

San Diego State University Senate Minutes
December 2, 2014
AL 101
2:00 p.m.-4:30 p.m.

The Senate was called to order at 2:02 p.m.

Members present:

Academic Senators: Eadie, Ornatowski, Wheeler

Arts and Letters: Abdel-Nour, Borgstrom, Cummins, Del Castillo, Esbenshade, Graubart, Imazeki, Mattingly, McClish, Moore, Osman, Putman [Absent: Blanco, Donadey]

Business Administration: Dimofte, Ely, Fleming, Peter [Absent: Chan]

Coach: Absent: Van Wyk

Education: Duesbery [Absent: Bezuk, Butler-Byrd, Danforth, Graves]

Engineering: Beyene, Engin, Valdes

Health and Human Services: Kahan, Nip, Pruitt-Lord, Rauh, Verity [Absent: Chowdhury]

Imperial Valley Campus: [Absent: Ponce]

Lecturers: Esbenshade, Justice, Williams [Absent: Aste]

Library: Absent: Rhodes

MPP I & II: Absent: Richeson

Parliamentarian: Eadie

Professional Studies and Fine Arts: Bober-Michel, Cirino, Durbin, Geist-Martin, Lindemann, Pauley Testa

Sciences: Atkins, Beck, Bowers, Deutschman, Papin, Ponomarenko, Schellenberg, Ulloa, Xie [Absent: Shen, Wolkowicz]

Staff Senators: Baxter, Evans, Thurn [Absent: Aguilar]

University Services: Rivera

Administration: Chase, Dooley, Enwemeka, Hirshman, Rivera, Welter [Absent: Shapiro]

Associated Students: Polant, Baer for Cole, Bain [Absent: Kim]

CFA: Absent: Toombs

Guests: Blaylock, Packard, Preciado

1. Agenda (Bober-Michel)

MSP Approved amended agenda for December 2, 2014.

2. Minutes (Bober-Michel)

MSP Approved September and November Senate Minutes.

3. Announcements (Ely)

- President Hirshman approved the Action Item from the December 2nd meeting associated with changes to the Student Advisory Committee.
- CSU Faculty Trustee nominations are due January 12.
- Senate officers are working with the Environmental and Safety Committee to develop a referral focused on implementation of SDSU's nonsmoking policy; we'll return to this in the Spring.

4. Office of the President (Hirshman)

The President appreciates the Senate inviting him to speak on our ongoing work with students and our participation in the shared governance process. That commitment becomes more (not less) important with the many challenges we face.

Accomplishments within the last semester (highlights only).

- We are seeing a major increase in international experiences; about 2,100 students studied abroad last year). We, in fact, rank 22nd amongst all colleges and universities, and involvement next year will be even higher.
- Keith Behner and Catherin Stiefel donated \$2.5 million to endow the Brazil program (see: <http://tinyurl.com/BrazilProgram>) which will feature faculty and student exchanges, research partnerships, and some experiences we cannot yet envision.
- In terms of diversity, SDSU's Counseling and School Psychology program was honored for the 2nd consecutive year with the Equity and Diversity Award at the West Coast conference for Counselors (CSP).
- In our 2nd year implementing the strategic plan, we're seeing more commuter students in learning communities, as well as the establishment of the Pride Center, a writing program, the Honors College, and more.
- We're taking major steps to help students who need financial help; note that 40% of our students are PELL eligible and we've increased the amount of funds available to them. With community partners, we can help students persevere even with financial hardship. Visit the strategic plan website, find something in which you're interested and get involved/be supportive.

Financial strategy and budget:

- We're fortunate that all our revenue streams are stable and in some cases increasing. It's good to enjoy this period of stability and even financial growth.
- We faced huge reductions from 2008 to 2013; we are, in fact, still down \$70 million in state support. Rather than go with cuts (and become the low-cost leader), we decided instead to change our revenue model and invest monies from our revenue streams. We're now really a public/private partnership; the business model for the university is a mix of public and private lines.

We can still serve the public with this new model while, at the same time, the state legislature is working on new ideas about how to better support higher education.

Many of our revenue streams have succeeded beyond expectations, including the fundraising effort. \$750 million is now the goal; we reached the \$500 million goal earlier than anticipated. December should be a very successful month for us. Also up are the auxiliaries, out of state tuition, etc.

Examples:

#1: Dept Chair salaries (stipends) are now paid from Extended Studies funding. Faculty hiring is positively affected as well.

#2: We haven't had capital funding from the state for a very long time – and looking forward there's not much on the horizon. Thus—how do we build? Key is taking our new model and creating a capital funding model from it. VP McCarron's idea was to pull three funding sources together¹ to create a capital fund. This will help us get going (tackling, for example, \$400 million in deferred maintenance)—moving forward without taking on significant long-term debt.

#3: Can we increase faculty and staff? Faculty is what we initially focused on, but the same applies (with some differences in detail) for staff. Whether or not we can hire depends on the success of growing our revenue streams. Our goal thru 2017/18 is 300 hires. Funding model sources include: 80 from the Student Success Fee, 150 from faculty retirements (which means we stop skimming off this fund as has been the case for years now; 2 retirees = 3 new hires),

¹ One-time funds or debt-service, philanthropy, and campus revenue that could include CES, auxiliaries, etc.

15 to 20 from endowed Chairs, 30 to 50 from other sources (nonresident tuition, CES, auxiliary revenues, etc.) Net growth will be around 150. It's the basic model followed in 2013/14 and 2014/15—but with exceptions. In 2013/14, some of the money went to close structural deficits—and, of course, in 2013/14, the Student Success Fee was not yet in place. Nonresident tuition was front-loaded, but we'll see less reliance on this in the future.

#4: Compensation increases will happen this year. Faculty and staff deserve raises and we must pursue this. Agreements with the unions allow for a 3% increase this year. Staff will actually get 3%; the faculty increase depends on several factors – which means some will get more or less than 3%. The new contract does have an equity provision to tackle the inversion/compression issues we face.

Staff will see more range equities in place and reclassifications as well.

This is only a step – long way to go.

Shackelford: I appreciate the new approach for faculty hiring. However, one concern is AR&P's report that suggests we're actually losing ground.

Hirshman: Skimming obviously hurts the bottom line, though there are some good reasons for doing it. One has to look at this strategy objectively, without a value judgment. Some things were pressing and we had to move forward on them. It's time for us to rebalance ...

Shackelford: How do you have all these searches with a net loss?

Hirshman: We had a lot of retirements – but didn't hire to fully replace. We had to use funds to fix the structural deficits; it was unfair to the new Provost to let him start with a no-win situation. We do need to figure out why those structural deficits exist; are they systemic or situational? Now, without them, we're in a better situation with net positions.

Deutschman: We must look at the long-term hiring strategy. This plan should be sufficient unless deferred retirements finally happen en masse. During the recession, retirements stalled, which contributed to structural deficits.

Wheeler: We need a clearer reconciliation.

Hirshman: We're really part of a confederation in which money is exchanged/distributed. We lost funding to other campuses ... for everything, in terms of capital improvements. We took huge budget cuts that were disproportionate; we were a "donor" campus. Chancellor White actually provided this info; former Chancellor Reed was less transparent.

Tuition waivers account for about \$600 million, which is a lot of foregone revenue.

This all has to change; as a "donor" campus we're tapped out.

Now there's a Task Force focused on the financial future of the CSU, which is working through how to maintain the CSU mission while maintaining revenue. State support is part of the mix, but entrepreneurial sources must also be considered. Campuses have no incentive right now to raise tuition because we actually get punished for doing that (base funding is reduced).

Packard: The student/faculty ratio plays some role in faculty hiring. There is recognition that we don't have enough faculty and staff to meet student needs. I'm not sure we gain much by talking only stats. We can't really "grow" without bounds. Enrollment management must be the norm.

