SAN DIEGO STATE UNIVERSITY

SDSU SEC Agenda

April 20, 2021
Online via Zoom
2:00 to 4:30 pm

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1. Call to Order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgement
We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways inter
twine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e'Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

2. Approval of Agenda (Preciado)

3. Officers Report

    3.1. Senate Chair Report- (Weston)
         a.   April 27, 2021 University Senate Caucus

b. May 3, 2021 Town Hall on Repopulation

4. Academic Affairs Report

4.1. Provost's Report (Provost Ochoa)

4.2. Budget Update (VP Agnes Wong-Nickerson)

4.3. Diversity Report (VP Luke Woods)

5. Senate Actions (Weston)

![San Diego State University logo]

6. Committee Reports

7. Announcements (Weston)

8. Adjourn.

	Date Received (M/Y)	From	Title	Description	Referred to (use committee full name)	SEC Date	Senate Date
*Although Committee has completed work on this Item, it remains on Referral Chart due to Senate processes.							
*	04/2019	Senate Officers	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Constitution and Bylaws		
	10/2019	Senate Officers	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	Academic Planning & Policy		
*	03/2020	Senate Officers	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?	Constitution and Bylaws		
*	02/2020	Senate Officers	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Constitution and Bylaws	9/15/2020	10/6/2020
*	02/2020	Senate Officers	Add seat(s) for non-represented staff	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Constitution and Bylaws		
	04/2020	Senate Officers 19/20_25	UR&P Membership Additions	Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal: Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.	University Resources & Policy	3/16/2020	4/4/2020
	04/2020	Chief Information Officer	Student Email Policy Change	Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction.	Instructional & Information Technology Committee		
	09/2019		Resolution Fostering a Welcoming and Safe Campus Climate for LGBT Students	Clause 4, Bullet 1: Prioritize recruitment, hiring, and retention in the following areas: University Policies>Faculty>Section Tenure Track Planning>Probationary Faulty Appt of... AND Probationationy Periodic Evaluation of... AND Reappt, Tenure and Promotion...(all 4) AND Retention and Development Clause 4, Bullet 2: Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria Clause 4, Bullet 3: University Policies: Staff Section	Faculty Affairs		9/13/2019
	11/2019		SDSU Ethnic Studies Requirement	With the goal of the 2020-21 academic year, and no later than the 2021-22 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.	Academic Policy & Planning		11/5/2019-Resolution only

3/2020 4/ 2020		SDSU University Senate Resolution: General Education Area B, D, and E Waiver for Engineering	SDSU University Senate Resolution: General Education Area B Waiver for Engineering University Policies>Academics>General Education>**Waivers for Engineering** 1. Engineering majors are exempt from completing a 3-unit course in the "Explorations in Social and Behavioral Sciences" area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3-unit course in the "Lifelong Learning and Self-Development" area (CSU GE Area E).	Undergraduate Curriculum Committee /General Education SubCommittee need to review		
03/2020		SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus	Policy File>Policies/Facilities> Kumeyaay Nations Flag The San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.	Campus Development Committee		
05/2020	Senate	Motion to Approve New Policy File Language for Membership on DEI	Add Kumyaay rep to DEI Committee			May 5 and 7, 2020
05/2020	Expanded SEC	Request for change to Policy File to add lecturer(s) (and staff?) on the Expanded SEC	Research and recommendations regarding adding lecture(s) (and staff) reps to the Expanded SEC.	Constitution and Bylaws		
06/2020	Senate Chair Weston	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty and staff cannot "opt out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Freedom of Expression Committee, Academic Policy & Planning		
07/2020	Senate Chair Weston	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Faculty Affairs		
07/2020	Senate Chair Weston	Student Attendance Policy	President de la Torre asked Wil Weston to look at the Student Attendance Policy to ensure it offers us protection in case of a Department of Education audit. Specifically, the university must be able to prove students receiving federal funds (e.g., Pell Grants) actually attended the university during the first two weeks of a semester, or the university risks having to pay back potentially large sums of money to the Department of Education.	Academic Policy & Planning		
05/2020	Nola Butler Byrd	Creating a More Equitable and Welcoming Environment for Women Faculty of Color	Resolution developed by Women Faculty of Color regarding equity and social justice issues on campus re Fair Retention and Promotion Processes and Support.	Faculty Affairs		May May 5 and 7, 2020
07/2020	Officers	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Faculty Affairs;		
07/2020	Officers	Shared Governance Strategies and Guiding Principles for Budget	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that UR&P research previous Senate responses to budget cuts and strategies used to support senate voice in budget decision-making in order to develop guiding principles and strategies for dealing with our current budget issues.	University Resources & Policy		
08/2020	Officers/Provost	Update policy file to add University Senate-elected representatives to AVP searches	Administrative Searches for AVPs consider updating policy-file to formalize provost commitment to shared governance in having these searches with University Senate elected representatives similar to academic dean searches	Academic Policy & Planning		

	08/2020	Officers	DEI Membership & Voting Rights Update	Review and update committee membership and voting rights, then update policy file	Diversity Equity & Inclusion		5/5/2020
	08/2020	Officers	URP Membership & Voting Rights Update	Review and confirm committee membership & voting rights, then update policy file	URP		
	09/2020	Officers	Professors of Practice	Provost Ochoa announced in the 9/1/20 Senate meeting that Professors of Practice will be instituted in HHS. Policy and diversity implications from the senate perspective needed.	Faculty Affairs		
*	09/2020	Officers	Bylaw changes due to reorganizations and other administrative changes	Bylaw changes due to reorganizations: (1) Addition of the Dean of Graduate Affairs as voting ex-officio member; (2) removal of the Dean of Global Campus as voting ex-officio member (see same status as SDSU Imperial Valley dean below); (3) Addition of AVP for International Affairs takes place of recent elimination of AVP for Faculty Advancement; (4) Addition of AVP for Enrollment Management to replace the recent elimination of AVP Faculty Diversity; (5) Addition of Dean of SDSU Imperial Valley as non-voting ex-officio member; (6) Addition of Dean of Global Campus as non-voting ex-officio member; (7) Change to bylaws for the University Resources Planning Committee: Addition of ex-officio voting member--University Senate Treasurer. (8) DEI committee 2 membership additions: SDSU Tribal Liaison and Chair of the Hispanic Serving Institution Task Force. (9) AP&P and Staff Affairs collaborated to add a staff position to the AP&P committee. (10) UR&P requests the addition of an SDSU Imperial Valley administrator as a voting member.	Constitution and Bylaws		
*	09/2020	Undergraduate Council-AVP Joanna Brooks	Review COVID-related policies established in Spring 2020	Undergraduate Council reviewed COVID-related policies established in Spring 2020 so as to refer with recommendations to AP&P. Extend Pandemic Withdrawal Policy. The AP&P Committee moves that the Senate adopt the following extension of an emergency policy from last Spring 2020 in order to support students during this Fall 2020 semester and any future semester impacted by the pandemic. Suspension of WPA through the duration of the COVID-19 impacted Semesters - At its 10/9/20 meeting, the Undergraduate Council developed a recommendation to extend suspension of the campus WPA exam through the duration of COVID-impacted semesters and to continue to place students directly in "W'' courses as an alternative.	Academic Policy & Planning	10/6/2020 (Late Change	11-10-20
	07/2020	Wil Weston	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Faculty Affairs & Library Senate Committee on exploring and improving access to library resources while researching remotely (ILL, Access to online		
*	07/2020	AP&P/SEC/Jose Presciado	Congruent policy language regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning	Referral to CBL regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning. This referral was already approved by AP&P & Staff Affairs. Policy description needs to be made congruent with other relevant descriptions in the senate policy file. "One staff representative to AP&P shall be elected	Constitution and Bylaws	9/15/2020	10/6/2020
*	10/2020	Graduate Council	Renaming Graduate Affairs to the College of Graduate Studies	Recommendation: Renaming Graduate Affairs the College of Graduate Studies On October 8, 2020 the Graduate Council unanimously endorsed renaming Graduate Affairs the "College of Graduate Studies." On October 27, 2020 CBL voted unanimously to approve the renaming. Rationale: There are many universities in the United States that use the name "College of Graduate Studies" for academic and/or administrative purposes. CBL could not think of a compelling reason why Graduate Affairs should not also use the name.	Constitution & Bylaws	10/20/2020	11/10/2020

	11/2020	Narelle MacKenzie	Academic Dishonesty During COVID-19 Online Teaching	Faculty seeking to better understanding the judicial process for students committing Academic Dishonesty. This is for a variety of reasons and primarily to do with not understanding the process of what exactly happens to students. the CSRR website contains information about the process but it still is somewhat a mystery. Reports of more students dealing with Academic Dishonesty.	CSRR Center for Student Rights & Responsibilities and		
	11/2020	Stefan Hyman/SEC	Title IV Complication and Term Credit Limit Proposals	Policy updates regarding U.S. Dept of Education policies regarding returning financial aid and revising term credit limit from 17 or 18 units.	Academic Policy & Planning	1/19/2021	
	11/2020	AVP Joanna Brooks	Emergency Change to SPRING 2021 Academic Calendar (Joanna Brooks, Eyal Oren)	Revised Policy File Section: Nondiscrimination and Equal Opportunity 7.1 and 7.2. Added S8.0 Diversity Councils	Academic Policy & Planning	11/17/2020	12/1/2020
*	11/2020	DEI	Diversity, Equity and Inclusion Committee- Policy File Update-Department Diversity Councils	Proposed Policy File Change Establish Unit-Level Diversity Councils	Diversity Equity & Inclusion	1/11/2021	
	12/2020	Environment & Safety Cmte Chair Sriehar Seshagiri	Update Environmental & Safety Committee Charter	Update Environmental & Safety committee charter. Address issues: type of lighting that we are using on campus (is it the most efficient?); is there enough lighting on campus for safety (there is not). This would require a Photometric Study (footcandles in traffic areas). Lab. Update/Safety	Environmental & Safety Committee		
	12/2020	URP Chair Ryan	URP Budget Planning Report--12/7/2020 Proposed Budget Communication Process	Presentation re Budget planning report for SEC and Senate--12/7/2020 Proposed Budget Communication Process	University Resources & Planning		
	01/2021	Mark Wheeler	Student Grievance Committee Procedures: Suggested Revisions	Student Grievance Committee Procedures: Suggested Revisions to policies & procedures	Student Grievance Committee		
	02/2021	Senate Officers	Computer Use and Related Policy Clarifications and Updates	Review policies for congruences and inclusivity	Instruction and Information Technology Committee (IITC)		
	02/2021	Senate Officers	Senate Excellence in Teaching Award	Review Excellence in Teaching Award and make recommendations regarding inclusivity, including policy changes.	Faculty Honors & Awards Committee		
	02/2021	Senate Officers via AS	Extended Credit No Credit Policy	Extends credit/no credit policy indefinitely during COVID-19	Academic Policy & Planning		2/2/2021
	02/2021	AS-IVC-Mark Wheeler	AS-IVC requests a seat on the Senate	Being a part of the University Senate will allow AS-IVC student leaders to participate in Senate deliberations and take part in important policy-making that impact the IVC. It will give student leaders a deeper understanding of the university's decisions and implications on our unique student body. Historically, IVC students have not had much of a voice regarding the university's decisions.	Constitution & Bylaws		
	02/2021	CFA--Mounah Abdel-Samad	CFA and Senate Definitions of "Full-time Faculty"	Research whether the Senate definition, "full-time faculty" is compatible with the CFA definition used by the Collective Bargaining Agreement for Full-time faculty. a. Full-Time Faculty Unit Employee – The term "full-time faculty unit employee" as used in this Agreement refers to a bargaining unit employee who is serving in a full-time appointment.	Constitution & Bylaws		
	02/2021	Senate Officers	Tenure-Track Hiring Policy File Update to include Diversity Statements in applications as part of the BIE Requirement	Add Diversity Statement requirement to tenure track hiring policy under--Tenure Track Hiring: Building on Inclusive Excellence Criteria*	Diversity Equity and Inclusion & Faculty Advancement		
	03/2021	Stefan Hyman AVP	Registration Sequence Policy Change	Enrollment Services and New Student and Parent Programs move that the Senate adjust the following policy regarding Registration Sequence	Academic Policy & Planning		

		03/2021	Senate Officers	Lectures and Staff Periodic Reviews Statement re COVID's Impacts on the work and lives	Add statement to Periodic Reviews and other evals durinig COVID's Impacts on the work and lives of lectures, staff.	Faculty Affairs		
		03/2021	Senate Officers from Farid Abdel-Nour <abdelnou@sdsu.edu>	Policy Reviews for Programs Offered through Global and Main Campuses	Policy Reviews for Conflict of Interest, AT as Compensation for GC Work, Privileging Accredited Programs in Resource Allocations. (formerly 2/21/21 Amendment to Item # 20/21_22 Graduate Council New Program Approvals for Global Campus)	Academic Policy & Planning		
		03/2021	Senate Officers	ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL	On March 18, 2021, the Academic Senate of the CSU (ASCSU) passed the resolution, FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL. This resolution was developed by the ASCSU Faculty Affairs Committee in order to clarify faculty emeritus/emerita policies and bring them into alignment across the CSU. Eliminated Referral #20/21_4 Policy to Rescind Emeritus Status.	Academic Policy & Planning		
		03/2021	Karey Sabol/Faculty Advancement	On behalf of Registrar & Asst Deans for Student Affairs--Withdrawal Policy Updates				

2021 Senate Elections Results

CAL (Total Senators for Unit: 16)
Continuing:
   Farid Abdel-Nour (term ends 2022)
   Adisa Alkebulan (term ends 2023)
   Angelo Corlett (term ends 2022)
   Joseph Gibbons (term ends 2023)
   An Li (term ends 2023)
   Cezar Ornatowski (serves as an ASCSU Senator)
   Eniko Csomay (serves as an ASCSU Senator)
   Cheryl O'Brien (term ends 2023)
   John Putnam (term ends 2023)
   Betty Samraj (term ends 2022)
   Mathias Schulze (term ends 2023)
   Kate Swanson (term ends 2022)
   Chris Werry (term ends 2022)

Elected/Re-Elected:
   Brian Adams (term ends 2024)
   Khaleel Mohammed (term ends 2024)
   Peter Atterton (term ends 2024)
   David Kamper (term ends 2024)
   TBD

SCI (Total Senators for Unit: 15)
Continuing:
   Cathie Atkins (term ends 2023)
   Arlette Baljon (term ends 2023)
   Peter Blomgren (term ends 2023)
   Allen Gontz (term ends 2022)
   Brian Hentschel (term ends 2022)
   Carmelo Interlando (term ends 2021)
   Scott Kelley (term ends 2023)
   John Love (term ends 2023)
   Jerome Orosz (term ends 2022)
   Byron Purse (term ends 2022)
   Tod Reeder (term ends 2022)
   Allison Vaughn (term ends 2022)

Elected/Re-Elected:
   David Marx (term ends 2024)
   Donatella Zona (term ends 2024)
   Vadim Ponomarenko (term ends 2024)
   TBD

PSFA (Total Senators for Unit: 9)
Continuing:
   Salvador Espinosa (term ends 2022)
   D.J. Hopkins (2nd term ends 2023)
   Kurt Lindemann (term ends 2023)
   Kerianne Quick (term ends 2023)
   Rachael Record (term ends 2022)
   Sherry Ryan (term ends 2022)
   Vinod Sasidharan (term ends 2023)
   Eric Smigel (term ends 2023)

