionally, there is some added (new) language about inappropriate academic assistance in the section on University Policies: Faculty, Academic Responsibilities. Finally, there was an additional edit by AP&P of the University Policies: Faculty Public Assembly, deleting some ambiguous language concerning faculty conduct and updating the reference to the Statement on Professional Ethics of the American Association of University Professors to include the most current AAUP language.

The membership of the Ad hoc Committee to Review Academic Misconduct Policies: Heather Bendinelli, Bill Eadie, Jennifer Imazeki, Lee Mintz, Patrick Papin (chair), John Putman, and Wil Weston.



Date: 27 February 2017  
To: The Senate  
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
Subject: Action: Policy Change, Credit by Examination (Campus-Originated Challenge Exams)

San Diego State University's current policy and practices with regard to campus-originated challenge examinations (credit by examination) are not in line with guidelines given by the Chancellor's Office. Below is the current policy, immediately followed by a policy change that will bring SDSU credit by examination practices in line with CSU policy.

### **CURRENT POLICY FILE LANGUAGE**

#### **Credit by SDSU Examinations (SDSU General Catalog 2016 – 2017, p. 477)**

Students may challenge courses by taking examinations developed at San Diego State University. Up to 30 units will be awarded to those who pass the examinations successfully, and the grade(s) earned, including F, will be used in San Diego State University grade point calculations. At the discretion of the department a grade of Cr/NC may be awarded instead of a letter grade; a maximum of 15 total Cr units may be applied toward an undergraduate degree.

If you are interested in applying for credit by examination you need to check with the appropriate department(s) since each department has the option of excluding any or all of its courses from credit by examination or of setting special conditions on the student requesting this option.

Approval to receive undergraduate credit by examination is granted at the discretion of the appropriate college authorities and under the following conditions:

1. You must be matriculated, in good standing (not on probation), be registered in at least one regular course (not Extension) at the time credit by examination is authorized, and pay for additional units if cost exceeds fees already paid.
2. You must register in the course for which credit by examination is being requested within the time limits for filing a change of program as listed in the academic calendar each semester.
3. Approval of the department chair and the dean of the college concerned are required prior to taking the examination. Forms for approval may be obtained from the Office of the Registrar.
4. Credit by examination is restricted to regular undergraduate courses listed in the General Catalog, does not include 600- and 700-numbered or Extension courses, and does not count toward the 30-unit minimum residency requirement.
5. Credit by examination is not treated as part of your study load and, therefore, is not

considered by the Veterans Administration in the application of their regulations; and is not always accepted as transfer credit between collegiate institutions.

6. Credit by examination is restricted to the regular summer, fall, or spring semester.

## **PROPOSED POLICY FILE LANGUAGE**

### **Credit by SDSU Examinations**

Students may challenge a course by taking an examination developed at San Diego State University.

To apply for credit by examination, the student should check with the appropriate department(s) since each department has the option of excluding any of its courses from credit by examination or of setting special conditions on the student requesting this option.

Approval to receive undergraduate credit by examination is granted at the discretion of the appropriate college authorities and under the following conditions:

1. **The student** must be matriculated, in good standing (not on probation), and registered in at least one regular course (not Extension or Open University) at the time credit by examination is authorized **but NOT registered in the class to be challenged.**
2. **The student cannot have been enrolled in the course (graded or withdrawn, SDSU or other campus) or enrolled in a comparable course at a more advanced level.**
3. **A course may be challenged only once.**
4. **Forms are available from the Office of the Registrar. The student will be required to complete the form, pay \$100 to the SDSU Cashiers Office, attach the receipt to the form, obtain the signature of the Department Chair or School Director and the dean of the college, and submit the form to the Office of the Registrar.**
5. Credit by examination is restricted to regular undergraduate courses listed in the General Catalog, does not include 600- and 700-numbered or Extension courses, and does not count as residence credit.
6. **Lower-division language courses cannot be challenged.**
7. **The grade awarded will be either CR (credit) or NC (no credit).**
8. **A maximum of 30 units can be awarded for credit by examination.**
9. **Credit by examination is not treated as part of the study load and, therefore, is not considered by the Veterans Administration in the application of its regulations, and is not**

**always accepted as transfer credit between collegiate institutions.**

**Rationale:** The Office of Academic Programs and Faculty Development of the California State University State University Chancellor's Office informed the individual CSU campuses several years ago that campus originated challenge exams (credit given by examination) should generate earned credits towards graduation, but should never generate FTES (Full Time Equivalent Students) not associated with WTU (Weighted Teaching Units) workload, nor should student (tuition) fees be collected for administration of such examinations.

In the past five years (2009–2014), thirty-one students participated in SDSU's credit by examination option. Nineteen of those students challenged a course in Japanese.

The Campus Fee Advisory Committee has approved this fee. This approval is attached as a separate document.

Date: 13 March 2017  
 To: The Senate  
 From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
 Subject: Action: Degree Revocation Policy

In order to preserve the integrity and academic standards of Degrees granted, San Diego State University<sup>1</sup> may exercise the right to revoke a previously conferred Degree as set forth in the following procedure. The authority to revoke a Degree resides with the President. The President hereby delegates that authority to the Provost.

#### NEW LANGUAGE FOR POLICY FILE

### **University Policies: Academics Degree Revocation**

1.0 The University's award of academic credit and Degrees constitutes its formal certification of student achievement. However, a Degree may be awarded to a Student in error, or as a result of fraud, misrepresentation, or other intentional or unintentional actions. In order to preserve the integrity and academic standards of Degrees granted, San Diego State University (hereafter the University) may exercise the right to revoke a previously conferred Degree as set forth in the following procedure. The authority to revoke a Degree resides with the President. The President hereby delegates that authority to the Provost.

#### 2.0 Definitions

2.1 *Advisor*: An Advisor is someone who may accompany the Student at the Degree revocation hearing. The Advisor's role is limited to consulting and providing support, and may not speak for, or on behalf of, the Student. The Advisor may not be an attorney.

2.2 *Clear and convincing evidence*: Evidence of such convincing force that it demonstrates, in contrast to the opposing evidence, a high probability of the truth of the fact(s) for which it is offered as proof. Such evidence requires a higher standard of proof than proof "by a preponderance of the evidence" but a lower standard than required for proof "beyond a reasonable doubt."

2.3 *Degree*: Degree includes any form of academic Degree, credential, certificate, or professional designation or other award (e.g., Honors designation) conferred by the University, or any of its colleges, departments or units, including the College of Extended Studies.

2.4 *Registrar*: Registrar refers to the management personnel in Office of the Registrar at the University.

2.5. *Notice of Intent to Revoke Degree*: Notice of Intent to Revoke Degree is the written notice issued to a Student possessing a Degree the University intends to revoke under the terms of this policy.

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<sup>1</sup> Hereafter "the University."

2.6 *Student*: The term Student may refer to any current or former student, including those enrolled through the College of Extended Studies.

2.7 *Hearing Officer*: The Hearing Officer referred to herein shall be a person selected by the Provost in consultation with the Associate Vice President, Administration (AVP Administration). The Hearing Officer shall be a University faculty member or administrator who has relevant experience, or who shall have received appropriate training, regarding this policy and procedure as well as the standards associated with the granting of the Degree at issue in the proceedings. Student conduct administrators and their subordinates, persons with a conflict of interest in the matter, and percipient witnesses giving rise to the matter are ineligible to serve as Hearing Officers. If a conflict of interest or other cause prevents the selection of a Hearing Officer employed by the University, a Hearing Officer who is a faculty member or administrator at another CSU campus shall be asked to serve as a Hearing Officer.

2.8 *Timelines*: The University may, but is not required to, extend timelines set forth herein. Extensions shall be determined by the Provost or designee. The Provost or designee shall promptly and in writing notify the Student and any University administrators involved of any revised timeline.

### 3.0 Basis for Revocation

3.1 A Degree may be revoked by the University if: 1) upon examination of a Student's record, it is determined that the requirements for the Degree awarded as established by the California Code of Regulations, Title 5, were not met; or 2) information comes to light that, if known at the time the Degree was awarded, would have resulted in a determination that the Degree should not be conferred. The bases for a Degree revocation include, but are not limited to, the following:

3.2 Academic misconduct by Students, faculty, staff, or administrators, including fabrication, falsification, plagiarism, or fraud.

3.3 Unauthorized altering of information on a Student record (including in an official University student information system).

3.4 Error(s) by administrators, faculty, staff, or Students that resulted in the awarding of the Degree that would not have been awarded otherwise.

3.5 Other violations of the University's Student Conduct Code that are of such a nature that had the misconduct been discovered prior to the issuance of the Degree, it would have resulted in the suspension or expulsion of the Student from the University.

### 4.0 Investigation

4.1 When information comes to light that places into question the validity of a previously conferred Degree, it shall be referred to the Provost through the Dean of the college from which the Degree in question was granted.

4.2 Upon receipt of such information, the Provost or designee shall conduct an initial review of the information and determine whether such information is credible and whether, if established as true, the evidence would justify the revocation of a Degree.

4.3 If the Provost determines that the information is credible and, if established, would justify the revocation of a Degree, the Provost shall select an investigation committee of faculty and/or administrators. Members of the investigation committee shall be selected according to expertise as it pertains to the details of the case. The investigation shall be completed within sixty (60) calendar days, and the investigation committee shall present a report of findings with regards to the information examined and a recommendation as to whether the investigation establishes by clear and convincing evidence that the Degree should be revoked.

4.4 The Provost shall review the report and, if appropriate, may ask the General Counsel and/or other University personnel to investigate any other information relevant to whether the Degree should be revoked. If the Provost determines that there is sufficient information to make a determination as to whether to issue a “Notice of Intent to Revoke Degree” (“Notice”), the Provost or designee shall issue the Notice to the Student possessing the Degree in question. If the Provost determines that there is insufficient evidence to justify a revocation, no further action shall be taken and the Degree shall stand.

#### 5.0 Process when Notice of Intent to Revoke Degree is Issued

5.1 The Notice shall advise the Student that the University has clear and convincing evidence that justifies the revocation of the Student’s Degree pursuant to this policy. The Notice shall identify the Degree and year it was awarded and describe the evidence upon which the Notice is based in sufficient detail to allow the Student to respond to the Notice. A copy of this policy shall also accompany the Notice. The Notice shall state that if the Student decides to contest the revocation, the Student shall, within thirty (30) calendar days of receipt of the Notice, make a written request to the Provost for a hearing. The Notice shall also state that if the Student requests a hearing, the Student shall prepare a written response to the Notice (“Response”) stating whether the Student disputes the information set forth in the Notice and/or the University’s conclusion that the Degree should be revoked, as well as the specific evidence and reasons upon which the Student bases such dispute or conclusion.

5.2 The Notice shall be sent by certified mail, personal or overnight delivery, to the last known mailing or contact address for the Student. If possible, the Notice shall also be sent concurrently via email. The Student’s written request for a hearing and Response shall be sent to the Provost via certified mail within the thirty (30) day period set forth in Paragraph 5.1. Absent good cause to be determined by the University, the failure to timely request a hearing and submit a Response shall result in the University revoking the Degree as set forth in Paragraph 5.4.

5.3 The thirty (30) calendar day period within which the Student may request a hearing shall commence as of the date of receipt by the Student as reflected on the written confirmation received by the University that the Student received the Notice. This confirmation can be a document signed by the person who delivered the Notice indicating that the Student was given the Notice; a receipt signed by the Student acknowledging receipt of the Notice by certified mail; a signed acknowledgement by the Student acknowledging receipt of the overnight mail

containing the Notice; or other proof of actual receipt by the Student, such as email delivery confirmation.

5.4 If the University receives confirmation pursuant to Paragraph 5.3 and the Student does not request a hearing, the University may revoke the Degree without further proceedings. If the University does not obtain appropriate confirmation, it may nevertheless proceed with revocation in accordance with Paragraph 5.11 of this policy.

5.5 If the Student requests a hearing, the Provost or designee shall use reasonable efforts to schedule such hearing no sooner than thirty (30) and no later than sixty (60) calendar days after the Student notifies the University of the request for a hearing. The Student shall be provided with a written notice of the scheduled hearing date and location no later than fourteen (14) days prior to the hearing.

5.6 The Student shall be entitled to review the evidence that supports the University's Notice and may request a copy of such evidence at a cost not to exceed that provided under the California Information Practices Act (Civil Code section 1798 et. seq.). The Student and the Provost, or a designee, shall exchange a list of witnesses to be called at the hearing no later than fourteen (14) calendar days prior to the hearing. At the Student's written request, the University shall send a "notice to appear" to any University employee-witness at her or his University-assigned email address. If, after this deadline, the Student and/or the University wish to supplement their witness list, they shall request permission from the Hearing Officer to do so.

5.7 The Student may be accompanied at the hearing by an Advisor, who may neither speak for, nor on behalf of, the Student. The Advisor may not be an attorney.

5.8 The hearing shall take place before a Hearing Officer selected by the Provost in consultation with General Counsel. The Provost or designee shall represent the University.

5.9 Subject to Paragraph 5.6 of this policy, the Student and the University shall be allowed to introduce evidence and call witnesses to testify at the hearing. The formal rules of evidence applied in courtroom proceedings do not apply in the hearing. All information that responsible persons are accustomed to rely upon in the conduct of serious affairs is considered, although unduly repetitive information may be excluded. The Hearing Officer controls the proceedings.

5.10 If, after requesting a hearing, the Student fails to appear at the hearing without good cause, the hearing shall proceed and the Hearing Officer shall render a decision based on the evidence submitted by the University and the Student's written response. The Hearing Officer shall weigh the evidence presented and shall draw no inferences from the Student's absence from the hearing.

5.11 If, despite its own due diligence, the University receives no confirmation that the Student received the Notice, or is unable to locate the Student to provide the Notice, the University may nonetheless seek revocation of the Degree. The University shall schedule a hearing within sixty (60) calendar days of the date of the Notice that shall proceed in the absence of the Student. The Hearing Officer shall consider the evidence presented by the University at the hearing and shall

determine whether there is sufficient evidence to revoke the Student's Degree pursuant to this policy. The Hearing Officer shall draw no inferences from the Student's absence from the hearing.

5.12 The Hearing Officer shall consider and weigh the evidence and shall prepare written findings concerning whether there is clear and convincing evidence to revoke the Degree. If the Hearing Officer finds that the evidence establishes that the Degree should be revoked, the Hearing Officer shall also consider whether the Student should be permitted to complete the requirements for the revoked Degree after some sanction (if appropriate) is applied. Sanctions may include, but are not limited to, a ban from enrollment for some period of time or a loss of catalog year rights. The Hearing Officer shall submit such written findings and any appropriate recommendations to the Provost no later than thirty (30) calendar days after the hearing.

5.13 The Hearing Officer may consider and recommend alternative remedies to revocation.

5.14 The Provost shall prepare a decision letter that accepts the Hearing Officer's recommendation, adopts a different result, or refers the matter back to the Hearing Officer for further findings on enumerated issues. The decision letter shall be issued within fifteen (15) calendar days of the Hearing Officer's recommendation. Any decision letter that refers the matter back to the Hearing Officer shall include timelines for the Hearing Officer's supplemental findings/recommendations as well as the subsequent supplemental decision letter.

5.15 If a Degree is revoked in accordance with Paragraph 5.11 (University unable to locate Student), a Student who later learns of the revocation and wishes to contest it may request a rehearing of the matter in writing. The Student shall provide clear and convincing evidence to the Provost that the Student did not receive any advance notice (either in writing or verbally) of the University's intent to revoke the Student's Degree through no fault of the Student. The decision to grant or deny a rehearing shall be made by the Provost and shall be final. The decision shall be made within sixty (60) calendar days of receipt of the request and provided to the Student in writing. If a rehearing is granted by the Provost, a new Hearing Officer shall be assigned to hear the matter.

5.16 The Provost or designee may direct the Registrar to place an administrative hold on the issuance of any official transcript for a student to whom a Notice of Intent to Revoke Degree has been sent. The student will be able to request and access unofficial transcripts under the same conditions as any other student.

5.17 Nothing in this policy shall be construed to prevent the Provost from agreeing to an informal resolution of the matter with a Student in lieu of, or after, a hearing.

## 6.0 Post-Revocation Steps

6.1 If a Degree is revoked pursuant to Paragraph 5.4 (Student does not request a hearing), 5.11 (University unable to locate Student), or 5.12 (after hearing), then the following actions shall take place:



6.1.1 The Registrar shall ensure that all relevant records of the University relating to the Student are promptly amended to reflect the Degree revocation;

6.1.2 The Registrar shall note the effective date of the revocation on the Student's transcript and use reasonable efforts to transmit a copy of the official (revised) transcript to the Student; and

6.1.3 The Provost or designee shall use reasonable efforts to notify the Student that the Student is no longer entitled to represent to any person that he or she is the recipient of the revoked Degree and that the Student should take appropriate steps to notify all former and current employers, relevant educational institutions, professional registration bodies or associations, or others as applicable that the Degree has been revoked. If, despite its own due diligence, the University is unable to provide this notice to the Student due to an inability to contact or locate the Student, the University shall place a hold on the Student's records until such time as it is able to provide such notice. If at the time of the revocation the Student is enrolled at the University, the Provost or designee shall promptly notify the VP Student Affairs of the revocation so that the VP Student Affairs can consider whether to take any steps pursuant to Executive Order 1073 and any other applicable policies.