5. SEC Report (Ornatowski)

Committee	Date	Item	Referred by
Constitution and Bylaws	October 20, 2014	Bring the Policy File section on "Fee Advisory Committee, Campus" (PF p.66) in line with EO 1054 "CSU Fee Policy"	Officers
Constitution and Bylaws	October 20, 2014	Review Staff Affairs Committee proposal regarding Staff Excellence Awards	Officers
Faculty Affairs	November 25, 2014	Review the Policy File section on "Endowed Chairs" regarding term of appointment of endowed chairs and propose changes as appropriate	Officers
Faculty Affairs	November 25, 2014	Develop criteria and procedures for the allocation of CSU-supplied funds for "Assigned Time for Exceptional Levels of Service to Students"	Officers

6. New Business: Action Items**6.1 Committees and Elections (Moore)****Action:**

The Committee on Committees and Elections moves approval of the following appointments and reappointments or replacements to committees with terms to end as noted:

Academic Resources and Planning

Suchi Ayala, HHS (term ending May 2017)

Bookstore Advisory

Sue Osborn, Staff (term ending May 2017)

Campus Fee Advisory

Walter Penrose, A&L (term ending May 2017)

Copyright and Patents

Jenny Wong Welch (LIA (term ending May 2017)

Extended Studies Advisory

Randy Reinholz, PSFA (term ending May 2017)

Graduate Council

Bill Tong, SCI, completing Joanne Lobato term (term ending May 2017)

Satchi Venkataraman, ENG (term ending May 2017)

Larry Verity, HHS (term ending May 2017)

Library and Information Access

Claudiu Dimofte, BUS (term ending May 2017)

Luke Duesbery, EDU (term ending May 2017)

Press Editorial Board, San Diego State University

Stuart Aitken (term ending May 2017)
 Paul Ganster (term ending May 2017)
 Roberto D. Hernández (term ending May 2017)
 Yetta Howard (term ending May 2017)
 Joseph Thomas (term ending May 2017)
 Ed Blum (term ending May 2017)
 Joanna Brooks (appointed by Dean of Graduate School)

Student Health Advisory

Kurt Lindemann, PSFA (term ending May 2017)

Student Learning Outcomes

Nina Potter, EDU (term ending May 2017)

Sustainability

Matthew Lauer, A&L (term ending May 2017)
 Keven Jeffrey, LIA (term ending May 2017)
 Shridrar Seshagiri, ENG (substitute for Heather Honea)
 Jessica Barlow, HHS, Chair (term ending May 2017)

Undergraduate Council

Peter Torre, HHS (term ending May 2017)
 Mounah Abdel-Samad (term ending May 2017)

University Research Council

Susan Levy, HHS (term ending May 2017)
 Henry Stuart, PSFA (term ending May 2017)
 Linda Gallo, SCI (term ending May 2017)

MP The Senate approved the above committee appointments.

6.2 Enrollment Services (Lieu)**Action:**

To approve the following graduation candidates:

Carla Ann Boeck	BS	Foods and Nutrition
Camron Heath Branom	BS	Criminal Justice
Casey Scott Carter	BS	Computer Science
Carolina Cervantes	BS	Kinesiology-Fitness Specialist
David Oliver Davies	BS	Biology
Nikki Djafarian	BS	Hospitality and Tourism Management- Restaurant Operations and Management
David Paul Grems	BS	Environmental Sciences-Watershed Science
Erin Kristen Kirkpatrick	BA	Psychology
Jerry Thuyen Luong	BA	Psychology
Saran Khorol Luvsanjambaa	BA	Political Science
Marisol Magana	BA	Spanish
Amaris Karina Martinez	BA	Psychology
Gwendolyn Joy Patrick	BA	Art-Studio Arts
Alexandra Nicole Romero	BS	Statistics-Actuarial Science
Katrina Lei Rosario	BS	Recreation Administration-Sustainable Tourism Management

Stephen Ross Sachs	BA	Communication
Ruben Vazquez	BS	Kinesiology-Pre-Physical Therapy
Jarred Clark Vermillion	BA	Psychology
Brenda Rosalia Vivar	BA	Public Administration
Kenneth Robert Willeford	BA	Journalism-Media Studies
Riley Thomas Wolfe	BA	Urban Studies-Economics
Oliver Zambrano	BA	Public Administration

MP The Senate approved the December graduation candidates.

6.3 Faculty Honors and Awards (Valdes)

The Faculty Honors and Awards Committee recommends that the Senate approve emeritus status for:

Sheila Dollente

Lecturer of Liberal Studies, November 10, 2014, 22 years

Richard Helzer

Professor of Music and Dance, August 17, 2014, 28 years

Leilani Grajeda-Higley

Lecturer of Chicana and Chicano Studies, December 15, 2014, 20 years

Kendra Jeffcoat

Assistant Professor of Administration, Rehabilitation and Postsecondary Education, May 19, 2015, 7 years

Sharon M. Lightner

Associate Professor of Accountancy, July 1, 2012, 35 years

MP The Senate approved emeritus for the above individuals.

6.4 Academic Calendar (Chase)

In order to provide faculty with more time to submit grades at the end of the summer term in 2015, the following change to the Academic Calendar is proposed:

Last day of classes/examinations for summer term 2015: August 14, 2015

	Current Calendar	Proposed Change
Grades due at the end of summer	Monday, August 17 at 11:00 PM	Tuesday, August 18 at 11:00 PM
First day of fall semester 2015	Tuesday, August 18	Wednesday, August 19

Rationale: Faculty noted at the end of summer 2014 that limited grading time made it difficult to assign and grade long and/or writing assignments near the end of the term. The proposed change, which still provides that the University meets its obligations in terms of work day and

instructional days, will allow faculty an additional day to evaluate assignments and submit grades.

Ornatowski: I'm confused about work v. instructional days.

McClish: I'm concerned about compressed time for student orientations but no problem.

MP The Senate approved changes to the academic calendar.

7. New Business: Consent Calendar (Committee Reports)

MSP To receive the reports on the Consent Calendar.

7.1 Academic Policy and Planning (Schellenberg and Cook)

Information:

Deletion of the following programs were unanimously approved by APP during their 13 September meeting. The programs had either no current students or a small number of students who would be able to finish the degree with no negative impacts. The three dual or triple business degrees are being phased out in compliance with WASC requirements, which would require that continuation of such degrees would require significant increases in earned units at one or two of the involved institutions.

14-86 Mathematics: [Deletion of Emphasis in Mathematical Finance program](#)

14-92 International Business: [Deletion of CaMexUS Triple Degree program, PanAmerican Triple Degree program, San Paraiso Dual Degree program, SanDiQue Dual Degree program](#)

14-98 Management: [Deletion of Project AMIGOS Dual Degree program](#)

14-99 Marketing: [Deletion of SanMediterranee Dual Degree program](#)

Information Item #2:

Please find attached the AY14/15 Enrollment, Retention, and Graduation Compendium produced by Academic Affairs and the AY14/15 Enrollment, Retention, and Graduation Report produced jointly by Undergraduate Council and Academic Policy and Planning.

AY 14/15 SDSU ENROLLMENT, RETENTION AND GRADUATION REPORT

*Jointly produced and approved by the
Academic Policy and Planning Committee and Undergraduate Council*

In the past decade, San Diego State significantly increased the overall six-year graduation rate while narrowing the achievement gap. We accomplished these major gains through a combination of implementing policy changes, assuring access to classes, raising student expectations (e.g., unit loads), and providing support to student populations who have benefitted from learning communities, supplemental instruction, targeted advising, and engagement in high-impact practices. Notably, these major gains were accomplished while state support declined markedly and as our student body became more diverse, both ethnically and socioeconomically.

This AY14/15 Enrollment, Retention, and Graduation (ERG) Report:

1. Summarizes efforts to produce a more integrated and timely overview of ERG data,
2. Highlights key trends and patterns in ERG data focusing on recent years,
3. Shares recent graduation targets for SDSU developed by the Chancellor's Office, and
4. Suggests a suite of opportunities and strategies to increase the four-year graduation rate while closing the four-year achievement gap, as we also continue our commitment to high levels of academic achievement.

1. A New Integrated Approach to UC and APP Reporting: Over the 13/14 academic year, Academic Policy and Planning (APP) and the Undergraduate Council (UC) collaborated with Academic Affairs to produce a compendium of enrollment, retention, and graduation measures, many of which are disaggregated with respect to admission status (e.g., Local Area, Non-Local Area, Out-of-State, and International), ethnicity (i.e., American Indian, African American, Hispanic, Asian, Pacific Islander, Filipino, Multiple Ethnicities, White), and economic status (i.e., Pell-eligible). This initial AY13/14 ERG Compendium comprised 111 pages of graphs and data tables and was finalized in April 2014. The compendium was designed to be readily updated each year after census, and thereby provide a centralized and comprehensive resource for the production of annual reports for the UC, APP, and the Presidential Enrollment Management Advisory Committee (PEMAC) of campus and community representatives. Building upon the efforts, the AY14/15 ERG Report was recently produced and serves as the source material for the next section of this report.

Our APP and UC collaborative efforts also highlighted the complementary nature of our ERG-related charges from the Policy File: For APP, to “*annually review the previous year's outcomes as well as any enrollment management changes proposed by the administration*” and, for UC, to “*produce an annual report on retention and graduation during the fall semester.*” In the spirit of providing a more integrated overview of student success, APP and UC have jointly produced this report and recommend that By-Law and Policy File language be modified to codify the production of such a single integrated report.

