SAN DIEGO STATE
UNIVERSITY

SDSU Senate
Agenda

December 3, 2019
NE-60
2:00 to 4:30 pm

1. Agenda (Wheeler)

2. Minutes (Wheeler)

3. Officers Report (Butler-Byrd)

4. Elections (Vaughn)

5. Senate Actions (Wheeler)

8. Committee of the Whole (Wheeler)

    8.1. EMAG
    8.2. Town Hall on 12/5 re: General Education and Engineering

9. Announcements (Wheeler)

Referral Chart - December 2019

	Committee	Date	Item	Referred by
1	Constitution and Bylaws	May 2018*1	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve *in a faculty capacity*. Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from *different* Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.	Senate Officers
5	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
6	Constitution and Bylaws	April 2019	Research the viability of adding an additional Senate seat for non-MPP staff, open to those who are non-represented. Rationale for CBL: The current membership policy, based on an indefensible and arbitrary criterion, excludes non-represented staff from participating in shared governance.	Senate Officers
7	Constitution and Bylaws	September 2019	Research the viability of additional Senate seat(s) for Graduate Student representation on the university Senate.	Senate Officers
8	Constitution and Bylaws	September 2019	Research the viability of alumnae representation on the University Senate.	Senate Officers
9	Constitution and Bylaws	September 2019	Research the proposed addition of a treasurer and to the Senate Officers.	Senate Officers
10	Constitution and Bylaws	September 2019	Drug & Alcohol Policy--research Senate policy regarding the legalization of marijuana in the State of CA and CSU system and campus policies.	Senate Officers

11	Constitution and Bylaws	September 2019	Research the proposed addition of an ex-officio non-voting seat for the Immediate Past President of the Senate.	Senate Officers
12	Grad Council	September 2019	Create an SDSU Award for Most Outstanding Teaching Assistant.	SEC
13	AP&P	October 2019	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	SEC
14	AP&P	October 2019	Develop a policy for Senate PBAC appointments.	SEC
15	AP&P	October 2019	Develop a policy re: 4+1 programs and 600+ level courses on UG transcripts.	UCC
16	Faculty Affairs	October 2019	Consider revising the Policy File section on emeritus (2018-19 Policy File page 160) to allow this status to be awarded to qualified staff.	Senate Officers
17	Constitution and Bylaws	October 2019	Proposed revision to Senate Constitution Section 4.112 (Ponomarenko), request to make the wording more inclusive. The terminology "academic units" in the revision seems to overlook the full-time tenure/tenure track faculty in other departments (e.g. C&PS through Student Affairs, library). Clarify if that is the intent or an oversight.	Senate Officers
18	Constituion and Bylaws	November 2019	In order to be consistent with the membership of the other Senate Committees at SDSU, the Faculty Affairs Committee requests a referral to the Constitution and By-laws Committee to consider a change in the membership of the Faculty Affairs Committee to have representation from each college.	Faculty Affairs
19	AP&P, AR&P, FA	November 2019	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk	Freedom of Expression Committee

* = extended timeframe for completion

RECOMMENDED IMPLEMENTATION OF AN ETHNIC STUDIES SYSTEM REQUIREMENT

1 **1. RESOLVED**: That the Academic Senate of the California State University (ASCSU)

2 adopt the document titled "Ethnic Studies in the CSU" (Attachment A); and be it

3 further,

4 **2. RESOLVED**: That the ASCSU calls on the CSU to implement these requirements no

5 later than the 2023-24 academic year; and be it further,

6 **3. RESOLVED**: That the ASCSU recognize that the process by which these

7 requirements were developed, following HEERA, was based on appropriate faculty

8 input and other constituency outreach; and be it further,

9 **4. RESOLVED**: That the ASCSU particularly appreciate the consultative role of the

10 representatives from the CSU Council on Ethnic Studies; and be it further,

11 **5. RESOLVED**: That the ASCSU endorse a requirement that CSU campus approval

12 and review processes should explicitly involve consultation with ethnic studies

13 subject matter experts, and be it further

14 **6. RESOLVED**: That the ASCSU endorse the underlying values inherent in the

15 recommendation for an ethnic studies requirement

16   a. A focus on student success.

17   b. A focus on learning outcomes rather than minimum "units" or "courses".

18   c. A recognition of CSU campus autonomy in the definition of student-

19   success and implementation of the ethnic studies curriculum.

20   d. The desirability of scaffolding lower and upper division experiences in

21   achieving ethnic studies outcomes.

22   ; and be it further

23 **7. RESOLVED**: That this resolution be distributed to the:

24   • CSU Chancellor, Timothy P. White,

25   • Executive Vice Chancellor of Academic and Student Affairs, Loren Blanchard,

26   • CSU campus Senate Chairs,

27   • CSU Provosts/Vice Presidents of Academic Affairs,

28   • California State Student Association (CSSA),

29   • CSU Council on Ethnic Studies, and

30   • CSU Emeritus and Retired Faculty and Staff Association-(CSU-ERFSA)

31   • California State Assembly Member Shirley Weber, and

32   • California State Senator Richard Pan.

33   *RATIONALE: This resolution is in support of, and defines the parameters for, a CSU*

34   *Ethnic Studies requirement (Resolved #1).*

35   *The proposed timeline (Resolved #2), while aggressive, allows the CSU campuses time for*

36   *curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall 2022*

37   *catalog submissions for the 2023-24 catalog year) while also explicitly permitting campuses*

38   *with pre-existing or new campus- specific ethnic studies requirements (for which SB 1440:*

39   *The Student Transfer Achievement Reform [STAR] Act holds transfer students exempt) to*

40   *have those in advance of full implementation within CSU General Education (GE) which is*

41   *required of all students.*

42   *The resolution follows up on earlier requests for campus feedback regarding an ethnic*

43   *studies requirement component for baccalaureate level graduates of the CSU (AS-3397-*

44   *19/AA Towards Implementation of an Ethnic Studies Requirement). As a reference*

45   *document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions*

46   *related to implementation of the proposed ethnic studies requirements. The consultative*

47   *process (Resolved #3) allowed the final recommendation to be grounded in campus practice,*

48   *disciplinary expertise, and iterative improvement (including being responsive to changes*

49   *between this first reading (November 14-15, 2019) and the second reading (January 23-24,*

50   *2020). Similarly, the explicitness of the recommendation that campus approval and review*

51   *processes include disciplinary expertise (Resolved #4) originate from consultative input.*

52   *The structure of the proposed requirements is two-fold. First, there are five student learning*

53   *outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a*

54   *discipline while the fifth ensures that the student "act to engage" appropriate content in a*

55   *participatory fashion. Second, the implementation guidelines produce a minimal structure*

56   *on how these outcomes are to be achieved. ==The primary (and initial) exposure to Ethnic==*

57   *==Studeis is at the lower-division. This exposure is defined as an overlay== to be included as*

58   *part of lower-division GE (with an allowance for non-GE coursework to be able to be used*

59   *by a campus to meet the Ethnic Studies requirement). This achieves ==two compatible goals== –*

60   *the first is ==to ensure that all students (both CSU freshmen and CCC transfer students==*

61   *==[including those with 1440 compliant transfer degrees]) achieve Ethnic Studies==*

62   *==competencies==. The second is to ==ensure that unit requirements within GE are not increased.==*

63   *The implementation structure also ==requires a secondary exposure to Ethnic Studies at the==*

64   *==upper-division.== The upper-division exposure (refluection on Ethnic Studies) ensures a*

65   *spread of Ethnic Studies exposure ==beyone a "one and done" style requirement.==*

66

ETHNIC STUDIES IN THE CSU (ATTACHMENT A)

Ethnic studies is the interdisciplinary and comparative study of race and ethnicity. The cultures, lived conditions, and histories of Native Americans, African Americans, Asian Americans, Latina/o Americans, and other racialized groups ground and center its scholarship, teaching, and learning. Ethnic studies involves social engagement (service and struggle), social change, and social justice—generating cooperative and collaborative initiatives between campus and community.

Ethnic studies is the intellectual and institutional space for the historically unstudied, understudied, marginalized, and misrepresented peoples of color. Ethnic studies supports both the study of marginalized populations and the affective acknowledgment of identity. The value of ethnic studies is that it gives voice to marginalized groups and produces systems of knowledge that equitably support a democratic and multicultural society.

Ethnic studies creates a more welcoming environment for all students by providing courses and/or experiences that play an important role in building an inclusive democracy. Research confirms that students of color and white students both benefit, academically and socially, from   exposure to ethnic studies   .

67

ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Upon completing their ethnic studies requirement, students will be able to:

1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;

2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color with a particular emphasis on agency and self-affirmation;

3. describe the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, ability, and/or age;

4. describe how resistance, social justice, and liberation as experienced by communities of color are relevant to current issues (communal, national, and international); and

5. act to engage with issues of race and ethnicity to build diverse, just, and equitable communities beyond the classroom.

ETHNIC STUDIES REQUIREMENT: IMPLEMENTATION

1. The primary ethnic studies requirement will be implemented as an overlay as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE)

2. The secondary (additional scaffolded) requirement is for a reflective element (==reinforcing any two of ethnic studies outcomes 2-5==) overlaying upper division GE.

3. Either (1) or (2) above may be met by not-otherwise-GE courses with campus approval (provided such courses meet the ethnic studies outcomes; i.e.,   the ethnic studies requirement could be met or partially met with existing campus requirements and/or courses that were developed to meet local requirements)

4. Campuses may determine additional requirements (outcomes or implementation) beyond the minimal list provided.

To: Senate Officers
From: Norah Shultz on behalf of the General Education Reform Committee

This is an Action Item

The General Education Reform Committee was created as a joint Administrative Senate Committee. By Senate action a portion of the membership is to be appointed and a portion is to be elected. The election cannot be managed by me, as the administration. This defeats the purpose of the balance.

As noted in the May 2018 minutes the process is to be as follows

7.7   Nominees for General Education Steering Committee

Schultz explained membership on the GE Reform Steering Committee, focusing in particular on the balance/distribution of a) elected and appointed members and b) faculty and administrators. She will meet with the Provost to finalize the plan.

Note: Ahead of the Senate meeting, Colleges were asked (via Qualtrics) to forward multiple names (ranked) so that there would be alternates able to serve if originally selected faculty can't continue. Not all Colleges followed the requested protocol – but Senators were able to populate the Committee. Fowler provided a nominee at the meeting, and Shultz said she would work directly with Engineering on this.

MSP To approve the slate of names (Abstentions: Aguilar, Preciado)

9

Therefore, I again ask SEC to begin the process to ask the following colleges to elect replacements to the General Education Reform Committee. Given that we are hoping to conclude our work at the end of the 2020-2021 academic year and that the members will be elected so late in this semester, I would ask that these appointments be for three semesters (spring 2020, and 2020-2021).

Thank you for your attention to this matter

Date: 26 November, 2019

To: Senate

From: Tod Reeder, Chair, Constitution and ByLaws Committee

Subject: ACTION ITEMS

Referral #8 – Alumnae Representation on University Senate (Montoya/Wheeler)
Recommendation: The Committee discussed the referral by SDSU Alumni Association for the addition of two ex-officio, non-voting alumni members to the Senate. There was unanimous support for such an addition to the Senate, with the Committee recognizing the important to have representation by the SDSU Alumni at Senate. This addition will be made to Section 1.0 (Definitions) of the ByLaws.

Motion:
Bylaws – 1.0 Definitions
1.46   Two individuals who are current members of the SDSU Alumni Association shall be chosen by the SDSU Alumni Association. These individuals will be non-voting ex-officio members of the Senate.

Original rationale (presented in SEC August Agenda):
• Currently, there are no Senators from the SDSU Alumni Association sitting as voting members. There are 340,482 SDSU alumnae/i in total. 344,121 live in California and 212,332 live in San Diego County. There should be at least two representing this large and important constituency.
• SDSU Alumni have 27 board of advisors that help to shape alumni interaction within the campus community, locally, regionally and nationally.
• As we look to grow and improve as a university, alumnae/i support will be crucial. Alumnae/i already support SDSU in many important ways, and are already furthering the mission of our institution.
• Alumnae/i have much wisdom to offer the Senate. They face unique challenges and have a different set of concerns, compared with other SDSU constituents. Alumnae/i, therefore, require alumnae/i representatives who understand these challenges and concerns, and who can promote their perspectives.
• Alumnae/i play a big part of mentoring our students through the Aztec Mentor Program and help to shape their career and professional development.
• Alumna/i represent a significant amount of our faculty and staff. They contribute to the growth and continual advancement in research, programs and student success.
• Aluma/i are eager to understand more about and weigh in on critical initiatives that affect our students and, to some degree, the ways in which they interact with them and the types of learning opportunities they provide. Inclusion of two Alumni Board members (in an exofficio, non-voting capacity) would allow the alumni perspective to be heard as the Senate members discuss an array of action and information items.

Referral #9 – Addition of Treasurer to University Senate (SEC)

Recommendation: The Committee discussed this referral and support the addition of a Treasurer to the Senate as an officer, and this individual will also serve on SEC. Such a position is justified given the increased demands on managing funds allocated to the Senate and anticipation of increased budgetary requirements. The addition of a Treasurer will also strengthen the role of the Senate and facilitate shared governance as the Senate operates and manages its own budget. The Treasurer will effectively administer and manage the Senates resources in a transparent manner and ensure accountability. This motion also reflects communication with Senator Salvador Espinosa.

Motion:
Constitution - 5.0 Officers and Parliamentarian

5.5   The Treasurer of the Senate shall be an elected senator. The Treasurer shall be annually elected to the office by the majority of the elected senators. The Treasurer (a) shall administer the Senate annual operating budget and oversee the financial affairs of the Senate, which includes drafting an annual budget for approval by the Senate Executive Committee and final proposed budget shall be presented to the Senate for approval by the end of the Spring semester; b) report the state of the Senate budget at Senate and Senate Executive Committee meetings; and (c) shall act on the behalf of the Senate in meetings and serve on Senate committees that may require financial advice and oversight related to the Senate's annual budget.

   (The Parliamentarian would change from 5.5 to 5.6)

Bylaws (change necessary to include as member of SEC)

3.21 Membership   Membership (~~20~~ 22): The Executive Committee shall consist of ~~17~~ 18 ex officio members and ~~three~~ four elected members.

   3.211   Chair of the Senate (who shall be the Chair of the Executive Committee); Senate Vice Chair; Secretary of the Senate (who shall be the Secretary of the Executive Committee); Treasurer; the Chairs of the Committees on (a) Academic Policy and Planning, (b) Academic Resources and Planning, (c) Faculty Affairs, (d) Committees and Elections, (e) Constitution and Bylaws, (f) Undergraduate Curriculum, and (g) Diversity, Equity, and Inclusion*; a CSU Academic Senator chosen from and by the CSU Academic Senators; Provost; Associate Vice President for Academic Affairs - Student Achievement; Dean of Graduate Affairs; President of the Associated Students or designee; a staff senator chosen from and by the staff senators; and ~~and~~ President of the university's chapter of the faculty unit's collective bargaining ~~agrent~~ agreement (non-voting).

Referral #11 – Addition of seat for Immediate Past Senate Chair (SEC)

Recommendation: The Committee discussed and supports the addition of the Immediate Past Senate Chair as a non-voting ex officio member of Senate and SEC. The Senate and SEC will benefit from the institutional memory and experience of the immediate past chair and this addition will ensure the immediate past chair has a voice at Senate and SEC. This motion also reflects communication with Senator Salvador Espinosa.

Motion:
Immediate Past Chair: Senate
ByLaws – 1.0 Definitions
1.47   The Immediate Past Chair of the Senate shall serve as a non-voting ex officio member of the Senate for one year, if qualified to serve in the Senate and not otherwise serving.

Immediate Past Chair: Senate Executive Committee
ByLaws – 3.2 Executive Committee
3.21   Membership (~~22~~ 23): The Executive Committee shall consist of ~~18~~ 19 ex officio members and four elected members.

> 3.211   Ex officio. Chair of the Senate (who shall be the Chair of the Executive Committee); Senate Vice Chair; Secretary of the Senate (who shall be the Secretary of the Executive Committee); Treasurer; the Chairs of the Committees on (a) Academic Policy and Planning, (b) Academic Resources and Planning, (c) Faculty Affairs, (d) Committees and Elections, (e) Constitution and Bylaws, (f) Undergraduate Curriculum, and (g) Diversity, Equity, and Inclusion*; a CSU Academic Senator chosen from and by the CSU Academic Senators; Provost; Associate Vice President for Academic Affairs - Student Achievement; Dean of Graduate Affairs; President of the Associated Students or designee; a staff senator chosen from and by the staff senators; immediate past Chair of the Senate (if qualified to serve in the Senate and not otherwise serving; non-voting); and President of the university's chapter of the faculty unit's collective bargaining agreement (non-voting).

Referral #19 – Update Language and Membership of the Committee of Faculty Affairs (SEC)

Recommendation: The Committee discussed and agrees that the membership of the Committee of Faculty Affairs should be expanded to have membership from all colleges, the Library and SDSU Imperial Valley. Across our comprehensive institution, the needs and concerns of faculty are diverse, and we should ensure their voices are heard and considered.

Original language:
3.5   Committee on Faculty Affairs
> 3.51   Membership (7): The Committee shall consist of seven members, six nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms, and one nonvoting ex officio member being the Associate Vice President for Academic Affairs - Faculty Advancement or designee. At least two of the members shall

be members of the Senate, and all shall be fulltime members of the faculty as defined in Sec.1 of the Bylaws.

<u>Motion</u>:
3.5   Committee on Faculty Affairs
      3.51   Membership (12)
           3.511 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms. At least three of members shall be elected members of the Senate, and all shall be full-time members of the faculty as defined in Sec. 1 of the ByLaws.
           3.512 Non-voting Ex officio: Associate Vice President for Academic Affairs - Faculty Advancement or designee, Associate Vice President for Academic Affairs - Diversity and Inclusion/Chief Diversity Officer or designee, and the Director of the Center for Teaching and Learning or designee.

TO: SEC/Senate
FROM: Gloria Rhodes, Chair, Diversity, Equity, and Inclusion Committee
DATE: November 19, 2019
RE: **Action Item**: Recommended Changes-Nondiscrimination and Equal Opportunity

Recommended changes to the Policy File.

Nondiscrimination and Equal Opportunity

6.0 Chief Diversity Officer 6.1 The Chief Diversity Officer promotes diversity initiatives and coordinates the development and implementation of campus and community outreach programs designed to improve the climate of the campus with respect to diversity. The Chief Diversity Officer acts as liaison to academic Deans, the Divisions of Academic Engagement and Student Achievement and Graduate and Research Affairs, Business and Financial Affairs, University Relations and Development, Student Affairs, and University Auxiliaries in these matters. The Chief Diversity Officer is appointed by and reports to the President.

6.1 The Chief Diversity Officer, in consultation with Senate DEI, will implement a process for every division, auxiliary, college, department/school and unit to create and/or revise plans for faculty and staff equity, diversity and inclusion. This will occur at least every five years. Plans should focus on diversity of representation, climate, and equitable success outcomes.

6.1 a. Equity, Diversity and Inclusion plans will be evaluated using the following seven criteria for evaluation: 1. All plan components are to be described clearly and written with detail 2. Plans should include data that evidences which groups are experiencing disproportionate impact 3. Plans should demonstrate a meaningful, deep-dive into the data 4. A committee and data-gathering process that has broad representation 5. Direct alignment between challenges, goals, and planned interventions 6. Each plan should clearly delineate who is responsible for which tasks 7. A plan that provides intentional and meaningful efforts that (if implemented) are likely to affect desired changes

6.1 b. All plans must include strategies for implementation, including (but not limited to): 1. implicit bias training for all search committees; 2. A certified Inclusion Representative on all search committees; 3. incorporation of criteria for faculty and staff searches that prefer candidates with a demonstrated record of experience in serving underrepresented populations through research, teaching, and/or service; and 4. strategies that will lead to an applicant pool (of those who meet the basic qualifications) with a proportion of historically underrepresented groups that is similar to the proportion among those holding terminal degrees in the discipline (for faculty) or appropriately qualified for the position (for staff).

6.1.c. The deadline for submission of an Equity, Diversity and Inclusion plan shall be recommended by the Senate DEI committee and approved by the University Senate. All plans will adhere to a four-tiered review process. This process includes the following:
- Informal feedback and review from the College/Unit-level Diversity and Inclusion councils (informal)

- Informal feedback and review from the University Inclusion and Equity Council representatives
- Review and recommendation for approval from the Senate DEI committee
- Review and approval from the Chief Diversity Officer

6.1.d. Each Equity, Diversity and Inclusion plan will provide specific recommendations on how to serve diverse students, including but not limited to African American, Latinx, Native American, low-income and Pell students, students with disabilities, and Lesbian, Gay, Bisexual, and Transgender students.

6.1.e. Requirements for the approval of new faculty and staff hires will be contingent upon approval of Equity, Diversity and Inclusion plans and demonstrated progress towards implementation of plans.

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: November 26, 2019
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee.

NEW COMMITTEE CHAIRS

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning
Chair: DJ Hopkins

Academic Resources and Planning
Co-Chairs: Mark Reed & Sherry Ryan

Bookstore Advisory
Chair: Iana Castro

Campus Development
Chair: Laura Shinn

Committee on Committees
Chair: Allison Vaughn

Constitution and Bylaws
Chair: Tod Reeder

Copy Rights and Patents
Chair: Douglas Grotjahn

Disability Access and Compliance
Chair: Jessica Rentto

Diversity, Equity, and Inclusion
Chair: Gloria Rhodes

Environment and Safety
Chair: Sridhar Seshagiri

Extended Studies Advisory Council
Chair: David Ely

Faculty Affairs
Chair: Paula Peter

Faculty Honors and Awards
Chair: Matt Anderson

Fee Advisory Committee (Campus)
Chair: David Ely

Freedom of Expression
Chair: Madhavi McCall

GE Curriculum and Assessment
Co-Chairs: Gregory Wilson & Heather Canary

Graduate Council
Chair: Stephen Welter

Honorary Degrees
Chair: Provost Ochoa

Instructional and Information Technology
Chair: Mark Siprut

Intercollegiate Athletic Council
Chair: John Putman

Liberal Studies
Chair: Virginia Loh-Hagan

Library Committee
Chair: Edward Beasley

SDSU Press Editorial Board
Chair: William Anthony Nericcio

Staff Affairs
Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes
Chair: Stephen Schellenberg

Student Media Advisory
Chair: Giselle Luevanos

Sustainability
Chair: Keven Jeffrey

Undergraduate Council
Chair: Norah Shultz

Undergraduate Curriculum
Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED
*reappointments or new appointments

Academic Policy and Planning
NEED 1 IV faculty

Academic Resources and Planning (roster full)

Bookstore Advisory (roster full)

Campus Development (roster full)

Committee on Committees (roster full)

Constitution and Bylaws

*Todd Rehfuss (staff) completing term (for M. Bredvold) May 2020

Copyrights and Patents
(Pending)

Disability Access and Compliance (roster full)

Diversity, Equity, and Inclusion (roster full)

Environment and Safety (roster full)

Extended Studies Advisory Council
*Karen Myers-Bowman term renewed May 2022

Faculty Affairs (roster full)

Faculty Honors and Awards
NEED 1 student
NEED 1 alumnus

Fee Advisory Committee (Campus) (roster full)

Freedom of Expression (roster full)

GE Curriculum and Assessment
NEED 1 IV faculty

Graduate Council (roster full)

Honorary Degrees (roster full)

Instructional and Information Technology (roster full)

Intercollegiate Athletic Council (roster full)

Liberal Studies (roster full)

Library Committee (roster full)

SDSU Press Editorial Board
(pending)

Staff Affairs
NEED 1 faculty

Student Grievance

*Narelle Mackenzie (faculty) new term May 2022
*Ian Ruston (faculty) new term May 2022
NEED 1 full-time administrator

Student Learning Outcomes
*Ronnee Schreiber (A&L) new term May 2022

Student Media Advisory
NEED 2 faculty (1 JMS and 1 open)
NEED 1 AS President or designee
NEED 1 AS VP of Finance or designee
NEED 1 University president designee
NEED 4 students (AS appointed)

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum
*André Branch (EDU) new term May 2022
*Kole Wellenstein (student) new term May 2020
NEED 1 student

University Research Council (roster full)

*reappointments or new appointments

Senators not currently represented on a committee:
A&L
Angelo Corlett
Kate Swanson

HHS
Philip Greiner-Copyrights & Patents (pending)

SCI
Byron Purse (sabbatical F 19)

Coaches
Carin Crawford

Lecturers
Corinne McDaniels-Davidson (HHS)
Robert Showghi (FCB)

Freedom of Expression, Committee on

1.0 Membership (15-17). Provost or designee, Vice President for Student Affairs or designee, Vice President for Business and Financial Affairs or designee, Dean of SDSU-IV Campus, or designee, AS President or designee, five faculty, at least one of whom must be a Senator, four students, and one staff member. One of the faculty members of the committee shall be elected chair and serve a single, non-renewable three-year term. function as chair. If not appointed to a voting position, the coordinator for noncommercial speech and expressive activities and the coordinator for commercial activities shall serve as ex-officio, non-voting, members.

2.0 Functions. The function of the Committee on Freedom of Expression is to provide advice regarding the regulation and management of campus activities that fall under the university's freedom of expression policy and academic freedom policy, to engage in educational activities to promote freedom of expression and academic freedom on campus and in the community, and to receive, evaluate, and advise the President on complaints regarding freedom of expression and academic freedom activities.

2.1 The Committee shall work with campus administrators and organizations to insure that the Freedom of Expression Policy and Academic Freedom Policy are being followed, both in campus regulations and in management practices. The Committee shall, on a biannual basis, review existing campus and auxiliary organization policies that might affect freedom of expression and academic freedom and make suggestions, as needed, for revision of these policies. to reflect the intent of the SDSU policy on freedom of expression.

2.2 The Committee shall review campus activities covered under the SDSU Freedom of Expression Policy and the Academic Freedom Policy and advise the President whether those activities were managed in a manner consistent with the principles expressed in the policies.

2.3 The Committee shall serve as a forum for complaints regarding activities covered under the SDSU Freedom of Expression Policy and the Academic Freedom Policy and shall advise the President as it deems to be appropriate.

2.4 The Committee shall recommend to the University Senate any changes to the SDSU policies necessary to insure that freedom of expression and academic freedom on campus are protected.

2.5 The Committee may promote an understanding of free expression and academic freedom through forums, discussions, workshops, and other educational activities.

TO: Senate Executive Committee / Senate

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

DATE: November 13, 2019

RE: GENERAL EDUCATION PROGRAM

Action

II.   FOUNDATIONS OF LEARNING

A.   Natural Sciences and Quantitative Reasoning

4.   Mathematics/Quantitative Reasoning

New course
P H 250. Infections and Epidemics (3) [GE]
        Concepts and impacts of infectious diseases on human populations.
Quantitative reasoning to solve epidemiologic mysteries. Case studies and
outbreak investigations.

IV.   EXPLORATIONS OF HUMAN EXPERIENCE

B.   Social and Behavioral Sciences

New course
*EUROP 320. Food Culture in Europe (3) [GE]
        Prerequisite recommended: European Studies 101.
        Regional distinctions and traditions. Food consumption, distribution,
preparation, sourcing, and sustainability.

_____
*Cultural diversity course

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

TO: University Senate
FROM: Debra Bertram, Chair, Staff Affairs Committee
DATE: October 24, 2019
REF: Staff Retirements for July – September 2019

ACTION ITEM:

 The Staff Affairs Committee moves that the Senate recognize the following staff upon their retirement and thank them for their contribution to the mission of San Diego State University:

Charles E Barranco, Irrigation Specialist, Grounds and Landscape Services, 23 years

Vincent A Dequito, Sergeant, University Police, 18 years

Teresa Donahue, Student Services Professional, Business Admin Dean's Office, 27 years

Wilfredo G Grepo, Custodian, Custodial Services, 23 years

Janet S Hamann, Confidential Technical Support, Business Information Systems, 37 years

Clemente A Inocente Jr., Operating Systems Analyst, Sciences Deans Office, 20 years

Mark R Jacobson, Operating Systems Analyst, IT Computing Operations, 13 years

Jaime A Lantacon, Custodian, Custodial Services, 13 years

Michael S O'Deane, Sergeant, University Police, 12 years

Julio A Pina, Custodian, Custodial Services, 21 years

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
              Undergraduate Curriculum Committee

Date: November 13, 2019

Re: 2020-2021 *General Catalog*

ACTION (8A-12-19)

CONSTRUCTION ENGINEERING

1.   New program.

      Construction Engineering
      The Major
              Construction management addresses the ever-changing conditions of construction projects. The construction management major prepares students to manage critical issues as the industry evolves to deliver more resilient infrastructure (e.g., airports, bridges, dams, new forms of water recovery/recycling, roads, water distribution and treatment) and sustainable commercial, housing, and infrastructure projects. Construction managers are expected to bridge the gap between architects, communities, engineers, owners, regulatory agencies, suppliers, and trades in public and private sectors. The profession requires graduates with strong communication skills who are able to engage with professionals and the local community, while negotiating differences and evaluating consequences of their actions.
      Impacted Program
              The construction engineering management major is an impacted program. To be admitted to the construction engineering major, students must meet the following criteria:
              a. Complete with a grade of C (2.0) or better: Civil Engineering 225, Chemistry 100, Mathematics 150, Physics 180A, 180B. These courses cannot be taken for credit/no credit (Cr/NC);
              b. Have an overall cumulative GPA of 2.5.
              To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

      Construction Management Major
      With the B.S. Degree
      (Major Code: XXXXX) (SIMS Code: XXXXXX)
              All candidates for a degree in applied arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements."
              A minor is not required for this major.

