SAN DIEGO STATE UNIVERSITY

SDSU Senate Agenda

February 4, 2020
NE-60
2:00 to 4:30 pm

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0. Call to order, Land Acknowledgement, and Principles of Shared Governance:

Land Acknowledgment: (to be offered by the SDSU Provost Hector Ochoa followed by a welcoming introduction of the newly hired SDSU Tribal Liaison Jacob Alvarado Waipuk) **Time Certain 2:00pm**

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

Shared Governance:

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

1. Approval of Agenda (Wheeler)

2. Approval of Minutes (Wheeler)

2.1. Motion to Amend a Set of Senate Minutes Previously Approved (Wheeler)

Replace “Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.” wherever it appears in the Senate minutes with “Explore potential sources of funding for more faculty lines.”

3. Senate Elections (Vaughn)

    3.1. College Representatives for the Internal Search Committee for the new VP of Student Affairs and Campus Diversity.....4

4. SEC Report (Butler-Byrd)

    4.1. Town Hall Focused on Curriculum Processes
    4.2. Referrals Chart.....6
    4.3. Referral to UCC, GE, and APP: Counting Engineering Courses as General Education Courses in Areas A, B, and D (Wheeler).....8

5. Academic Affairs Report (Ochoa) **Time Certain 2:30pm**.....21
    5.1. Budget Update with VP Wong-Nickerson…….....24

6. Report on the Merger of Division of Student Affairs with the Office of Diversity and Innovation (Santos-Derieg/Samarkos/Wood) **Time Certain: 3:15pm**

7. Senate Actions (Wheeler)

    7.1. Graduate Council (Bohonak) **Time Certain 3:00pm**.....49
    7.2. Second Reading: Motion to Change the Bylaws: Add Alumnae Representation on University Senate (Referral #6) (Montoya/Wheeler) 51
    7.3. Second Reading: Motion to Change Constitution: Create Senate Treasurer Position (Referral #7) (Atterton) 51
    7.4. Second Reading: Motion to Change Bylaws: Addition of Immediate Past Chair as Ex-officio Non-voting Seat on the Senate and the Senate Executive Committee (Referral #8) (Atterton) 52
    7.5. Second Reading: Motion to Change the Bylaws: Faculty Affairs: Proposed Membership Change (Referral #16) (Atterton) 54
    7.6. Motion to Change Policy File Language Governing the Staff Excellence Awards (Bertram) 55
    7.7. Motion to Recognize and Thank SDSU Staff Upon Their Retirement (Bertram).....58
    7.8. Committee on Committees and Elections (Vaughn).....59
    7.9. Faculty Honors and Awards Committee (Welsh).....64
    7.10. Diversity, Equity and Inclusion Committee: Proposed changes to the Nondiscrimination and Equal Opportunity 6.0 Chief Diversity Officer (Rhodes).....65
    7.11. Library Committee Proposed Revisions to Committee Membership (Beasley).....66
    7.12. General Education Curriculum and Assessment Committee (Canary/Wilson).....67

8. Reports to the Senate (Wheeler)

    8.1. ASCSU Report (Ornatowski) 70
    8.2. Graduate Council (Bohonak).....79

8.3. Faculty Affairs (Peter).....80
8.4. Academic Policy and Planning Committee (Hopkins).....82
8.5. Committee on Academic Resources and Planning (Reed/Ryan).....83
8.6. Committee on Committee and Elections (Vaughn) 88
8.7. Undergraduate Curriculum Committee (Verity).....89
8.8. University Relations and Development (Vargas).....108
8.9. Deferred Maintenance Committee (Canary) **Time Certain 3:45pm**.....113

9. Committee of the Whole (Wheeler)
   9.1. Senate Resolutions, University Policy File, and Senate Processes

Search Committee for the VP Student Affairs & Campus Diversity – Faculty Members

Note: Two (2) faculty members, with no more than one from any College/Unit, must reach simple majority of the vote (50+%)

Tonika Green, Professor, Counseling & School Psychology (EDU)
My leadership roles include, 18 years of experience as a faculty member at SDSU, University Senator, Chair of Committee on Committees (Senate), School Psychology Program Director, Grant Director, university and community chairships, and Director and Founder of the African American Mentoring Program (AAMP), which is devoted to recruiting, retaining, and reaching students of African descent. In my newest leadership position within DDI, I serve as the Charles Bell Scholar to oversee the Henrietta Goodwin Scholars Program which provides mentorship and academic support for African American freshmen. I have participated in several searches and would feel honored to use my expertise and be a voice for those I represent.

Rebecca Lewison, Professor, Biology, (SCI)
The new organizational structure of Student Affairs and Division of Diversity and Innovation provides an excellent opportunity to strengthen the University's efforts and commitments to support student success and campus diversity. From serving two terms as a Senator, representing College of Science on AR&P and PBAC, leading campus initiatives to strengthen shared governance, and working as a member of DDI, I am keen to serve on the search committee to find the new VP for Student Affairs & Campus Diversity.

Angela Coker, Associate Professor, Division of Diversity and Innovation
I am currently an Associate Professor and serve as the Director of Inclusive Faculty Recruitment and Retention within the Division of Faculty Recruitment and Retention. I am interested in serving on the VP search committee because I believe university service is vital in academia. I have over 20 years of experience serving on various search committees in higher education.

Mahasweta Sarkar, Professor, Electrical and Computer Engineering (ENG)
I serve as the Chair of my College's Diversity Equity and Inclusion committee and also as the liaison to the DEI University Council. I am very well acquainted with the University's current momentum about diversity and believe that I can help the committee select the right candidate in sync with the university's goals in regards to DEI.

Arthur Santana, Associate Professor, Journalism & Media Studies (PSFA)
Born and raised in South Texas, I was a first-generation college student (no one in my family had ever gone to or graduated from college). As a Latino, growing up in an impoverished, primarily Latinx part of town, I was bused to the affluent schools as part of a city-wide integration program. In college, at UT-Austin, I navigated the often-confusing waters of college life with little or no help from outside sources. For these reasons, I know all too well the plight of minority students, their struggles and expectations from others, including professors. From those experiences, I have made it a central goal to be an advocate for campus diversity and

equality. Having worked in my field of study for 14 years before joining academia, I also have a keen appreciation of the rigors and demands of working outside of academia, particularly for minorities. At the University of Oregon, I taught English As a Second Language (ESL) classes at the local community college to mostly immigrant laborers. My leadership roles at SDSU includes participating in the annual Binational Association of Schools of Communication (BINACOM) conference, which brings together communication educators and students from the U.S./Mexico border region. For the past two years, and continuing into a third, I have also been the JMS undergraduate chair, served on the university's Student Media Advisory Committee (SMAC), and served as the faculty adviser for the Society of Professional Journalists (SPJ).

Philip Greiner, Professor, School of Nursing (CHHS)
I have served on several Dean search committees at SDSU, am a current Senator, and have served as Director of the School of Nursing for eight years. During that time, our school moved to a 120 unit curriculum (from 138 units) and to direct admission to the Nursing major, changes that have improved our four-year graduation rates and enhanced our student focus. Our student diversity and our percentage of Pell-eligible students is seldom matched in nursing programs. I am committed to working to further the success of all of our SDSU students and faculty, while increasing our diversity and equity.

Penelope (Jenny) Quintana, Professor, School of Public Health (CHHS)
She is a champion for our department in faculty diversity and has supported me throughout my time at SDSU as a Latina junior faculty member. I can't imagine a more qualified and fair-minded faculty to represent us.

Hisham Foad, Associate Professor, Economics (CAL)
Dr. Hisham Foad is an Associate Professor of Economics and Chair of the Economics Department. As someone who has served on the Student Grievance Committee and the College of Arts & Letters Student Success Team, he has a keen understanding of the intersection of student and academic affairs.

Peter Herman, Professor, English & Comparative Literature (CAL)
Professor Herman is a full professor and senior member of CAL. He has a distinguished record of service as chair of the College RTP committee. He also served as co-chair of Provost Enwemaka's review.

Referral Chart - January 2020

	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.	Senate Officers
5	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
6	Constitution and Bylaws	September 2019	Research the viability of alumnae representation on the University Senate.	Senate Officers
7	Constitution and Bylaws	September 2019	Research the proposed addition of a treasurer add to the Senate Officers.	Senate Officers
8	Constitution and Bylaws	September 2019	Research the proposed addition of an ex-officio non-voting seat for the Immediate Past Chair of the Senate.	Senate Officers
9	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
10	Grad Council	September 2019	Create an SDSU Award for Most Outstanding Teaching Assistant.	SEC

11	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
12	AP&P	October 2019	Develop a policy for Senate PBAC appointments.	SEC
13	AP&P	October 2019	Develop a policy for Service Learning course designation.	SEC
14	Staff 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
15	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
16	Constitution 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
17	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
18	Freedom of Expression Committee	January 2019	Review and recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Senate Officers

* = extended timeframe for completion

February 4, 2020

To : Dr. Salvador Hector Ochoa, Provost & Senior Vice President

Dr. Mark R. Wheeler, University Senate Chair

Dr. Norah Shultz, Associate Vice President

Dr. Heather Canary, Chair of GE committee

Dr. Larry Verity, Chair of University Undergraduate Curriculum Committee

Dr. D.J. Hopkins, Chair , AP&P Committee

From: Yusuf Ozturk, Professor and Interim Associate Dean for Undergraduate Programs, College of Engineering

Sub: College of Engineering Unit Reduction and General Education Requirements

The National Academy of Engineering's *"Engineer of 2020[1]"* strongly encourages colleges and universities to prepare engineers who understand that engineering problems, as well as their solutions, are embedded in complex social, cultural, political, environmental, and economic contexts. Developing solutions that account for this enlarged problem space require engineers to access, understand, evaluate, synthesize, and apply information and knowledge from engineering as well as other fields of study. This is the core foundation driving the ABET criteria which governs student learning outcomes for engineering programs.

The fundamental challenges we face in our lives rarely come packaged in neat, disciplinary boxes but confront us as complex problems that require us to draw on multiple areas of knowledge, habits of mind and heart, and methods of engagement with the world. Integrated learning is necessary to prepare students to address climate change, reduce global poverty without destroying the environment, resolve conflict peacefully, foster democracy, and handle similar challenges that will shape our lives in the coming years. These are multi-faceted problems that can only be addressed by acknowledging the inherent dimensionality of the issue, whether it be political, legal, scientific, economic, educational, psychological, rhetorical, aesthetic, and/or spiritual. In the College of Engineering, we investigate modern problems from multiple angles and analyze their solutions through the integration of interdisciplinary knowledge.

A diverse and technically literate core of engineering program graduates is needed now more than ever before to tackle and transform the challenges facing our modern world. In order to prepare our engineering

[1] National Academy of Engineering. 2004. *The Engineer of 2020: Visions of Engineering in the New Century*. Washington, DC: The National Academies Press. https://doi.org/10.17226/10999.

students to be effective and ethical professionals, citizens, and individuals, we embrace the reform of engineering and general education curriculum to offer our students a more effective and coherent experience.

The College of Engineering mission statement is a testimony of our dedication to an innovative integral education, research, and dissemination of knowledge. It is our mission to instill the critical thinking necessary of our graduates to recognize problems surrounding human and societal needs and develop innovative and sustainable engineering solutions.

While we provide the best integrated education to College of Engineering students, our program is subject to several constraints imposed by CSU and ABET, our accrediting institution. ABET enforces several constraints on engineering programs, by specifying the minimum number of math and science courses as well as the minimum number of core engineering classes our engineering students must complete. ABET requires that engineering students gain capstone design experience through a sequence of courses and develop critical thinking skills through our program. In addition to ABET, CSU general educational requirements place additional constraints on our program which amounts to 48 units. In fact, while CSU requires only 12 units in CSU general education area B, ABET requires our students to take a minimum of 30 units in this area. Our students are required to take a minimum of 66 units, amounting to %55 percent of the target 120 units outside the college to satisfy ABET and CSU general education requirements. We believe in the importance of graduating engineers who can access, understand, evaluate, synthesize, and apply information and knowledge from engineering as well as other fields of study. We strive to incorporate interdisciplinary knowledge units that are central to engineering design in engineering courses in a holistic way as part of our integrated learning approach. However, CSU mandated general education requirements can only be met by a checklist of courses in various areas. This proposal aims to show that CSU general education requirements can be partially satisfied by holistically completing the area outcomes within the engineering program and thus asks for a variance to satisfy certain general education requirements through the engineering curriculum.

At the present time, 48 total GE units are required for graduation at SDSU. These come from

Area A: Core Competencies (9 units)
Area B: Scientific Inquiry and Quantitative Reasoning (12 units)
Area C: Arts and Humanities (12 units)
Area D: Social Sciences (15 units)
Area E: Lifelong Learning and Self Development (3 units)
Area Z: Cultural Diversity (0-3 Units)

The constraints placed on the engineering curriculum makes completion of all 48 units of GE courses outside engineering a unique challenge. For example, according to the 2018-2019 Bulletin, we see that to major in Chicana and Chicano Studies, a student must satisfy only 21 units of the 120 unit curriculum outside the major, and that 27 out of the 48 units of the CSU general education (GE) requirements are satisfied by major courses. A student majoring in Africana Studies must complete 120 units out of which only 24 units are taken outside the major, 24 out of the 48 units of GE requirements are satisfied by major courses double counted towards GE credit. In the Linguistics department, a minimum of 18 out of the 48

units of general education requirement are satisfied by double counting major courses which are approved GE courses.

As with many other departments at San Diego State University, Engineering students should be able to meet some of their GE requirements through limited double counting. However, due to the nature of the major and compartmentalization of GE courses, engineering students complete all 48 units of general education requirement through direct coursework. Engineering students currently do not receive exemption in any category and are required to satisfy all 48 units of GE.

Attached please find the College of Engineering proposal to align engineering curriculum with general education learning outcomes, thus reducing the number of GE courses that can only be satisfied through direct coursework. We anticipate that this proposal, if approved, will allow the College of Engineering to reduce the number of units required for graduation to 120 units as required by Title 5 section 40508. We are proposing that our students achieve the necessary GE learning outcomes in two areas in a holistic manner, as opposed to a checklist of individual courses.

Proposed Plan for Unit Reduction in Engineering Programs

The accrediting agency (ABET) for the College of Engineering recognizes that engineers must have a "solid educational foundation" and be "capable of leading the way in innovation, emerging technologies, and in anticipating the welfare and safety needs of the public." In accordance with these values, the College strongly supports General Education as the foundation of a liberal education for all of its students. Nevertheless, the College must also meet the expectations of employers and of ABET in training its students. As of the Fall 2019 semester, the number of units required to graduate with an engineering degree is provided in Table 1.

Table 1: Number of units required to graduate with an engineering degree as of Fall 2019

Program	Total Units	GE units	Abet Math Sci.Units
Electrical Engineering	133	48	30
Computer Engineering	132	48	30
Mechanical Engineering	140	48	30
Civil Engineering	138	48	30
Construction Engineering	133	48	30
Environmental Engineering	136	48	30
Aerospace Engineering	140	48	30

Engineering is a professional degree program in which graduates take jobs in the industry as engineers in their respective fields. Engineering programs are assessed by ABET, which places constraints on the minimum number of units required from major courses as well as math and science courses. There are constraints on the number of units required from major courses and as well as by CSU general education requirements. As shown in Table 1, College of Engineering programs currently require 132 to 140 units for successful degree completion. As a result of the combined constraints placed on our program by GE requirements and ABET requirements, the Chancellor's Office mandate to reduce units in all programs to 120 without a specific exemption in Title 5 creates an untenable situation for the College. College programs submitted proposals to reduce their number of the major units to the bare minimum possible without jeopardizing ABET accreditation. The program proposals are in the curricular process pipeline as of Fall 2019 semester. Table 2 summarizes the number of units after the major unit reduction.