2. An Overview of Key ERG Findings: The ERG Report provides a comprehensive overview of enrollment, retention, and graduation data. Highlights drawn from this data, with parenthetical reference to the corresponding ERG Compendium page on which the data appear, follow:

Undergraduate Unit Load:

- New FTF average fall unit load increased from 14.2 to 14.8 over the last five AYs. In contrast, new transfer student average unit load varied around 13.0 units over the last four AYs. (ERG-18)
- A disparity in average fall unit load above is also present across student levels, with juniors and seniors taking roughly one unit less than freshman and sophomores. (ERG-19)
- Since the % enrollment is only 0.3% less than the % FTES for Students of Color, the above unit differences among FTF/transfers and student levels appear more related to these factors than to ethnicity. (ERG-20)

FTF Enrollment:

- Compared to non-local students, local students had the same HS GPA, lower SAT Math by 34 points, and lower SAT Verbal by 34 points. (ERG-25, 26)
- As since F09, resident FTF Students of Color outnumbered Other Students (i.e., white, other/not stated/international) at 58.8%. (ERG-30)
- Local area FTF Pell-eligible students continued a decade-long increasing trend at 49.0% for F13, whereas non-local students showed a slight decline to 28.4% from what was previously an increasing trend at a decreasing rate of 14.8% to 30.0% through the previous five years. (ERG-34)
- Early Start for local students starting in 2010 essentially closed the proficiency gap between local and non-local students. (ERG-38)

FTF Outcomes After One Year:

- After a previous maximum divergence of up to 12% lower one-year continuation rates during F07 for local students compared to non-local students, FTF continuation rates between the two nearly converged by F10 and have thereafter shown slight parallel variations over time. (ERG-53)
- FTF one-year continuation rates generally show progressive increases across all ethnicities for students of color since 1996, and total Students of Color surpassed All Others by 0.1% in F13, essentially closing this achievement gap from a historical high of 6% between Students of Color and All Others. Note that the relatively large year-to-year variations for some ethnicities (e.g., American Indian, Pacific Islander) are largely attributable to their relatively small population sizes. (ERG-56)
- FTF GPA after one year remains relatively lower for local students (0.30 units lower), males (0.21 lower), and students of color (0.10 lower). In addition, academic probation rates after one year remain relatively higher for these same groups (i.e., 5.4% higher for LA, 3.0% for males, and 2.6% for students of color). (ERG-59, 60)

FTF Full-Time Graduation Rates:

- Continuation or graduated after Years 1 to 6 by local/non-local, gender, and ethnicity all tend to show increases within categories and decreases in achievement gaps through time. (ERG-61, 62, 63)
- Similarly, FTF 4-, 5-, and 6-year graduation rates by resident, local/non-local, and ethnicity show mostly net increasing trends through available time intervals, with some deviations including non-resident students (especially international with caveat of small population). Notably, as 4-year graduation rates for students of color and All Others have both increased over time, the All Others rate has increasingly outpaced the students of color rate, leading to a widening of an achievement gap of 12.1% for the Fall 2010 cohort (ERG-64 through ERG-69)

3. Expectations for SDSU from the Chancellor's Office: Recognizing that California will need more college-educated citizens in the future to meet the demands of the state, Tim White, California State University Chancellor, has announced CSU Graduation goals for 2025. While each university has been provided with specific targets, such as those below for SDSU, the overall goal for the CSU is to increase the six-year graduation rate to 54%.

	Baseline Rate (2009 Cohort)	Additional Improvement	2025 Goal
6-Year Graduation Rate Goal (2019 Cohort)	66%	6%	72%
4-Year Graduation Rate (2021 Cohort)	32%	8%	40%
<i>Transfer Graduation Rate Goals</i>			
4-Year Graduation Rate (2021 Cohort)	79%	6%	85%
2-Year Graduation Rate (2023 Cohort)	36%	8%	44%
<i>Freshman Achievement Gap Goals</i>			
6-Year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	7%	50%	3%
6-Year Pell/non-Pell Grant Graduation Rate Gap Goal (2019 Cohort)	5%	50%	2%

4. Opportunities for Improving Student Retention, Graduation, and Achievement: Our progressive improvements over time in graduation and retention rates can be attributed to a variety of policy changes and targeted interventions with specific student populations. As we continue to strive to improve these various measures, we must appreciate that any improvement in such percentage-based measures must be gained without a decrease in either program quality or student achievement. Below we list some opportunities at the course, program, and university level with the appreciation that the development and implementation of many of these will require engagement, buy-in, and support from all three levels.

Course-level Opportunities:

- Examine classes with traditionally high DFW rates to understand the nature of the challenges to student achievement and address course-specific challenges through appropriate changes that will improve retention and graduation while maintaining (or even increasing) achievement; such changes could include course redesign, supplemental instruction, and learning analytics.
- Implement additional tutoring and mentoring within courses and the broader university through such mechanisms as the Writing Center and in-development Math Center.
- Promote and support the development and integration of High Impact Practices as appropriate within courses (e.g., community-based service learning, writing-intensive courses, undergraduate research and scholarship, collaborative assignments), especially in those courses that typically fall within students' first 45 units.

Program-Level Opportunities:

- Promote and support program-centered discussions on the shared responsibility of students, programs, and the broader university in student retention, graduation, and achievement. Such discussions would help faculty understand how students enter their programs, why they persist or depart from their programs, and what actions and adjustments could improve their retention, graduation, and achievement. We would recommend piloting this approach with five to ten programs, with a refined process eventually integrated into the established Academic Program Review.
- Focus the role of evidence-based, action-oriented program assessment and periodic academic program reviews as mechanisms for improving the student learning experience and thereby students' engagement and achievement, which in turn should improve graduation and retention rates across the university. Such efforts should include direct examples of student work that established expected and exemplary levels of student achievement.
- As within courses, the development and integration of High Impact Practices should also be promoted and supported at the program level (e.g., capstone courses, study abroad, internships, etc.)

University-Level Opportunities:

- Develop an integrated outreach and advising program for non-transferring students who depart after one semester or one year in good academic standing, with the program triggered on evidence of non-enrollment, ideally prior to start of classes.
- Modify the leave of absence procedure so that students must file for a leave if they stop out for one or more semesters. This process would establish the student's reasoning and, while ultimately respecting their request, provide the opportunity to present alternatives or initiate a plan to return.
- Increase the availability and efficacy of financial aid counseling for students with financial holds. Pilot efforts in this area have already brought 17 students back to campus. Scholarship funds could be targeted to support students close to graduation.
- Continue to address bottlenecks and backlogs in course availability across disciplines through a course scheduling approach that develops steady-state course offerings that can meet student demand based on a four-year graduation plan. Strategic application of student success fee funds for critical faculty hiring would play a natural role in this endeavor.
- Engage in "intensive advising" for students who have earned more than 150 units and for students who have earned over 100 units but who are taking leaves of absence. As noted above, advising these students can help them complete a degree in a timely manner.

- Analyze the historical retention and graduation rates of students who maintained pre-major designation with 70+ units to assess the degree to which such student swirls negatively impacts time to degree; engage faculty in developing solutions for completing degrees in more timely manner.

Moore: Thanks to the Committee for putting the report together. Item #3 – target for the CSU is to have a 64% graduate rate while the 2025 goal is 75%.

Chase: Not an aggressive goal for us!!

7.2 ASCSU (Wheeler)

Information:

Report from the March 19-21, 2014 plenary meeting of the Academic Senate, CSU

This report digests the proceedings of the Plenary Session held in Long Beach, November 6-7, 2014. I have selected those items that seem of particular interest to the SDSU Senate. Full reports are available on request. The following items are covered:

1. Discussion with Chancellor White
2. ASCSU Resolutions
3. ASCSU Chair's report, Steve Filling
4. Academic Affairs Committee, Report by Chair Eadie
5. Faculty Affairs Committee, report by Chair Foroohar
6. Faculty Governmental Affairs report by Chair Krabacher
7. General Education Advisory Committee, report by Chair Van Selst
8. Faculty Trustee Report, by Trustee Stepanek
9. Academic Council on International Programs
10. California State Student Association, report by Sanders
11. CSU-Emeritus and Retired Faculty Association

1. ASCSU Discussion with Chancellor White

What he thinks we are trying to achieve: help more students earn their degree sooner. All of that costs money. The shifting of debt service opens up new opportunities.

In response to Vice Chair Miller's claim that there is clear evidence that the Engineering programs should be requiring around 134 units, and not 120, Chancellor White responded: We cannot abdicate quality.

Senator Kaiser recounts tragedies on her campus, and stressed the need for mental health support for students and faculty. White: Will do what he can to ensure that there is more than just a phone number for faculty in crisis.

Senator Baaske: How are you going to deal with the continuing decline in our tenure line ranks? White: We need to face the reality that the Governor will not give us the \$1 billion we need. We also, therefore, need to be more realistic about other sources of revenue. Pursuing four goals: access, quality, completion to degree, and affordable.

2. The following resolutions were brought to the floor. All may be found on the ASCSU website at: <http://www.calstate.edu/AcadSen/Records/Resolutions/>

Passed: Resolution commending Wayne Tikkanen, Faculty Director for the CSU Institute for Teaching and Learning since 2011: AS-3195-14/AA.