**RATIONALE:** The University's award of academic credit and Degrees constitutes its formal certification of student achievement. However, a Degree may be awarded to a Student in error, or as a result of fraud, misrepresentation, or other intentional or unintentional actions. Currently, the University's disciplinary policies presuppose that acts of academic fraud will be identified before a degree is awarded. The University lacks a policy permitting it to take action in the event that an instance of academic fraud surfaces that would have prevented the award of a degree if identified earlier.

After careful consideration, AP&P recommends this Degree Revocation Policy. The policy will bring the University in line with universities across the country that have already adopted such policies, including other campuses in the CSU system.

A university degree is a property right of substantial value; any application of the new policy will be a serious legal matter. Courts have consistently deferred to colleges and universities regarding their right to revoke degrees, but care must be taken to clearly articulate how rights to a hearing, standards of evidence, and other details of the process. General Counsel emphasized that ad hoc procedure to revoke a degree would be vulnerable to challenge by the former student. The process to follow addresses that requirement.

TO: Senate  
 FROM: Tonika Duren Green, Chair, Committee on Committees and Elections  
 DATE: March, 16 2017  
 RE: Action Items

Please be sure to use the google doc spreadsheet to update your rosters and terms. If there are committee members that have terms that have ended please work with the committee to fill the vacancy or renew the member's appointment.

**FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS AND VACANCIES**

\*Names marked with an asterisk need approval for reappointment or appointment

**Academic Policy and Planning** *All vacancies filled*

**Academic Resources and Planning** need IVC and ENG rep

**AS Facilities** *All vacancies filled*

**Bookstore Advisory** All vacancies filled

**Campus Development** *Need 2 faculty*

**Committee on Committees and Elections**

\*Asfaw Beyene (ENG)

**Constitution and Bylaws** *All Vacancies Filled*

**Copyrights and Patents** *All Vacancies Filled*

**Disability Access and Compliance** Need Grad Student Rep

**Diversity, Equity, and Outreach** *All faculty/staff and student vacancies filled*

**Environment and Safety** *Need 2 faculty and 1 student*

Rebecca Egipto term ended May 2016

Sherry Ryan term ended May 2016

**Extended Studies**

roster under construction

**Faculty Affairs** *All vacancies filled*

**Faculty Honors and Awards** *Need 2 alumni and two faculty*

**Fee Advisory** *All vacancies filled*

**Freedom of Expression** *All vacancies filled*

**GE Curriculum and Assessment** *Needs 1 IVC faculty and 2 students*

**Graduate Council** *needs IVC faculty member, all student vacancies filled*

**Honorary Degrees** *all vacancies filled*

**Instructional and Information Technology** *All vacancies filled*

**Intercollegiate Athletic Council** *all vacancies filled*

**International Programs**-*under construction*

**Liberal Studies** *All faculty and staff vacancies filled 1 student needed*  
1 student needed

**Library and Information Access** *Need 1 faculty IVC*

**Scholarships Committee**-*roster under construction*

**SDSU Press Editorial Board** *All vacancies filled*

**Staff Affairs** *All Vacancies Filled*

**Student Affairs**-*roster under construction*

**Student Grievance** *all vacancies filled*

**Student Health Advisory Board**

**Student Learning Outcomes** *Needs 3 faculty*

Larry Verity (HHS) term ended May 2016

Mike Sabath (IVC) term ended May 2016

**Student Media Advisory**- *Need 3 students and Student Affairs Designees*

**Sustainability**

\*Chloe Bycoskie

**Teacher Education Advisory Council**-*roster under construction*

**Tenure Track Planning** *all vacancies filled*

**Undergraduate Council-Needs IVC Representative**

**\*Luke Duesbery (EDU)**

**Undergraduate Curriculum *All faculty and student vacancies filled***

**University Research Council *Need 1 Research Foundation Rep and Faculty (PFSA)***

**Senators Not Currently Represented on A Committee:**

Werry, Chris

Tuesday, March 13, 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.

- Leland Beck, Professor of Computer Science, August 20, 2017, 37 years
- William A. Root, SSPAR Range III in Computer Science, August 21, 2017, 19 years
- Moon H. Song, Professor of Finance, May 31, 2017, 29 years

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee

**AY 16/17 SDSU ENROLLMENT, RETENTION, AND GRADUATION REPORT**

Jointly Produced and Approved by the  
Academic Policy and Planning Committee and Undergraduate Council

As established in Academic Year 2014-2015, the comprehensive Enrollment, Retention, and Graduation (ERG) Compendium has been updated by Analytical Studies and Institutional Research and made available to the University Senate. This brief report, in concert with the compendium, serves to fulfill the charges from the Policy File to Undergraduate Council and the Senate Academic Policy and Planning Committee (AP&P) both to “annually review the previous year’s outcomes as well as any enrollment management changes proposed by the administration” and to “produce an annual report on retention and graduation during the fall semester” respectively.

**I. Highlights from the AY16/17 ERG Compendium:** Below we highlight some key patterns and observations with parenthetical reference to the corresponding page or pages on which the data appear.

**ENROLLMENT**

- As in the previous year, as demonstrated in the Total Applications and Undergraduate Applications sections, nearly all forms of applications showed new historic highs, while admissions and enrollments remained relatively stable or increased slightly compared to recent years.
- Average unit load reached 15.0 for First-time freshman in the Fall of 2016 and remained stable for new transfers (p. 22).
- FTF enrollment of Pell-eligible students continued to decline slightly, in both the local and non-local areas (pp. 37, 38).
- Pell-eligible and Non-Pell-eligible enrollments began to converge for new Undergraduate transfers and readmit enrollments (p. 54).

**RETENTION**

- Non-local one-year continuation rates continued to increase while local one-year continuation rates decreased slightly (p. 57).
- Non-resident out-of-state one-year continuation rates increased, with a slight increase in non-resident international one-year continuation rates and steady continuation rate of CA resident continuation rates (p. 59).
- Variations are found for the one-year continuation rates across ethnic groups, with the rates of students of color in aggregate showing a slight decline from last year and white students a slight increase (p. 62).
- One-year continuation rates for Pell-eligible students decreased slightly while the rates for Non-Pell-eligible students held steady (p. 61).
- Local students, male students, CA resident students, and students of color continue to demonstrate higher rates of academic probation after one year than non-local students,

female students, non-resident out-of-state students, and non-resident international students.

## GRADUATION

- FT-FTF 4-, 5-, and 6-year graduation rates are now 37.0%, 67.3%, and 74.1% (p. 65-79).
- One concern is the disparity for 6-year graduation rates between local and non-local students with Eligibility Index Range between 2900-3399 (p. 77).

## II. Graduation 2025 and SDSU goals

Last year's report was the first to address the CSU Graduation Goals for 2025, announced in January of 2015. Taking those goals into consideration, as well as our own goals already well-established in relation to graduation and retention, the Provost has set SDSU's 2025 Target rate for 4-year graduation at 60.0% and the 6-year graduation rate at 90.0%. The 2-year Target rate for new upper division transfers has been set at 62.0% and the 4-year graduation for this group has been set at 95.0%.

In an effort to reach these university goals, each college has been given average annual percentage points in growth to achieve for both first-time freshman and new upper division transfers.

### GRADUATION TARGETS BY COLLEGE

Year	A&L	FCOB	EDU	ENG	HHS	PSFA	SCI	DUS
Fall 2013	48.1%	47.0%	53.0%	17.4%	32.5%	49.7%	36.5%	38.1%
Fall 2014	49.6%	48.6%	53.9%	19.9%	35.0%	51.0%	39.1%	40.7%
Fall 2015	51.1%	50.3%	54.8%	22.5%	37.6%	52.3%	41.6%	43.2%
Fall 2016	52.6%	51.9%	55.7%	25.1%	40.2%	53.5%	44.2%	45.8%
Fall 2017	54.0%	53.5%	56.5%	27.6%	42.7%	54.8%	46.8%	48.4%
Fall 2018	55.5%	55.1%	57.4%	30.2%	45.3%	56.1%	49.3%	50.9%
Fall 2019	57.0%	56.8%	58.3%	32.7%	47.8%	57.4%	51.9%	53.5%
Fall 2020	58.5%	58.4%	59.1%	35.3%	50.4%	58.7%	54.4%	56.0%
Fall 2021	60.0%	60.0%	60.0%	37.9%	53.0%	60.0%	57.0%	58.6%
<b>9-YR</b>	<b>11.9%</b>	<b>13.0%</b>	<b>7.0%</b>	<b>20.5%</b>	<b>20.5%</b>	<b>10.3%</b>	<b>20.5%</b>	<b>20.5%</b>

## **Opportunities for Improving Student Retention, Graduation, and Achievement**

The annual review of the compendium allows both committees to discuss the achievement of our institution in regard to the academic progress of our students. The committees review this data to assess any changes in the patterns of who is attending the university or being selected to attend and who is being successful once matriculating. It is important within our system of shared governance that we are able to take a broad view of this information to ensure that our academic values and concerns are reflected in the patterns that we see in such a collection of data. It is also important that committees that determine and review academic policy and procedures are keenly aware of such data as each new piece of policy that is reviewed is intimately connected to the academic success of our students.

We are heartened by the fact that overall this data reflects a continued positive pattern that has established over the past five or so years, since a shift in enrollment practices in 2010. Some very important key indicators continue to move in positive directions. We do still note concerns about enrollment patterns and achievement vis-à-vis local students. We also discussed at length the data related to students on academic probation and the difficulty associated with those students being able to “dig themselves out of the hole” they have gotten into.” In regard to that situation, we discussed the success of the learning community structures and thought that such a structure for students on probation might be an interesting intervention given our success in that area.

We also discussed the critical role of advising, the current advising initiatives (such as the college level data presented above), and the catalytic role of a student advising system in facilitating student success and achievement. With an integrated advising system that would allow for reminders, requests, referrals, and outreach to specific groups of students, many of our concerns could be dealt with in significant ways.

Finally, we discussed this report itself. In the future, we hope to develop either a preface or an afterword which contains contextualizing information to ground the reader. Historical information such as changes in enrollment practices in 2010 would help clarify some of the sharp changes in the tables. The inclusion of state-wide data, such as demographics, would clarify the numbers of students that are possible for us to enroll in various underrepresented groups.



TO: SEC

FROM: Nola Butler-Byrd, Bill Eadie, Cezar Ornatowski  
Academic Senate, CSU

DATE: March 21, 2017

SUBJECT: Information: ASCSU Report

### **State and CSU Budget (position update from the Legislative Analyst's Office)**

There are four major cost pressures currently facing CSU:

- Funding the faculty contract
- Covering basic cost increases
- Finding funding for enrollment growth
- Finding potential funding for the expiring contracts with other bargaining units

The CSU faces tradeoffs between these pressures and its priorities. For instance, the legislature is inclined to cover the negotiated contracts, but a present offers no money for enrollment growth and none for new contracts.

Regarding the tuition increase, a 5 percent increase in not acceptable, but a modest increase (i.e. 2.5 percent) may be acceptable. However, if the CSU goes ahead with the 5 percent increase, but the Legislature would be inclined to reduce the CSU General Fund (the 157 million offered by the Governor to the CSU in January) by the corresponding amount.

On funding the Graduation Initiative, the Legislature's position is that the \$5.4 billion CSU instructional and support budget is supposed to fund things such as the Initiative, so the CSU does not need special "support" for it. At the very least, given the financial tradeoffs among priorities, the Legislature expects the CSU to reassess its placement practices (into remedial English and math classes), esp. regarding students from disadvantaged backgrounds, reduce access units, and close the achievement gap.

### **General Education**

At the January meeting, the ASCSU Executive Committee approved a document articulating the membership, charge, principles, goals and timeline for the General Education Task Force, co-chaired by ASCSU Chair Christine Miller and Academic Affairs Committee Chair Jodie Ullman. The first meeting of the Task Force is scheduled for March 27, 2017.

On March 10, 2017 EVC Blanchard sent a letter to campus presidents asking campuses to provide feedback on potential revisions to EO 1100 governing general education in the system. The deadline for response has been extended to June 16, 2017. Dr. Blanchard's call for feedback raised questions about how this effort relates to the charge of the GE Task Force. This question is the subject discussions between ASCSU leadership and Chancellor's Office leadership.

### **Intellectual Property**

A draft CSU Intellectual Property policy was forwarded to the ASCSU and campus senate chairs. The attached letter from VC Blanchard requests feedback within 60 days from receipt from the ASCSU with consultation from campuses. The Faculty Affairs Committee will respond on behalf of ASCSU. The SDSU senate officers will discuss how to coordinate feedback from SDSU.

### **Legislative Advocacy**

Now that the legislature is back in session, ASCSU is engaging in active advocacy on behalf of the CSU. Members of the Fiscal and Governmental Affairs (FGA) Committee are going to Sacramento on April 19 for meetings with key legislators. ASCSU also approved the senate's official positions on relevant bills based on FGA's recommendations).

### **Resolutions**

At the January 25-27, 2017 ASCSU Plenary Meeting, Seven Resolutions Were Passed

#### **AS-3284-17/APEP Cessation of Implied Equivalency of General Education (GE) Area B4 for Intermediate Algebra**

Urges the CSU to stop using completion of General Education Area B4 (Mathematics/Quantitative Reasoning) and/or the completion of an associate degree for transfer from a California community college as a proxy for intermediate algebra competency.

#### **AS-3285-17/FA Saving California's Master Plan Through Tax Reform**

Urges the ASCSU to endorse the recommendations of "The \$48 Fix: Reclaiming California's Master Plan for Higher Education" --a plan that lays out a strategy for making higher education free to eligible California residents through tax reform.

#### **AS-3286-17/AA Support for Graduate Education in the California State University**

Underscores the need to address prior ASCSU recommendations on graduate education in the CSU and urges formation of a joint ASCSU/CSU Task Force on Graduate Education to ensure that prior recommendations and continuing concerns are collectively addressed and prioritized.

**AS-3287-17/FA In Support of Students Admitted to the CSU Under Deferred Action Childhood Arrivals (DACA)**

Asserts that the ASCSU stands in solidarity with CSU's DACA and DACA-eligible students and, if DACA is repealed, urges the ASCSU to stand ready to advocate for legal resources and material support to ensure that the rights of CSU's DACA and DACA-eligible students are preserved.

**AS-3288-17/FGA Legislative Advocacy Positions of the Academic Senate of the California State University (ASCSU)**

Confirms ASCSU's official positions on the many pending bills relevant to the CSU.

**AS-3289-17/AA Support for AB-422 California State University: Doctorate of Nursing Practice**

Supports and urges continued authorization for the Doctorate of Nursing Practice (DNP) by the California State University.

**AS-3290-17/FA Opposition to the Executive Order Restraining Travel from Several Muslim Countries**

Affirms ASCSU's commitment to uphold the right to education for all CSU students regardless of national origin and religious beliefs and urges the ASCSU to oppose President Trump's Executive Order 13769, signed on January 27<sup>th</sup>, 2017, and its revised draft signed on March 6<sup>th</sup>, 2017.

Five Resolutions Received First Reading

**AS-3291-17/APEP Incorporating the Quantitative Reasoning Task Force (QRTF) Recommendations Concerning Quantitative Reasoning in Revising Executive Order (EO) 1100**

Articulates ASCSU support for the revision of EO 1100 and associated documents (e.g., CSU Guiding Notes) to incorporate the recommendations concerning quantitative reasoning / mathematics competency outlined in the final report of the CSU Quantitative Reasoning Task Force.

**AS-3292-17/EX Academic Senate of the CSU Calendar of 2017-2-18 Meetings****AS-3293-17/AA Support for Active Learning and High Impact Practices in CSU Graduation Initiative 2025**

Reaffirms ASCSU's commitment to "active learning" as adopted by the CSU Board of Trustees in the Access to Excellence system-wide strategic plan, which includes the following High Impact Practices: 1) First-Year Seminars and Experiences, 2) Common Intellectual Experiences, 3) Learning Communities, 4) Writing-Intensive Courses, 5) Collaborative Assignments and Projects, 6) Undergraduate Research, 7) Diversity/Global Learning, 8) Service Learning, Community-Based Learning, 9) Internships, and 10) Capstone Courses and Projects. Urges the CSU to communicate its commitment to "active learning" and high impact practices through its funding and actions with regard to the Graduation Initiative 2025.

**AS-3294-17/EX Commendation of the CSU Academic Conference 2017****AS-3295-17/FGA Campus Accommodation of Military Students' Service Obligations**

Asks the ASCSU to urge campus faculty to make appropriate academic accommodations for students with military service obligations, including National Guard, Reserve, and active duty, when considering short-term absences of less than 30 days where federal law (34 CFR 668.18) does not apply.

One resolution was referred back to committee to be reintroduced at the May ASCSU plenary

**AS-3283-17/FA Employment Security for Contingent Faculty, Librarians, Coaches, and Counselors**

Urges the CSU, in conjunction with the ASCSU and CFA, to establish a task force to investigate models of employment that would provide greater employment security for contingent faculty, librarians, coaches and counselors.

**Additional Information**

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions as well as on any other matters of potential concern to the CSU Academic Senate to the SDSU academic senators Nola Butler-Bird ([nbutler@mail.sdsu.edu](mailto:nbutler@mail.sdsu.edu)), Bill Eadie ([weadie@mail.sdsu.edu](mailto:weadie@mail.sdsu.edu)), and Cezar Ornatowski ([ornat@mail.sdsu.edu](mailto:ornat@mail.sdsu.edu)).