Elected/Re-Elected:
   Heather Canary

EDU (Total Senators for Unit: 7)
Continuing:
   Regina Brandon (term ends 2022)
   Nola Butler-Byrd (serves as an ASCSU senator)
   Estella Chizhik (term ends 2023)
   Charles Degeneffe (term ends 2023)

Elected/Re-Elected:
   Marva Cappello
   Bonnie Kraemer
   TBD
   TBD

HHS (Total Senators for Unit: 8)
Continuing:
   Alyson Abel-Mills (term ends 2023)
   Michael Gates (2nd term ends 2023)
   Matthew Mahar (term ends 2022)
   Katrina Maluf (2nd term ends 2022)
   Frances Nedjat-Haiem (term ends 2023)
   Carleen Stoskopf (term ends 2023)

Elected/Re-Elected:
   Jill Preminger (term ends 2024)
   Lianne Urada (term ends 2024)

BUS (Total Senators for Unit: 7)
Continuing:
   Jeremy Bernerth (term ends 2023)
   Victoria Krivogorsky (term ends 2022)
   Morgan Miles (term ends 2023)
   Ning Tang (term ends 2023)

Elected/Re-Elected:
   Stefano Gubellini (term ends 2024)
   Yan Luo (term ends 2024)
   Mujtaba Ahsan (term ends 2024)

ENG (Total Senators for Unit: 6)
Continuing:
   Ahmad Bani Younes (term ends 2023)
   Karen May-Newman (term ends 2022)
   Natalie Mladenov (term ends 2023)
   Khaled Morsi (term ends 2022)
   Yusuf Ozturk (term ends 2022)

Elected/Re-Elected:
   Satish Sharma (term ends 2024)

IV (Total Senators for Unit: 2)
Continuing:
   Linda Abarbanell (term ends 2023)

Elected/Re-Elected:
   Seat is vacant

Staff (Total Senators: 6)
Continuing:
   Cyndi Chie (2nd term ends 2022)
   Jose Preciado (2nd term ends 2022)
   Francisco Peraza - Imperial Valley (terms ends 2022)

Elected/Re-Elected:
   Andrianna Martinez (term ends 2024)
   Todd Rehfuss (term ends 2024)
   Brenda Wills (term ends 2024)

Lecturers (Total Senators: 8)
Continuing:
   Ajani Brown (term ends 2023)
   James Brown (term ends 2023)
   Kathlee Czech (term ends 2022)
   Amanda Fuller (term ends 2022)
   Lisa Gates (term ends 2023)
   Narelle Mackenzie (term ends 2023)
   Karey Sabol (term ends 2021)

Elected/Re-Elected:
   Savanna Schuermann (term ends 2024)
   Zamira Abman (term ends 2024)

San Diego State University Senate Resolution
in Response to the Escalating Anti-Asian Hate in the United States

Whereas, The University Senate has a longstanding commitment to diversity, equity, and inclusion. Specifically, the Senate's diversity statement indicates that SDSU's academic and co-curricular programs should reflect all diverse communities and be attentive to: "Freedom from discrimination, harassment, and violence against persons or property is a basic right and is requisite for learning"; and

Whereas, San Diego State University (SDSU) is located in San Diego County, which is home to 440,660 Asian Pacific Islander Desi American (APIDA) persons, who represent one out of every seven residents and is the fastest-growing racial group in the County; and

Whereas, SDSU consists of 13.4% students who identify as APIDA; and

Whereas, Harassment and violence against APIDA persons have increased[1] since the start of the COVID-19 pandemic due to inflammatory and racist rhetoric; and

Whereas, Racist incidents against APIDA persons in San Diego county[23] and SDSU mirror national trends; and

Whereas, The increase in hate crimes against APIDA persons is a direct result of white supremist, anti-Asian xenophobia, and yellow peril that have persisted in the United States since the 19th century positioning APIDA persons as "perpetual foreigners"; and

Whereas, The increase in hate crimes against women of Asian descent cannot be separated from the racism and sexism represented and is also a direct result of the hypersexualization and fetishization of Asian women (and other women of color); and

Whereas, The "Model Minority Myth"[4] by which APIDA persons are deemed self-sufficient and as such requiring neither assistance nor attention, and the resultant widespread gaslighting of anti-Asian racism – ranging from incidents to violent hate crimes, occurring nationally – is a real threat at SDSU; and

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[1] Asian Americans have been verbally and physically attacked, shunned during pandemic, study shows
https://www.latimes.com/california/story/2021-03-16/anti-asian-hate-pandemic
[2] San Diego's Spike In Hate Crimes Against Asian Americans Mirrors National Trend
  https://www.kpbs.org/news/2021/mar/04/nationwide-rise-hate-incidents-against-asian-ameri/
[3] There Were 3,800 Anti-Asian Racist Incidents, Mostly Against Women, in Past Year
https://www.nbcsandiego.com/news/national-international/there-were-3800-anti-asian-racist-incidents-mostly-against-women-in-past-year/2551010/
[4] The Model Minority Myth https://thepractice.law.harvard.edu/article/the-model-minority-myth/

Whereas, In response to these incidents of racial violence targeting APIDA communities, President de la Torre, Vice President of Student Affairs J. Luke Wood, and APIDA Center Director Virginia Loh-Hagan released a statement noting: "Solidarity and community are key. We must lean into difficult conversations, speak up against discrimination and hate-motivated actions, and stand together to support our APIDA communities"; and

Whereas, The SDSU APIDA Resource Center's solidarity statement states, "SDSU APIDA Resource Center denounces all acts of intolerance, hate, and discrimination. We urge all persons to stand in solidarity with the APIDA community against racist sentiments. We want all of our community members, especially those who identify as APIDA, to know that we see you, care about you, and support you. We will rise above the anti-Asian sentiment caused by local, national, and global conversations concerning the COVID-19 pandemic. We will act with care and compassion for those impacted by COVID-19. We will be kinder, braver, and stronger for those who feel targeted and vulnerable. We will work together to create a safe, supportive space. All are welcome here"; and

Whereas, SDSU has a Center for Asian and Pacific Studies that has a mission "to prepare our students to thrive in an environment impacted by globalization by imparting knowledge of and insight on the dynamic Asian societies and cultures at the forefront of change"; and

Whereas, SDSU has a department of Linguistics and Asian/Middle Eastern Languages that supports the learning of Asian languages such as Chinese, Filipino, Japanese, and Korean; and

Whereas, SDSU has a Chinese Cultural Center and a Division of International Affairs that seek to increase international and binational awareness and to develop globally-conscious citizens; and

Whereas, SDSU should be a place where all faculty, staff, administrators, and students have the right to study and work in a safe environment free of racism, discrimination, intolerance, and violence; and

Therefore, be it resolved that the SDSU University Senate condemns acts of hatred and violence toward Asian American Pacific Islander Desi American (APIDA) persons by urging CSU Chancellor Joseph I, Castro, the CSU Chancellor's Office, the Academic Senate of the CSU, President de la Torre, the SDSU Administration, appropriate Senate

and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following:

- Support the APIDA Resource Center's [Pledge](#) to Take Action In Support of the APIDA Community by committing to create a welcoming and safe campus climate for our APIDA community
- Elevate and expand current Asian American Studies classes
- Establish an Asian American Studies program, including a minor and major program
- Re-establish a department of Asian American Studies (which was approved by SDSU University Senate in the 1990s) and hire a Chair and faculty who are specifically trained in Asian American studies
- Disaggregate data of APIDA and Asian students, faculty, and staff in order to receive adequate funding and resource allocations as are provided to Under-Represented Minorities (URM)
- Encourage ongoing critical reflections, conversations, and intentional efforts – such as educating from culturally appropriate curriculum – in addressing racial, social, and economic injustices and inequities, especially within the APIDA communities, thereby further humanizing APIDA community members
- Encourage ongoing efforts to improve employment practices – such as in advertising, applicant screening, hiring committee appointments, and interview processes – to recruit, hire, train, and retain APIDA faculty and staff, both full-time and part-time
- Encourage the documentation and investigation of all reported incidents in order to promote respect and protection of the APIDA community
- Participate in training and professional development that address anti-bias, anti-racism, etc.
- Encourage other units, departments, and divisions at SDSU to adopt or create solidarity statements that support our APIDA campus members
- Encourage ongoing efforts to amplify and promote APIDA campus members

Co-Authors: Virginia Loh-Hagan (Director of the APIDA Resource Center and Chair of the APIDA Employee Resource Group), **Sandra Wawrtyko** (Director of the Center for Asian and Pacific Studies), **Nola Butler Byrd** (Vice Chair of the University Senate).

In addition, the following **Signers** support the passing of this resolution:

Abel Macias	Lecturer
Adisa A. Alkebulan	Chair & Associate Professor of Africana Studies
Agnes Wong Nickerson	Interim Vice President for Business and Financial Affairs and CFO
Alda Blanco	Emerita Professor
Alexa Lawrence	SDSU Student
Amanda Fuller	Director, Student Success Initiatives
Amanda Lee	SDSU School of Social Work, Director of Field Education
Amanda Simons	Lecturer
Amber Anaya	Lecturer
Amira Jarmakani	Professor of Womxn's Studies
Amy Wong	Lecturer
Anh Hua	Associate Professor
Anne Guanciale	Director, Pride Center
Annika Frieberg	Associate Professor
Antoinette Domingo	Associate Professor
Arlene Elane	Assistant Director
Atilio V. Alicio	Lecturer
Audrey Hokoda	Professor
Avneet Sidhu	Faculty
Ben Jenkins	Lecturer, Dept. of Rhetoric and Writing Studies
Beth Chung	Professor
Beth Sherman	Lecturer, Rhetoric and Writing Studies
Bonnie Reddick	Director, Black Resource Center
Brent Taylor	Department Chair
Brian Hu	Assistant Professor, Theatre, Television, and Film
Cali Linfor	Lecturer
Cara Yoo	EOP Counselor
Cecilia Benaglia	Assistant Professor
Changqi Liu	Associate Professor
Cheryl O'Brien	Associate Professor
Chris Medellin	Director- Native Resource Center
Chris Mi	Professor and Chair
Christine Molina	Director, Advising and Evaluations
Christy Quiogue	Campus Internship Coordinator

Chun-Ta Lai	Ecology Program Coordinator, Associate Professor of Biology
Clare Colquitt	Associate Professor of English
Clarissa Clò	Chair, Department of European Studies (European Studies, French, German, Italian, and Russian Programs)
Claudia Martinez	Experiential Learning Specialist, Career Services
Congcong Zheng	Associate Professor of Entrepreneurship
Cristina Alfaro	Interim AVP for International Affairs
David Quoc To	Academic Advisor
Dominiko Villa	Outreach Specialist for EOP
Doug Thomson	Counseling Faculty
Drew Thomases	Associate Professor, Department for the Study of Religion
Dwarka Chakravarty	Assistant Professor of Strategic Management, Fowler College of Business
Edith Frampton	Lecturer, Department of English and Comparative Literature
Edward Dial	Information Technology Consultant
Elzbeth Islas	Director of the Women's Resource Center
Emilio C. Ulloa, Ph.D.	Associate Dean of Students and Campus Climate
Emily Roberts-Parker	Therapist at C&PS
Emily Schuckman Matthews	Associate Professor, European Studies
Eric Pamintuan	Coordinator, College of Engineering MESA program
Erica Alcantara Aros	Director, Student Ability Success Center
Erin Fleweling	Lecturer
Esther Castro	Lecturer/ Undergraduate Adviser/ Spanish and Portuguese Department
Esther Rothblum	Professor
Giang Pham	SDSU Associate Professor of Speech, Language, and Hearing Sciences
Gloria Rhodes	Outreach and Diversity Initiatives Librarian
Heidi Doyle	Admin Coordinator
Holly Ransom	Lecturer, French, European Studies
Ignatius Nip	Associate Professor School of Speech Language and Hearing Sciences
Irene Lara	Associate Professor of Women's Studies
Iris Isla	Chair of Bayanihan, Filipino American Faculty & Staff Association at San Diego State University
J. Luke Wood	Vice President of Student Affairs and Chief Diversity Officer
Jacob Ambrose	Practicum therapist
Jacob Hubbard	RWS Lecturer

Jaemin Kim	Professor/FCB Director of Undergraduate Programs
Janice Chan	Lecturer
Janice Ilano Dils	Associated Students Government Affairs Manager
Jason Parker	Lecturer
Jennifer Imazeki	AVP for Faculty and Staff Diversity
Jerry Kropp	Clinical Psychologist
Jess Whatcott	Assistant Professor
Jessica Chang	Diversity Officer for Student Engagement
Jessica L. Nare	Assistant Vice President for Community and Belonging
John Abraham	Professor and Chair of Mechanical Engineering
John Putman	Professor, Department of History
Jong Won Min	Professor and Director of the School of Social Work
Jose Preciado	Staff Senator
Juanjuan Fan	Professor
Julie Schauble-Nguyen	Database Marketing Manager, KPBS
Jung Choi	Professor of Sociology
Kathryn Edgerton-Tarpley	Professor of History
Kaylani Cayabyab	President of SDSU Society of Asian Scientists and Engineers
Ke Huang	Associate Professor
Keely Bamberg	Senior Director of Development
Koko Nishi, Psy.D	Clinical Psychologist
Lesi Mei	Lecturer
Lilly Cheng	Director, Chinese Cultural Center
Lori Stewart	Lecturer
Maddie Borkenhagen	Clinical Case Manager
Maria Elena Garibay	Clinical Therapist
Marie Roch	Professor of Computer Science
Mary Joyce Juan	Clinical Director, Counseling & Psychological Services
Maryhanna Leraas	SDSU Student
Mathias Schulze	Professor of German, Director of the Language Acquisition Resource Center
Matthew Costello	Lecturer, Department of Rhetoric and Writing Studies
Mei Zhong	Associate professor, JMS
Melani Lesley Soto	Undergraduate Admission Specialist
Melissa Silverman	Coordinator for Student Conduct and Safety

Michael Juan, PhD	Associate Directory, Counseling and Psychological Services
Minjeong Kim	Associate Professor of Sociology
Minjeong Kim	Assistant Professor of Nursing
Mirei Kubota	SDSU Student
Molly Costello	Academic Adviser, Geography
Nellie Tran	Associate Professor, Dept of Counseling & School Psychology
Octavio Garcia	Lecturer
Ofelia Dirige	Lecturer, Center for Asian Pacific Studies, CAL
Otto Lai	Lecturer
Ping Lu	Professor and Chair of Aerospace Engineering Department
Samantha Almenanza	Budget Analyst
Sandra A. Wawrytko	Director, Center for Asian and Pacific Studies
Sandra Sun-Ah Ponting	Assistant Professor
Sara Tafeen	Psychologist at C&PS
Sarah Hoang	President of the Vietnamese Student Association, SDSU Student
Scott Meltzer	Lecturer, Department for the Study of Religion
Shivam Garg	SDSU Doctoral Student
Silvia Kading	Italian Lecturer
Steve Barbone	professor of philosophy, department chair
Sunil Kumar	Professor
Susan Nguyen	Assistant to the Executive Director
Taekjin Shin	Associate Professor of Management
Tam Lieu	Assistant Director - Office of the Advising & Evaluations
Tao Xie	Professor of Computer Science
Theresa Luu	Student Success Specialist
Timmy To	Part-time lecturer
Tina Chong	Lecturer
Todd Carson, Psy.D.	Counseling Faculty
Todd Myers	Lecturer
Tristen Inagaki	Assistant Professor
Veronica Gonzalez	Administrative Support Coordinator
Vicki Park	Associate Professor
Vinod Sasidharan	Associate Professor, L. Robert Payne School of Hospitality and Tourism Management
Vivian Jin	International Admissions Adviser