Passed without dissent: AS-3192-14/FA/AA (Rev) Improving Campus Response to Sexual Assault and Sexual Violence

Passed, with many votes against: AS-3193-14/FA (Rev) Protecting the Academic Freedom of California State University Faculty

Passed: AS-3194-14/AA/FGA, Response to AB 94: Goal Setting for Academic Performance Measures for Academic Sustainability Plan

Passed: AS-3196-14/FGA, California State University Board of Trustees Proposed 2015-16 Support Budget

First reading waived and passed: AS-3198-14/APEP, SUPPORT FOR ENCOURAGING 11TH GRADERS TO TAKE THE SAT OR ACT AS A MEANS OF ESTABLISHING COLLEGE READINESS IN ENGLISH AND MATHEMATICS AND THE DISSEMINATION OF REGISTRATION FEE WAIVER INFORMATION

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 Bill Eadie (weadie@mail.sdsu.edu), Cezar Ornatowski (ornat@mail.sdsu.edu), and Mark Wheeler (wheeler1@mail.sdsu.edu).

3. ASCSU Chair's report, Steve Filling

120/180 Unit Cap: The ASCSU Executive Committee continues to monitor the 120/180 unit cap exception process. Chancellor White tells us that he has all of the exception requests that were submitted by the deadline and that he intends to review them in the near future. He also noted that he would be communicating with faculty prior to finalizing his decisions. The Executive Committee has asked senators to consult with their campus programs and senates and to share campus perspectives with us. It seems clear from the stories that have been shared with us that there was wide variation in process across the campuses.

Governance Concerns: Both San Jose State University and CSU Chico Academic Senates have passed resolutions calling for review of campus climate and administration. Their campus senate chairs have asked the Executive Committee for counsel on how they might most effectively proceed with communicating about those requests and encouraging action based on the outcomes of those reviews.

SB 850: The Executive Committee initiated conversation with Chancellor's Office staff on possible processes for review of community college baccalaureate degrees piloted pursuant to SB 850.

Financial Sustainability Task Force: The Task Force on a Sustainable Financial Model for the California State University met for the first time on 5 November. Faculty Trustee Stepanek and Chair Steve Filling are members of the committee.

Please feel free to contact Chair Filling via email [sfilling@mac.com] or phone [209.988.8256] if you have questions, concerns or suggestions on any of these issues.

4. Academic Affairs Committee, Report by Chair Eadie

EO 1065: Substantive changes have been made, congruent with requests from ASCSU. (1) Mechanism for IGETSE and (2) Dropping of Area D of GE sub-areas and (3) inclusion of a minimum grade for GE.

5. Faculty Affairs Committee, report by Chair Fooroohar

Report on the numbers of tenure line faculty in the CSU system from Margaret Merryfield, Senior Director, Academic Human Resources, Report for ITL, November 4, 2014. Particular concern raised about the replacement of retiring faculty. Concerns raised about tenure density. See the attached report and the ASCSU report:

<http://www.calstate.edu/acadsen/Records/Resolutions/2011-2012/documents/3067Attachment1.pdf>

6. FGA report by Chair Krabacher

CSU Academic Sustainability Plan, CSU Board of Trustees notes may be found at:

<http://www.calstate.edu/bot/agendas/nov14/joint-com-EdPol-Finance.pdf>

Summary of 2013-2014 Legislative Actions: ASCSU Fiscal & Governmental Affairs Committee. What follows is a final report on the disposition of the legislation in the 2013-2014 legislative cycle in which the ASCSU indicated an interest, primarily particularly in AS-3165-14/FGA, adopted at its March 2014 plenary. The evolving history of any bill can be tracked at: <http://leginfo.legislature.ca.gov/faces/billSearchClient.xhtml>

Terminology:

N.P. = "No Position Taken"

Enrolled = Sent to the Governor

Chaptered = Signed into law by the Governor

ASCSU Priority Bills

Bill	Subject	ASCSU Position	Current Disposition
SB 850 (Block)	Community college baccalaureate degree	N. P./Watch	Chaptered (Signed by Governor)
SB 1196 (Liu)	Postsecondary education: state goals	N.P./Watch	Died in Committee
AB 2092 (Chavez)	Guaranteed 4-yr baccalaureate program	Oppose	Died in Committee
AB 2324 (Williams)	Trustee of the California State University: faculty member of the Board	Support	Chaptered (Signed by Governor)

Assembly Bills

Bill	Subject	ASCSU Position	Current Disposition
AB 1433 (Gatto)	Student safety	N.P./Watch	Chaptered (Signed by Governor)
AB 1451 (Holden)	Public schools: concurrent enrollment in secondary school and community college	N.P./Watch	Died in Committee

AB 1456 (Jones-Sawyer)	Higher education: tuition and fees pilot program	N.P./Watch	Died in Committee
AB 1459 (Skinner)	Budget act 2014	N.P./Watch	<i>Died (Moved to Inactive File)</i>
AB 1538 (Eggman)	Student financial aid – Cal Grant program	Support	Died in Committee
AB 1590 (Wieckowski)	Student financial aid – Cal Grant program	N.P./Watch	Died in Committee
AB 1862 (Melendez)	Financial aid/National Guard assistance program	N.P./Watch	Died in Committee
AB 1924 (Logue)	Baccalaureate degree pilot program	Oppose	Died in Committee
AB 1927 (Frazier)	Student financial aid: debit cards	Support	Vetoed by Governor
AB 1942 (Bonata)	Community colleges: accreditation	N.P./Watch	Chaptered <i>(Signed by Governor)</i>
AB 1976 (Quirk-Silva)	Student financial aid: Cal Grant A and B awards	Support	Vetoed by Governor
AB 1989 (Chesbro)	Student underage drinkers: students in winemaking and brewery science programs	Support	Chaptered <i>(Signed by Governor)</i>
AB 2153 (Grey)	Postsecondary education: course offerings	Support	Died -- Hearing canceled at request of author (merged w. AB 2610)
AB 2168 (Campos)	California college campus discrimination and violence task force School employees: San Jose Unified School District	N.P./Watch	Died -- Hearing canceled at request of author
AB 2247 (Williams)	Postsecondary education: accreditation documents	Support	Chaptered <i>(Signed by Governor)</i>
AB 2444 (Hall)	Confederate flag – sales government property	N.P./Watch	Chaptered <i>(Signed by Governor)</i>
AB 2610 (Williams)	California State University special sessions	N.P./Watch	Died in Committee
AB 2708 (Muratsuchi)	Uniform definitions for online education	N.P./Watch	Died in Committee
ACR 2721 (Pan)	Trustees of the California State University: non-faculty employees	N.P./Watch	Vetoed by Governor

Senate Bills

Bill	Subject	ASCSU Position	Final Disposition
SB 495 (Yee)	Postsecondary education employees: physicians	N.P./Watch	Died in Committee
SB 845 (Correa)	Electronic disbursement of student financial aid	Support	Chaptered (Signed by Governor)
SB 1017 (Evans)	Taxation: oil severance tax law	Support	Died in Committee
SB 1022 (Huff)	Labor market outcome information	Oppose	Chaptered (Signed by Governor)
SB 1210 (Lara)	Act relating to postsecondary education	N.P./Watch	Chaptered (Signed by Governor)
SB 1325 (Yee)	California State university: contractors	Support	Died -- Hearing postponed; no action taken

Other Bills

Bill	Subject	ASCSU Position	Final Disposition
AB 46 (Pan)	California State University: Online Education	Opposed (position adopted 9/5-14)	Chaptered (Signed by Governor)
AB 1200 (Padilla)	Academic standards: computer science & mathematics requirements		Chaptered (Signed by Governor)
AB 1548 (Mullin)	Standardized test reporting		Died in Committee
AB 1969 (Levine)	Higher education: shared technological resources among segments		Vetoed by Governor
AB 2548 (Ting)	Postsecondary education: eligibility studies		Vetoed by Governor
SB 1425 (Block)	Community colleges: degree audit/retroactive awarding of degrees	No Position	Died in Committee

7. General Education Advisory Committee, report by Chair Van Selst

EO 1065 proposed revisions:

1. The dropping of area D sub-areas was discussed in SPRING 2014 and is being executed via this proposed EO.
2. The inclusion of STEM-based modifications to CSU GE realize discussions going back to 2010 and as recently as 2014 via the proposed EO.
3. The inclusion of minimum grades is in flux. The original EO revision proposed a minimum grade of C (2.0) for the golden four (oral communication, written communication, critical thinking, quantitative reasoning) – concerns regarding implementation concerns and possible difficulties in transfer led to a possible revision to a C- (1.7) minimum grade. One possibility is to align minimum GE certification criteria to entry requirements. It is also

possible that minimum grades in GE (there are currently none) be delayed in implementation to a later update to EO1065.

8. Faculty Trustee Report, by Trustee Stepanek

Trustee Stepanek's report on the September 8-10, 2014, Board of Trustees meeting may be found at:

http://www.calstate.edu/AcadSen/Records/Faculty_Trustee/documents/FacultyTrusteeReportonSept2014BOTmeeting.pdf

Report on the CSU Trustee Student Success Fees Working Group may be found at the end of the following document:

<http://www.calstate.edu/bot/agendas/nov14/Finance.pdf>.