Preparation for the Major. Construction Engineering 101, 102, 201, 215, 240, 262, 280; Accountancy 201, 202; Biology 100; Chemistry 100; Civil Engineering 218, 225; Economics 101 or 102; Mathematics 150; Philosophy 101; Physics 180A, 180B, 182A; Statistics 119. (58 units)

Chemistry 100; Civil Engineering 225; Mathematics 150; Physics 180A, and 180B must be completed with a grade of C (2.0) or better. These courses cannot be taken for credit/no credit (Cr/NC).

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. A minimum of 45 upper division units to include Construction Engineering 301, 312, 320, 330, 340, 350, 400, 401, 495, 590; Business Administration 350; Civil Engineering 301; Environmental Engineering 320; Philosophy 332 [or Sustainability 332], and three units selected from the following:

Technical Electives. Construction Engineering 520; Business Administration 360; Finance 331 or 437; Management 352.

To: Senate Executive Committee / Senate

From: Vadim Ponomarenko

Date: November 14, 2019

Re: Policy File Revision Regarding College of Extended Studies Name Change

With the recent renaming of the College of Extended Studies as SDSU World Campus, our Senate policy file requires massive revision. With a cursory reading, I find 28 instances of "College of Extended Studies" or "Dean of Extended Studies" or "Dean of the College of Extended Studies" or "Extended Studies Advisory Council".

Apart from this search-and-replace are the issues of
(a) whether SDSU World Campus is (remains?) one of SDSU's colleges; and
(b) whether SDSU World Campus is a campus, e.g. Imperial Valley Campus
In other words, the label "college" has been removed, and the label "campus" has been added, both of which have meaning.

I request an action item: to refer this matter to CBL, to draft a proposal to revise our policy file to conform to the new name.

Good Morning All,

Below is the listing of faculty who currently have their emeritus status pending the Senate recommendation:

Bernard Dodge, Professor of Journalism and Media Studies, August 22, 2019, 39 years
Nan Zhang Hampton, Professor of Administration, Rehabilitation, and Postsecondary Education, December 31 2019, 14 years
Patricia Hatch, Professor of Counseling and School Psychology, August 21, 2019, 13 years
Ronald King, Professor of Political Science, August 22, 2019, 16 years
Sally Mathiesen, Professor of Social Work, August 22, 2019, 16 years
Valerie Ooka Pang, Professor of Teacher Education, August 21, 2019, 30 years
Ian Pumpian, Professor of Educational Leadership, August 21, 2019, 38 years
Stephen Savage, Librarian, July 6, 2019, 16 years
Mahmoud Tarokh, Professor of Computer Science, August 20, 2019, 29 years
Larry Verity, Professor of Exercise and Nutritional Sciences, August 22, 2019, 35 years

December 3, 2019

In accordance with Senate policy, lists of baccalaureate degree candidates for December 2019 graduation have been distributed.

Lists of candidates for advanced degrees, as approved by the Graduate Council, have also been distributed. Each faculty member has been given the opportunity to approve or disapprove the candidates by ballot: a total of 23 ballots were received.

The following students applied late and do not appear on any list:

Mohammed Rae Alzaweny	**BA**	**Philosophy and Biology-Cellular and Molecular Biology**
Alan Justin Ann	**BA**	**Interdisciplinary Studies in Three Departments**
Christopher William Bremer	**BA**	**Journalism**
Aurora Josephine Broyles	**BS**	**Child Development**
Paris Jeree Bryson	**BA**	**Liberal Studies-Elementary Education**
Alyssa Myn Buzby	**BA**	**English**
Vincent Robert Camardo	**BA**	**Social Science**
Eduardo Rodolfo Carrasco	**BS**	**Business Administration-Finance**
Victor Fransisco Castillo	**BA**	**English**
Daniel Regala Castro	**BS**	**Computer Science and Japanese**
Thomas Jeffrey Coleman	**BS**	**Kinesiology-Exercise Science Generalist**
Melody Irene Coney	**BS**	**Nursing**
Sophia Julie Dominguez	**BA**	**Anthropology**
Michelle Elizabeth Espinoza	**BA**	**Sustainability**
Christopher Saxby Feuerman	**BS**	**Television, Film, and New Media-Critical Studies**
Ali Michaelle Hannon	**BA**	**Liberal Studies-Elementary Education**
Roland Emile Harpin Jr.	**BA**	**Sustainability**
Amanda Delia Hernandez	**BA**	**Psychology**
Edgar Bernardo Herrera	**BA**	**Communication**
Kimberly Marie Hitzhusen	**BS**	**Business Administration-General Business**
John Oliver Hobart	**BS**	**Business Administration-Marketing**
Jude Robert Isbell	**BA**	**Spanish**
Andrew Scott Kaitcer	**BS**	**Business Administration-General Business**
Christian Diego Marmolejo	**BA**	**Communication**
Douglas Christopher Martinez	**BS**	**Business Administration-Management**
Mary Esthela Montalvo	**BA**	**Public Administration**
Renato Rendon	**BA**	**History**
Sophia Bowen Rickard	**BA**	**Communication**
Gaetano Michael Romano	**BA**	**International Business-Spanish and Western Europe**
Julia Isabel Sanchez	**BA**	**Public Administration**
Oswaldo Jose Sanchez	**BA**	**Political Science**
Liban Abdiaziz Sheikh Abdullahi	**BS**	**Computer Science**
Jared Warren Taplin	**BS**	**Business Administration-Management**
Sio Chong U	**BS**	**Business Administration-Marketing**
William Nicholas Weikel	**BS**	**Business Administration-Accounting**

Derick Abrigu	**MPA/MA**	**Public Administration and Latin American Studies**
Jessica Danielle Barna	**MBA**	**Business Administration**
Luke Allen Cunningham	**MSW**	**Social Work**
Mason Einbund	**MS**	**Geological Sciences**
Kelly Marie Flint	**MS**	**Civil Engineering**
Philip Walcott	**MA**	**Education-Counseling**

It is requested that the Senate, subject to completion of degree requirements, approve all candidates for baccalaureate and advanced degrees.

Provost S. Hector Ochoa
December Meeting Senate Report
November 26 2019

1. As mentioned in my previous reports, I am visiting each College in order to learn first-hand about their unique needs, operations, activities and accomplishments. I visited the Fowler College of Business on November 1st and World Campus College on November 21st. I will visit Imperial Valley on December 5th.

2. The search committee for the Dean of the College of Arts and Letters had its first meeting with the external search firm (Witt/Keiffer) on November 8th.

3. The search committee for the Dean of the Library had its first meeting with the external search firm on November 14th.

4. The SDSU Strategic Planning Committee met on November 4th and 5th to review and discuss the analyses provided by our external consulting firms. Upon completing this review, the committee drafted five proposed strategic priorities. On November 22, the Strategic Planning Committee, Dr. Luke Wood (co-chair), and I (co-chair) sent an email to the SDSU community outlining the five proposed strategic priorities and requesting feedback on the proposed strategic priorities. The deadline to submit feedback is December 6th.   The Committee will meet on December 9th to review the feedback received.

   The five proposed strategic priorities are outlined below.

Five Strategic Priorities

Diversity, Equity and Inclusion: SDSU will be a global leader in advancing diversity, equity and inclusion in research, teaching and in the community. *At SDSU, the mark of our global leadership will be an innovative institutional infrastructure that promotes and supports diversity, equity and inclusion in everything we do: research, teaching, professional development, student experiences in and outside the classroom, and community relationships. Our values compel us to foster such an environment, where community members of all identities can thrive. We embrace SDSU's identity as a Hispanic Serving Institution on the border, and recognize our residence on Kumeyaay land.*

Students are at our Core: SDSU will be a national exemplar in providing access to success through transformational experiences in and outside of the classroom for undergraduate, graduate, and adult learners. *We will cultivate a university culture and*

infrastructure that facilitates an affordable, student-centered, life-long educational journey, supported by every member of the SDSU family. Our collective efforts will elevate SDSU as a national exemplar for educating and training the innovators and leaders our region and global society demand. We commit to a future where students — before, during and after their collegiate years — are able to achieve their current and future goals, and their greatest potential.

Premier Hispanic Serving Institution / Research-1: SDSU will forge our own distinct identity as the premier Hispanic Serving, Research-1 university. *We will leverage SDSU's border-connected location to become the premier Hispanic Serving Institution/Research-1 university with a dedication to high-quality teaching. As a community of scholars, SDSU is committed to forging a distinct identity as a public university that embraces strengths in both research and teaching, while recognizing our unique opportunities for excellence in public-facing, border, and indigenous scholarship. We commit to developing an infrastructure that supports this work.*

Sustainability & Innovation: SDSU will develop innovative and sustainable practices to generate revenue streams that meet the scholarly, teaching, community, and athletic aspirations of the University. *At SDSU, we will exercise our stewardship and prioritization of university resources with accountability, transparency, and sustainability. Our priorities are to invest in the physical infrastructure, technology, and human capital with a commitment to fiscal, social and environmental sustainability. We commit to diversifying funding streams to grow capacity, to create a more resilient institution, to allow for future fiscal stability and to enable SDSU to meet its strategic priorities.*

We are SDSU: SDSU will expand and unify our multi-campus and virtual university through a common mission and identity. *No matter SDSU's campus or program location, our collective mission is to support the educational and economic development of our regional partners while creating a sense of unified belonging for students, faculty, staff and alumni. Under a single name, our multi-campus university includes the Imperial Valley, the Mesa, "proposed" Mission Valley, micro-sites and programs around the globe and online. We span the entire California-Mexico border and serve the world.*

5. The Division of Academic Affairs is implementing an inclusive and transparent process regarding PBAC budget priorities. In October, College representatives of the Senate ARP Committee worked with their respective Dean to obtain input regarding budget request priorities. Each College and AVP submitted their PBAC funding priorities to the Provost in early November. Three meetings were held to review, identify and prioritize Academic Affairs PBAC requests. Senate ARP representatives, Senate Executive Officers

(Mark Wheeler, Nola Butler-Bryd, Cyndi Chie), Deans and AVPs were invited to attend these three meetings. On November 6th, Deans presented their funding priorities. AVPRM Radmila Prislin presented "must-fund" priorities derived from our legal obligations and prior commitments. On November 15th, AVPs presented their funding requests. Senate officials also submitted budget requests originating from passed senate resolutions having fiscal implications for PBAC funding consideration. On November 20th, the aforementioned individuals discussed and prioritized Academic Affairs' PBAC budget priorities. Each of the aforementioned individuals had a vote in determining the recommendations made to the Provost regarding Academic Affairs' PBAC budget requests.

The following items were identified as Academic Affairs' PBAC budget request priorities for AY 2020/21 (next academic year).

Base Fund Requests

	Must-Fund Base Requests (Required 75% Approval for Passage)	
		Amount
A	Tenure/Tenure-Track Faculty Promotion-Based Salary Increase	$495,000
B	Enrollment Growth	$2,000,000
C	New Tenure/Tenure-Track Faculty Positions (n=15)	$2,205,000
D	Administrative Analyst for Resource Management (0.5 FTE)	$54,000
	SUBTOTAL	$4,754,000
	Prioritization Base Items Requests (Required 75% Approval for Passage)	
E	New Staff Positions (n=20)	$1,700,000
F	Increase/Add New Library Collections/Subscriptions	$250,000
	GRAND TOTAL	$6,704,000

One-Time Fund Requests

	Must-Fund One-Time Requests (Required 75% approval for passage)	
		Amount
1	Enrollment Growth	$4,000,000
2	FERP Funding	$2,000,000
3	New Tenure/Tenure-Track Faculty Startup Support Packages	$3,000,000
4	DIGARC (Catalog & Curriculum Management Systems) Joint AA/ITD Request	$347,800
5	IT Replacement and Upgrade Joint AA/ITD Request	$883,000

6	Senate Operational Budget for 2019/20 (This Current Academic Year): Release/Assigned Time for Senate Officers and Committee Chairs	$204,615
	SUBTOTAL	**$10,435,415**
Prioritization One-Time Requests		
7	TA/GA	$1,000,000
8	Expand Student Study Space Areas	$1,300,000
9	Senate Operational Budget 20/21, AT	Pending
	GRAND TOTAL	**$12,735,415**

CES/World Campus Relief from Annual $3M Cost-shifting	**$3,000,000**

6. On November 8th, I met with the Senate Tenure Track Planning Committee for consultation regarding the distribution of 15 to potentially 17 new tenure track faculty lines. The Senate Tenure Track Planning Committee unanimously endorsed my proposed plan regarding the allocation of the aforementioned faculty lines. I have also received a recommendation from the Senate Tenure Track Planning Committee and the Senate Diversity, Innovation and Equity Committee that all of the aforementioned lines be BIE lines.

TO: SEC

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

DATE: November 19, 2019

SUBJECT: Information: Report from the Nov. 13-15, 2019 plenary meeting of the
Academic Senate CSU (ASCSU)

Video-recording of ASCSU plenaries

The ASCSU discussed the desirability of making audio and video recordings (via Zoom)
of its plenary sessions and proceeded to do so for this plenary session. Sessions are
currently recorded (audio only) for the purposes of minutes. The question of recording
and livestreaming future sessions was put off until the next plenary in January.

Chancellor White
Chancellor White spoke about CSU's upcoming CSU budget request and the proposed a-
g admissions requirement changes relative to quantitative reasoning. In response to
questions, the Chancellor responded that is generally supportive in flexibility in faculty
roles relative to teaching, service, research, etc. If we have flexibility in roles, we need to
be more flexible in our criteria for evaluating faculty. The CSU does not have a lot of
information on the success of the new CCC baccalaureate degrees. However, it seems
advisable for the State to more fully the support the CSU with resources to increase the
number of baccalaureate degrees awarded rather than to move part of that mission to the
CCC. There has been an uptick in incidents of uncivil, hate-motivated behavior across
campuses during the Trump administration. In response to the question whether to the
CSU may need an effort analogous to GI 2025 to support graduate education, the
Chancellor said that the CSU could probably benefit from a systemic study of graduate
education in the system. He also indicated that he would be receptive to providing the
ASCSU with his vision for the CSU 10 years in the future at ASCSU's January plenary.
Securing adequate funding for the CSU remains his top priority. The CSU also needs to
work for legislation to support "dreamers" and on increasing/improving student
preparation and providing quality general education experiences for undergraduates. The
Chancellor's retirement date will be no sooner than June 30th and no later than December
31st. Dr. White emphasized that he is planning to "sprint to the finish" and continue
working hard on behalf of the CSU until his retirement.

Kara Perkins, CSU Executive Budget Director

Presented an overview of the Trustees' budget request:
- The total CSU budget last year was $10.3 billion
- The state support budget (from general fund, tuition, other fees) was $6.9b
- 50% of CSU's operating budget ($6.9b total) is spent on salaries. An additional
  25% is spent on benefits. 13% is spent on services, supplies, etc. 11% goes to
  financial aid

- True "reserves" (unencumbered funds) are about $468m. Guidelines indicate that this number should be over $1.7b (at least 3 months of operating funds).
- The state rainy day fund is up to $16.5b—up significantly but short of what would be needed to weather the next recession.
- Tax revenues are up significantly.
- We have no firm commitment regarding future budgets, including next year's budget.
- We have pending collective bargaining negotiations which may result in agreements significantly increasing our budget needs.
- Budget priorities for next year include
  - Salary and benefit increases
  - Support for GI 2025
  - Meeting the state's projected degree gap (enrollment growth)
  - Deferred maintenance
  - Mandatory costs (inflation, etc.)
- The requested increases to our base budget total $633.3m
- The CSU is also requesting one-time funds of $500m for deferred maintenance (the backlog is estimated at $11b) and $15m to meet student basic needs.

Resolutions

At the November 13-15, 2019 ASCSU plenary meeting, three resolutions were passed:

AS-3394-19/APEP INCREASING ACCESS AND SUCCESS THROUGH ADDITIONAL QUANTITATIVE REASONING
Asserts ASCSU support for changes to Title V that add one year of quantitative reasoning coursework to the "a-g" subject admission requirements(see https://www2.calstate.edu/csu-system/board-of-trustees/past-meetings/2019/Documents/sep-24-25-ed-pol.pdf), and urges the CSU to support efforts to develop relevant curriculum and provide professional development to high school teachers, as well as to advocate for adequate funding.

AS-3396-19/FA LAND RECOGNITION POLICY AND STATEMENT
Recommends that the ASCSU acknowledge that the CSU Chancellor's Office and campuses are located on unceded land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here, and that the ASCSU formally recognize the CSU's use of those unceded lands by consulting on best practices for developing and including a land recognition statement at ASCSU plenary convenings; encourages campus senates to develop land recognition statements acknowledging the traditional occupants of the land the campuses are on and incorporating those statements into their formal senate meetings.

AS-3402-19/FGA Support for the California State University (CSU) Board of Trustees (BOT) Proposed 2020-2021 Operating Budget Request (first reading waived)

Commends Governor Newsom and the California State Legislature for the funding of California public higher education in the 2019-2020 budget and supports the BOT 2020-21 operating budget request for additional monies for Graduation Initiative 2025, at least a 5 percent enrollment increase, and increased monies for salaries and benefits, academic facilities and infrastructure, and mandatory cost increases. Also, encourages the BOT to consider increasing the compensation pool request above the amount proposed in the CSU BOT 2020-21 operating budget plan and urges that at least half of the additional monies received for Graduation Initiative 2025 be spent on hiring more tenure track faculty to increase tenure density.

One resolution was referred back to committee for perfection:

AS-3393-19/FA NOTIFICATION OF TENURE-TRACK OPENINGS TO INCUMBENT CONTINGENT FACULTY, LIBRARIANS, COACHES, AND COUNSELORS
Recommends that the CSU establish a database of contingent faculty - Instructional Faculty, Librarians, Coaches and Counselors - who are interested in tenure-track positions within the CSU and that this database be consulted in good faith by all search committees within the CSU to identify qualified contingent CSU Instructional Faculty, Librarians, Coaches, and Counselors prior to the CSU hiring any Faculty, Librarians, Coaches, or Counselors to non-contingent positions.

Three resolutions received first reading:

AS-3403-19/AA Recommended Implementation of an Ethnic Studies System Requirement (attached to this report)

Urges that the ASCSU adopt the document titled "Ethnic Studies in the CSU" and calls on the CSU to implement the requirements spelled out there no later than the 2023-24 academic year, and endorses the underlying values inherent in the recommendation for an ethnic studies requirement

- A focus on student success.
- A focus on learning outcomes rather than minimum "units" or "courses".
- A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum.
- The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes.

AS-3404-19/EX Creation of Ad Hoc Committee to Advance Equity, Diversity, and Inclusion Within the ASCSU

Urges the ASCSU to create an ad hoc committee to review ASCSU policies, procedures, and processes in order to provide recommendations to the Executive Committee about ways to increase equity, diversity and inclusiveness in the Senate.

AS-3405-19/FA Creating a Holistic and Humane Educational Environment in the CSU

Requests the CSU focus on the mission of educating students with a focus on holistic and humane educational environments, with a focus on faculty as wholly integral to this mission.

One resolution was withdrawn:

AS-3401-19/AA DEVELOPING A SYSTEM-WIDE UNDERSTANDING OF CSU ACTIONS AND PLANS RELATING TO THE ETHNIC STUDIES TASK FORCE REPORT
Requests that the Chancellor's Office collaborate with the ASCSU in developing a document ("The CSU Ethnic Studies Action Record") detailing the actions, taken and planned on each CSU campus in response to the CSU Ethnic Studies Task Force Report and that the data collection required in the development of "The CSU Ethnic Studies Action Record" follow the template suggested in the attachment to this resolution, and, further, that the ASCSU request the CSU campuses to provide the required information by November 1 and "The CSU Ethnic Studies Action Record" be completed before the next meeting of the ASCSU on November 13 with the compiled report shared with the CSU campuses as well as relevant members of the California State Legislature by December 2019.

Additional Information

Copies of these and other resolutions may be found at http://www.calstate.edu/AcadSen/Records/Resolutions/. Faculty are encouraged to provide feedback on the above resolutions (as well as on any other matters of potential concern) to the CSU Academic Senate 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/.

To: Senate Executive Committee/Senate

From: Graduate Council

Date: November 7, 2019

Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

_____

INFORMATION (6I-11-19.500)

CHILD AND FAMILY DEVELOPMENT

1.   Change to prerequisites.

      Child and Family Development
      CFD 560. Theories in Socio-Emotional Development (3)
            Prerequisites: Child and Family Development 370, 375A, 375B, and two units from
      Child and Family Development 378A, 378B, 378C, 378D. **Proof of completion of**
      prerequisites required: Copy of transcript.
            Socio-emotional development from infancy to adulthood. Theory of mind,
      emotional intelligence, and relationship-based development.

      Change(s): CFD 375C and 475 removed as prerequisites.

2.   Change to prerequisites.

      Child and Family Development
      CFD 585. Family Involvement and Engagement with Young Children: Work with
            Families at Risk (3)
            Prerequisite: Upper division or graduate standing.
            Role of parents and caregivers in supporting and enhancing developmental
      outcomes. Home visitation programs, practices, and techniques. Field experience working
      with families at risk.

      Change(s): Prerequisites updated from *Senior standing. Concurrent registration in Child*
      and Family Development 597 to what is presented above.

CRIMINAL JUSTICE

1.   New course.

      Criminal Justice
      CULTURAL CRIMINOLOGY (C-2)
      CJ 583. Cultural Criminology (3)
            Prerequisite: Criminal Justice 302.

Cultural expressions and meanings of law breaking, law enforcement, and law making.

MATHEMATICS

1.   New course.

Mathematics
MATH BIOLOGY & BIOMEDICNE (C-2)
MATH 595. Mathematical Biology and Biomedicine (3)
        Prerequisites: Mathematics 254 and 337, or 342A, or Aerospace Engineering 280.
        Mathematical and computational modeling techniques to include difference and differential equations; probabilistic and statistical models.

SPECIAL EDUCATION

1.   Change to description and prerequisite.

Special Education
SPED 526. Characteristics and Education of Students with Physical, Health, and
        Sensory Impairments (3)
        Prerequisites: Special Education 450 with grade of C (2.0) or better and admission to credential program.
        Characteristics, needs, and supports for individuals with physical, health, and sensory impairments in educational, home, and community settings. Implications of health concerns for programming.

Change(s): *Historical and philosophical perspectives* removed from description. SPED 450 added as prerequisite.

2.   Change to course statement, description, number, prerequisite, title, and units.

Special Education
ISSUES CURRIC & INSTR ESN
SPED 545. Issues in Curriculum and Instruction for Students with Extensive
        Support Needs (2-3)
        Prerequisite: Special Education 450 with a grade of C (2.0) or better and admission to credential program.
        Practical strategies for working with children and adolescents with extensive support needs in a variety of learning environments. Collaboration with other professionals in the field and involve families as partners in the educational process. (Formerly numbered Special Education 645.)

Change(s): *Formerly numbered Special Education 645* added to course statement. Description updated from *Design and implementation issues of instructional programs for students with severe handicaps; approaches which foster school and community*

integration and active family involvement will be analyzed to what is presented above. Number updated from 645 to 545. Prerequisites updated from SPED 525 to what is presented above. Title updated from *Issues in Curriculum and Instruction for Students with Severe Handicaps* to what is presented above. Units updated from *3* to variable *2-3*.

To: Senate Executive Commmittee/Senate

From: Graduate Council

Date: November 7, 2019

Re: 2020-2021 *Graduate Bulletin*

INFORMATION (6I-11-19)

ACCOUNTANCY

1.   Change in program.

Accountancy
**Specific Requirements for the BS/MS 4+1 Degree Program (BMACC)
(Major Code: 05021) (SIMS Code: 221913)**
      Students must apply and be admitted to the BS/MS 4+1 degree program (BMACC). All students must have a satisfactory score on the Graduate Management Admissions Test (GMAT), a minimum overall GPA of 2.85, a minimum SDSU GPA of 2.85, and a minimum upper division SDSU Fowler College of Business GPA of 2.85. Students may apply for the program at any time during their undergraduate studies after completing at least two upper division core accountancy courses (must include Accountancy 331) with a minimum overall GPA of 2.85 among the completed courses (upper division accountancy core courses include Accountancy 331, 332, 333, 334, 431, 432). Early admission is available to students after completing Accountancy 331 with a B+ (3.3) or better. The GMAT requirement is waived for students in the SDSU accounting major that have an overall GPA of 3.4, a minimum SDSU GPA of 3.4, and a minimum upper division SDSU Fowler College of Business GPA of 3.4.
      Remainder of description *(no change)*

Change(s): Current admission to the program requires the a satisfactory score on the Graduate Management Admissions test. The revised program would permit a waiver of the GMAT requirement for students with The GMAT requirement will be waived for students in the SDSU Accounting major that have an overall GPA of 3.4, a minimum SDSU GPA of 3.4, and a minimum upper division SDSU Fowler College of Business GPA of 3.4.

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1.   Change in program.

Administration, Rehabilitation and Postsecondary Education
**Educational Leadership: Specialization in Student Affairs in
Postsecondary Education
(Major Code: 08271) (SIMS Code: 331913)**
      Paragraphs 1-2 *(no change)*

Specific Requirements for the Master of Arts degree in Education with a Concentration in Educational Leadership and a Specialization in Student Affairs Postsecondary Education

A minimum of 36 units to include:

1. Core program:

   ARP 610   Educational Leadership…3
   ARP 620   Student Affairs and Student Success…3
   ARP 623   Seminar in Critical Leadership Issues in Student Affairs…3
   ARP 747   Equity-Minded Approaches for Student Success…3
   ED 690   Methods of Inquiry…3

2. Fifteen units selected, with the approval of the graduate adviser, from the following:

   ARP 621   Theoretical Foundations of Student Success…3
   ARP 622   Intra and Interpersonal Communication for Student Success…3
   ARP 624   Advising and Coaching for Student Success…3
   ARP 680   Seminar in Administration, Rehabilitation and Postsecondary Education…2-6
   ARP 727   Emerging Issues in Postsecondary Educational Leadership…3
   ARP 730   Seminar in Adult Learning…3
   ARP 740   Advanced Seminar in Administration, Rehabilitation and Postsecondary Education…3
   ARP 755   Governance and Policy Development in Postsecondary Education and Disability Systems…3
   ARP 760   Internship in Postsecondary Educational Leadership…1-6 (Cr/NC/RP)

3. Research: Six units selected from the following:

   ED 791A   Evaluation Techniques…3
   ED 791B   Practicum: Evaluation…1-3
   OR
   ED 795A-795B Seminar…3-3
   OR
   ED 799A   Thesis…3
   AND
   ARP 798   Special Study…3 (Cr/NC/RP)

Change(s): The new version of the program will require 2 additional 3-unit courses: 1. ARP 624 - Advising and Coaching for Student Success: Models of Developmental Relationships in Higher Education (new course proposal in CurricUNET) and a course already offered through our department: 2. ARP 755 - Policy and Governance in Postsecondary Education and Disability Systems (this is an existing course in our department, but not currently required of our students).

COUNSELING AND SCHOOL PSYCHOLOGY

1.   Change in program.

Counseling and School Psychology
Restorative Justice Practices and Trauma Informed Care Certificate
(SIMS Code: 331008)
        The purpose of this certificate is to educate a national and international body of mental health professionals and para-professionals in contemporary mental health practices that focus on restorative justice practices and trauma-informed care. The certificate draws upon integrated recovery and strength-based approaches and emphasizes the role of trauma-informed treatment models in understanding the causes of mental ill-health and restorative justice practices to address human suffering caused by environmental trauma. The certificate is offered in an online format to cater to educational and health-care professionals residing in locations all over the world.
        Prerequisites: *(no change)*
Required courses (12 units):
        CSP 612   Restorative Practices and Conflict Transformation…3
        CSP 636   Mental Health Recovery…3
        CSP 639   Law and Ethics in the Counseling Profession…3
        CSP 652   Trauma-Informed Care in Multicultural Contexts…3
        Substituted elective(s) may be taken with consent of the coordinator.
        Remainder of description *(no change)*

Change(s): Updated program name, introductory paragraph, and required courses.