Wei Wang	Associate Professor of Computer Science
Willaine Cabal Carr	Fowler International Programs Coordinator and Academic Advisor
Xiaofeng Xu	Assistant Professor
Y Barry Chung	Dean, College of Education
Yashu Chen	Part-Time Lecturer
Yawen Li	Associate Professor
Yea-Wen Chen	Associate Professor in the School of Communication & Director of the Institute for Dialogue and Social Justice
Young-Shin Lee	Associate Professor
Yu-An Chien	Counseling Faculty
Zamira Abman	Director and Undergraduate Advisor for Comparative and International Studies, Lecturer in the History Department

April 2021

TO: Senate Executive Committee / Senate

FROM: DEI Committee

RE: ACTION: Adopt additional common item for teaching evaluations

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The DEI and Faculty Affairs Committees recommend the following changes to the Policy File:

Personnel Files
5.0
Written Student Evaluation of Teaching Effectiveness
5.1
All course sections taught by faculty employees shall be evaluated by students unless consultation with a college has resulted in an agreement by the dean of the college and the college peer review committee to evaluate fewer sections. In cases where student evaluations are not required for all course sections, sections chosen for evaluation shall be representative of the faculty unit employee's teaching assignment, and shall be jointly determined in consultation between the faculty unit employee being evaluated and his/her department chair or program director. In the event of disagreement, each party shall select 50% of the course sections to be evaluated. The results of these evaluations shall be placed in the faculty unit employee's Personnel Action File. Results of evaluations may be stored in electronic format and incorporated by extension into the Personnel Action File provided that individuals involved in evaluations and personnel recommendations or decisions are provided secure access for these purposes.
5.1.1   For the purpose of clarity and comparability across campus, responses to all quantitative items shall be rated from 1 to 5, with 1 the lowest (worst) and 5 the highest (best). These numbers shall correspond to the following descriptors, in the following order: 1=Poor, 2=Below Average, 3=Average, 4=Good, 5=Excellent. Responses of "not applicable" or "does not apply" shall be placed at the end.
5.1.2
Each form shall contain three common questions that together constitute universal reference points or common ground across the university's faculty evaluation process. The following common questions shall be the first questions on each form:

- Rate the instructor's overall organization and presentation of the course material.
- Rate the instructor's focus on the student learning outcomes listed in the syllabus.
- Rate the instructor's teaching overall.

In addition to these quantitative items, each form shall contain at least ~~two~~ three open-ended, qualitative items prompting students to provide written comments. The common open- ended questions shall be:

- What were the instructor's strengths?
- In what ways might the instructor improve this course?
- Did the instructor foster a learning environment where all students - including yourself - were supported and welcomed? How did the instructor accomplish, or not accomplish, this for diverse learners?

5.1.3   Any additional evaluative items shall be limited in number—no more than 10 additional quantitative items and no more than one additional qualitative item. Additional items shall emphasize criteria that are credibly evaluated by students (such as clarity of instruction, usefulness and timeliness of feedback on assignments and exams, perceived fairness, punctuality and reliability, ability to stimulate student interest, ability to communicate one's subject matter or expertise, and problem-solving ability), rather than criteria that students are not particularly well qualified to judge (such as the instructor's knowledge of the subject matter or teaching methodology).

5.1.4   If included on the form, demographic items (such as class standing, major, and so forth) and student self-evaluative items (such as hours spent on the class) should be listed last and clearly distinguished from instructor evaluation items.

5.1.5   The evaluation results report shall contain the mean, median and standard deviation of responses for each item, as well as a composite mean of the three ommon questions and~~as well as~~ an overall average of all quantitative items.

5.1.6   Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course number.

5.1.7   Student communications or evaluations provided outside of the regular evaluation process shall be identified by name in order to be included in the Personnel Action File.

5.1.8   The results of student evaluation of instruction shall be an important element of the evaluation of instruction but not the sole indicator of instructional quality.

5.1.9   The results of student evaluations of teaching effectiveness for temporary faculty employees shall be included in their periodic evaluations as required.

5.1.10 The results of student evaluations of teaching effectiveness for probationary and tenured faculty employees shall be part of the WPAF as required.

Rationale:
Last year, the Senate approved a policy change that requires all new faculty hires to meet at least two of the eight Building on Inclusive Excellence criteria that ask whether candidates have experience or demonstrated commitment to teaching, research and/or service with underrepresented populations. The proposed policy change brings our teaching evaluations into better alignment with these criteria, and with our institutional values.

To: Senate Executive Committee/Senate

From: Graduate Council

Date: April 8, 2021

Re: 2022-2023 *University Catalog*

ACTION (3A-04-21)

HISTORY

1.   New subprogram.

      History
      Specific Requirements for the Master of Arts Degree
      Concentration in War and Society Studies
      (Major Code: 22051) (SIMS Code: XXXXXX)
              In addition to meeting the requirements for classified graduate standing and the
basic requirements for the master's degree as described in Requirements for Master's
Degrees, concentration students must complete a graduate program of 30 units.
              Required courses (9 units):
                      HIST 601   Seminar in Historical Methods . . . 3
                      HIST 602   Seminar in Historical Approaches to War and Society in
                                          the Modern Era . . . 3
                      HIST 665   Seminar in History . . . 3
              Nine units selected from the following:
                      HIST 610   Seminar in Public History . . . 3
                      HIST 620   Directed Readings in European History . . . 3
                      HIST 630   Directed Readings in United States History . . . 3
                      HIST 640   Directed Readings in Latin American History . . . 3
                      HIST 650   Directed Readings in Asian History . . . 3
                      HIST 680   Directed Readings in Selected Topics . . . 3
              Six units selected from 500-700 level history courses, three units which must be
        outside the department with approval from USS Midway Chair or designee.
              Plan A (6 units):
                      HIST 665   Research Seminar in History . . . 3
                      HIST 799A   Thesis . . . 3 (Cr/NC/RP)
              OR
              Plan B (6 units):
                      HIST 795   Area Studies in History . . . 3 (Cr/NC)
                      AND
                      Three units selected from History 610-680

POLITICAL SCIENCE

1.   New advanced certificate.

Political Science
Public Policy Advanced Certificate
(SIMS Code: XXXXXX)
        The 15-unit certificate provides students with both a theoretical and practical foundation in policy studies. Students take core courses introducing them to major theoretical traditions in the field, at least one research methods course, and electives that either provide an in-depth look at a policy area or develop skills through an internship or a thesis project. This advanced certificate is intended for students who wish to pursue policy-related careers in either the public or private sectors. The certificate is open to all matriculated students with a bachelor's degree from an accredited institution or its equivalent from a foreign institution.
        Required courses (6 units):
                P A 660   Administration and Public Policy Development . . . 3
                POL S 603   Seminar in Foundations of Public Policy…3
        Research methods elective selected from (3 units):
                P A 605   Seminar in Applied Research…3
                P A 606   Seminar in Quantitative Approaches to Public
                                        Administration . . . 3
                POL S 616   Tools for Quantitative Analysis . . . 3
                POL S 617   Seminar in Applied Qualitative Methods…3
        Electives selected from (6 units):
                C P 635   Seminar in Housing Policy and Community
                                        Development . . . 3
                C P 675   Seminar in Land Use and Environmental Law…3
                P A 799A   Thesis . . . 3 (Cr/NC/RP) (with approval from the
                                        certificate administrator)
                POL S 560   Comparative Public Policy . . . 3
                POL S 635   Seminar in Politics of Public Policy . . . 3
                POL S 796   Internship in Public Policy . . . 3
                POL S 799A   Thesis . . . 3 (Cr/NC/RP) (with approval from the
                                        certificate administrator).
        Students may also take an additional research methods course as an elective. Students must maintain a minimum GPA of 3.0 in all advanced certificate coursework, with a grade of C (2.0) or better in each course. At least half of the coursework must be at the 600- and 700-level. Courses in the certificate program may be applied to a master's degree (if applicable) with approval of the adviser.

Memo

April 19, 2021

To: **Senate Executive Committee**

From: **Senator Karey Sabol, Assistant Dean, College of Arts and Letters**
Kristie Dock, Assistant Dean, Fowler College of Business
Patricia Lozada-Santone, Assistant Dean, College of Education
Theresa Garcia, Assistant Dean, College of Engineering
Jason Ramirez, Assistant Dean, College of Health and Human Services
Alane Lockwood, Assistant Dean, College of Professional Studies and Fine Arts
Estralita Martin, Assistant Dean, College of Sciences
Michelle Lopez, Assistant Dean, Faculty Advancement and Student Success
Henry Villegas, Dean of Students, SDSU Imperial Valley
Stephanie Anderson, Registrar
Christine Molina, Director, Advising and Evaluations
Graduate Studies

Re: Action - Policy File Update (Section 9.0 – 9.2 of Academic policies on Grades)

Policy file language- existing language with red text additions or strikeouts.

Background

This proposed change to policy is concerned with current-term withdrawals and retroactive withdrawals.

The Chancellor's Office, through Executive Order 1037, prescribes the allowances and limits of withdrawals.

Assistant Deans are responsible for reviewing every student request to withdraw and approving or denying, in accordance with campus policy and procedures. We recommend the following revisions to the permanent withdrawal policy for the following reasons:
- To bring the Senate policy and campus process into alignment with EO 1037 (which allows more flexibility with reasons needed for withdrawal)
- To support student success and the goals of Graduation Initiative 2025

Key proposed policy language changes:
- Limit documented "serious and compelling" current-term withdrawals to an 18-unit maximum, per EO 1037, unless meets "catastrophic" circumstances
- Restrict withdrawals in last 20% of a term to the more restrictive "catastrophic" circumstances, such as accident or serious illness, per EO 1037
- Allow students to petition for single-course retroactive withdrawals in order to facilitate progress to degree completion
- Clearly distinguish undergraduate students from graduate student policy
- Language updates that simplify implementation across terms (ex. 10th day becomes Schedule Adjustment Deadline so that it applies to summer session timeline, as well)

Note the green highlight and blue text under "Retroactive Withdrawal" is already-approved policy change this spring semester

9.0 Official Withdrawal

After the ~~10th day of instruction~~ Schedule Adjustment Deadline, a student may ~~drop~~ withdraw from a course(s) under conditions outlined below. ~~for a verified serious and compelling reason. The undergraduate student shall obtain the signature of the instructor and the approval of the college dean or designee. The graduate student shall obtain the signature of the instructor and the approval of the college dean or designee, or the Dean of Graduate Affairs or designee where required.~~ For late withdrawals processed from the ~~11th through the 20th day of classes,~~ Schedule Adjustment Deadline through Census, all notation of the course shall be deleted from the student's record; for late withdrawals processed after ~~the 20th day of classes~~ Census, the symbol W shall replace an assigned grade. Summer session deadlines may vary.

9.1

~~Late Change of Program~~

Late Schedule Adjustment

9.1.1 Withdrawing from a course(s) ~~class~~ after the Schedule Adjustment Deadline ~~10th day of instruction~~ and before the last 20% ~~three weeks~~ of instruction shall be permitted only for unforeseen ~~verified~~ serious and compelling reasons. All such requests shall be accompanied by appropriate verification. Undergraduate students may withdraw from no more than 18 semester-units attempted at SDSU. Permission to withdraw from a course(s) ~~class~~ during this period shall be granted only with the ~~signature~~ approval of the instructor, ~~who shall indicate the student's grade in the class,~~ and ~~with the approval of~~ the C~~c~~ollege dean or designee (Graduate Dean or designee in the case of graduate students). Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee (Graduate Dean or designee in the case of graduate students). Catastrophic Withdrawals (see 9.1.2) during Late Schedule Adjustment do not count toward the unit maximum. ~~and for graduate students, with the signature of the instructor, who shall indicate the student's grade in the class, and with the approval of the college dean or designee or of the Dean of Graduate Affairs or designee where required.~~

9.1.2   Catastrophic Withdrawal

Students shall not be permitted to withdraw from a course(s)class during the final 20% three weeks of instruction except in cases, such as unless accident or serious illness creates conditions where the cause of the withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete is not practical. All such requests shall be accompanied by appropriate verification. Such withdrawals will not count against unit maximums in 9.1.1. Ordinarily, these withdrawals shall involve withdrawal from the university and shall require the signature of each instructor, who shall indicate the student's grade in the class, and the approval of the dean or designee of the college of the student's major. Permission to withdraw from a course during this period shall be granted only with the approval of the instructor, the College dean or designee, and an Academic Affairs administrator appointed by the president. Permission to withdraw from all courses in the current term shall be granted with approval of the College dean or designee and the Academic Affairs Administrator or designee. For graduate students, total withdrawal from one or more courses during the final 20 % of instruction shall require the signature of each instructor, who shall indicate the student's grade in the class, and the approval of the Graduate Dean of Graduate Affairs or designee.

RETROACTIVE WITHDRAWAL

After the last day of the semester or session, a student who wishes to change assigned grades to W grades may shall request to withdraw from either individual courses, or the full semester's or session's work.; no requests for individual classes shall be accepted. Such requests may be granted only in verified cases such as accident or serious illness where the cause for substandard performance was beyond the student's control. All requests shall be accompanied by appropriate verification. Only those retroactive changes from an assigned grade to a W which are approved by the instructor who assigned the original grade shall be made except that (a) that are approved by the dean or designee (including assistant deans) of the college of the student's major shall authorize the change of U to W, and (b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university and the Academic Affairs Administrator or designee.

9.2.2

For graduate students, each retroactive change from an assigned grade to a W shall be approved by the instructor who assigned the original grade except that a) the Dean of Graduate Studies ~~Affairs~~ or designee may authorize the change of U or WU to W, and b) department chairs or school directors shall act on behalf of instructors no longer affiliated with the university or absent from the university for a length of time that would unduly delay processing the withdrawal request.

Memo

April 20, 2021

To: Senate Executive Committee

From: International Affairs Council, Chair and IAVP Cristina Alfaro

Re: Action - Proposing Global Learning (GL) Designation and Approval Process

I. SDSU CURRICULUM POLICY FOR GLOBAL LEARNING (GL) DESIGNATION AND APPROVAL OF NEW GL COURSES

Each new Global Learning (GL) course proposal will be reviewed by the Global Learning Subcommittee of the International Affairs Council. Designation as a GL course requires that the following criteria be met. These elements must be addressed in writing as part of the GL designation curriculum proposal and should be clearly reflected in the proposed syllabus:

1. Evidence that at least one of the SDSU Global Learning Outcomes (GLOs) (https://www.sdsu.edu/internationalaffairs/glos) is integral to and supports the academic focus and objectives of the course. In the syllabus, this can be communicated in the course description, including a separate explanation of how the course and its academic expectations connect to at least one of the GLOs.
2. Description of the mechanism(s) used to connect and engage with both local and global perspectives in the course content. This may be done through various methods including but not limited to: facilitated class discussions, guided readings, guest speakers or panelists (in-person or virtual), experiential class periods, field trips, structured out-of-class engagements such as volunteering as language tutors, or written assignments focusing on critical and cultural reflections.
3. A minimum of 15 hours engaged in GLOs-informed global learning experiences such as participating in international events on campus, international research, international internship, studying abroad, a COIL (Collaborative Online International Learning) project, or engagement with an international community either in the San Diego local community or our broader transborder region.
4. Description should include the:
    - location(s) or cultural context(s) where the global learning experience will be completed (e.g., on SDSU campus, in the San Diego local community, across our broader transborder region, location abroad, or virtually);
    - expected global or intercultural learning skills and goals that speak to and connect with at least one of the GLOs;
    - course materials and readings that reflect both local and global perspectives;

- course activities, assignments, assessments that will meet the learning goals, including a description of the mechanisms and opportunities for students' ongoing critical reflections about the global learning experience and its relationship with course content (e.g., class discussions, journals, papers, presentations, etc.).
- (If applicable) needs of any community partners and their relationship to the course learning outcomes;

5. The grading standards of the course must reflect that the weight assigned to the global experience component accounts for a significant portion of the total course grade (minimum of 15%, with 20% or more being optimal).