Two items in particular are to be noted from the recommendations of this report: 1) approval of future student success fees are subject to a student vote, and 2) as an outstanding issue to be discussed during the November BOT meeting, should the use of these fees for classroom instructional purposes require the special approval of the Board?

CSU Graduation Initiative A new website was announced that contains a wealth of data on student success parameters. The site is called the CSU Student Success Dashboard and can be found at <http://www.calstate.edu/dashboard>.

9. Academic Council on International Programs, Cliona Murphy and Cezar Ornatowski, ASCSU Liaisons to the ACIP, Report from the October 30-31, 2014 CSU Academic Council

Currently, ACIP maintains programs in 17 countries: Australia, Germany, Chile, France, China, Canada, Denmark, Japan, Taiwan, Ghana, Israel, Korea, Mexico, Spain, UK, Italy, and Sweden.

The Academic and Fiscal Affairs Committee repeated their recommendation from the Spring meeting that OIP prioritize new program development in Brazil, followed by India, Eastern Europe, and Arab speaking Middle East. They also recommended that the programs in Spain (Madrid, Granada and Jaen) be relooked at to ensure that students with three semesters of Spanish can be smoothly integrated into one of these programs. They also asked that in light of increased program demand in Korea, that the Program Review committee do a cost benefit analysis.

SAC pointed out during committee, and in the plenary on October 31, that short-term and faculty-led study abroad programs for freshmen and other students could positively impact (and feed into) the year-long IP study abroad programs. In more recent years, faculty across the system have experienced, in increasing numbers, obstacles to developing, and pursuing, these short-term and faculty-led programs. While SAC acknowledged that the short-term and faculty-led programs are outside the purview of ACIP, it recommended that the Chancellor's Office help eliminate these obstacles as a way of also indirectly advocating for CSU IP.

10. CSSA, report by Sanders

CSSA President resigned as of 5 November 2014.

11. CSU-Emeritus and Retired Faculty Association

Director is retiring in July. Search underway. Ask for nominees on campus.

CSU archives located at Domingus Hill. Contact Greg Williams to see it.

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Additional Information of Faculty Interest

ASCSU website: <http://www.calstate.edu/AcadSen/?source=homepage>. Includes committee information, approved agendas/minutes, reports, resolutions, senator contact information.

Faculty-to-Faculty, ASCSU Newsletter: Published approximately two weeks after each plenary. Includes chair's report, committee reports, invited articles on current events, and committee recommendations. Subscribe (delivered automatically via email) at <http://www.calstate.edu/AcadSen/Newsletter/>

7.3 California Faculty Association (Toombs)

Information:

CFA Report:

Bargaining

CFA Members have voted to approve ratification of the Tentative Agreement. See the statement below from CFA President Lillian Taiz and Bargaining Team Chair Andy Merrifield:
"November 10, 2014

Dear Colleagues,

The ballots have been counted and the results are in: 91% of CFA members voting have chosen to ratify the Tentative Agreement with the CSU administration.

After 10 months of negotiating, CFA and CSU management reached a tentative agreement that we believe sets faculty on the path to recovery in terms of salary, protects benefits and provides improvements to working conditions that will directly impact our students' success. The vote was held online November 1-9, and every valid ballot was counted.

The agreement still needs to be ratified by the CSU Board of Trustees, and is scheduled to be voted upon on Wednesday, November 12. When the contract is ratified by the Board, it becomes legal and binding and will remain in effect until June 30, 2017.

As a requirement of the agreement, CFA and CSU management will meet again to negotiate the salary structure for years two and three of the contract.

The ratification of the Tentative Agreement is phase one of our efforts to resolve problems with our broken salary structure. Phase two will focus on encouraging the launch of campus-based Equity Programs on all the campuses. Phase three comes this spring as we reopen negotiations on faculty pay for year two of the contract.

If the contract is ratified by the CSU Trustees on Wednesday we anticipate that the process of implementing salary adjustments will begin. It is our understanding that paychecks should be adjusted by January or February 2015.

The Bargaining Team and the leaders of CFA appreciate your unwavering commitment to teaching and the hard work of everyone in our union that led to this faculty contract. We are confident that it will be the first in many steps toward revitalizing the CSU and helping ensure high quality public higher education for all.

We know we can count on you for the faculty unity and action needed as we continue to work toward improving salaries that will allow us to both support our families and attract the next generation of exceptional professors for the CSU.

In Union,

Lillian Taiz, CFA President

Andy Merrifield, CFA Bargaining Team Chair

on behalf of the Officers, Board and Bargaining Team of the California Faculty Association”

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 or x42775.

7.4 University Relations and Development (Carleton)

Information:

The Campaign for SDSU:

The total now raised by The Campaign for SDSU is \$527 million. New figures released recently by the CSU show \$96.7 million raised by San Diego State in FY 2013/14. This equals 67% of general fund support from the state. Our endowment for the last fiscal year is at \$190 million, a 20.33% increase over the previous year.

The following are among the many gifts received since our previous report:

From the Estate of Patrick Conway, SDSU is receiving an unrestricted gift of \$4.02 million. Patrick Conway received a MA in Geography from SDSU in 1974.

Qualcomm has made a gift of \$50,000 to support the Lavin Center in the College of Business Administration.

Chevron has made a gift of \$16,500 to the College of Sciences to support the Geology program and to support scholarships for students studying Geology.

A gift of \$20,000 from Cymer Corporation has come in and this gift will support the Mechatronics Club as well.

From the Estate of Ann Kirkland we have received a gift of \$187,000 to support Guardian Scholars.

Paul and Genevieve Crecelius have made a gift of \$20,000 to support their scholarship endowments in Accounting and Chemistry.

Verizon has made a gift of \$35,000 to the College of Business Administration to support the Small Business Consulting Center.

The ARCS Foundation, a long time scholarship supporter of SDSU, has made a new gift of \$48,750 for scholarships.

Alumna and SDSU employee Marlene DeMers has made a planned gift of \$56,000 through her CalPers Retirement Account. This gift will establish an endowment to support a class and lab in the College of Sciences.

We've received a gift commitment of \$160,000 from the Estate of Marilyn Ross to establish an endowment for the Library. Marilyn and her husband were students at SDSU and Marilyn's thoughts on making this gift were, "Tom and I view libraries as one of society's greatest resources and often untapped treasures."

New Campanile Foundation Board member Thom McElroy and his wife Sarah, the Honorary Chairs for SDSU Homecoming this year, are supporting the Art Program in the College of Professional Studies and Fine Arts with a gift of \$10,000.

Alumnus John Scannell, a member of the New York Regional Council, has made a gift of \$5,000 to support the President's Leadership Fund.

Vivian Finch has made a new gift of \$10,000 to support her scholarship endowment in the College of Arts and Letters.

The Jeffrey Glazer Foundation is gifting \$9,500 to Aztec Athletics.

Many thanks to the Retirement Association. Through their efforts on behalf of SDSU, a new scholarship endowment of \$50,000 has been established by the family of the late Dr. Kurt and Julie Bohnsack. Kurt Bohnsack was an emeritus professor of Zoology. He taught at SDSU for 34 years and was President of the Retirement Association from 1994-1996.

Longtime supporter Becky Moores has made a \$12,000 gift in kind to Student Affairs.

We have received an anonymous pledge of \$15,000 to support scholarships in the College of Health and Human Services.

1949 grad Loren Hover and his wife Dorothy have made a commitment for an estate gift of \$180,000. This gift will establish an endowment to support American History in the name of Loren's grandfather.

We've received a second gift distribution from the Ann Kirkland Estate for \$190,803.

Seventy-five percent of the gift goes to Guardian Scholars; the rest to Guardian Scholars operations.

The College of Sciences has received a gift of \$10,000 from AT&T to support the Visualization Lab.

Alumnus Bill Leonard has made a gift of \$15,000 to the President's Leadership Fund.

The Robert and Lillie Breitbart Foundation is gifting \$25,000 to the Athletics Excellence Fund.

Nash Subotic has made two gifts to the College of Business Administration; one for \$5,000 to support the Finance Department Faculty Fund and the other of \$3,000 to support the Undergraduate Equity Trading Fund.

And Alumnus Robert Gordon has established a scholarship endowment in his name with a planned gift of \$518,409.

Alumni Engagement:

Homecoming 2014 began Thursday evening with 7th annual Marshall Faulk "Aztec for Life" celebration in the Conrad Prebys Aztec Student Union. Friday included the 15th annual "War Memorial Wreath Laying Ceremony" on Aztec Green. Saturday afternoon included the joint Alumni and Athletics tailgate party followed by the Homecoming game and Sky show. This year's honorary chairs of Homecoming were Sarah and Thom McElroy.

Campaign, Presidential & Special Events:

On Thursday, October 2, President Hirshman hosted a *Reception for Joseph F. Johnson, Jr.*, Dean, College of Education, to introduce and welcome him to the San Diego community.