Table 2: Number of units required after proposed reduction from major units

Program	Fall 2019 Units	Reduction from Major	GE Units	Credit hours after unit reduction
Electrical Engineering	133	7	48	126
Computer Engineering	132	6	48	126
Mechanical Engineering	140	14	48	126
Civil Engineering	138	3	48	135
Construction Engineering	133	3	48	130
Environmental Engineering	136	9	48	127
Aerospace Engineering	140	8	48	132

Reducing the major units beyond the drastic cuts from the major will result in losing our accreditation. It will also jeopardize our students' employability in the competitive engineering job market. ABET requires engineering programs to include a minimum of 30 units of math and science courses (CSU area B) while CSU requirement is only 12 units. Combined ABET math and science requirements and CSU GE requirements sums up to 68+ units, more than half of the 120 unit program mandated by CSU executive order.

- Executive Order 1100, which governs General Education in the CSU System, requires that students complete a minimum of 12 semester units in the Natural Sciences and Quantitative Reasoning area (Area B). Engineering students take more than 30 credit hours from Area B per ABET requirement. The subarea restrictions placed on the courses by CSU in Area B results in an increase the number of units engineering students has to complete in this area. As a result of this restriction, College of Engineering departments can not freely choose math and science courses that are going to contribute to the major as well as satisfy general education requirements. <u>The College is requesting a variance that would allow engineering students to complete Area B with 12 unrestricted hours of coursework from approved Area B courses, rather than requiring them to complete specific subarea requirements. Although this change may not result in a net unit reduction, it will allow engineering programs to choose a cohesive set of GE courses among approved GE courses in area B.</u>

- General critical thinking skills apply to all engineering disciplines. For example, engineers attempt to be clear as to the purpose at hand and the question at issue. They question information, conclusions, and points of view. They strive to be accurate, precise, and relevant. They seek to think beneath the surface, to be logical, and objective. They apply these skills to their reading and writing as well as to their speaking and listening. They apply them in professional and personal life[i]. Engineering majors score high in national tests of critical thinking because this essential professional skill is taught and assessed through a variety of engineering courses. The College is requesting that engineering majors be allowed to meet the General Education Critical Thinking requirement as part of its major requirements, rather than by completing a course in GE Area A.3. The College will cooperate with the Division of Academic Engagement and Student Success to regularly assess Engineering students achievement of the GE Program learning goals associated with Critical Thinking.

- ABET accreditation requirements clearly define the achievements expected of a "well-educated engineer." These include both "an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability" and "the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context." These goals, which are achieved by Engineering students in their capstone courses and experiences, share core values with upper division courses within GE Area D, Explorations in the Social Sciences, which emphasize that students should be able to "analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice." Accordingly, the College requests that engineering majors be allowed to meet the learning goals for GE Area D through major capstone courses and projects. The College will cooperate with the Division of Academic Engagement and Student Success to regularly assess Engineering students achievement of the GE Program learning goals associated with GE Area D

The College of engineering programs cannot reduce the number of major units further without risking ABET accreditation. To attain the 120 unit program required by CSU Chancellor's Office we are requiring 6 units of reduction from GE credits by satisfying these units with Engineering courses. In Table 3, we provide proposed credit hours in the engineering degree programs after the GE unit reduction.

Table 3: Proposed Credit Hour Adjustment

Program	Credit Hour after Major Unit Reduction	GE Unit Reduction	Total
Electrical Engineering	126	6	120
Computer Engineering	126	6	120
Mechanical Engineering	126	6	120
Civil Engineering	135	6	129
Construction Engineering	130	6	124
Environmental Engineering	127	6	121
Aerospace Engineering	132	6	126

Background

1. Engineering programs have unilaterally reduced the total credit hours for the BS degree from 140 units to 126-132 units. Table 3 shows the major unit reduction after the proposals in the pipeline are approved.
2. Further reduction in major units for the BS degrees in Engineering will jeopardize ABET accreditation. As a professional degree program, we will also not be able to respond to industry needs and provide engineers with core qualifications to the workforce. Our graduates will not be able to secure jobs in the competitive job market.
3. The College of Engineering conducted a survey of CSU engineering programs about the various GE accommodations made by different campuses. Our goal is to take the superset of these accommodations in making campus decisions for reducing GE units. This proposal reflects a subset of changes made at several other CSU campuses as given in Table 4.
4. There will be no adverse effect on ABET accreditation if the required GE variances are granted.

Table 4: GE integration and Unit Reduction Plan

Category	**College of Engineering is asking for**	**Other CSU campuses which waived this GE requirement or passed a resolution to met in major**	**Comments**
A.3 : Critical Thinking (3 units)	College is requesting that engineering majors be allowed to meet the General Education Critical Thinking requirement as part of its major requirements, rather than by completing a course in GE	Chico , Sacramento, San Francisco, Fullerton, Long Beach, Bakersfield, Fresno, Humbolt State, Los Angeles, Northridge , San Jose,	Critical thinking is part of the engineering experience distributed throughout the curriculum.

B.2: Life Sciences (no unit reduction aimed)	A variance to allow engineering students to complete Area B with 12 unrestricted hours of coursework from approved Area B courses.	Long Beach, Northridge, SJSU, Fullerton	Engineering students take more than the 12 units required for Area B. ABET requires engineering students to complete 30 units in this area.
D : Social Sciences Explorations (3 Units)	The College requests that Engineering majors be allowed to meet the learning goals for GE Area D through major capstone courses and projects	Chico, Sacramento, Fullerton, Long Beach, Bakersfield, Fresno, Humbolt State, Los Angeles, Northridge, San Jose,	Allows senior design part A satisfy GE Social Sciences requirement. Requested variance will also serve to fulfill the minimum-unit requirement in upper division GE.

General Education Accommodation and Rationale

CSU Area A.3: Critical Thinking (3 units)

Critical thinking is a mode of thinking — about any subject, content, or problem — in which the person improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing the topic. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

At San Diego State University, lower division writing and critical thinking requirements are satisfied by a sequence of two courses (RWS 100*: The Rhetoric of Written Argument*, and *RWS 200: The Rhetoric of Written Arguments in Context*). These writing courses aims to satisfy two of the three parts of the "Communication and Critical Thinking" component of the General Education program: "Composition" and "Intermediate Composition and Critical Thinking." The goals of CSU general education area A are :

1) craft well-reasoned arguments for specific audiences
2) analyze a variety of texts commonly encountered in the academic setting
3) situate discourse within social, generic, cultural, and historic contexts
4) assess the relative strengths of arguments and supporting evidence.

In RWS 100, students analyze claims, evidence and reasons; they locate argumentative moves and rhetorical strategies; they pose critical questions, interrogate assumptions; they evaluate the strengths and weaknesses of texts, conduct research, and produce arguments of their own. Students practice close-reading strategies. They read for clues about the context, community, and culture in which these texts were written and to recognize strategies for appealing to audiences. RWS 200 aims to reinforce the work done in RWS 100. The course focuses on the contexts of arguments and discovering what arguments are responding to, both in the sense of what has come before them and in the sense that they are written for an audience in a

place and time[2]. The aim of this course is met in the engineering curriculum through a set of courses that develop critical thinking within the engineering context.

Critical thinking is foundational to engineering education and to engineering practice. Critical thinking for engineering students, as well as future engineers, is important as these specialists work in the areas of telecommunication, information and communication technologies, mechatronics and robotics, physics, machine building and other engineering areas which require accuracy and fidelity, clearness of actions, practical thinking, attentiveness and systematization. These skills all derive from the ability to think critically and provide a reasonable argument and show a high level of professionalism. Consequently, it is crucial to introduce critical thinking activities in a study process and drill those skills within all courses given in the program, ranging from humanities to profession-oriented courses. National assessment (CLA-Collegiate Learning Assessment) shows Engineering and Computer Science students at the top of the spectrum for critical thinking[3].

Through the education in the engineering program, students recognize the importance of cultivating intellectual dispositions that are essential to excellence of thought. Students develop Intellectual Humility, which implies being aware of individual biases, prejudices, self-deceptive tendencies, as well as the limitations of viewpoint and experience. *Licensure as a Professional Engineer (PE) explicitly demands that engineers self-consciously restrict their professional judgments to those domains in which they are truly qualified*. Students develop Intellectual courage, which includes questioning the beliefs of their culture and any subculture to which they belong, as well as a willingness to express views even when they are unpopular (with management, peers, subordinates, or customers). Students develop awareness of the need to actively entertain views that differ from their own, especially those with which they strongly disagree. They develop skills to accurately reconstruct the viewpoints and reasoning of their opponents and reasoning from premises, assumptions, and ideas other than their own. Intellectual Integrity is an essential trait for all engineers as they need to hold themselves to the same intellectual standards they expect others to honor. They need to be aware of the contradictions and inconsistencies in their method of dealing with technical issues. Every engineering graduate develops Intellectual Perseverance and works their way through intellectual complexities despite frustrations inherent to the task. Additionally, engineering students must develop intellectual autonomy, fairmindedness, and intellectual curiosity as they go through the engineering program.

Engineering students learn how to develop solutions to real world problems as they go through the engineering program. Students analyze engineering design using a set of elements of thought. Every design problem starts with understanding the purpose of the design. The question at hand needs to be carefully analyzed to understand the value, the customer, the need for a new design, the possibility of utilizing an existing design, and the time to market. Engineers need to study the problem at hand from several points of view and identify all boundary conditions and assumptions. They need to locate or develop missing information. They need to understand and debate on the models that would apply to this design problem and make inferences about the set of candidate solutions. They need to craft arguments for any design decisions they make. If they rejected a potential solution, they need to discuss the difference in rationale and opinion. Finally, they need to understand the implications of this design. As they go through the engineering program, students have to develop their writing and presentation skills. By the time they

[2] RWS premier Draft September 07, 2016
[3] https://cae.org/flagship-assessments-cla-cwra/cla/

graduate, every engineering student must submit a written thesis and make public presentations both in class and during the design day.

In addition, ABET mandates that Engineering Programs demonstrate that students attain the following seven (1) – (7) outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Although the term critical thinking is not used in any outcome, they all require the process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information. Engineering undergraduate programs are designed to meet the outcomes (1) – (7) and are assessed to evaluate level of attainment of these outcomes by each program.

Table 5: Curriculum Map for ABET outcomes (3) , (4) and (6) - Selected Core Courses

		Comments	Abet Outcomes						
Course	Title		1	2	3	4	5	6	7
EE210	Electric Circuits				X	X		X	
ME 240	Introduction to Engineering Materials		X	X	X	X		X	
ME 241	Materials Laboratory			X	X	X	X	X	
AE403	Aerospace Senior Project		X	X	X	X	X	X	X
AE303	Experimental Aerodynamics		X		X	X		X	X

CSU Area B: Scientific Inquiry and Quantitative Reasoning

Article 4 of Executive Order 1100 states the following for "Area B Scientific Inquiry and Quantitative Reasoning":
Area B requires 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course, and into mathematical concepts and quantitative reasoning and their applications. Campuses shall not exceed these unit requirements.

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example."

CSU Area B1 and B2

Engineering students take far more math and science courses than what is mandated by Article 4 of Executive Order 1100 for "Area B Scientific Inquiry and Quantitative Reasoning". ABET mandates engineering programs to include 30 units of math and science courses that forms the basis for ABET program outcome and assessed per ABET requirement. ABET outcome 6 is also tied to GE area B1 and B2 with experiment design and experimentations and analysis of the experimental data to draw conclusions.
Abet Outcome (1) : an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
Abet Outcome (6) : an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

All of these degrees require a substantial number of physical science cognates and have specific ABET learning outcomes associated with them. Thus, the major coursework thoroughly covers the four Area B goals pertaining to (1) the basic principles and concepts of natural sciences, (2) the scientific method, (3) the applications of the natural sciences in everyday life, and (4) the role science and technology play in society. However, these programs do not limit themselves to the coverage of these topics from a physical science perspective. The engineering courses cover many learning outcomes that draw from the life science repertoire. Examples include:

- Dexcom labeling and adhesive material comparison post sterilization testing (continuous glucose monitoring)
- Dexcom overlay patch performance characterization (continuous glucose monitoring)
- Dexcom wearable to patch shear strength(continuous glucose monitoring)
- Total Dissolved Solids Filtration System (for pool water treatment applications)
- Water Desalination Tray (drinking water from salt water application)
- QL+ Bicycle handlebars for a below elbow amputation prosthetic user
- QL+ One handed pill bottle opener (first part); pill dispenser for caregivers (second part)
- QL+ Protective cap for individuals with upper extremity osseointegration
- QL+ Military grade radial nerve palsy hand splint for special operations command
- QL+ Touchscreen device for upper extremity prosthetic user
- Fabrication and Characterization of Reduced-Density Impact Mitigating Foams

- Exoskeleton Biomechanics Research Platform
- Prosthetic Glove (Phase 2 - builds upon successful 2018-2019 ME 490 project)
- Rotating magnetic field device w/microscope (application to blood clot treatment)
- Small ultrasound device to align and pattern polymer fibers for tissue engineering purposes
- Upgraded pressure chamber for supercritical CO2 carbon capture (supports global warming research)
- Design and build a mechatronics testbed to demo components used in the bio-tech industry
- ZIP Launchpad - Freebody project (innovative sports knee brace)
- Wheelchair Carrier for a Motorcycle
- Surf Board Control for below waist dual amputation user
- Stability Brace for Stroke Patients
- Brewery Waste Water Treatment
- Wheelchair to Ice Hockey Sled Transfer System
- Prosthetic Glove
- Ethiopia Farming - Sickle Replacement for Cutting Teff
- Miniature pressure vessel for supercritical CO2 sequestration
- Automatic Seed Sowing Machine/Robot

3. CSU Area D. Explorations in the Social Sciences/Upper-Division GE (3 units)

Engineering curricula are hierarchical in nature. Students build on the concepts that are learned in the lower-division courses and gain mastery of the concepts and skills in the upper-division classes.

ABET Criterion 5 mandates that students must be prepared for engineering practice through a curriculum culminating in a major design experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints.

Engineering programs fulfill this mandate through several courses in the curriculum which feed into the senior design course. The culminating design experience for our students at SDSU is provided in the senior design course where students in groups of 4-6 are assigned a real life problem to study and develop a solution. The senior design course ensures that students meet ABET-mandated goals including demonstrating "an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors " and "an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts".

The culminating design experience requires students to work on large-scale, team-oriented design projects. Students, in teams of typically 4-6, work on engineering design projects from conception through implementation and testing under the supervision of the instructor. The team first explores technological issues related to the project and then prepares a complete design. The design is then implemented and demonstrated. This includes the completion of a prototype, testing and demonstrating the performance, and the evaluation of results. Teams regularly meet with the instructor to track technical and project management issues. The development of design skill, based upon previous and current courses and

laboratory experience, is accomplished by participation in the design project. Several written reports and oral presentations are required of the students throughout the course of the design project.