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

*Faculty-to-Faculty*, the ASCSU Newsletter, is published approximately two weeks after each plenary. It includes ASCSU chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>

To: Senate

From: Charles Toombs, Chapter President, CFA

Date: 29 March 2017

Re: Information Item

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CFA Report:

**California State University Trustees to Raise System-wide Tuition**

CFA President Jennifer Eagan wrote: “We are deeply disappointed that the California State University Board of Trustees has chosen to solve our university system’s funding problems by reaching deeper into the pockets of our students and their families.

Those of us who teach the more than 450,000 CSU students striving to earn their degrees are painfully aware that the CSU system is severely underfunded. We feel it in our classrooms, in talking with our students, and in how many faculty and staff struggle to support our own families. And at the same time, we are well aware that returning to the failed strategy of piling ever-increasing costs and debt onto CSU students will never solve that problem. Taking the route of imposing higher tuition and more loans on students is a form of privatization, —transferring the scarce private resources of our students and their families to fund what is really a public good from which all of California benefits. It is simply not fair.

And it is a betrayal of young Californians by older generations who benefited from California’s ‘People’s University.’ The CSU ensured earlier generations access to the quality public higher education it takes to rise up and succeed, but are depriving our current students who are increasingly first-generation college students and students of color.

We sincerely appreciate those Trustees who tried to chart a new path forward by voting no on this tuition increase. We challenge all the Trustees and CSU administrators to join with CFA and our students to move out of the board room and into the Capitol, to go to every public space where we can make the case for fully restoring resources to this enormous—and well proven—public good, the California State University. Beyond this year’s budget, we need solutions that will sustain the CSU for the long term, that truly fill the hole in funding dug over decades. The real solutions will be based on courage and hard work that ultimately resurrect a commitment to public higher education, which is essential to California’s future. Replenishing funding to the CSU will not be easy. And, if the Trustees are ready to do some really strong advocacy work, CFA will be there to work at their side. In any case, we will redouble our efforts to pass AB 393 that will stop this tuition increase and require the Board and the Chancellor to think creatively and work harder to find better ways to make public higher education truly reachable for Californians.”

**CFA Capitol Lobby Days, April 4-5**

Delegations of faculty and student lobbyists are preparing to head from campuses to the State

Capitol to urge state legislators to back a higher budget allocation for the CSU, and ask them to support CFA's sponsored legislative package. That package includes bills mandating the CSU increase the ratio of tenured and tenure-track faculty to 75%, freezes student tuition/fees, and provide greater protection for undocumented individuals who study and work on our campuses. At an evening program, CFA will honor elected officials who are themselves graduates of the California State University. The bills the delegations will address include:

**AB 393: The Student Protection Act.** Assemblywoman Sharon Quirk-Silva introduced it with CFA. It would freeze tuition and fees for our students in the CSU and Community Colleges, and urge the UC Regents to adopt a similar policy to freeze tuition and fees, through the end of June 2020. At [www.StopTheFees.org](http://www.StopTheFees.org), you can send a message to your legislator to #StopTheFees on our students. There, you can also tweet a message to your legislators, and use the "Call" button to get a script and phone number to make a quick call to your legislators.

**AB 21: Access to Higher Education for Every Student.** Introduced by Assemblymember Ash Kalra, it would direct public colleges and universities to enact a broad range of protections for undocumented students. These include refraining from releasing student information, restricting ICE access to campus without advance notice, and assistance to students who are affected by federal immigration policies, including help to access legal advice.

**AB 1464: Tenure Density.** Former San Diego State faculty member and now a member of the State Assembly, Dr. Shirley Weber authored this bill to place in statute a plan to increase density in the CSU to 75 percent tenured and tenure-track faculty by 2025. It follows up a 2001 Assembly Resolution calling on the CSU to change its hiring practices to do just that.

### **CFA Assembly Delegates Voting on Dues Increase**

In accordance with CFA's bylaws, CFA Assembly delegates from every campus are voting this week to approve or oppose an increase in membership dues from 1.05% to 1.35%. Delegates are weighing the severe threats posed to public worker labor unions, which include CFA, in light of possible coming anti-worker legislation and court decisions, particularly at the Supreme Court. "It is the duty of the CFA delegates, who are to make sure that all CSU faculty have the resources to defend our rights, negotiate our contract, and advocate for ourselves, our students, our profession, and our university," said Jennifer Eagan, President of CFA and Professor at CSU East Bay. "No one likes higher dues, but we know that we need resources to be able to defend our rights and livelihoods in the current national anti-union and anti-education climate. CFA fully intends to protect the CSU as the People's University for faculty and students," Eagan said.

Assembly delegates are also voting on a resolution calling on the CSU administration to make CSU campuses safe spaces for students and families threatened by immigration enforcement.

### **Election Results of the 85<sup>th</sup> CFA Assembly**

CFA Board of Directors  
June 1, 2017 to May 31, 2019

## OFFICERS

President, Jennifer Eagan (East Bay)  
 Vice President, Charles Toombs (San Diego)  
 Secretary, Kevin Wehr (Sacramento)  
 Treasurer, Susan Green (Chico)  
 AVP, North, Rafael Gomez (Monterey Bay)  
 AVP, South, Molly Talcott (Los Angeles)  
 AVP Lecturers- North, Jonathan Karpf (San Jose)  
 AVP Lecturers- South, Leslie Bryan (San Bernardino)  
 AVP, Affirmative Action, Cecil Canton (Sacramento)

## COMMITTEE CHAIRS

Contract Development/Bargaining Strategy, Antonio Gallo (Northridge)  
 Counselors, Mimi Bommersbach (Chico)  
 Librarians, Paul Kaupilla (San Jose)  
 Membership & Organizing, Dorothy DD Wills (Pomona)  
 Political Acton/Legislation, Lillian Taiz (Los Angeles)  
 Representation, David Bradfield (Dominguez Hills)  
 Retired Faculty, George Diehr (San Marcos)

## COUNCIL REPRESENTATIVES

Lecturer Representatives  
 Karen Davis (Monterey Bay)  
 Chris Cruz-Boone (Bakersfield)  
 Affirmative Action Representatives  
 Erma Jean Sims (Sonoma)  
 Sharon Elise (San Marcos)  
 Chapter Presidents Representatives  
 Elaine Newman (Sonoma)  
 Steven Filling (Stanislaus)  
 Nate Thomas (Northridge)  
 Darel Engen (San Marcos)

Nathan Oestreich (San Diego) was elected to the Audit Committee

**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: The Senate  
 From: The Graduate Council  
 Date: March 9, 2017  
 Re: 2018-2019 *Graduate Bulletin*

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**INFORMATION (2I-03-17)**

ANTHROPOLOGY

1. Change in program.

Anthropology

**Specific Requirements for the Master of Arts Degree  
 (Major Code: 22021) (SIMS Code: 110901)**

**General Anthropology Specialization  
 (SIMS Code: 110940)**

1. *(no change)*
2. One of the following methods courses: Anthropology 501, 505, 520, 531, 583 (Paradise Lost), Latin American Studies 601;
3. *(no change)*
4. *(no change)*
5. *(no change)*

Change(s): ANTH 508 dropped as meeting a methods requirement for the program.

2. Change in program.

Anthropology

**Specific Requirements for the Master of Arts Degree  
 (Major Code: 22021) (SIMS Code: 110901)**

**Applied Anthropology Specialization  
 (SIMS Code: 110910)**

1. *(no change)*
2. *(no change)*
3. One of the following methods courses: Anthropology 501, 505, 520, 531, 583 (Paradise Lost), Latin American Studies 601;
4. *(no change)*
5. *(no change)*
6. *(no change)*
7. *(no change)*  
 Remainder of description *(no change)*

Change(s): ANTH 508 will no longer count as a methods course for graduate students.



GEOGRAPHY

1. Change to course title.

Geography

*ADV GEOG INFO SYSTEMS LAB*

GEOG 683L. Advanced Geographic Information Systems Laboratory (1-2)

Three to six hours of laboratory.

Prerequisite: Concurrent registration in Geography 683.

Geoprocessing Python scripting techniques with applications to spatial modeling and analysis.

Change(s): *Advanced* added to course title.

2. Change in program.

Geography

**Specific Requirements for the Master of Science Degree**

**(Major Code: 22061) (SIMS Code: 112991)**

**Concentration in Geographic Information Science**

**(SIMS Code: 112990)**

1. *(no change)*
2. *(no change)*
3. *(no change)*
4. Fifteen units from the following list of geographic information science courses:  
Geography 581 through 585, 589, 591 through 594, 683 through 688L, 780.
5. *(no change)*

Change(s): Add GEOG 593 and 594 to the sequence of courses in part 4.

TEACHER EDUCATION

1. New course.

Teacher Education

*TEACH CRIT THINK TECH (C-4)*

TE 615. Teaching Critical Thinking Using Technology (3)

Prerequisite: Admission to Master of Arts in Teaching program.

Critical thinking and educational technology. Educating diverse learners.

TELEVISION, FILM AND NEW MEDIA PRODUCTION

1. Change to prerequisite.

Television, Film and New Media Production

TFM 601. Business Aspects of Film (3)

Prerequisite: Admission to M.F.A. program.

Business aspects of independent film production to include television and Internet streaming. Culture and practices of the film industry in context of career development.

Change(s): Prerequisite updated from *graduate standing* to what is reflected above.

### THEATRE ARTS

1. New course.

Theatre Arts

*REHEARSAL METHODS (C-4)*

THEA 669. Rehearsal Methods for the Musical Theatre Director (3)

Prerequisite: Theatre 659.

Rehearsal methods used in directing a full length musical.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate Curriculum Committee.

To: The Senate  
From: The Graduate Council  
Date: March 9, 2017  
Re: 2018-2019 *General Catalog* and *Graduate Bulletin*

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**INFORMATION (2I-03-17.500)**ENGLISH

1. New course.

English

*GOTHIC LITERARY TRADITION (C-4)*

ENGL 556. Gothic Literary Tradition (3)

Prerequisite: Six lower division units in literature and/or creative writing or graduate standing.

Gothic literary tradition from its beginnings to the present day. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units.

RHETORIC AND WRITING STUDIES

1. New course.

Rhetoric and Writing Studies

*RHET VISUAL COMP (C-3)*

RWS 543. Rhetoric of Visual Composing (3)

Prerequisite: Rhetoric and Writing Studies 250 or graduate standing.

Analyzing, communicating, and organizing complex data, educational content, ideas, and specialized information through multimodal and visual means. Data visualization, shaping content, and usability for diverse audiences and contexts.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Graduate and Undergraduate Curriculum Committees.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: March 14, 2017

Re: 2018-2019 *General Catalog*

**INFORMATION (3I-04-17)**

**ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION**

1. Change to course title.

Administration, Rehabilitation and Postsecondary Education

*LEADERSHIP COMMUNITY SERV*

ARP 207. Leadership Community Service (1-3)

Community service and concepts associated with the servant leadership model. Not open to students with credit in Educational Leadership 206. Maximum credit six units.

Change(s): Title updated from *Community Service Field Experience* to what is reflected above.

**ANTHROPOLOGY**

1. Change in program.

Anthropology

**Anthropology Major**

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

**(Major Code: 22021) (SIMS Code: 110901)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Survey.** *(no change)*

**Major.** A minimum of 36 upper division units, at least 33 of which are in anthropology, to include Anthropology 301, 302, 303, 304, one course may be substituted with another upper division anthropology course with consent of the department; six units selected from the following “methods” courses: Anthropology 348, 355, 360, 495, 505, 520, 531, 532; 499 and 583 with consent of the department; and 18 additional upper division units, at least 15 of which are in anthropology, one course of the 18 additional upper division units may be selected from one of the following courses (which will also satisfy three units of the General Education requirement in IV.A., B., or C.): American Indian Studies 420, Biology 315, 326, Chicana and Chicano Studies 301, Geography 312,

History 406, 441, Philosophy 330, 332 [or Sustainability 332], Political Science 435, Religious Studies 376, Sociology 320, 355, Women's Studies 310, 382.

Change(s): Replaced ANTH 508 with 355 as a methods course option.

### ASIAN STUDIES

1. New course.

Asian Studies

*ASIAN LEADERSHIP MODELS (C-4)*

ASIAN 480. Asian Leadership Models (3)

Prerequisite: Upper division standing.

Asian philosophies of leadership to include conflict resolution, decision-making, definitions of a leader, education, and thinking styles. Applications of theoretical structures in business and economics, government and diplomacy, negotiating war and peace, and pedagogy. Primary ancient and contemporary texts from Asian cultures.

### ECONOMICS

1. Change to prerequisite.

Economics

ECON 380. Labor Economics (3)

Prerequisite: Economics 321.

Labor force and mobility, human capital, labor demand, discrimination, determination of compensation and employment, productivity, impact of labor organizations, labor disputes, and social legislation.

Change(s): ECON 102 replaced by 321 as a prerequisite option.

2. Change to prerequisite.

Economics

ECON 381. Economics of Immigration (3)

Prerequisites: Economics 101 and 321.

Examination and history of immigration policy in the United States and its intended and unintended consequences. Debates over economic assimilation, immigration policy, impact of native labor market, and perceptions about immigrants and the welfare system.

Change(s): ECON 102 replaced by 321 as prerequisite.

### ELECTRICAL ENGINEERING

1. Change to description and prerequisite.

## Electrical Engineering

E E 340. Electric and Magnetic Fields (3)

Prerequisites: Electrical Engineering 210 with a grade of C (2.0) or better. Aerospace Engineering 280 and Mathematics 252 with a grade of C- (1.7) or better in each course.

Electrostatic and magnetostatic field theory using vector notation; Coulomb's Law, Gauss' Law and potential theory. Solutions to Poisson's and Laplace's equations; capacitance and inductance.

Change(s): *Time-varying fields; Maxwell's equations* deleted from description. MATH 252 added as prerequisite.

ENGLISH

1. Change in programs.

English

**English Major****With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 15011) (SIMS Code: Liberal 112101) OR****Applied Arts and Sciences (Open only to AA-T/TMC)****(Major Code: 15011) (SIMS Code: Applied 112111)**Paragraphs 1-3 *(no change)***Impacted Program.** *(no change)***Preparation for the Major.** *(no change)***Language Requirement.** *(no change)***Language Competency Requirement (Applied Arts and Sciences).** *(no change)***Graduation Writing Assessment Requirement.** *(no change)***Major.** Paragraphs 1-2 *(no change)*A. *(no change)*B. *(no change)*

C. Six units selected from the following: English 508W, 562, 570, 571, 573, 576A, 576B, 577, 579, 580, 581W, 584W. Must include at least three units of English 508W.

D. *(no change)*Remainder of description *(no change)*

Change(s): Addition of ENGL 562 to the list of options for Module C of the major.

2. Change in program.

English

**Creative Editing and Publishing Minor**

**(SIMS Code: 112138)**Paragraph 1 (*no change*)

The creative editing and publishing minor consists of a minimum of 15 units to include English 280, 495 (three units), 576A, 576B, three units selected from Rhetoric and Writing Studies 501, 503W, or 507.

Paragraph 3 (*no change*)

Change(s): English 495 will now take the place of English 499.

## 3. Change in program.

English

**Creative Writing Minor****(SIMS Code: 112139)**Paragraph 1 (*no change*)

The creative writing minor consists of a minimum of 15 units to include English 280, an additional nine units selected from English 570, 571, 573, 576A, 576B, 577, 579, 580, 581W, 584W, and three units of English 495.

Paragraph 3 (*no change*)

Change(s): English 495 will now take the place of English 499.

HOSPITALITY AND TOURISM AND MANAGEMENT

## 1. Change to prerequisites.

Hospitality and Tourism and Management

HTM 490. Strategic Management in Hospitality and Tourism (3)

Prerequisites: Hospitality and Tourism Management 398, 480, and Business Administration 370.

Problems and issues of strategic planning in hospitality and tourism businesses including methods, techniques, and models used to identify strategic issues and generate future-oriented action plans to implement change.

Change(s): HTM 480 added as prerequisite.

JOURNALISM AND MEDIA STUDIES

## 1. New course.

Journalism and Media Studies

*RADIO IN THE DIGITAL ERA (C-4)*

JMS 415. Radio in the Digital Era (3)

Prerequisites: Journalism and Media Studies 210 with a grade of C (2.0) or better and upper division standing.

Programming and promotional strategies for contemporary radio. Technological evolution of radio over the past century to include digital media and podcasting. Business models and regulations for online, satellite, and terrestrial radio. Basic audio production and techniques.

2. New course.

Journalism and Media Studies

*MEDIA IN LATIN AMERICA (C-2)*

JMS 424. Media in Latin America (3)

Prerequisite: Upper division standing.

Media development, media-state relationships, and role of media in democratic societies and common patterns in Latin American media ownership. Societal and international forces and patterns that appear, change, and persevere.

### KOREAN

1. Change to units.

Korean

KOR 331. Business Korean I (3)

Prerequisite: Korean 202.

Language skills to perform basic business in Korean business environment. Learn business etiquette and attain broad understanding of business culture in Korea.

Change(s): Units updated from four to three.

### LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies

**Latin American Studies Major**

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

**(Major Code: 03081) (SIMS Code: 114301)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** Competency equivalent to that normally attained through four college semesters of Spanish or Portuguese, or three college semesters of Mixtec. Refer to section of catalog on "Graduation Requirements."