Thursday, October 23, a *La Jolla Regional Council* reception was hosted by TCF chair, Kit Sickels '60 and his wife, Karen '69, in their home. Over 50 alumni gathered for a "State of the University" update by President Hirshman and presentation by Robert A. Edwards, Bioinformatics Professor at San Diego State. Mr. Sickels encouraged alumni to get involved with their alma mater with their time and talents and to support The Campaign for SDSU.

On October 27, President Hirshman and Vice President Carleton hosted a *Faculty and Staff Appreciation Luncheon* to personally thank those who have contributed \$1,000 plus to The Campaign for SDSU. There were approximately 100 faculty and staff members in attendance, who made roughly \$6 million in contributions to the Campaign. Overall, giving to the Campaign from our campus community is estimated at \$50 million, nearly 10 percent of the overall campaign total.

On October 28, President Hirshman hosted a *Reception for J. Dennis Cradit*, Dean, College of Business Administration, to introduce and welcome him to the San Diego community.

Government and Community Relations:

The groundbreaking celebration for South Campus Plaza is scheduled for November 19 from 10–10:30 a.m., at the SCP construction site (on the lot formerly known as the B Lot). President Hirshman will be present to engage with the community on this important milestone. All are welcome.

San Diego City Councilmember Mark Kersey will be on campus on Thursday, November 6 to tour the Joan and Art Barron Veteran's Center, the Zahn Center and the Viz Lab.

SDSU Athletics, in partnership with URAD, was pleased to host a County of San Diego Aztec Spirit Day at the County Operations Center in October with SDSU alum, Supervisor Ron Roberts. Members of the Aztec spirit squad, the Aztec band, and athletics staff were present to rally the crowd and sell tickets to the October 18 Aztec Football game. On November 13, Athletics will also hold a City of San Diego Aztec Spirit Day at the City Administration Building with SDSU alum Mayor Kevin Faulconer.

8. Other Information Items

8.1 Academic Resources and Planning (Deutschman)

Information:

Executive Summary

ARP received a referral from the Senate Officers in the fall of 2013 to review and assess the budget decisions made over the previous few (3-6) years and provide recommendations for improving communication about budget matters. We compiled and analyzed information from Academic Affairs (AA) as well as discussed the process of budgeting with representatives from across the colleges. Our recommendations are intended to be forward looking and proactive rather than simply trying to find fault with the past.

Over the past six years, the total number of faculty (non-FERP fell by 17%). Over this time period, the number of probationary faculty dropped by more than 50% while the number of faculty in the FERP program grew by 26%. Faculty numbers have declined across all colleges and units ranging from around 10% (A&L, BA, ENG, HHS, and SCI) to nearly 25% (EDU, IV, and Lib/SA). This freefall began to slow as budget conditions improved. Between 2012 and 2014 (2 academic years), 91 searches were approved while 31 faculty members entered the FERP program and an additional 59 faculty separated from the university for other reasons. This represents a net increase of only 1 position despite the substantial increase in hiring.

The process of centralizing hiring decisions was implemented to address a significant structural deficit in AA. Centralization meant that money freed up by faculty separations was consolidated in Academic Affairs rather than remain in the department/college. Between 2012 and 2014, \$4.7 million was saved and these savings were used as one-time funds to close the

deficit, add sections, and meet demand. Importantly, none of this money was used to support current, new, or upcoming PhD programs as had been rumored.

ARP members discussed budgeting, communication, and transparency within their respective colleges. It was difficult to find a simple way to express the diversity of opinions and recommendations that were collected. We compiled and grouped the comments and suggestions and present them in bullet form. This list of comments was used to develop our recommendations for best practices moving forward.

We recognize that Higher Education is changing and that SDSU will benefit from an open and constructive dialog among faculty, staff, and administrators. In the current climate of reduced budgets, faculty and administrators must remain flexible and recognize that allocation of any resource (e.g. faculty lines) must be justified based on prioritized goals and objectives. Collectively, we need to identify what information is most important to academic planning and make sure that this information is communicated at all levels of the University. Although there is no magic solution, efforts to improve communication and transparency will help engage a diverse group of stakeholders and ensure that a changing SDSU will thrive in the coming years.

Background:

ARP received a referral from the Senate Officers in the fall of 2013 (Full text in Appendix 1). The referral requested that ARP carry-out two tasks:

(1) Review the budget decisions (*within Academic Affairs**) made over the past few (3-6) years and assess how well the budget shortfall was handled. Through a careful examination of what decisions were made, identify what was done well and what could be improved in future economic downturns.

** Focus on Academic Affairs added by our committee*

(2) Provide recommendations for ways of moving forward that are transparent, provide clear communication about budget matters, and create a vision that promotes the continued growth of SDSU while maintaining the breadth and diversity of scholarship that is vital to a thriving university.

This report is the result of our committee's work on this referral during AY 2013-2014. This final report was completed in the fall of 2014.

1) Approach:

ARP discussed the Senate officers' referral at their fall meetings. The referral specifically tasked our committee with reviewing how the budget shortfall was handled over the last several years. The committee felt that this referral was an opportunity to learn from this budget crisis.-We felt that we can only improve our decision making in the future by an honest and open look at past decisions.

Our committee focused on Academic Affairs and the budget process. We did not have the expertise, interest, or mandate to review budgeting in Business and Financial Affairs, Student Affairs, or University Relations and Development. Similarly, we did not want to get into detailed decisions within colleges. In responding to the referral, we felt that it was important to avoid a process that simply found fault with past decisions and looked to assign blame for any perceived mistakes. Our analysis and this report are intended to be forward looking and proactive rather than simply chronicle and critique past decisions.

The committee adopted a two-pronged approach:

- (1) Compiling and analyzing information from Academic Affairs (i.e. "centralized" information).

- (2) Discussing the general process of budgeting (and communication about budgeting) with representatives from across the colleges (i.e. “decentralized” information).

In the following sections, we present our findings from these two approaches and then end with our recommendations for best practices in the future.

2) Centralized Budget Information and Decisions:

Our committee’s evaluation of centralized budget decisions was motivated by concerns expressed by faculty in the Senate and in our own discussions. Some faculty felt that decisions were being made by a select few individuals without adequate discussion and input (i.e. diminished role of shared governance). Faculty also expressed concern that communication about decisions and the rationale behind decisions was lacking or inadequate. It is important to note that these concerns were not shared by all faculty, but the fact that these concerns were raised is adequate justification for the referral and the effort to produce this report.

In addressing these concerns, we summarized data from recent Faculty Affairs reports (pages 3-23, Senate Executive Committee Agenda Nov 19, 2013) as well as information provided by Academic Affairs (Dr. K. LaMaster, Associate Vice President for Academic Affairs).

Over the past 6 years, the number and rank of faculty has changed dramatically due to budget cuts and what amounted to a freeze in hiring (**Table 1**). Over a six-year period, the total number of faculty (Non-FERP) dropped by 17%. The age-distribution changed as the number of probationary faculty dropped by more than 50% and the number of faculty in the FERP program grew by 26%.

Table 1: Number of Faculty 2008-2013. Data from Faculty Affairs.
(*Definition B includes librarians and counselors*)

Faculty Census, Definition B					
Year	Probationary Faculty	Tenured Faculty	Total (Non-FERP)	FERP	Total (Inc. FERP)
2008	212	607	819	70	889
2009	181	615	796	62	858
2010	145	595	740	80	820
2011	147	597	744	83	827
2012	106	593	699	79	778
2013	99	577	676	88	764
Change	-53%	-5%	-17%	26%	-14%

Faculty numbers have declined across all colleges and units (**Table 2**). Declines have ranged from around 10% (A&L, BA, ENG, HHS, and SCI) to nearly 25% (EDU, IV, and Lib/SA). The impact of reduced faculty can be felt both in absolute terms and relative terms. For example, the number of faculty in the College of Sciences has declined by 20 positions out of 179 in 2008 (11%). In contrast, the number of faculty at the Imperial Valley Campus declined by 5 positions, but this is a 23% decline relative to the size of the faculty at IVC. The ability of a college/unit to respond to decreased faculty will be influenced by many factors including the size of the college, the number of departments, enrollment in service classes, research demands, and administrative constraints.

Table 2: Number of Faculty by unit/college 2008-2013. Data from Faculty Affairs.
Note: numbers for HHS and PSFA were adjusted to reflect the move of ENS faculty from PSFA to HHS in 2010/2011.

Faculty Census Definition B (includes FERP)										
Year	A&L	BA	EDU	ENG	HHS*	IV	PSFA*	SCI	Lib, SA	TOTAL
2008	217	76	94	55	92	22	118	179	36	889
2009	203	74	93	52	92	21	114	175	34	858
2010	194	71	86	50	87	21	105	171	35	820
2011	202	70	88	50	88	20	107	167	35	827
2012	191	68	77	50	85	18	102	159	28	778
2013	191	67	71	48	84	17	100	159	27	764
Change	-12%	-12%	-24%	-13%	-9%	-23%	-15%	-11%	-25%	-14%

Our committee posed several questions to Academic Affairs (hereafter, AA) about budget decisions, separations and hiring. First and foremost, the committee was interested in how separations and searches were distributed across the University. This information is compiled in **Table 3**.