II. GLOBAL LEARNING DEFINITIONS, OUTCOMES, AND OTHER ITEMS TO INCLUDE IN GL COURSE SYLLABI

The information provided below is to support faculty in developing a thorough Global Learning course syllabus. Please include the following items in your syllabus:

1.SDSU Definition of Global Learning

Global Learning is ". . . a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability." (AACU Shared Futures: Global and Social Responsibility initiative, n.d.) At SDSU, global learning takes place throughout the SDSU experience, inside and outside of the classroom, internationalizing SDSU students and their perspectives of themselves and others. Opportunities for global learning include internationalized on-campus coursework, virtual international programs, and off-campus international programs.

2. SDSU Global Learning Outcomes
As part of their global learning at SDSU, all students (undergraduate and graduate) will:

- Explore their **personal and cultural identities** through time in a global or glocal context.
- Examine the relationships between **language, culture, history and power** as relevant to their area(s) of study.
- Learn about and respond to at least one **global issue** that transcends national political borders or has distinct implications in different national contexts (e.g. United Nations Sustainable Development Goals framework).
- Increase **career readiness** by being able to articulate (e.g. in a job interview) skills gained and awareness developed through global learning, and how they will utilize this learning in practice.

An SDSU Global Learning Course is an academic course that provides students with opportunities to achieve SDSU Global Learning Outcomes and participate in a global learning experience (e.g., international events on campus, international research, international internship, studying abroad, a COIL project, or an international project in the San Diego local community or our transborder region) while linking these experiences to course content. Global Learning courses enhance education by providing multiple perspectives, and engaging students in activities that expand the scope of the course beyond physical and cultural borders. Ongoing critical reflections are essential to the success of global learning.

At SDSU, Global Learning experiences and activities are supported by International Affairs: https://www.sdsu.edu/internationalaffairs. Prior to participating in a global learning experience outside the United States, SDSU requires students to complete the relevant application process and required insurance/liability forms. Faculty members must refer students to International Affairs to provide clear instructions about these requirements.

ADDITIONAL ITEMS TO INCLUDE IN YOUR SYLLABUS

A course description that includes a discussion of the global learning project or experience.

A detailed description of the global learning project or experience in the course assignments section, including main tasks, and alignment with at least one of the four Global Learning Outcomes (GLOs).

A detailed description of the structured critical reflection assignment(s). Such assignments can include journal writing based on specific prompts, formal and informal oral presentations based on specific prompts, role playing, interviewing classmates, photo essays, collages, and more.

A description of resources to support students' global learning: As an example, consider including a statement such as Senate Resolutions in support of international students (July, 2020): "As educators and members of a global educational community, we (SDSU) faculty and staff, are dedicated to the success of all international students. It is the intent of the resolution to provide our international students with reassurance that we support them and will help them achieve their academic goals and complete their degrees, especially in times of disruptive federal immigration policy."

A description of grading policies or criteria for determining assignment grades and assessing the GLO-related learning outcomes.

TO: Senate Executive Committee / Senate

FROM: Heather Canary & Gregory Wilson
                Co-Chairs, General Education Curriculum and Assessment Committee

DATE: April 20, 2021

RE: GENERAL EDUCATION PROGRAM

Action

II.   **FOUNDATIONS OF LEARNING**

    B.   **Social and Behavioral Sciences**

New course
SLHS 222. Communication as a Human Right (3) [GE]
    Human communication disorders and how they influence abilities to engage in various domains of life to include community engagement, education, legal and medical systems, media, and politics.

    C.   **Arts and Humanities**

        1.   **Arts: Arts, Cinema, Dance, Music, Theatre**

New course
ART 215. Visual Odyssey through Comics and Sequential Media (3) [GE]
    Techniques and methodologies for applying visual tools such as drawing, photography, and video to the telling of culturally relevant stories.

New course
TFM 267. Independent Cinema (3) [GE]
    Filmmaking that has declared independence from mainstream aesthetics, industrial conventions, and the political status quo.

        2.   **Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies**

New course
LATAM 230. Intermediate Nahuatl I (4) [GE]
    Prerequisite: Latin American Studies 131 with a grade of C (2.0) or better.
    Further development of speaking and writing skills, extended to discourse level with emphasis on the language of everyday life. Integrated approach to learning Nahuatl to include awareness of Nahua cultures.

III.   **LIFELONG LEARNING AND SELF-DEVELOPMENT**

New course
ENGL 245. Literature, the Self, and Society (3) [GE]
    Literary depictions of the self in society and the personal relevance of these depictions. Individual identity and psychology. Impacts of class, embodiment, gender, race, sexuality on selfhood, socialization.

Change to abbreviation and addition to course statement
RTM 100. Sustainable Self-Development (3) [GE]
    Applications, definitions, key concepts, measures, and theories of sustainable development of individuals and society. Establishment of effective and potentially fulfilling sustainability lifestyle plan for the future. Interrelationships between biodiversity and society. (Formerly numbered Professional Studies And Fine Arts 100.)

New course
RTM 102. Wellness and Recreation for Life Through Surfing (3) [GE]
    Links between recreation, society, and wellness through surfing culture and lifestyle. Wellness dimensions and incorporation throughout one's life via surfing or other recreation-driven lifestyles.

IV.   EXPLORATIONS OF HUMAN EXPERIENCE

B.   Social and Behavioral Sciences

Existing course added to general education
*AFRAS 300. Afro-Brazilian Community, Culture, and Identity (3) [GE]
    Culture, history, and the social institutions of Brazilians of African descent. Economic and political standing in Brazil's contemporary urban and traditional rural societies.

Change to abbreviation and addition to course statement
HTM 381. Cross-Cultural Interpretations of Gambling Addiction (3) [GE]
    Prerequisite: Upper division standing.
    Cross-cultural applications of scientific knowledge about gambling addiction and disordered gambling. Social and historic place of gambling in government revenue generation and political consequences of particular public policy actions. (Formerly numbered Professional Studies And Fine Arts 381.)

New course
CCS 360. Culture of Fútbol: Chicana/os, Latina/os, and Soccer (3) [GE]
    Cultural dynamics of fútbol (soccer), in the U.S./Mexico transborder context. Impact of class, ethnicity, gender, history, nationality, politics, and race on the culture of the sport, from youth and recreational participation to professional leagues and fandom.

C.   Humanities

New course
*BRAZ 333. The Amazon is the Center of the World (3) [GE]
        Prerequisite: Upper division standing.
        Amazonia as a transnational region. Cosmovisions and narratives from the Amazon. Film, literature, and visual art. Indigenous rights and environmental activism, sustainable development. Amazonia in the Latin American imaginary.

New course
*BRAZ 433. Creative Interventions in South American Streets: Activism,
                Art, and the City (3) [GE]
        Prerequisite: Upper division standing.
        Dynamics, history, and movements of public art and street art. Flash mobs, graffiti, memorials, muralism, pixação, and other art in public space. Political and social implications of art including commodification, gentrification, and policy. Includes stencil workshop and creative final project. No artistic experience required.

New course
*BRAZ 455. Sport in Brazilian Society (3) [GE]
        Prerequisite: Upper division standing.
        Brazilian jiu-jitsu, capoeira, soccer, and surfing. Intersections of gender, politics, race, and sport to include film, literature, and scholarship from social sciences.

_____
*Cultural diversity course

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

Memo

April 20, 2021

To: Senate Executive Committee

From: The Alternative Transportation Committee

Re: Action - Policy File Update (Section 4.2 of Facilities policies on Parking and Traffic)

Policy file language- existing language with red text additions or strikeouts.

4.2   Commercially shared electric or motorized skateboards, scooters, bicycles, or other non-human propelled micro-mobility devices are not may only be permitted to be used on campus if the commercial entity has a current operating contract with the university. All electric or motorized micro-mobility devices used to commute to campus shall be parked in zones designated for these devices.

Rationale

The use of electric scooters and bicycles was prohibited on campus after their proliferation in the 2018-19 AY. This resulted in extensive clutter as micro-mobility devices accumulated at popular locations, blocking walkways and entrances. In addition, there was little control over the velocity, or areas of travel for the micro-mobility devices, posing potential hazards to riders and pedestrians. Attempts to reach a compromise with rental companies, enforcing geofenced speed and parking limitations were unsuccessful, leading to their outright prohibition.

Since the approval of this policy the commercial micro-mobility rental landscape has evolved, with significant industry consolidation. These larger entities are no longer flooding the market to gain ridership, and are more amenable to establishing working relationships with the community.

The proposed changes to the policy will allow Parking & Transportation Services to enter into contract negotiations with commercial micro-mobility entities to allow for limited and controlled access for their devices on campus, rectifying the issues that arose in the first wave of micro-mobility device proliferation.

Contract negotiations will stipulate the need for the vendor to provide:
- Regular redistribution of micro-mobility devices to reduce clutter
- Infrastructure for designated parking/docking of the micro-mobility devices
- Geofencing to control regions of access, and micro-mobility device speeds

SAN DIEGO STATE
UNIVERSITY

Resolution of the University Senate in Support of Open Access Publishing for Faculty Publications

WHEREAS: Open access publishing and archiving is central to the long-term viability of the dissemination of scholarship; and

WHEREAS: Open access publishing is compatible with rigorous peer-review and scholarly evaluation, and there are a range of metrics available to demonstrate the impact of open access journals; and

WHEREAS: Freely accessible scholarship benefits the academy and society at large; and

WHEREAS: Open access fulfills federal grant mandates for research dissemination; and

WHEREAS: Open access showcases SDSU scholarship and thus enhances the university's scholarly and scientific research impact; and

WHEREAS: Open access contributes to global information sharing by making materials available to scholars outside of the United States who do not have access to expensive databases; and

WHEREAS: SDSU has established a strategic commitment to promoting transborder scholarship and research partnerships with higher education institutions in Latin America; and

WHEREAS: Open access increases access to publications for the SDSU community, given sharply rising costs for online journals and databases; and

WHEREAS: Open access publishing by faculty assists the affordable course materials goals laid out in the 2016 University Senate Resolution in support of Open Educational Resources as a means to reduce textbook costs; and

WHEREAS: A campus-wide open access initiative would provide SDSU faculty with leverage to negotiate more favorable copyright terms with publishers;

Therefore, be it resolved that members of the San Diego State University Senate:

1. Encourage faculty to publish in peer-reviewed journals meeting college and department retention, tenure, and promotion criteria that allow open access archiving of pre or post print versions or peer-reviewed journals that are entirely open access; and

2. Affirm the rights of faculty to publish in the publications of their choice; and

3. Acknowledge the value of peer-reviewed open access publications that meet college and department criteria in tenure and promotion standards; and

4. Support models for scholarly publishing that promote open access and are consistent with standards for peer review and scholarly excellence; and

5. **BE IT FINALLY RESOLVED THAT** that the University Senate Faculty Affairs Committee work in collaboration with the University Library to develop an SDSU Open Access Policy.

RATIONALE: San Diego State University supports the Mission of the California State University, which includes advancing and extending knowledge, learning, and culture, especially throughout California. Economic and legal barriers continue to limit access to knowledge, and the rising cost of subscriptions coupled with flat or diminished collections budgets has a negative impact on SDSU community access to publications. COVID-19 and the global pandemic response have highlighted access inequities as well as illustrated the benefits to society of open access during the global effort to preserve life and produce a vaccine.

Open access refers to free, online public access to scholarly works available in journals, university repositories, and discipline repositories, including data sets and all forms of scholarly communication. The benefits of open access include: contributing to the economic long-term viability of the dissemination of scholarship, increasing access to scholarship for society at large, fulfilling federal grant mandates, increasing citation discoverability for researchers, and contributing to global scholarship for researchers who may not have access to expensive subscriptions and databases, particularly for scholars residing in countries with the fewest economic resources. Locally, Open Access materials support CSU and SDSU affordable learning

materials initiatives and goals laid out in the 2016 University Senate Resolution in support of Open Educational Resources as a means to reduce textbook costs.

The principle of open access is actively being adopted by American and international universities, professional organizations and federal agencies.[1] Looking to the future, emerging forms of scholarly work do not depend on traditional publishing formats with restrictive copyright licenses. At the campus level, open access contributes to educational equity by making publications assigned in classes more accessible and affordable for students.

Submitted by:
Endorsed by:
The SDSU Library Faculty

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[1] http://roarmap.eprints.org/

Resolution Proposing a New Mascot for SDSU.

Whereas, the SDSU Senate, on November 7, 2017, passed the "Resolution to Eliminate the Mascot and Form a Task Force to Investigate the Aztec Identity" that explicitly state, "LET IT BE RESOLVED, that San Diego State University retire the current human representation of an Aztec as the school mascot as well as retire usage of spears or weapons that connote barbaric representations of the Aztec culture."

Whereas, the University has not followed through with this resolution given that a student dressed as an "Aztec" warrior led cheers at the SDSU football and basketball games as recently as the 2019- 2020 season.

Whereas, the university has claimed that the Aztec Warrior is no longer a "mascot" but merely a "spirit leader" or "moniker".

Whereas, the spirit of the "Resolution to Eliminate the Mascot and Form a Task Force to Investigate the Aztec Identity" was to end offensive human representation of Indigenous peoples. Moving from calling the Aztec Warrior a "mascot" to a "spirit leader" or "moniker" contradicts this spirit of the 2017 resolution.

Whereas, "Resolution to Eliminate the Mascot and Form a Task Force to Investigate the Aztec Identity'' states, "LET IT BE RESOLVED, that San Diego State University form a task force to investigate and make recommendations regarding the appropriateness of the continued usage of the Aztec moniker including symbols, signage, logos, branding, buildings, statues (e.g., Monty), awards (e.g., Zuma) and other references to the possible misappropriation of Aztec identity. This task force shall also make recommendations regarding an education component in relation to the Aztec identity."

Whereas, this committee has been primarily focused with on restoring the "honor" of the Aztec moniker and educating the University community about Aztec culture, in hopes that better education will make the use of an Indigenous mascot educational, not offensive.

Whereas, as an educational institution, SDSU should make decisions on fact-based evidence and research, not reactionary emotions to manage the wishes of donors.

Whereas, the report of Aztec Identity Committee suggests that it did not fulfill a University-based mission of collecting evidence and research to make decisions.

Whereas, there is no evidence in its report that the Aztec Identity Committee sought the counsel or advice of actual SDSU "Aztec" scholars/content experts such as Dr. Paula De Voss (History) or faculty in the Department of Chicano/a/x Studies whose mission includes understanding the U.S. and transborder expressions of Mexcoehuani (Mexican-descended) peoples' history and culture, nor considered the CCS department's 2017 resolution calling for the complete retirement of the use of the "Aztec" moniker and mascot;

Whereas, there is no evidence in its report that the Aztec Identity Committee seriously considered the deleterious effect of Indigenous mascots on Indigenous students/faculty/staff and local Kumeyaay and other Indigenous communities by seeking counsel from the Department of Psychology or Student Psychological Services. Nor is there evidence that they sought counsel from faculty in the Department of American Indian Studies, which contains experts on contemporary Kumeyaay and California Indian culture and history. Had they done so, they would have learned the deleterious effects of using "Aztec," on the Kumeyaay who are genuinely indigenous to the land SDSU resides on. This continued usage obscures and offends the true history and contemporary communities of Indigenous nations in the area and beyond.