The senior design course addresses technical and non-technical issues as they relate to the project. Such non-technical issues may include potential ethical dilemmas, social impact, health and safety provisions, political ramifications, regulatory requirements, economic considerations, maintainability, usability, sustainability and environmental impact. The senior design course covers the following subjects:

Ethical : Ethical conduct is what one ought to do in working with others. It is the right thing to do, the moral action. It is not surprising that virtually all of our professional societies and groups, in all professions, have codes of ethical conduct. Professions realize that there are good and bad ways of working with others, and we need to make the distinction. Students are asked to seek an answer to the question: what ethical questions were or could be raised about this project? The students develop awareness of the ethical conduct and the importance of this topic through lectures and reading assignments.

Science, Technology, and Society : Engineering is practiced within a social context, within a community of other people. Sometimes that community is defined very narrowly, sometimes very broadly. A focus on social issues allows us to consider the impact of our work on society. If we develop this product, or implement this system, what will be the effect? All of our human developments, in engineering and elsewhere, have unanticipated consequences, some good, some bad. We have an obligation to reflect on these consequences as well as we are able. This is an important component of our senior design project course.

Civic Engagement : Many of our projects are very political in nature, requiring us to take into consideration the will of the general public, usually through elected representatives. Engineers who work on public projects need to understand the political processes that make such work possible. What regulatory agencies and/or professional societies may need to approve some aspect of the project and how might the engineer influence such approval?

Economic : Economic considerations in engineering concern the costs of the various steps in the project. Such costs are usually dependent on the engineering decisions that are made during the design phase. Alternative approaches may offer cost options. We also need to consider the cost of money. How do we pay for the cost of product development? If we must borrow significant amounts of money how do we account for the cost of the loan in the pricing of the product? What economic considerations arose in the project?

Health and Safety : We develop our products for the use of the public. We must consider health and safety issues related to our product. How safe does a product have to be? Are there laws that determine this? Are there related ethical issues? What health effects are relevant? What health and safety issues arose in the project?

Manufacturability : Manufacturability issues are of great importance. Can the product be built? Is there an easier way to build this product than first imagined? What development time issues arise? What are the cost issues? Could the project be manufactured? What problems might arise?

Usability : Usability refers to what is sometimes called “user-friendliness.” Is the device straightforward, easily learned and easily used by the end user. Is the product usable?

Sustainability : Sustainability means two things in engineering: one is a narrow sense, the other a broad sense. In the former sense, sustainability refers to the degree to which a product that is developed can continue to be viable and useful for a reasonable amount of time. A product that fails soon after it is built and cannot be repaired or updated or modified to fit new needs is not a sustainable product. In the broader sense, a community or region or a world, perhaps, that uses its resources effectively so that it can sustain its life for a long time is said to be sustainable. We say that such a community has a sustainable economy. Engineering can help develop sustainable economies. What sustainability issues arise?

Environmental Impact : All of our products and systems have some environmental impact, in the uses of valuable resources, or in the production of pollution, or in other changes in our surroundings. The engineer is obliged to consider such impacts, and to point them out where they arise, or are a threat. What are the environmental issues related to the product we are developing?

In every senior design project, engineering programs covers these issues which share core values with the CSU general education area D objectives. Furthermore, the Area D learning outcomes are covered within the major by the ABET mandated student outcomes (2) and (4) and assessed rigorously by ABET.

ABET Mandated Outcomes (2) and (4) for Engineering Programs:

- **Outcome (2):** an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- **Outcome (4):** an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Table 6 : Curricular Map for ABET outcomes 2 and 4.

		Comments	Abet Outcomes						
Course	Title		1	2	3	4	5	6	7
EE490A	Senior Design Part A		X	X	X	X	X	X	X
ME 490A	Engineering Design: Senior Projects A		X	X	X	X	X	X	X
AE403	Aerospace Senior Project		X	X	X	X	X	X	X
AE460A, 460B	Aerospace Applications		X	X	X	X	X	X	X
CIVE 495	Senior Design		X	X	X	X	X	X	X

The culminating capstone design experience supplemented with the ABET learning outcomes covered in the major coursework satisfies both the intent of Area D, Explorations in the Social Sciences and the general intent of the upper-division GE requirement.

S. Hector Ochoa
Provost's Senate Report
January 28, 2020

1. Allocation of GI 2025 Funds.

The attached chart provides information regarding how GI 2025 funds allocated to SDSU were allocated across Colleges and units.

2. SDSU Strategic Plan

The Strategic Planning Committee has made changes to the 5 proposed strategic priorities based on the feedback we received from the at-large SDSU community. The proposed strategies are provided below.

- ***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, a future Mission Valley location, microsites, programs around the globe and online. We span the entire California-Mexico border and serve the world.

- ***Students 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, lifelong 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 Research University, Our New Frontier: SDSU will forge a path to elevate our stature as a research university where excellence and access converge.*** As a community of scholars, SDSU is committed to forging a distinct identity as a public research university that

prepares students to address societal and global needs. We will leverage SDSU's unique stature as a community-engaged, border-connected, Hispanic-Serving Institution located on Kumeyaay land. We are committed to developing infrastructure and resources that enable our research activity to grow while continuing to support excellence in teaching.

- ***Equity and Inclusion In Everything We Do: 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.

- ***Resilient. Designed to Thrive: SDSU is committed to building a resilient university through innovative practices.*** We commit to using our resources with transparency, equity and accountability in alignment with the university's goals. We must develop new revenue streams to meet our scholarly and teaching aspirations, our dedication to community and diversity, and the athletic endeavors of the university. With a focus on global and environmental sustainability, SDSU will invest in physical infrastructure, technology and organizational practices that prioritize the responsible management of resources.

GI 2025 Funding Allocation

College	One-time Funding Requests and Activities [1]						Notes
	Supplemental Instructional Support [2]	Additional Course Sections [3]	Assigned Time [4]	Software and Learning Analytics [6]	Other (e.g., Supplies, Operational budget)	**College 1-X Total**	
CAL	$ 90,000					$ 90,000	SI funds ($90K) to hire tutors and/or TAs for lower-division classes in Political Sciences, Philosophy and Economics where there is a high rate of DFWs.
BUS	$ 72,736	$ 97,021				$ 169,757	SI funds ($72K) to expand BA 100 and provide tutoring and ISAs in high-challenge classes including accounting, BA and MIS. Additional section funds ($97K) to offer extra section in BA 310, BA 323, BA 350, BA 405, MKTG 479, MIS 301 and Acctg 334 courses.
EDU		$ 173,634				$ 173,634	EDU proposes 3-part program, including EDU-specific University seminar ($6,055), Summer Math Bridge Program which includes 4 sections of a 1-unit course ($22,259) and new/extra sections of high-challenge courses including CFD 135, CFD 270, CFD 335, CFD 375 ($145,320).
ENG	$ 129,200		$ 12,000	$ 161,000	$ 8,000	$ 310,200	ENG proposes 5-part program, including Closed Loop Tutoring (160,200), Bridge Program ($70,000), Impaction Criteria Campaing ($1,000), Targeted Advising (110,000), and Robo-Adviser Software Development, data analytics, and learning assessment ($105,000).
HHS	$ 86,400				$ 38,434	$ 124,834	HHS proposes 2-part program, including SI to the SCI courses for HHS students (no budget requested), Student Success Assistants ($86,400) and a Specialist who already is employed at a limited time base which would be increased with 1-time funds ($38,434).
PSFA			$ 141,288		$ 20,000	$ 161,288	PSFA proposes a multi-part program, including Improving curricular structures ($141,288 AT for CDI training) and $20,000 for professional development of school advisors and College Student Success team to attend conferences ($17K) and webinars ($3K).
SCI	$ 229,000		$ 32,000			$ 261,000	SCI proposes a multi-faceted program, including Enhanced SI/TA/Tutors for high-challenge classes in Physics, Biology , Biochemistry, Computer Science, Math, and Psychology classes ($229K) and AT for 8 faculty to collaborate with CTL on incorporating inclusive evidence-based practices in course design and assessment ($32K).
SDSU -IV	$ 120,000				$ 35,000	$ 155,000	IV proposes a 3-part program and requested funds for 3-years. Annualized, per program, include Early Warning system - academic tutors ($90,000), Bounce Back Seminar - peer tutors ($40,000), and 1st year Experience Summer Orientation -- supplies ($25,000).
DAESA -NS	$ 35,000		$ 6,065	$ 48,000	$ 4,000	$ 93,065	Two-part program proposed including "Closing the gap for 1st generation students" with funding provided for Academic mentors ($35K) and their training and professional development ($4K). Additionally, an extension of the ALEX platform for student placement in the math courses ($48K) and a faculty AT to develop a support version of the MATH 105.
DAESA-SS	$ 211,000					$ 211,000	Funds requested to sustain current level of SI ($130K) and expand it to additonal high-challenge courses of ~ 1,500 students ($81K or $27K per 500 students).
FA			$ 77,779		$ 3,000	$ 80,779	FA proposes a CTL-focused program aimed at engaging faculty and TAs/GA in the GI2025 initiative by providing information and education about student success. Funds are to cover AT and summer stipend for CTL Director ($60K) and AT for Associate Director to organizie TA training ($18K). Additional funds ($3K)to cover operational costs of the Center.
ASIR				$ 95,000	$ 15,000	$ 110,000	Funds to provide temporary (one-time) support for the development of predictive analytics and other data-informed decision-making ($95K) and associated operating costs (15K).
DDI	$ 147,600		$ 30,000		$ 56,000	$ 233,600	Funding (147.6K) to hire GAs who work as "coaches"/case management to targeted groups, provide AT ($30K) for Professors of Equity and cover Operational costs ($56K).
Funding Category Total	$ 1,120,936	$ 270,655	$ 299,132	$ 304,000	$ 179,434	$ 2,174,157	

[1] Activities that could be initiated with 1-time funding but would require continuous funding if successful.
[2] Funding for SI student leads, tutors, TAs/GAs, ISA, peer mentors/advisors
[3] Additional course sections as a result of class size reduction or new courses/sections
[4] Assigned time for faculty to work on student success-related activities (e.g., advising, curriculum development)
[5] Funds to cover the costs of program operations
[6] Advising-related software and development of learning analytics

SDSU
FY 20/21Budget

AGENDA

- Key Budget Terms
- 2019/20 UOF Budget
- 2020/21 UOF Budget Estimate
- UOF Reserves
- Opportunities to Grow Revenue and Control Costs

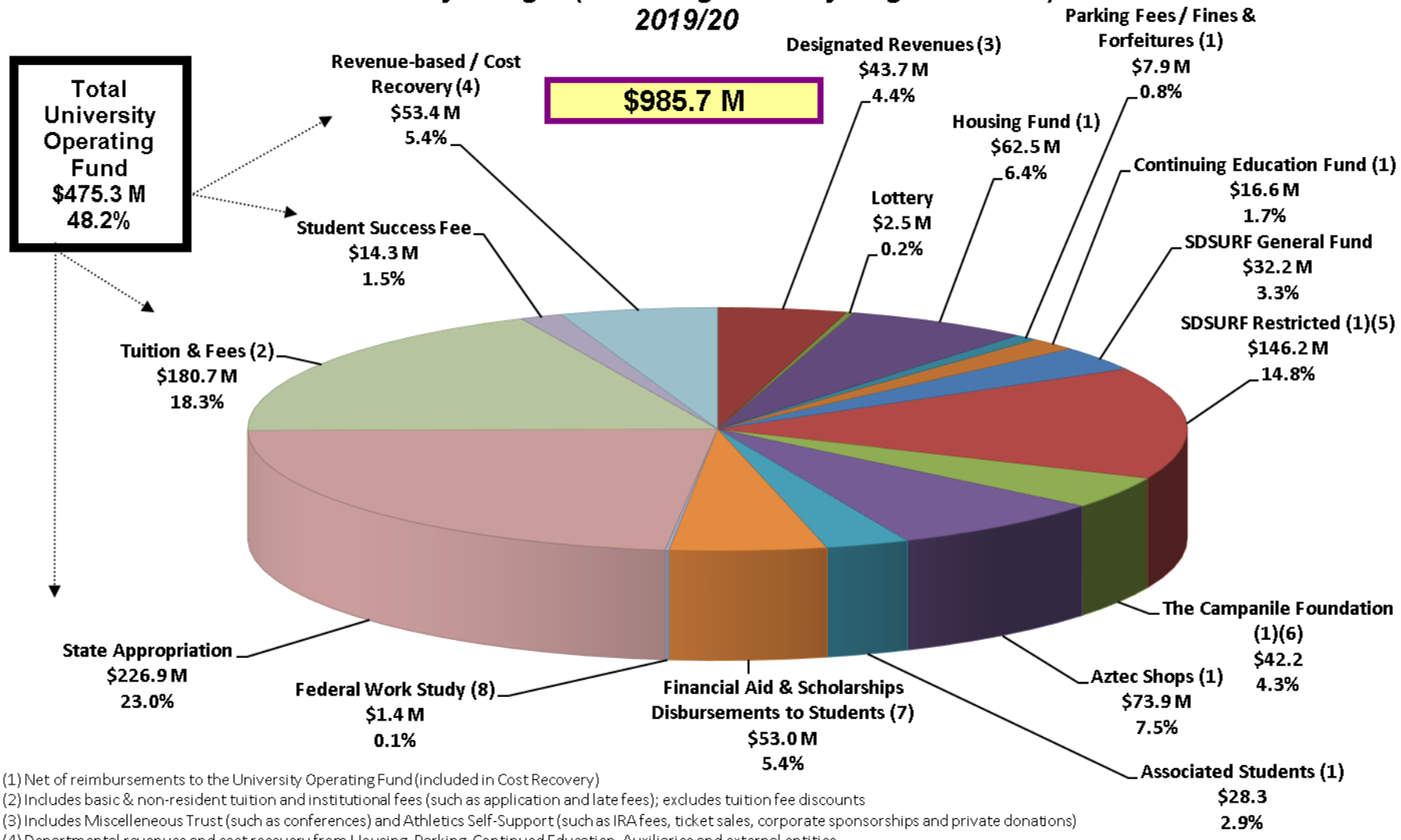
KEY BUDGET TERMS

- One-Time versus Base
  - One-Time:
    - Zero based budget model
    - Non-recurring expenses
  - Base:
    - Incremental budget model
    - Recurring expenses
- Color of Money

SAN DIEGO STATE UNIVERSITY

University Budget (Including Auxiliary Organizations)