**Graduation Writing Assessment Requirement.** *(no change)*

**International Experience.** *(no change)*

**Major.** *(no change)*

**Group A: History, Politics, and Economics.** *(no change)*

**Group B: Cultures and Environments.** *(no change)*

**Group C: Arts and Literature.** *(no change)*



\* Acceptable when of relevant content with consent of adviser.

Change(s): Adds three university semesters of Mixtec or equivalent to the Spanish and Portuguese language options for the major.

Report prepared and respectfully submitted by Curriculum Services on behalf of the Undergraduate Curriculum Committee.

TO: SEC

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

DATE: March 21, 2017

RE: Information

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**The Campaign for SDSU:**

The Campaign for SDSU now stands at \$787M. The following are gifts of note since the last report:

A \$75,000 gift-in-kind from Passion Planner, LLC will support the College of Education.

An \$85,000 gift from the Spruance Foundation II will support the Personalized Medicine for Cystic Fibrosis Program in the College of Sciences.

Pledges totaling \$27,300 from The Honorable Victor E. Bianchini, an alumnus, will provide funding for the Judge Victor E. Bianchini Course in Mediation and Arbitration in the College of Arts and Letters.

The Kyoto Symposium Organization made a \$7,500 gift supporting programs for the Kyoto Prize Symposium in Academic Affairs.

The Northrop Grumman Corporation made gifts totaling \$60,000 supporting various areas in the College of Engineering, the College of Sciences, the Fowler College of Business, Student Affairs and Associated Students.

Jack K. Heilbron and Mary R. Limoges have named SDSU in their estate for a \$850,000 gift to support the Coryell Legacy endowment for Athletics.

Terry Parisher of Straight Up Imaging made a \$20,000 pledge to support the Center for Unmanned Systems Technologies in Business and Financial Affairs.

A \$7,986 gift from Mark and Debbie Lindner will support the Mark and Debbie Lindner Business Leadership Scholarship in the Fowler College of Business.

The Kerr Family Computational Science Fund in the College of Sciences received a \$150,000 pledge from alumnus Rich Kerr and his wife, Lynda.

Hayden-Mcneil, LLC made a \$7,830 gift supporting the Biology Department in the College of Sciences.

The San Diego Kiwanis Club Foundation made gifts totaling \$10,000 to support student scholarships in Financial Aid.

Gifts totaling \$32,550 from alumni Keith Behner and Cathy Stiefel will support various areas in the Fowler College of Business.

A \$337,500 gift from Peter Seidler will support the Guardian Scholars Program in Student Affairs.

The Gregory J. Smith Master of Public Administration Endowed Scholarship in the College of Professional Studies and Fine Arts received a \$25,000 pledge from alumnus Greg Smith.

Alumnus Robert Awalt made a \$50,000 pledge supporting the SDSU Athletic Director Excellence Fund.

Alumni Tom and Laura Gable made a \$50,845 gift to support the Tom P. Gable, Jr. Endowed Internship Scholarship in Public Relations in the College of Professional Studies and Fine Arts.

Aztec Athletics received the following gifts: \$40,000 from alumnus Jeffrey Smith; \$30,000 from Christopher and Janice Penrose; \$11,600 from alumnus Cloyd P. Reeg, Jr.; \$7,500 from alumnus Floyd Pickrell, Jr. and \$5,160 from alumnus Craig Nelson.

Alumni Craig and Catalina McKasson made a \$10,000 gift supporting the Dean's Strategic Initiative Fund in the Fowler College of Business.

Dr. Jo Anne Lane, an alumna, named SDSU as a beneficiary of her estate for a \$1.32M gift that will support Computer Science in the College of Sciences.

A \$25,000 gift from Dr. Leonard Pellettiri and Mary B. Rose will support the Dr. Leonard Pellettiri and Mary Rose Family Memorial Endowed Scholarship in the College of Education.

The Friends of Classics Endowed Professorship of Classics in the College of Arts and Letters received a \$10,000 bequest from the estate of alumna Janet S. Moore.

The 3M Frontline Sales Initiative Fund in the Fowler College of Business received an \$8,000 gift from the 3-M Company.

Wilsonart made a \$6,660 gift supporting the Furniture Design and Woodworking Fund in the College of Professional Studies and Fine Arts.

Matthew Hervey made a \$25,000 gift to support the Consensus Organizing Center in the College of Health and Human Services.

Gifts totaling \$10,000 from alumnus Tory Nixon will support various areas in the Fowler College of Business.

James McMillan and his wife, Kris, an alumna, made a \$10,000 gift supporting the Aztec Club Athlete Scholarship Fund.

An anonymous gift of \$25,000 will support the Community Service Officer Support Fund in Business and Financial Affairs.

Alumnus John J. Martin and his wife, Katherine Fitzhugh, made a \$22,500 pledge supporting the John J. and Katherine F. Martin MFA Musical Theatre Scholarship in the College of Professional Studies and Fine Arts.

The Confucius Institute Endowment in the College of Arts and Letters received gifts of \$50,000 from Dr. Koun Ping Cheng and his wife, alumna Li Rong L. Cheng, Ph.D. and \$5,000 from David Du.

Gifts totaling \$100,000 from Benjamin Billings and Stephanie Lo will support the S. Lo and B. Billings Scholarship and the Shark Research and Conservation Project in the College of Sciences.

**Campaign, Presidential & Special Events:**

On Tuesday, February 7, President Hirshman and Vice President Carleton hosted the *Evening Celebrating Philanthropy*, a stewardship event designed to honor those who have contributed one-million dollars plus to SDSU. Twelve presidential medallions were presented this year and over 38 past awardees attended the event.

On Thursday, February 9, TCF board member Susan Salka and her husband, Scott, hosted an appreciation reception for over 100 campaign volunteers and leaders at their home.

On Friday, February 24, SDSU celebrated the 75<sup>th</sup> Anniversary of the Charles W. Hostler Institute on World Affairs with over 300 faculty, staff, students, community members and personal friends of Mrs. Chinyeh Hostler. The event featured forums on some of today’s most compelling issues with speakers Ambassador Nicholas Burns, Professor, Harvard University, John F. Kennedy School of Government and former U.S. Ambassador to NATO, Ambassador John Bass, U.S. Ambassador to Turkey, and Ms. Mary Eisenhower, President and CEO of People to People International.

**Donor Relations:**

On Monday, February 27, President Hirshman and Vice President Carleton welcomed nearly 300 guests to the 8<sup>th</sup> *Annual Scholarship Donor Appreciation Luncheon*. This stewardship event brings together scholarship donors and scholarship recipients. Attendance at this year’s event set a record high.

**Media Relations:**

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

**Goals**

	<i>Month</i>	<i>Year to Date</i>	<i>Annual Goals</i>	
<b>SDSU NewsCenter</b>		-	<b>SDSU NewsCenter</b>	
Visitors	32,011	329,307	Visitors	440,000
Page Views	53,242	513,771	Page Views	720,000

<b>Twitter</b>			<b>Twitter</b>	
Followers	78,725	78,725	Followers	65,000
Impressions (paid)		760,414	Impressions (paid)	5,000,000
Clicks (organic)	2,095	22,055	Clicks (organic)	6,500
Clicks (paid)		45,088	Clicks (paid)	61,000
<b>Facebook</b>			<b>Facebook</b>	
Fans	113,208	113,208	Fans	115,000
Impressions (paid)	4,031,093	16,126,180	Impressions (paid)	43,000,000
Likes/Comments (organic)	13,437	238,364	Likes/Comments (organic)	610,000
Clicks (paid)	3,241	80,433	Clicks (paid)	135,000
<b>YouTube</b>			<b>YouTube</b>	
Views (organic)	6,333	59,292	Views (organic)	132,000
Views (paid)	13,564	140,361	Views (paid)	575,000
<b>Instagram</b>			<b>Instagram</b>	
Followers	22,700	22,700	Followers	22,000
Likes (organic)	16,195	153,779	Likes (organic)	28,000
Impressions (paid)	140,970	331,131	Impressions (paid)	550,000
Video views (paid)		30,005	Video views (paid)	115,000
<b>Media Relations</b>			<b>Media Relations</b>	
Total Clips	2,235	21,535		
National Hits	245	1,525	National Hits	3,600
Major Hits	43	221	Major Hits	275
<b>Merit</b>			<b>Merit</b>	
Students with Merit Pages		9,758	Students with Merit Pages	10,000
High Schools reached		351	High Schools reached	775
Social Media Impressions	-	64,605	Social Media Impressions	TBD

<b>Community Relations</b>			<b>Community Relations</b>	
Community Members brought to campus for event or activity		394	Community Members brought to campus for event or activity	600
Significant individual meetings and interactions in the community		186	Significant individual meetings and interactions in the community	240

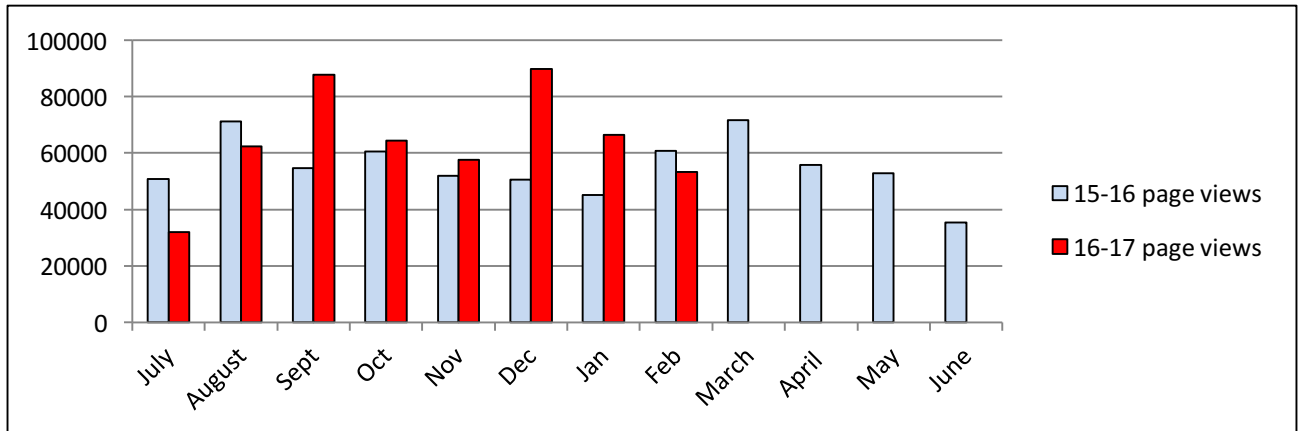
**Detail**

**SDSU NewsCenter Top Stories This Month**

Today's Teens More Materialistic (1,446), Undergraduate Entrepreneurship Named National Model (1,422), SDSU Receives 83,000 Applications (1,150)

**Traffic Sources to SDSU NewsCenter this month**

Google (18,650), Facebook (7,091), Twitter (1,741)



**Media Relations National Hits**

SDSU secured several major media hits in the month of February, including coverage of Sam Kassegne’s research on an electrode that can improve signal transmission in people with spinal cord injuries in Science Daily, XETV and Health Medicine Network; Martha Lauzen’s study about women receiving more major roles in films received coverage in the Huffington Post, USA Today, CNN and The Hollywood Reporter; School of Public Health research on sex education leading to higher dual contraceptive use in teen boys was covered by Reuters, Medscape and the Washington Post; and SDSU being named to a \$28 million project to study automated driving was covered by the Union Tribune, XETV and KFMB.

**Media Relations Local Hits**

Local media coverage this month included coverage of the Aztec Dance Marathon in the Union Tribune and KUSI; KPBS and CW6 covered SDSU being honored as a model university for teaching entrepreneurship; the San Diego Union Tribune covered SDSU student veteran Gabriel Gehr’s recovery and journey to SDSU; and KUSI, KNSD and CW6 covered the University Hackathon.

Merit Monthly Achievements	Total Students	Student Open Rate	Student Click Rate	Media Outlets
0	-	-	0	0

**Community Relations**

SDSU Community Relations hosted the following events: Aztec Women's Basketball Pink Game: For the second year, the Pink Game drew nearly 150 College Area Neighbors to Viejas Arena in support of breast cancer awareness. Out of 35 families who joined us, 12 included SDSU alumni. Councilmember Gomez and several members of her staff attended the game. District 9 Campus Tour: Councilmember Gomez and staff joined us, Jamie Miller and Dylan Cauliflower for a 1.5-hour tour of campus. We focused on student success and community engagement efforts, including South Campus Plaza and Sophomore Success. The Pride Center has now invited CM Gomez to their upcoming Queer & Trans People of Color Retreat.

Year-to- Date: # People brought to campus: 394 # Meaningful connections during off-campus events: 186

**University Senate Auxiliary Review  
Of Associated Student of San Diego State University  
2015-2016**



## Associated Student Report Table of Contents

	Page
1. Introduction: Review of Auxiliaries	1
1.1 The Review Committee	1
1.2 The Charge to the Review Panel	1
2. Overview of the Review Process	2
3. First Charge: Evaluate how well the auxiliary supports the mission and goals of the university	3
3.1 Overview and Findings	3
3.2 Supporting the Mission and Goals of the University	5
3.3 The Role of Associated Student Representation in University Shared Governance	7
4. Second Charge: Examine how Associated Students manages its resources and its fiscal responsibilities	7
4.1 Overview and Findings	7
4.2 Critical Questions	7
5. Third Charge: Assess the direction and appropriateness of growth	8
5.1 Overview and Findings	8
6. Forth Charge: Examine the overall functioning, day-to-day management and the new AS government structure	9
6.1 Overview and Findings	9
6.2 AS Leader Transition Activities	10
6.3 New Governance Structure of AS	10
7. Fifth Charge: Elucidate and recommend change or need for further support	12
7.1 Overview and Findings	12
Commendations	12
Recommendations	13
 Appendix A: Associated Student Review Guiding Questions	
Appendix B: Associated Student Transition Activities and Training	



## Review of Associated Students of San Diego State University: 2015-2016

### 1. Introduction: Review of Auxiliaries

According to the Senate Policy File, the President shall call for a review of each auxiliary on a five-year rotating basis. Taking into consideration both Title 5 Education Code policies and procedures for California State University Auxiliary Organizations and the San Diego State University Scope of Authority for Auxiliary Organizations, the review shall a) evaluate how well the auxiliary supports the mission and goals of the university, (b) examine how it manages its resources and its fiscal responsibilities, (c) assess the direction and appropriateness of growth, (d) elucidate and recommend change or need for further support, and (e) examine the overall functioning and day-to-day management of the organization. In establishing the process for auxiliaries reviews, it was determined that the process would start with the auxiliary providing a written self study addressed to the review committee. In 2002, the SDSU Senate completed the first review of Associated Students (AS). In 2015 it requested an updated review.

#### 1.1 The Review Committee

According to the Policy File, *the review panel for Associated Students shall comprise nine members: the Vice President for Student Affairs, one vice president for student affairs from a similar academic institution chosen by the President, one student government officer from a similar academic institution chosen by AS, two faculty members chosen by the President from four nominated by the Senate, one faculty member chosen by the President, one staff member chosen by the Staff Affairs Committee, two students not serving on the Associated Student Council but chosen by AS.* The 2015 review committee for AS included the following members:

Eric Rivera	Vice President for Student Affairs, San Diego State University
Julie Wong	Vice President for Student Affairs, CSU East Bay
Cathie Atkins (Chair)	Faculty Member, College of Sciences
Patricia Cue-Couttolenc	Faculty Member, College of Professional Studies and Fine Arts
Paul Minifee	Faculty Member, College of Arts and Letters
Suzanne Finch	Staff Member, College of Business Administration
Abby Hudson	Student, Associated Students President, Fresno State University
Jose Mugerza	Student, San Diego State University
Chimezie Ebiriekwe	Student, San Diego State University

David Ely (Special Consultant) Provided input on Financial Resources and Fiscal Responsibilities

#### 1.2 The Charge to the Associated Students Review Panel

##### 1. Evaluate how well the auxiliary supports the mission and goals of the university.

The panel should review how AS programs and services support the mission and goals of the university. It will also want to consider how their programs and services advance the university's strategic plan. The panel should also review the role of AS student representatives in university shared governance, including students' participation on university and Senate committees.

##### 2. Examine how it manages its resources and its fiscal responsibilities.

AS is a large and complex organization with extensive financial activities. The panel should review how it is managing the physical and financial resources it controls, and how well it is meeting its fiscal responsibilities. Evaluating the benefits and expenses of the new student union and other AS venues will be central to this analysis. The panel will also want to explore any capital projects planned or under consideration.

##### 3. Assess the direction and appropriateness of growth.

##### 4. Examine the overall functioning and day-to-day management of the organization.

Along with administrative processes, the review panel should examine the benefits of AS' new government structure and any remaining challenges.

**5. Elucidate and recommend change or need for further support.**

## 2. Overview of the Review Process

The initial meeting and charge was provided on 10/16/15. The Self-Study with appendices was received on 10/23/15. The chair of the committee, Dr. Cathie Atkins, asked the reviewers to read the report with respect to the charges and asked them to respond to the following questions:

1. How well does AS, programs and services support the mission and goals of SDSU?
2. How do the programs and services advance SDSU strategic plan—in particular with respect to 1) increasing student engagement, 2) Increasing high Impact and transformational Educational experiences, 3) Engaging the SDSU campus community and 4) Integrative diversity (from self study page 4)?
3. Are there other things that AS could be doing to advance the university's strategic plan?
4. What can we find out from the Self-Study about day-to-day management, administrative processes?
5. What questions do we have about the new government structure and how it works?
6. What challenges does AS face or may face in the future?