Whereas, there is no evidence that the Aztec Identity Committee seriously considered evidence on the economic advantages of retiring racist and Indigenous based mascots, nor is there any evidence that they consulted faculty in the Economics Department, or Fowler School of Business, or the SDSU's Sports MBA Program.

Whereas, two of the three Indigenous students/faculty appointed to the Aztec Identity Committee officially resigned in protest (sending letters of resignation to the committee chair and the SDSU President) of the Aztec Identity Committee's unwillingness to consider the needs of Indigenous students/faculty/staff, unwillingness to genuinely engage in the deleterious effects of the mascots on Indigenous people, and unwillingness to genuinely consider the possibility of removing the "Aztec" all together.

Whereas, SDSU student, faculty, and staff (Indigenous and non-Indigenous alike) are still suffering the deleterious effects of a racist mascot and its existence still makes it challenging for the University to recruit American Indian students, faculty, staff (a specific objective of the University's strategic plan), donations, and guest lecturers and residencies, all of which would greatly enhance the education and diversity at SDSU.

Whereas, although SDSU has significantly improved its relationship with the local Kumeyaay communities through an invitation of bird singers at significant events, the creation of an official Land Acknowledgement, hiring a Tribal Liaison, creating a Native Resource Center on campus, and the creation of an SDSU Ethnic Studies Requirement, all of these progressive efforts are undermined by the continual use of an Indigenous caricature and nomenclature as an official part of the university that offends Native Americans and still overwrites the true indigenous history of the land that SDSU sits on.

Whereas, a land acknowledgement is a continuous living responsibility the University upholds through actions in community, solidarity, and support of the Kumeyaay.

Whereas, Indigenous mascots—because they are offensive, not honor creating—are daily removed by sports institutions, schools and universities.

Whereas, a solution to the problem of an offensive mascot is to stop using humans as mascots.

Whereas, SDSU could rectify its offensive past in regards Indigenous mascots by creating a new non-human mascot and one that would actually honor the Kumeyaay.

Whereas the Kumeyaay constellation of the bighorn sheep has deep cultural significance to Kumeyaay.

Whereas, the Kumeyaay word for the bighorn sheep (the animal) and the constellation is "Amu" (pronounced "ah-mu).

Whereas, using a Kumeyaay word would be a genuine honor and recognition of respect for the Indigenous knowledge and epistemology of the Kumeyaay as opposed to a human representation of warrior which inescapably distills cultural identity to barbarous warrior stereotypes.

Whereas, SDSU no longer has an official mascot.

SO LET IT BE RESOLVED, that SDSU institute "Amu" as its official mascot.

Resolution of the San Diego State University Senate to Allow Smudging On Campus

Whereas: A Smudging Ceremony is the ritual use of plants and herbs in a shell or a clay bowl while prayers are said, and
Whereas: Smudging is an Indigenous tradition which involves the burning of sage, sweetgrass and/or cedar to use the lite smoke produced as purification; and
Whereas: For millennia, Native American and Indigenous cultures have practiced smudging rituals to clear away negative energy and to invite in peace, harmony, clarity and blessings; and
Whereas: Smudging is traditionally a ceremony for purifying or cleansing the soul of negative thoughts of a person or a place; and
Whereas: Other universities have developed policies and procedures that allow for the safe use of smudging in campus spaces, and these may be used as a guide for similar policies and procedures at San Diego State[1];

Therefore, Be It Resolved that the University Senate urges President de la Torre and appropriate committees undertake the following actions:

- SDSU Environmental Health and Safety in consultation with the Tribal Liaison shall assess multiple campus locations for the feasibility of smudging;
- Formally allow Native and Indigenous people to smudge in designated areas and buildings as approved by the Tribal Liaison;
- Based on that assessment, SDSU public safety will generate a list of campus locations where Native people may practice their cultural traditions;
- In collaboration with the Tribal Liaison and the Director of the Native Resource Center, the Senate Environment and Safety Committee will develop procedures and policy to govern approval and practice of smudging activities.
- That Environmental Health and Safety and the Tribal Liaison would submit the designated locations as an update item to the University Senate before the end of December 2021.

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[1] https://www.umt.edu/policies/browse/facilities-security/smudging-pipe-ceremonies

Date: 23 March 2021

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEMS

Referral 2/20212 AS-IVC requests a seat on the Senate

Motion (First Reading):

Bylaws

Change from:

1.42 Five students chosen by Associated Students in San Diego, two of the five being graduate students chosen in consultation with the Dean of Graduate Affairs according to the Bylaws of Associated Students.

To:

1.42 Seven students chosen by Associated Students:

   1.421   Five students from the San Diego Campus, two of the five being graduate students chosen in consultation with the Dean of Graduate Affairs according to the Bylaws of Associated Students in San Diego.

   1.422   Two students from the Imperial Valley Campus chosen by Associated Students at SDSU Imperial Valley.

Rationale: Originally (02/2021), a referral was made by the Senate Officers to add one student from SDSU Imperial Valley, but this was superseded by a request from AS President Imperial Valley to secure four, later changed to two, student representatives from IV SDSU. CBL voted unanimously to recommend two students to the Senate. In making its recommendation, CBL was aware that if students from the San Diego Campus were given the same proportional elective representation in the Senate, it would mean there would be over 70 students in the Senate. However, Vice President for Student Affairs & Campus Diversity, also present at the meeting, informed CBL that SDSU's Strategic Plan entailed more representation of students from SDSU Imperial Valley. Historically, students from IV SDSU have not had much of a voice regarding the university's decisions. This would correct that.

Being a part of the University Senate will allow IV SDSU student leaders to participate in Senate deliberations and take part in important policy-making that impact the IV SDSU. It will give student leaders a deeper understanding of the university's decisions and implications for our diverse student body.

MEMO

Date: April 12, 2021
To: Senate Executive Committee
From: Senator Kelley on behalf of the Biology Department
Re: Agenda Item on master's student compensation

Members of the Committee:

The following information in this memo contains information relevant to the issue of extremely poor TA compensation in Biology, a situation mirrored in other CoS departments and the University as a whole. Teaching assistants are an indispensable part of student success both for what they are paid to do, namely teach hands-on science in labs, and what they do unpaid every day, namely teach UGs actual research skills as part of independent studies. Graduate research contributes directly to scholarship and grant funding, and the skills learned by these students in lab and the UG students they train are vital job skills for local companies, particularly Biotech. However, as these analyses show TAs are severely undercompensated and struggling to make it financially in one of the most expensive cities in the country. Part 1 below show the results of a survey of the Biology graduate students, and Part 2 is a comparative analysis of compensation relative to our peer institutions. -Scott Kelley, Biology

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Part 1: Results of a Biology department graduate student survey on financial well-being and mental health.

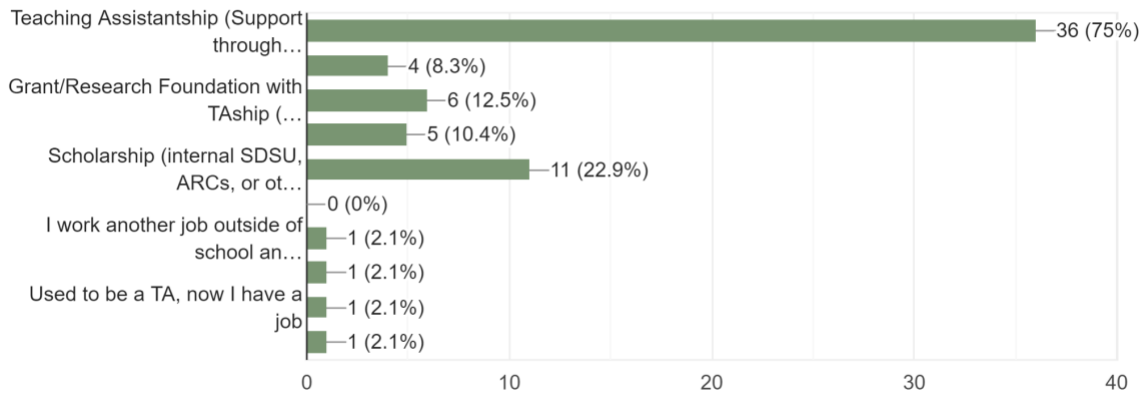**BGSA Graduate Student Climate Survey**

Demographics
In total, 55.1% of the respondents were from PhD programs and 44.9% were from Masters programs. 44.9% of the respondents were in Ecology, 26.5% in Evolutionary Biology, and 28.6% in Cell and Molecular Biology.

Employment and Finances
The majority of the graduate students surveyed receive support from Teaching Assistantships and of those with TAships 24% regularly work more than the allotted 20 hours a week.
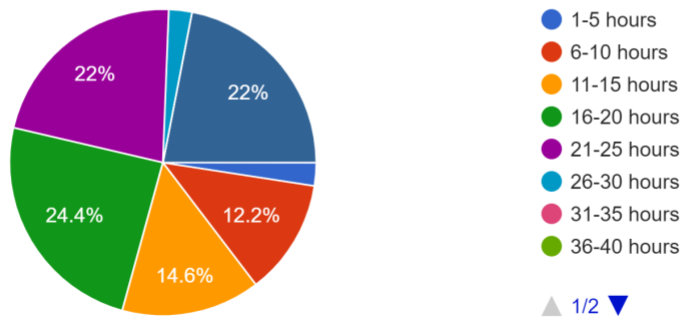
What is your primary support status?

48 responses

- Teaching Assistantship (Support through…) — 36 (75%)
- — 4 (8.3%)
- Grant/Research Foundation with TAship (… — 6 (12.5%)
- — 5 (10.4%)
- Scholarship (internal SDSU, ARCs, or ot… — 11 (22.9%)
- — 0 (0%)
- I work another job outside of school an… — 1 (2.1%)
- — 1 (2.1%)
- Used to be a TA, now I have a job — 1 (2.1%)
- — 1 (2.1%)
- — 1 (2.1%)

If you are currently a TA, how many hours a week are you working, including preparation of materials and virtual instruction?

41 responses

- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-35 hours
- 36-40 hours

▲ 1/2 ▼

(Note: the 22% dark blue indicates students who are on TAships but not currently teaching since PhD students only teach one semester)

Furthermore, 60.9% of students state that their teaching assistantship interferes with their ability to perform their own research.

Is your teaching assistantship interfering with your ability to perform your own research?
46 responses

- Yes
- Sometimes, but it's not unmanageable
- No
- Too early to tell
- I am not a TA
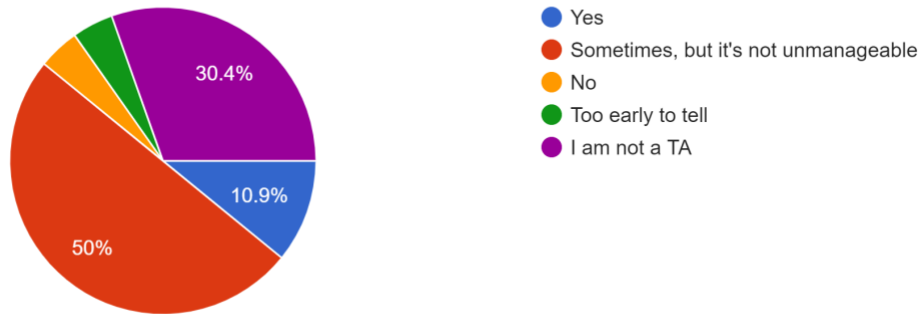
==82.6% of all surveyed students (MS and PhD) feel like they are not adequately compensated for their work.==

Do you feel like you are being compensated adequately for your work as a graduate student?
46 responses

- Yes
- No
- N/A
- I really don't know
- I feel that it can be improved. Another option I would actually prefer is for the University to keep paying me more or less the same, but instead helping me with transportation costs. That's my personal opinion, though
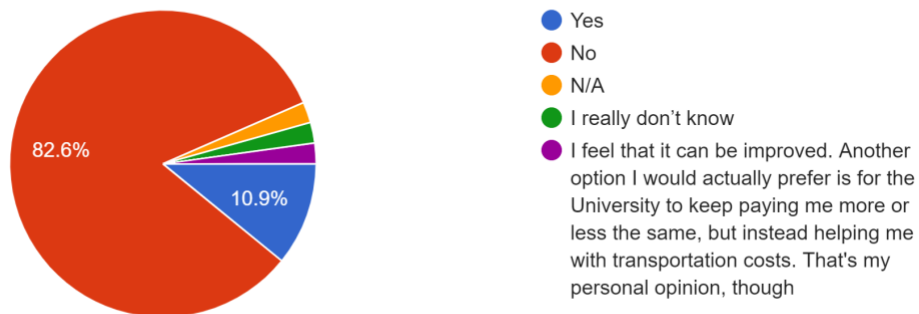
Many students in the program **(27.1%)** have student loans as a product of being in graduate school.

The financial burden is amplified as 47.9% of students pay more than 60% of their income on rent, leaving little behind for food and savings. Many of the students live with roommates to decrease the rent burden.

What percentage of your monthly SDSU income (after tax) goes to rent/mortgage?
48 responses
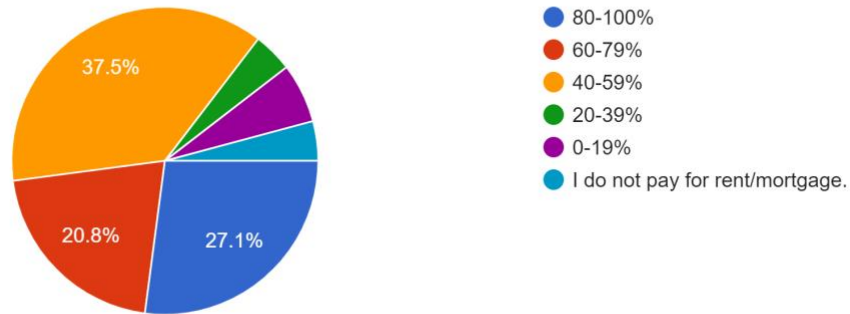
The cost of transportation (parking, car upkeep, public transportation) is also a financial burden for our graduate students. 56.3% of respondents feel that the cost of transportation is not appropriately scaled to their income.

Do you feel that your cost of transportation is appropriately scaled to your income?
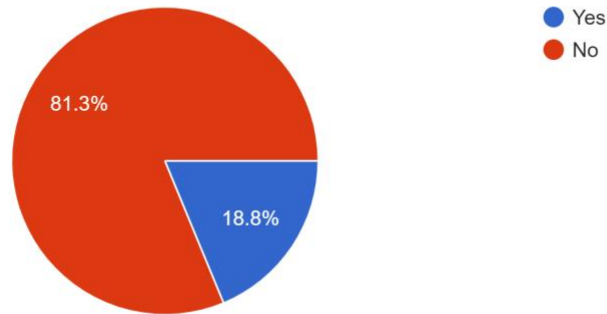48 responses
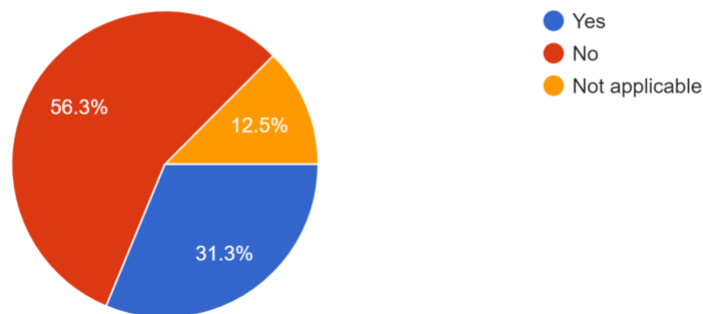
In order to compensate for the cost of rent, transportation, and other amenities, **18.8%** of our respondents stated that they have a job earning income outside of their graduate student compensation.