MANAGEMENT INFORMATION SYSTEMS

1.   New course.

Management Information Systems
SEMINAR SCIENTIFIC METHOD (C-4)
MIS 727. Seminar on Scientific Method (3)
        Prerequisite: Classified graduate standing.
        Scientific method as an integrated body of philosophical logic to include applied science/engineering, experimental, exploratory, and theoretical research through multi-methodological and multidisciplinary lenses.

2.   Change in program. *(Program approved by the CSU Chancellor's Office on 8/22/2013 but never implemented.)*

Management Information Systems
General Information
        San Diego State University (SDSU) and Claremont Graduate University (CGU) offer a joint doctoral program in data science. The cooperating faculties are from SDSU's Department of Management Information Systems, Department of Mathematics and Statistics, and CGU's Department of Mathematics. This program serves full-time doctoral students who will immerse themselves in the research streams. The program aims to develop advanced organizational leaders and information systems academics with the

scientific, statistical, and technical skills to understand and improve the ways people create value with information. This program is transdisciplinary, accepting students from any domain with challenges and opportunities for which data science could produce solutions.

Admission to Doctoral Study

Applicants must meet the requirements for admission to both SDSU and CGU. There are no inflexible requirements for entrance to graduate study in this program. A number of factors will be taken into account for admission. Admission to the program is competitive; successful applicants typically meet these minimum standards:

1. A baccalaureate degree with a minimum GPA of 3.0;
2. Acceptable GMAT or GRE scores;
3. Satisfactory English-language competency. Applicants whose prior education was delivered in a language other than English must attain a minimum TOFEL score of 80 (computer based) or a minimum IELTS score of 6.5. If the admission interview reveals that an otherwise highly qualified applicant is found to lack sufficient skills in spoken English, the applicant may be granted provisional admission until they successfully complete ESL training to a level sufficient for effective classroom teaching;
4. A strong background in information systems and/or statistics or one of reference disciplines (e.g., computer science) would be valuable, as would work experience in a field with classes of unsolved analytic problems. Outstanding students in other disciplines are also encouraged to apply. Advisers will help students to design a course of study for their first year to strengthen their backgrounds in data science.

Application

Applications for admission to the doctoral program in information systems should be submitted following the procedures on the SDSU Graduate Admissions website, https://admissions.sdsu.edu/graduate.

Applicants must submit with their applications:
- Official transcripts of all postsecondary coursework;
- A curriculum vita detailing their employment history and professional accomplishments;
- GMAT or GRE scores;
- Three letters of recommendation from former or current professors, supervisors, or other professionals qualified to judge their academic and leadership potential;
- A written goal statement explaining the goals the applicant seeks to achieve through doctoral training.

Applications must be received by SDSU no later than February 1.

Satisfaction of the minimum requirements at San Diego State University, its Department of Management Information Systems or its Department of Mathematics and Statistics does not guarantee admission to the doctoral program. The faculty of the joint doctoral program on each campus will recommend admission of acceptable applicants to the graduate deans at SDSU and CGU. Entry occurs when the student is formally accepted by both graduate deans and the student is officially notified of acceptance.

It is anticipated that students entering the program will have a variety of academic and professional backgrounds. Students with professional expertise in required course topics may apply to the director to waive these courses, and replace them with courses on other topics where the student is not yet an expert. These students will nonetheless be held accountable for the content of courses on the qualifying exam and dissertation defense.

Students who lack sufficient data science knowledge to successfully complete the course work will be admitted only on condition that they take additional courses to address deficiencies. Student preparedness will be assessed based on successful completion of prior course work and/or clear evidence of sufficient professional experience in their curriculum vita, and in an admission interview with a member of the JDP doctoral committee.

Depending on their research interests and initial education, some students may be required, or may elect to take additional courses beyond the program requirements to augment their research. If there are prerequisites for courses, students must either meet those prerequisites or get the instructor's permission to enroll. Students with prior graduate work at other institutions that could fulfill graduate requirements may apply to the joint doctoral program to request that up to 18 units of course requirements be waived, to be replaced with other electives.

Satisfactory Progress

The students admitted to this program are expected to make continuous, satisfactory progress and to remain in good standing at both institutions.

Qualifying Examination (Written and Oral)

Upon completion of core course work, students will be required to pass a written qualifying examination to validate doctoral their broad knowledge of the logic of scientific inquiry and the data science literature, and to demonstrate the ability to synthesize that material into solutions for unfamiliar problems. This examination will be written and graded jointly by faculty from both partner institutions.

Dissertation

Doctoral candidates will be required to complete a doctoral dissertation that demonstrates mastery of the discipline and rigor of scientific inquiry in an original work of data science research under the guidance of a dissertation chair and a doctoral committee. Key milestones in the dissertation are:

- Forming a committee composed of a dissertation chair and at least two other members. Committees must have at least one faculty member from each partner institution. Students are encouraged to invite the participation of a fourth committee member from any domain relevant to their research;
- A written dissertation proposal submitted to the committee detailing the motivation for the dissertation research, its theoretical foundations, and proposed research design;
- An oral defense of the dissertation proposal;
- A written draft dissertation submitted to the committee;
- An oral review of the draft dissertation;
- A doctoral dissertation submitted to the committee;
- A formal, public dissertation defense.

Dissertation Proposal Defense (Written and Oral)

Students will be required to write a dissertation proposal that adheres to the logic of its epistemology and the standards of rigor for its research methods. The dissertation committee will establish standards for evaluating dissertation proposals. Among the criteria may be:

- The proposal must be the original and sole work of the student;
- The proposal should have the form and content required of a publication-quality scholarly manuscript;
- The proposal must argue successfully that the phenomena of interest are worthy of study;
- The proposal must successfully argue that the existing literature does not yet fully explain the phenomena of interest;
- The proposal must successfully argue that the methods proposed for the dissertation research will be sufficiently rigorous to yield an academic contribution.

Students must submit their dissertation proposals in writing to their dissertation chair, who will distribute it to the doctoral committee members for review and comment. The student must address any deficiencies the committees identify gain permission to schedule an oral dissertation proposal defense.

Students must formally defend their dissertation proposal in an oral presentation to their dissertation committee. To pass the defense, the dissertation committee must judge that the proposal is of sufficient quality to be admitted as the opening chapters of the doctoral dissertation.

Dissertation Defense (Written and Oral)

Candidates will be required to present a written copy of their doctoral dissertations to their dissertation chair, who will distribute it to committee members for review. A candidate will be required to make an oral presentation of the dissertation to the committee during a dissertation review meeting. Committee members may require that the candidate make changes and improvements to the dissertation. Committee members have two options for validating the improvements: (a) They may require that the candidate present them with a revised manuscript and a review response that gives a point-by-point explanation of the improvements; or (b) they may delegate the validation of the improvements to the dissertation chair. Upon validating that all required improvements have been made, the dissertation chair will sign a form granting the candidate permission to defend. A copy of the permission to defend form will be forward to the JDP director. The candidate may then schedule the dissertation defense at a time agreeable to all committee members.

The dissertation defense will be open to the public. Dissertation defenses will last a minimum of one hour and a maximum of three hours. The dissertation defense meeting will be chaired by the candidate's dissertation chair. The student will make a brief oral presentation of the research. Each committee member will have an opportunity to question and challenge the candidate's research. At the conclusion of the defense, the candidate will remain in the defense venue while the committee members retire to deliberate on the candidate's performance. Upon successful defense of the dissertation, the committee chair will notify the JDP director, who will recommend the candidate to the graduate deans of SDSU and CGU for the doctoral degree in data science.

Award of the Degree

The Doctor of Philosophy degree in information systems will be awarded jointly by San Diego State University and Claremont Graduate University.

Specific Requirements for the Ph.D. in Data Science
(Major Code: XXXXX) (SIMS Code: XXXXXX)

This program is designed to prepare graduates to make advanced, original contributions to both academic knowledge and organizational success. To achieve those purposes, students must gain broad knowledge of the data science literature, and must gain deep knowledge of the logic and disciplines of rigorous scientific inquiry. Students will therefore be required to complete a minimum of 72 units as follows:

Coursework at SDSU: 24 units (8 courses @ 3 units)
Coursework at CGU: 24 units (6 courses @ 4 Units)
Supervised research and doctoral dissertation: 24 units

Required Courses (6 units)

These courses are to ensure that students have a strong grounding in the logic of scientific inquiry and the classic papers from the data science literature. The required courses are:

MIS 727   Seminar on Scientific Method…3
STAT 750   Seminar in Data Science Research…3

Elective Courses (42 units)

The elective courses are to ensure that the student develops a foundation of expert data science knowledge related to the aspects of data science the student chooses to research. Electives must be at the graduate level. The student will develop a program of study in consultation with a faculty mentor, typically their dissertation chair. Programs of study are subject to approval by the JDP director to assure that the mix of courses will prepare the student to achieve all program learning goals and student learning outcomes. A student may substitute other courses relevant to their research for the designated electives with permission from their dissertation chair, subject to the approval of the JDP director. Electives must be at the graduate level. The elective courses at SDSU include:

MIS 515   Object-Oriented Programming for Business Applications…3
MIS 620   Electronic Business and Big Data Infrastructures…3
MIS 686   Enterprise Database Management…3
MIS 691   Decision Support Systems…3
MIS 748   Seminar in Applied Multivariate Analytics…3
MIS 749   Business Analytics…3
CS 600   Methods in Bioinformatics, Medical Informatics,
                    and Cheminformatics…3
CS 605   Scientific Computing…3
CS 609   Computational Genomics and Bioinformatics…3
CS 653   Data Mining and Knowledge…3
LING 571   Computational Corpus Linguistics…3
LING 572   Python Scripting for Social Science…3

LING 581/
CS 581   Computational Linguistics…3
LING 583   Statistical Methods in Text Analysis…3
STAT 672   Nonparametric Statistics…3
STAT 673   Time Series Analysis…3
STAT 676   Bayesian Statistics…3
STAT 678   Survival Analysis…3
STAT 700   Data Analysis Methods…3
STAT 701   Monte Carlo Statistical Methods…3
STAT 702   Data Mining Statistical Methods…3
STAT 795   Practicum in Statistical Consulting…3

CGU Elective Courses (24 units)

Students will select graduate-level mathematics and information systems and technology courses from the CGU curriculum in consultation with their dissertation chair subject to the approval of the JDP director. Details of mathematics courses offered at CGU can be found at https://www.cgu.edu/wp-content/uploads/2017/01/CGU-IMS-GraduateMathCourses.pdf; information systems and technology courses offered at CGU can be found at http://bulletin.cgu.edu/content.php?catoid=2&navoid=87. Other courses may be substituted for these electives to better inform a student's research. Substitutions must be done in consultation with a faculty mentor, subject to approval by the JDP director. Elective courses at CGU are determined by the JDP director.

Research Courses (24 units)

Students will also be required to complete a minimum of 24 units of supervised research and doctoral dissertation under the guidance of a faculty member, with a minimum of three units of dissertation research. Research units will be at the dissertation chair's university. Research units that may be taken at SDSU include Management Information Systems 897, 898, 899, Statistics 897, 898, and 899. Research units that may be taken at CGU are determined by the JDP director.

Students must maintain continuous enrollment during the dissertation process. They may do so by enrolling for three research units or three dissertation units per semester. Students are required to enroll for a minimum of three units until graduation.

Change(s): Implementation of previously approved program. Title updated from *Information Systems* to *Data Science*.

POLITICAL SCIENCE

1.   Change to course statement, description, number, prerequisite, staffing formula, and title.

        Political Science
        TOOLS FOR QUANT ANALYSIS (C-2)
        POL S 616. Tools for Quantitative Analysis (3)
                Prerequisite: Graduate standing.

Answer quantitative research questions. Goals of quantitative research using statistical models as evidence. Analysis of real world data. (Formerly numbered Political Science 516.)

Change(s): *Formerly numbered Political Science 516* added to course statement field. Description updated from *Does not fulfill undergraduate capstone major requirement. Basic concepts, theories, and methods that are utilized by political and other social scientists using statistics and microcomputers. Intermediate level introduction to statistical methods in political science* to what is presented above. Number updated from *516* to *616*. Prerequisite updated from *POL S 201* to what is presented above. Staffing formula updated from *C-4* to *C-2*. Title updated from *Statistics for Political Scientists* to what is presented above.

PUBLIC HEALTH

1.   Change to prerequisite.

Public Health
P H 662. Motivating Health Behavior (3)
        Prerequisite: Graduate standing.
        Application of behavioral change techniques and health education methodology to health promotion targeting individuals and whole communities.

Change(s): Prerequisite updated from *P H 303* to *graduate standing*.

2.   New course.

Public Health
CAPSTONE I (C-4)
P H 720A. Capstone I (3)
        Prerequisites: Public Health 601, 602, 623, 627.
        Develop a hypotheses and research questions, use a publicly accessible dataset, write an epidemiologic report based on analysis. Institutional Review Board review process, literature review, table and figure creation, and technical writing.

3.   New course.

Public Health
CAPSTONE II (C-4)
P H 720A. Capstone II (3)
        Prerequisites: Public Health 720A.
        Complete discussion, hypotheses, research questions, results, tables and figures for a final report. Create oral presentation to describe results.

SPECIAL EDUCATION

1.   Change to description, prerequisite, and title.

Special Education
ADV ST SPED MILD/MOD SN
SPED 681A. Advanced Studies in Special Education: Mild/Moderate Support Needs (3)
    Prerequisite: Admission to M.A. program in special education.
    Educational legislation, theories, philosophies, research findings, issues and trends in area of exceptionality. Application of research to solution of educational problems.

Change(s): *Legislation* added to description. Prerequisite updated from *Special Education 524 or 525 or 528* to what is presented above. Title updated from *Advanced Studies in Special Education: Mild/Moderate Disabilities* to what is presented above.

2.   Change to description, prerequisite, and title.

Special Education
ADV ST SPED ECSE AND ESN
SPED 681B. Advanced Studies in Special Education: Autism, Early Childhood
        Special Education, and Extensive Support Needs (3)
    Prerequisite: Admission to M.A. program in special education.
    Educational legislation, theories, philosophies, research findings, issues and trends in area of exceptionality. Application of research to solution of educational problems.

Change(s): *Legislation* added to description. Prerequisite updated from *Special Education 524 or 525 or 528* to what is presented above. Title updated from *Advanced Studies in Special Education: Autism, Early Childhood, and Moderate/Severe Disabilities* to what is presented above.

3.   Change in program.

Special Education
Education Specialist Credentials in Special Education
    San Diego State University offers programs leading to the following Education Specialist Credentials in Special Education authorized by the California Commission on Teacher Credentialing: Mild to Moderate Support Needs, Extensive Support Needs, and Early Childhood Special Education. Remainder of paragraph *(no change)*

Standards for Admission to Preliminary Credentials *(no change)*

Preliminary Education Specialist Credential
1. Core courses: Special Education 505, 530, 547, 553, 557, 562. Teacher Education 930 (3 units). Candidates are required to pass the Reading Instruction (RICA) Test.* An international or global/cultural experience is required, as defined by the Department of Special Education, prior to graduation for all preliminary credential candidates. Students must obtain approval of graduate adviser.
2. Specialization courses:

       a. *(no change)*
       b. Extensive Support Needs: Special Education 526, 535, 545, 560, 970B, 980B.
       c. *(no change)*

Change(s): The following course numbers were changed from 600 level to 500 level so students could take as part of the undergraduate ITEP program. SPED 657 to SPED 557 SPED 662 to SPED 562 SPED 647 to SPED 547 SPED 645 to SPED 545 SPED 635 to SPED 535 SPED 525 is no longer included in the credential because the content has been moved to SPED 535 (formerly 635). This course was previously taken by both early childhood and extensive support needs credential candidates thus the assessment content for both credentials was included. With the changes for the ITEP programs, only extensive support needs credential students will take 535 thus there was room in the course to add more content, eliminating the need for SPED 525. Also, candidates will take SPED 450 instead of SPED 500. This intro to special education course has been redesigned to meet the needs of all credential candidates in the COE. Thus, SPED 500 will no longer be offered.

4.   Change in program.

Special Education
Early Childhood Special Education Added Authorization
(SIMS Code: 330301)
      The Early Childhood Special Education Added Authorization is authorized by the California Commission on Teacher Credentialing. It is designed for individuals who have completed Preliminary or Clear Education Specialist coursework in Mild/Moderate or Moderate/Severe support needs. It extends authorization from birth through 22. Individuals credentialed in other areas such as Deaf and Hard-of-Hearing and Visual Impairments are authorized to serve birth through 22, but may add the authorization for professional growth reasons if desired.
      1. Prerequisite: Completion of preliminary coursework in one of the Education Specialist credentials and background in early childhood development with focus on infants, toddlers, and preschoolers.
      2. Certificate coursework: Special Education 528, 543, 980D, Child and Family Development 580 and 585.

Change(s): 1. In the existing program, SPED 526, 528, 643A, 643B, 635, and 980D (practicum) are the requirements. SPED 643A is now SPED 543. SPED 635 content is now merged with CFD 580 (existing course) and SPED 643B content is now merged with CFD 585 (existing course). All these changes have already been approved by both college and university committees. SPED 526 is NO longer a requirement for ECSEAA program as approved by the CCTC. In summary, the following courses will be new program requirements: SPED 528, SPED 543, SPED 980 (practicum), CFD 580, and CFD 585. 2. The language used in the catalog output will be updated for the programs (certificate vs authorization etc.) and disability categories (mild/moderate vs mild-moderate support needs etc.).

San Diego State University

Date: November 12, 2019

To: Nola Butler Byrd, Vice Chair, University Senate

From: Paula C. Peter, Chair, Faculty Affairs Committee

Re: Memo: State of "Referrals to" and "Referral by" Faculty Affairs (FA) to date.

REFERRALS TO FA
- Referral to FA dated November 2018 in the Referral Chart:
  - Completed with report made and presented by DEI committee to SEC and Senate during Spring 2019 and RTP Committee guidelines sent out to SDSU RTP Faculty on F October 18, 2019 on behalf of FA and AP&P (see information item presented to Senate on November 5, 2019). Please, eliminate the referral to FA from the referral chart.
- Referral to FA by Faculty Advancement Joanna Brooks dated October 2019 in the Referral Chart:
  - Completed with referral to Senate Staff Committee by AVP Joanna Brooks after consultation with FA committee on m Nov 4, 2019. The original referral will be redirected by AVP Joanna Brooks or Senate Officers to Senate Staff Committee unless otherwise suggested by Senate officers during SEC meeting on November 19, 2019.
  - Please, eliminate the referral to FA from the referral chart.
- Referral to FA by Mark Freeman, former Chair of the Freedom of Expression Committee (FEC) dated M November 10, 2019.
  - Will be completed as requested by providing feedback by email to Mark Freeman by F November 15.
  - Referral not listed in the referral chart so no action required.

REFERRAL BY FA
- Referral to Constitution and Bylaws by FA committee regarding FA Committee composition
  - Submitted to Senate Officers on November 6, 2019 by email.

To: SEC, Senate Officers, and SDSU Senate

From: Mark Reed & Sherry Ryan, Co-Chairs, AR&P

Date: 11/12/19

Re: Information items from recent AR&P Meetings

10/22/19 Meeting

The majority of the meeting time was spent discussing the referral from the Senate Faculty Affairs committee re: exploring potential sources of funding for new faculty lines to replace Student Success Fee (SSF) funding of additional lines. The committee reviewed a report compiled by by AVP Prislin in Spring 2019 which outlines T/TT hiring practices across 12 institutions within the CSU (CSU Northridge, San Jose State University, San Francisco State University, Cal Poly SLO) and UC (UC Davis, UC Riverside) as well as institutions outside of California (Georgia State University, University of Houston, Michigan State University, North Carolina State University-Raleigh). Using information from this report, the committee discussed the following alternative sources of funding for new faculty positions: endowments and P3 partnerships. The committee also discussed how hiring professors of practice could save money in the long run given the heavier teaching loads traditionally seen with these positions. The committee also discussed increased enrollment growth as a source of funding for new positions as well as developing policies around equipment sharing to reduce start-up costs associated with new and replacement faculty lines. The committee is working on a formal report to be shared with the Senate at the February Senate meeting.

11/12/19 Meeting

A decision was made to cancel the meeting on 11/12 as many committee members, including co-chairs Reed and Ryan, were attending to issues related to the campus power outage.

11/14/19 Meeting

Because of the cancelled meeting on 11/12/19, AR&P met Thursday morning to discuss the fall PBAC funding requests. Fifteen proposals were presented to the committee (see attachment) by representatives from the following divisions: Academic Affairs, Graduate and Research Affairs, Division of Diversity and Innovation, Student Affairs, Information Technology, and Budget and Financial Affairs. A total of $568k was requested in base funding and a total of $8.7M was requested in one-time funding. The committee unanimously approved the 15 proposals.

SAN DIEGO STATE UNIVERSITY
2019/20 Revenue Estimates
As of November 14, 2019

		2018/19 Budget	2018/19 Actual	Over/(Under) Budget	% Over/(Under) Budget	2019/20 Budget	2019/20 Year to Date 11/5/2019	2019/20 Term End Estimate	Over/(Under) Budget	% Over/(Under) Budget
1	**Basic Tuition Fee - Resident**									
2	Summer	9,527,000	10,208,006	681,006	7.15%	10,325,000	10,730,270	10,730,270 [2]	405,270	3.93%
3	Fall	78,201,000	80,268,852	2,067,852	2.64%	79,199,000	76,414,706	79,354,035 [3]	155,035	0.20%
4	Spring	72,332,000	73,588,819	1,256,819	1.74%	72,584,000		72,584,000 [4]	0	0.00%
5	**Sub-Total Basic Tuition - Resident**	160,060,000	164,065,677	4,005,677	2.50%	162,108,000	87,144,976	162,668,304	560,304	0.35%
6	Tuition Fee Discounts[1]	(41,975,000)	(41,975,000)	0	0.00%	(40,936,300)	(40,936,300)	(40,936,300)	0	0.00%
7	**Net Basic Tuition - Resident**	118,085,000	122,090,677	4,005,677	3.39%	121,171,700	46,208,676	121,732,004	560,304	0.46%
8										
9										
10	**Basic Tuition Fee - Non-Resident**									
11	Summer	1,265,000	2,130,924	865,924	68.45%	1,390,000	1,971,530	1,971,530 [2]	581,530	41.84%
12	Fall	8,779,000	13,236,344	4,457,344	50.77%	9,571,000	13,075,527	13,167,014 [3]	3,596,014	37.57%
13	Spring	7,924,000	11,951,910	4,027,910	50.83%	8,548,000		8,548,000 [4]	0	0.00%
14	**Sub-Total Basic Tuition - Non-Resident**	17,968,000	27,319,178	9,351,178	52.04%	19,509,000	15,047,057	23,686,544	4,177,544	21.41%
15										
16										
17	**Out-of-State Tuition**									
18	Summer	784,000	1,386,688	602,688	76.87%	950,000	1,480,411	1,480,411 [2]	530,411	55.83%
19	Fall	10,773,000	16,409,993	5,636,993	52.33%	11,747,000	16,651,827	16,614,893 [3]	4,867,893	41.44%
20	Spring	9,669,000	14,818,161	5,149,161	53.25%	10,541,000		10,541,000 [4]	0	0.00%
21	**Sub-Total Out-of-State Tuition**	21,226,000	32,614,842	11,388,842	53.66%	23,238,000	18,132,238	28,636,304	5,398,304	23.23%
22										
23										
24	**International Tuition**									
25	Summer	1,042,000	1,630,174	588,174	56.45%	1,076,000	1,311,788	1,311,788 [2]	235,788	21.91%
26	Fall	7,311,000	10,365,994	3,054,994	41.79%	6,710,000	9,315,343	9,159,575 [3]	2,449,575	36.51%
27	Spring	6,730,000	9,124,260	2,394,260	35.58%	6,002,000		6,002,000 [4]	0	0.00%
28	**Sub-Total International Tuition**	15,083,000	21,120,428	6,037,428	40.03%	13,788,000	10,627,131	16,473,363	2,685,363	19.48%
29										
30										
31	**TOTAL TUITION**	172,362,000	203,145,126	30,783,126	17.86%	177,706,700	90,015,102	190,528,215	12,821,515	7.21%
32										
33										
34	**Application Fee**	2,294,000	3,923,498	1,629,498	71.03%	2,294,000	0	2,294,000 [4]	0	0.00%
35										
36	**TOTAL APPLICATION FEE**	2,294,000	3,923,498	1,629,498	71.03%	2,294,000	0	2,294,000	0	0.00%
37										
38										
39	**TOTAL**	174,656,000	207,068,624	32,412,624	18.56%	180,000,700	90,015,102	192,822,215	12,821,515	7.12%

[1] Tuition fee discounts includes State University Grant and other tuition fee discounts.
[2] Term estimates are based on actual revenues.
[3] Term estimates are based on SAS Enrollment Report as of 11/5/2019 discounted based on prior year waiver/collections experience.
[4] Term and Application fee estimates are based on budgeted revenues.

Base Budget Reserve [a]

#				
1	**2019/20 Beginning Base Budget Reserve Balance**			**6,602,446**
2		BL Allocations		18,235,300
3		BL Mandatory Costs		(15,786,300)
4		Campus Revenue Adjustments		4,106,000
5		BL Allocation (Graduation Initiative 2025)		1,846,000
6		BL Allocation GI 2025 to Academic Affairs - Faculty		(1,199,850)
7		BL Allocation GI 2025 to Academic Affairs - Advisors		(646,150)
8	**2019/20 Base Budget Reserve**			**13,157,446**
9				
10	**2019/20 Approved Base Funding Requests**			
11				
12	**Academic Affairs**			
13		New T/TT Faculty Positions (20 positions over 2 years)	PBAC 5/23/2019	(2,985,000)
14		Faculty promotion-based salary increase funding	PBAC 5/23/2019	(502,700)
15		Academic Advisors: Move from 1-Time to Base Funding	PBAC 5/23/2019	(345,708)
16		Enrollment Growth	PBAC 5/23/2019	(1,500,000)
17		Library Acquisitions (year 5 of 5 year plan)	PBAC 5/23/2019	(100,000)
18		Administrative Analyst for AA Resource Management Office (50%)	PBAC 5/23/2019	(52,500)
19		SDSU IV – Operations Budget (year 5 of 5 year plan)	PBAC 5/23/2019	(20,000)
20		Black Student Retention Needs: Meeting Grad 2025 Goals	PBAC 5/23/2019	(70,000)
21		Tribal Liaisons	PBAC 5/23/2019	(150,000)
22		Pool of resources to be distributed competitively for new staff positions	PBAC 5/23/2019	(600,000)
23		Funding to Support Master's Student Research/Creative Activities	PBAC 5/23/2019	(250,000)
24		Student Research Symposium (SRS)	PBAC 5/23/2019	(50,000)
25	**Division Of Diversity And Innovation**			
26		Staff for Office of Faculty Diversity and Inclusion	PBAC 5/23/2019	(390,000)
27	**Student Affairs**			
28		Career Development Coordinators	PBAC 5/23/2019	(58,944)
29		StratComm - Web Developer SA	PBAC 5/23/2019	(81,000)
30	**Business & Financial Affairs**			
31		Budget Transparency Software	PBAC 5/23/2019	(30,000)
32		Emergency Management Coord	PBAC 5/23/2019	(97,500)
33		Project Delivery Team	PBAC 5/23/2019	(375,000)
34		FS Management Staffing - Associate Director Administration	PBAC 5/23/2019	(37,500)
35		FS Management Staffing - Accounting Tech II	PBAC 5/23/2019	(60,000)
36		FS Management Staffing - Accounting Tech I	PBAC 5/23/2019	(58,500)

Base Budget Reserve [a]

37	FS Management Staffing - Assistant Landscape Manager	PBAC 5/23/2019	(90,000)
38	FS Management Staffing - Equipment/Expenses	PBAC 5/23/2019	(10,220)
39	Confidential Office Support - Employee Relations	PBAC 5/23/2019	(60,000)
40	**Information Technology**		
41	Chief Information Officer Salary/Benefits and Moving and Relocation Expenses	PBAC 5/23/2019	(216,612)
42	ATI Coordinator for SDSU ATI Compliance	PBAC 5/23/2019	(150,000)
43	**Cross Divisional**		
44	Pool of resources to be distributed competitively for new staff positions	PBAC 5/23/2019	(200,000)
45	**Subtotal 2018/19 Approved Base Budget Funding Requests**		**(8,541,184)**
46			
47			
48	**2019/20 Estimated Base Budget Reserve Balance**		**4,616,262**
49			
50	2019/20 Target Unallocated Base Budget Reserve		(4,000,000)
51	**2019/20 Estimated Base Funding Available for Investment in the University**		**616,262**

[a] All allocations for position funding are inclusive of average benefits costs.