The first meeting of the reviewers took place on 11:00 AM on Friday November 6. Each reviewer was asked to send questions to focus on for the interviews along with suggested AS groups to respond to their questions. The Chair met with the Executive Director of AS, Christina Brown and secured Dr. David Ely to help the review committee with the financial aspect of AS and, after reading the Self-Study, he provided questions on the financial aspects of the Self-Study. The review committee met again on November 30<sup>th</sup> to finalize guiding questions and groups to be interviewed. The guiding questions that the review panel developed can be found in Appendix A.

The following Associated Student groups and individuals were interviewed:

November 9, 2015: Initial Meeting with Christina Brown:

December 11, 2015: Financials with Tom McCarron, Agnes Wong and Crystal Little (with Dr. David Ely)

December 14, 2015 @ 9AM: Campus Culture/Climate with Randy Timm, Christy Samarkos, Christy Quiogue

December 14, 2015 @ 2PM: Facilities and General Administrative Operations with Christina Brown and Jennifer Esquivel-Parker

March 7, 2016: 11 Board of Directors including AS executive officers

March 9, 2016: University Council

March 14, 2016: Student Diversity Council (Postponed-April 4)

March 16, 2016: Campus Life Council

March 21, 2016: Judicial Affairs Council

April 4, 2016: Student Diversity Council

While not initially considered, the review committee decided that it would also review the transition activities that occur in the summer as one executive council is replaced by an incoming new executive council. In consultation with the AS Executive Director, Christina Brown and the Assistant Director of Government Affairs and Programs, Jennifer Esquivel-Parker, the following transition activities were observed and reviewed:

June 23, 2016: Introduction meeting with Josh Mays, Interim Chief of Police and Executive Officers

June 30, 2016: You Don't Get a Second Chance to Make a First Impression with Patty Rea

July 14, 2016: IRA and Student Success Fee Workshop with Radmila Prislin and Crystal Little

August 16, 2016: Strength Based Leadership with Sean Kashanchi and Larry Emonds of Gallup

August 31, 2016: AS Orientation

The review committee asked the various constituency groups and individuals questions related to the committee's charge, as well as questions that occurred during the review process itself. For each charge the review committee also consulted the Self-Study and appendices that were included as part of the Self-Study. For each of the review charges, this report provides an overview of the findings, including strengths and commendable practices as well as concerns or recommendations when relevant.

- 3. First Charge:** Evaluate how well the auxiliary supports the mission and goals of the university. How do AS programs and services support the mission and goals of the university? How do their programs and services advance the university's strategic plan? What is the role of AS student representatives in university shared governance, including students' participation on university and Senate committees?

### 3.1 Overview and Findings

In general, the review committee found the written Self-Study to be comprehensive and very well written. In particular, they were pleased to see that AS had responded to most if not all of the recommendations that were provided in the 2002 review. As indicated in the Self-Study "*The Associated Students of San Diego State University was incorporated on March 7, 1932 as a student-directed California non-profit corporation and auxiliary organization serving the campus.*" Incorporation involves filing a charter with the Secretary of State known in California as *articles of incorporation*. The *Articles* identify the general governance features of the AS. In addition, a formal agreement must be executed between the Trustees of the California State University and each auxiliary organization requiring the auxiliary to operate for the benefit of SDSU. The most recent Operating Agreement between the Trustees and the AS of San Diego State University was executed in 2011 for a 5-year term. This agreement articulates the authorized functions that AS may perform. The authorized functions of the AS as outlined in the Operating Agreement as quoted from their Self-Study include:

1. *Student Body Organization programs, including child care programs, recreation programs, youth programs, programs at the Mission Bay Aquatic Center and assistance to recreational and intramural sport clubs.*
2. *Student Union programs, including student activities, diversity programs and special events.*
3. *Loans, scholarships, grants-in-aid, stipends and related financial assistance in accordance with Section 42500 of Title 5 of the California Code of Regulations.*
4. *Externally funded projects such as workshops, conferences and institutes.*
5. *Instructionally related programs and activities such as radio stations, newspapers, films, transportation and printing.*
6. *University arena and amphitheater programs, including university and externally sponsored athletic events, concerts, performances, speakers, commencements and other arena special events. Facilities operations of the Conrad Prebys Aztec Student Union, Cal Coast Credit Union Open Air Theatre, Viejas Arena, Aztec Recreation Center (including revenue generating activities), Parma Payne Goodall Alumni Center, Aztec Aquaplex, and other university facilities for which a separate facility operating agreement with Associated Students is executed.*
7. *Provide administrative services (i.e., process deposits and withdrawals as approved by university officials pursuant to university policy) to student clubs and organizations registered with the SDSU Office of Student Life and Leadership and in good standing with the University."*

The operating agreement specifies that student programs and student activities are to be performed through their Board of Directors with day-to-day operations being managed by the Executive Director (Christina Brown) and other senior staff in consultation with the University Vice President of Student Affairs (Eric Rivera). Intended for the benefit of SDSU, the financial operations and maintenance as well as the overall fiscal management of AS is also executed through its Board of Directors and with day-to-day management by the Executive Director and other senior staff under the direction of the University Vice President for Business and Financial Affairs (Tom McCarron). Thus, the oversight of the Associated Student Corporation is vested in its Board of Directors and the elected student Executive Officers working with the Executive Director and professional senior level staff. The review committee felt that the collaboration and direction provided by the SDSU divisions of Student Affairs and Business Affairs is a very effective model that has resulted in the development of mutual respect among the entities. The opportunities and experiences that Associated Student leaders obtain through these mentoring relationships with professional staff and university administration is truly extraordinary.

As articulated in the Self-Study AS provides oversight and management of the following entities:

- Student Government
- Conrad Prebys Aztec Student Union and Scripps Cottage
- Aztec Recreation (Aztec Recreation Center, Aztec Aquaplex, Aztec Lanes, ARC Express, Mission Bay Aquatic Center and recreation programs)
- SDSU Children's Center
- Viejas Arena and California Coast Credit Union Open Air Theatre including maintenance and operations of the Parma Payne Goodall Alumni Center
- Administration of Student Media (*Daily Aztec* and KCR)
- Administrative Services

They employ 101 full time and approximately 1,200 part-time employees. AS runs without any state funding and relies on mandatory student fees (as approved by campus wide student voting) and supplemented by operating revenues from its many programs and services provided to the campus community.

The purpose, mission, vision and values of AS as articulated in the Self-Study are clearly aligned with the mission and goals of San Diego State University and are as follows:

**Purpose:**

*It is the purpose of the Associated Students of San Diego State University, in order to establish more representative governance structure, to promote student intellectual, cultural, physical and social welfare, to maintain consistent and constructive procedures in all matters relating to student affairs, to provide an avenue for assisting students to achieve fuller participation in the life of the University community and to extend the influence and good name of our University everywhere.*

**Mission:**

*To support the mission of San Diego State University, we the Associated Students, create, promote and fund social, recreational, cultural, and educational programs and facilities both on campus and in the community, advocate for student interests, provide leadership opportunities and participate in shared governance.*

**Vision:**

*Associated Students SDSU is a unifying and empowering student-directed organization dedicated to serving and involving students at SDSU by enhancing the college experience that leads to a higher quality of life now and in the future.*

**Values:**

*Associated Students SDSU values efforts by and on behalf of students that promote the following ideals: Professional Development, Campus Community, Communication, Advocacy, Shared Governance, Service, Diversity and Sustainability.*

Overall the review committee felt that SDSU AS is an impressive operation that advocates on behalf of SDSU students and provides unique and innovative programs, services and facilities that enhance student success at SDSU. AS leaders serve as role models for our student community. Its involvement

and commitment to shared governance allows for a collaborative relationship with the University Administration, the University Senate, faculty and staff. The mutual respect that has evolved as a result of this collaboration is palpable. In each and every meeting with the various entities and Associated Student groups, the review panel experienced a sense of utmost respect from the students and the staff and the sense that our questions were being answered honestly, thoughtfully and proudly.

Annually AS student leaders and professional staff set goals and priorities to advocate for current student interests and take into account the University Mission and the University Strategic Plan. Once formed, these plans are shared with the University President, the Vice President for Student Affairs and the Vice President of Business and Financial Affairs for additional input thus solidifying the sense of mutual respect and shared purpose. AS is proud of its ability to collaborate with all areas of the campus. Per a CSU Chancellor's Office initiative the Division of Student Affairs advises and manages over 300 student organizations; however AS still provides the funding support for these organizations. Indeed there seems to be a particularly strong symbiotic relationship between AS and Student Affairs with AS appropriately maintaining an important level of autonomy.

### 3.2 Supporting the Mission and Goals of the University and Advancing the University's Strategic Plan.

Arguably the mission and goals of the university have been incorporated into the strategic plan and AS participation in various components of the strategic plan has been critical. In fact, President Elliot Hirshman, the Chair of the Senate and the Associated Students President jointly announced the initial roll out of the strategic plan on July 31, 2012. The purpose of the strategic planning process was to consider how the university could build upon its strengths, meet upcoming challenges, and seize emerging opportunities to continue its development as a leading public research university. The three broad areas of focus, each with multiple specific initiatives were identified as 1) Student Success, 2) Research and Creative Endeavors and 3) Community and Communication. Task forces and working groups included representation across the university and AS was clearly named as an important contributor to the process. Moreover, AS has collaborated extensively in the planning and execution of the University Strategic Plan.

Shortly after the announcement of the University Strategic Plan in 2012, AS identified four specific areas of focus that would align with the strategic plan: 1) Increasing student engagement, 2) Increasing high impact and transformational educational experiences, 3) Engaging the SDSU campus community and, 4) Integrative diversity. The following are examples of how AS has realized its role in the University Strategic Plan.

- **Student Success Fee:** AS leaders serving on the Campus Fee Advisory Committee worked closely with Academic Affairs to establish a Student Success Fee that would help to provide funding to hire new faculty and to support student created initiatives to enhance student success. A true partnership was established between Academic Affairs and AS such that AS was involved in analyzing data to determine the amount of the fee, in establishing that 10% of that fee would be used to fund student initiated academically related projects, and in developing the process which would select student created projects for funding. AS was also involved in producing and presenting materials in thirty-nine open forums to help students understand how the fees would be used to increase student success. Ninety percent of the total fee increase has been critical in hiring tenure track faculty and in adding courses and course sections to minimize bottlenecks and facilitate faster graduation rates.
- **Study Abroad Scholarships:** Starting in Fall of 2008 AS began funding \$300,000.00 annually for study abroad scholarships. The opportunity for students to study abroad is clearly a high-impact, transformational education experience for students and these scholarships help to defray some of the costs. With more study abroad opportunities, in 2014 AS increased its scholarship funding to \$400,000.00 annually.
- **Aztec Mentor Program:** In partnership with Alumni Engagement and Career Services AS has worked hard to increase student participation in the Aztec Mentoring Program (AMP). The program has grown from 100 matches in 2013 to 1266 matches in 2015-2016. To date, AMP has

matched over 2400 students to mentors. AS provided tabling, social media and grassroots marketing to facilitate the growth of this important student opportunity.

- **Student Union Hosting and Student Success Events:** With the reopening of the Aztec Student Union in 2013, AS has provided complimentary or discounted space and event planning services to support key university events such as the Student Research Symposium, New Student Orientations, Arts Alive, the Martin Luther King and Cesar Chavez luncheons, SDSU Campaign events and Career Fairs. The high quality spaces in the union also include many free and general gathering places that serve to enhance overall student engagement.
- **Commuter Success:** The Commuter Resource Center within the Aztec Student Union was designed and built by students. The center is operated by Student Life and Leadership and provides successful programming for commuter students as well as a home base for students who commute to campus. A wide range of workshops and information sessions on topics such as study skills, time management, financial aid and internship opportunities are part of the regular programming.
- **Expansion of the Good Neighbor Program and the Community Garden:** AS Leaders have partnered with the University President's office to expand the Good Neighbor Program in direct support of the Community and Communication strategic plan initiative. AS has served to increase the participation of students in the conversation on how to strengthen the relationships with the surrounding community by including more community-focused events and positive interactions with the various College Area Community Councils. AS working with local community members created the Community Garden, a model project that fosters a sense of community between local residents, students, faculty, administration and staff. The garden is sustained in part by charging a nominal annual fee for raised planter bed rental. Work parties and other events are held in this space and even a number of research opportunities have been created.
- **Aztec Nights:** Collaborating with Student Affairs, AS contributes \$75,000.00 annually to Aztec Nights. Aztec Nights is alcohol and drug free programming that happens at the beginning of each semester to engage students in healthy alternative social activities. AS also provides all of the administrative support including oversight of contracts, insurance, payments and vendor management.
- **Sustainability:** Arguably AS has lead much of the sustainability efforts on campus. They are particularly proud of the fact that the Aztec Student Union is the first LEED platinum student union in the CSU system. Along with investment in the Green Love Committee and concomitant student programming and education, AS focuses on ensuring the facilities it operates are sustainable. In fact, AS invests \$125,000.00 per year toward sustainable initiatives in AS facilities and around campus.
- **Integrative Diversity:** AS is a partner with One SDSU Community, a program that was created in 2014 to bring together students from diverse backgrounds to explore issues surrounding diversity with the goal of understanding distinctive viewpoints and shared humanity. Diversity and inclusive excellence is a hallmark of the SDSU mission and strategic plan and One SDSU helps to promote this core value. AS provides space for One SDSU activities that are developed by students who participate in the planning committee. AS also provides \$100,000 annually for student organizations that largely emphasize cultural events and diversity-oriented programming. The AS Diversity Commission works hard to ensure that the AS commitment to diversity as a primary value is evident in all areas of AS. The review committee was most impressed by their meeting with this commission. It was an enlightening meeting in which we witnessed students seriously engaged in respectful conversations with each other and sharing their diverse opinions and perspectives. As one diversity commissioner indicated "we literally go around the room and make sure we have a space for diverse opinions and that students feel comfortable voicing their opinions." This commission has grappled with a number hot topics including issues around Boycott, Divestment and Sanctions against Israel and making sure that students understood the issues. This commission wants to be a model for embracing different cultures and perspectives and wishes to engage in more diversity outreach. They also mentioned that cultural groups should be more represented on student boards and expressed some frustration with the heavy fraternity and sorority involvement in AS. All in all the Diversity Commission felt that AS leadership is listening and moving in the right direction in support of diversity initiatives.



Overall, the review committee was extremely impressed by the input, work, and funding that AS provides to the campus community and to its focus on advancing the goals of the strategic plan. In fact, we felt that AS often does not get the kind of credit they deserve for their support of the various strategic goals and student success initiatives.

### 3.3 The Role of Associated Student Representatives in University Shared Governance (see also section 6.3)

Certainly by virtue of its strong involvement in advancing many of the components of the strategic plan, AS provides critical and important contributions to shared governance. The growth in AS involvement with campus initiatives since the 2002 review is commendable. There continues to be a challenge with respect to regular student involvement on the many University Senate Committees. The 2002 review suggested that in order for students to be more involved in this aspect of shared governance the various University Committees needed to set regular meeting times and post the dates and times on their webpage. Due to budgetary issues the Senate website has not been updated to provide this information. Certainly the AS representation on committees such as Academic Planning and Policy and Academic Resources and Planning in which there are regularly set meetings has been strong. Typically, in the summer the Vice President of University Affairs works to find out the times and dates of other Senate Committee meetings and is often told these times and days have not yet been set. Thus, student representation on many of the Senate Committees remains a challenge and one that will require a more focused effort from Senate leadership to help AS solve. With the development of the "Senate Google Roster" by the Committee on Committees and Elections (CCE), this process may become easier. It is recommended that AS work with CCE to make sure there is AS representation on all committees that call for student representation. Senate committees that call for student representation should make every effort to plan regularly scheduled meeting to accommodate the possibility of student participation.

**4. Second Charge:** Examine how Associated Students manages its resources and its fiscal responsibilities. The panel should review how it is managing the physical and financial resources it controls, and how well it is meeting its fiscal responsibilities. Evaluating the benefits and expenses of the new student union and other AS venues will be central to this analysis. The panel will also want to explore any capital projects planned or under consideration.

#### 4.1 Overview and Findings

The original review panel did not include a member who had financial expertise so the chair called on Dr. David Ely to help with this charge. As outlined in the Self-Study the approved operating budget for FY 2015-16 was \$26.3 million. When actual and forecasted revenues and expenditures change during the course of the year, management prepares proposed adjustments and submits them to the Board of Directors (BOD) for review and approval. The BOD delegates responsibility for review and approval of mid-year budget adjustments to the AS financial affairs committee. Any and all budgetary actions taken by the BOD or its sub-boards are reported to the campus Chief Fiscal Officer through appointees who sit on the budgetary boards and committees and formal minutes are taken. Revenue that AS derives comes primarily through student fees and program revenues. Program revenues come from a multitude of user fees charged in programs such as ARC membership fees, SDSU Children's Center parent fees, Mission Bay Aquatic Center class fees, student union and Viejas Arena facility rentals, etc.