Do you have a job earning income outside of your graduate student compensation?
48 responses

Additionally, **17% of our respondents use CalFresh, 59.6% use the food pantry, and 17% are enrolled in the SDG&E Care Program**. These are programs for low income families and individuals and many of our students were not aware these programs existed or that they were eligible.

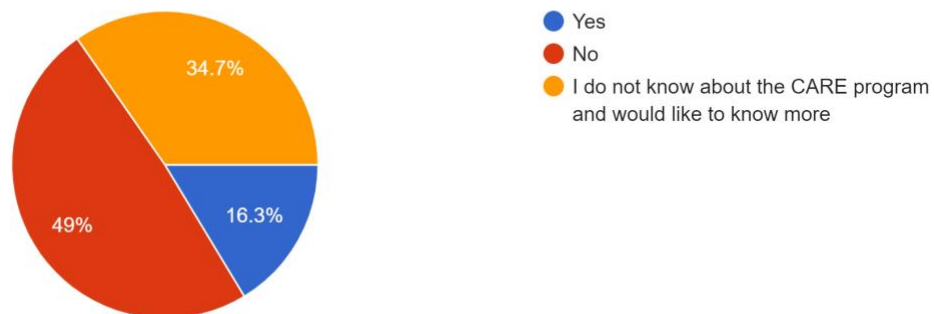Do you receive CalFresh (SNAP/ food stamps benefits)?
47 responses
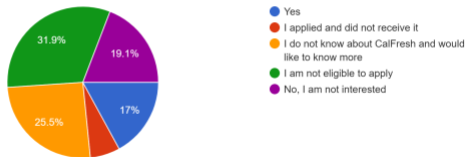
Are you aware of the food pantry on campus?
47 responses
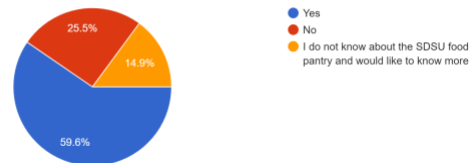
Are you enrolled in the SDG&E CARE program?
49 responses

Selected Comments from Survey Respondents Re: Finances

"Pay the graduate TA's a living wage for San Diego. It's insane that we have to have to be on food stamps and incurring thousands of dollars in student debt just to get by."

"Although I understand that M.S. students have it worse for their financial situations (i.e., no wavier of tuition), I still wish that SDSU had scholarship/fellowship/grant opportunities for PhD students. Now on paper they do, because they are open for PhD students to apply, but in reality you have no chance of being awarded them since priority is given to the Master's students. I just think that it is weird that my home university has no research funding opportunities for me."

"Better pay for T/A positions"

Mental Health

The majority of the students surveyed have a moderately healthy work/life balance. But mental health issues and lack of support are still largely unaddressed issues in graduate programs broadly.

When asked to select five topics that most affect their daily well-being, 21% of respondents indicated financial insecurity.

Students are generally unsatisfied with the university and department efforts to support mental health.

Selected Comments Re: what information, resources, or support could BGSA and/or the Biology Department provide to improve the well-being of yourself and those around you?

"More information about the resources we have. Also, to get updates about how are financial support and progress expectations affected by the pandemic situation"

"Stipend Increase"

"Financial / Academic Guidance"

"I can't emphasize enough how much mental health and financial insecurity has put me back re: time to degree. I have been to multiple therapists under my university-provided health plan and their feedback was often discouraging. I am now back on track because of an out-of-network therapist who specializes in helping students finish their graduate degrees, and can only afford them through generous help from my family. The university as a whole desperately needs to improve their approach to mental health, and while my PI has been supportive, the negative atmosphere present in the ecology program area has been demoralizing."

Part 2: Faculty analysis of MS grad student compensation at SDSU relative to peer institutions.

We, the Biology Department Faculty, are deeply concerned about SDSU's inadequate compensation of MS students for the important work they provide to the university. MS student TAs enthusiastically train our undergraduates in many Biology laboratory courses, thereby helping SDSU achieve its Mission to provide "research-oriented, high quality education for undergraduates." Because our MS students critically support our research activities (publishing research and securing external grants), poorly compensating them has negative, rippling effects throughout our program and university. These effects significantly reduce our ability to remain competitive with other biology programs and prevent us from improving SDSU's national ranking.

SDSU faculty have long wanted to improve our ranking relative to peer institutions. To do so, we must outcompete our peers with respect to recruiting and training excellent, diverse graduate students. However, the quality of life of our current grad students (especially in the Biology MS program) prevents us from achieving these goals. For example, SDSU Biology MS students on TAs have a net income **$12,000 less than those at peer research institutions** and live at or below the poverty level. This is before factoring in cost of living in San Diego which is more than twice that of many peer institutions (e.g., South Carolina). **To make SDSU's Biology MS Program competitive with our peers and to improve student success, we request that SDSU change Biology MS student compensation by 1) waiving tuition and 2) increasing TA stipends by at least $8K.** This is especially true if we are to bring the demographics of our grad student population in line with the broader community (i.e., improving the recruitment and retention of students of color).

We ask that SDSU support its Biology MS students appropriately for the services they provide to achieve SDSU's educational mission for undergraduates. With respect to SDSU's research mission, Biology faculty already provide three significant items (that, in turn, support the educational mission). **First**, we provide Research Assistantships and summer salary for part of the tenure at SDSU through external grants. **Second**, we cover research-related expenses such as materials/supplies for experiments, publication costs, and travel to scientific conferences. **Third**, we willfully expend considerable energy towards graduate committee work (e.g., admissions and theses), graduate courses (e.g., lecturing and grading), and research mentorship (e.g., experimental design, statistical analysis, and scientific writing). But our ability to achieve our research goals is impaired because we do not adequately compensate our Biology MS student TAs.

Comparisons of SDSU Biology MS TA compensation to that of our peer universities revealed that **our TAs are shockingly under-compensated**. For this analysis, we identified eight peer institutions: Alabama, Louisiana State, New Hampshire, Ohio State, Oregon State, Oregon,

Rhode Island, and South Carolina. Next, we compared stipend, tuition, and fees using a public Google Salary Survey from 2019 and direct email exchanges with our colleagues at these institutions in 2021. The results were embarrassing: **All of our peers provide tuition waivers to graduate students (SDSU does not)**. After considering tuition waivers and higher stipends, our peers provide $12K per year more than SDSU for each TA. This difference is even more striking when considering higher costs of living for our students. Because of this massive disparity, to be both competitive and ethical, SDSU must provide tuition waivers and a stipend increase of at least $8K for Biology MS students.

A Spring 2021 survey of Biology graduate students conducted by the BGSA (Biology Graduate Student Association) revealed the hardships our students face because of SDSU's choices to poorly compensate these critical workers. Stunningly, 16% of our Biology graduate students receive Calfresh (and several of these students are underrepresented minorities), 31% of our students have loans from graduate school, and 33% earn income from jobs outside of SDSU, thereby leading to students working in the lab during off-hours. Only 9% of our graduate students feel adequately compensated.

This situation weakens our ability to compete with our peers to recruit excellent, diverse students. Offer letters into our MS program are increasingly declined and applicants report to us that poor compensation was their primary reason for not choosing SDSU. This is particularly problematic for new faculty trying to establish their labs.

April 2021

TO: Senate Executive Committee / Senate

FROM: DEI, Faculty Affairs and Tenure-Track Planning Committees

RE: INFORMATION item regarding diversity statements for faculty candidates

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Last year, the Senate approved a policy change that requires all new faculty hires to meet at least two of the eight Building on Inclusive Excellence criteria that ask whether candidates have experience or demonstrated commitment to teaching, research and/or service with underrepresented populations. These criteria are included in all position announcements, and the currently required language asks candidates to "Please indicate in your cover letter how you meet at least two of these criteria."

However, some candidates overlook this request, making it more difficult for search committees and the BIE reviewers to determine whether candidates meet the criteria. Therefore, the Diversity, Equity and Inclusion, Faculty Affairs, and Tenure-Track Planning Committees request that the AVP for Faculty Advancement update the boilerplate language in the Faculty Hiring Handbook. In place of current language, ask candidates to submit a separate diversity statement that explicitly communicates how the candidate meets at least two of the criteria. These statements should be not be constrained by a word count.

Page limit may be considered at SEC, bring it in line with statements for teaching and learning (2-3 pages suggested).

TO: SEC

FROM: Cezar Ornatowski, Nola Butler-Byrd, Eniko Csomay

DATE: April 20, 2021

SUBJECT: Information: Report from the March 18-19, 2021 plenary meeting of the Academic Senate CSU (ASCSU)

The March 18-19, 2021 ASCSU plenary was held online.

Chancellor Castro

The CA Legislature will restore the $299 million cut to the CSU recurring budget. The Governor
also proposed a $144.5 million increase to the CSU budget, as well as a $175 million one-time allocation for deferred maintenance. In addition, Chancellor Castro will ask the Legislature for an additional $66 million in recurring funds for Graduation Initiative 2025, as well as for $1.025 billion in one-time money for academic facilities and renewal needs.

Some of the Northern CA campuses (Sonoma, Chico, Humboldt, San Francisco) are experiencing softening enrollments. Southern CSU campuses appear to be doing better.

CSU Trustee Lateefah Simon

The ASCSU had an inspiring conversation with CSU Trustee Simon on a wide range of issues: online enrollment thresholds, online teaching, access, mental health, counseling, campus repopulation. Trustee Simon appeared more interested in asking questions and listening to us than talking, which resulted in a productive conversation and will perhaps lead to a more interactive relationship with the Board of Trustees.

Election of new Faculty Trustee

The ASCSU elected two candidates for CSU Faculty Trustee. Six candidates were interviewed by the body, of whom two were elected for recommendation to the Governor (who makes the final choice):

Romey Sabalius, Professor of German, San Jose State University, incumbent Trustee, and

Darlene Yee-Melichar, Professor of Gerontology, San Francisco State University.

Resolutions

At the March 18-29, 2021 ASCSU plenary meeting, nine resolutions were passed:

AS-3456-21/FA (Rev) FACULTY **E**MERITUS**/E**MERITA **S**TATUS**, R**EVOCATION AND **A**PPEAL (FIRST READING WAIVED)
Recommends that CSU campuses review their emeritus/emerita status policies and establish criteria for revocation of emeritus/emerita status.

AS-3469-21/FA CALL FOR A **M**ORATORIUM ON **A**LGORITHMIC **I**MAGE **A**NALYSIS **T**ECHNOLOGIES IN THE **CSU**
Calls for an immediate moratorium on any use of facial recognition technology in the CSU, with the exception of academic research.

AS-3457-20/APEP ENDORSEMENT AND ADOPTION OF GENERAL EDUCATION B4 MATHEMATICS/QUANTITATIVE REASONING COURSE GUIDELINES AND PRINCIPLES
Endorses the document, "CSU GE Area B4 Mathematics/Quantitative Reasoning Course Deadlines and Principles"; requests that the 2022 Intersegmental General Education Transfer Curriculum (IGETC) Standards, Policies & Procedures document incorporate the stated purpose and content of B4 or B4-transferrable courses from the CSU Math Council Document; and urges local campus bodies to adopt these guidelines and principles for B4 certification and in particular to ensure that every B4 course meets the purpose, has the content, and relies and builds upon high school level curriculum as described in "General Guidelines and Principles for Curriculum Developers and Reviewers" in that document.

AS-3472-21/EX IN **M**EMORIAM: **D**EBORAH **H**ENNESSY**, A**CADEMIC **S**ENATE **CSU D**IRECTOR **1981-2003** (FIRST READING WAIVED)

AS-3474-21/AA ON THE **U**SE OF **R**EMOTE **P**ROCTORING **S**OFTWARE FOR **A**SSESSMENT (FIRST READING WAIVED)
Urges faculty to avoid the use of remote proctoring software to recreate an in-person exam experience in a virtual setting and asks the Chancellor's Office to negotiate system-wide contracts with remote proctoring service providers to ensure that, if such services are used, adequate data and privacy protection are included in those contracts.

AS-3475-21/FA ENSURING **S**AFE **C**AMPUS **R**EPOPULATION (FIRST READING WAIVED)
Strongly encourages the Chancellor's Office to develop systemwide guidance that can be used by campuses in collaboration with the ASCSU, the California Faculty Association, and all collective bargaining units for the safe repopulation of campuses.

AS-3476-21/FGA 2021 LEGISLATIVE **A**DVOCACY **P**OSITIONS OF THE **A**CADEMIC **S**ENATE OF THE **C**ALIFORNIA **S**TATE **U**NIVERSITY **(ASCSU)** (FIRST READING WAIVED)
Presents ASCSU positions on bills currently under consideration by the California Legislature.

AS-3477-21/FA ADDRESSING BURNOUT WITHIN THE CSU COMMUNITY (FIRST READING WAIVED)
Commends measures taken to ameliorate faculty, staff, and student burnout due to the pandemic and urges campus senates and administrations to accelerate the implementation of strategies to address and remedy faculty, student, staff, and administrator burnout, as well as to promote educational and working environments focused on well-being throughout the CSU during the pandemic.

AS-3488-21/APEP SOLICITATION FOR MEMBERSHIP IN A FDRG FOR ETHNIC STUDIES (FIRST READING WAIVED)
Urges the ASCSU to issue a call for CSU faculty experts interested in contributing as members of a Faculty Discipline Review Group (FDRG) for Ethnic Studies, and asks the ASCSU to acknowledge that the CSU/CCC Intersegmental Curriculum Workgroup has requested that *"The Intersegmental Curriculum Workgroup should engage the C-ID process to create a Discipline Input Group for the possible creation of an Area of Emphasis TMC in Ethnic Studies."*

Ten first-reading resolutions were introduced:

AS-3478-21/APEP CONCERNS ABOUT COMMON TRANSFER PATHWAYS ACROSS THE CCC, CSU, AND UC
Recommends that the CSU and the CA Community Colleges (CCCs) continue to articulate and share opportunities and to clarify the criteria for CCC/CSU transfer.

AS-3479-21/AA ENHANCED STUDENT ADVISING SERVICES DURING IMPLEMENTATION OF THE ETHNIC STUDIES REQUIREMENT
Reaffirms ASCSU's support for a systemwide CSU Ethnic Studies Requirement (CSU General Education Area F); affirms the importance of and need for advising services, including faculty advisors to be trained in the new ethnic studies requirement and its relationship to other degree requirements, both in General Education (GE) requirements and in the major; and requests that CSU increase messaging to high school seniors, incoming first-year and transfer students and their counselors on the many options students have for completing the CSU Ethnic Studies Requirement.

AS-3480-21/FA RECOGNIZING THE DISPARATE IMPACT OF THE COVID-19 PANDEMIC ON WOMEN IN THE CSU
Urges the ASCSU to recognize the disparate impact of the pandemic on women, especially women of color.