One-Time Reserve [a]

1	**2019/20 Beginning One-Time Reserve Balance**		**27,723,325**
2	2019/20 Target Unallocated One-Time Budget Reserve		(8,000,000)
3	**2019/20 One-Time Funding Available for Investment in the University**		**19,723,325**
4			
5	**2019/20 Approved One-Time Funding Requests**		
6			
7	**President's Office**		
8	StratComm - Campus Photography Initiative	PBAC 5/23/2019	(25,000)
9	StratComm - Web Developer	PBAC 5/23/2019	(81,000)
10	**Academic Affairs**		
11	Universal Design	PBAC 5/23/2019	(5,000)
12	Fund to Support Start-Up Costs for New T/TT Faculty	PBAC 5/23/2019	(1,500,000)
13	Enrollment Growth – 1-time funding	PBAC 5/23/2019	(2,250,000)
14	FERP Funding: Move from base to 1-time	PBAC 5/23/2019	(1,040,000)
15	Class-size Reduction – Student Success Initiative	PBAC 5/23/2019	(1,000,000)
16	Cost to replace CurricUNET and institute improved curriculum approval processes	PBAC 5/23/2019	(576,650)
17	Incentive for Revenue-Generating Enrollment Growth	PBAC 5/23/2019	(300,000)
18	Faculty Leadership Professional Development Funds	PBAC 5/23/2019	(100,000)
19	Library High-End Computing Lab	PBAC 5/23/2019	(250,000)
20	Partner Hires	PBAC 5/23/2019	(500,000)
21	Support for the Center of Teaching and Learning	PBAC 5/23/2019	(140,000)
22	SDSU-IV 4-Year Campus Campaign	PBAC 5/23/2019	(110,000)
23	Data Champions/Data Fellows	PBAC 5/23/2019	(120,000)
24	Innovative Student Success Initiatives	PBAC 5/23/2019	(250,000)
25	Library Acquisitions	PBAC 5/23/2019	(250,000)
26	Innovative Majors, Minors, & Other Programs	PBAC 5/23/2019	(100,000)
27	Strategic Evidence-Based Continuous Improvement Framework to support Equity-Driven High Achievement for our Students and WASC Regional Accreditation	PBAC 5/23/2019	(96,000)
28	Support for Explore SDSU and Recruiting Expenses	PBAC 5/23/2019	(66,000)
29	Faculty support	PBAC 5/23/2019	(350,000)
30	Campus to Reassume $3m Operating Costs Shifted to CES During the Last Recession	PBAC 5/23/2019	(3,000,000)
31	Establishment of new cultural and identity centers	PBAC 5/23/2019	(300,000)
32	Funding to Support Master's Student Research/Creative Activities	PBAC 5/23/2019	(250,000)
33	Matching Funds for Grant Submissions	PBAC 5/23/2019	(400,000)
34	Assigned Time for Grant Development Support	PBAC 5/23/2019	(250,000)
35	Shared Equipment and Shared Facilities	PBAC 5/23/2019	(400,000)
36	Summer Undergraduate Research Program	PBAC 5/23/2019	(200,000)
37	Assigned time for Research and Creative Activities	PBAC 5/23/2019	(350,000)

One-Time Reserve [a]

38	**Division Of Diversity And Innovation**		
39	Staff for Office of Faculty Diversity and Inclusion	PBAC 5/23/2019	(360,000)
40	**Student Affairs**		
41	ADA Mandatory Accommodations	PBAC 5/23/2019	(196,000)
42	Safety Enhancements	PBAC 5/23/2019	(51,546)
43	Career Development Coordinators	PBAC 5/23/2019	(135,000)
44	**Business & Financial Affairs**		
45	Budget Transparency Software	PBAC 5/23/2019	(10,000)
46	SDSU Police - Crime Analyst	PBAC 5/23/2019	(76,000)
47	**Information Technology**		
48	Chief Information Officer Salary/Benefits and Moving and Relocation Expenses	PBAC 5/23/2019	(25,000)
49	**University Relations & Development**		
50	Evertrue and LinkedIn Premium Business Accounts	PBAC 5/23/2019	(44,780)
51	Alumni Engagement Request	PBAC 5/23/2019	(55,500)
52	**Cross Divisional**		
53	Campus to Reassume $650k research compliance costs shifted to SDSURF	PBAC 5/23/2019	(650,000)
54	Strategic Plan	PBAC 5/23/2019	(300,000)
55	**Institutional**		
56	DM Funding - Phase 1 of 5	PBAC 5/23/2019	(6,400,000)
57	PSFA CSFM Corrections - Construction	PBAC 5/23/2019	(1,500,000)
58	Traffic Mitigation	PBAC 5/23/2019	(2,600,000)
59	Access Control Replacement/Upgrade	PBAC 5/23/2019	(1,000,000)
60	ECCC Barrier Removal	PBAC 5/23/2019	(500,000)
61	Radios and Radio System Installation	PBAC 5/23/2019	(525,000)
62	Academic Building Capital Fund	PBAC 5/23/2019	(2,000,000)
63	PSFA Environmental Condition Improvements	PBAC 5/23/2019	(3,000,000)
64	**SubTotal 2019/20 Approved One-Time Funding Requests**		**(33,688,476)**
65			
91			
92	**2019/20 Funding Sources [b]**		
93			
94	B 2019-03 GI 2025		2,224,000
95	B 2019-03 GI 2025 to Academic Affairs		(2,224,000)
96	B 2019-03 Enrollment Funding (year 2)		2,645,000
97	B 2019-03 Enrollment Funding (MSTI)		115,000
98	B 2019-03 Enrollment Funding (MSTI) to Academic Affairs		(115,000)
99	Add back $2.5M from the $5M set-aside for 2017/18 funding gap as approved by PBAC on 2/16/2017		2,500,000

One-Time Reserve [a]

100	Academic Affairs Temporary Advising Positions (return of 1X funds originally approved on 1/24/2018)	1,819,974
101	Estimated Tuition and Fee Revenues over Budget (Sum/Fall Only)	12,821,515
102	Estimated Tuition and Fee Revenues over Budget (Spring/Application Only)	
103	Estimated One-Time Carry-forward of Base Budget Reserve [c]	4,616,262
104		
105	**2019/20 Estimated One-Time Reserve Balance**	**18,437,600**
106	2019/20 Target Unallocated One-Time Budget Reserve	(8,000,000)
107	**2019/20 Estimated One-Time Funding Available for Investment in the University**	**10,437,600**

[a] All allocations for position funding are inclusive of average benefits costs.
[b] Additional $2.5M held for 2017/18 funding gap as approved by PBAC on 2/16/2017.
[c] Carry-forward of base budget reserve will be reduced as base funds are allocated.

SDSU Multi-Year Budget Plan - BASE

	Institutional Base Reserve	2014/15	2015/16	2016/17 (B 2016-02)	2017/18 (B 2017-05)	2018/19 (B 2018-02)	2019/20 (B 2019-02)
1	**Beginning Balance:**	**4,236,929**	**2,675,762**	**5,200,077**	**1,588,256**	**1,341,048**	**6,602,446**
2	**New Resources:**						
3	Tuition Rollback/Buyback						
4	GF Base adjustments	1,612,400	8,093,800	4,134,000	10,596,000	16,641,200	18,235,300
5	GF Base Compensation (15/16) - Faculty (2% each year)			2,424,000			
6	GF Base Compensation (16/17) - Faculty (2% each year)			2,537,000			
7	Est. Compensation Costs - Faculty (7%)			(9,100,000)			
8	GF Base Compensation (16/17) - Staff/Mgmt (2%)			2,593,000			
9	Est. Compensation Costs - Staff/Mgmt (3%)			(4,035,000)			
10	Est. Compensation Costs				(14,392,000)	(8,634,000)	(10,529,000)
11	Encumbrance for Compensation Related Costs						(2,200,000)
12	Adjust Compensation Pool for Projected vs Actual Bargained Increases				2,500,000		
13	Student Success & Completion Initiatives (GF allocation)		982,000	120,000			
14	Graduation Initiative 2025						1,846,000
15	Graduation Initiative 2025 - Faculty to Academic Affairs						(1,199,850)
16	Graduation Initiative 2025 - Advisors to Academic Affairs						(646,150)
17	Enrollment Growth funding	836,000	3,104,000	2,068,000			
18	GF tuition fee discount adjustment based on campus relative student need		(155,000)	(96,000)			
19	Basic Tuition Revenue (net of SUG tuition discounts)/Non-Resident Tuition	5,148,100	3,903,800	3,268,000	11,459,000	6,753,000	4,106,000
20	Est. Mandatory Costs	(2,718,500)	(8,093,800)	(4,134,000)	(2,954,000)	(3,629,200)	(3,057,300)
21	Est. Multi-Year Commitments [a]	(225,200)					
22	**Subtotal New Resources:**	**4,652,800**	**7,834,800**	**(221,000)**	**7,209,000**	**11,131,000**	**6,555,000**
23	**Subtotal Beginning Balance/New Resources:**	**8,889,729**	**10,510,562**	**4,979,077**	**8,797,256**	**12,472,048**	**13,157,446**

SDSU Multi-Year Budget Plan - BASE

	Institutional Base Reserve	2014/15	2015/16	2016/17 (B 2016-02)	2017/18 (B 2017-05)	2018/19 (B 2018-02)	2019/20 (B 2019-02)
24	**PBAC Allocations:**						
25	Divisional Allocation						
26	University Non-Divisional Reduction						
27	Office of the President			(10,000)		(482,250)	
28	Academic Affairs	(1,472,296)	(1,817,424)	(2,298,017)	(3,535,055)	(3,447,322)	(6,625,908)
29	Division Of Diversity And Innovation						(390,000)
30	Student Affairs	(289,588)	(291,056)	(203,646)	(407,167)	(187,184)	(139,944)
31	Business & Financial Affairs	(453,013)	(742,500)	(674,158)	(756,660)	(522,000)	(818,720)
32	Information Technology						(366,612)
33	University Relations and Development	(399,040)	(200,000)	(100,000)	(200,000)	(37,500)	
34	Cross Divisional						(200,000)
35	Institutional		(107,400)	(105,000)	(82,188)	(917,340)	
36	Encumbered for 2014/15 AA Faculty hires						
37	Encumbered for 2015/16 AA Faculty hires	(2,300,030)					
38	4/16/15 PBAC Allocation	(1,300,000)					
39	11/19/15 PBAC Allocation		(652,105)				
40	11/19/15 PBAC Allocation Encumbered for 2017/18 (was 2016/17) Faculty hires		(1,500,000)				
41	1/18/2018 PBAC Allocation				(2,475,138)		
42	9/27/2018 PBAC Allocation					(276,006)	
43	**Subtotal PBAC Allocations:**	**(6,213,967)**	**(5,310,485)**	**(3,390,821)**	**(7,456,208)**	**(5,869,602)**	**(8,541,184)**
44							
45	**Unallocated Base Reserve**	**2,675,762**	**5,200,077**	**1,588,256**	**1,341,048**	**6,602,446**	**4,616,262**
46							
47	Target Unallocated Base Reserve		(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)
48	**Base Funding Surplus/(Deficit) from Target Reserve**		**1,200,077**	**(2,411,744)**	**(2,658,952)**	**2,602,446**	**616,262**

[a] Faculty Promotion Funding Agreed upon formula = funding allocated for 70% of cost; estimated cost, data not available until late May.

SDSU Multi-Year Budget Plan - ONE-TIME

	Institutional One-time Reserve	2014/15	2015/16	2016/17 (B 2016-02)	2017/18 (B 2017-05)	2018/19 (B 2018-02)	2019/20 (B 2019-02)
1	**Beginning Balance:**	10,844,769	9,065,498	9,986,199	15,337,595	20,067,887	27,723,325
2	**New Resources:**						
3	Unallocated Institutional Base Reserve [b]	2,675,762	5,200,077	1,588,256	1,341,048	6,602,446	4,616,262
4	Encumbered for Future Year AA Faculty hires - available for 1-time use in Current Year	2,300,030	1,500,000	1,500,000	-	-	-
5	GF Base Compensation (15/16) withheld by CO - Faculty (2%)			2,424,000			
6	Student Success & Completion/Graduation Initiatives			254,000	744,000		
7	AA GI 2025 allocation (course sections, advising, data-informed decisions)				(744,000)		
8	2016/17 Student Success ($35M CSU)			1,650,000			
9	Est. Fee Revenues over Budget (Sum/Fall)	21,566,615	13,910,518	15,248,090	18,731,838	17,954,976	12,821,515
10	Est. Fee Revenues over Budget (Spr/application)		12,668,170	14,934,851	15,446,776	14,457,648	
11	1x compensation from CO				3,456,000		
12	B 2018-03 Graduation Initiative 2025						2,224,000
13	B 2018-03 Graduation Initiative 2025 to Academic Affairs						(2,224,000)
14	B 2018-03 Enrollment Funding					1,155,000	2,645,000
15	B 2018-03 Enrollment Funding MSTI						115,000
16	B 2018-03 Enrollment Funding MSTI to Academic Affairs						(115,000)
17	**Subtotal New Resources:**	26,542,407	33,278,765	37,599,197	38,975,662	40,170,070	20,082,777
18	**Subtotal Beginning Balance/New Resources:**	37,387,176	42,344,263	47,585,396	54,313,257	60,237,956	47,806,102

SDSU Multi-Year Budget Plan - ONE-TIME

Institutional One-time Reserve	2014/15	2015/16	2016/17 (B 2016-02)	2017/18 (B 2017-05)	2018/19 (B 2018-02)	2019/20 (B 2019-02)
19 **PBAC Allocations:**						
20 Divisional Allocation						
21 Office of the President					(300,000)	(106,000)
22 Academic Affairs	(3,968,428)	(7,560,032)	(15,029,108)	(11,347,700)	(12,519,312)	(14,153,650)
23 Division Of Diversity And Innovation						(360,000)
24 Student Affairs	(137,810)	(451,000)	(1,530,749)	(1,508,000)	(279,501)	(382,546)
25 Business & Financial Affairs	(880,000)	(256,732)	(108,000)	(390,000)	(405,000)	(86,000)
26 Information Technology						(25,000)
27 University Relations and Development	(595,000)	(450,000)	(300,000)	(100,000)		(100,280)
28 Cross Divisional						(950,000)
29 Deferred Maintenance/Capital Projects						(17,525,000)
30 Institutional	(3,027,000)	(3,150,000)	(3,680,000)	(6,115,000)	(7,730,040)	
32 Encumbered for 2015/16 AA faculty start-up	(2,240,000)					
33 Encumbered for 2016/17 AA faculty start-up		(1,617,000)				
34 10/16/14 PBAC Allocation	(3,043,440)					
35 12/11/14 PBAC Allocation	(5,075,000)					
36 2/12/15 PBAC Allocation	(855,000)					
37 4/16/15 PBAC Allocation	(8,500,000)					
38 11/19/15 PBAC Allocation		(10,531,500)				
39 2/25/16 PBAC Allocation		(6,220,000)				
40 4/14/16 PBAC Allocation		(2,121,800)				
41 2/16/17 PBAC Allocation			(5,402,059)			
42 *2/16/17 PBAC Allocation - HOLD for 17/18 Funding Gap*			(5,000,000)			2,500,000
43 4/13/17 PBAC Allocation			(1,300,000)			
44 Project Balances for Completed PBAC Projects			102,115	13,330	20,633	1,819,974
45 1/18/2018 PBAC Allocation				(2,520,000)		
46 2/15/2018 PBAC Allocation				(12,278,000)		
47 9/27/2018 PBAC Allocation					(273,600)	
48 3/28/2019 PBAC Allocation					(11,027,811)	
49 **Subtotal PBAC Allocations:**	(28,321,678)	(32,358,064)	(32,247,801)	(34,245,370)	(32,514,631)	(29,368,502)
50						
51 **Unallocated One-Time Reserve**	9,065,498	9,986,199	15,337,595	20,067,887	27,723,325	18,437,600
52						
53 Target Unallocated One-Time Reserve	(8,000,002)	(8,000,000)	(8,000,000)	(8,000,000)	(8,000,000)	(8,000,000)
54 **Est. One-Time Funding Surplus/(Deficit) from Target Reserve**	1,065,496	1,986,199	7,337,595	12,067,887	19,723,325	10,437,600

[b] Carry-forward of base budget reserve will be reduce as base funds are allocated.

PBAC Requests (Fall 2019 Budget Requests)

Budget Requests	Committed		Discretionary		Totals	
	Base	One-Time	Base	One-Time	Base	One-Time
Academic Affairs:						
T/TT Faculty Positions			$300,000		$300,000	$0
Enrollment Growth – 1-time funding		$2,250,000			$0	$2,250,000
Incentive for Summer Session		$408,000			$0	$408,000
Regional Recruiters		$1,204,300			$0	$1,204,300
Subtotal Academic Affairs	$0	$3,862,300	$300,000	$0	$300,000	$3,862,300
Graduate & Research Affairs:						
Doctoral Student Funding – Increased growth with new faculty hires			$250,000		$250,000	$0
Subtotal Graduate & Research Affairs	$0	$0	$250,000	$0	$250,000	$0
Student Affairs:						
MenB Immunizations		$175,633			$0	$175,633
Subtotal Student Affairs	$0	$175,633	$0	$0	$0	$175,633
Information Technology:						
Peoplesoft Campus Solution (my.SDSU)		$2,780,000			$0	$2,780,000
ATI: Siteimprove web scanning tool	$18,000				$18,000	$0
DIGARC (Catalog and Curriculum Management Systems)		$93,885			$0	$93,885
Campus Data Center Upgrade – Phase 2		$570,000			$0	$570,000
BlackBoard Connect Aztec Alert System		$35,200			$0	$35,200
Subtotal Information Technology	$18,000	$3,479,085	$0	$0	$18,000	$3,479,085
Division of Diversity and Innovation:						
Safety Enhancements for the Division of Diversity and Innovation				$50,000	$0	$50,000
Infrastructure for newly established Division of Diversity and Innovation		$60,000		$100,000	$0	$160,000
Subtotal Division of Diversity and Innovation	$0	$60,000	$0	$150,000	$0	$210,000
Business and Financial Affairs:						
Stormwater Permit Support		$79,454			$0	$79,454
Subtotal Business and Financial Affairs	$0	$79,454	$0	$0	$0	$79,454
Cross Divisional:						
Worker's Compensation / Property Premiums (Risk Pool)		$900,000			$0	$900,000
Subtotal Cross Divisional	$0	$900,000	$0	$0	$0	$900,000
Total Budget Requests	$18,000	$8,556,472	$550,000	$150,000	$568,000	$8,706,472
Balance per 11/14/19 PBAC					$4,616,262	$18,437,600
Less: Target					($4,000,000)	($8,000,000)
Funding available for Fall 19 and Spring 20					$616,262	$10,437,600
Fall 19 allocation						
Committed					($18,000)	($8,556,472)
Discretionary					($550,000)	($150,000)
Spring 20 allocation						
Funding Carryforward to FY2021					$48,262	$1,731,128

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/25/2019
Requestor Name: Academic Affairs

Proposal Title: TT Faculty Positions

Proposal Category:
☑ Divisional Academic Affairs   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
Recent analyses of the programs that will undergo accreditation reviews in the next three years have revealed that the programs need a minimum of 30 T/TT faculty lines to meet accreditation requirements.To ensure that these programs, which span a number of colleges (BUS, EDU, ENG, HHS, and PSFA), retain their accreditation credentials, an immediate allocation of the 15 currently available postions will be made. This is a request for additional 15 critically-needed positions.

Budget Request:
☑ **Base Request**   **Amount $2,322,000**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Average salary at the Assistant Professor rank for the positions in the programs undergoing accreditation = $103,200.
Salaries for 15 positions = $1,548,000
Benefts at a 50% rate for 15 positions = $774,000
Total (salary + benefits) for 15 positions = $2,322,000
COVP REDUCED REQUEST TO $300,000. Due to limited base funding, 2 positions to be considered in Fall 19 and the remaining to be considered in FY20/21.

☐ **One-Time Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.
Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
No.

[1] Budget benefits as 50% of salary

Is this a multi-year funding request? If so, please explain.

Hiring T/TT faculty as a top SDSU priority, if not the top priority, is anticipated to continue in the incoming years.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

The objective of the proposal is to meet the accrediting agencies' standards for the number of T/TT faculty needed to retain accreditation credentials.

How does this proposal help to advance the institution?

Having our professional programs accredited is critical for attracting both students and faculty to these programs. By the same token, accreditation credentials are critically important for the SDSU's overall academic reputation.

Is this request time sensitive? Explain why funding is needed at this time.

Yes, as the programs needing the 15 requested faculty positions are already preparing or are about to start preparing their self-study reports as a first step in the accreditation process.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

It is a critical need. Losing accreditation would cause an irreparable damage to the programs and SDSU as a whole.

[1] Budget benefits as 50% of salary

PBAC
Budget Request Form

Request Date: 10/1/2019
Requestor Name: Academic Affairs

Proposal Title: Enrollment Growth

Proposal Category:
☑ Divisional Academic Affairs   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
Six years of predominantly one-time funding for the enrollment growth has resulted in a significant discrepancy between base-funded and realized (actual) enrollment. Last year, we began closing the gap but the available base funds allowed for only a fraction of the enrollment growth to be base-funded. We continue with the same strategy of combining smaller base-funds and larger one-time funds to cover the costs of the enrollment growth. In the most recent funding cycle in May 2019, PBAC approved $1.5M in base funding and $2.25M in one-time funding. The latter allocation, which represents only half of a total one-time funding needed, was approved with the understanding that the second half would follow in the Fall funding cycle.

Budget Request:
☐ **Base Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   **Amount $2,250,000**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
This is a request for the second half of the enrollment growth funding realized in AY 2018-19. A total of 2,400 FTES were not funded (322 in Summer 2018, 2,431 in Fall 2018, 2,025 in Spring 2018; Annualized = 2,400). Marginal funding for 2,400 FTES is $5,985,000 based on the following parameters: 60 full-time lecturers (assuming 40 students in each of the additional sections) at the average cost of $99,750 per lecturer (salary and benefits). Of the total, $1.5 was base-funded and $2,25M was one-time funded in the May funding cycle.

[1] Budget benefits as 50% of salary

This is a request for the second installment of $2.25M, of which $1,495,000 reflect the salary costs and the remaining $747,500 reflect the benefits.

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
No.

Is this a multi-year funding request? If so, please explain.
This is a recurring request. We will continue requesting funds for enrollment growth as long as there are realized FTES that are not funded.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.
The objective of this request is to fund instruction as the core function of our institution. Progress toward achieving the objective is measured by the colleges' and IV's instructional budget health.

How does this proposal help to advance the institution?
Instruction is the core activity of the University whose funding is a condition sine qua non of the university existence.

Is this request time sensitive? Explain why funding is needed at this time.
The funds requested represent what the colleges and IV have already spent; thus, immediate infusion in the colleges' and IV's instructional budgets is essential to sustain instruction.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?
Instruction, by definition, is critical need to University. Our request for funds in the combined small base and large one-time allocations, with the latter slpit in two installments, already provides an alternative to the immediate full coverage of the costs of enrollment growth.

Request Date: 10/18/2019
Requestor Name: Academic Affairs

Proposal Title: Summer Enrollment Growth Incentive Program

Proposal Category:

☑ Divisional Academic Affairs   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
Timely progress toward graduation is facilitated by a year-around enrollment, which implies students taking summer courses. In the case of a higher-than-average units requirement for graduation, summer enrollment is critical for timely graduation. Adding to these academic reasons for growing summer enrollment are fiscal reasons. Specifically, the revenue generated through summer instruction is an important factor in University's fiscal health. In order to grow summer enrollment, a number of measures were put in place, including an incentive program for the seven SDSU colleges and SDSU Imperial Valley.

Budget Request:

☐ **Base Request**   Amount $Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   Amount **$408,000**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
The aforementioned incentive program rewards each summer FTES above a college's target with $2,000, provided that the overall target for the University has been met. These conditions were met in the Summer of 2019, with four colleges and SDSU IV exceeded their collective targets by 204 FTES. Hence, $408,000 (204 x $2,000) is requested to fund the program commitments.

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
No.

[1] Budget benefits as 50% of salary

Is this a multi-year funding request? If so, please explain.

This is a recurring request as long as there is a need and the capacity to further grow summer enrollment.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

The incentive program is an element of a multi-faceted initiative to grow summer enrollment in service of improving timely graduation and fiscal health of the University. An immediate indicator of success is an increase in summer FTES with improvements in timely graduation rates as the ultimate indicator. Of course, the latter is complexly determined, with summer enrollment being one of the multiple determining factors.

How does this proposal help to advance the institution?

The proposal helps to advance the institution by facilitating its core mission of graduating students, while strengthening its fiscal health.

Is this request time sensitive? Explain why funding is needed at this time.

Yes as we need to deliver on the commitments made to the colleges and SDSU IV.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

This is a critical need to the extent that graduating students in a timely manner while contributing to the University's fiscal health is critical.

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/16/2019

Requestor Name: Academic Affairs

Proposal Title: Regional Recruiters

Proposal Category:

☑ Divisional Academic Affairs ☐ Cross Divisional

☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

Student diversity on our university and its fiscal health depend significantly on non-resident (out-of-state, international) students The quality of our academic programs notwithstanding, attracting highly qualified, tuition-paying students outside the state of California requires concerted efforts of experienced professionals who are solely dedicated to the task. Their broad knowledge of the targeted population and recruitment strategies should increase SDSU's competitiveness in attracting targeted students. Funds are requested to support three regional recruiters positions and provide necessary recruitment operational funds associated with recruitment in the states of New York, Washington and Colorado. Initial research and past experience suggest that these are the areas of the greatest yield potential.

Budget Request:

☐ **Base Request** **Amount $**Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request** **Amount $1,204,300**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Requested amount reflects the following expenses:

- $900,000 for 2-years of salary and benefits for three recruiters
- $155,800 for 2-years of operational costs (e.g., reprographics, cell phones, mileage, promotional materials)
- $148,500 Witt-Kieffer (search firm) charges

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.

[1] Budget benefits as 50% of salary

No matching funds are available. This request should result in an increase in non-resident tuition, thereby providing a much needed revenue to support services to resident and non-resident students alike.

Is this a multi-year funding request? If so, please explain.

Yes. The request may be renewed, depending on the initial success of these recruiters's efforts.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

The objective of this proposal is to increase the number of tuition-paying non-resident students. Progress in achieving his objective will be indicated by an increase in the number and academic credentials of the tuition-paying non-resident students.

How does this proposal help to advance the institution?

This proposal helps to advance the institution by contributing to its fiscal health and its students' diversity.

Is this request time sensitive? Explain why funding is needed at this time.

Yes. Rerutiment efforts must commence as soon as possible to maximize our chances of attracting targeted students.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

This is a critical need as non-resident tuition generates much-needed revenue to fund services to all students.

SAN DIEGO STATE UNIVERSITY

Budget Request Form

Requestor: Graduate and Research Affairs

Proposal Title: Doctoral Student Funding – Increased growth with new faculty hires

Proposal Category:

☑ Divisional Choose an item.

☐ Cross Divisional

☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

Doctoral Student Funding – Increased growth with new hires

Budget Request:

☑ **Base Request**   **Amount $ 250,000**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Assuming a 7% growth model, the increase would be expected to be 42 students with an average tuition cost of $6000 which would require $252,000 in base funding given that we commit to 5 years of funding for tuition for each student. The challenge is to predict which programs will grow which in turn makes final calculations difficult. Similarly, the mean unit count affects tuition costs dramatically and historically has been less than full time. As such, $6000 was used an estimator which is less than full tuition. If student growth is less than expected, any funds not appropriated each year will be reallocated in support of non-professional PhD programs that currently receive below average funding levels.

☐ **One-Time Request**   **Amount $** Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Provided directly to faculty programs and depends heavily on the specific grant requirements and need to demonstrate institutional support

How does this proposal help to advance the institution?
The unexpected 4 fold increase in admission of PhD students in engineering foreshadowed a situation that is both challenging and represents the strength of our new faculty. The increase is largely, but not exclusively, due to higher demand by new faculty.   With the hiring of new faculty (45% over the past 6 years) that are all research active, the size of the current graduate student PhD population is expected to increase dramatically. While the upward trend in doctoral students has been noted, but relatively gradual, increased funding for tuition has remained relatively static. The challenge is that SDSU

[1] Budget benefits as 50% of salary

provides tuition support for all PhD students in lieu of the "block grant" model at UCSD. As our young faculty are successful in obtaining grants, both their desire and capacity to bring in PhD candidates will increase sharply. Therefore, if faculty are to believe that they can continue to build their research careers at SDSU, we cannot be limiting the number of doctoral student slots that their programs require. This model does not pay for the student's stipend, but instead relies on a shared contributions from faculty and the campus to support our students. SDSU needs to develop a financial model that provides sustainable funding for their doctoral students if SDSU faculty are to remain competitive in their recruiting.

Is this request time sensitive? Explain why funding is needed at this time.
Recruiting of PhD students is an on-going process with application for our most competitive students closing on Dec. 15 each year. Faculty need to be sure that tuition support for doctoral students will not be declining relative to program growth early in the year as part of their recruiting efforts.