#### 4.2 Critical Questions

Some members of the review panel along with Dr. David Ely met with Tom McCarron, Vice President of Business and Financial Affairs, Agnes Wong Nickerson, Associate Vice President of Financial Affairs and Crystal Little, the Director of Budget and Finance. Several questions were posed based upon the Self-Study and clarifications were provided. For example, we asked if AS had compared actual performance to projections with regard to operating expenses of the Aztec Student Union. Business and Financial Affairs provides financial oversight of the Union and other AS facilities. Construction and maintenance are approached in a conservative manner. Financial position of AS facilities is strong. Student enrollment is lowered now than in 2009, which means that fewer students than expected pay fees in support of the

Union. However, the bonds sold to support construction were issued at favorable rates (relative to what was anticipated in the planning stages).

The Self-Study Report notes several planned capital projects, including a student lounge and media studio in the Conrad Prebys Aztec Student Union. Plans for the ARC includes upgrades to the carpet, HVAC system, roof and other types of facility maintenance over the next five years. \$2 million will be spent on maintenance and upgrades for Viejas Arena. \$3.8 million will be spent on Phase 3 of the upgrades for the OAT and will be partially funded by Cal Coast sponsorship. We were assured that these expenses are typical for facilities and that the improvements can be covered by specific reserves that have been established in the following areas: 1) Equipment, Repair and Replacement Reserves, 2) Future Facilities Reserves and, 3) General Working Capital Reserves and Program Working Capital Reserves.

Dr. Ely noted that facilities such as the ARC, Mission Bay Aquatic Center, Children's Center, and Viejas Arena appeared, on an individual basis, to have lower facility revenues than expenses (Appendix G of the Self-Study). The gap is covered by mandatory student fee. We asked if these gaps differed from what was project from when the facilities were constructed and if widening gaps might occur between revenues and expenses for these facilities as they age. Again we were assured that it was always anticipated that student fees would be used to fill gaps that occur between facility revenues and expenses and is not an area of concern. It is the case that AS tries to offer services that will be of relatively low cost to individual students.

For Viejas and OAT, AS takes a percent of advertising, merchandise, and concession revenue for sports and entertainment events. The report also notes that "*Partnerships with Viejas Entertainment and Live Nation Entertainment are also key to the financial stability of the venues*" (p. 36). Give this statement we asked about what happens when these contracts expire and whether terms will change in any new agreement. We learned that the naming rights agreement with Viejas Enterprises will expire on June 30, 2019. The Live Nation agreement will expire on December 31, 2017. In each case, they believe the successor agreements should be similar in value to the current agreements. In addition, sponsorship revenues for Viejas are anticipated to rise even before the 2019 agreement expires.

In general the reserves stand at \$12 million and this meets long-term planning needs. AS does not feel they are sacrificing to fund reserves. Overall the review committee feels that AS is responsible with managing expenses.

## **5. Third Charge:** Assess the direction and appropriateness of growth

### 5.1 Overview and Findings

The Self-Study identified two areas of growth and several areas of opportunity. AS would like to grow with respect to Aztec Recreation and programming. They identify physical activity as critical to student engagement and success and believe that more space is needed for students to participate in groups and team exercise. As part of this mission a new recreation field has been built in the space that is north of parking structure 12 (formerly known as parking structure 4). From the moment this space was completed it has been highly utilized by students. As noted before, the ARC needs to be upgraded and a feasibility study needs to be conducted to determine how that facility can be improved to meet student needs. In addition, with the growth in student residence hall populations AS plans to continue assessment to determine the need for expanded recreational facilities, programs and services to accommodate students living in residence halls and in the college area in general.

A second area of growth the Self-Study identified is in continued development of programming and services that can take place in the Aztec Student Union. This growth will include interior aesthetic upgrades and adding more comfortable, functional and community building furniture throughout the building. The planned 1800 square foot student lounge opened at the beginning of fall 2016 semester and is serving over 1,000 students per week. There are also plans for a student run media studio. AS plans to continue the assessment of current programming in the student union with an eye toward

reaching diverse and large groups of students. The review panel felt that both of these growth areas would reinforce the notion that the campus is a home for all students and these ideas are consistent with the university mission and strategic plan.

With respect to areas of opportunity the AS Self-Study identified four areas: 1) University support for student media, 2) Increased involvement of graduate students, 3) Increased communication of AS activities and its impact on campus and, 4) University Senate support in filling the student positions on University Senate committees.

AS feels they need university support for student media. In particular they are concerned that both the *Daily Aztec* and *KCR* are not financially sustainable. While AS continues to provide advising and financial support to these media sources, it is clear this is not a long-term solution. They would like to look toward university resources to help these entities become more self-sufficient. Interestingly the fate of student run newspapers has been a topic of conversation at the national level. AS might want to look at a recent report from the American Association of University Professors entitled "*Threats to the Independence of Student Media*" at <https://www.aaup.org/report/threats-independence-student-media> to understand some of the controversies as they think through various solutions for the student media problem.

AS took to heart the recommendation of the previous AS review and made strides to increase the involvement of graduate students. A position on the University Council has been designated for a graduate student and the Graduate Student Association has been established. Nevertheless, graduate student involvement in AS is still minimal. AS hopes to partner with colleges and the Division of Graduate Affairs to identify ways to engage graduate student and maximize their participation. In addition the review panel suggests that AS might want to work with some identified graduate students to develop a survey or run focus groups that might identify ways AS might be more engaging for graduate students.

As mentioned previously it was evident to the review panel that AS does not get appropriate recognition for the opportunities, services, programs and funding they provide. While this is not a problem for AS to solve on its own, they could improve the way in which they collect and utilize data and assessment to demonstrate their impact on student success. Also the various entities that partner with AS on strategic planning need to better acknowledge AS involvement and support.

The final area identified as a opportunity is in obtaining University Senate Support in filling student positions on University Senate Committees. This topic has been addressed in section 3.3 with further iteration in section 6.3 of this report.

**6. Forth Charge:** Examine the overall functioning and day-to-day management of the organization. Along with administrative processes, the review panel should examine the benefits of AS new government structure and any remaining challenges.

### 6.1 Overview and Findings

Because the student leadership changes each year, a critical element to the success of AS and the continuity and execution of its initiatives and programs is the AS professional staff. The AS Executive Director reports to the AS President and the AS Board of Directors. The AS Executive Director supervises eight other leading staff positions that include a Government Affairs and Programming Assistant Director, a Human Resources Director, a Finance Director, the SDSU Children's Center Director, the Aztec Recreation Director, the Associate Executive Director, the Director of Facilities and Sustainability and the Director of the Aztec Student Union. AS employs 101 full time staff and over 1200 part time student employees. The staff is well aware of the unique nature of their jobs and they appreciate working in the context of a student directed organization. AS staff are clearly committed to the success of the organization. The professional staff appreciates that the work of AS is related to the mission of the university and they value that the work is done in a "transparent, collaborative environment that promotes student learning outside of the classroom." During all of its interviews the review panel witnessed a very high level of respect and appreciation that transpires between AS student leaders and the professional staff. The professional staff are there to advise, provide direction based upon significant experience, to

help execute programs and services and to be outstanding role-models for AS leaders.

### 6.2 AS Leader Transition Activities

The review committee was particularly intrigued by how well the AS operation transitions year to year in a relatively smooth manner in which, for the most part, the executive Board of Directors is replaced with new students each year. While the members of the BOD are not typically new to AS and have probably developed some relationship to the professional staff, it is clear that well thought out and relatively intensive transition, training and orientation activities are critical to the development of relationships between student leaders and the professional staff and to the smooth transition of leadership year to year. A list of the typical transition activities and training can be found in Appendix B. This training typically begins in April after the five new AS officers are elected in March. Each training and orientation activity has an objective. For example, the "Introductory Dinner" held at the Executive Director's home has the objective of helping AS leaders to "become familiar with the staff and their role and responsibilities within the organization, including the tools needed to assist them." In the "Unity" training, the goal is to establish a clear and opened environment for internal office communication between students and professional staff because "both parties are vital to the other's success." Then in late June there is an Executive Officer's Retreat that has as its objective "to have the five Executive Officers learn trust, respect and communication within their close team." These are but a few of the myriad of AS trainings that happen during the summer months.

The review committee requested and was granted an ability to attend five of the transition training activities that are listed at the top of page 3 of this report. Perhaps the most impactful training that two of the review panel members witnessed was the "Strengths Based Leadership and Strategy & Execution Workshop" led by former AS Executive Leaders, Sean Kashanchi and Larry Emonds, from Gallup Consulting. This training was focused on both the individual strengths of each AS Executive Leader while helping them to understand how their individual strengths can be used to strengthen their ability to work as a team. Strategically placed at the end of a whole summer of training and orientation in which student leaders continually develop trust in their relationships with each other and the professional staff, the Strengthsfinder training served to solidify the ability of AS leaders to work as a team and to help them understand how they can maximize their teamwork.

### 6.3 New Governance Structure of AS

In the 2002 Senate Review, AS was encouraged to evaluate their governance structure. AS spent over five years planning for, researching and developing a full redesign of its governance structure. In Fall of 2012 the new structure was approved and it was implemented in the spring of 2013.

According to the Self-Study, the intent and focus of the new structure was to allow for more active engagement from the student leaders, to increase efficiency and allow for more students to have a voice. Over the course of several meetings, the review committee learned that the new structure has allowed for more students to have in depth experiences and has provided more opportunities for diverse groups of students. AS is proud of the fact that the new structure ensures that leadership opportunities are available to more students through a combination of both elected positions and appointed positions. It is felt that the appointed positions allow for participation of students who want to participate without going through the election process. In addition, this structure allows for students who opt to run for an elected position and don't get selected to still be involved through applications to serve on various boards or councils. Moreover, it allows for more diverse perspectives to be heard. Interestingly, this aspect of the new structure is correlated with an increase in the numbers of students running for elected offices and an increased voter turnout (which currently stands at about 18% of the student body).

The new structure has increased the efficiency of AS operations. The new structure has reduced the number serving on the AS Board of Directors (BOD) and increased representation in the three main councils that includes AS Campus Life Council, AS Judicial Affairs Council and the AS University Council. In addition, the BOD and the three main councils each have oversight of and interaction with their own specific committees, boards, councils or commissions to continuously improve policies, procedures,

programs and services. So while there are at least as many or even more student leaders involved under this new governance structure, the overall productivity has been enhanced. This phenomenon is particularly true of the BOD whose purpose is to govern the organization by overseeing the broad objectives and assuring its financial stability while securing the highest level of cooperation between the University President and AS. There are thirteen voting members of the BOD that include the five elected executive officers, six students at large who are appointed by the AS Judicial Affairs Council, the University Vice President of Business and Financial Affairs (or designee), the University President (or designee). The AS Executive Director is included in a non-voting advisory role. In the previous structure the BOD included forty-two members and the ensuing discussions could lose focus and get unwieldy. The new BOD of thirteen are able to have more thorough examinations and critical discussions of issues that come before them. There are four boards that report directly to the BOD and they include the Financial Affairs Committee, the Marketing and Communications Committee, the Audit Committee and the Facilities Committee.

The Campus Life Council (CLC) oversees programmatic and student life functions of AS. It works in collaboration with the University's Division of Student Affairs and consults frequently with the Dean of Students. There are seven commissions representing various AS values that report directly to the CLC and they include the Campus Community Commission, the Community Service Commission (with its constituent Good Neighbor Program), the Aztec Student Union Board, the Recreation and Wellness Commission, the Student Diversity Commission, the Student Support Commission (with its constituents Children's Center Board and Commuter Student Board) and the Sustainability/Green Love Commission. There are twenty-four voting members on the CLC including the AS Executive Officers, the seven commissioners representing the seven commissions listed above, seven representatives elected by the organization's regular membership (one representing each commission), two students-at-large campus representative and three BOD student-at-large members. There are also three non voting members of CLC including the Chair of the BOD Marketing and Communications Committee, the AS Executive Director or designee and the Vice President of Student Affairs or designee.

The function of the AS University Council (UC) is to strengthen the connection between the University Administration and the students. The UC is seen as a collective voice of the student perspective and works for the preservation of academic freedom and student rights by researching various academic policies that affect students. It also develops, reviews and recommends policy positions or resolutions from the student perspective and directs those resolutions to the responsible party or to the University Senate. There are twelve councils or boards that operate under the UC and they include the eight different College Councils, the Academic Affairs Committee, the External Relations Board, the University Affairs Board and the Graduate Student Association. The addition of the Graduate Student Association was in direct compliance with the previous AS Review report to explore and consider ways to include graduate student representation. Imperial Valley Associated Students is not an official board but they are reviewed by the UC. The previous review suggested that AS develop more connections with the IVC campus and according to the self study the connections between the main campus and IVC has strengthened and they are included in the three-day leadership retreat. In addition, the AS executive officers and other AS leaders have established an annual day trip to the Imperial Valley to meet with IVC AS leaders and learn about their goals and to discuss ways that the main campus AS can facilitate and support their goals and work. The members of this committee include the AS Executive Officers, one student representative for every 1500 students as majors in a particular academic college as well as undeclared majors, the President of the Graduate Association and 3 students at large BOD members. Non-voting members include the AS Director of designee, a senate appointed faculty member and the University President or designee.

The third main council that is included in the governance structure is the Judicial Affairs Council (JAC). JAC responsibilities include the maintenance, updating and interpretation of the internal structural policies, bylaws, charters and codes of AS. The JAC is also the primary entity that reviews and adjudicates grievances of all sorts (including grievances against AS officers or members). They also review perceived inconsistencies of written policies and they have the ultimate oversight of the Student Initiative Referendums. The voting members of this council include the Chief Justice nominated by the AS President to serve as chair and six justices who are students at large appointed for one year. The

University Vice-President for student affairs or designee and the AS Executive director or designee serves as non-voting members on the JAC. The three committees that report to the JAC are 1) the Awards Committee whose responsibility is to coordinate all of the details of the Aztec Achievement Awards, 2) the Elections Committee, charged with running all AS General Elections, Referendums and Recalls as per election code, and 3) the Appointment and Review Committee responsible for interviewing and nominating the non-elected appointments for the BOD, CLC and JAC.

The new governance structure is clearly more efficient in terms of getting business done. The four main arms have more focus and their membership and structure is such that decisions can be made more quickly than under the old 42 member board of directors. The review committee did note that the work of the Executive Officers is quite heavy given their representation on the BOD, the CLC and the UC. When questioned about the work-load, they admitted it was heavy but doable and they felt their involvement in the various councils was important. The review panel felt that the inclusion of non-elected students was an important improvement in the governance structure, giving opportunities for more students to be involved in leadership roles and ultimately moving into elected leadership roles with more experience.

In addition, to AS roles in their own governance structure, they also take part in shared governance through their active participation on various University Strategic Planning groups including but not limited to Alcohol and Other Drugs, Integrative Diversity, Commuter Student Success and Learning Communities, Learning Analytics, International Programs, Undergraduate Research, etc. There are also AS representatives on the Alumni Association Board of Directors, Aztec Shops Board of Directors, the Campanile Foundation Board of Directors, the Campus Fee Advisory Committee, the College Area Community Council, the President's Budget Advisory Committee, the SDSU Research Foundation Board of Directors and the Student Media Advisory Committee. Finally, there are a number of designated seats on the University Senate and the Senate Executive Committee as well as seats on a myriad of over 25 Senate Committees. As indicated previously, it continues to be a challenge to get student representation on all of the senate committees, however there is student representation on the most important Senate Committees (e.g., Academic Policy and Planning, Academic Resources and Planning, etc.) and also representation on most of the committees that have set aside regular meeting times.

Participating in AS leadership involves focus, commitment and time and the review committee was particularly pleased by the decision to follow the previous review panel's suggestion to increase the required GPA for involvement in AS from a 2.0 to a 2.5. These leadership opportunities are critical to student development but students do need to maintain their academic standing at SDSU.

## **7. Fifth Charge:** Elucidate and recommend change or need for further support

### 7.1 Overview and Findings.

The review committee found that SDSU AS is an impressive, well run organization that has grown in many positive ways since the 2002 review. It is important to note and reiterate that in each and every meeting with the various entities and Associated Student groups, the review panel experienced a sense of utmost respect from the students and the staff and the sense that our questions were being answered honestly, thoughtfully and proudly.

The following commendations and recommendations are reiterations of our findings along with some additional comments not included in the above report.

#### **Commendations:**

- The review committee found the written Self-Study to be comprehensive and very well written. In particular, they were pleased to see that AS had responded to most if not all of the recommendations that were provided in the 2002 review.
- The review committee felt that the collaboration and direction provided by the SDSU divisions of Student Affairs and Business Affairs is a very effective model that has resulted in the development of mutual respect among the entities while at the same time allowing AS to have autonomy. The opportunities and experience that Associated Student leaders obtain through

these mentoring relationships with professional staff and university administration are truly extraordinary.

- The review committee felt that SDSU AS is an impressive operation that advocates on behalf of SDSU students and provides unique and innovative programs, services and facilities that enhance student success at SDSU. AS leaders serve as role models for our student community.
- AS involvement and commitment to shared governance allows for a collaborative relationship with the University Administration, the University Senate, faculty and staff. The mutual respect that has evolved as a result of this collaboration is palpable.
- The AS Diversity Commission works hard to ensure that the AS commitment to diversity as a primary value is evident in all areas of AS. The review committee was most impressed by their meeting with this commission. It was an enlightening meeting in which we witnessed students seriously engaged in respectful conversations with each other and sharing their diverse opinions and perspectives. As a result, AS has become more responsive and involved in addressing protests, sexual assault and diversity related issues. The focused work with University Senate leadership on Freedom of Speech issues is particularly timely.
- The review committee was very impressed by the input, work, and funding that AS provides to the campus community and to its focus on advancing the goals of the strategic plan and providing high impact practices.
- The growth in AS involvement with campus initiatives since the 2002 review is commendable. By virtue of its strong involvement in advancing many of the components of the strategic plan, AS makes important contributions to shared governance.
- AS has demonstrated they are responsible with managing expenses. The reserves stand at \$12 million and this meets long-term planning needs.
- During all of its interviews the review panel witnessed a very high level of respect and appreciation that transpires between AS student leaders and the professional staff.
- The Executive Director and professional staff provide excellent management of AS. The review panel was very impressed by the late spring and summer activities designed to facilitate the transition of new officers into their leadership roles and in helping them to master their abilities to work as a team.
- The new governance structure is more efficient and the four main arms have more focus. Their membership and structure is such that decisions can be made more quickly than under the old 42-member board of directors.