AS-3481-21/APEP CONCERNS ABOUT DUAL ADMISSIONS LEGISLATION
Urges Chancellor Office support for CSU/CCC-driven joint efforts on student preparation and transfer and expresses concern that proposed solutions to existing limitations within advising structures in support of existing Associate Degrees for Transfer (ADT) programs may further exacerbate outcome differences for Under Represented Minorities groups.

AS-3482-21/AA/FA ON TRANSGRESSIONS OF ACADEMIC INTEGRITY, FACULTY, AND ADMINISTRATIVE RESPONSE
Encourages faculty members to inform students, at the very least at the start of each term, that existing University and campus policies on academic integrity apply, irrespective of instructional modality; encourages faculty members to consider adopting pedagogical approaches that minimize the opportunity for transgressions of academic integrity; and asks the Chancellors Office to develop, in conjunction with the ASCSU, training for new and existing members of the faculty to help create a more uniform application of campus policy in response to incidents of transgressions of academic integrity.

AS-3483-21/FA REMUNERATION FOR COVID-RELATED WORK-AT-HOME EXPENSES
Urges the CSU to provide reimbursement in accordance with the California Labor Code for COVID-related work-at-home expenses incurred by faculty and staff.

AS-3484-21/APEP CSU SUPPORT FOR EXPANDED EARLY-START SUMMER EXPERIENCES
Asserts ASCSU's support for expanded Early-Start summer experiences that help acclimate incoming students to the CSU; advocates that campuses be given autonomy in the development of customized programs suited to the needs of their students and that these experiences be available for all incoming first-year students (i.e., in addition to those in Multiple Measures Placement Categories III and IV); as well as recommends that students participating in such programs should earn credit towards graduation.

AS-3485-21/FGA SUPPORT FOR ACTIONS TAKEN TO REDUCE CLIMATE CHANGE AND TO PROTECT THE ENVIRONMENT
Asserts ASCSU's support for bills introduced during spring 2021 by the California Legislature concerning actions taken to curb global warming (climate change) or to preserve our environment, and recommends that California Public Employees' Retirement System (CalPERS) evaluate the efficacy of reducing their current fossil fuel investment portfolio with the goal of working towards a total investment portfolio which protects the long–term health of the environment.

AS-3486-21/APEP CONCERNS REGARDING ETHNIC STUDIES AND IGETC IMPLEMENTATION
Urges the ASCSU to acknowledge the rapid evolution of standards, criteria, and implementation of AB 1460 (Weber) in the CSU, and asks the ASCSU to recognize the desirability of aligning the Intersegmental General Education Transfer Curriculum (IGETC) with the CSU General Education Area F requirements (Ethnic Studies) when considering potential changes to IGETC.

One resolution was refused a first reading waiver and was referred back to committee:

AS-3487-21/AEDI ASCSU Ad Hoc Committee to Advance Equity, Diversity and Inclusion (AEDI) Recommendations

Urges the ASCSU to reaffirm <u>AS-3404-19/EX (Rev)</u> *Creation of an Ad Hoc Committee to Advance Equity, Diversity and Inclusion Within the ASCSU* with its overarching mission to identify ways in which the ASCSU might advance its equity, diversity and inclusion goals, and recommends that the ASCSU:

1. Establish the Advancing Equity, Diversity, and Inclusion Committee as a standing committee of the ASCSU effective June 2021;
2. Solicit and allocate funding, time, and resources for annual ASCSU learning opportunities to support the advancement of equity, diversity, and inclusion goals;
3. Request that the Chancellor's Office hold a personnel census every five years to update demographic information, identify trends in the diversity of campus personnel, and better understand cultural taxation experienced on campuses;
4. Encourage campus senates to employ and share inclusive strategies in recruiting and selecting senators and affiliate committees to promote diverse participation;
5. Encourage campus senates to respond to annual data requests from the ASCSU on senate diversity, equity and inclusiveness efforts;
6. Work with campus senates to actively recruit lecturer faculty to serve in the ASCSU and request that campus senates submit annual responses on recruitment and outcomes of lecturer faculty;
7. Establish a system for the formation of dedicated lecturer seats in the annual campus apportionment resolution;
8. Request that the Chancellor's Office provide financial support for new first year ASCSU senators with the full rights (including release time) and responsibilities as established senators; and
9. Establish more explicit descriptions of requirements for the Faculty Trustee position.

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 via the SDSU academic senators: Nola Butler-Byrd (nbutler@mail.sdsu.edu), Eniko Csomay (ecsomay@sdsu.edu), and Cezar Ornatowski (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 the 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/.

SDSU Academic/Holiday Calendar
2022-2023

Summer 2022

Date	Holiday/Activity
Tues, May 24, 2022	First day of Summer term
Tues, May 24, 2022	First day of classes
Mon, May 30 2022	Memorial Day (Campus closed)
Mon, July 4, 2022	Independence Day (Campus closed)
Fri, August 12, 2022	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 17, 2022	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2022

Date	Holiday/Activity
Thurs, August 18, 2022	First day of Fall semester
Mon, August 22, 2022	First day of classes
Mon, September 5, 2022	Labor Day (Campus closed)
Fri, November 11, 2022	Veterans Day (Campus closed)
Wed, November 23, 2022	No Class (Campus open)
Thu, November 24 - Fri, November 25, 2022	Thanksgiving Break: (Campus closed) 11/24 Thanksgiving Day 11/25 * Admission Day
Mon, December 12, 2022	Last day of classes
Tues, December 13 – Mon, December 19, 2022	Final Examinations
Thurs, December 22 – Tues, December 27, 2022	Winter Break: (Campus closed)

12/22 * Lincoln's Birthday
12/23 *Washington's Birthday
12/26 * Christmas Day
12/27 * Columbus Day

Fri, December 30, 2022   Last day of Fall semester, grades due from
                                                instructors (11 pm Deadline)

Spring 2023

Date	**Holiday/Activity**
Mon, January 2, 2023	New Year's Day (Campus closed)
Mon, January 16, 2023	Martin Luther King, Jr. Day (Campus closed)
Tues, January 17, 2023	First Day of Spring semester
Wed, January 18, 2023	First day of classes
Mon, March 27 – Fri, March 31, 2023	Spring Break
Fri, March 31, 2023	Cesar Chavez Day (Campus closed)
Thurs, May 4, 2023	Last day of classes
Fri, May 5 - Thurs, May 11, 2023	Final Examinations
Thurs, May 11, 2023	IVC Commencement
Fri, May 12 – Sun, May 14, 2023	Commencement – San Diego Campus
Thurs, May 18, 2023	Last day of spring semester, grades due from instructors (11 pm Deadline)

*= Re-scheduled holiday

SDSU Academic/Holiday Calendar
2023-2024

Summer 2023

Date	**Holiday/Activity**
Mon, May 22, 2023	First day of Summer term
Mon, May 22, 2023	First day of classes
Mon, May 29, 2023	Memorial Day (Campus closed)
Tues, July 4, 2023	Independence Day (Campus closed)
Mon, August 14, 2023	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 16, 2023	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2023

Date	**Holiday/Activity**
Thurs, August 17, 2023	First day of Fall semester
Mon, August 21, 2023	First day of classes
Mon, September 4, 2023	Labor Day (Campus closed)
Fri, November 10, 2023	* Veterans Day (Campus closed)
Wed, November 22, 2023	No Class (Campus open)
Thu, November 23 - Fri, November 24, 2023	Thanksgiving Break: (Campus closed) 11/23 Thanksgiving Day 11/24 * Admission Day
Mon, December 11, 2023	Last day of classes
Tues, December 12 – Mon, December 18, 2023	Final Examinations

Thurs, December 21   – Tues, December 26, 2023   Winter Break: (Campus closed)

12/21 * Lincoln's Birthday
12/22 *Washington's Birthday
12/25   Christmas Day
12/26 * Columbus Day

Fri, December 29, 2023   Last day of Fall semester, grades
due from instructors (11 pm Deadline)

Spring 2024

Date	Holiday/Activity
Mon, January 1, 2024	New Year's Day (Campus closed)
Mon, January 15, 2024	Martin Luther King, Jr. Day (Campus closed)
Tues, January 16, 2024	First Day of Spring semester
Wed, January 17, 2024	First day of classes
Mon, April 1, 2024	* Cesar Chavez Day (Campus closed)
Mon, April 1 - Fri, April 5, 2024	Spring Break
Thurs, May 2, 2024	Last day of classes
Fri, May 3 -Thurs, May 9, 2024	Final Examinations
Thurs, May 9, 2024	IVC Commencement
Fri, May 10 – Sun, May 12, 2024	Commencement – San Diego Campus
Thurs, May 16, 2024	Last day of spring semester, grades due from instructors (11 pm Deadline)

*= Re-scheduled holiday

Date: 16 March 2021
To: Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee (AP&P)
Subject: Information: Procedures for developing and approving mirrored programs at SDSU
                Imperial Valley and SDSU Global Campus

The AP&P Committee met on 9 March and approved revisions to the following procedures for developing and approving mirrored programs at SDSU Imperial Valley and SDSU Global Campus. This approval was preceded by substantial discussion and consultation among the committee, the original authors, and other colleagues.

"Mirrored instances" of degree programs share a common set of degree requirements, but are offered on different campuses. By "a common set of degree requirements" is meant:

    i.   All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.

    ii.   Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.

The process for developing and implementing mirrored instances of degree programs at the SDSU-IV shall be as follows:

1. SDSU-IV will work with the chair / director (or designee), in consultation with and recommendation of the tenured / tenure-track faculty of the originating academic department / school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-IV. One set of printed degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.

2. SDSU-IV will work with the department chair / school director (or designee) for the existing program in the originating academic department / school to create a mirrored self-support instance proposal. The proposal will include a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, and a second copy highlighting the changes that have been submitted through curriculum proposals.

3. SDSU-IV will identify an SDSU-IV program advisor for the mirrored instance of the program. The advisor must be a T/TT faculty member.

4. SDSU-IV sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.

5. The final mirrored instance proposal is reviewed and approved by:
   a. the SDSU-IV program advisor,
   b. the SDSU department chair / school director of the originating academic department/school,
   c. the SDSU-IV Dean or designee, and
   d. the academic Dean of the College (or designee) for the originating academic department/school.

6. SDSU-IV submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean / Undergraduate Dean (or equivalent).

7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.

8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.

9. After Senate approval, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

"Mirrored instances" of degree programs share a common set of degree requirements, but are offered on different campuses. By "a common set of degree requirements" is meant:

    i.   All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.

   ii.   Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.

  iii.   When a self-support version is offered (through SDSU Global Campus), students in the state- and self-supported instances cannot register for courses from the alternative version except in rare exceptions granted to individual students.

The process for developing and implementing mirrored instances of degree programs at the SDSU Global Campus shall be as follows:

1. SDSU-GC will work with the chair / director (or designee), in consultation with and recommendation of the tenured / tenure-track faculty of the originating academic department / school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-GC. One set of published degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.

2. SDSU-GC will work with the chair / director (or designee) for the existing program in the originating academic department / school and college to create a mirrored self-support instance proposal. The proposal will include: a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, the market research including labor growth analysis, satisfaction of EO 1099, and a second copy highlighting the changes that have been submitted through curriculum proposals (if needed).

3. SDSU-GC will work with the chair / director (or designee) of the academic department / school to identify an SDSU-GC program advisor/sponsor for the mirrored instance of the program.

4. SDSU-GC sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.

5. The final mirrored instance proposal is reviewed and approved by:
   a. the SDSU-GC program advisor/sponsor,
   b. the SDSU department chair / school director of the originating academic department / school,
   c. the SDSU-GC Dean or designee, and the academic Dean of the College (or designee) for the originating academic department/school.

6. SDSU-GC submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean / Undergraduate Dean (or equivalent).

7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor/sponsor (and other program representatives, as needed) should be present to answer questions if necessary.

8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.

9. After Senate approval, Curriculum Services will submit the proposal and accompanying budget to the Chancellor's Office for review and approval of the mirrored self-support instance of the program.

10. Once the Chancellor's Office and WASC approve the mirrored self-support program, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

Date: 3-11-21

To: SDSU Senate Officers, SDSU Senate

From: SDSU Senate Committee on University Resources & Planning

RE: UR&P Referral Response to Shared Governance Strategies and Guiding
         Principles for Budget

_____

The memorandum responds to a University Senate Referral Letter dated July 28, 2020,
regarding "shared governance strategies and guiding principles for budget."

The referral letter requested that UR&P 1) research previous responses to budget
issues, 2) research strategies to support Senate voice in budget decision-making
processes, and 3) develop a set of guiding principles and strategies for dealing with
budget issues.

UR&P spent a majority of our Fall 2020 meetings discussing approaches to this referral.
We unanimously agreed that a coordinated communication plan from UR&P would
support shared governance, Senate representation, and budget literacy and
transparency. It would also build the capacity of UR&P committee members to
understand and participate in budget decision-making processes. As noted in the
AR&P Response to SEC Referral dated January 13, 2017, the university budget is
highly complex, UR&P committee members have few opportunities to develop budget
fluency, and committee members' abilities to engage in shared governance around
budget issues is therefore impaired.

UR&P's response to the July 2020 referral proposes a process that seeks to strengthen
committee capacity, budget transparency, budget communication, and access to
information for the Senate and the campus as a whole. This process seeks to fortify our
understanding of the university budget through an annual budget communication
process whereby committee members collect and disseminate information about their
respective divisions' budgets. These divisional budget reports will be reviewed,
assessed, and consolidated into a university budget report and made accessible to
members of the Senate and the larger SDSU community. UR&P's intention is to lead an
annual budget review process that opens up details about how each division is planning
for and allocating their budgets, what revenue constraints each division needs to
address, and what financial demands they are facing.

Attachment 1 describes an annual budget communication process whereby UR&P committee members will meet with the resource managers in their respective divisions or colleges to complete a Division/College Budget Report which addresses a series of budget-related questions. **Attachment 2** includes a draft Division/College Budget Report form.

The annual process is intended to build understanding and capacity related to the university budget, which should improve shared governance. Attachment 1 also describes a more strategic budget communication process whereby any SDSU community member can go to the Senate website, or directly to their UR&P representative, and submit budget-related questions, which will then be researched and a response drafted within a 2-week period. **Attachment 3** shows the google form which will be available to the entire SDSU community on the Senate website for submitting questions.

The UR&P committee engaged in a fairly extensive outreach effort to gather comments on our proposed budget communication process before finalizing our referral response. We visited and presented our proposal to the Council of Vice Presidents (COVP), Academic Deans Council (ADC), the Senate officers, and the Resource Managers of Academic Affairs. **Attachment 4** shows the presentation made to these groups.

ATTACHMENT 1
DRAFT
Senate University Resource and Planning (UR&P) Committee
Proposed Budget Communication Process
2-9-2021

Goal: This document outlines a new budget review and communication process to be led by the Senate UR&P committee to support more informed budget conversations and transparency across the University. There are two processes described in this document – one intended as an annual, longer-range process (Part 1), and the other intended as a short-term, strategic process (Part 2). These proposed processes serve as a response to the Senate Referral on July 28, 2020 to UR&P requesting that we draft guiding principles for university-wide budget planning. These communication processes will be finalized over the academic year 2020-21 and piloted during the academic year 2021-22.