2019/20



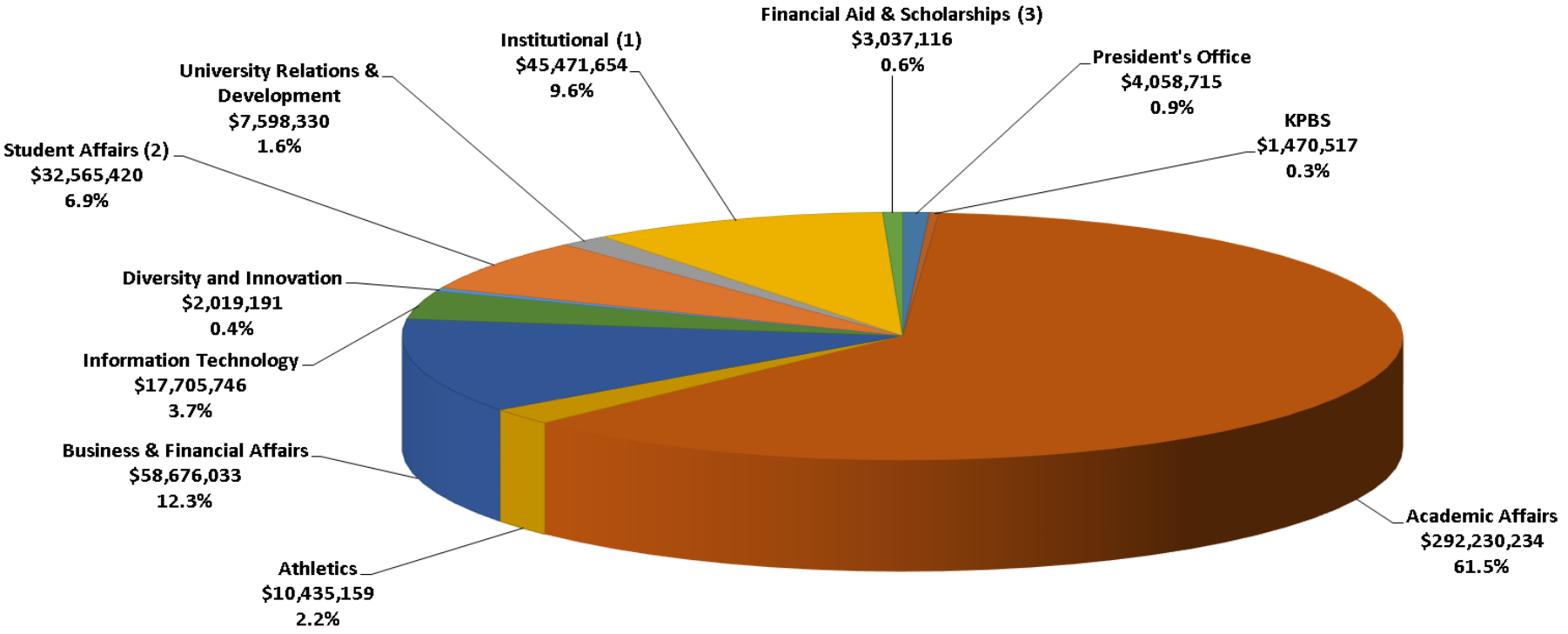
(1) Net of reimbursements to the University Operating Fund (included in Cost Recovery)
(2) Includes basic & non-resident tuition and institutional fees (such as application and late fees); excludes tuition fee discounts
(3) Includes Miscelleneous Trust (such as conferences) and Athletics Self-Support (such as IRA fees, ticket sales, corporate sponsorships and private donations)
(4) Departmental revenues and cost recovery from Housing, Parking, Continued Education, Auxiliaries and external entities
(5) Includes KPBS self-generated sources (such as grants, membership fees and private donations)
(6) Excludes Athletics Grant-in-Aid (included in Athletics Self-Support)
(7) Excludes loans
(8) Excludes campus match

UNIVERSITY OPERATING FUND (UOF)

- 2019/20 Budget: $475.3 million
- Sources:
  - State Appropriations $226.9m
  - Tuition & Fees $180.7m
  - Revenue/Cost Recovery $67.7m
    (Includes Student Success Fee)

SAN DIEGO STATE UNIVERSITY
University Operating Fund Budget
Expenditures by Division
2019/20

$475,268,115



(1) Institutional utilities, insurance premiums, and unallocated compensation
(2) Includes Student Health Services revenues of $10,500,000
(3) Includes Educational Opportunity Program Grant, Graduate Equity Grant, Doctoral of Physical Therapy Grant, Graduate Business Professional Grant; excludes State University Grant (tuition fee discounting), Education Doctoral Grant and Athletics Grant-in-Aid

2019/20 INITIAL UOF BUDGET

- New Base Sources & Uses:

2018/19 Unallocated Base Reserve (net of $4m target)	$	2,602,446
2019/20 CSU Base Allocation	$	18,235,300
GI 2025 Allocation	$	1,846,000
2019/20 Tuition Revenue from Enrollment Growth	$	4,106,000
2019/20 Base Sources	**$**	**26,789,746**
2019/20 Mandatory Costs	$	15,786,300
GI 2025 Allocation to Academic Affairs	$	1,846,000
2019/20 Initial PBAC Allocation	$	8,541,184
2019/20 Base Uses	**$**	**26,173,484**
Base Funding (net of $4m target)	**$**	**616,262**

2019/20 INITIAL UOF BUDGET

- $8.5 million new base allocation:

Academic Affairs	$	6,625,908	77.58%
Division of Diversity & Innovation	$	390,000	4.57%
Student Affairs	$	139,944	1.64%
Business & Financial Affairs	$	818,720	9.59%
Information Technology	$	366,612	4.29%
Cross Divisional	$	200,000	2.34%
PBAC Initial Base Allocations	**$**	**8,541,184**	**100%**

2019/20 INITIAL UOF BUDGET

- $8.5 million new base allocation:
  - New T/TT faculty hires
  - FTES funding (lecturers)
  - Advisor positions
  - Graduate student support
  - New staff positions

2019/20 INITIAL UOF BUDGET

- One-Time Sources & Uses:

2018/19 Unallocated 1x Reserve (net of $8m target)	$	19,723,325
GI 2025 Allocation	$	2,224,000
1x Enrollment Funding (year 2)	$	2,645,000
MSTI Funding	$	115,000
Return of 1x funding for advisor positions moved to base	$	1,819,974
Reduce $5m setaside for FY1718 funding gap to $2.5m	$	2,500,000
Unallocated Base Reserve	$	4,616,262
Estimated tuition revenue over budget	$	12,821,515
2019/20 One-Time Sources	**$**	**46,465,076**
GI 2025 Allocation to Academic Affairs	$	2,224,000
MSTI Funding to Academic Affairs	$	115,000
2019/20 Initial PBAC Allocation	$	33,688,476
2019/20 One-Time Uses	**$**	**36,027,476**
One-Time Funding (net of $8m target)	**$**	**10,437,600**

2019/20 INITIAL UOF BUDGET

- $33.7 million 1x allocation:

President's Office	$	106,000	0.31%
Academic Affairs	$	14,153,650	42.01%
Division of Diversity & Innovation	$	360,000	1.07%
Student Affairs	$	382,546	1.14%
Business & Financial Affairs	$	86,000	0.26%
Information Technology	$	25,000	0.07%
University Relations & Development	$	100,280	0.30%
Cross Divisional	$	950,000	2.82%
Deferred Maintenance/Capital Projects	$	17,525,000	52.02%
PBAC Initial One-Time Allocations	**$**	**33,688,476**	**100%**

2019/20 INITIAL UOF BUDGET

- $33.7 million 1x allocation:
  - FTES funding (lecturers)
  - Class-size reduction
  - CES/RF cost shifting reduction
  - Graduate student support
  - Deferred Maintenance/Capital Projects

2019/20 FALL UOF BUDGET ALLOCATIONS

- $568k base allocation:
  - New T/TT faculty hires
    - $300k / 2 T/TT positions
  - Doctoral student funding
  - ATI compliance

Beginning Base Funding Balance (net of $4m target)	**$**	**616,262**
2019/20 Fall PBAC Allocation	$	568,000
Current Base Funding Balance (net of $4m target)	**$**	**48,262**

2019/20 FALL UOF BUDGET ALLOCATIONS

- $8.6m one-time allocation:
  - FTES funding
  - Summer session incentives
  - Regional recruiters
  - PS Campus Solutions/IT
  - Safety/compliance
  - Risk Pool

2019/20 FALL UOF BUDGET ALLOCATIONS

- $8.6m one-time allocation:

Beginning One-Time Funding Surplus (net of $8m target)	**$**	**10,437,600**
2019/20 Fall PBAC Allocation	$	8,706,472
Current One-Time Funding Balance (net of $8m target)	**$**	**1,731,128**

2020/21 INITIAL UOF BUDGET ESTIMATE

- Initial Budget Timeline:
  - Oct - Dec divisional process
  - Jan – Feb COVP review
  - Mar - Apr budget committees review & PBAC makes budget recommendation
  - May – President approves

2020/21 JANUARY GOVERNOR'S BUDGET

2020/21 General Fund Allocation (per Jan Gov Budget)	199,000,000	199,000,000
	CSU Request	CSU BL **
2020/21 Compensation	139,830,000	139,830,000
2020/21 Health	25,981,000	25,981,000
2020/21 Retirement (above 2013/14 payroll)	11,591,000	11,591,000
2020/21 Minimum Wage Increase	5,006,000	5,006,000
2020/21 SB 84 Loan Repayment	18,444,000	
2020/21 Enrollment Growth 5%	164,060,000	
2020/21 Graduation Initiative 2025 (Year 4 of 6)	75,000,000	
2020/21 Graduation Initiative 2025 (Remaining Year 3 of 6)	30,000,000	
2020/21 Basic Needs Partnerships	15,000,000	
2020/21 Academic Facilities and Infrastructure	75,000,000	
2020/21 Maintenance of New Facilities	3,870,000	3,870,000
	563,782,000	186,278,000
	(364,782,000)	12,722,000
** per 1/15/2020 FOA/CABO mandatory costs will be funded and balance $13m TBD		

2020/21 INITIAL UOF BUDGET ESTIMATE

- $ 2.4 million new base for PBAC allocation (pending final enrollment projection)
  - 0% resident growth

2020/21 INITIAL UOF BUDGET ESTIMATE

- Examples of base requests:
  - FTES funding
  - Balance of 2019/20 positions
  - Risk pool

2020/21 UOF BUDGET ESTIMATE

- $20 million one-time
  - 30% of non-resident tuition

2020/21 UOF BUDGET ESTIMATE

- Examples of 1x Requests:
  - FTES funding (lecturers)
  - CES /RF cost shifting reduction
  - Deferred Maintenance

UOF RESERVE

- $149 million (6/30/2018)
- $156 million (6/30/2019)
  - $128 million non-discretionary
    - Financial Aid, Faculty Start-up, Equipment, Deferred Maintenance, etc.
  - $28 million discretionary (economic uncertainty)
    - Approx. 3 weeks of 2019/20 operating budget

* Reserves for Academic Buildings ~ $20 million

UOF RESERVE

- Economic Uncertainty Goal:
  - 3-6 months of operating budget
  - $125 million - $250 million

UOF RESERVE

- Why do we need reserves?
  - Hedge against future budget/economic uncertainty
  - Accumulate funding for unanticipated/emergency costs

DISCUSSION

- Grow Revenues
- Control Costs

To: Senate Executive Committee/Senate

From: Graduate Council

Date: December 5, 2019

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

ACTION (7A-12-19)

1. New program.

Social Science
Social Science Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22011)
Emphasis in Integrated Teacher Education Program
(SIMS Code: XXXXXX)

This emphasis is designed to combine the degree and credential into a four-year Integrated Teacher Education Program. The program is designed to qualify the student for a Social Science degree and a preliminary single subject teaching credential in Social Science. A minor is not required with this major.

Preparation for the major. Economics 101, 102; Geography 102; History 100, 101, 109, 110; Political Science 102;Teacher Education 170 [or Child and Family Development 170], 211A or 211B, 280. (29 units)

Language Requirement. Competency (successfully completing the third college semester or fifth college quarter) is required in one foreign language to fulfill the graduation requirement. Refer to section of catalog on "Graduation Requirements." Spanish is recommended for those planning to work in this part of the United States.

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Teacher Education 405W and earn a grade of C (2.0) or better. See "Graduation Requirements" section for a complete listing of requirements.

Major. (36 upper-division units)

- **A.** History 410 (3 units).
- **B.** History 412 (3 units).
- **C.** History 445 (3 units).
- **D.** United States History: Any 500-level U.S. history course (3 units).
- **E.** American Government and Politics. 3 units selected from: Political Science 305, 320, 321, 334, 347A, 347B, 348, 422,436.
- **F.** Geography 321 (3 units)
- **G.** World History. 3 units selected from: History 407, 408, 415 [or Latin American Studies 415], 416, 418, 420, 421 [or Asian Studies 421], 440, 473, 474, 486, 502, 503, 504 [or Humanities 504], 505, 506 [or Humanities 506], 508, 550, 551.
- **H.** Any 500-level world history course (3 units).

I. Global Perspectives. 3 units selected from: Chicana and Chicano Studies 340A; History 488, 509, 553 [or Latin American Studies 553], 558, 566, 567, 570, 574, 580; International Security and Conflict Resolutions 300; Political Science 356, 359,362, 363, 364, 366 [or Latin American Studies 366], 375, 380; Women's Studies 310, 331, 340.

J. Perspectives on American History. 3 units selected from: Africana Studies 422, 471; American Indian Studies 440, 480;Chicana and Chicano Studies 340B, 350A, 350B, 375; History 422 [or Asian Studies 422], 425 [or Asian Studies 425], 533,534, 535, 536, 545, 548 [or Chicana and Chicano Studies 548]; Women's Studies 341A, 341B.

K. Economics. 3 units selected from Economics 330, 338, 349, 382, 456, 490.

L. Graduation Writing Assessment Requirement: Teacher Education 405W.

Additional Requirements for Subject Matter Preparation Certification. Certification of subject matter competency by the social science department requires completion of all preparation for the major and major courses with the required grades.(At most one course with a C- or lower among the courses listed under Preparation for the Major, and at most one course with a C- or lower among the courses listed under the Major. If a course is repeated, the highest grade will count).Certification must be achieved before student teaching.

ITEP Admission Requirements. Students apply for admission to the Integrated Teacher Education Program during the spring of their sophomore year. Students who qualify for admission to the Social Science Integrated Teacher Education Program the summer prior to their junior year must have a GPA of 2.67 or better, passing scores on the CBEST, a documented field experience, and complete program application.

Credential Requirements. (32 units) Education 484, 970 (1 unit); Special Education 450; Teacher Education 303 (3 units),903 (1 units), 914C, 924C (3 units), 933, 954 (3 units), 963 (9 units).* Required of all single subject ITEP majors regardless of Writing Proficiency Assessment score

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

Date: 29 January 2020

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEMS

Referral #6 – Alumnae/i 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 alumnae/i 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 Alumnae/i at Senate. This addition will be made to Section 1.0 (Definitions) of the ByLaws.

Motion (Second Reading):

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 shall be non-voting ex-officio members of the Senate.

Original rationale (presented in SEC August 2019 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 Alumnae/i 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.
- Alumnae/i represent a significant amount of our faculty and staff. They contribute to the growth and continual advancement in research, programs and student success.
- Alumnae/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 ex officio, non-voting capacity) would allow the alumni perspective to be heard as the Senate members discuss an array of action and information items.

Referral #7 – Addition of Treasurer to University Senate (SEC)

Recommendation: The Committee discussed this referral and supports 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. The committee also believes that the senate officers are best situated to know what their needs are. This motion also reflects communication with Senator Salvador Espinosa.

Motion (Second Reading):

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~~ 21): The Executive Committee shall consist of ~~17~~ 18 ex officio members and three elected members.

3.211 Ex officio (voting): 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 of the Senate; 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; and 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 (non-voting).~~

3.212 Ex officio (non-voting): President of the university's chapter of the faculty unit's collective bargaining agreement.

(The Elected faculty senators would change from 3.212 to 3.213)

Referral #8 – 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 position is optional. 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. The Past Senate Chair will not be duty bound to serve, but will have the option to serve as a non-voting ex officio member of Senate and SEC. This motion also reflects communication with Senator Salvador Espinosa.