#### **Recommendations:**

- AS does not get appropriate recognition for the opportunities, services, programs and funding they provide. While this is not a problem for AS to solve on its own, they could improve the way in which they collect and utilize data and assessment to demonstrate the evidence of their impact on student success. Also the various entities that partner with AS on strategic planning need to better acknowledge AS involvement and support.
- AS took to heart the recommendation of the previous AS review and made strides to increase the involvement of graduate students. A position on the University Council has been designated for a graduate student and the Graduate Student Association has been established. However, graduate student involvement is still negligible. The review panel suggests that AS might want to work with some identified graduate students to develop a survey or run focus groups that might identify ways AS might be more engaging for graduate students.
- There continues to be a challenge with respect to regular student involvement on the many University Senate Committees. Perhaps a working group made up of Senate and AS leadership could address this issue.
- AS may want to continue to explore ways to be more involved in the student success fee process particularly in terms of facilitating the development of proposals that will have meaningful student impact. The AS students that sit on CFAC should continue to provide feedback and suggestions for improvement to the Student Success Fee process. In Fall 2016 AS helped promote workshops held by Assistant Deans. They also brought these workshops to the University Affairs

Board. These are helpful steps and AS has a bigger role to play in facilitating initiatives that will have the most impact on student success.

- Outreach to underrepresented and diverse students is an important activity for AS to continue to develop and promote. The student diversity commission could provide input and plans for action.
- The process for funding student organizations is in place but more education on that process may be warranted since some student groups still find it confusing.
- AS should continue to develop more robust social media. Recent changes to the AS website have improved the navigation and available information; it is important to continue to obtain input for improvement and to provide regular updates to the website. This is an ongoing project that has already been initiated.
- As noted in the Self-Study, the ARC needs to be upgraded and a feasibility study needs to be conducted to determine how that facility can be improved to meet student needs.
- The Daily Aztec should remain as part of AS, however, there is a need to identify academic support and guidance as related to long term funding in the context of nation wide concerns related to student run news, social media and freedom of speech.
- Continue to develop the strategic vision for the look and feel of the Student Union as well as continued assessment of programming outcomes. AS should continue to enhance creative opportunities for making the Aztec Student Union the real living room for all students on campus.



**Appendix A**

**Guiding Questions For Associated Student Review**

## Appendix A Associated Student Review Guiding Questions

### Facilities and General Administrative Operations

1. Current plans and use of space within Union that is not being operationalized, the planned 1,800 square foot lounge– how is the space to be utilized, who is part of the space planning conversation? Who is AS collaborating with to strategically plan and create an evidence based space for student needs?
2. How is the new structure of AS working? Has this change created the current organizational chart and staffing changes and new positions being searched for?
3. The ongoing interior design and Aztec Pride projects being planned by ASUB will include what features and components? Who are the collaborating partners? How are room reservations being addressed for student organizations? Why are so many student orgs needing to reserve classroom space? Are the facilities operated by Associated students financially accessible by student Orgs on Campus?
4. Is there an Alumni Affinity group. Do we ask AS officers to come back during homecoming? Are there AS graduates who are working and could serve as role models or speakers? How are we cultivating our AS Alumni?
5. What are plans to ensure all student committees are filled? Are there mechanisms to develop a shadow program in which two students are selected for each committee to develop a continuity model and/or have a substitute model in which the first student would be the main committee member. If that person had class or not able to make the meeting - the first year or young aspiring student government leader could step in. (Senate Rules need to be considered here) .
6. Is there a replacement for the marketing and communications manager? If not, how is AS currently reporting and promoting news items, such as student success?
7. Are graduate students represented on the AS board of directors? What is your perspective on the difficulty of encouraging graduate student involvement on committees and beyond? Has there been any consideration of how to better market AS involvement among graduate students?
8. Where are committee and board meeting agendas and minutes posted? Are they being posted? Are they required to be posted?
9. What is AS doing to "Enhance Transformational Educational Experiences" as per the SDSU strategic plan? (Those areas include: Honors College, internship & mentoring, international experiences, expanded scholarship opportunities, support of entrepreneurial centers.)
10. **Shared Governance:** A. Do Associated Students' legislative processes allow enough time for the constituency and all areas of campus be informed of and speak upon upon legislative matters before action is taken? (Follow-up on a recommendation from the 2012 review, self-study p. 5) B. Is AS appointing knowledgeable and engaged students to serve on the University Senate and its committees in a timely manner? (self-study p. 5-6)

### Executive Council/Board of Directors

1. Tell us a bit about how the AS EXEC and BOD work with respect to running AS? How does the AS BOD interact with the other major branches of AS such as AS University Council, AS Judicial Affairs and AS Life Council? How does this board stay informed about the other branches?
2. What kinds of training does AS do for first year students who are interested but might be intimidated to run for office. How do they identify such students? Is there an apprentice program or

internship or leadership program to groom students who are interested in Student Government? Has a shadow program that allows for incoming students to learn about student leadership from more experienced leaders? How is AS utilizing the student assistant positions as a learning opportunity?

3. What is AS doing to recruit graduate students to serve on AS committees?
4. How is the new Governance Structure working? Are there tweaks that could improve the structure? Specifically: **Effective Student Government Structure:** A. How is the new governance structure (Appendix B) allowing for more substantial involvement of students, increased efficiency, and the inclusion of a more diverse membership base? (self-study p. 6, 10) B. How has the appointment of government positions increased diversity in participation?(self-study p. 10) C. Which new areas of campus have been appointed within the new government structure and which capacity? (self-study p. 20) D. In what roles have graduate students been included in the government structure? (Follow-up on a recommendation from the 2012 review, self-study p. 5, 17) **Consistent Strength of Student and Staff Leadership:** A. How has collaboration and the new governance structure addressed the concerns about potential conflicts? Provide specific examples. (Follow-up on a recommendation from the 2012 review, self-study p. 7)
5. The report addressed reaching out to non-traditional students\underrepresented students/commuters. However, how do we know if this is working and or effective? What are some of the activities undertaken by the Student Diversity Committee and others within AS to promote inclusiveness on the campus? Are there specific plans to reach out to these students?
6. Similarly, how does this board and the executive officers stay in touch with student factions that may not be involved with AS? How do you incorporate that diversity? (Recent events when Chancellor White visited and the students who read off the 20 item demand suggested that there is a disconnect between AS and students who are upset by student success fee, etc. ---how do you or can you reach out to find common ground?)
7. How does AS increase student involvement in AS elections?
8. Ongoing support and structure of providing scholarships to students who are studying abroad- how are the funds distributed? Student financial need? Overall cost of experience – such as distance from campus, length of experience, etc? versus a one size or amount fits all model?
9. What are the ongoing plans and efforts being put into the Good Neighbor program and who are the collaborative partners?
10. Suggestion to move from 2.0 GPA to 2.5 GPA is excellent. These are the top leaders of the institution and they should have a standard for students to strive for. Does this body know how GPA be tracked? Will there be a probation period if a student leader fall below 2.5? Will there be an intervention to help them get back on GPA track?
11. **Goals and Alignment with University Strategic Plan-Integrative Diversity:** A. Apart from providing space for the One SDSU Community Programming, in which other ways is AS participating in their efforts towards Integrative Diversity? (self-study p. 8) B. How is the funding that AS provides to student organizations (\$100,000 annually) allocated in relation to Integrative Diversity? (self-study p. 8)
12. What is AS doing on the “It's on Us Campaign” and “Bystander Intervention” training. They are a powerful group and their approval and support would be powerful. Can you explain the Safe Zones training and what it entails?
13. How is AS utilizing data/assessment to guide it’s work and make evidence based decisions on it’s student success initiatives? Who is AS collaborating with to strategically plan and create an evidence-based space for student needs?
14. High School visit support – to what degree does AS work with the Center for Intercultural relations and Enrollment services to utilize these as strategic recruitment opportunities for the institution?

15. Support of student run media should be explored further to understand the financial, and administrative needs and means for these organizations. How are they being connected to their academic departments and what are the long-range goals and plans to support the co-curricular needs of these organizations? How does AS promote their success stories and news items to the university? To the public?
16. Is the managing of all student organization accounts by AS effective, transparent, and efficient? (self-study p. 26)
17. How efficiently does AS deal with student organization's financial requests? And are there enough people assisting with that in order to expedite the process?
18. How does AS fill the open seats for university senate committees? Are all the seats filled?

### **Associated Students Review – Financial/Budget Related Questions**

1. Conrad Prebys Aztec Student Union has been operating for over one year. Has AS compared actual performance to projections with regard to revenues and operating expenses? What is the size and source of any variance that exists?
2. The Self Study Report notes several planned capital projects, including a student lounge and media studio in the Conrad Prebys Aztec Student Union. Plans for the ARC includes upgrades to the carpet, HVAC system, roof and other types of facility maintenance over the next five years. \$2 million will be spent on maintenance and upgrades for Viejas Arena. \$3.8 million will be spent on Phase 3 of the upgrades for the OAT and will be partially funded by Cal Coast sponsorship. How will these projects be funded? Are these improvements being funded from resources that will cause programs or service levels elsewhere to be reduced?
3. Facilities such as the ARC, Mission Bay Aquatic Center, Children's Center, and Viejas Arena appear, on an individual basis, to have lower facility revenues than expenses (Appendix G). The gap is covered by mandatory student fee. Do these gaps differ from what was projected when the facilities were constructed? Do you anticipate widening gaps between revenues and expenses for any facility as it ages?
4. For Viejas and OAT, AS takes a percent of advertising, merchandise, and concession revenue for sports and entertainment event. The report also notes that "Partnerships with Viejas Entertainment and Live Nation Entertainment are also key to the financial stability of the venues" (p. 36). When are these contracts up? Do anticipate that the terms will change with the next agreement?
5. Sponsorship revenues for Viejas over 2016-2020 are reported in Appendix H. Do you anticipate that these flows will change substantially with the next agreement? If so, what impact will this have on operations?
6. The booking agreement for Viejas with a third party ends Dec 31, 2017. What happens then? Do you anticipate that the new agreement for rental compensation will vary substantially from the current agreement?
7. Is the managing of all student organization accounts by AS effective, transparent, and efficient? (self-study p. 26)
8. How efficiently does AS deal with student organization's financial requests? And are there enough people assisting with that in order to expedite the process?

### **Associated Students Review –Campus Life, Campus Climate Related Questions**

1. How is AS utilizing data/assessment to guide it's work and make evidence based decisions on it's student success initiatives?

2. High School visit support – to what degree does AS work with the Center for Intercultural relations and Enrollment services to utilize these as strategic recruitment opportunities for the institution?
3. Support of student run media should be explored further to understand the financial, and administrative needs and means for these organizations. How are they being connected to their academic departments and what are the long range goals and plans to support the co-curricular needs of these organizations?
4. Ongoing support and structure of providing scholarships to students who are studying abroad- how are the funds distributed? Student financial need? Overall cost of experience – such as distance from campus, length of experience, etc? versus a one size or amount fits all model?
5. What are the ongoing plans and efforts being put into the Good Neighbor program and who are the collaborative partners?
6. How is AS utilizing the student assistant positions as a learning opportunity?
7. The report addressed reaching out to non-traditional students\underrepresented students/commuters. However, how do we know if this is working and or effective?
8. Suggestion to move from 2.0 GPA to 2.5 GPA is excellent. These are the top leaders of the institution and they should have a standard for students to strive for. How will GPA be tracked? Will there be a probation period if they fall below 2.5? Will there be an intervention to help them get back on GPA track?
9. Study Abroad to the tune of \$300 to \$400K per year is excellent. Is there a chance for the University to provide a match their funds. (In reality Dr. Al Sweeder provides the match to fund the faculty who lead Study Abroad).
10. What is AS doing on the “It's on Us Campaign” and “Bystander Intervention” training. They are a powerful group and their approval and support would be powerful. Can you explain the Safe Zones training and what it entails?
11. What kinds of training does AS do for first year students who are interested but might be intimidated to run for office. How do they identify such students? Is there an apprentice program or internship or leadership program to groom students who are interested in Student Government? Has a shadow program that allows for incoming students to learn about student leadership from more experienced leaders?
12. **Effective Student Government Structure:** A. How is the new governance structure (Appendix B) allowing for more substantial involvement of students, increased efficiency, and the inclusion of a more diverse membership base? (self-study p. 6, 10) B. How has the appointment of government positions increased diversity in participation?(self-study p. 10) C. Which new areas of campus have been appointed within the new government structure and which capacity? (self-study p. 20) D. In what roles have graduate students been included in the government structure? (Follow-up on a recommendation from the 2012 review, self-study p. 5, 17)
13. **Consistent Strength of Student and Staff Leadership:** A. How has collaboration and the new governance structure addressed the concerns about potential conflicts? Provide specific examples. (Follow-up on a recommendation from the 2012 review, self-study p. 7)
14. **Goals and Alignment with University Strategic Plan-Integrative Diversity:** A. Apart from providing space for the One SDSU Community Programming, in which other ways is AS participating in their efforts towards Integrative Diversity? (self-study p. 8) B. How is the funding that AS provides to student organizations (\$100,000 annually) allocated in relation to Integrative Diversity? (self-study p. 8)

## **Appendix B**

### **Associated Student Transition Activities and Training**

**ASSOCIATED STUDENTS  
STUDENT LEADER TRAINING & ORIENTATION  
2016**

**For Executive Officers:**

**The five Executive Officers (President, Executive Vice President, and the Vice Presidents of External Relations, Financial Affairs and University Affairs) are elected by the end of March. By the end of April, their training begins. The internal AS-related workshops are held first so they are able to understand the fundamentals and scope of their leadership roles. The goal is to complete all training by the second week in July, so the officers can focus solely on their projects and responsibilities for the remainder of the summer.**

**First Meeting**

Facilitator: Christina Brown

Held week before spring break

An informal meeting with the Executive Director and the Assistant Director of Government Affairs and Programs to congratulate and welcome the new officers, give brief overview of next steps and to review the Government Affairs section of the AS budget. This allows for any changes from the incoming officers before it is reviewed with University administration over spring break.

*Learning Outcome: Students will feel welcomed and introduced to the physical office and staff. They will understand the next steps and have approved the Government Affairs budget.*

**Introductory Dinner**

Facilitator: Christina Brown

Held in mid to late April

An informal dinner at the Executive Director's home to discuss the training schedule and to initially introduce the incoming Executive Officers to the Executive Director and the Assistant Director of Government Affairs and Programs.

*Learning Outcome: Students will begin to become familiar with staff and their role and responsibilities within the organization, including the tools needed to assist them.*

**AS Management Group "Meet and Greet" Reception**

Facilitator: Christina Brown

Hosted first week of May

An introduction of the incoming Executive Officers to the 25 members of the AS Management Group at a social reception.

*Learning Outcome: To give the students an opportunity to be introduced to and hear a quick summary of the duties and responsibilities of the management staff has, as well as an opportunity to share personal information about themselves with the group. This puts a "name with a face" for student leaders with Managers in diverse AS programs, setting the stage for future interactions.*

**How the GA Functions**

Facilitators: The AS Government Affairs Staff

Held in mid-May

This workshop is designed to orient student leaders to specific office functions and roles and the students' responsibilities within the office such as processing reimbursements, time-keeping system; calendar scheduling software, use of telecommunications resources, internal communications standards, etc.

*Learning Outcome: Provide the newly elected student leaders with an introductory understanding of the protocols and expectations of working in a professional office setting that contribute to teamwork.*

**The A.S. Budget**

Facilitator: Christina Brown and Carlos Careaga

Held in mid-May

An opportunity for the Executive Officers to review the entire Associated Students budget, accounting system and to ask questions. They learn more about primary resources for AS revenues and how process for reviewing/approving expenditures are handled.

*Learning Outcome: The students develop an initial understanding of how AS budgeting and financial operations are managed and their role in those processes.*

**You Can't Make It Rain**

Facilitator: Carlos Careaga, Tracy Blakemore and Amy Yanez

Held in mid-May

A meeting with the AS Finance Director and Accounting Manager to give the officers a more in-depth view of the importance of accurately and thoroughly accounting for all expenditures they may incur as well as those that they may work with during their term of office. The CSU Hospitality Policy is reviewed that apply to all discretionary expenditures. The scope and importance of annual financial audits is also discussed.

*Learning Outcome: The executive officers will receive information that results in their understanding of AS fiscal spending guidelines, while reinforcing the importance of their roles as leaders to set an example for others in following these guidelines.*

**UNITY**

Facilitators: Christina Brown and Jennifer Esquivel-Parker

Held in mid to late May

This workshop is designed to engage all participants (Executive Officers and GA full-time staff and part-time staff if available) to discuss their individual work styles and pet peeves. The group is encouraged to discuss ways to bring the different work styles together in order to create one, productive office environment that leads to effective team building.