The proposed *annual* communication process will involve UR&P committee members collaborating with their respective division/college leaders to draft a *Division/College Budget Report* which will be shared semi-annually with the full UR&P committee, with division/college faculty and staff, with the Senate, and with the President's Budget Advisory Committee (PBAC). The purpose of this new annual communication process is to build a foundation of understanding across the University in relation to current budgets and changes over time at the division and college level. Under Part 2, the short-term communication process will function as an information gathering effort conducted in response to inquiries about budget issues or concerns from any member of the SDSU community. This process will be available on an as-needed basis.

Part 1) Annual UR&P Communication and Analysis Process: The annual UR&P communication process involves several phases with the UP&P representative serving as a liaison:

> **Phase 1 – Budget Review:** Each UR&P committee member and their respective division/college leadership team will review the current year budget information provided by Business and Financial Affairs (BFA) and engage in discussions related to current funding sufficiency and areas for expansion/contraction based upon multi-year planning. The UR&P committee members, in collaboration with their respective division/college leadership teams, will document this discussion in the *Division/College Budget Report* (see report template on page 3 of this document). The UR&P committee members will share the Division/College Budget Report with the full UR&P committee.

> **Deliverable:** Draft Division/College Budget Report with Attachment A (Division/College Budget from BFA).

> **Phase 2 – Division/College Budget Report Dissemination:** Each division/college leadership team will share the Division/College Budget Report with faculty, staff and students in their unit. The mode by which this information is shared (e.g. town hall, email, workshops etc.) will be determined by the division/college leadership team. Budget communication should include sharing of information, as well as collecting input from division/college faculty and staff on budget needs and priorities. A summary of this outreach will be included in the Division/College Budget Report as Attachment B.

Deliverable: Final Division/College Budget Report with Attachments A and B.

Phase 3 – UR&P Analysis and Dissemination: The UR&P chair will combine the reports from all divisions/colleges and share with the UR&P Committee, which will then formulate observations and recommendations based on this data. These observations and recommendations, along with the combined reports, will be shared with the Senate and PBAC as the UR&P University Budget Report. The combined report will include a set of metrics that allow for cross-divisional comparisons.

Deliverable: UR&P University Budget Report

Part 2) Community Referral Process

At any time during the calendar year, members of the SDSU community may call upon the UR&P committee to clarify budget issues or concerns. The UR&P committee chair will assign these inquiries to a sub-committee of 2 to 3 UR&P committee members who will gather relevant information and then draft a short memo describing their findings. This process is intended to address concerns quickly (within 2-4 weeks) and provide the necessary facts to support informed discussions.

Deliverable: Community Referral Response Memo

ATTACHMENT 2
DRAFT
Division/College Budget Report Template

1) How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?

2) What are your division/college's key challenges with budget and resources?

3) What are your division/college's key opportunities with budget and resources?

4) What information or support would help your division/college to budget or allocate resources more effectively?

5) Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA
Attachment B: Summary of Outreach to Division/College

ATTACHMENT 3
DRAFT Google Form Accessible on Senate Website

UR&P's Campus Budget Q&A Request

This form provides a space for members of the SDSU community to submit questions about SDSU's budget, budgeting process, budget transparency and financial matters related to the University. When a question/concern is submitted, the Senate University Resources & Planning (UR&P) Committee:

1. Discusses submissions at a regularly scheduled meeting and identifies one or more member(s) to clarify the question as needed and research/draft a response. [1-2 weeks]
2. Reviews/finalizes the response and shares it with the submitter. [1-2 weeks]
3. Publishes the exchange as part of the FAQ section of the Senate UR&P webpage, as appropriate. [1-2 weeks]

Please note: Anonymous entries will not be directly responded to, however if the submission response is deemed appropriate for publication on the committee FAQ page, the response may be viewed there.

Last Name:

Short answer text

First Name:

Short answer text

Email:

Short answer text

Your role on campus: *

☐ Administrator

☐ Faculty

☐ Staff

☐ Student

☐ Other

Your budget or finance-related question/concern: *

Long answer text

ATTACHMENT 4

Outreach Presentation to Key Campus Groups

University Resources & Planning (UR&P)

Proposed Budget Communication Process

Sherry Ryan, PhD

Chair of UR&P

2-19-21

UR&P's Role

- Current Senate Policy on UR&P's Role

- Current Efforts to Fulfill this Role
  - Name Change
  - Expanding Membership
  - Develop and Pilot a Budget Communication Process

What is the Current Policy on UR&Ps Role?
Paraphrase of Senate Bylaws Section 3.4

3.421   Make recommendations to the Senate concerning *allocation of university resources*

3.422   Serve as Senate's deliberative body on all issues pertaining to *university budgets, allocation of facilities and positions, and allocation of special funds*

3.423   Review and recommend budget allocations, review *patterns of previous expenditures* and propose changes as they may affect instructional programs, and make general policy recommendations regarding *present and future resource decisions*

What is the Current Policy on UR&Ps?
Paraphrase of Section 3.4 of Senate Bylaws

3.424   Send to the Senate Chair all of its written communications sent to, or received from, administrative officers.

3.425   The Committee shall *inform faculty and students* about resource issues by providing information reports to the Senate.

Committee Name Change

Name change in AY 19-20

Academic Resources & Planning (AR&P) to …

University Resources & Planning (UR&P)

Expanding Membership

- Added representation from all Divisions and improved representation of Imperial Valley

- Membership expanded from 16 to 20
  - Division of Information Technology
  - Division of Research & Innovation
  - Division of Business and Financial Affairs at SDSU IV
  - Senate Treasurer

Faculty – A&L	McClish, Glen
Faculty – BUS	Anderson, John
Faculty – EDU	Bercaw, Lynne
Faculty – ENG	Temesgen, Garoma
Faculty – HHS	*vacant*
Faculty – IV	Boime, Eric
Faculty – LIA	Bliss, Laurel
Faculty – PSFA	Ryan, Sherry (chair)
Faculty – SCI	Lewison, Rebecca
Staff	Attiq, Bann
Senate Treasurer	Fuller, Amanda
Student	Crystal Sanchez
Student	Michelle Halverson
VP for Academic Affairs *(or designee)*	Tong, William *(designee)*
VP for Business and Financial Affairs *(or designee)*	Little, Cystal *(designee)*
VP for Student Affairs and Campus Diversity *(or designee)*	Praba, Rashmi *(designee)*
VP for Information Technology *(or designee)*	Necochea, Sheryl *(designee)*
Dir. of Business and Financial Affairs at SDSU IV *(or designee)*	Madero, Mirabel
VP of Research & Innovation *(or designee)*	Reed, Mark
VP of University Relations and Development *(or designee)*	Fuhriman, David (designee)

UR&P Proposed Budget Communication Process
Part I: Annual UR&P Communication Process

Step 1: UR&P Committee Member and Division/College Resource Staff

- *Meet to review and discuss draft budget provided by BFA*

- *Prepare Draft Division/College Budget Report.*

TIMELINE – Fall Semester

Sample Budget from BFA

Business & Financial Affairs, Div of
Report Data as of October 14, 2020

	FY2020/21 Initial Budget (base)	% of Total	FY2020/21 Budget (base plus 1x)	% of Total	FY2020/21 Actual	% of Total	FY2019/20 Budget (base plus 1x)	% of Total	FY2019/20 Actual	% of Total
UNIVERSITY OPERATING FUND [1]										
Faculty - T/TT	0	0%	0	0%	0	0%	(29,880)	0%	0	0%
Faculty - Part Time	0	0%	0	0%	0	0%	0	0%	0	0%
Faculty - Other	0	0%	0	0%	0	0%	0	0%	0	0%
Librarian	0	0%	0	0%	0	0%	0	0%	0	0%
SSPAR	0	0%	0	0%	0	0%	0	0%	0	0%
TA/GA/ISA	0	0%	0	0%	0	0%	0	0%	0	0%
Management	9,449,131	15%	8,821,338	11%	2,097,567	12%	9,975,902	11%	8,816,237	10%
Support Staff	23,071,015	38%	22,875,126	28%	4,401,574	25%	23,010,591	25%	20,895,244	23%
Salary Savings - Instructional	0	0%	0	0%	0	0%	0	0%	0	0%
Salary Savings - Non-Instructional	(1,835,845)	-3%	230,996	0%	0	0%	0	0%	0	0%
Student Assistant	267,537	0%	267,537	0%	67,103	0%	389,256	0%	367,994	0%
Work Study	0	0%	0	0%	7,003	0%	40,324	0%	40,363	0%
Benefits [2]	2,370,917	4%	6,138,135	8%	4,154,140	23%	17,435,911	19%	17,435,911	19%
Operating Expense & Equipment	35,622,077	58%	45,808,313	56%	7,040,080	40%	42,313,542	45%	43,553,950	48%
Financial Aid	0	0%	0	0%	0	0%	0	0%	0	0%
Internal Transfer [3]	138,698	0%	138,698	0%	0	0%	224,911	0%	123,747	0%
Structural Deficit	(3,097,771)	-5%	(3,097,771)	-4%	0	0%	0	0%	0	0%
Budgeted Use of Reserves	(4,480,917)	-7%	0	0%	0	0%	0	0%	0	0%
Designated Balances and Reserves	0	0%	0	0%	0	0%	0	0%	0	0%
Total Uses:	61,504,842	100%	81,182,372	100%	17,767,467	100%	93,360,557	100%	91,233,446	100%

Draft College/Division Budget Report Content

- How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?

- What are your division/college's key challenges with budget and resources?

- What are your division/college's key opportunities with budget and resources?

- What information or support would help your division/college to budget or allocate resources more effectively?

- Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA

UR&P Proposed Budget Communication Process
Part I: Annual UR&P Communication Process

Step 2: Division/College Resource Leadership and Faculty/Staff

- *Share Draft Division/College Budget Report*

- *Receive comments and input on Draft Division/College Budget Report*

TIMELINE – Fall Semester

Final College/Division Budget Report Content

- How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?

- What are your division/college's key challenges with budget and resources?

- What are your division/college's key opportunities with budget and resources?

- What information or support would help your division/college to budget or allocate resources more effectively?

- Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA

Attachment B: Summary of Outreach to College/Division

UR&P Proposed Budget Communication Process
Part I: Annual UR&P Communication Process

Step 3: UR&P Committee Assessment

- *Review and Assess 20 Final Division/College Budget Reports*

- *Prepare UR&P University Budget Report for submittal to SEC and Senate*

TIMELINE – Spring Semester

UR&P Proposed Budget Communication Process
Part II: SDSU Community Referral Process

1. *Anytime during the calendar year, university community members may call upon UR&P members to clarify budget issues or concerns*

2. *UR&P chair will facilitate conversation between UR&P chair, college/division UR&P representative, and any other necessary university faculty or staff.*

3. *Discussion of issues and any necessary research is documented in a memo posted on the Senate's website*

UR&P is interested in your thoughts…

- Viability and reasonableness of proposed process?

- Your willingness and interest in participating?

Next Steps

- Share process with SEC and full Senate

- Pilot communication process with Student Affairs and Campus Diversity in Spring 22

TO: SEC/University Senate

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

DATE: April 20, 2021

RE: Information

Philanthropy Report:

Alumnus Jay Borzi committed to a pledge of $250,000 to support the Director of The Corky McMillin Center for Real Estate Endowment in the Fowler College of Business.

The Estate of Neva Smith made a gift of $372,020 to support the Neva and Ralph Smith Honors Scholarship Endowment in the Weber Honors College.

Phyllis and Daniel Epstein contributed $390,000 to support the Jack Gard Music Education Endowed Scholarship in the College of Professional Studies and Fine Arts.

The San Diego Foundation Hervey Family Fund at the recommendation of the Hervey Family Fund Advisors made a grant of $150,000 to support the Guardian Scholars Program in the Division of Student Affairs and Campus Diversity.

Alumnus and Current Parents Thomas Newton and Lisa Hengehold Newton made a pledge of $165,000 to support the Stadium Excellence Fund and the Director's Cabinet for Basketball, supporting student-athletes in the Department of Intercollegiate Athletics.

The Brenda & Dave Rickey Foundation and Daughters Foundation committed to a pledge of $100,000 to support the Avery and Grace Endowed Scholarship in the College of Sciences.

Alumni Linda and Tom Lang made a gift of $80,000 to support the Aztec Cooperative Coordinator Fund in the Division of Graduate and Research Affairs.

The Estate of Henry L. Janssen, Ph.D. made a gift of $73,124 to support the Janssen Honors Council Endowment in the Weber Honors College.

Stephanie Lo and Benjamin Billings made a gift of $75,000 to support the S. Lo and B. Billings Global Shark Research and Conservation Project Fund in the College of Sciences.

Susan Bernay contributed a gift in kind valued at $63,175 to the College of Education.

Alumni Vincent and Betsey Biondo contributed $115,304 to support the Betsey Love Biondo Student Teacher Endowed Scholarship in the College of Education, and the Vincent F. Biondo, Jr. Endowed Scholarship in the Division of Student Affairs and Campus Diversity.

The Estate of Eldred Mugford contributed $39,236 to support The Eldred George Mugford Endowed Scholarship in the College of Health and Human Services.

Alumni Charles and Kathy Mendenhall contributed $81,000 to support the Athletics General Fund, Women's Water Polo Excellence Fund, Stadium Excellence Fund, Guardian Scholars Housing Fund, and the AGC Construction Management Endowed Chair in the College of Engineering.

Vice President J. Luke Wood, Ph.D. and Faculty Member Dr. Idara Essien-Wood committed to a pledge of $31,579 to support the Black Resource Center, Black Faculty and Staff Association, Black Women in Academia and VP of SACD Alumni Engagement Fund in the Division of Student Affairs and Campus Diversity.

Gill and Mardelle McIntyre committed to a pledge of $30,000 to support the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Staff Member Rashmi and Harish Praba committed to a pledge of $28,000 to support the Srinivasan Praba Memorial Scholarship Endowment in the College of Professional Studies and Fine Arts.

The Property Guys, Glenn Dewyea and Fred Remick, committed to a pledge of $30,000 to support the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Lytx, Inc. committed to a pledge of $25,000 to support the Lytx, Inc. Scholarship in the College of Engineering.

Presidential & Special Events:

The President's Lecture Series/Charles W. Hostler Institute on World Affairs virtual lecture featuring Ambassador Ping Zhang, Consul General of the People's Republic of China, was held on March 17. The lecture was titled "A New Year, A New Vision: China & U.S. Relations". Approximately 240 guests attended the lecture.

Each year, University Relations and Development hosts scholarship donors at the Scholarship Donor Appreciation Luncheon where they have the opportunity to meet their scholarship recipients. This year, in lieu of hosting a virtual event, we sent scholarship donors a Thank You video featuring a diverse group of scholarship recipients. The email was from Vice President Adrienne Vargas and Associated Students President Christian Holt. The recipients included annual scholarship donors from July 1, 2017, and all endowed scholarship stewardees. As of March 30, 888 emails were delivered, 495 recipients opened the email (55.7%) and 23% of those who opened the email, clicked through to the video. This is a higher than average open and view rate for this size of list (between 500-999 individuals). Additionally, as of April 9, the video has 298 views on YouTube. Many donors shared positive comments after viewing the video.

Special Events has been collaborating with University Historian, Dr. Seth Mallios, and SDSU Alumni Executive Director, Jim Herrick, to develop an event strategy for San Diego State's 125th Anniversary. Presentations have been made to several divisions and committees on campus and the initial event concepts have received preliminary approval. An advisory committee is being formed which is co-chaired by Dr. Mallios and Provost Ochoa. A logistical committee is also being formed which will be comprised of colleagues throughout campus.