Motion (Second Reading):

ByLaws – 1.0 Definitions

1.45 The Immediate Past Chair of the Senate may 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.

~~1.45~~1.46 Except for the a) President of the university's chapter of the faculty unit's collective bargaining agent, b) Assistant Vice President for Educational Effectiveness, c) Associate Vice ~~Presdient~~ President for Academic Affairs - Faculty Advancement, d) Associate Vice President for Academic Affairs - Resources, e) Associate Vice President for Academic Affairs - Diversity and Inclusion/Chief Financial Officer, f) Vice ~~Presdient~~ President for Business and Financial Affairs, ~~and~~ g) Vice President for University Relations and Development, and h) the Immediate Past Chair of the Senate, ex officio members of the Senate have full voting rights. However, they shall not vote in the elections (for Chair, Vice Chair, ~~and~~ Secretary of the Senate, and Treasurer of the Senate) where the Constitution specifies that only the Elected members may vote, nor shall they vote in elections for the Executive Committee.

Bylaws (change necessary to include as member of SEC)

ByLaws – 3.2 Executive Committee

3.21 Membership

Membership (~~20~~ 21): The Executive Committee shall consist of ~~17~~ 18 ex officio members and three elected members.

3.211 Ex officio (voting): 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); 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; and 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 (non-voting).~~

3.212 Ex officio (non-voting): President of the university's chapter of the faculty unit's collective bargaining agreement; the Immediate Past Chair of the Senate.

(The Elected faculty senators would change from 3.212 to 3.213)

Referral #16 – 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 The Committee shall consist of nine members, six nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms, and three nonvoting ex officio members: 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. 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.

Motion (Second Reading):

3.5 Committee on Faculty Affairs

3.51 Membership (13)

3.511 Appointed: nine full-time faculty members and one non-tenure-track lecturer or coach as defined in Sec.1 of the Bylaws. There shall be at least one member from each college, the Library, and SDSU Imperial Valley. All shall be nominated by the Committee on Committees and Elections and appointed by the Senate for three-year terms; at least three members shall be elected members of the Senate.

3.512 Ex officio (non-voting): 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: University Senate
FROM: Debra Bertram, Chair, Staff Affairs Committee
DATE: January 14, 2020
REF: Update to Staff Awards section of the Policy file

ACTION ITEM:

In order to update and clarify the actual practices of the Staff Excellence Awards, the Staff Affairs Committee requests the following revisions and additions to the Staff Awards section of the policy file:

Current:

1.0 Staff Excellence Awards

1.1 Five merit awards (Community Service, Service to the University, Staff-to-Staff Mentoring, Innovation and Team Effort) are available to recognize formally those San Diego State University staff members who have made significant contributions in each of the respective areas based on criteria posted on the Staff Affairs Committee website.

2.0 Procedure and Criteria for Nomination

2.1 To be eligible, nominees must be permanent full-time staff employees of San Diego State University (San Diego and/or SDSU Imperial Valley) in good standing with the University, and be employed with the University at the time of the award, as verified through Human Resources. Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee.

2.2 The Staff Honors and Awards Committee shall issue a campus wide call for nominations, utilizing a wide variety of methods, in order to collect nominations in each category. Nominations may be received from staff, students, faculty members, administrators, alumni, and other members of the community. Nominees will be considered for an award only in the category in which they are nominated, however an individual may be nominated in more than one category. Separate nominations are required for each category

2.3 Each nomination shall include: (a) Nominator's contact information (name, department, telephone, email, primary role) (b) Name and contact information of nominee (c) Award nomination category (d) Description of work or event that is deserving of award (e) Actions that set the nominee apart from other candidates, and (f) Unique qualities that make the nominee worthy of award.

2.4 The Staff Honors and Awards Committee shall review all nominations, determine eligibility and select those nominations which best fit the criteria for each category. The committee will then forward all vetted nominations in each category and highlight up to three unranked nominations in each category to the President, who shall select the recipients. The president will determine how many awards, if any, will be given in each category.

Proposed:

1.0 Staff Excellence Awards

1.1 Five merit awards (Community Service, Service to the University, Staff-to-Staff Mentoring, Innovation and Team Effort) are available to recognize formally those San Diego State University staff members who have made significant contributions in each of the respective areas based on criteria posted on the Staff Affairs Committee website.

1.2 Two non-staff awards (Auxiliary Support and Manager of the Year) are available to recognize formally one employee from auxiliaries of San Diego State University (San Diego State University Research Foundation, Associates Students, Aztec Shops) and one Management Personnel Plan (MPP) employee of San Diego State University who have made significant contributions to the university.

2.0 Procedure and Criteria for Nomination

2.1 To be eligible, nominees must be permanent full-time staff employees of San Diego State University (San Diego and/or SDSU Imperial Valley) in good standing with the University, and be employed with the University at the time of the award, as verified through Human Resources. Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee.

2.2 To be eligible, nominees in the Auxiliary Support category must be a full-time employee of a recognized San Diego State University auxiliary (San Diego and/or SDSU Imperial Valley) in good standing with the auxiliary and be employed with

the auxiliary at the time of the award, as verified through the auxiliary's human resources department.

2.3 The Staff Honors and Awards Committee shall issue a campus wide call for nominations, utilizing a wide variety of methods, in order to collect nominations in each category. Nominations may be received from staff, students, faculty members, administrators, alumni, and other members of the community. Nominees will be considered for an award only in the category in which they are nominated, however an individual may be nominated in more than one category. Separate nominations are required for each category

2.4 Each nomination shall include: (a) Nominator's contact information (name, department, telephone, email, primary role) (b) Name and contact information of nominee (c) Award nomination category (d) Description of work or event that is deserving of award (e) Actions that set the nominee apart from other candidates, and (f) Unique qualities that make the nominee worthy of award.

2.5 The Staff Honors and Awards Committee shall review all nominations, determine eligibility and select those nominations which best fit the criteria for each category. The committee will then forward all vetted nominations in each category and highlight up to three unranked nominations in each category to the President, who shall select the recipients. The president will determine how many awards, if any, will be given in each category.

2.6 Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee. Student employees and faculty members (bargaining unit 3 tenure/tenure track and lecturers*) are also ineligible to receive an award.

* Staff members who serve as part-time lecturers are eligible for merit awards, provided they are nominated in their role as a staff member.

TO: University Senate
FROM: Debra Bertram, Chair, Staff Affairs Committee
DATE: January 14, 2020
REF: Staff Retirements for October – December 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:

Rhonda D Beard, Admin Support Coordinator, SDSU World Campus, 29 years

Mel E Beaver, Electrician, Electric Shop, 35 years

Ofelia P Bradwell, Accounting Technician, Student Health Services, 16 years

Marilyn A Bredvold, Administrative Analyst / Specialist, Education Deans Office, 13 years

Christopher S Friedl, Analyst / Programmer, IT Dev Operations, 31 years

Gregory Gastaldo, Physician, Student Health Services, 22 years

Barbara L Gould, Administrative Analyst / Specialist, Health & Human Services Deans Office, 23 years

Maryellen B Green, Nurse Practitioner, Student Health Services, 13 years

Lynn W Hawkes, Public Affairs / Communications Specialist, Library Administration, 17 years

David E McKinsey, Operating Systems Analyst, Geography Department, 33 years

Rasmina A Muessigmann, Library Services Specialist, Library Administration, 33 years

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

Susan L Waters, Admin Support Coordinator, Enrollment Services, 31 years

Margarett T Wright, Admin Support Coordinator, Student Health Services, 30 years

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: January 29, 2020
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: Peter Atterton

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 (roster full)

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
*****James Marshall (EDU) new term 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
NEED 1 full-time administrator

Student Learning Outcomes (roster full)

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
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

Coaches
Carin Crawford

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

SAN DIEGO STATE UNIVERSITY

Thursday, January 21, 2020

TO: SEC/Senate

FROM: William Welsh, interim Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

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

- Wayne Beach, Professor of Communication, December 31, 2019, 35 years
- Joseph Price, Professor of Psychology, July 10 2020, 31 years
- Mark Freeman, Professor of Theatre, Television and Film, March 23, 2020, 20 years

Sincerely,

William F. Welsh
interim Chair, Faculty Honors and Awards Committee

TO: Senate

FROM: Diversity, Equity, and Inclusion Committee
Gloria Rhodes, Chair

DATE: February 4, 2020

RE: Action Item

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.

6.2 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 Equity, Diversity and Inclusion plans for diversity and inclusion. This will occur at least every five years. Plans should focus on diversity of representation, climate, and equitable success outcomes.

6.2 a. The Chief Diversity Officer, in consultation with Senate DEI and in accordance with state, and federal laws and CSU policy, will develop criteria for evaluation, strategies for implementation, a review and approval process, and deadlines for submissions of Equity, Diversity and Inclusion plans.

6.2.b. In accordance with previous Senate resolutions, each Equity, Diversity and Inclusion plan shall provide specific recommendations on how to serve historically marginalized and disproportionately represented communities on campus.

6.2.c Units without an approved Equity, Diversity, and Inclusion plan shall not conduct faculty and staff searches until the criteria are satisfied, absent Presidential exception.

TO: SEC/Senate

FROM: Edward Beasley, Chair, Library Committee

DATE: December 1st, 2019

RE: Action Items

The Library Committee moves approval of the following membership changes. We have discussed this and passed this as a committee, so it moves to the Senate for approval. The addition of a Library Faculty member has been noted in the policy file language. This is a corrective measure for what has been an unintentional omission in membership. Currently library representation on this committee consists of a nonprofessional library staff member and the library dean; library faculty membership represents a key connection to university curriculum, student success, the research collection, and information literacy.

Policy File→ Policies→ Committees and Councils→ Library Committee

(Current language)

1.0 Membership (19)

15 faculty, two from each college and one from SDSU Imperial Valley; Dean of the Library and Information Access, one nonprofessional Library staff member appointed hereby, two students.

(Proposed language)

1.0 Membership (20)

-16 faculty, two from each college, one from the Library, and one from SDSU Imperial Valley; Dean of the Library and Information Access, one nonprofessional Library staff member appointed hereby, two students.

TO: Senate Executive Committee / Senate

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

DATE: January 15, 2020

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

A. Natural Sciences and Quantitative Reasoning

4. Mathematics/Quantitative Reasoning

Change to title
CS 100. Computer Science Principles (3) [GE]

Prerequisite: Satisfaction of the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Capabilities and applications of computers. Algorithmic problem-solving methods and computer programming. Using computers to examine questions from other fields of study. Practical and theoretical limits to computation. Machine intelligence and heuristic problem solving. Social and legal impact of computers.

Change to course statement
MATH 141. Precalculus (3) [GE]

Two lectures and two hours of activity.

Prerequisite: Knowledge of algebra as demonstrated by (1) satisfactory completion of Mathematics 140 with a grade of C (2.0) or better; or (2) qualification on the Mathematics Placement Assessment. **Proof of completion of prerequisite required.**

Rational, trigonometric, exponential and logarithmic functions; conic sections; parametric equations. Not open to students with credit in Mathematics 124 or 150.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course
ANTH 111. Anthropology of the Night: Sleep, Dreams, and Demons (3) [GE]

Human nighttime activities and cultural understandings regarding the nocturnal world. Cultural context and physiological, psychological, and social roots and ramifications of dreams, sleep, and supernatural encounters.

New course

ASIAN 111. The Mindful Brain (3) [GE]

Asian perspectives on contemporary and traditional forms of mindfulness practice. Physiological, psychological, and socio-cultural benefits assessed in terms of neuroscience and philosophy.

New course

GEN S 150. Building Your Future Self for Success in College and Beyond (3) [GE]

First-year students will meet one another where they are, build community, and explore how the latest interdisciplinary research, strategies, and tools can help cultivate success in academic and life pursuits as they develop and realize their future selves. Not open to students with credit in General Studies 100A, B, or C.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

A. Natural Sciences

B. Social and Behavioral Sciences

Change to course statement

GEOG 340. Geography of Food (3) [GE]

Production, distribution, sale, consumption, and preparation of food from a geographic perspective. Key concepts in human and physical geography by exploring the environmental, political, economic, social, and cultural aspects of food. Not open to students with credit in Geography 341 or 342.

New course

*GEOG 341. Feeding the World (3) [GE]

Prerequisite: Geography 101 or 102.

Food sustainability and security. Geographic relationship between environment and food to include impacts of food production and consumption on environmental resources and climate, influence of environmental factors on food security, role of economic, political, and social factors. Not open to students with credit in Geography 340.

New course

*GEOG 342. Food, Place, and Culture (3) [GE]

Prerequisite: Geography 101 or 102.

Significance of food in the human experience, its role in sustaining cultures, making places, organizing societies, and supporting economies and livelihoods. Relationships between food and culture at the global, local, and body scales. Not open to students with credit in Geography 340.

Change to description and prerequisite

LING 454. Second Language Acquisition (3) [GE]

Prerequisite: Linguistics 101, 420, or Spanish 448.

Basic facts about the acquisition of nonnative languages in adulthood to include beginning and end points, implicit and explicit learning, individual differences, input and output, ordered development, and the role of instruction.

Change to description and title

POL S 336. Gender and Public Policy (3) [GE]

American politics and public policy debates around gendered participation in national and international politics to include intersectionality, legal strategies, new understandings of public and private issues, support of and restrictions to feminism.

C. Humanities

Change to title

GERMN 300. Zeitgeist and Popular Culture (3) [GE]

Prerequisites: German 202 and 205B.

Development of advanced proficiency in reading comprehension and oral communication through use of cultural materials. Not open to students who hold a degree from a secondary or post-secondary school in which the primary language of instruction is German.

_____

*Cultural diversity course

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

TO: Senate

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

DATE: February 4, 2020

SUBJECT: Information: Report from the January 23-24, 2020 plenary meeting of the Academic Senate CSU (ASCSU)

CSU Budget

The Governor's January budget proposal is disappointing given the positive fiscal outlook for California. The proposal is $451m short of the Board of Trustees' request. Chancellor White reminded the ASCSU that even though it appears that the budget proposal appears to contain a 5 percent increase to CSU's base budget, it is in effect only a 2.5 percent increase, given that the state appropriation constitutes only 50 percent of CSU operating budget. The increase would fund modest proposed compensation increases and mandatory cost increases but not enrollment growth, infrastructure, or GI 2025. The Governor opposes any tuition increases, making this shortfall even more concerning. The proposed education bond may generate $2b for the system, but would still fall short of the CSU's $4b need for deferred maintenance.

Resolutions

At the January 23-24, 2020 ASCSU plenary meeting, four resolutions were passed:

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.

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

Adopts the document entitled "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, as well as endorses the underlying values inherent in the recommendation for an ethnic studies requirement. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay as part of lower division GE. The due date for implementing this requirement is the 2023-24 academic year. It is anticipated that most campuses will implement this lower division requirement as a 3 semester-unit course that overlays with another GE area. Respect for campus autonomy and normal curricular processes allows variation of implementation, such as an integrated sequenced set of

courses that meet the learning outcomes. The secondary ethnic studies requirement is a reflective element in the upper-division. This secondary requirement is not a 3 semester unit course; rather, the requirement could be integrated into a major or non-major course. Campuses will have discretion how to implement this upper-division requirement. The due date for implementing this requirement is the 2027-28 academic year. Either requirement may be met by not-otherwise-GE courses with campus approval. Campuses may determine additional ethnic studies requirements (outcomes or implementation) beyond the minimal list provided. Campuses may also choose to have a cultural diversity requirement in addition to the ethnic studies requirement. Campuses may choose to implement these requirements prior to the implementation dates as campus specific graduation requirements.