In the 2012-2013 academic year, 21 searches were approved (though it is important to note that 7 of these were grant/donor funded or self-funded by departments). During the same academic year, 12 faculty members entered the FERP program and an additional 32 faculty separated from the University for other reasons (including resignation, retirement, termination, death, and ending FERP). Under the best-case scenario where all 21 searches were successful, the University would see a net decline of 23 faculty positions.

Ultimately, 70 searches were approved in 2013-2014 and 63 of these searches were successful. This represents a welcome and significant increase from the previous years. Moreover, searches were approved in all colleges/divisions. During 2013-2014, 19 faculty entered the FERP program and an additional 27 retired or resigned from the University. Even with the increased hiring, the University saw a net increase of only 17 faculty members. This represents very modest progress when compared to the net loss of 134 faculty between 2008 and 2013.

Table 3: Net Change in Number of Faculty by unit/college 2012-2013. Faculty census data from Faculty Affairs data on searches, faculty taking early retirement (FERP) and other separations from AA.

Note: the top two lines of data are repeated from Table 2 above.

College / Unit	A&L	BA	EDU	ENG	HHS*	IV	PSFA*	SCI	Lib, SA	TOTAL
Faculty 2008	217	76	94	55	92	22	118	179	36	889
Faculty 2012	191	68	77	50	85	18	102	159	28	778
Net Change 2008 - 2012	-26	-8	-17	-5	-7	-4	-16	-20	-8	-111
Searches	3	3	1	1	5	0	3	5	0	21
Faculty FERP'ing	-4	0	-1	0	-2	0	-2	-2	-1	-12
Other Faculty Separations	-6	-1	-7	0	-5	0	-4	-4	-5	-32
Net Change * 2012-2013	-7	2	-7	1	-2	0	-3	-1	-6	-23

* Assuming all searches were successful

The process of centralizing hiring decisions during the budget crisis was disturbing to many faculty members. The process was implemented to address a significant structural deficit in AA. This process meant that money freed up after a faculty separation was consolidated in to AA rather than remaining in the department/college. Our committee asked Academic Affairs to report how much money was saved through the centralization of separations over the past 2

academic years. In addition, the committee wanted to understand how those savings were used to close the budget deficit.

Dr. LaMaster (AVP) quantified how much money had been saved and how these savings were used. Dr. LaMaster reported that Academic Affairs realized (swept in) \$2.45 million in 2012-2013 and an additional \$2.31 million in 2013-2014. During the same period, the total structural deficit grew from \$5.98 to \$6.65 million, largely due to unfunded promotions and reduced grant funding. Permanent savings each year were used as one-time funds to offset the structural deficit, add sections, and meet demand. None of this money was used to support current, new, or upcoming PhD programs as had been rumored.

It is difficult to assess the equitability of hiring across colleges/units since each college has different strengths and needs. What is clear is that all colleges/units lost significant numbers of faculty over the past six years and searches approved through 2013-2014 only slow the freefall. There is still a significant challenge for all of us to maintain and enhance the quality of our teaching, mentoring, research, and service while trying to rebuild faculty across our programs, departments and colleges. Prioritizing new hires in a thoughtful and proactive way is vital to the University's future. It is important that all stakeholders are able to participate in the shared governance process based on accurate information and clear objectives.

3) The View from the Colleges (Deans, Chairs and Faculty):

Many faculty expressed concerns about inadequate transparency and communication which led to a reduced sense of shared governance. Other faculty felt that the central administration and the University community navigated the worst fiscal crisis in a generation with thoughtfulness and professionalism. Our committee approached this complex and potentially divisive issue by discussing budgeting, prioritization, and communication with representatives across the colleges/units. Our committee developed a list of questions/talking points for these discussions (**Table 4**). We believed that having a common reference framework would inform these discussions and improve our ability to collate and interpret the responses.

Table 4: Common questions and talking points for discussions with representatives from each of the colleges/units.

- How did the college's allocation from Academic Affairs (especially instructional budget) change over the last 3-5 years?
- Did the college have a structural deficit? If so by how much?
 - What factors were the largest contributors?
 - What steps were taken to control/limit the deficit?
- How did college's FTES target change over this same time period?
 - Did the college meet this goal each year? If not, by how much?
- How many faculty separations did the college experience?
 - What impact did separations have on the college?
 - How did these impacts differ over time?
- How did lecturers and TA allocations change?
 - What impact did changes in lecturers and TAs have on the college?
 - How did these impacts differ over time?
- How did centralization in Academic Affairs affect the college's budget and hiring?
- What changes (if any) in budget planning, particularly hiring would the college like to see moving forward as the AA budget improves and structural deficits are erased?
 - Are there opportunities or constraints that are unique to the college?
 - If so: How might these be addressed to the benefit of the college.

It was difficult to find a simple way to express the diversity of opinions expressed by the ARP members and its representatives from across the colleges. We compiled comments across the colleges and present them in bullet form grouped by broad categories.

Common themes:

- There is no perfect process when it comes to taking away resources.
- There was no consensus on the strengths and weaknesses of the process that was implemented.
- The cumulative effects of budget cuts were significant and severe in all colleges.
- Colleges responded to the cuts in different ways. In some colleges, faculty were an integral part of the process and (usually) agreed with the approach that was taken. In other colleges, faculty and even chairs felt that decisions were made by their dean/administration without input which led to distrust and divisiveness.
- Academic units would like more faculty (Of course!) and more control of hiring.
- The idea that there are two distinct approaches, centralized (top-down) decision making and decentralized (local) decision making is a false dichotomy. Focusing on this dichotomy obscures our ability to increase the effectiveness of communication and consultation.
- We need to understand that going back is not an option. As the budget improves, the faculty and administration at SDSU need to be forward looking and proactive.
- In the end, we will look different (and be different) as a university. We believe that a commitment to shared governance is vital to our collective interests.

Perspectives on the declining budget:

- Unused funds were retracted. This practice rewards spending to the limit. Instead, colleges/units should be rewarded for fiscal responsibility by allowing roll over (rather than the money being swept back into AA).
- Some programs decided to close degree tracks, others modified curriculum, most class offerings and/or increased class sizes in order to save resources.
- Given the lack of hiring, faculty and staff numbers per unit (department/college) changed based on individual decisions to retire or leave regardless of need and any rational prioritization.
- It appeared that some positions were allocated before the start of the academic year (“mortgaged or pre-ordered”) which decreased confidence in the fairness of the process.
- Even with limited hiring, inadequate funds were made available for approved searches to cover the cost of the search, start-up funds, and renovations of faculty space.

Perspectives on hiring:

- Lack of predictability in hiring inhibits effective long-term planning.
- Information should be made available to all schools and departments. This transparent approach means that all schools and department are on the same page. In addition, this information should be something that we’d not be afraid to read about in the Daily Aztec or the U.T.
- Humanities departments/programs expressed concern that they might not be as competitive in a distribution of severely curtailed faculty lines that emphasizes grant-funding potential.
- Some colleges mirrored the centralization process. College would set allocation based on budget and Departments forwarded requests for faculty lines. The transparency and perceived fairness of this process varied widely among the colleges.
- Local control over allocation of positions is crucial to maintain the quality of academic/research programs.

The most important part of our work was to solicit and synthesize recommendations for best practices moving forward. We hope that these recommendations will be distributed widely and discussed by the larger community in the Senate and beyond.

4) Recommendations for Best Practices:

Higher education is changing on many fronts including the nature of public funding, competition among institutions, and modality of instruction. SDSU needs to be strategic in its plans to grow and evolve. This strategic planning benefits from constructive dialog among faculty, staff, and administrators (i.e. the vision of shared governance).

Under this new paradigm of severely curtailed resources and more centralized strategic planning, allocation of resources for faculty lines need to be justified and prioritized at each level (department to college to university). Because of this, the central administration needs to communicate their priorities for faculty hiring as well as evaluation criteria to colleges and departments.

Clear communication will improve faculty understanding of and participation in the process. That is, communication should not be confined to what is perceived by some as a linear Provost-Dean-Chair-Faculty chain. In addition, communication should be multi-modal including town-hall meetings, state of the university/college/department meetings, and blogs/e-newsletters etc. Faculty should also be engaged and communicate concerns and suggestions with their chair, dean etc.