What is the consequence of not funding this request?
Recruiting of doctoral students into our most research active programs would be negatively affective on two fronts: 1) offers to students could not expect to have tuition costs covered which would negatively affect our ability to compete and 2) faculty, who take the financial support of their students seriously, will be less likely to even make offers to students given the uncertainty in funding. If SDSU does not generate a financial model of shared responsibility that can be sustained over time, student quality would be expected to decline.

San Diego State University

Request Date: 10/20/2019
Requestor Name: Student Affairs

Proposal Title: MenB Immunizations

Proposal Category:
☐ Divisional Choose an item.   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
As a result of three students being diagnosed with meningococcal B in a three and a half month time period, SDSU was determined to be in an Meningitis outbreak by the County of San Diego Health and Human Services Agency in Fall 2018. As a result of the outbreak, which is a minimum of 1 year from time of declaration, SDSU was required to provide mass post exposure prophylaxis (PEP) and vaccination clinics to address the health and safety of the campus community.

While the County of San Diego Health and Human Services committed a significant amount of resources, staff, supplies, etc., the university also contributed significantly to cost of the outbreak efforts. The largest cost to the university was the purchase of menB vaccines which were provided to students at no cost.

Budget Request:
☐ **Base Request**   Amount $Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☒ **One-Time Request**   **Amount $175,633**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Salary: $7,897
Overtime costs associated with pop-up PEP and vaccination clinics

Other Operating Expenses: $167,736
Inclusive of vaccinations, office supplies, medical supplies, outreach and education materials, student assistant salaries and other incidentals such as food for the pop-up clinics.

[1] Budget benefits as 50% of salary

SAN DIEGO STATE UNIVERSITY

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.

N/A

Is this a multi-year funding request? If so, please explain.

N/A

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

Over 9,000 students were immunized from September 2018 - July 2019, through our collaborative effort with the County and local providers. The total number of vaccinations purchased by SDSU was 750.

How does this proposal benefit students?

These efforts supported the health and wellness of the campus community. The funds were used out of necessity to respond to and address a meningococcal B outbreak as determined by the County of San Diego Health and Human Services Agency declared in September 2018.

How does this proposal help to advance the institution?

See above

Is this request time sensitive? Explain why funding is needed at this time.

These funds are needed to backfill the funds utilized during the meningococcal B outbreak from September 2018 to July 2019. We didn not have a full accounting of costs until July 2019.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Click or tap here to enter text.

PBAC
Budget Request Form

Request Date: 11/7/2019
Requestor Name: Jerry Sheehan, Chief Information Officer

Proposal Title: my.SDSU

Proposal Category:
☑ Divisional Information Technology   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
In March 2019, with recommendation from the Chancellor's Office, SDSU engaged in a dialog with ERPA, a service provider, to assist with the university's transition to Peoplesoft Campus Solutions 9.2. This objective of this transition , named "my.SDSU", is to replace and consolidate existing home-grown student systems into a singular, industry leading and widely supported plateform, with the ultimate goal to enhance the experiences of students, faculty, and staff.

In April 2019, SDSU entered into a contractual relationship with ERPA to deliver an expert implementation of Peoplesoft Campus Solutions 9.2 for new and continuing students for Fall 2021. The implementation will include Student Admissions, Student Records, Financial Aid, and Student Financials.

The budget for the project was set to $5,070,000, which included consulting hours, professional services and related expenses. As well, a budget of $700,000 was set for backfill and temporary salary increases for departments and staff working directly on the project, and a budget of $250,000 was set for training.

The funding for the project was derived from one-time salary savings and other budgetary set asides by Business & Financial Affairs over the past several years.

After four months of discovery, including over 120 business workshops with dozens of staff from across campus, including Imperial Valley, it was determined that additional consulting services would be necessary to fully realize the desired scope as defined by SDSU functional teams. It was also determined that additional funding would be neeced to ensure that staff who are and/or will be directly involved with the project will receive the necessary support required for a successful transition.

[1] Budget benefits as 50% of salary

Budget Request:

☐ **Base Request**   **Amount $**Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   **Amount $2,780,000**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Original Budget for Consulting Hours and Expenses	$5,070,000
Projected Cost w/ Add. Consulting Hours and Expenses	$7,350,000
Sub-Total	($2,280,000)
Original Budget for Backfill & Temporary Salary Increases	$700,000
Projected Cost w/ Add. Backfill & Temp. Salary Increases	$1,200,000
Sub-Total	($500,000)
Total Deficit	($2,780,000)

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
???

Is this a multi-year funding request? If so, please explain.
No, this is not a multi-year request.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.
The objective of this proposal is to acquire the funding necessary to fully support the implementation of Peoplesoft Campus Solutions 9.2 with all the required scope as defined by SDSU functional teams, and to ensure that staff who are and/or will be directly involved with the project receive the necessary support required for a successful transition. We have worked with ERPA to restructure our time and materials based contract into a fixed priced deliverables-based contract. Payment under the new contract structure will be based on ERPA meeting establiehd milestones and deliverables. We have also worked with and received commitment

---

[1] Budget benefits as 50% of salary

from the Chancellor's Office to act as a neutral 3rd party to ensure that milestones and deliverables are met.

How does this proposal help to advance the institution?

This proposal ensures that the my.SDSU project have sufficient funding to fully support the implementation of Peoplesoft Campus Solutions 9.2 with all the required scope as defined by SDSU functional teams, and to ensure that staff who are directly involved with the project receive the necessary support required for a successful transition.

Is this request time sensitive? Explain why funding is needed at this time.

Yes, this request is time sensitive. We are projecting a budget deficit to fully support the implementation of Peoplesoft Campus Solutions 9.2 by Fall 2021, and costs associated with backfill & temporary salary increases for departments and staff directly involved in the implementation of this project.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Yes, this is a critical need. We are projecting a budget deficit to fully support the implementation of Peoplesoft Campus Solutions 9.2 by Fall 2021. If funding is not available, the university will be at risk in its ability to admit and enroll new and continuing students in the Peoplesoft Campus Solutions plateform by Fall 2021.

PBAC

Budget Request Form

Request Date: 10/18/2019
Requestor Name: Jerry Sheehan, CIO

Proposal Title: ATI: Siteimprove web scanning tool

Proposal Category:
☐ Divisional Choose an item.   ☑ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
The purpose is to replace our existing web scanning tool "Compliance Sheriff", which is slow and produces false errors. Siteimprove is a much easier tool to use and more accurate than Compliance Sheriff. This tool is crucial for our ATI implementation in order to gain user adoption, and therefore, improve web accessibility at SDSU.

Budget Request:
☑ **Base Request**   **Amount $18,000 per year**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
This is a Cloud product so no equipment and additional software required. The services is annually renewed.

☐ **One-Time Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
This request will result in labor saving for the University since Siteimprove is easier to use and faster than the existing product, Compliance Sheriff.

Is this a multi-year funding request? If so, please explain.
The annual license fee is $18,000 based on our FTE's. This will be part of the group purchase with other CSU schools.

[1] Budget benefits as 50% of salary

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

The objective is to improve user adoption, and therefore, improve web accessibility at SDSU.

How does this proposal help to advance the institution?

This product will improve web accessibility at SDSU.

Is this request time sensitive? Explain why funding is needed at this time.

Yes, it's crucial that we purchase this tool in order to improve our web accessibility compliance.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Without a new tool, it will be very difficult to improve our web accessibility compliance.

[1] Budget benefits as 50% of salary

Request Date: 10/10/2019

Requestor: Jerry Sheehan, Chief Information Officer

Proposal Title: DIGARC (Catalog and Curriculum Management Systems)

Proposal Category:

☐Divisional Choose an item.   ☒Cross Divisional

☐Deferred Maintenance and Capital Projects

Proposal Background/Description:

In March 2019, a PBAC request was submitted for funding in the amount of **$693,834.00.** Upon VP review and approval, partial funding was awarded in the amount of **$576,650.00**. Costs that were not approved were the second and third years of managed hosting, support, and upgrade fees that total **$117,184.00**. The Project split the $576,650 award between 19/20 spend ($364,314) and 20/21 spend ($217,069).

However, the initial DIGARC contract did not include the SDSU-IV or Graduate Studies Bulletins, and these need to be incorporated for a holistic approach to both curriculum development within, and catalog access through, the ACALOG/CURRICULOG system. The implementation team, working with the campuses, need to consulting and training for Graduate, IVC and CES ($48,885). In addition, manual updates are needed for the General, Graduate, IVC and CES catalogs ($45,000). **This proposal seeks $93,885 in additional funding** to stay on track with implementation, scaling, and sustaining of this system in service to students, staff, and faculty.

Based on AY19/20 PBAC funding, SDSU is currently in the implementation phase of ACALOG, an online cloud-based catalog management system, with an estimated project completion date of February 2020 and a go-live date to be determined by the project team. Following the completion of ACALOG, the project team will then move into the development and implementation of CURRICULOG, the related curriculum proposal and approval workflow software, which will replace CurricUNET and dynamically interface with ACALOG to ensure timely and efficient curriculum approvals and catalog updates. The estimated CURRICULOG project completion date is July 2020 with a go-live date to be determined by the project team.

To date, faculty liaisons from all seven colleges and the SDSU-Imperial Valley campus have been serving as dedicated resources and subject matter experts for guiding faculty through the current CurricUNET proposal cycle and will soon expand focus to transition the campus

[1] Budget benefits as 50% of salary

community to CURRICULOG. In addition, curricular development materials have been formulated by the Faculty Fellow.

Budget Request:

☐**Base Request**   **Amount $**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Click or tap here to enter text.

☒**One-Time Request**   **Amount $93,885**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

ACALOG New Scope of Work* FY 19/20

> Catalog Year 2019-2020 SDSU-IV and Graduate Bulletins with Consulting and Training ($35,415.00)
>
> Catalog Year 2018-2019 College of Extended Studies Catalog with Consulting/Training ($13,470.00)
>
> Catalog Year 2020-2021 General, Graduate, SDSU-Imperial Valley, College of Extended Studies Manual Catalog Updates ($45,000.00)
>
> **Total New Scope of Work Cost (one-time): $93,885.00**

Is this a multi-year funding request? If so, please explain.

Yes, two years. This Fall 19/20 request will be added to the two years of costs that were not funded through the initial three-year proposal submitted and approved in the FY 19/20 budget cycle.

How does this proposal help to advance the institution?

Timely curriculum development and catalog access are fundamental business components for the university, and the proposed system will meet faculty and staff needs as well as serve our students through access to their graduation and other requirements by catalog year. Additional benefits of the system include:

- Sustainable and eco-friendly (currently printing 9,000 catalog copies annually).
- Online, cloud-based, and responsive (mobile friendly) platform
- Improved accuracy with the ability to do local edits with universal updates
- Faster curriculum production cycle which will benefit faculty and students
- Increased transparency in curriculum development across the institution

[1] Budget benefits as 50% of salary

Is this request time sensitive? Explain why funding is needed at this time.

Yes, we are currently implementing the system, and require the initially requested two years to fully launch and sustain the rollout prior to seeking base funding.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Yes, we have committed to the implementation of the ACALOG system, and the development of new curriculum and the production of subsequent catalogs are currently being optimized within this online system.

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/07/2019
Requestor: Jerry Sheehan, Chief Information Officer

Proposal Title: Campus Data Center Upgrade – Phase 2

Proposal Category:

☐ Divisional Choose an item.   ☒ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

The Campus Data Center is being upgraded to comply with outstanding audit findings. In addition, this upgrade will provide additional power capacity and server rack space to house servers for critical campus business systems, Academic Affairs systems, and research systems.

To satisfy audit findings, Information Technology (IT) leadership from the IT Division and Academic Affairs began planning the data center upgrade in February 2018 and defined two project phases. Phase 1 included 18 server rack cabinets for campus business systems and phase 2 includes required power upgrades and an additional 18 server rack cabinets for Academic Affairs and research systems.

In collaboration with the Project Management group, the engineering designs and construction cost estimates for both phases were completed in February 2019. The IT Governance Steering Committee's Data Center Working Group completed their review and the proposal was presented to the IT Steering Committee on March 11, 2019 for consideration.

Phase 1 was completed in October 2019. Phase 2 requires funding of $570K and can begin as soon as funding is secured.

Budget Request:
☐ **Base Request**   **Amount $**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☒ **One-Time Request**   **Amount $570,000**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

[1] Budget benefits as 50% of salary

- Project Management Costs: Construction, Design & Development, Implementation, Contingency. $240,000
- Data Center Power Distribution Units, Qty 2, 225kVA each. $120,000
- 18 Server Rack Cabinets, Cold Air Containment, Rack Power Distribution Units, Fiber Optic Network Infrastructure, Network Switches, Data Center Infrastructure Management Software Licenses. $210,000

Is this a multi-year funding request? If so, please explain.

No

How does this proposal help to advance the institution?

The Campus Data Center Upgrade project satisfies two outstanding audit findings from the Information Security Audit Report 15-19(2015) and the Decentralized Computing Audit Report 18-90(2018). It also satisfies the CSU data center standards outlined in the Integrated CSU Information Administration Manual(ICSUAM) Section 8000 Information Security. Phase 2 will allow faculty research principal investigators(PIs) and research groups the ability to satisfy grant requirements much more quickly and more easily. In addition, phase 2 will allow Academic Affairs, college IT operations, and research projects a means to satisfy audit requirements and access to modern data center infrastructure that meets the same standard as the infrastructure used for our campus business systems.

Is this request time sensitive? Explain why funding is needed at this time.

Information security related audit findings from 2015 and 2018 should be resolved as soon as possible due to their associated high risk. Any delay in funding would delay satisfying these audit findings.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

This is a critical need due to the high risk associated with not complying with information security related audit findings. The primary alternative to funding this project is to remain out of compliance and assume the associated information security risks, which is not

[1] Budget benefits as 50% of salary

recommended. In addition to upgrading the campus data center, the IT Division is also moving many applications to Microsoft Azure Cloud and other cloud providers. SDSU has hundreds of applications and servers and the data center upgrade will provide secure housing for these applications and servers until they are ultimately able to be moved to cloud providers. We also anticipate demand in the long term for some local data center infrastructure due to the IT industry trend towards a hybrid cloud/data center strategy.

The Decentralized Computing Audit Report 18-90 states "We recommend that the campus move decentralized servers to the campus data center to provide those systems with the necessary physical and environmental controls, or implement another solution to provide a professional data center environment for the servers."

The Information Security Audit Report 15-19 states "We recommend that the campus implement a method to restrict access to critical administrative and infrastructure systems to only those employees who required access." To satisfy this audit finding server rack cabinets must have locked panels on all sides to restrict access. The server rack cabinets in the campus data center could not be retrofitted to meet this standard due to obsolescence so they must be replaced.

In addition to making additional secure rack space available, this project will replace near end of life electrical transformers used to provide power to the data center. Without replacement it will become increasingly difficult to source replacement parts and service for these critical electrical data center electrical components.

[1] Budget benefits as 50% of salary

PBAC
Budget Request Form

Request Date: 10/18/2019
Requestor Name: Jerry Sheehan, CIO

Proposal Title: BlackBoard Connect Aztec Alert System

Proposal Category:
☐ Divisional Choose an item.   ☑ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
SDSU Alert is the campus emergency text/SMS messaging system. Hosted by Blackboard Connect it allows campus officials to notify the community of emergency situations on campus, provide instructions on what to do and supply updates as available. Faculty, Staff, Parents and Community Members can register. Students need only to update their contact information in their Web Portal account.

Budget Request:
☐ **Base Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   **Amount $35,200**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
BlackBoard Connect (BBC) was scheduled to be replaced by the Emergency Preparedness Team/EOC FY 19/20. EOC is working closely with the President's Office and the new CIO on the most relevant and current options but, unfortunately, the working committee was not able to meet due to changes in personnel. SDSU is renewing the BBC contract for 1 more year at an increased cost due to a larger number of contacts - 32K ($30,400) and upgrading the alert management software ($4800).

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
Click or tap here to enter text.

Is this a multi-year funding request? If so, please explain.
Click or tap here to enter text.

[1] Budget benefits as 50% of salary

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

SDSU EOC will use the coming 9 months to evaluate a system that is more flexible and reliable. The number of contacts – faculty, staff, student and community – is already 40K and growing. The current system does not meet the standards of the CSU Campus Emergency Mutual Assistance (CEMMA) Agreement.

How does this proposal help to advance the institution?

This product alerts the campus community to potential dangers or events by providing information and response guidelines for obtaining and coordinating emergency management.

Is this request time sensitive? Explain why funding is needed at this time.

For SDSU to continue to provide an emergency alert system to the campus and community through FY 19/20.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

EOC and IT Division will request funding support from other campus entities to continue to provide this service.

[1] Budget benefits as 50% of salary

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/18/2019
Requestor Name: Dr. J. Luke Wood

Proposal Title: Safety Enhancements for the Division of Diversity and Innovation

Proposal Category:
☑ Divisional Diversity & Innovation   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

The Division of Diversity and Innovation seeks to secure one time funds to bridge safety and security infrastructure gap costs for spaces that serve minoritized students, faculty, and staff. Bias incidents at institutions of higher education have been rising steadily over the past few years. For example, Between 2011 and 2016, the National Center for Education Statistics documented a 40 percent increase in campus hate crimes. In 2016, more than 1,000 hate crimes were committed on college campuses across the country (NCES, "Indicators of School Crime and Safety Reports 2013-2018). Further, The Anti-Defamation League's Center on Extremism found that incidents of White-supremacist propaganda increased at U.S. colleges in the 2017-18 academic year by 77 percent from the year before (ADL, Center on Extremism "Extremist Tactics on Campus"). Many diversity experts expect that there will be a significant rise in hate crimes on college and university campuses during this current presidential election season; thus, there remains an urgent concern to engage in proactive safety and security measures.

These national trends are already visible at San Diego State University. Several bias and hate related events occurred within the past calendar year that garnered local and national press coverage:

March 2, 2019: A person parked outside of the Black Resource Center recorded a video in which a group of men drive by off-camera shouting a racial slur. This event inspired several healing circles held across campus, the creation of a pledge to support SDSU's African American community, and a Faculty Senate resolution to better support African American students, faculty, and staff.

April 19, 2019: The Black Resource Center was vandalized and property within the space was damaged.

[1] Budget benefits as 50% of salary

August 23, 2019: White supremacist stickers were placed on The Pride Center and Women's Resource Center buildings on move-in day. Trespassers jumped locked and gated fences around the centers to apply the stickers to the two spaces.

In the fall of 2019, University Police conducted threat assessments of the Black Resource Center, Center for Intercultural Relations, Latinx Resource Center (located in the Chicano/a Collections of the Library), Native Resource Center (located in the College of Arts and Letters), Pride Center, Women's Resource Center, and Suite 100 of PSFA. University Police made the following security recommendations:

Black Resource Center: - Enhance Access Control by ensuring all gates to the back and side yards are secured and locked when not in use. Remove rocks and other items used to prop open gates. - Enhance Access Control by installing a taller fence along the south property line shared with the alley. Currently, the fence is short enough it can be easily scaled. - Enhance Access Control by moving or removing the handrail on the west side the main steps. Currently, it is in a position that will allow for easy climbing onto the roof of the conference room. Any modifications should be in compliance with all ADA standards. - Enhance Territorial Reinforcement by installing window coverings on the glass doors, including the roll up door to the conference room. For the roll up door, window coverings will need to be installed in such a way that still allows the door to open whether or not the window coverings are being used. - Enhance Maintenance by ensuring weeds are regularly removed from the mulch area in the front of the building. - Replace mulch with landscaping. Shrubs should be less than 2 feet in height and the bottom of tree canopies should at least 7 feet off the ground. Consistent, similar plants along the sidewalk will enhance Territorial Reinforcement.

Pride Center and Women's Resource Center: - Enhance Surveillance by installing cameras that completely cover the perimeter of the property. There should also be a camera at each entrance to each building. - Enhance Territorial Reinforcement by painting murals on each building near the entrances. The murals should represent each center's mission and goals. If faces with eyes looking into the space are included, this will also help enhance perceived surveillance. Each building has a large isolated patio on the west side of the building. These patios are outside of the fence line and have no functional purpose. Enhance Territorial Reinforcement by filling the space, to make it so a person could not lay down or hide on the patio. Space can be filled with large potted plants, or objects/statues that align with the values and mission of each center.

Women's Resource Center: - Enhance perceived Surveillance by displaying artwork or images which include faces in public spaces and offices. - Enhance Territorial Reinforcement by adding additional branding for the Women's Resource Center and SDSU. - Enhance Access Control by using secondary locks on the windows facing outside of the fence area. This solution could be as simple as a dowel in the window frame which prevents the window from opening.

Pride Center: - Enhance Access Control by using secondary locks on the windows facing outside of the fence area. - Enhance Territorial Reinforcement by installing a mechanism that will allow the rope on the flag pole to be locked when the flag is not being raised or lowered.

Latinx Resource Center & Native Student Resource Center - Panic button installation for Native Resource Center and Latinx Resource Center

PSFA: - Enhance Territorial Reinforcement by providing window covering for each office space. - Enhance Surveillance by ensure office occupants are facing the door while sitting at their desks. - Enhance perceived Surveillance by installing artwork or images which depict human faces looking into the space. - Enhance Territorial Reinforcement by installing branding related to the division and university. Branding is also recommended for the Project Rebound space. Establish if the former Confucius space will be part of the office. If not, Enhance Access Control by ensuring there is no direct access from that space to Suite 100. Currently there is a door on the east side of Suite 100 that provides open access between the two spaces. Maintenance by updating or removing the older camera that looks into northwest corner of the space. - Install panic switches to notify police in the event of an emergency.

Budget Request:
☐ **Base Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   **Amount $50,000 (Fall) $50,000 (Spring)**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Security system for the WRC and Pride Center: $7,000 Security system for PSFA: $7,000
Security cameras for the WRC and Pride Center: $13,500 Security cameras for PSFA: $13,500
Security cameras for the Native Resource Center: $10,000 Panic button installation for Native Resource Center, Latinx Resource Center, PSFA: $20,000 Landscaping for the BRC: $19,000
Enhanced fencing for the BRC: $10,000

[1] Budget benefits as 50% of salary

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
Not applicable

Is this a multi-year funding request? If so, please explain.
This is a one-time funding request

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.
These one time funds are requested with the goal of ensuring the safety of students, faculty, and staff who utilize spaces managed by the Division of Diversity and Innovation.

Objectives:

- Minimize risk and threats to spaces that serve minoritized populations on campus

- Create a culture that is both secure and welcoming

- Increase the University's capacity to prevent and respond to bias related incidents on campus

How does this proposal benefit students?
This proposal benefits students by enhancing security in spaces that many students frequent on a daily basis. The students who participate in center activities emanate from groups that have been historically underrepresented and underserved in education. These students are in need of supportive environments that provide them with the reassurance, support, and affirmation needed to overcome the barriers they face. The centers are also engaged in activities directly related to the achievement and retention of these students, so this request is also necessary for supporting Graduation 2025 efforts as well.

How does this proposal help to advance the institution?

[1] Budget benefits as 50% of salary

San Diego State University

PBAC
Budget Request Form

The Division of Diversity and Innovation (DDI) aims to advance diversity and inclusion as the drivers of innovation and excellence; thereby, fostering a community where students, faculty, staff, and alumni of all backgrounds and identities can succeed and feel at home. The Division supports numerous initiatives that celebrate inclusive excellence to advance the welfare and safety of all people on campus including: the Black Resource Center, Center for Intercultural Relations, Latinx Resource Center, Native Resource Center, Pride Center and Women's Resource Center, Employee Resource Groups, Interfaith Affairs, and Regional Affairs.

Is this request time sensitive? Explain why funding is needed at this time.

Despite numerous security threats, the BRC, WRC, Pride Center, and PSFA are continuing to serve constituents on campus without the security measures recommended by University Police Department.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

This is an urgent and critical request to ensure that prevention measures are in place to ensure the safety of students, faculty, and staff who utilize Divisional spaces.

---

[1] Budget benefits as 50% of salary

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/18/2019

Requestor Name: Dr. J. Luke Wood

Proposal Title: Infrastructure for newly established Division of Diversity and Innovation

Proposal Category:

☑ Divisional Diversity & Innovation   ☐ Cross Divisional

☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:

Recently, the Office of Faculty Diversity and Inclusion became the Division of Diversity and Innovation. This division is responsible for advancing equity, diversity, and inclusion across the University and engaging in innovative practices to enhance the institution's serving to minoritized student populations. The Division was recently located in offices in the PSFA building that were vacated by the School of Public Affairs. There are infrastructure needs to help support the implementation of this Division. There is an urgent need for basic operational needs (e.g., furniture, technology) for these new offices. For example, the PSFA space includes four rooms now being used as a conference room and training rooms for workshops and events that serve students, faculty and staff from across the campus. These rooms need monitors that can be used for computer presentations and remote meetings. The PSFA space, which includes multiple spaces that are separated by half-walls, also requires some renovation to improve the acoustics and make the spaces more useable for workshops and meetings. In addition, there are a number of one-time administrative infrastructure needs.

Budget Request:

☐ **Base Request**   **Amount $**Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

[1] Budget benefits as 50% of salary

Click or tap here to enter text.

☑ **One-Time Request**   **Amount $160,000**

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Computers and monitors for offices: $40,000

HDTVs (monitors for presentations) and conference setup: $15,000

Setup of phones, network: $2000

Website transition: $20,000

Furniture for offices and training spaces: $3,000

Space renovations in Native Student Center and Sound-proofing of PSFA 108, 110 and 114 spaces: $80,000

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.

Not applicable

Is this a multi-year funding request? If so, please explain.

This is a one-time funding request

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

These one time funds are requested with the goal of allowing the staff of the Division of Diversity and Innovation to fulfill expected responsibilities.

How does this proposal benefit students?

The Division of Diversity and Innovation houses the Identity Centers (Academic Resource Centers). The new space in PSFA provides office space to the CSU Student Trustee and the California State Student Association President. There is also space for the Center for

[1] Budget benefits as 50% of salary

Transformative Justice and the AAPI Lounge. In addition, the space houses eight Graduation 2025 case management workers who are all graduate students at SDSU. In addition, this request provides for necessary resources to move the CAL assistant deans office in order to start the Native Student Resource Center. The Division also holds weekly trainings on implicit bias, racial microaggressions, and inclusive pedagogies. These trainings are designed to create a better student experience for students from historically underrepresented and underserved communities.

How does this proposal help to advance the institution?

The Division of Diversity and Innovation aims to advance diversity and inclusion as the drivers of innovation and excellence, thereby fostering a community where students, faculty, staff and alumni of all backgrounds and identities can succeed and feel at home. The Division supports numerous initiatives that celebrate inclusive excellence to advance the welfare and safety of all people on campus. The PSFA space, in particular, hosts professional learning seminars by the Professors of Equity; meetings and events of the Employee Resource Groups; academic coaches working with students from underrepresented backgrounds; as well as the offices of the DDI central staff and leadership.

Is this request time sensitive? Explain why funding is needed at this time.

The Division of Diversity and Innovation is a new division, with several new staff and in a new space. This request is time sensitive – as these items are critical needs for carrying out the work of the Division.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

These needs are critical. They represent basic functional operations for the Division.

SAN DIEGO STATE UNIVERSITY

PBAC
Budget Request Form

Request Date: 10/2/2019
Requestor Name: Environmental Health & Safety

Proposal Title: Stormwater Permit Support

Proposal Category:
☑ Divisional Business & Financial Affairs   ☐ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
Funds are requested for compliance with the 2019/20 stormwater regulations under the jurisdiction of Region 9, Regional Water Quality Control Board (RWQCB). There are multiple regulatory requirements for SDSU as part of the MS4, Small, Phase II, Non-traditional permit (MS4 permit). Implementation of the MS4 permit requires collection of sampling data, Geographical Information System (GIS) mapping, collaboration with Facilities Services (FS) Crafts and Trades as part of the assessment, evaluation, and proposed remedial alternatives for the storm drain and sewer system, coordination with FS for Best Management Practice roll-out and evidence thereof, coordination with RWQCB, development of sampling strategies and monitoring locations including, but not limited to Illicit Discharge Detection and Elimination, dry and wet weather.

Critical pathway for these tasks is source identification and mitigation and provision of justification for annual reporting purposes. Non-compliance with the MS4 permit will result in fines of up to $25,000 per day per violation. The permit at SDSU is currently in its sixth year and there are data gaps for prior permit years that are no longer able to be filled. Moving forward, some of the tasks are being managed by one staff member and this is unsustainable.

Assistance is needed in technical areas that are unfamiliar to SDSU EH&S. Additionally, an Investigative Order (IO) was issued in 2018. There are 11 responsible parties (RP), including SDSU. The IO is a prescriptive document detailing required investigations into homelessness, sanitary sewer overflows, exfiltration from sanitary sewers into storm water conveyances, recreational vehicle dumping, sewer system private laterals, septic systems and illegal connections to MS4s. Implementation of the IO is a time constrained process that has begun and a Workplan for the Steering Committee (including SDSU) is due December 2019. There are scheduled monthly Steering Committee Meetings which require technical review of materials

[1] Budget benefits as 50% of salary

by each RP group between meetings. In addition, there are quarterly milestones, semi-annual reports, and ongoing evaluation of data and approach at every stage of the process.