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-3406-20/EX APPORTIONMENT OF ACADEMIC SENATE CSU (ASCSU) SEATS (first reading waived)
Requests that the ASCSU approve the distribution of a third seat to the seven campuses with the highest FTEF based on the 2020 census as follows (from highest to lowest): Long Beach, Fullerton, Northridge, San José, San Diego, San Francisco, and Sacramento.

One resolution was referred back to committee

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.

Nine resolutions received their first reading

AS-3407-20/APEP/FGA Affirming the Role of the CSU Board of Trustees in Adopting Rules, Regulations and Policies Governing the University
Affirms the BoT's policy-making role in response to attempts to circumvent the BoT in mandating policy for the CSU.

AS-3408-20/FA Academic Senate CSU (ASCSU) Endorsement of the American Association of University Professors (AAUP) Statement "*In Defense of Knowledge and Higher Education*"

AS-3409-20/APEP/FGA Opposition to AB 1930—CSU/UC Admission Policy
Asserts that the restrictions contained in this bill would hamper the Board of Trustees' ability to set policy to meet the needs of our students.

AS-3410-20/FA Addition of Dedicated Contingent Faculty Senate Members
Urges the addition of three new seats on the ASCSU specifically for full-time contingent faculty who have multi-year contracts and that Article II, Section 1a of the constitution of the Academic Senate be amended to reflect this addition.

AS-3411-20/APEP Advising High School Juniors Intending to Enroll in the California State University (CSU) to Enroll in a Mathematics-Reinforcing Course in Their Senior Year
Calls for the development of learning outcomes appropriate for such a course.

AS-3412-20/FA Resolution in Support of ORCID (Open Researcher and Contributor ID) for the California State University (CSU)
Asserts ASCSU's support for ORCID, a not-for-profit group which that facilitates collaboration and research by providing accurate and self-modifiable information in an easy-to-access database.

AS-3413-20/APEP CSU Transfer Model Curricula (TMC) and UC Transfer Pathway (UCTP) Alignment
Encourages exploration of potential alignment of major transfer patterns by the discipline faculty groups constituted within the C-ID project.

AS-3414-20/APEP Resources to Support California State University (CSU) Faculty Participation in the Course-Identification Numbering System (C-ID) Process
Urges adequate support for staff and faculty to accomplish the important work of implementing and maintaining transfer model curricula (which are the basis for the Associate Degrees for Transfer).

AS-3415-20 Endorsement of Criteria for Chemistry and Physics Model Curricula (MC) for Transfer to Receive the Same Admission Advantage as for Transfer Model Curricula (TMC)
Endorses the principle that students who take a more appropriate pathway should be encouraged to do so by receiving the same admissions advantage to impacted programs that students completing an ADT receive.

AS-3416-20/FA Request for Review and Update of Intersegmental Curricular Processes
Urges the Intersegmental Committee of Academic Senates (ICAS) to address some problems encountered in the operation of the C-ID (major transfer and articulation) and other intersegmental projects.

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/.

AS-3403-19/AA (Rev)
November 14-15, 2019

RECOMMENDED IMPLEMENTATION OF A CALIFORNIA STATE UNIVERSITY (CSU) ETHNIC STUDIES REQUIREMENT

RESOLVED: That the Academic Senate of the California State University (ASCSU) adopt the document titled "Ethnic Studies in the CSU" (Attached); and be it further,

RESOLVED: That the ASCSU call on the CSU to implement these requirements no later than the 2023-24 academic year[1]; and be it further,

RESOLVED: That the ASCSU recognize that the process by which these requirements were developed, following Higher Education Employer-Employee Relations Act (HEERA), was based on appropriate faculty input and other constituency outreach; and be it further,

RESOLVED: That the ASCSU is grateful for the consultative role of the representatives from the CSU Council on Ethnic Studies; and be it further,

RESOLVED: That the ASCSU endorse a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic stud)ies faculty and subject matter experts, and be it further

RESOLVED: That the ASCSU endorse the underlying values inherent in the recommendation for an ethnic studies requirement, namely:

a. Student success;
b. A focus on learning outcomes;
c. A recognition of CSU campus autonomy in the definition of student-success and implementation of the ethnic studies curriculum; and
d. The desirability of scaffolding lower and upper division experiences in achieving ethnic studies outcomes

; and be it further,

[1] Some CSU and California Community College campuses already have ethnic studies or diversity requirements. Individual campuses may adopt local graduation requirements prior to implementation of the system requirement. The system implementation date as a GE requirement has to be far enough out to allow appropriate curriculum development processes.

RESOLVED: That this resolution be distributed to the CSU Chancellor, Timothy P. White, CSU Executive Vice Chancellor of Academic and Student Affairs Loren Blanchard, CSU campus Senate Chairs, CSU Provosts/Vice Presidents of Academic Affairs, California State Student Association (CSSA), California State Assemblymember Dr. Shirley Weber, California State Senator Dr. Richard Pan, CSU Council on Ethnic Studies, CSU-Emeritus and Retired Faculty and Staff Association (CSU- ERFSA), California Faculty Association (CFA), and the CSU Board of Trustees.

***RATIONALE**: This resolution is in support of, and defines the parameters for, a CSU ethnic studies requirement (resolved #1).*

The proposed timeline (resolved #2), while aggressive, allows the CSU campuses time for curricular revision (Fall 2020 guidance on implementation, Fall 2021 pilot work, Fall 2022 catalog submissions for the 2023/24 catalog year) while also explicitly permitting campuses with preexisting or new campus-specific ethnic studies requirements (for which SB 1440 / Student Transfer Achievement Reform [STAR] Act holds transfer students exempt) to have those in advance of full implementation within CSU General Education (GE) which is required of all students.

The resolution follows up on earlier requests for campus feedback regarding an ethnic studies requirement component for baccalaureate level graduates of the CSU (AS-3397-19/AA "Towards Implementation of an Ethnic Studies System Requirement"). As a reference document, we note that AS-3397-19/AA includes a listing of prior suggestions and actions related to implementation of the proposed ethnic studies requirements. The consultative process (resolved #3, #4) allowed the final recommendation to be grounded in campus practice, disciplinary expertise, and iterative improvement (including being responsive to changes between this first [November, 2019] and the second reading [January, 2020]). Similarly, the explicitness of the recommendation that campus approval and review processes include disciplinary expertise (resolved #4) originate from consultative input.

The structure of the proposed requirements is two-fold. First, there are five student learning outcomes. The first four outcomes cover some of the core elements of Ethnic Studies as a discipline while the fifth ensures that the student "act to engage" appropriate content in a participatory fashion. Second, the implementation guidelines produce a minimal structure on how these outcomes are to be achieved. The primary (and initial) exposure to the ethnic studies

requirement is at the lower-division. This exposure is defined as an overlay to be included as part of lower-division GE (with an allowance for non-GE coursework to be able to be used by a campus to meet the ethnic studies requirement). This achieves two compatible goals – the first is to ensure that all students (both CSU freshmen and California Community Colleges [CCC] transfer students, including those with 1440-compliant transfer degrees) achieve ethnic studies competencies. The second is to ensure that unit requirements within GE are not increased. The implementation structure also requires a secondary exposure to ethnic studies at the upper-division. The upper division exposure (reflection on ethnic studies) ensures a spread of ethnic studies exposure beyond a "one and done" style requirement.

The ethnic studies requirement is deliberately described as "outcomes" rather than "units" (resolved 6) in order to maximally protect campus autonomy – as an overlay across (and potentially beyond) general education coursework the requirement encourages direct assessment of achievement without the "unit distribution" framework currently incorporated in GE; The structure does not preclude a campus from adopting a "course-based" 3-unit framework but leaves that implementation for campus self-determination. Due to the unique structure of this outcomes-based requirement it is especially important that campuses act to ensure the integrity of the requirement in review and assessment processes (resolved 5)

Approved – January 23-24, 2020

This document originates from the Academic Affairs Committee of the ASCSU

(Finalized January 22, 2020)
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.

ETHNIC STUDIES REQUIREMENT: STUDENT LEARNING OUTCOMES

Each campus shall include and address the following ethnic studies student learning outcomes in the General Education curriculum. 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, religion, spirituality, national origin, immigration status, 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. demonstrate active engagement 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 is a minimum 3 semester unit course or course overlay[2] as part of lower division GE (ethnic studies outcomes 1-5 as a requirement of lower division GE). This primary requirement will start in the 2023-24 academic year.
2. The secondary ethnic studies requirement is a reflective element (reinforcing any two of ethnic studies outcomes 2-5) in the upper-division.[3] This secondary requirement will start in the 2027-28 academic year.
3. All ethnic studies approved equivalencies must 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 ethnic studies requirements (outcomes or implementation) beyond the minimal list provided.
5. Campuses may choose to have a cultural diversity requirement in addition to the ethnic studies requirement.
6. Campuses may choose to implement these requirements prior to the implementation dates as campus specific graduation requirements.

[2] It is anticipated that most campuses will implement this lower division requirement as a 3 semester-unit course that overlays with another GE area. Respect for campus autonomy and normal curricular processes allows variation of implementation, such as an integrated sequenced set of courses that meet the learning outcomes.

[3] This secondary requirement is not a 3 semester unit course; rather, the requirement could be integrated into a major or non-major course. Campuses will have discretion how to implement this upper-division requirement.

To: Senate Executive Committee/Senate

From: Graduate Council

Date: December 5, 2019

Re: 2020-2021 *Graduate Bulletin*

INFORMATION (7I-12-19)

MECHANICAL ENGINEERING

1. Change in program.

Mechanical Engineering
B.S. in Mechanical Engineering and M.S. in Bioengineering BS/MS 4+1 Degree Program (Major Code: 09051) (SIMS Code: 446005)

Students must complete 159 units to be simultaneously awarded the Bachelor of Science degree in mechanical engineering and the Master of Science degree in bioengineering.

Reminder of description *(no change)*

Change(s): Units updated from *158* to *159*.

2. Change in program.

Mechanical Engineering
Mechanical Engineering BS/MS 4+1 Degree Program (Major Code: 09101)

Students must complete 159 units to be simultaneously awarded the Bachelor of Science degree in mechanical engineering and the Master of Science degree in mechanical engineering.

Reminder of description *(no change)*

Change(s): Units updated from *155* to *159*.

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

SAN DIEGO STATE UNIVERSITY

Date: December 20, 2019
To: Nola Butler Byrd, Vice Chair, University Senate
From: Paula C. Peter, Chair, Faculty Affairs Committee

Re: Memo: Faculty Affairs (FA) Summary of Activities for Fall 2019.

The following provides a summary of the activities conducted during Fall 2019 by Faculty Affairs Committee. Committee members: Joseph Alter, Joanna Brooks, Margaret Field, Allen Gontz, Jennifer Imazeki, Paula C. Peter (Chair), Nellie Tran, Luke Winslow, Luke Wood.

Meetings	Topics/Discussions
1 (9/9/19)	1.Shared Governance • Role of Senators and Engagement of each college in light of past FA reports presented at Senate. 2. Hiring and Retention • Resources and Infrastructure issues – Discussion with Faculty Advancement. • RTP committee procedures: Discussion of possible guidelines in order to help RTP committees in their meetings and discussion of RTP candidates (in collaboration with Faculty Advancement and AP&P).
2 (9/30/19)	1. Policy Change • Composition of FA committee and possible changes to the policy file. Changes proposed- Referral to Constitution and Bylaws Committee. 2. RTP Committee procedures • Discussion of the actual guidelines developed in collaboration with AP&P and Faculty Advancement.
3 (11/9/19)	1. Service Learning Classes • Prof. Vinod Sasidharan presented the need to comprehensively evaluate the instructional component of Service Learning classes in the RTP process. Specifically, he provided context (including Carnegie Classification Recommendations to SDSU) for incorporating Service Learning and Community Engagement within the RTP Policy. 2. RTP Committee procedures update • The Provost and Faculty Advancement have reviewed (10/11/19) the RTP Committee Guidelines developed and ratified by FA and AP&P. The FA Chair sent the guidelines on behalf of FA and AP&P to all the RTP committee members by email on 10/18/19.

	3. Emeritus Status for Staff • Discussion with Faculty Advancement. Faculty Advancement moved the referral to the Senate Staff Committee.
4 (12/2/19)	1. Discussion of RTP concerns raised by SDSU Faculty member • Professor Nathan Oestreich raised by email the concern of the 5 significant items being time bounded in the RTP process. FA discussed. • Email drafted in response – sent out to Prof. Nathan Oestreich on 12/18/19. 2. Service Learning-RTP Policy • Proposal by Prof. Vinod Sasidharan (tabled to first FA meeting in January, 1/27/20). 3. Resolution of the SDSU Senate: Supporting Visiting Scholars at Risk • Professor Mark Freeman presented the resolution to FA. • FA affairs offered suggestions and voted unanimously in favor of the resolution.

Date: 29 November 2019
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
Subject: Information: AP&P referrals and other business

The Academic Policy and Planning Committee met on 26 November 2019.

In October, AP&P received the following referral from the Senate Executive Committee: *Develop a policy for Senate PBAC appointments.* In response, AP&P returns the attached policy recommendation re: the President's Budget Advisory Committee (PBAC). My thanks to the AP&P subcommittee that drafted this policy.

In October, AP&P received the following referral from the University Curriculum Committee: *Develop a policy re: 4+1 programs and 600+ level courses on UG transcripts.* On 26 Nov., AP&P met with Larry Verity, Chair, Undergraduate Curriculum Committee; and Tam Lieu, Assistant Director, Office of Advising and Evaluations. Verity and Lieu discussed the existing practice for addressing the situation to be addressed in this referral. After discussion, AP&P approved the proposal to adopt existing practice as policy. The new policy follows.
If an undergraduate student takes a 600-level or higher course without appropriate paperwork on file with the university (e.g. no Concurrent Master's Degree in process), then the class will automatically become part of the student's undergraduate academic record. A "G" reference code (Undergraduate Credit Only) will be inserted next to the course on the student's SDSU transcript. If the undergraduate student would like the 600-level or higher course to be part of their major or minor requirements, then the student's academic adviser needs to submit a Request for Adjustment of Academic Requirement (RAAR) to the Office of Advising and Evaluations specifying which major or minor requirement the 600-level course will satisfy.

AP&P discussed the EMAG report. The committee commends the work of the EMAG and the report. AP&P sees a need for resources (ex. advising) to ensure success of key programs in the recommendation, esp. with regard to the future of the compacts; and the committee sees a need for oversight to ensure that a. the new comprehensive admission process maintains an inclusive campus; and b. future enrollment management decisions ensure that academic diversity at SDSU remains strong.

In November, AP&P was asked to consider an Action item before the Senate re: Scholars at Risk. AP&P supports Scholars at Risk. We regard with compassion the plight of fellow academics in dangerous circumstances around the globe. We encourage those SDSU programs with the resources to engage with Scholars at Risk. The committee does not support holding a University Senate resolution on this matter. Faculty lines, regardless of the funding source, are among most scarce resources on our campus.

AP&P received three new program proposals. One was reviewed and approved in session; the other two will be addressed via email before the end of the semester. AP&P has approved an International Business Major with an Emphasis in North Atlantic/European Languages.