Specific Recommendations

- Faculty and administrators must remain flexible and be willing to change. What worked five years ago may no longer work and needs to be viewed with a fresh perspective.
- Any process should be fair, informed and involve many in finding solutions
- We need to identify what information is most important in academic planning, and how can these plans be used to support collaborative hires. Asking questions about future trends and opportunities, for example.
- The central administration needs to be receptive to the critical (unique) needs of individual colleges. Resource decisions need to be more thoughtful than just proportional to faculty numbers or FTEs.
- Budget information should be provided to each academic division on a systematic basis, and to meet routinely with faculty and staff about the budget whether or not there is a budget crisis so that the campus community has the opportunity for regular discussions and input
- We should maximize the impact of linking faculty lines across disciplines, breaking down the silos.
- Colleges need to enhance communication from Deans including meetings with Asst/Assoc deans after each meeting of the All Dean's Council, monthly meetings with chairs/directors, assemblies with all faculty and staff at the beginning of each semester or year, and email messages to all faculty and staff when needed.
- The minutes from All Dean's Council, Chairs/Directors meetings, and key handouts should be readily available on college website.

This report should be shared with the Provost, Deans, Chairs and Faculty.

Appendix 1

The university has weathered a significant period of declining budgets that impacted all aspects of the University community. During that period, very few faculty positions opened by resignations/ retirements were filled. In addition, departments and colleges were often forced to reprioritize or subsidize operating budgets and in some cases incur structural deficits. During the recessions, decisions about how to absorb cuts and ultimately what few positions to fund were made by the central administration.

Now that the funding situation is improving, we are requesting that your committee carry out the following tasks:

- (1) Review the budget decisions made over the past few (3-6) years and assess how well the budget shortfall was handled. Through a careful examination of what decisions were made, we would identify what was done well and what could be improved in future economic downturns.
- (2) Provide recommendations for ways of moving forward that are transparent, provide clear communication about budget matters, and create a vision that promotes the continued growth of SDSU while maintaining the breadth and diversity of scholarship that is vital to a thriving university.

We would hope to receive your report no later than the May 2014 Senate meeting. This report would then be posted to the Senate website.

8.2 Campus Development Committee (Schulz)

The Campus Development Committee met four (4) times during the academic year; September 10, December 10, January 13, and April 8, to receive updates on active projects.

Action Items:

September 2013, approved Schematic Design for Renovation of Zura Hall.

December 2013, approved Schematic Design for the Basketball Performance Center.

January 2014, approved Schematic Design for Page Pavilion.

April 2014, approved Schematic Design for Plaza Linda Verde and appointed Laura Shinn, Director of Planning as chair.

Project Status Report:

Aztec Student Union – Project was completed and opened in January 2014. The CDC took a “hard hat” tour of the facility in January 2014, just before occupancy.

Storm/Nasatir Renovation – Phase I, academic buildings, completed in December of 2013. Phase II, the food service building, will be completed by January of 2015.

Plaza Linda Verde – CDC approved SD in April of 2014. Project to begin construction in November 2014, and be occupied Fall semester 2016.

University Towers – Completed and opened Fall of 2014. The project completely renovated the food service area, and included changes to the first floor, site work and landscape.

Steam Line Repair – Project is a total of 5 phases with a cost estimate of \$32 M and a total duration of 2-1/2 years. The first phase is complete. Phase 2 and 3 are in progress and these, along with Phase 4 and 5 will be completed over the next year.

Zura Hall Refresh – CDC approved SD in September 2013. Construction commencement in May 2014 and is underway. Target opening date Fall 2015.

Basketball Performance Center – CDC approved SD in December 2013. Construction is underway. Target opening date: Fall 2015.

Page Pavilion – CDC approved SD in January 2014. Project began construction in August 2014. Target Completion: February 2015.

Project updates shared during the year:**Conrad Prebys Aztec Student Union**

Total project cost: \$101.2M

203,000 GSF

Status: Complete

- Named in honor of Prebys' \$20M donation to student scholarship programs
- First LEED Platinum Student Union Project
- Student Fee Funded
- CDC toured the building in January
- Tenant improvement projects are complete.

Storm Nasatir

Total project cost: \$71.5M

134,000 GSF

Status: Academic Buildings Complete; Food Court complete Spring 2015.

- Renovation and New Construction
- Added 300 and 500 seat lecture halls
- 9 classrooms were occupied for Spring Semester 2014. Remaining classrooms occupied in Fall 2014
- Project also provided upgraded office and program space
- Food Service building to open Spring Semester 2015

Zura Hall Refresh**Total project cost: \$53M****134,000 GSF****Status: Under Construction****Estimated Completion Date: July 2015**

- Renovation of 600 beds of freshman housing
- Fire, life safety, plumbing, accessibility and elevator upgrades,
- Reconfigure public space to accommodate living learning activities, including social, meeting and group study space.
- CDC reviewed this project in September 2013

Basketball Performance Center**Total project cost: \$14.5M****23,500 GSF****Status: Under Construction****Estimated Completion: Fall 2015**

- Practice and training facilities for Men's and Women's Basketball
- Donor Funded
- Two practice courts, locker rooms, training rooms, team rooms
- Located west of Alumni Center
- CDC reviewed this project in December 2013

Page Pavilion**Total project cost: \$3.1M****4300 GSF of College space; 1500 GSF of upgraded elevator lobby space****Status: Under Construction****Estimated completion: Late 2014/Early 2015**

- College of Business
- Donor Funded
- Includes accessibility improvements to restrooms (locally funded).
- Renovation and addition enclosing a previously open courtyard to provide meeting and lounge space, venue for guest lecturers and a location for students to practice interview and other business skills.
- CDC reviewed this project in January 2014

Utility Infrastructure Phase 2 & 3 (Steam Project)**Total project cost: \$12.7 M (both phases)****Status: Phase 2 and 3 construction in progress****Estimated Completion Date: Phase 2 – End of 2014; Phase 3 – Spring 2015**

- Replacement of 50 plus year old infrastructure
- All local funding, largest local campus investment in infrastructure in CSU.

Plaza Linda Verde**Total project cost: \$143 M****Status: Under Construction****Estimated Completion Date: Fall 2016**

- 600+ Freshman style beds above retail at street level
- 35,000 SF of retail space, with community and campus serving tenants such as a market, restaurants – both sit down and casual dining, and other retail
- Multi-purpose rooms, activity and program spaces and outdoor roof decks for students on the second floor
- Project includes aesthetic, bike and pedestrian improvements to College Avenue streetscape, which are currently under review by the city.

Shackelford: Here's a recap of funding: \$30 million state funding (MOU on the way), \$30 philanthropy, \$30 local funding (most likely CES).

Ornatowski: What about KB Books and the other ugly buildings?

Schulz: Unfortunately, we don't own all the property (except KB Books) – and we're not going the eminent domain route. We have to wait until there are willing sellers.

Del Castillo: I'm worried about the unhealthy food on campus. How are food vendors selected?

Schulz: Students really drive the show and they were intimately involved with the decisions about the Student Union. I encourage you to get involved with Aztec Shops who takes the lead here.

We have contracts with vendors: revenue with single vendors vs. more "choice" in our options.

Blanco: Will there be more parking to go along with the residential housing increases?

Schulz: Even as our enrollment increases (along with residential housing), there is less demand for parking permits.

Rivera: We need improved bus options around campus.

Schulz: We're not a big mover/shaker in the mass transit arena.

Esbenshade: Seems like there are fewer faculty parking spaces in PS4 (Level 4). Also – when do we get the parking spaces back from construction?

Schulz: That will remain construction staging for the EIS building – but there weren't any faculty parking spaces there anyway.

We considered a new structure but it's not cost-effective (\$40 million—project level, mostly for construction of the structure itself).

Richeson: Permit sales are down for students, but up for faculty/staff. Yes—parking is up in PS4 but not so easy to resolve. West side is a problem.

Schulz: Looking at tiered parking so people can "choose" where to park.

8.3 Faculty Athletic Representative Report (Papin)

See December Senate agenda.

8.4 Student Affairs (Blaylock)

African American and Native American students are especially targeted in their interventions. While applications are down, but actual enrollments are up.

Strategies:

- We purchased names and hosted receptions in key areas. Students from SDSU were part of the mix.
- Learning Community (see handout for the combination of units) – major impact.
- Reception attendance up.
- Student organizations are key to recruitment.
- Aiming for experiential activities – about 130 total.
- Three groups of faculty, staff, and students are working on developing exposures: 1491s coming to campus (see: <http://1491s.com/>).

Five areas focused on pods of students (5 altogether. Pods have 12 mentors, supervised by grad students, who themselves are supervised by faculty

- Undergraduate research piece: Grad Division led the way, with Frank Harris and Luke Wood (College of Education) supervising. All will be published (w/ some caveats) and be able to attend one or two conferences to present their work.
- Aztec Scholars Initiative (housed in EOP)

Kamper: He showcased a student who's helping out with recruitment.

Blaylock: This support is necessary. Usually a confused freshman with a question just asks another confused freshman. There could be a new course on cultural heritage ...

Rivera: Bounce Back program helps students get off academic probation. Students report that doing research with a faculty member or being mentored by an older student made the difference.

9. Adjournment

The Senate adjourned at 4:02 p.m.

Respectfully submitted:

Marcie Bober-Michel
Secretary of the Senate

Allison Bobrow
Administrative Analyst