At this time, this entire IO process is expected to take 5 years. Failure to comply with the components of the IO may also result in fines of $25,000 per day for each day on which the violation occurs and criminal prosecution. The IO Steering Committee has had two meetings within the past three months. The RWQCB expects the Steering Committee to meet monthly and review highly technical information requiring specific subject matter expertise. That level of expertise is not currently available at EH&S.

Budget Request:

☐ **Base Request**   Amount $Click or tap here to enter text.

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
The MS4 support assistance is $64,214 and the IO support is $15,420. The total cost is therefore $79,634 which is anticipated to cover the remainder of the 2019/20 fiscal year.

☑ **One-Time Request**   Amount $79,454

Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

Is this a multi-year funding request? If so, please explain.
The regulatory requirements for the MS4 permit has no end point, and the request for the IO has at least a five-year duration and has yet to be fully defined in 2019. Both programs span a long-term timeframe and need to be funded for at least the next three to five years.

How does this proposal help to advance the institution?
Becasue the stormwater permitting process is a requirement and is a set of public documents published on the State website, any missing elements or items that highlight material not provided by SDSU is viewed in a negative light by the public. In addition, the permit is enforced through the RWQCB and through public law suit which may ensue if the university fails to comply. By responsding to the RWQCB imposed deadlines and requirements, SDSU remains in compliance both internally and externally.

Is this request time sensitive? Explain why funding is needed at this time.
The deadlines imposed by the Regional Water Quality Control Board (RWQCB) are not negotiable. The first meeting of the Steering Committee for the Investigation Order was held

[1] Budget benefits as 50% of salary

on September 30th, 2019 and there are deadlines for submission of deliverables that are within November and December. Further, the MS4 permit requires sampling and analytical work that can only be completed with specialized equipment and staff in order to meet the filing deadlines for Total Maximum Daily Load and Waste Load Allocation deliverables.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

There are multiple elements of the stormwater permitting process that are required of SDSU. If these elements are not completed the university risks incurring fines and potential legal action from the Regional Water Quality Control Board (RWQCB). In addition, inspections by RWQCB enforcement staff as a result of Notices of Violation can also trigger further fines and penalties. There are no staff nor is there the requisite equipment required to complete the elements detailed in the attached proposals.

[1] Budget benefits as 50% of salary

<h1 style="text-align:right">PBAC</h1>
<h2 style="text-align:right">Budget Request Form</h2>

Request Date: 10/21/2019
Requestor Name: Dana Smith

Proposal Title: Institutional Risk Pool Premium

Proposal Category:
☐ Divisional Choose an item.   ☑ Cross Divisional
☐ Deferred Maintenance and Capital Projects

Proposal Background/Description:
Due to a variety of factors, including increased personnel costs, claims experience and increased cost of medical care, SDSU's workers compensation premium increased by $700,000 beginning with FY 2015/16. Pursuant to the formula utilized in determining the premium, we anticipated that this increased cost would continue a minimum of four years. This increase in cost continued into year five so we are requesting another year of funding to support this increased cost.

Additionally, campus property premiums increased $200,000 this year due to market trends and the addition of earthquake insurance. We are requesting funding to support this increased cost as well.

Budget Request:
☐ **Base Request**   **Amount $**Click or tap here to enter text.
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):
Click or tap here to enter text.

☑ **One-Time Request**   **Amount $900,000**
Budget Detail (include itemized salary, benefits [1], and/or operating expense/equipment):

Are matching (additional) funds available for this request? Will this request result in cost savings / efficiencies? If so, please explain.
There is a $4 million institutional budget for campus risk pool (insurance premiums) which includes IDI/IDL/UE, worker's compensation, liability and property insurance. This budget is insufficient to support the added costs for which funding is requested.

[1] Budget benefits as 50% of salary

Is this a multi-year funding request? If so, please explain.

Only FY 2019/20 funding is requested at this time. We expect this to be an ongoing 1x request until we confirm this to be an ongoing need at which time base funding will be requested.

What is the objective of this proposal and how will you evaluate progress in achieving this objective? A report may be requested to demonstrate how funds were used and if the objective of the proposal was met.

n/a – risk pool is a mandatory cost for the campus

How does this proposal benefit students?

n/a – risk pool is a mandatory cost for the campus

How does this proposal help to advance the institution?

n/a – risk pool is a mandatory cost for the campus

Is this request time sensitive? Explain why funding is needed at this time.

Yes, the campus risk pool premiums have already been paid for FY 2019/20 and funding is needed to cover the expense.

Is this a critical need? If so, please explain. If funding is not available at this time, what alternatives are available to accomplish similar goals?

Yes – risk pool is a mandatory cost for the campus.

TO: SEC/Senate
FROM: Gloria Rhodes, Chair, Diversity, Equity and Inclusion Committee
DATE: November 19, 2019
RE: Consent

Dear President, Provost, and Tenure Track Committee,

We are seriously concerned that the campus has determined to pause the Building on Inclusive Excellence (BIE) program this year. This program has been an essential incentive for ensuring that our campus prioritizes hiring faculty members with a demonstrated record of teaching, research, and service focused on historically underrepresented and underserved populations. An added benefit of this program is that many faculty with these commitments tend to be women faculty and faculty of color. We are disappointed at the lack of planning and oversight that led to the accreditation issues that have resulted in this essential program being affected. We want to offer a recommendation that we believe would help to ensure that both our accreditation and diversity needs are met.

First, we recommend that all faculty searches (beginning immediately) be required to use at least three of the BIE criteria. These criteria include the following.

1. Is engaged in service with underrepresented populations in higher education
2. Demonstrates knowledge of barriers for underrepresented students and faculty in higher education
3. Has experience or demonstrated commitment to teaching and mentoring underrepresented students
4. Integrates understanding of underrepresented populations and communities into research
5. Extends knowledge of how to achieve artistic or scholarly success as a member of an underrepresented group
6. Is committed to research that engages underrepresented communities
7. Shows expertise in cross-cultural communication and collaboration
8. Has research interests that contribute to the diversity and equal opportunity in higher education

Second, we recommend that the BIE selection committee maintain their involvement in these searches. As with prior years, we recommend that the committee certify that finalists do indeed meet at least three of the criteria.

We believe this is the only sufficient response that will allow us to address the complex accreditation concerns as well as our diversity and inclusion concerns.

Thank you,

Senate Diversity, Equity, and Inclusion Committee
Mark Wheeler, Senate Chair
Nola Butler-Byrd, Senate Vice Chair
Cyndi Chie, Senate Secretary

Date: 26 November, 2019

To: Senate

From: Tod Reeder, Chair, Constitution and ByLaws Committee

Subject: REPORT

In addition to drafting and approving action items for the upcoming Senate session (see ACTION report), the Committee discussed the following items:

Referral #18:

The Committee reviewed of the most recent revision to the Constitution (i.e., Section 4.112). Based on the explicit definition of academic units in the Bylaws (i.e., 1.3 Major Academic Unit), we believe the revision of Section 4.112 is inclusive by explicitly stating that Professor Senators will be apportioned from each major academic unit by full-time tenure/tenure-track faculty. The Committee also believes there is no ambiguity in the language of the revision of 4.112 with respect to interpreting "number of Senators equivalent to nine percent".

Referral #10:

The Committee agrees that the drug and alcohol aspects of the Policy File need to be updated with respect to the legalization of marijuana in California. We will be consulting with Jessica Rento's office to better understand appropriate language that should be used. The Committee will also be consulting with the recently formed presidential taskforce on alcohol and substance misuse since new institutional policies may result from this investigation, and we wish to ensure that all final updates to the Policy File related to drugs and alcohol are consistent with institutional regulations and policies.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
             Undergraduate Curriculum Committee

Date: November 13, 2019

Re: 2020-2021 *General Catalog*

INFORMATION (8I-12-19)

ACCOUNTANCY

1.   Change in program.

Accountancy
Accounting Major
With the B.S. Degree in Business Administration
(Major Code: 05021) (SIMS Code: 221908)
     Paragraph 1 *(no change)*
     Preparation for the Major. *(no change)*
     Graduation Writing Assessment Requirement. *(no change)*
     Business Accounting Program Major. Forty-four upper division units consisting of Accountancy 331, 332, 333, 334, with a grade of C (2.0) or better, Accountancy 431, 432, and six units of upper division accountancy electives (not including Accountancy 325 or 326); Business Administration 300, 310, 323, 350, 360, 370. Three units selected from Business Administration 405, Management Information Systems 315, 380, 383, 460, 515. Management Information Systems 301. A "C" (2.0) average or better is required in the courses stipulated here for the major.
     BS/MS 4+1 Degree Program (BMACC). (SIMS Code: 221912) The BS/MS 4+1 degree program (BMACC) is for students who plan to pursue professional accounting careers in public accounting firms, corporations, and not-for-profit and government organizations. Students must successfully complete 150 units to be awarded simultaneously the B.S. degree in Business Administration, Accounting, and then the M.S. degree in Accountancy.
     Students must apply and be admitted to the BS/MS 4+1 degree program (BMACC). All students must have a satisfactory score on the Graduate Management Admissions Test (GMAT), a minimum overall GPA of 2.85, a minimum SDSU GPA of 2.85, and a minimum upper division SDSU Fowler College of Business GPA of 2.85. Students may apply for the program at any time during their undergraduate studies after completing at least two upper division core accountancy courses (must include Accountancy 331) with a minimum overall GPA of 2.85 among the completed courses (upper division Accountancy core courses include Accountancy 331, 332, 333, 334, 431, 432).
     Early admission is available to students after completing Accountancy 331 with a B+ (3.3) or better. The GMAT requirement is waived for students in the SDSU

accounting major that have an overall GPA of 3.4, a minimum SDSU GPA of 3.4, and a minimum upper division SDSU Fowler College of Business GPA of 3.4.

Remainder of description *(no change)*

Suggested Course of Study for the BS/MS 4+1 Degree Program (BMACC)

Change(s): 1. The existing BSBA program requires BA 404, 405, or 458. The revised program will permit BA 405, MIS 315, MIS 380, MIS 460, MIS 483 or MIS 515. BS/MS 4+1 Changes: 2. Current admissions requires completion of at least two upper division core accounting courses (must include ACCTG 331). The revised program will permit early admission for a student that has completed only one upper division accounting course (ACCTG 331) with a grade of B+ or better. 3. Current admission to the program requires the a satisfactory score on the Graduate Management Admissions test. The revised program would permit a waiver of the GMAT requirement for students with The GMAT requirement will be waived for students in the SDSU Accounting major that have an overall GPA of 3.4, a minimum SDSU GPA of 3.4, and a minimum upper division SDSU Fowler College of Business GPA of 3.4.

ART

1.   Change to description, prerequisite, and title.

Art
EXPRESSIVE TYPOGRAPHY
ART 342B. Expressive Typography (3)
        Six hours.
        Prerequisite: Art 203, 204, 210, 216, 220, 226, 231, 240, 241, 242, 248, 249, or 251.
        History, process, and technology of relief printing and experimental concepts using digital technologies, moveable type, and photographic processes to create individual and collaborative designs that integrate image and text. Maximum credit six units.

Change(s): Description updated from *History, technology, and process of relief printing using moveable type and photopolymer plates to create individual and collaborative page designs that integrate image and text. Maximum credit six units* to what is presented above. Prerequisite updated from *Grade of C (2.0) or better in Art 210 or 242* to what is presented above. Title updated from *Letterpress* to what is presented above.

2.   Change in program.

Art
Art Major
With the B.A. Degree in Applied Arts and Sciences
Emphasis in Graphic Design
(Major Code: 10091) (SIMS Code: 660557)

Impacted Program. *(no change)*

Preparation for the Major. Art 100, 101, 102 or 104, 103, 241, 242, 258, 259; three units selected from Art 216, 220, 223, 226, 231, and three units of art electives (Art 240 recommended), excluding Art 157. Art 100, 101, 102 or 104, 103, 258, and 259 must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (30 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 33 upper division units in art to include Art 341, 342A, 345; six units selected from Art 313, 342B, 344, 441, 442, 450; six units selected from Art 445B, 445C, 454, 541, 542, 545; six units of upper division art electives, excluding Art 357; six units of art history (Art 371, 409, 557 through 578, and 593); recommended: Art 577.

Change(s): ART 342B, and 344 added to major section. ART 454 moved within major section. *Excluding ART 357* statement added to preparation and major sections.

3.   Change in program.

Art
Art Major
With the B.A. Degree in Applied Arts and Sciences
Emphasis in Multimedia
(Major Code: 06991) (SIMS Code: 660561)

Impacted Program. The multimedia emphasis is designated as an impacted program and specific criteria, which include a portion of the Preparation for the Major, are used to admit students. To be admitted to the multimedia emphasis, students must meet the following criteria:

(no change)

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 30 upper division units in art to include Art 340 and 344; six units of art history (Art 371, 409, 557 through 578, and 593); three units selected from Art 342A, 346, 348; nine units selected from Art 342A, 342B, 343, 346, 348, 407, 440, 442, 444, 446, 448, 452, 524, 540, 544; Journalism and Media Studies 435; Television, Film and New Media 365, 465; six units of art electives, excluding Art 357.

Change(s): *And photography* removed from emphasis name. ART 409 removed from select-from list. TFM courses and *excluding ART 357* statement added to major section.

EUROPEAN STUDIES

1.   New course.

European Studies
FOOD CULTURE IN EUROPE (C-2)
EUROP 320. Food Culture in Europe (3) [GE]

Prerequisite recommended: European Studies 101.

Regional distinctions and traditions. Food consumption, distribution, preparation, sourcing, and sustainability.

GENERAL STUDIES

1.	Change to abbreviation, course statement, and description.

General Studies
GEN S 203. Foundations of Cultural Competency (3)

Cultural self-awareness, ethnocentrism, individual biases, institutional oppression, microaggressions, race relations. Historical background of racism. Impacts on current majority-minority relationships. (Formerly numbered Education 203.)

Change(s): Course abbreviation changed from *ED* to *GEN S. Formerly numbered Education 203* added to course statement field. Description updated from *Developing intercultural skills, establishing intercultural relationships, serving as an ally against discrimination, and understanding culture in order to participate in a global society* to what is presented above.

MANAGEMENT INFORMATION SYSTEMS

1.	New course.

Management Information Systems
MIS INTERNSHIP (C-4)
MIS 495. Management Information Systems Internship (1-3)

Prerequisite: Upper division business major approved by the Fowler College of Business.

Internship with business firm, government agency, or nonprofit organization under joint supervision of internship organization and course instructor. Career readiness, fundamentals of management information systems, and professional development. Maximum credits six units.

MECHANICAL ENGINEERING

1.	Change in program.

Mechanical Engineering
Mechanical Engineering Major
With the B.S. Degree
BS/MS 4+1 Degree Program
B.S. and M.S. in Mechanical Engineering
(SIMS Code: 447012)

Students must complete 159 units to be simultaneously awarded the B.S. degree in mechanical engineering and the M.S. degree in mechanical engineering.

    Reminder of description *(no change)*

Change(s): Units updated from *161* to *159*.

2. Change in program.

  Mechanical Engineering
  Mechanical Engineering Major
  With the B.S. Degree
  BS/MS 4+1 Degree Program
  B.S. and M.S. in Mechanical Engineering
  (SIMS Code: 447013)
    Students must complete 159 units to be simultaneously awarded the B.S. degree in mechanical engineering and the M.S. degree in bioengineering.
    Reminder of description *(no change)*

  Change(s): Units updated from *161* to *159*.

PUBLIC HEALTH

1. New course.

  Public Health
  INFECTIONS AND EPIDEMICS (C-4)
  P H 250. Infections and Epidemics (3) [GE]
    Concepts and impacts of infectious diseases on human populations. Quantitative reasoning to solve epidemiologic mysteries. Case studies and outbreak investigations.

2. New course.

  Public Health
  APPLIED BIOSTATS IN P H (C-2)
  P H 307. Applied Biostatistics in Public Health (3)
    Prerequisite: Public Health 101, 302, Psychology 280 or Sociology 201. Open only to public health majors.
    Data analysis and statistical inference in medical and health sciences to include data description and exploratory analysis, screening tests for disease, and statistical methods for evaluating association of factors with health outcomes.

RHETORIC AND WRITING STUDIES

1. New course.

  Rhetoric And Writing Studies
  CRAFT WRITING RHETORCALLY (C-4)
  RWS 415. The Craft of Writing Rhetorically (3)

Prerequisite: Satisfaction of the Graduation Writing Assessment Requirement.
Rhetorical development of one's style of writing through study and composition of diverse forms of nonfiction prose.

TO: SEC/University Senate

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

DATE: November 19, 2019

RE: Information

Philanthropy Report:

Gifts-in-kind totaling $350,859 from Bram and Sandra Dijkstra will benefit the Love Library Special Collections.

Alumnus Craig Duhs made a $10,000 gift to support Athletics.

Faculty Emeritus, Diane L. Borden, Ph.D., has named SDSU as a beneficiary of her estate with a gift valued at $500,000. This gift will add to the Diane L. Borden Endowed Graduate Fellowship in the School of Journalism and Media Studies within the College of Professional Studies and Fine Arts.

An anonymous donor and his wife have named SDSU as beneficiary of their estate for $75,000 to support the Charles W. Lamden School of Accountancy in the Fowler College of Business.

$100,000 from the Boeing Company will support the Troops to Engineers Program in the College Engineering.

An anonymous foundation made a $100,000 gift to support the Ellen Ochoa Endowment for the Femineer Program in the College of Engineering.

The 3M Company made a $31,000 gift to support the 3M Frontline Professional Selling and Sales Management program in the Fowler College of Business.

Alumnus Michael McCabe and his wife, Lily, have named SDSU as beneficiary of their estate for $25,000. This gift will provide unrestricted support to the City Planning Program within the School of Public Affairs in the College of Professional Studies and Fine Arts.

A $17,500 gift from the Estate of Marian E. Miller will add to the College of Education Scholarship Fund.

US Bank made a $15,000 gift to support the ZIP Launchpad.

Gifts totaling $15,000 from the Julia Richardson Brown Foundation will provide support to the Musical Theatre program in the College of Professional Studies and Fine Arts and scholarships to students enrolled in the program.

Former Acting Associate Dean of the College of Professional Studies and Fine Arts, Bey-Ling Sha, Ph.D., and her husband, Guy Aeschelmann, pledged $10,000 to support the Glen M. Broom Center for Professional Development in Public Relations.

ARCS Foundation, Inc. made a $52,500 gift to provide scholarship support to graduate students who have demonstrated excellence in their academic fields and show exceptional promise to make a significant contribution in science, engineering or medical research.

A gift-in-kind valued at $252,700 from the Estate of Peter F. Philp will benefit the Love Library Special Collections and University Archives. The gift is a collection of rare books on Ancient Wisdom Traditions.

Alumna Joy Wolf has named SDSU as a beneficiary of her estate for a gift of $25,000 to provide support to the College of Arts and Letters.

Alumnus Dave Ernst and his husband, Anthony Villa, have named SDSU as beneficiary their estate with a gift valued at $200,000 in support of the Joan and Art Barron Veterans Center.

Cara Ramsay has named SDSU as a beneficiary of her estate with a gift valued at $600,000 designating the funds to support research, education and conservation for the Santa Margarita Ecological Reserve.

A gift from the Estate of Sonnin Stuart for $20,000 will support of the Charles W. Lamden School of Accountancy.

Faulty Emeritus Sanford "Sandy" Bernstein and his wife, Laurel, have left a gift in their estate for $10,000 in support of the Biology Faculty Emeritus Fund in the College of Sciences.

Dexcom made a $15,000 gift to the Mechanical Engineering Fund in the College of Engineering.

Alumni Erik and Rebecca (Long) Johannesen have left a gift in their trust for $100,000. This gift will provide scholarships for single parents who are enrolled at SDSU.

Hoist Fitness System made a $57,204 gift-in-kind to support Exercise and Nutritional Sciences in the College of Health and Human Services.

Crankstart Foundation pledged $50,000 to provide scholarship support to California Community College undergraduate transfer students.

Alumni Kim and Mary Kilkenny pledged $50,000 to provide scholarship support to students in the School of Public Affairs in the College of Professional Studies and Fine Arts.

Faculty Emeritus Andrew Y. J. Szeto made a $50,000 pledge to support research and development activities in the field of rehabilitation engineering and assistive technology in the Electrical & Computer Engineering department.

A $50,000 pledge from alumnus Paul Stuverud will provide scholarship support to students in the SDSU MESA Program in the College of Engineering.

Pledges totaling $70,000 from Alumna Robin Luby will support the Charles S. Luby & Robin B. Luby Endowed Library Excellence Fund and Endowment for Library Excellence.

A $10,000 gift from Hilton Worldwide will support student experiential learning for the National Society of Minorities in Hospitality annual conference.

Wendy Gillespie pledged $100,000 to provide support for the implementation of educational and outreach programs that address the challenges and opportunities of international business in the Center for Advancing Global Business.

A $10,000 grant from the Silicon Valley Community Foundation Reddere Foundation on behalf of alumnus Steve Brown and his wife, Michele, will support student internships and student workers at the Lavin Center in the Fowler College of Business. This gift will be added to a match eligible multi-donor fund.

Alumni David and Catherine Want pledged $41,000 in scholarships for students pursing a CA Teacher's Credential in the College of Education with a Mathematics Credential or Specialization.

Alumnus Eugene Hering and his wife, Suellen, made a $10,000 gift to support student field experiences in the College of Sciences.

Campaign, Presidential & Special Events:

President de la Torre, Bruce Reinig, Thomas and Evelyn Page Dean (Interim), Adrienne Vargas, Interim Vice President of University Relations and Development, and Ron Fowler hosted over 30 Fowler College of Business donors and prospects at a dinner at Mister A's on Tuesday, October 22. Donors learned more about the vision for the Fowler College of Business moving forward, the Fowler Scholar Program and the Fowler Match. A Fowler Scholar spoke and shared information about the impact of being selected as a Fowler Scholar has had on her academic experience. Mr. Fowler shared the goal and progress for the Fowler Match and the motivation behind his philanthropy and San Diego State.

On Thursday, October 24 President de la Torre and Interim Vice President of University Relations and Development and Interim CEO of The Campanile Foundation Adrienne Vargas hosted the 20th Anniversary Celebration of The Campanile Foundation at the home of Fred and Christine Pierce. Over 80 former and current members of the board along with current TCF committee members attended the event. Speakers included Fred Pierce (newly appointed board member, Ron Fowler (founding chair), Jerry Sanders (current chair), Adrienne Vargas and President de la Torre. Vice President Vargas shared that over the 20 year period of 1999-2019, under the direction of The Campanile Foundation, annual giving has increased from $35 million to $115 million and that TCF board giving accounts for $125 million. Vice President Vargas was able to share numerous examples of how the TCF board has transformed San Diego State. Board members were given a custom plaque designed by Fenton Lab/Zahn Innovation Platform.

On Friday, November 1 Interim Vice President of University Relations and Development hosted the inaugural URAD Staff Awards. Vice President Vargas talked about the importance of creating a culture of respect within our division. Awards were given in four categories: Unsung Hero, Distinguished Service and Excellence, Team Excellence and URADian of the Year. Nearly the entire division was in attendance to honor colleagues who exhibit exemplary service to the division and SDSU.

President de la Torre and Barry Chung, Dean, College of Education, hosted an intimate appreciation dinner and launch of the Chinese Cultural Center on Wednesday, November 6 for nearly two dozen donors and prospects at the University House.

President de la Torre hosted an SDSU Volunteer Leaders Reception on Friday, November 8 at the University House. The reception was attended by over 60 campus leaders from a variety of alumni communities such as the African American Alumni Chapter, PLAC, Native American alumni organization, Veteran Alumni organization and others. The event kicked off homecoming weekend.

On Saturday, November 9, President de la Torre and Interim Vice President Adrienne Vargas hosted donors and Campanile Foundation board members in the President's Suite during the SDSU vs. Nevada Homecoming football game. Guests included Tower Society Summa Cum Laude donors ($1 million + donors) and Veteran's Advisory Council members. The suite is expected to be at capacity at 100 guests.

TO: Senate Executive Committee / Senate

FROM: Heather Canary
              Member, SDSU Deferred Maintenance Committee

DATE: October 11, 2019

RE: DEFERRED MAINTENANCE COMMITTEE INFORMATION

This memo serves to inform the University Senate of the membership and function of the SDSU Deferred Maintenance Committee (DMC). Dr. Eric Hansen, Associate Vice President - Business Operations, Business & Financial Affairs, chairs the committee. The committee meets monthly to review, discuss, and prioritize facilities repair projects across the SDSU campus.

Committee members and their affiliations are listed below:

Tom	Abram	Facilities Services
Thais	Alves	College of Engineering
Heather	Canary	College of Professional Studies and Fine Arts
Kim	Carnot	Facilities Services
Tony	Chung	Student Affairs
Jim	Cleaton	Planning, Design, and Construction
Maureen	Dotson	Love Library
Eric	Hansen	Business & Financial Affairs
Jim	Herrick	University Relations & Development
Crystal	Little	Business & Financial Affairs
Maribel	Madero	SDSU Imperial Valley
Gillian	Marks	Environmental Health & Safety
Radmila	Prislin	Academic Affairs
Tod	Reeder	College of Science
Amanda	Scheidlinger	Planning, Design, and Construction
Bob	Schulz	Business & Financial Affairs
George	Scott	Associated Students
Laura	Shinn	Planning, Design, and Construction

There are currently 85 deferred maintenance projects listed for the committee to review and prioritize. The criticality scale used to evaluate each item is as follows:

Priority 1: Currently Critical / Life Safety / Code Compliance. Significant impact to the mission of the University. Require immediate action to return a facility to normal operation, stop accelerated deterioration, or correct a cited safety hazard, especially those conditions which potentially impact an entire Campus or pose a significant risk to health and safety.

Priority 2: Potentially Critical. Will become Priority 1 within a year if not corrected expeditiously. Currently experiencing intermittent interruptions, rapid deterioration, and potential safety hazards.

Priority 3: Necessary / Not Critical. Conditions require reasonably prompt attention to avoid predictable deterioration or potential downtime. Costs of project increase if deferred further.

Priority 4: Recommended / Programmatic. Sensible improvement to existing conditions. Projects will either improve overall usability and/or reduce long term maintenance.

So far, committee meetings have focused on criteria to use and procedures to follow to use the criticality scale.

Senate Tenure-track Planning Committee Meeting
Minutes
November 8, 2019
9:00-10:00 a.m.

Members Present

Provost	Hector Ochoa*
Chair of the Senate	Mark Wheeler
Chair or Academic Policy and Planning	DJ Hopkins (via Zoom)
Chair of Academic Resources and Planning (Co-Chairs)	Sherry Ryan Mark Reed
Chair of Faculty Affairs	Paula Peter
Chair of Diversity, Equity and Outreach	Gloria Rhodes

Non-members Present

Senate Vice-Chair	Nola Butler-Byrd
Senate Secretary	Cyndi Chie
AVP Resource Management	Radmila Prislin*
Executive Assistant to the Provost	Grace Laurie*

*non-voting

1. The Tenure-track Planning Committee convened to consider the 3-Year Faculty Hiring Plan Proposal to address faculty shortages in programs undergoing upcoming accreditation reviews.
    a. Provost Ochoa shared a hiring plan to meet accreditation standards in five colleges preparing for program accreditation in the next three years (as early as December 2019).
    b. A total of 34 faculty lines among the 5 colleges are needed to meet accreditation standards.
    c. Available TT Lines in 2019/20
        i.   In spring 2019, Interim Provost Joe Johnson reserved 11 faculty lines for permanent Provost to allocate at their discretion.
        ii. 4 faculty lines from the Building on Inclusive Excellence Program
    d. Provost requesting the TTPC's recommendation to adopt proposal for the 11 T/TT Lines held for the new provost to allocate
    e. After an initial assessment of accreditation in all colleges by Interim Provost Johnson, Provost Ochoa reviewed those responses from colleges and requested more details from those programs about their specific accreditation requirements.

        i.   This research revealed existing concerns with faculty:student ratios in programs that if not addressed accreditation would likely be in jeopardy

            1.   Provost Ochoa shared concerns expressed by faculty about potential loss of faculty if program lacked accreditation

            2.   University's WASC, mid-year accreditation is expected in 2021

   f. Provost Ochoa shared a table with the accreditation timelines and current T/TT lines comparison

   g. Due to immediate need, the committee was asked to determine allocation of additionally held lines in order for colleges to begin searches as soon as possible

2. Provost requested a recommendation from the TTPC to allocate additional available T/TT line in AY 2019/20

   a. Deans voted to support and adopt proposed plan on November 6, 2019.