*Learning Outcome: To establish a clear and open environment for internal office communication between students and office staff because both parties are vital to the other's success.*



**Workplace Harassment Prevention Training**

Conducted in mid to late May

This is a mandatory online training that the Executive Officers (and all AS employees) participate in. If they have any questions or concerns after the training, they are referred to the Executive Director or the Human Resources Director for clarification.

*Learning Outcome: This is to make the students understand standards of behavior in a diverse, equal-opportunity work environment.*

**Wow! Graphics Can Do ALL That?**

Facilitator: Quentin Skaggs

Held in mid to late May

An opportunity for the AS Graphics Supervisor to review his duties and the Graphics Department's capabilities. The officers also share their initial ideas regarding projects they have in mind in the coming year. The work order process for graphics projects are reviewed.

*Learning Outcome: The students see firsthand the work that the Graphics Department does and the importance marketing plays in what AS does.*

**Look at AS!**

Facilitator: Associate Director of Marketing and Programming and Marketing and Communication Commissioner

Held in early June and throughout the summer

A series of workshops designed to teach Executive Officers how to effectively market, communicate and promote AS to SDSU students, faculty, staff and community. In addition to social media, press releases, promotion ideas, the role of the Marketing and Communication Committee is discussed. Officers are encouraged to bring their ideas and questions to this workshop.

*Learning Outcome: To strengthen the officers' knowledge and solicit their feedback on the AS marketing and communications strategy .*

**More than Parties and Pep Rallies**

Facilitator: ASUB Student Leaders and Advisors

Held in mid to late May and throughout the summer

A series of meetings for officers to familiarize themselves with programming and their ideas for student programming events in the coming academic year.

*Learning Outcome: To discuss ideas for possible AS programming for the coming year in a collaborative way and to clarify responsibilities for various roles.*

**Call to Order**

Facilitator: Jennifer Esquivel-Parker

Held in mid to late May

This workshop is designed to ensure all officers are comfortable and confident using Parliamentary Procedures/Robert's Rules of Order when chairing meetings.

*Learning Outcome: Ensure the officers know the many aspects of Robert's Rules of order and how they can be used during a meeting.*

**Who, What & Why**

Facilitator: AS Directors

Held in late May

Each AS Director hosts a tour of their facility, explains the different aspects of their responsibilities including details relating to the facilities and programs, and introduces the officers to the staff members.

*Learning Outcome: The goal of this workshop is give the Executive Officers a greater understanding of the facilities and programs they direct to help them better understand full-time staff roles within the organization.*

**VISION!**

Participants: The Execs, Christina Brown and Jennifer Esquivel-Parker

Held in late June, after all training completed

The Executive Officers with assistance from Christina establish their vision, goals and action plans for the coming school year, using goal “themes” identified at the Pre-Summer Retreat.

*Learning Outcome: To set clear goals for the coming year with a plan on how to execute those goals.*

**Executive Officers’ Retreat**

Participants: the Executive Officers

Held in late June

An opportunity for the Executive Officers to get more development and training in areas that are of importance to them. In 2005 the officers took a road trip to northern California so they could visit student unions along the way in order to be better prepared for the student union referendum. In 2006, the officers participated in a nationwide leadership training program sponsored by ACUI. Since 2007, the officers have gone on a whitewater rafting trip through Aztec Adventures, an AS program.

*Learning Outcome: To have the five Executive Officers learn trust, respect and communication within their close team.*

## TRAINING CONDUCTED WITH NON-AS FACILITATORS

### **Who Do You Know?**

Participants: University President; the Provost; the 4 University Vice Presidents; the University Senate Chair; the Vice President for Student Affairs and AVPs; the Athletic Director and Associate Directors; Aztec Shops CEO & Staff; Residential Education; Chief and SDSU PD staff; KCR; *the Daily Aztec* Editorial Staff; Cal Coast Credit Union leadership team; Seth Mallios

Held throughout the month of June

Introductory meetings/lunches with those listed above, who the officers will be working closely with throughout the year.

*Learning Outcome: To establish solid relationships with the other campus leaders so each will feel comfortable working with each other throughout the year*

### **What's Your Type?**

Facilitators: Drs. Martin Doucett and Jada Cade, SDSU Counseling and Psychological Services  
Held in early June

An opportunity for Executive Officers to take personality and work habits surveys to determine how best to work with each other. This process is conducted by Counseling and Psychological Services. After the results are calculated, they are reviewed and discussed with the entire group.

*Learning Outcome: The students learn up-front what type of communicator they are in order to better understand the role and contribution each of them makes to the entire team.*

### **Can You Hear Me Now?**

Facilitator: Dr. Peter Andersen, School of Communication

Held in early June

A workshop designed to assist the officers in enhancing their abilities to: speak before large audiences, effectively converse with University leaders as individuals and articulately answer unexpected questions. This workshop will also help the officers feel comfortable conversing with new faces in social situations. The focus is on speech presentation, reading from a text, impromptu speaking and speaking at meetings. Also work extensively on eye contact, content, vocal fluency, anxiety reduction, oration, delivery and gestural behavior.

*Learning Outcome: To strengthen the officers' public speaking abilities.*

### **Off the Record**

Facilitator: Greg Block, Associate Vice President and staff

Held in early June

A workshop designed to teach Executive Officers how to effectively speak with media. They practice with actual cameras and microphones.

*Learning Outcome: To strengthen the officers' ability and comfort when speaking to media on behalf of the University.*

**Student Life and Leadership Workshops**

In collaboration with the Office of Student Life and Leadership, officers can choose from a variety of workshop offerings that Student Life and Leadership facilitate.

*Learning Outcome: To broaden and reinforce the leadership skills of the officers and an orientation of how the Division of Student Affairs is organized and who the major players are.*

**CSUnity Student Leaders Conference**

Organized by advisors from the various CSU AS and CSSA staff persons, officers will participate in leadership workshops and keynote addresses over the two and a half day conference at CSU San Marcos.

*Learning Outcome: To broaden and reinforce the leadership skills of the officers and allow them to learn from and build positive working relationships with student leaders from throughout the CSU system.*

**It's Never Too Early to be Thinking about the End of Your Term**

In collaboration with SDSU Career Services and Patty Rea, AS Human Resources Director, officers participate in a series of trainings, workshops and actual meetings with industry professionals, throughout the year.

*Learning Outcome: To ensure the leaders are prepared for post-graduation life by interviewing while still enrolled and graduating with concrete plans.*

**Aztec for Life**

Led by Tammy Blackburn of the Alumni Association, participate in a series of events that promote the importance of being an Aztec for Life to the entire SDSU community and establish ways that current students and alumni can network.

*Learning Outcome: To establish relationships with a wide network of SDSU alumni, to build alumni engagement and promote the SDSU brand.*

**Student Success Fee**

Facilitator: Kathy LaMaster and Ramilda Prislín

Held in July

A workshop designed to explain the multi-facets of the Student Success Fee including ways the Executive Officers can assist with the SSF, to include marketing and disbursement of information.

*Learning Outcome: To strengthen the officers' understanding of the SSF and how they can assist with the disbursement of information.*

**Training for AS BOD:**

**This area outlines the training that is conducted for the Board of Directors including the Executive Officers.**

**Fiduciary Duty**

Facilitators: AS Legal Counsel and Executive Director

Held in July, the same day as a BOD meeting

The AS legal counsel and the Executive Director provide an overview of the legal aspects of serving on a non-profit board of directors to all voting members of the Board of Directors.

*Learning Outcome: To ensure students serving on the Board of Directors fully understand their role on the Board of Directors.*

**Public Records Act**

Facilitators: Raven Tyson, AS Risk Manager

Held in June/July

Provides an overview of the Public Records Act and what it means for the student leaders.

*Learning Outcome: To ensure students serving on the Board of Directors fully understand the Public Records Act.*

**You Don't Get a Second Chance to Make a First Impression**

Facilitator: Patty Rea

Held in mid to late May/June

This workshop is designed to give officers and BOD members helpful hints on how to make powerful first impressions; offer professional image tips; and discuss aspects of good business etiquette. Led by the AS Human Resource Director.

*Learning Outcome: Teach the students commonly accepted business etiquette and importance of manners in the workplace in preparation for their upcoming public roles.*

**Elbows Off the Table**

Led by Kimberly Malinowski of Aztec Shops Catering, an etiquette training for the many dining experiences that the officers and BOD members will experience throughout the year.

*Learning Outcome: To ensure the students are prepared for any level of dining experience they might encounter during the year.*

**Meeting with the Dean of Students and the SLL Directors with BOD**

**Training for AS BOD and the three Councils:**

**This area outlines the training that is conducted for the entire 55-member voting membership of the Board of Directors and the three Councils. These positions are filled by the first week in May.**

**First Meeting**

Held the first week of May (immediately following last meeting of the outgoing Board).

This first meeting allows the new members to get familiar with the process of a meeting.

Immediately following the outgoing board's final meeting, the incoming board meets in order to get sworn-in and approve the fall meeting schedule.

*Learning Outcome: For students to now see themselves as a contributing and effective member of the board of directors and three councils.*

**Student Organization Conflict and Identity Awareness (SOCIA) Training**

As part of the University strategic plan, all student leaders participate in a six hour workshop that focuses on conflict and identity awareness.

*Learning Outcome: As leaders, broaden and reinforce the awareness and understanding and its importance on campus and how all students can work together.*

**Transition Day**

Facilitators: AS Presidents

Held in late April/early May, before finals

An opportunity for all the new leaders to meet individually with their predecessors at one event.

At this event, the outgoing leader presents their successor with a "transition binder," that can serve as a resource to the new leader throughout the year. The new leader, continues to add to the binder throughout their year and it continues to be passed on each year. The event is unstructured except for a welcome from the outgoing and incoming AS Presidents.

*Learning Outcome: To have the student leaders begin understanding the history of their role; what has worked and where to start building their goals for the year.*

**Pre-Summer Retreat**

Facilitators: Executive Officers

Held in mid-May, Commencement weekend

An opportunity for the new group to get together to discuss major goal themes for the upcoming school year and to get to know each other before breaking for summer.

*Learning Outcome: To have the students begin working as a team and to establish the key goals they want to work towards over the course of the year.*

**Fall AS Orientation**

Facilitators: Executive Officers and GA staff

Held the first week of the fall semester

After being away for the summer, all student leaders are brought together at the same time and day of a council meeting in order to get them accustomed to the routine. At the orientation, staff reintroduce themselves. Council members duties are reviewed. The Executive Vice President

reviews how to effectively promote AS. At the end, Council members make any announcements and members are reminded that the first formal meeting is next week. They are encouraged to come prepared. At some point during the orientation, there is a visit from the University President and Vice Presidents, who inform the students about their individual role on campus and how they each work with the student leaders.

*Learning Outcome: To understand additional facets of responsibility for serving as a voting member.*

### **Fall AS Leaders Retreat**

Facilitators: Various

Held the week before school begins.

In order to allow the students more time to bond, we spend three days up at a camp in the mountains of Julian. They depart in carpools, which staff arranges so that new members are driving with returning members so that even the car ride can be a learning experience. Once at the camp, they are assigned a team which is led by an Executive Officer and is made-up of new and returning members who really do not know each other. The teams will work together during various times of the retreat. College Council Presidents and student leaders from the Imperial Valley Campus attend, too. They are included in the teams also. There are different workshops over the course of the three days. The majority of the workshops are designed for teambuilding. There is usually a diversity session or a session on communication on the second evening when an outside consultant comes in and works with the students. Finally on the last morning, before the noon departure, an update on the goals that were established at the pre-summer retreat are reviewed by the Executive Officers.

*Learning Outcome: By the end of the retreat, each student should be a knowledgeable and contributing voting member who is prepared to participate on a regular basis because they know and understand what is expected of them.*

AS Executive Officers Training Schedule  
June-August 2016

<b>Title</b>	<b>Facilitator</b>	<b>Date/ Time</b>	<b>Location</b>
Introductory Meeting	Athletics Senior Staff	Tuesday, June 21 10:30am- 11am	Fowler Athletic Center 3013, Inside Suite 3015
Introductory Meeting	Dr. Marcie Bober-Michel, University Senate Chair	Tuesday, June 21 11:30am-12:30pm	Oggi's
Risk Management Workshop	Raven Tyson, AS Risk Manager	Tuesday, June 21 1pm-2pm	AS Conference Room
University Budget Presentation to A.S. Executives	Tom McCarron	Tuesday, June 21 2:30pm- 4pm	AD-323-Administration Conference Room
Welcome A.S. Execs Breakfast	BFA Senior Staff	Wednesday, June 22 9:30am - 11:30am	FAC-3030
Introductory Meeting	Dr. Stephen Welter	Wednesday, June 22 12pm - 1pm	Oggi's
Dining Etiquette Workshop	Kimberly Malinowski, Director of Catering	Thursday, June 23 11:30am-12:30am	Aztec Shops Catering Office
Introductory Meeting	SDSU PD Interim Chief Josh Mays and team	Thursday, June 23 1:30pm-2:30pm	SDSU Police Station
Teambuilding Trip	Aztec Adventures	June 24- June 26	Kern River
Workstyles Workshop	Dr. Martin Doucett	Tuesday, June 28 10am- 2pm	SDSU Counseling and Psychological Services Conference Room, Calpulli Center 4401
Introductory Meeting	Nicole Borunda and Greg Block	Wednesday, June 29 11am-12pm	AS Office
Vision Workshop #2	Christina Brown	Wednesday, June 29 2pm-5pm	AS Office



AS Executive Officers Training Schedule  
June-August 2016

Introductory Meeting	Cal Coast Credit Union Leadership	Thursday, June 30 11am-12:30pm	TBD
You Don't Get a Second Chance to Make a First Impression Workshop	Patty Rea, AS HR Director	Thursday, June 30 3pm-5pm	TBD
Official Team & Individual Photos		Wednesday, July 6 1pm-2:30pm	Student Union
Introductory Meeting	Provost Enwemeka	Wednesday, July 6 3:30pm-4:30pm	Provost's Conference Room, MH 3335
IRA and Student Success Fee Workshop	Dr. Radmila Prisilin and Crystal Little	Thursday, July 14 9am-11am	TBD
Safe Zones Training		Thursday, July 14 1pm-4pm	Templo Mayor
Responsibilities of BOD Members Workshop	AS Legal Counsel	Monday, July 18 9am-3pm	TBD
Introductory Lunch	VP Rivera and Student Affairs AVPs	Wednesday, July 20 11:30am-1pm	SSW 2640
Media Training Workshop	University MarComm Team	Wednesday, July 20 1pm-4pm	Visionary Suite, third floor of the student union
Introductory Meeting	VP Carleton and AVPs	Tuesday, Aug. 2 11:30-12:30 pm	The Habit
Introductory Meeting	IVC AS Leaders	Friday, August 5 9am- 7pm	IV SDSU Campus
CSUnity	California State Student Assoc.	Aug. 11-13	CSU San Marcos
Strengths Based Leadership and Strategy & Execution Workshop	Sean Kashanchi	Wednesday, Aug. 16 8am- 5pm	TBD
AS Retreat		Aug. 21-23	Camp Cedar Glen Julian, CA
AS Orientation		Wed., Aug. 31 3:30- 6:30 pm	Council Chambers

## Academic Department Reinvestment Resolution 3-15-2017

Whereas, after several years of budget reductions, SDSU received a very large budget reduction for 2011/12, of which \$37.3M was passed on to the University's operating divisions through "Pro-Rata" reductions in their initial base budgets, with Academic Affairs experiencing 74% of the total base reduction, amounting to \$27.6M.

Whereas, current budgets of the academic departments are largely extensions of the fiscal urgency experienced in past years.

Whereas, the current budgets of the academic departments are not based on an analysis of the funding level required to provide our students with programs of the highest quality.

Whereas, the Tenure-Track hiring initiative has generally not provided more instructors to departments since it requires departments to eliminate lecturer positions for the number of sections that are to be assigned to the new Tenure-Track hire.

Whereas, lean or negative budgets in the Academic Departments has created a "culture of no" wherein requests for funding by faculty are routinely rejected, adversely affecting morale and discouraging academic innovation.

Whereas, Academic Affairs lacks both the resources and budgetary flexibility to provide appropriate funding for the Academic Departments, Schools and Divisions (IVC).

Whereas, the President has announced that the EIS building has been paid for, freeing up \$10M+ in one-time funding that supported the project each of the last two years.

Whereas, calculation of base funding provided by out-of-state/ international student tuition is due for review of methodology and percentage assigned to base budgeting.

Whereas, sufficient resources do exist to support substantial reinvestment in our colleges, academic programs, related research, high-impact instructional practices, and the library.

Therefore be it resolved, that subordinate only to mandatory base cost increases, discretionary base funding shall be provided to Academic Affairs for allocation to the Colleges, Academic Departments and Library from the following resources:

- A. All state-funded Marginal Cost Enrollment Growth Funding.
- B. A target of 74% of Base increases in Net SUF, Out of State Student Tuition and International Student Tuition.

Therefore be it resolved, that subordinate only to mandatory one-time costs, a target of 40% of gross one-time funding available to the University shall be provided to Academic Affairs for discretionary allocation to the Colleges, Academic Departments and Library.

Be it further resolved, that Academic Affairs may continue to make specific requests for base and one-time funding