Following a call for nominations and discussion, the current committee chair was re-elected for another one-year term (AY 2020–21).

DJH
Attachment

To: SDSU Senate Officers, SDSU Senate

From: SDSU Senate Committee on Academic Resources & Planning

RE: ACTION: AR&P referral response to Faculty Affairs committee referral to explore potential sources of funding for additional faculty

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This document presents several actionable items related to faculty hiring and potential sources of funding for hiring additional faculty at SDSU over the coming years. The Senate could elect to take action on these recommendations; however, implementation of these recommendations has not been fully scoped and may present unanticipated constraints.

Background

Prior to the 2018/2019 AY, the Student Success Fee (SSF) initiative provided funding for the hiring of additional tenured/tenure track faculty at SDSU. Over the period of SSF funding, SDSU was able to hire an additional 83 faculty (80 positions are currently being funded). However, after the 2017/2018 AY, no funding is being provided from the SSF to hire additional faculty. A portion of the current SSF funds are being used to compensate the 80 faculty hired during the period of SSF funding (fall 2015-fall 2018). During the period of SSF funding, 228 T/TT faculty were hired at SDSU with minimal net gain after accounting for separations. Thus, the Senate Officers have tasked the SDSU Committee on Academic Resources and Planning (AR&P) to explore potential sources of funding for more faculty lines to replace the sun setting of additional funds provided from the SSF initiative.

Funding for Additional Faculty Lines post-SSF

For the 2019/2020 AY, the following sources provided dollars to fund additional faculty lines: 1) replacement funds from retirements, separations, etc.; 2) enrollment growth (base PBAC funding), and 3) base GI 2025 funds. However, it is important to note given the uncertainties of the state budget year to year, funding from these sources should not be assumed as committed sources; hence, the necessity for discussing how to secure funding for additional faculty lines beyond those funded through replacement savings.

Proposed areas to Leverage for Additional Faculty Line Funding

In spring 2019, AVP Prislin compiled a comprehensive report of the tenured/tenure-track 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). The funding of positions for these campuses came from several sources: general funds (new state allocations, separation savings, enrollment growth, GI 2025) and revenue funds (tuition, Student Success Fees, non-resident fees). Interestingly, the report also included several outside-the-box sources of funding for faculty start-up packages such as endowments and industry contributions. Coupled with traditional sources of funding (e.g. salary savings from separations, new state allocations, etc.), these alternative sources would provide a balanced and comprehensive funding model for new faculty lines at SDSU. It is important to note, these sources of funding would also require significant involvement with other campus divisions such as URAD, Research Affairs, Faculty Advancement, and the Senate.

Based on the findings of this report, we are recommending the University explore the the following **alternative sources of funding** for additional faculty lines:

1. **Endowments**. Currently, we have a number of endowed chair positions at SDSU, which have been funded through philanthropic donations. Cal Poly San Luis Obispo has used endowments to fund faulty start-up packages and to build new buildings. A focus on fundraising for endowed positions could be built into the next SDSU campaign and reflect elements of our forthcoming strategic plan.
2. **Industry Partnerships**. Similar to the P3 strategy proposed for SDSU Mission Valley, we propose forging partnerships with private industry to fund faculty lines with an eye toward meeting the needs of the future San Diego workforce. For example, SDSU could develop partnerships with local industry partners in the areas of engineering, biotechnology, healthcare, and hospitality.

Other General Recommendations Related to Faculty Hiring at SDSU

3. **Professors of Practice**. We are also recommending SDSU consider moving ahead with developing Professors of Practice faculty lines. Faculty appointed to these positions typically have extensive skills and expertise acquired from nonacademic careers. Because professors of practice are principally engaged in teaching, it would be expected these faculty would have higher teaching loads (on average) than T/TT faculty who have scholarly activity expectations in addition to teaching and service responsibilities. Thus, hiring Professors of Practice could result in significantly more course sections being taught during the academic year.
4. **Enrollment Growth**. Over the past 5 years, SDSU undergraduate enrollment has increased by 5%. This growth in students provides additional tuition dollars

for the university as well as base funding from the state budget allocation. Increasing our enrollment could also provide additional resources to fund new T/TT positions; however, there are additional institutional pressures associated with increased enrollment.

5. **Equipment Sharing**. The hiring of new T/TT faculty (as well as replacement faculty) will necessitate the generation of additional start-up funds. We are proposing the university adopt an equipment sharing policy to help further stretch start-up dollars. Although this would not be applicable to all new faculty start-up packages, the policy would encourage the sharing of expensive, scientific equipment between 2 (or more) faculty who may or may not be from the same college. An added benefit of this arrangement could be the development of interdisciplinary research collaborations, a necessity in today's extramural funding environment.
6. **Shared Instrument Facility**. As identified in the recently proposed strategic priorities, SDSU aspires to achieve Research I university status by engaging in the highest levels of research activity. This requires not only hiring research-active faculty but also making investments in research infrastructure. Accordingly, we proposed that the university make investments in creating a Shared Instrument Facility (SIF), where major scientific instrumentations, equipment, and technologies would be housed. The SIF would be shared and used by existing faculty and graduate students to conduct top-level research in their respective fields. An added benefit of this arrangement could be the development of interdisciplinary research collaborations, a necessity in today's extramural funding environment. Similar facilities are available at other universities across the nation, e.g. ASU Biodesign Institute at Arizona State University.

To: SEC, Senate Officers, and SDSU Senate

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

Date: 1/22/19

Re: Information items from recent AR&P Meetings

12/10/19 Meeting

The committee reviewed and approved an annual agenda and timeline (see attached). Mark Freeman then briefed the committee on a draft senate resolution in support for the Scholars At-Risk Program. Freeman will incorporate the committee's feedback and will route the revised resolution through the committee before a final draft is complete. The committee then reviewed and discussed a draft of AR&P's response to a referral from faculty affairs.

AR&P Annual Timeline
UPDATED: 10/30/19

Fall

1. Annual Agenda
2. Lottery funding
3. PBAC funding timeline input
4. Joint meeting with budget committees
5. Fall PBAC funding cycle
    a. PBAC funding review of proposals for current FY
    b. Recommendations re PBAC proposals for current FY

Spring

1. Spring PBAC funding cycle
    a. PBAC funding review of proposals for next FY
    b. Recommendations re PBAC proposals for next FY
2. Second joint meeting with budget committees
3. Planning for next academic year (committee departures, chair or co-chairs, etc.)

. Begin to set agenda for the fall

Ongoing

1. Consideration of resource impact from new program proposals (curriculum approvals)

Academic Resources & Planning:
Annual Agenda (AY 2019/2020)

UPDATED: 10/30/19

1. Work with other campus stakeholders to help develop multi-year strategic budget planning to ensure our strategic plan aligns with our budgetary resources.
2. Develop budget transparency and a 360 communication plan. This includes providing guidance on how to transform the budget process, helping to develop processes for divisions and coordinate budget discussions with Deans, divisional leaders, etc.
3. Create a timeline of URP tasks and budget considerations.
4. Develop ideas/strategies around increasing resources (expanding a diverse pie of resources).

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: January 29, 2020
RE: Information Items

I. Filling Vacant Senate Seat in the Fowler College of Business

Per the policy file, in examining the results of the previous senate election for Fowler College of Business (FCB), Steven Gill has agreed to serve in the vacant FCB senate seat, which was vacated by David DeBoskey (see Section 6.1 of the Bylaws).

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: January 15, 2020

Re: 2021-2022 *General Catalog*

INFORMATION (1I-02-20)

ANTHROPOLOGY

1. New course.

Anthropology
ANTH NIGHT SLEEP DREAMS (C-1)
ANTH 111. Anthropology of the Night: Sleep, Dreams, and Demons (3) [GE]
Human nighttime activities and cultural understandings regarding the nocturnal world. Cultural context and physiological, psychological, and social roots and ramifications of dreams, sleep, and supernatural encounters.

2. Change in program.

Anthropology
Anthropology Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22021) (SIMS Code: 110901)
Paragraphs 1-2 *(no change)*
Preparation for the Major. *(no change)*
Language Requirement. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Graduation Survey. *(no change)*
Major. A minimum of 36 upper division units, at least 33 of which are in anthropology, to include Anthropology 301, 302, 303, 304, one course may be substituted with another upper division anthropology course with consent of the department; six units selected from the following "methods" courses: Anthropology 312, 348, 355, 360, 495, 505, 520, 531, 532, 560, 561, 562, 563; 483, 499 and 583 with consent of the department; and 18 additional upper division units, at least 15 of which are in anthropology, one course of the 18 additional upper division units may be selected from one of the following courses: American Indian Studies 420, Biology 315, Chicana and Chicano Studies 301, Geography 312, History 406, 441, Philosophy 330, 332 [or Sustainability 332], Political Science 435, Religious Studies 376, Sociology 320, 355, Women's Studies 310, 382.

Change(s): ANTH 562, 563, 483 added to a methods select-from course list.

ASIAN STUDIES

1. New course.

Asian Studies
THE MINDFUL BRAIN (C-2)
ASIAN 111. The Mindful Brain (3) [GE]
Asian perspectives on contemporary and traditional forms of mindfulness practice. Physiological, psychological, and socio-cultural benefits assessed in terms of neuroscience and philosophy.

COMMUNICATION

1. Change in programs.

Communication
Communication Major
With the B.A. Degree in Liberal Arts and Sciences *OR*
Applied Arts and Sciences
(Major Code: 15061)
(SIMS Code: Liberal 668132; Applied 668131)
Paragraphs 1-4 *(no change)*
Preparation for the Major. *(no change)*
Language Requirement (Liberal Arts and Sciences). *(no change)*
Mathematics Competency Requirement (Applied Arts and Sciences). *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Major. A minimum of 36 upper division units to include Communication 300 and 350; nine "conceptualizing communication" units selected from Communication 321, 371, 415, 450, 470, 492; six "investigating communication" units selected from Communication 407, 420, 441, 462, 465; 12 "communication elective" units selected from Communication 301, 307, 405, 406, 421-428, 445, 446, 452, 482, 485, 490, 496, 499, 508, 555, or other upper division three unit communication courses, with no more than nine units from Communication 421-428 (health communication courses); and Communication 495 in the last or second-to-last semester.

_____
*Additional prerequisites required.

Change(s): Updated units in major areas and moved COMM 407 and 470 from one area to another.

2. Change in program.

Communication
Health Communication Major
With the B.S. Degree in Applied Arts and Sciences

(Major Code: 06013) (SIMS Code: 661140)

Paragraphs 1-3 *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 42 upper division units to include Communication 300, 321, 350, 495; six units selected from Communication 407, 420, 441, 462, 465; 18 units selected from Communication 421, 422, 423, 424, 425, 426, 427, 428, 485; (three units may be selected from Communication 371, 415, 445, 492, 499, 555); and six units selected from Gerontology 360, 370, Health and Human Services 350, Nursing 350, Philosophy 330, Public Administration 340, Public Health 353, 362, Social Work 430.

Change(s): Added COMM 407 to investigating communication options.

COMPUTER SCIENCE

1. Change to title.

Computer Science
COMPTR SCIENCE PRINCIPLES
CS 100. Computer Science Principles (3) [GE]

Prerequisite: Satisfaction of the SDSU Mathematics/Quantitative Reasoning Assessment requirement.

Capabilities and applications of computers. Algorithmic problem-solving methods and computer programming. Using computers to examine questions from other fields of study. Practical and theoretical limits to computation. Machine intelligence and heuristic problem solving. Social and legal impact of computers.

Change(s): Title updated from *Computational Thinking* to *Computer Science Principles*.

CRIMINAL JUSTICE

1. Change in program.

Criminal Justice
Impacted Program

Paragraph 1 *(no change)*

a. *(no change)*

b. Complete a minimum of 45 baccalaureate level semester units and a maximum of 90 semester units. (A minimum of 60 units are required for all transfer applicants.);

Remainder of impacted program section *(no change)*

Criminal Justice Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 21051) (SIMS Code: 666925)
(SIMS Code: 666927 - SDSU World Campus)

Paragraphs 1-2 *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 36 upper division units to include Criminal Justice 300, 301, 302, 303, 540, and one criminal justice practicum course selected from Criminal Justice 431, 497, 498, 543, 550, or International Security and Conflict Resolution 450. Additionally, students must complete two upper division three-unit elective courses in public administration. Students must complete 12 additional upper division units in accordance with the major academic plan, to include a minimum of six units of criminal justice electives.

Master Plan. Students should follow the Criminal Justice Advising Guide to ensure completion of major requirements. Contact the School of Public Affairs for a copy of the guide or download it at https://spa.sdsu.edu/documents/CJ_AdvisingGuide_1819_form_1.pdf.

Change(s): Updated impacted program section. CJ 431 added as practicum option. Advising guide name and download link updated.

FRENCH

1. Change in program.

French
French Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 11021) (SIMS Code: 112701)

Paragraphs 1-2 *(no change)*

Preparation for the Major. French 100A, 100B, 201, 210, and 221 with a grade of C (2.0) or better. (20 units) Recommended: European Studies 101.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience Requirement. *(no change)*

Major. A minimum of 27 upper division units in French to include French 301, 302, 305A, 305B, and 15 upper division electives in French to include at least two 500-level courses. No more than one 400- or 500-level French course taught in English or Humanities 310 may be applied to the major.

Change(s): Recommended major preparation will be European Studies 101 rather than History 105 or 106. Two 500-level courses are required, not just one. Option of one French course taught in English at 500-level added.

GENERAL STUDIES

1. New course.

General Studies

BUILDING YOUR FUTURE SELF (C-5)
GEN S 150. Building Your Future Self for Success in College and Beyond (3) [GE]
First-year students will meet one another where they are, build community, and explore how the latest interdisciplinary research, strategies, and tools can help cultivate success in academic and life pursuits as they develop and realize their future selves. Not open to students with credit in General Studies 100A, B, or C.

GEOGRAPHY

1. Change to course statement.

Geography
GEOG 340. Geography of Food (3) [GE]
Production, distribution, sale, consumption, and preparation of food from a geographic perspective. Key concepts in human and physical geography by exploring the environmental, political, economic, social, and cultural aspects of food. Not open to students with credit in Geography 341 or 342.

Change(s): *Not open to students with credit in Geography 341 or 342* added to course statement field.

2. New course.

Geography
FEEDING THE WORLD (C-2)
GEOG 341. Feeding the World (3) [GE]
Prerequisite: Geography 101 or 102.
Food sustainability and security. Geographic relationship between environment and food to include impacts of food production and consumption on environmental resources and climate, influence of environmental factors on food security, role of economic, political, and social factors. Not open to students with credit in Geography 340.

3. New course.

Geography
FOOD, PLACE, AND CULTURE (C-2)
GEOG 342. Food, Place, and Culture (3) [GE]
Prerequisite: Geography 101 or 102.
Significance of food in the human experience, its role in sustaining cultures, making places, organizing societies, and supporting economies and livelihoods. Relationships between food and culture at the global, local, and body scales. Not open to students with credit in Geography 340.