3. Discussion

   a. Comment about the general confusion of how the BIE program operated

   b. Letter from Senate Diversity, Equity, and Inclusion Committee to the President, Provost and Tenure-Track Planning Committee requesting that all faculty searches apply at least 3 (of 8) BIE criteria in hiring process

        i.   Committee agreed that the DEI would need to sign off on each of the searches

4. Allocation of 15 lines

   a. 4 - BIE and 11 - available T/TT

   b. Request for 15 T/TT lines in the next hiring cycle

   c. Deans commitment to support the 50/50 model where colleges maintain 50% of the resources for vacated faculty line, and 50% returns to Academic Affairs.

   d. Question to require BIE criteria/line to approve by the senate?

        i.   Yes, for all hires in the future

   e. Proposal to also adopt the requirement to apply BIE criteria in all faculty hiring as resolved by the Senate.

   f. Questions:

        i.   What mechanism will be in place to ensure that search committees apply BIE criteria in the faculty hiring process?

            1.   Agreement to have DEO and TTPC convene to brainstorm and establish methods for ensuring at least 3 BIE criteria are met

        ii.   What will happen when there are failed search?

            1.   **Provost to check if required to readvertise vs increase the # of approved searches in the cycle.

5. Motion to approve the proposal to adopt the 3-year Faculty Hiring Plan for AY 2019/20

   a. Mark Wheeler made a motion to approve and Nola Butler-Byrd seconded the motion

   b. By a show of hands, 7 votes approved proposal unanimously

6. Motion to approve the proposal to allocate 15 faculty lines in AY 2019/20 to programs deemed critical to maintain accreditation

   a. Mark Wheeler made a motion to approve and Nola Butler-Byrd seconded the motion

b. Questions/Comments: Consider also allocating lines to programs not threatened by accreditation.
c. By a show of hands, 7 votes approved proposal unanimously

Resolution of the San Diego State University Senate:
Supporting Visiting Scholars at Risk

Whereas at-risk scholars are defined as professors who are threatened and/or attacked as a result of the content of their work, their status as academics, or as a result of their peaceful exercise of the right to freedom of expression or freedom of association,

Whereas, at-risk scholars face a number of threats including harassment, surveillance, denial of access or permissions, confiscation of notes and computers files, professional or personal slander or defamation, physical or sexual intimidation, arbitrary dismissal, internal or external exile, arrest on false charges, detention without trial, trial and imprisonment, torture, disappearance and extrajudicial killing;[1]

Whereas, the university communities of at-risk scholars are often subject to ideological pressure and censorship, book burnings, closing of schools and universities, suppression of strikes/protests, restrictions on travel, restrictions on information exchange, and discriminatory restrictions on academic resources.[2]

Whereas, around the world, there are an alarming number of at-risk scholars;[3]

Whereas, with support from the provost and president SDSU has piloted successfully visiting appointments of at-risk scholars:[4]

2018- 2019	Iraqi Scholar	Mechanical Engineering
2019- 2020	Turkish Scholar	Public Affairs

[1] These attacks are carried out by both state and non-state actors, in open and closed societies, using a range of methods. Ultimately, these attacks not only harm the individuals and institutions directly targeted; they undermine entire higher education systems and shrink everyone's space to think, question, and share ideas freely and safely.
Scholars at Risk. *Free to Think 2018*. pp 4-5 New York, 2018. Print.

[2] Scholars at Risk. *Free to Think 2018*. pp 4-5 New York, 2018. Print.

[3] Scope of the Problem: Attacks on Higher Education 9/ 2017 – 8/2018
Scholars at Risk. *Free to Think 2018*. p 4 New York, 2018. Print.

• Killings, Violence, Disappearances	79
• Imprisonment	88
• Prosecution	60
• Loss of Position	22
• Travel Restrictions	15
• Other	30
Total	**294**

[4] These pilot appointments were pursued in partnership with the non-profit non-governmental organization Scholars At Risk (https://www.scholarsatrisk.org).

Therefore, be it resolved that San Diego State University shall annually endeavor to hire a visiting at-risk scholar, for a one-year non-renewable appointment, and furthermore be it resolved, that the President shall endeavor to facilitate and to support this appointment using funds additional to those allotted for annual tenure track hiring.

San Diego State University Undergraduate Admissions:

Recommendations for a Comprehensive Admissions Process

2019 REPORT FROM THE ENROLLMENT MANAGEMENT ADVISORY GROUP

September 2019

I. Executive Summary

San Diego State University's (SDSU) reputation as a national leader in research, teaching, and student success has grown along with increased demand for higher education from reputable institutions. The challenges facing comprehensive admissions and access to the university have also increased proportionally in recent years, particularly in science, technology, engineering, and mathematics (STEM). These, and other factors detailed in the report that follows, have necessitated a shift in the university's approach to admission and enrollment.

For context, prior to 1999, SDSU allowed students to apply for admission until the first week of classes and admitted all California State University (CSU) system-eligible students. This approach over time, amid deep cuts to state funding and a higher demand for general education classes and impacted STEM classes, led to added years for degree completion, increased costs to students and their families, and delayed entry into the workforce.

In 1996, under then-SDSU President Stephen Weber, conversations began regarding ways to manage enrollment to align with university resources. Those conversations ultimately led to the "Impaction Principles," adopted in March 1997 by the SDSU Senate. More than 10 years later, in 2009, SDSU requested to be moved from campus impaction to program impaction, meaning all majors and programs had more interested and eligible students than capacity could serve. The provision was granted by the CSU for the Fall 2010 admission cycle. At that point, the guarantee of admission for local freshmen who met the minimum CSU eligibility was no longer in effect, though a preference for students in the local region remained.

More recently, SDSU has grappled with significantly increasing enrollment demand, with its regular placement among the top 10 in the nation for the greatest number of freshman applications (alongside such institutions such as New York University, Boston and several University of California campuses), as reported by *U.S. News & World Report*[1]. The increasing demand for access to the institution has led to intensified discussions around the need to adopt outreach and admissions strategies that ensure students admitted have the academic preparation and support to be successful at SDSU. Also of critical importance is that SDSU continues to provide a preference for applicants from the local region, with a balanced effort of promoting and providing access to students from underserved communities through strategic educational partnerships. This balanced effort maintains a goal of fairness and equitable access.

In April 2018, then-SDSU President Sally Roush established the Enrollment Management Advisory Group (EMAG). Later in the year, and as one of her first priorities as incoming lead administrator, SDSU President Adela de la Torre met with EMAG in August 2018 to present her vision for objectives related to the assessment of enrollment priorities. At that stage, de la Torre

---

[1] Kowarsi, Ilana. "10 Colleges With the Most Applicants."U.S. News & World Report, 30 Oct. 2018, https://www.usnews.com/education/best-colleges/the-short-list-college/articles/colleges-that-received-the-most-appl ications.

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

charged EMAG to broadly engage students, faculty, staff, and also K-12, higher education, and nonprofit partners in a substantive review and assessment of the SDSU's enrollment practice and priorities. Garnering primary input from SDSU's faculty and staff was core to this initiative, resulting in the adoption of discipline-based cluster workshops and discussion groups, and also a faculty survey for further input. Four key guiding principles were identified to drive discussion groups and data analysis:

- Enhancing student success
- Access for the local region
- Access for diverse communities
- Fairness in decision-making

This multi-tiered initiative involved discussions with hundreds of community partners and campus stakeholders, who provided significant feedback. The majority of feedback provided supports a potential shift to a more comprehensive approach to admissions, yielding students who are well-prepared to succeed at SDSU.

Resulting recommendations, which are based on broad stakeholder input and analytical assessment, call for SDSU to implement a more comprehensive admissions process. Such a change supports increased access for local high school graduates and community college transfers, responds to a commitment to diversity, and enhances student success while bringing greater fairness in decision-making across the region. It is a primary recommendation to retain the CSU Eligibility Index as a foundation of what would become a Comprehensive Admissions Review. Based on specific feedback from faculty, this report recommends providing greater emphasis on both English and math courses and grades, and critical thinking skills. It also suggests consideration for multiple non-cognitive factors, consistent with leading practices at peer and aspirational institutions. Additional recommendations are based on the five factors listed below, which would promote student success and a vibrant community related to the rich diversity of the SDSU community:

- Local Area Enrollment
- Ability to Thrive in a Diverse Environment
- Environmental Context
- Participation in College Preparatory Programs
- Tribal Affiliation

Throughout this report, EMAG acknowledges that a student's ability to succeed at SDSU is impacted not only by their preparation prior to admission, but also by the resources and infrastructure available to support them after admission and during their time at SDSU. While not the focus on this report, EMAG strongly recommends additional analysis of the institutional supports needed to further close gaps in student outcomes, especially with regards to low-income, first-generation, and commuter students. EMAG recognizes that the preparation and characteristics of our students prior to admission are only one component impacting the likelihood for their future success.

3

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

II. Background

For more than 122 years – since its founding in 1897 – SDSU has been an incredible source of social and economic transformation for students from all backgrounds in the greater San Diego region, and beyond. The university has been enrolling and graduating students committed to improving the world through their respective disciplinary expertise. As the institution's reputation as a national leader in research, teaching, and student success has grown, so too have challenges of access to the university.

Until 1999, SDSU accepted applications for admission until the first week of classes and admitted all CSU-eligible students. CSU eligibility was identified under the Master Plan for Higher Education as the upper one-third of the state's high school graduates. The university then waited until after registration to discover which students would enroll. Over time, this approach to addressing the ever-increasing demand for a degree (See Appendix C) resulted in a number of adverse impacts. Amid deep cuts in state funding, general education classes remained in high demand and thousands of students were unable to enroll in classes needed for their major. These factors added years to the time required to obtain a degree, increased costs to students and their families, and caused delayed entry into careers and post-graduate study. These dynamics were also detrimental to SDSU's rankings by such publications as *U.S. News & World Report*, as college graduation rates have historically been used as measures of institutional accountability and quality for parents and students alike.

New conversations around access began in 1996 under then-SDSU President Stephen Weber. Much of the discussion at that time centered on managing enrollment to align with resources to provide students with a "corridor to graduation" rather than a "revolving door." This resulted in the Impaction Principles, adopted in March 1997 by SDSU's University Senate, which noted:

- SDSU was committed to providing the greatest possible access
- SDSU enrollment management should value and enhance diversity
- Enrollment management strategies should not inadvertently distort the mix of programs
- Changes in the mix of lower-division, upper-division and graduate student proportions and majors should be a deliberate decision
- Enrollment management decisions should not lower the numbers of tenured/tenure track faculty in relation to lecturers
- SDSU recognizes its commitment to serve the greater San Diego region
- The Senate Academic Policy and Planning Committee shall review prior year outcomes as well as enrollment management changes

- SDSU will solicit external constituency concerns and advise those constituencies of selection criteria changes

Additionally, in 2002, the CSU issued Enrollment Management Policy and Practices[2] to guide its campuses as they addressed increasing enrollment pressures from Tidal Wave II, representing the bulge of high school graduates expected for the five-year period from 2000-01 to 2005-06.

In 2009, during the global recession during which California was one of the states hardest hit in the United States, enrollments were reduced and SDSU's request to be moved from campus impaction to program impaction was granted by the CSU for Fall 2010 admissions. This new classification meant that all majors/programs were impacted and that the guarantee of admission for local freshmen who met minimum CSU eligibility was no longer in effect. The result of this change was to reorganize freshmen admission by "major cluster" and transfer admission by major. Since fall 2010, this has remained the process of ranking applicants for admission. Exceptions to this ranking process have included applicants who were admitted to SDSU through partnership agreements (MOUs) with specific programs[3]:

- Compact for Success (Sweetwater Union High School District)
- College Avenue Compact (Hoover High School)
- Reality Changers (supporting underserved youth and their families)
- Barrio Logan College Institute (serving a primarily Hispanic community near downtown San Diego)

More recently, SDSU has grappled with significantly increasing enrollment demand that has regularly placed it in the top 10 nationally for freshman applications. *U.S. News and World Report*[4] has ranked SDSU a top 10 university in the nation with the highest number of freshman applications, including institutions such as New York University, Boston University, and several University of California campuses.

---

[2] The California State University Enrollment Management Policy and Practices can be found via the CSU site: www.calstate.edu/acadres/docs/csu_enroll_mngment_policy_practices.pdf

[3] Project Lead the Way was another partnership offering. Effective August 2018, Project Lead the Way National officially removed the roles and partnership with affiliate universities across the country, including SDSU. That change meant that SDSU would no longer be able to offer Project Lead the Way programming.

[4] Kowarsi, Ilana. "10 Colleges With the Most Applicants." *U.S. News & World Report*, U.S. News & World Report, 30 Oct. 2018, https://www.usnews.com/education/best-colleges/the-short-list-college/articles/colleges-that-received-the-most-applications.

5

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

In April 2018, then-SDSU President Sally Roush established an Enrollment Management Advisory Group (EMAG) and issued its charge. SDSU President Adela de la Torre, shortly after her appointment, met with EMAG in August 2018 to present her vision for their work moving forward, committing the group to a year-long evaluation focused on enrollment policies and practices at SDSU. EMAG spent the next 10 months dedicated to analytic assessment and stakeholder engagement, involving hundreds of students, faculty, staff and also members of K-12, higher education and nonprofit partnerships. As a culmination of that substantive review process, EMAG is presenting this report. The report includes key principles and recommendations to support decisions regarding the future of enrollment management at SDSU.

In Fall 2018, SDSU received a record high of more than 69,000 applications for first-time freshmen admissions, with space to serve roughly 5,000 students. This led to increased discussions around access and fairness in admissions, and in particular historical partnerships between SDSU and specific nonprofit and educational partners, which have provided priority or guaranteed access for participating students. Additional guiding conversation centered on the need to ensure that students who are admitted, regardless of pathway, have the preparation to be successful and are provided with the necessary institutional support to do so.

Overwhelmingly, responses from students, faculty, staff, K-12 partners, and community stakeholders support moving SDSU to a more comprehensive admissions model yielding students who are more diverse and academically prepared. These responses and surveys led to the identification of four key guiding principles, which inform this report's recommendations in section five. These guiding principles are:

- **Access for the Local Region** – SDSU is committed to serving the larger public with a strong commitment to students from San Diego and Imperial counties. SDSU has historically provided priority consideration for students who are from the local region, and this report recommends SDSU maintain this commitment.

- **Access for Diverse Communities** – SDSU is committed to providing access to students who have been historically underrepresented and underserved in education. This commitment includes, but is not limited to diversity across race, ethnicity, class, gender, sexual orientation, gender identity and expression, income status, familial college-going status, national origin and residence, and by markers of insecurity (e.g., food, housing, transportation).

- **Enhancing Student Success** - SDSU has the responsibility to ensure students who are admitted to SDSU have the necessary preparation to succeed both at the institution and in their major. With respect to this principle, two considerations emerged: 1) the significant success of local community colleges in preparing students to succeed at SDSU (particularly in STEM); and 2) greater awareness of the role of the institutional climate, culture, pedagogy, programming, and professional learning designed to prepare the institution to better serve all students.

- **Fairness in Decision-Making** – As noted, SDSU's enrollment strategy has historically included targeted agreements with single school districts, neighborhoods and/or schools, and a limited number of nonprofit organizations. These agreements provided students with guaranteed admittance into SDSU based on the completion of certain academic and programmatic requirements. However, growth in the number of students covered under these agreements over time has inadvertently created a two-tier system viewed by some stakeholders (particularly in K-12) as unfairly disadvantaging students from their school districts, neighborhoods or organizations. EMAG sought to develop an admissions model that is conscious of this concern, that provided a greater level of fairness especially for local students, that prioritized pathways for student success, and that is both cognizant and responsive to the changes in school districts and neighborhoods over the last 15 years.

Finally, EMAG's proposal to move to a more comprehensive enrollment management process as outlined in Section V is provided alongside the following points for consideration:

- **Enrollment targets**: Specific target setting discussions should begin at the college level, with increased participation and engagement from faculty and college leadership.

- **Fiscal impact**: Maintaining or changing the balance of resident to out-of-state students has significant and long-term fiscal implications for the university, which should be considered as part of the target-setting process.

  Further, the implications of changes to SDSU's enrollment profile, the expansion of summer programs, and the expansion of program offerings supported by the College of Extended Studies (such as degree completion programs) all help to graduate and provide access to more students within shorter time frames while generating additional revenue for the institution. New revenue generation can be used to accelerate investments in new programs, faculty, and staff, and have important impact on the ability of the Institution to serve more students.

- **Local regional accessibility**: SDSU's positionality is as the primary and premier border institution serving the broader San Diego and Imperial Valley region. This region has become increasingly diverse, and demand from the local students, especially transfer students, has increased despite falling college application trends elsewhere in the United States.

- **Data-informed decision-making model is needed**: SDSU needs a clear data and assessment infrastructure to provide more robust access to data, including back with our K-12 and Community College partners, and to facilitate more sophisticated ongoing analysis. SDSU must invest in a centralized data infrastructure with distributed access throughout campus to implement the admissions modeling recommended in this report, as well as to monitor and assess impact on student success and student demographics.

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

IV.   Stakeholder Engagement Process

The timeline of public feedback provided a structure for engaging the campus and local area partners in discussions on the efficacy of SDSU's current enrollment model resulted in a four-stage initiative:

Stage 1: Preliminary discussions with key stakeholders – Beginning in Fall 2018, EMAG met with K-12 school district leaders, community college partners, and nonprofit partners that have or have had prior relationships with SDSU's admissions and enrollment teams. Those meetings included representatives from Compact for Success (see Appendix E) Reality Changers (see Appendix F) and the Barrio Logan College Institute (see Appendix G). These meetings informed partners of potential changes on admission criteria, sought input on more reflective admissions indicators, and asked for input on the individuals and entities that should be purposefully engaged in the process, who then became the focus of Stage 2.

Stage 2: **Campus community and key stakeholder input** – EMAG engaged in an extensive input process focused on recommendations for improving SDSU's admissions criteria as well as a parallel conversation on how the campus can improve partnerships with key stakeholders. This included over 25 meetings and workshops with various groups:

Student Community
- Associated Students President's Advisory Council for Diversity
- Leaders of student cultural organizations, including MECHA
- Associated Students Student Diversity Commission
- Associated Students Executive Board
- Members of the The Office of Educational Opportunity Programs and Ethnic Affairs

SDSU Faculty and Staff
- University Senate
- University Senate standing committee on Diversity, Equity & Outreach
- University Senate standing committee on Academic Resources and Policy
- University Senate standing committee on Academic Policies and Planning
- University Inclusion Council
- Directors within the Division of Student Affairs
- Assistant Deans for Student Affairs

- Associate Deans
- Enrollment Services
- Compact for Success and Collaborative Programs
- Members of the The Office of Educational Opportunity Programs and Ethnic Affairs

K-12 School and Non-Profit Partners
- Reality Changers
- Barrio Logan College Institute
- Sweetwater Unified School District

Community College Partners
- Transfer and Articulation Officers
- Chief Instructional Officers
- Chief Student Services Officers
- Kumeyaay Community College

Community Groups
- Local Native American leaders
- El Concilio

The themes that emerged from this process of community input focused on two interrelated areas:

1. Community factors that may yield greater diversity, broadly defined, including:
   a. School-level demographic characteristics;
   b. Participation in college preparatory programs;
   c. Leadership responsibility within clubs and organizations;
   d. Special life circumstances; and
   e. Students' ability to thrive in and contribute to a diverse learning environment.

2. Student success factors and skills, including:
   a. Critical thinking ability;
   b. Quantitative reasoning ability;
   c. Reading comprehension;
   d. Visual/performing arts abilities; and
   e. Writing ability.

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

These themes were then presented in a survey to SDSU faculty who were invited to provide a percentage rank for each item. All told, 129 faculty members completed the survey, and those results are presented later in this report.

Stage 3: Cluster decision-making - Clusters of faculty members were gathered into working groups based on their academic areas or disciplines to provide additional input on potential admission indicators and recommended weights for these indicators. The information from Stages 1 and 2 of the process informed this and other final stages for community input. This included an overview of the comprehensive admissions timeline (Appendix B), a summary of feedback from Stage 1 stakeholder groups and a summary of quantitative results from the survey of the Stage 2 cluster group (see Appendix D). Faculty members reviewed data, engaged in collective sensemaking, and provided recommendations that aligned with the information derived from the survey responses.

Stage 4: Recommendation for comprehensive admissions changes – In developing the final recommendations for admissions factors, EMAG gave priority to factors that emerged as salient and recurrent indicators across all stages of the process.

Summary of Stakeholder Feedback

In previous practice, SDSU has adhered to a freshman admissions system widely used in the CSU system, which uses standardized test scores (SAT and ACT) and high school grade point average.

- **Grade Point Average (GPA) -** GPA is calculated based on academic courses completed in 10th-11th grade, meeting California A-G standards.

- **SAT/ACT Scores -** Academic performance is also assessed based on an applicants' score on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In cases of multiple re-examinations, the highest overall score is used. The ACT employs the composite score, which does not include the writing section.

These two factors combine to yield an Eligibility Index (EI) score, used to determine admittance into the institution. For each related cluster of majors ("Major Cluster"), a predetermined EI base "cut score" is calculated.

Partners and stakeholders agreed that these two factors are not sufficient, nor attentive to other indicators of success. In particular, many noted the EI captures only a student's narrowly defined

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

academic aptitude, and even then only for the sophomore and junior year of high school. The EI, many argued, includes no measures of a student's ability to engage in and contribute to a diverse environment, nor their background experiences (e.g., student work experience, homelessness, foster care) that might explain challenges or otherwise complement our understanding of their prior success. In addition, we heard significant feedback suggesting more specific measures of academic preparation.

EMAG proposes retaining the EI as the basic foundation for the new system, but adding a set of additional and more comprehensive indicators to improve SDSU's admission practice. Collectively the EI and the proposed additional factors would constitute a new Comprehensive Admissions Review that is more holistic, reflective of contemporary leading practice, and responsive to both student and workforce demands.

V. Recommendations for a Comprehensive Admissions Review

A new Comprehensive Admissions Review would increase access for local high school graduates, community college transfers, respond to a commitment to diversity, and enhance student success while bringing greater fairness in decision-making across the region.

Responding to significant stakeholder input, the proposed comprehensive admissions review places greater emphasis on English courses and grades. This reflects the findings of the faculty survey, which revealed that 43% of faculty regarded writing ability or reading comprehension as essential indicators for student ability and potential success. In addition, for the College of Engineering, Fowler College of Business, and College of Sciences, it is recommended that a greater weight be placed on specific preparatory Math and Science courses and grades, and that Enrollment Services and Analytic Studies and Institutional Research (ASIR) evaluate giving additional weight to applicants who have completed more courses in these areas above the minimum requirements, referring to CSU San Luis Obisbo as an example within the system.

In particular, survey feedback organized by Major Clusters (see Appendix D) within these colleges demonstrated levels of preference for a greater focus on quantitative reasoning as follows: Psychology (15%), Physical Science (31%), Math and Computer Science (54%), Life Science (20%), Engineering (42%), and Business (36%). An analysis to be completed by ASIR is recommended to determine the specific course-related criteria to be weighted, and should be conducted as part of the testing and implementation phases prior to Fall 2022.

Beyond the EI, we recommend that additional points be awarded based on five additive factors. These factors fall into two groupings: student success factors (metrics for cognitive capability, general aptitude and performance abilities) and vibrant community factors related to the rich diversity within the SDSU community.

- **Local Area Enrollment -** SDSU maintains its commitment to serving students who reside within the university's local admissions area. As such, it is recommended that students who have completed high school in a district within SDSU's service area receive additional points designed to maintain this historical local advantage. Maintaining a commitment to the local area was a key guiding principle.

- **Ability to Thrive in a Diverse Environment -** The ability to contribute to and thrive in a diverse environment is an essential component of a healthy campus climate. It is

recommended that this component be divided into multiple categories that capture progressive involvement in community service and work experiences, educational experiences (e.g., clubs, service, coursework beyond A-G), and biliteracy or multilingual competence (e.g., fluency, candidate for Seal of Biliteracy, AP test scores). In addition, the University Senate unanimously approved a resolution[5] regarding African-American student concerns for recruitment and campus climate, with a request that any new admissions process consider factors which would contribute to a culturally diverse environment.

- **Environmental Context Factors -** It is recommended that SDSU provide additional points to students who attend public schools that have high proportions of students who are underrepresented minorities, foster youth, receive free and reduced lunch, and/or are English language learners. In addition, SDSU should consider special circumstances, such as whether students were in foster care, wards of the court, emancipated minors, homeless, or other factor that may have previously inhibited academic success in high school. Stakeholders emphasized the importance of providing access to students who have overcome life challenges, and providing an opportunity within the admissions process for students to provide context to acknowledge the lived socio-cultural experiences and challenges they may have faced. Moreover, 46% of faculty respondents indicated that special life circumstances and school-level demographic characteristics should be considered in the new process.

- **College Preparatory Programs** - SDSU should consider providing additional points to students who participate in approved college-readiness programs supported by educational and/or nonprofit organizations. These programs are approved by Enrollment Services in collaboration with Diversity and Innovation, and reviewed every two years to determine their continued benefit based upon the academic performance of their students in comparison to students with similar demographic characteristics. In addition, new programs can be added to the approved list based on an application process that will be defined in partnership with the local educational community and prospective partners. This recommendation is based on extensive feedback from K-12 partners with whom the institution has maintained preferred admissions agreements.

- **Tribal Affiliation -** Students who are enrolled members or the dependent of an enrolled member of a Federally Recognized Tribe should receive additive points. This

---

[5] The resolution, "Fostering a Welcoming and Safe Campus Climate for African American Students," is available in the April 9, 2019 University Senate dossier online:
senate.sdsu.edu/agendas-minutes/documents/2019_Agenda_SENATE_April9_FNL.pdf

15

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

recommendation adheres to a similar standard currently applied by the University of California system. Currently, SDSU has low representation among Native American students, with just slightly over 100 undergraduate Native American students enrolled in Fall 2018. This recommendation was derived from both K-12 stakeholders and from input provided by local Native American leaders.

Additional Recommendation for Admissions: First-time freshmen
Operationalizing the Above Recommendations

To put the guiding principles and list of factors identified into operation for a new first-time freshmen admissions process, two key questions must be addressed:

1. Which valid empirical measures are reliably observable for each applicant, either through the application itself or from a supplementary data source?
2. How exactly should these measures be combined algebraically in a new index, or with what effective weights?

The committee recommends the following seven actions for a new first-time freshmen comprehensive admissions process:

1. **Retain the elements of the CSU eligibility index** as the foundation of the new comprehensive index, (high school grades and SAT/ACT scores). However, in addition, allow the individual course grades to be considered and weighted differently according to the requirements of the Major Cluster, if appropriate. This allows consideration of the weights of **HS GPA in A - G courses** *separately*, and SAT sections *separately* (or ACT equivalent). Weights for this and other new factors should remain flexible at this time in order to explore expected outcomes under a wide range of parameters through scenario simulation during the next two years, and to reserve the possibility of applying separate weighting regimes to different admissions clusters.
2. **The Environmental Context** score is derived from multiple measures of the student's high school and neighborhood characteristics, some of which EMAG identified independently as potential inclusive factors for a new eligibility index. The College Board's new Landscape measure presents an externally validated opportunity to capture many of the factors the group has sought, and its use by other institutions is likely to become commonplace. For these reasons, it is suggested that the new comprehensive index consider incorporating the Landscape measure directly in place of this environmental context score.

3. **Maintain commitment to enrolling students from the local service area**, with greater flexibility regarding the distribution of local area students across major clusters. The historical practice has worked to ensure historical levels of access for local students are maintained within and across all clusters, which can lead to significant differences in cut scores within the most competitive clusters for local and non-local students. The new process should explore models which place flexible boundaries within each cluster while maintaining the historical commitment overall.

4. **Individual high demand majors should receive direct enrollment targets** within the new system at greater resolution than the major cluster, as appropriate per discussion with department and college leadership. This may be accomplished by creating separate "clusters" for these majors, or equivalently placing limits within the cluster system.

5. **Each cycle, targets for new enrollment across majors should be established** with operational oversight by an admissions steering committee (see below). In response to shifts in student demand over time, targets should be adjusted and coordinated with resource investments. The steering committee will facilitate advanced communication for colleges and departments on best projections of course demand. A presentation of these projections, and a comparison of past projections with realized outcomes, shall be made to the senate committees on Academic Policy and Planning and Academic Resources and Planning committees at the outset of each admissions cycle.

6. **Retain guaranteed pathways for students**, with modifications as appropriate to promote the success of all students in those pathways. Currently, SDSU has the following MOUs: Compact for Success, College Avenue Compact, Reality Changers, and Barrio Logan College Institute. EMAG recommends continuing these pathways but excluding majors that require an audition or portfolio, such as Music, Dance, Nursing, and Theatre Arts: Performance, as well as considering changes for those majors with significant and historical differences in student success rates (e.g. Engineering). Finally, this committee recommends the continued elevation of the minimum GPA requirement for those pathways which provide admissions guarantees, to ensure that students who are admitted are adequately prepared for success. See appendix for supporting data regarding historical admission and student success for students in these existing admission guarantee programs.

Additional Recommendation for Admissions: Transfer Students

The committee recommends the following two actions to support a new transfer admissions routine:

1. **There should continue to be a commitment to providing admission preference to students transferring from one of SDSU's service area community colleges** (Cuyamaca College, Grossmont College, San Diego City College, Mesa College, Miramar College, Southwestern, and Imperial Valley College). Also, additional consideration will be given to students who have participated in academic success/retention programs at their community college,[6] including the Umoja Community, Puente Project, CalWorks, and Extended Opportunity Programs and Services (EOP).

2. **Establish a Local Freshmen Deferred Admission (LFDA) priority to strengthening local transfer pathways.** Freshman applicants who were denied admission but graduated from a high school within SDSU's service area and met the minimum requirements to enter a CSU should be provided preferred admission consideration if they attend one of SDSU's service area community colleges (Cuyamaca College, Grossmont College, San Diego City College, Mesa College, Miramar College, Southwestern College or Imperial Valley College). In addition to attending a local community college, students will need to:

   - Complete CSU "Golden Four" course requirements
   - Complete 60 units of transferable coursework
   - Complete General Education courses
   - Complete major preparation coursework and meet required major GPA

Students should complete these requirements within three years of their initial application. It is strongly recommended that majors requiring an audition or portfolio (such as Music, Dance, Nursing, and Theatre Arts: Performance) be excluded along with students completing an Associate Degree for Transfer (ADT), as they already receive admission priority.

---

[6] This indicator was a primary recommendation of the Community College Chief Instructional Officers and Student Services Officers.

Recommendations for Implementation Over the Next 2.5 years

EMAG recommends the 2022 admissions cycle for full implementation of any or all of the recommendations offered in this report. To meet this goal, we recommend assignment of the following roles and responsibilities:

ASIR is responsible for further data analysis, in particular a project of computing simulations of expected outcomes using the new index under a range of weighting schemes. The results of this analysis will guide final parameter specification by the admissions steering committee (see Recommendation 3 below). EMAG recommends funding be prioritized for a full-time ASIR analyst to specialize in admissions data analysis and course demand projection, and two part-time faculty fellows with extensive experience with simulation methods to lead the project.

Enrollment Services is responsible for preparing the formal CSU impaction change proposal for January 2020, and for developing a process for reviewing and approving after-school programs for an official list of those receiving positive consideration in the admissions index. The Division of Diversity and Innovation should provide a representative to participate in the development of that process.

The impaction change proposal should include a plan to place customized questions in **Cal State Apply** for the 2022 admissions cycle, and the parental educational attainment question in the main application activated at the same time. The new questions will be in part modeled on UC application questions regarding extra-curricular activities and work, and will also include participation in approved after-school programs. The presence of these questions in 2021 will provide data permitting ASIR to fully analyze the anticipated effects of using these variables in 2022.

Immediately create an **admissions steering committee** to provide governance of the new system, incorporate admissions in university strategic planning, and facilitate information sharing of new student projections. The steering committee's principal membership should consist of: college deans and chairs of impacted majors and departments; the admissions director and other Enrollment Management representatives; the budget director; the Financial Aid director; the Associate Vice Presidents of Financial Operations and Facilities; representatives from Academic Affairs, Analytic Studies and Institutional Research[7], Associated Students, the Division of Academic Engagement and Student Achievement, the Division of Diversity and Innovation, Student Affairs, and the University Senate, to include the standing committee on

---

[7] It is recommended that ASIR present results of data analysis on an ongoing basis during the implementation period, and in the future at regularly appointed dates during the admissions cycle.

Academic Resources and Policy and also Academic Policies and Planning; and others as identified. With the formation of the steering committee, EMAG shall be retired.

VI. Communication Plan Overview

To effectively communicate to internal and external constituent groups changes to the SDSU admission criteria, an outreach and communications plan will be developed. The plan will be informed by the earlier deliberate process during which hundreds of students, faculty, staff, partners and other community members were engaged. The newly launched plan will support and encourage institutional values associated with open communications, broad engagement and transparent decision-making.

Strategic Communications and Public Affairs (StratComm), Enrollment Services and the Division of Academic Affairs and the Division of Student Affairs will work closely and collaboratively in developing the comprehensive communication plan, which will target SDSU community members, K-12 partners, community college partners and other stakeholders. A critical component of the communication efforts will be hosting public forums and information sessions to actively engage counselors, students and their parents.

As defined by the four guiding principles (access for the local region, access for diverse communities, enhancing student success, and fairness in decision-making), the plan may include the following elements:

- The hosting of public forums for internal and external constituencies.
- Information shared via various communications channels, to include print, web and social media.
- A new, public-facing website to house information and updates related to admissions and the university's overall enrollment management approach.
- New or revised print and digital marketing collateral highlighting upcoming changes and the timeline

The collaborative effort and both broad and regular communications will help ensure that all stakeholders are adequately informed prior to the implementation of SDSU new admission criteria before and after final approval.

VII.   Appendices

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Appendix A: Internal (Campus) and External (Community) Stakeholder Groups

Student leaders – Student Diversity Commission, A.S. President's Advisory Council on Diversity, leaders of cultural organizations

Campus stakeholder groups – University Senate committees, Inclusion Council, Division of Academic Engagement and Student Achievement, Enrollment Services, E.O.P

MOU partners – Sweetwater Union, San Diego Unified, Imperial County, and College Avenue Compact/Price Philanthropies

Non-profit partners – Reality Changers, Barrio Logan College Institute

Community college partners – Cuyamaca College, Grossmont College, Southwestern College, Kumeyaay Community College, San Diego Mesa College, San Diego Miramar College, San Diego Continuing Education, San Diego City College, San Diego Imperial County Community College Association, Miracosta College and Palomar College

Campus and community leaders

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Appendix B: Comprehensive Admissions Timeline
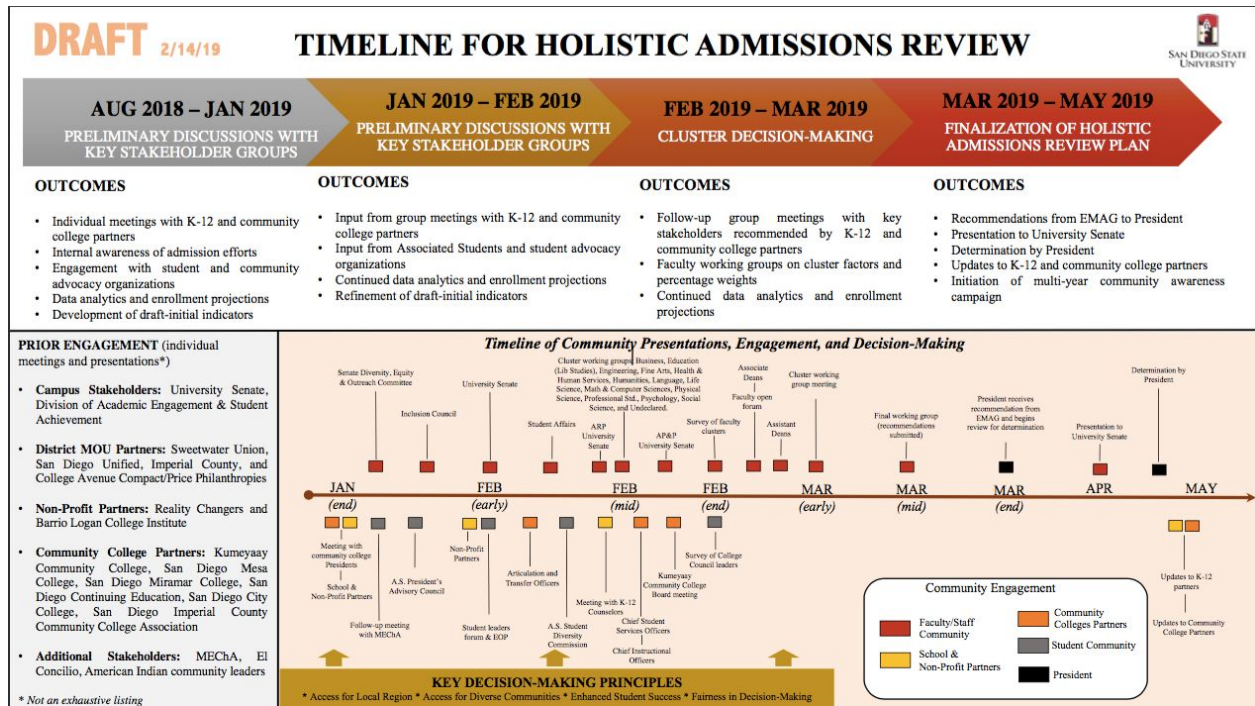
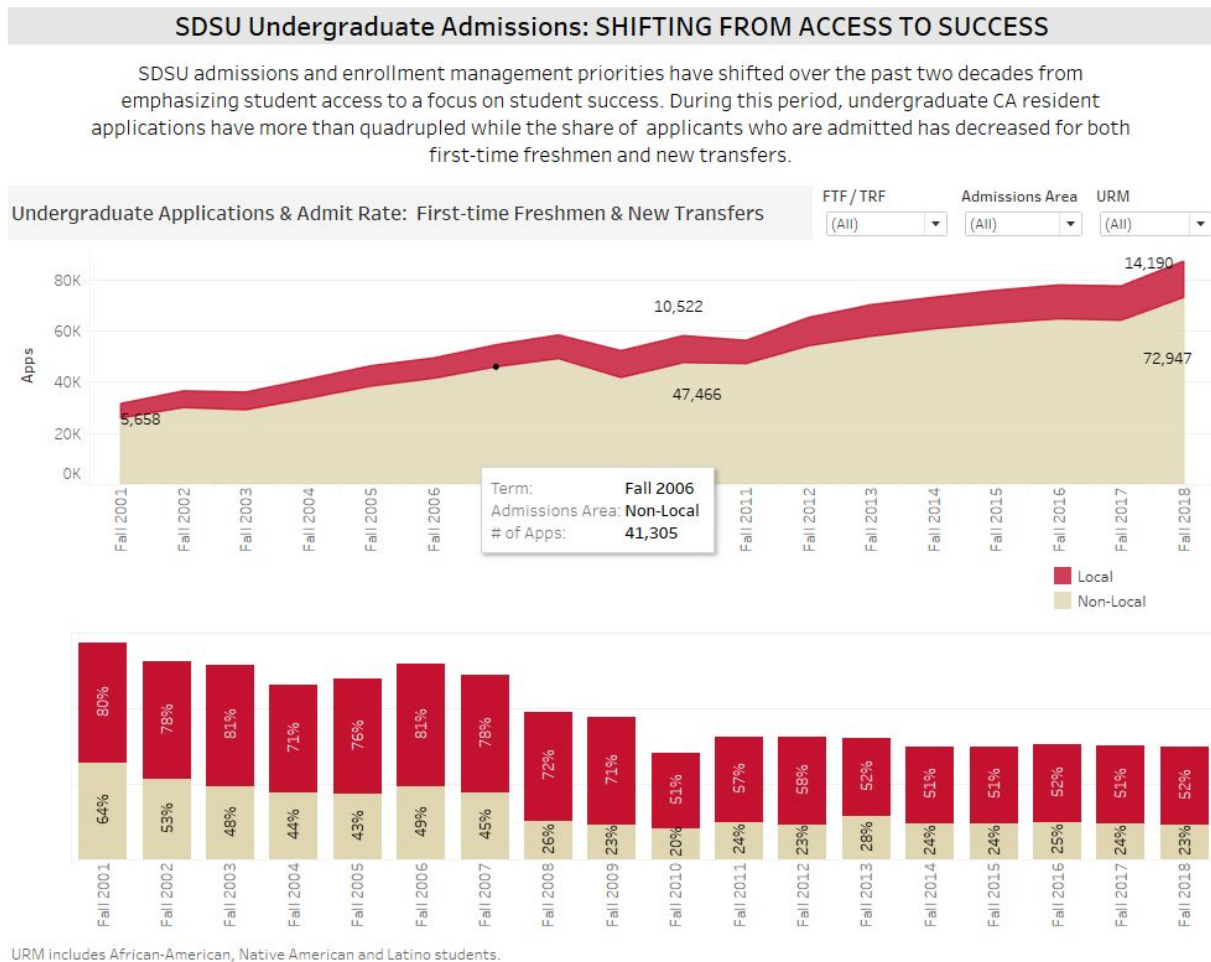The Comprehensive Admissions Timeline provides a summary of the EMAG process to gather information, data and feedback from SDSU offices and both internal (campus) and external (community) stakeholder groups.

Appendix C: SDSU Admissions Background

Over the past two decades, undergraduate applications to SDSU have more than doubled from 41,000 in Fall 2001 to over 102,000 in Fall 2018. As applications have increased, admission rates have decreased given enrollment capacity constraints. However, more than half (52%) of local applicants continue to be admitted while admissions rates for non-locals have dropped to 23%.

[SDSU Admissions trend dashboard story](#)

Source: Analytic Studies and Institutional Research

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Appendix D: Quantitative Survey Results, SDSU Faculty

FACTORS OF SUCCESS - AVERAGE (ALL CLUSTERS)

Writing ability 21%
Critical thinking ability 27%
Visual/performing arts abilities 3%
Other Measurable Academic Attributes 3%
Reading comprehension 22%
Quantitative reasoning ability 24%
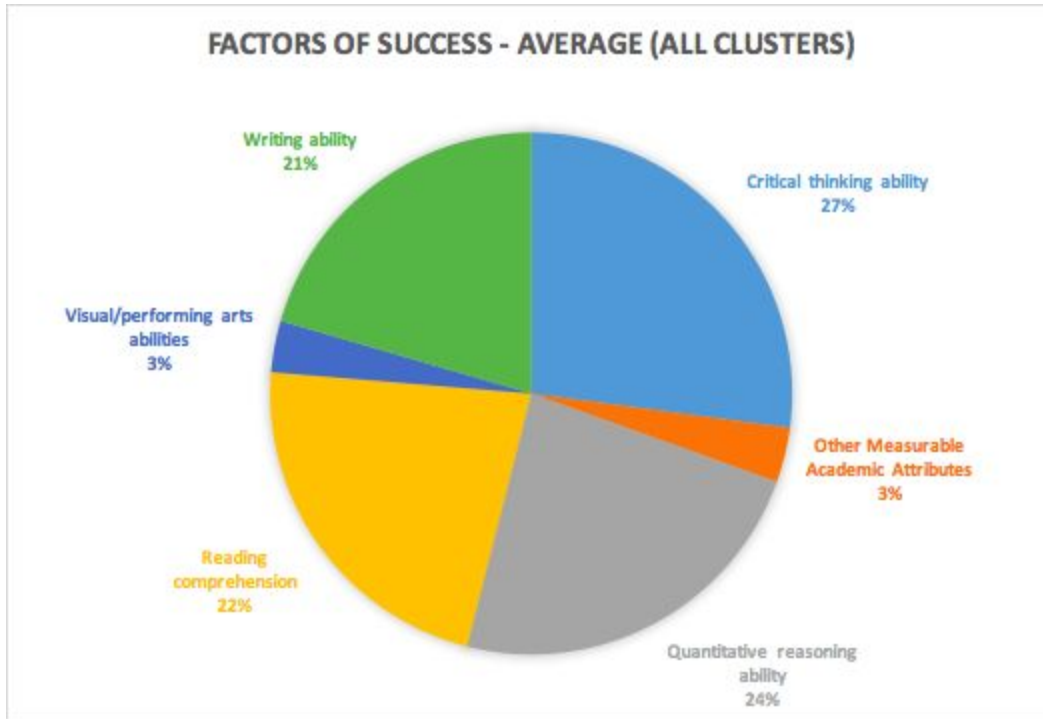
(Figure notes) All faculty were invited to complete a Qualtrics survey of their experiences and opinions regarding admissions factors. Survey invitations were sent to 776 faculty on the SDSU Senate distribution list, and responses gathered between March 28 and April 10, 2019. The survey was completed by 184 faculty members, a response rate of 23.7%. The figure details responses to the following question in the survey: *Based on your teaching experience, what factors have been the most integral to student success in your discipline? Please distribute 100 points to these broad academic factors. Note that this list does NOT represent the entire range of factors under consideration for future admissions decisions.*

- *Reading comprehension*
- *Writing ability*
- *Quantitative reasoning ability*
- *Critical thinking/analytic ability*
- *Visual/performing arts abilities*
- *Other measurable academic attributes, please specify: _____*

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Appendix E: Compact Scholar Background

Over time Compact Scholars have increasingly enrolled in STEM majors compared with all first-time freshmen.

STEM First-Time Freshmen Enrollment Trends

Historically, Compact students have enrolled in STEM fields at higher rates than non-Compact students and this trend has persisted over time. In Fall 2016, the proportion of STEM students participating in Compact was 8.9% higher than the average STEM enrollment rate at SDSU.

The proportion of STEM students entering SDSU has nearly doubled since Fall 2010. The proportion of STEM students participating in Compact has increased by 9 percentage points in the same time period. In Fall 2016, STEM students participating in Compact accounted for 15% of all STEM students at SDSU.
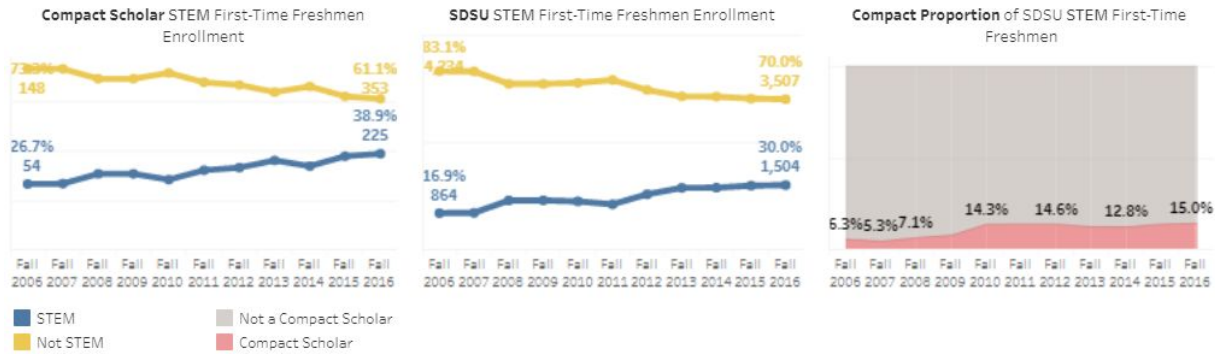
Source: SIMS/R (Office of the Registrar); Analytic Studies and Institutional Research

Compared with other local first-time freshmen with similar academic preparation levels, Compact Scholars graduate at lower rates after six years.

STEM Six Year Graduation Rate Trends - Local Student's Meeting Compact Scholar Requirements

When compared to STEM students with similar academic preparation, the graduation rate of Compact STEM students is **13.1% lower** than that of non-Compact STEM students.
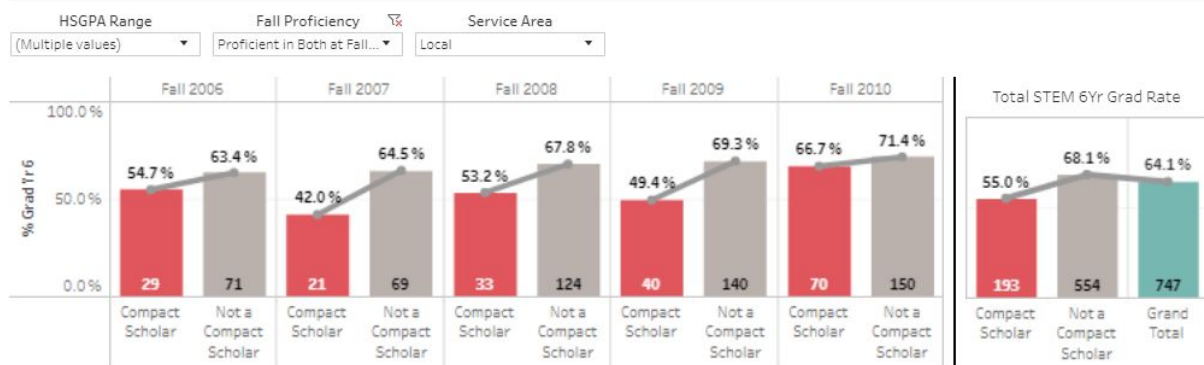
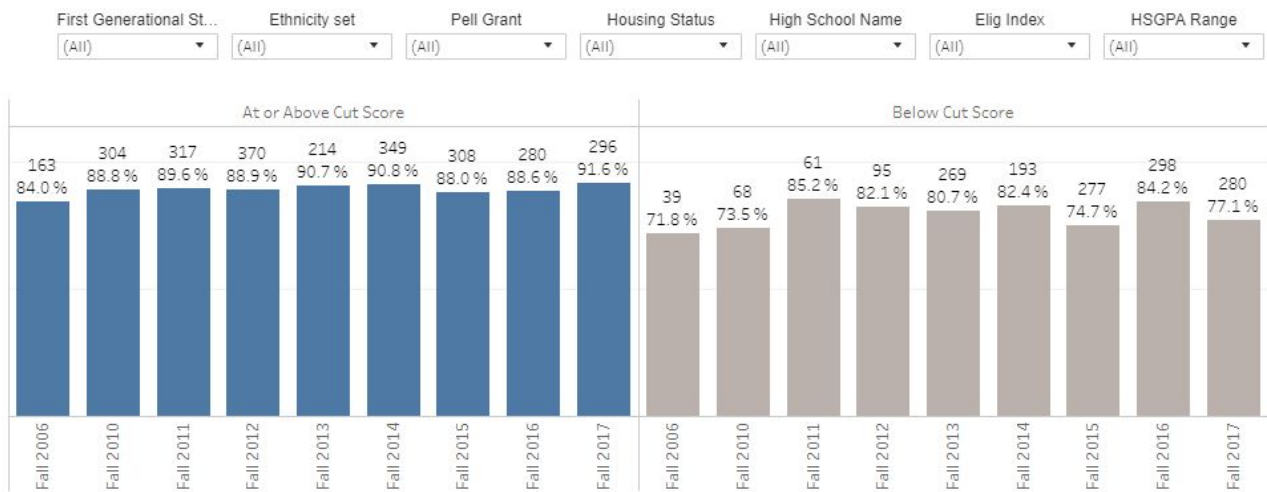*Source*: SIMS/R (Office of the Registrar); Analytic Studies and Institutional Research

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

The number of Compact Scholars admitted below SDSU admissions standards rose from 39 in Fall 2006 to 280 in Fall 2017. While the one-year continuation rate has risen for this group from 72% to 77%, it is well below the 91% of the Compact Scholars at or above the SDSU standards.

COMPACT SCHOLARS: One-Year Continuation Rate Trends

By Cut Score Group with Selected Filters

CAUTION: Selecting multiple filters may lead to small Ns and limit reliability of results.

First Generational St...	Ethnicity set	Pell Grant	Housing Status	High School Name	Elig Index	HSGPA Range
(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼	(All) ▼

At or Above Cut Score

| 163 84.0% | 304 88.8% | 317 89.6% | 370 88.9% | 214 90.7% | 349 90.8% | 308 88.0% | 280 88.6% | 296 91.6% |
| Fall 2006 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |

Below Cut Score

| 39 71.8% | 68 73.5% | 61 85.2% | 95 82.1% | 269 80.7% | 193 82.4% | 277 74.7% | 298 84.2% | 280 77.1% |
| Fall 2006 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 |

Source: SIMS/R (Office of the Registrar); Analytic Studies and Institutional Research

In exploring outcomes by academic preparation levels, Compact Scholars with a high school GPA at or above 3.5, one-year continuation rates are closer to the SDSU average even for those below the SDSU admissions standard. In Fall 2017, 88 Compact Scholars would have met this elevated high school GPA criteria below the cluster cut score.

28

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

COMPACT SCHOLARS: One-Year Continuation Rate Trends

By Cut Score Group with Selected Filters

CAUTION: Selecting multiple filters may lead to small Ns and limit reliability of results.

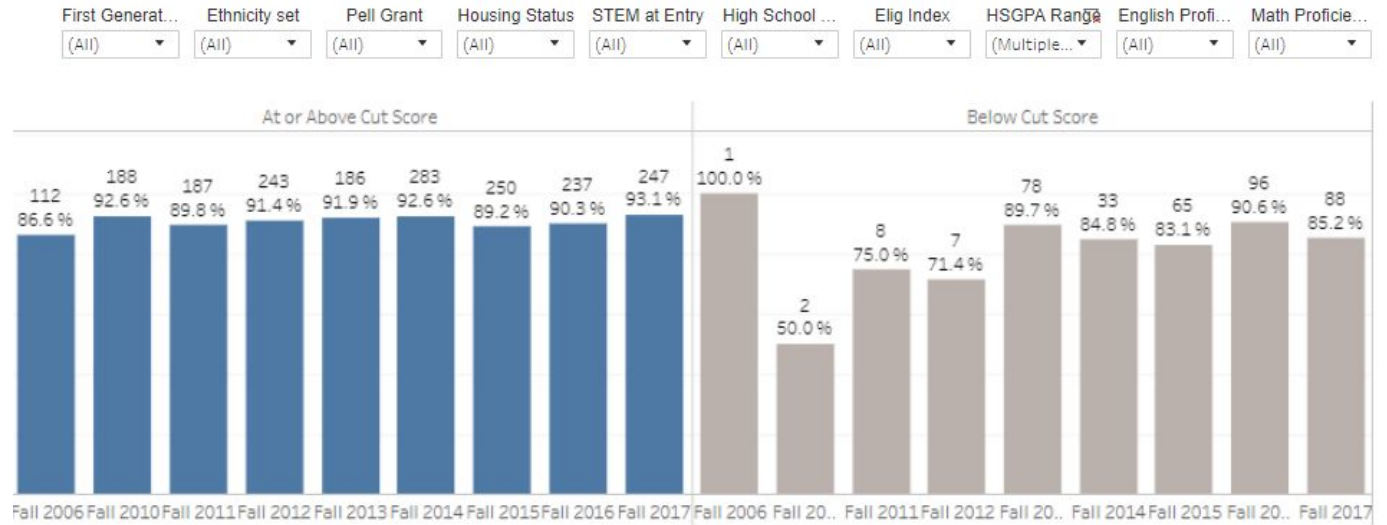*Source*: ERSS; SIMS/R (Office of the Registrar); Analytic Studies and Institutional Research

Of Compact Scholars who had high school GPAs below 3.5, fewer than half (41%) were Pell Grant recipients.

Compact Scholars with high school GPA<3.5 by Pell Grant Status

Row Labels	Pell Grant recipient	No Pell Grant	Grand Total	Pell Grant recipient	No Pell Grant	Grand Total
Fall 2014	224	318	542	41%	59%	100%
Fall 2015	245	340	585	42%	58%	100%
Fall 2016	236	342	578	41%	59%	100%
Fall 2017	245	331	576	43%	57%	100%
Fall 2018	246	396	642	38%	62%	100%

Source: SIMS/R (Office of the Registrar); Analytic Studies and Institutional Research

Compact Program Evaluation Companion Dashboard (restricted access)
Compact Outcomes Exploration (restricted access)

29

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Appendix F: Reality Changers Background

First-time freshmen admitted through the Reality Changers program have lower academic preparation levels as evident by average high school GPA and SAT scores.

Academic Indicators
By Reality Changer Status & New Student Category
Fall 2011 - Fall 2018 San Diego Campus

First-time Freshmen Average EI, High School GPA & SAT Composite

Enroll Reality Changer Participant	Not Reality Changer	Avg EI Reality Changer Participant	Not Reality Changer	Avg HS GPA Reality Changer Participant	Not Reality Changer	Avg SAT Reality Changer Participant	Not Reality Changer
48	38844	3918	4109	3.53	3.67	1051	1131

Reality Changers participants have higher probation and disqualification rates after year one compared to all other first-time freshmen.

Probation Rate, Disqualification & Average GPA After Year 1
by Entry Term, Reality Changer Status & New Student Category
Fall 2011 - Fall 2018 San Diego Campus

Row Labels	Enroll (EOT) Reality Changer Participant	Not Reality Changer	% Prob New Yr1 Reality Changer Participant	Not Reality Changer	% DQ New Yr1 Reality Changer Participant	Not Reality Changer	Avg GPA New Yr1 Reality Changer Participant	Not Reality Changer
First-time Freshmen	48	38844	6.3%	4.9%	16.7%	4.3%	2.54	2.95

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review

Following from the higher disqualification rates after year one, lower one-year continuation rates are also observed.

One-Year Continuation Rates
by Entry Term, Reality Changer Status & New Student Type
San Diego Campus

Row Labels	Enroll		% Cont After Yr 1	
	Reality Changer Participant	Not Reality Changer	Reality Changer Participant	Not Reality Changer
⊞ First-time Freshmen	37	33175	83.8 %	88.4 %

San Diego State University Undergraduate Admissions: Recommendations Toward a Comprehensive Review