4. Change in program.

Geography
Geography Major
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 22061)
Emphasis in General Geography
(SIMS Code: 112912)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Graduate Writing Assessment Requirement. *(no change)*

Major. A minimum of 32 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

5. Change in program.

Geography
Geography Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22061)
Emphasis in Environment, Sustainability, and Policy
(SIMS Code: 112914)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

6. Change in program.

Geography
Geography Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22061)
Emphasis in Geographic Information Science and Technology
(SIMS Code: 112953)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

7. Change in program.

Geography
Geography Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22061)
Emphasis in Human Geography and Global Studies
(SIMS Code: 112917)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 44 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512,

574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

8. Change in program.

Geography
Geography Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 22061)
Emphasis in Geographic Information Science and Technology
(SIMS Code: 112992)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

9. Change in program.

Geography
Geography Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 22061)
Emphasis in Water, Climate, and Ecosystems
(SIMS Code: 112988)

Paragraph 1 *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: *(no change)*

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography:

Geography 312, 340, 342, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 341, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576, 578; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594 [or Big Data Analytics 594];

Remainder of description *(no change)*

Change(s): Added GEOG 341, 342, and 578 options to core section.

10. Change in programs.

Geography
Geography Minor

The minor in geography consists of a minimum of 21-22 units of geography to include Geography 101, 102, 104, and one of the following areas:

***Cultural* (SIMS Code: 112937):** Six units from Geography 312, 340, 342, 354, 454, 554, and six units selected from regional courses Geography 320-336, 426.

***Methods of Geographic Analysis* (SIMS Code: 112952):** *(no change)*

***Natural Resource and Environment* (SIMS Code: 112966):** Nine units selected from Geography 340, 341, 348, 370, 375, 426, 440 [or Political Science 440], 570-576, and three or four units selected from methods courses Geography 380-385, 484, 581-589.

***Physical* (SIMS Code: 112961):** Nine units selected from Geography 303, 375, 401, 409, 506-512, 578, and three or four units selected from methods courses Geography 380-385, 484, 581-589.

***Urban and Regional Analysis* (SIMS Code: 112981):** Nine units selected from Geography 340, 342, 353, 354, 440 [or Political Science 440], 454, 554, 572, and three or four units from either methods or regional courses Geography 320-336, 380-385, 426, 484, 581-589.

Remainder of description *(no change)*

Change(s): GEOG 342 added to cultural and urban and regional analysis areas. GEOG 341 added to natural resource and environment area. GEOG 578 added to physical area.

<u>GERMAN</u>

1. Change to title.

German
ZEITGEIST & POP CULTURE
GERMN 300. Zeitgeist and Popular Culture (3) [GE]

Prerequisites: German 202 and 205B.

Development of advanced proficiency in reading comprehension and oral communication through use of cultural materials. Not open to students who hold a degree from a secondary or post-secondary school in which the primary language of instruction is German.

Change(s): Title updated from *Readings in Contemporary German Culture* to *Zeitgeist and Popular Culture*.

2. Change to description and title.

German
STORIES & HISTS MID AGES
GERMN 410. Stories and Histories Since the Middle Ages (3)
Prerequisites: German 202 and 205B.
Historical milestones since the Middle Ages examined through various forms and genres of storytelling, while building advanced German language skills.

Change(s): Description updated from *Methods of German studies as applied to study of culture of German-speaking communities from Middle Ages to beginning of second empire, while building on advanced German language skills* to what is presented above. Title updated from *German Studies I* to what is presented above.

3. Change to description and title.

German
INNVTN & TRNSF GERMN CLTR
GERMN 411. Innovation and Transformation in German Culture (3)
Prerequisites: German 202 and 205B.
Transformations of German-speaking communities through major cultural, social, and technological innovations since the beginning of the twentieth century, while building advanced language skills.

Change(s): Description updated from *Methods of German studies as applied to study of culture of German-speaking communities from second German empire through German reunification, while building on advanced language skills* to what is presented above. Title updated from *German Studies II* to what is presented above.

4. Change to description and title.

German
CULTURE AND SOCIETY
GERMN 430. Culture and Society (3)
Prerequisites: German 202 and 205B.
Artistic, cultural, and intellectual innovations in German-speaking societies in Europe and around the world, while building advanced language skills. May be repeated with new title and content. Maximum credit six units.

Change(s): Description updated from *Artistic, intellectual, and cultural movements of the German-speaking regions, while building on advanced language skills. May be repeated with new title and content. Maximum credit six units* to what is presented above. Title updated from *German Civilization* to what is presented above.

INTERDISCIPLINARY PROGRAMS

1. Change in programs.

Interdisciplinary Programs
Urban Studies Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 22141)

Paragraphs 1-2 *(no change)*
Preparation for the Major. *(no change)*
Language Requirement. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Major. A minimum of 36 upper division units to include:

1. Nine units of Urban Theory selected from Chicana and Chicano Studies 355 [or Latin American Studies 355]; Geography 354; Political Science 422, Public Administration 320, Sociology 448;
2. Nine units of Urban Methods selected from Economics 301, Geography 380, 381, 385, 484, 584, 585, 586, 589, 590, Public Administration 420, 540, Sociology 301, 406, 407, 408;
3. Three units of high impact learning and the submission of a capstone portfolio to the undergraduate adviser. This requirement may be met with Geography 499, 590, 595, General Studies 480, 490, History 495, Public Administration 497 or 498. Other high impact courses or study abroad may qualify if appropriate and preapproved by the undergraduate adviser:
4. Fifteen units selected from an area of specialization:

Urban Cultures and Societies **(SIMS Code: 117011).** Anthropology 529, 533, Chicana and Chicano Studies 303, 375, 554, Geography 312, 342, 354 (if not taken as a requirement), 554, History 581, Latin American Studies 320, 545, 550, Sociology 355, 411, 443, 448 (if not taken as a requirement), 457.
Urban Planning, Design, and Management **(SIMS Code: 117012).** *(no change)*
Urban Political Economy and Public Policy **(SIMS Code: 117013).** *(no change)*
Urban Sustainability **(SIMS Code: 117014).** Anthropology 353 [or Sustainability 353], 532, Economics 455, Geography 340, 341, 354 (if not taken as a requirement), 370, 375, 409, 440 [or Political Science 440], 454, 572, 591 and 591L, 592 and 592L, History 584, Political Science 334 [or Sustainability 334].

Change(s): P A 540 added as an option in urban methods section. GEOG 499, GEN S 480, 490, HIST 495, P A 497, 498 added as options in the high impact learning section. ANTH 529, CCS 554, GEOG 342, HIST 581, LATAM 545, and SOC 411 added as options to the urban cultures and societies specialization. GEOG 341 added as option to the urban sustainability specialization.

LINGUISTICS

1. Change to description and prerequisite.

Linguistics
LING 454. Second Language Acquisition (3) [GE]
Prerequisite: Linguistics 101, 420, or Spanish 448.
Basic facts about the acquisition of nonnative languages in adulthood to include beginning and end points, implicit and explicit learning, individual differences, input and output, ordered development, and the role of instruction.

Change(s): Description updated from *Basic theory and research in second language acquisition. Nature of interlanguage in second language learning. Influence of native language transfer, interaction, sociocultural factors on second language acquisition. Applications of second language research to teaching* to what is presented above. SPAN 448 added as prerequisite option.

MANAGEMENT

1. Change to description and title.

Management
MANAGEMENT INTERNSHIP
MGT 401. Management Internship (3) Cr/NC
Prerequisites: Business Administration 350 and consent of faculty adviser. **Proof of completion of prerequisites required:** Copy of transcript.
Internship with business firms, government agencies, or nonprofit organizations. Work done under joint supervision of intern organization and course instructor. Activities for advancing career readiness, applying principles of managing organizations, enhancing leadership skills, and supporting professional development.

Change(s): Description updated from *Internship with business firms, nonprofit organizations, or government agencies. Work done under joint supervision of intern organization and course instructor* to what is presented above. Title updated from *Business Internship* to *Management Internship*.

MARKETING

1. New course.

Marketing
MKTG & SALES INTERNSHIP (C-36)
MKTG 402. Marketing and Sales Internship (4)
Prerequisite: Business Administration 370 with a grade of C (2.0) or better.
Internship with business firms, government agencies, or nonprofit organizations. Work done under joint supervision of intern organization and course instructor. Fundamentals of sales and marketing in a real-world context.

MATHEMATICS

1. Change to course statement.

Mathematics
MATH 141. Precalculus (3) [GE]
Two lectures and two hours of activity.
Prerequisite: Knowledge of algebra as demonstrated by (1) satisfactory completion of Mathematics 140 with a grade of C (2.0) or better; or (2) qualification on the Mathematics Placement Assessment. **Proof of completion of prerequisite required.**
Rational, trigonometric, exponential and logarithmic functions; conic sections; parametric equations. Not open to students with credit in Mathematics 124 or 150.

Change(s): MATH 120 removed from course statement field.

POLITICAL SCIENCE

1. Change to description and prerequisite.

Political Science
POL S 333. Politics of Race and Ethnicity (3)
Race and racism in the United States. History of discriminatory policies and segregation of racial and ethnic communities. How past policy decisions continue to be reflected in modern racial hierarchies and political rhetoric on race. Race and ethnicity debates in modern policymaking on crime control, immigration, poverty.

Change(s): Description updated from *Complexity of identity politics, addressing issues as discrimination, integration, immigration, and fair political representation* to what is presented above. POL S 102 removed as prerequisite.

2. Change to description, prerequisite, and title.

Political Science
POLICY ISSUES AND DEBATES
POL S 335. Policy Issues and Debates (3)
Social problems and the policies developed to address them. Analysis of debates and policy alternatives on issues to include education, health care, and housing.

Change(s): Description updated from *Principles and practice of American policy making, to include analysis of social problems and the policies developed to address them* to what is presented above. POL S 102 removed as prerequisite. Title updated from *Public Policy* to what is presented above.

3. Change to description and title.

Political Science

GENDER AND PUBLIC POLICY
POL S 336. Gender and Public Policy (3) [GE]
American politics and public policy debates around gendered participation in national and international politics to include intersectionality, legal strategies, new understandings of public and private issues, support of and restrictions to feminism.

Change(s): Description updated from *American politics and public policy debates around women participating in politics, including support of and restrictions to feminism, legal strategies, and new understandings of public and private issues* to what is presented above. Title updated from *Women's Issues in the American Political Process* to *Gender and Public Policy*.

4. Change to description and title.

Political Science
US CNGRSS CONFLICT & COMP
POL S 338. U.S. Congress: Conflict and Compromise (3)
Tools and strategies used by majority and minority parties to gain influence in policymaking and electoral politics. Areas of legislative conflict or compromise and the formal procedures used to promote or prevent policy change. Legislative bodies outside of the United States.

Change(s): Description updated from *Detailed analysis of legislatures. Special attention devoted to impact of dynamic factors on formal procedures. May include a substantial amount of material about foreign political systems* to what is presented above. Title updated from *The Legislative Process* to what is presented above.

5. Change to description and prerequisite.

Political Science
POL S 436. The American Presidency (3)
Prerequisites: Political Science 102.
History of the presidency, individuals to hold the office, and theoretical approaches to understanding the presidency as an institution. Modern theories of presidential power.

Change(s): Description updated from *Analysis of principal institutions, functions and problems of the presidency and federal executive branch. Attention given to presidential leadership, staffing, executive-legislative relations and policy formation* to what is presented above. POL S 101 removed as prerequisite.

6. Change in program.

Political Science
Political Science Major
With the B.A. Degree in Liberal Arts and Sciences

(Major Code: 22071) (SIMS Code: 115501)

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements." A total of 40 upper division units must be taken, of which 30 must be selected as described in the major. No more than 48 units in political science courses can apply to the degree.

Paragraph 2 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 30 upper division units to include 27 upper division units in political science (excluding Political Science 390W). Students may take up to six units selected from Africana Studies 321, 322, American Indian Studies 485, and Women's Studies 375, provided that at least three units are taken in each field; and a three unit capstone requirement, fulfilled by Political Science 495, 497B, 498, or any 500-level political science course.

Field I. Political Theory: *(no change)*

Field II. American Politics: Political Science 320, 321, 322, 331 [or American Indian Studies 331], 333, 334 [or Sustainability 334], 335, 336, 338, 346, 347A-347B, 348, 422, 425, 426, 428, 430 [or Latin American Studies 430], 435, 436, 440 [or Geography 440], 531, 533, 535, 541.

Field III. Comparative Politics: Political Science 356, 359, 361, 362, 363, 364, 365, 366 [or Latin American Studies 366], 370, 530, 555, 560, 562, 564, 565, 566, 568.

Remainder of description *(no change)*

Change(s): Units updated from 27 to 30 in paragraph 1 and in the major. Units in POL S updated from 24 to 27 and *excluding POL S 516* statement deleted in the major section. POL S 530 moved from field II to III.

PSYCHOLOGY

1. Change to prerequisite.

Psychology
PSY 356. Forensic Psychology (3)

Prerequisite: Upper division standing. Recommended: Psychology 350.

How psychological research and theory informs legal processes. Behavioral analysis, criminal investigation, eyewitness identification, jury selection, juvenile forensics and death penalty cases, mental competencies, police work, school bullying, sexual abuse issues, and threat assessment.

Change(s): *Upper division standing* added as prerequisite. PSY 350 changed to a recommended prerequisite.

2. Change to prerequisite.

Psychology
PSY 380. Intermediate Cognitive Psychology (3)
Prerequisite: Psychology 211.
Research and theory on attention, language, learning, memory, thinking, and understanding.

Change(s): PSY 101 removed as prerequisite. PSY 211 changed from a recommended to required prerequisite.

SUSTAINABILITY

1. Change in program.

Sustainability
Sustainability Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 49101) (SIMS Code: 117001)
Paragraphs 1-3 *(no change)*
Preparation for the Major. Sustainability 100 [or Environmental Science 100]; Economics 102; Geography 101 or 103; and one course selected from Economics 201, Linguistics 270, Philosophy 120, Political Science 201, Psychology 280, Sociology 201, Statistics 119, or 250; three units from Geography 170 or Professional Studies and Fine Arts 100. (15-16 units)
Language Requirement. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
International Experience Requirement. *(no change)*
Major. *(no change)*
Field A, Human-Nature Interface: Anthropology 355, 402, 510, Economics 455, English 305, 491 (with relevant content), Geography 342, 348, History 441 (if not applied to the core), 584, International Security and Conflict Resolution 310, Philosophy 496 (with relevant content), Religious Studies 376, Rhetoric and Writing Studies 360, Sustainability 334 [or Political Science 334] (if not applied to the core), Women's Studies 580, 582. (3-12 units)
Field B, Applied and Regional Studies: Anthropology 532, Asian Studies 320, Environmental Engineering 320, Geography 340, 341, 354, 426, 440 [or Political Science 440], 554, 572, 575, Latin American Studies 545, Oceanography 320, Political Science 564, Recreation and Tourism Management 305, 470, 477, 487, Sociology 350, Women's Studies 580. (3-12 units)
Field C, Scientific and Analytical Thinking: Biology 315 (if not applied to the core) 324, 327, 354, 517, 540, 544 [or Environmental Science 544], Economics 455, 456, Geography 370 (if not applied to the core) 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 512, 554, 570, 572, 573, 574, 578, Geological Sciences 305, Public Health 304, 362. (3-12 units)
Core courses not selected for the core may be used to satisfy the field electives as indicated.

Change(s): Added recently developed courses to the curriculum as follows: Preparation for the major: adding GEOG 103 (Weather and Climate) as a paired option with GEOG 101. Upper-division field electives: adding to Field A: RWS 360 (Rhetoric of Sustainability), GEOG 348 (Environment and Development), GEOG 342 (Food, Place, and Culture). Adding to Field B: RTM 477 (Sustainable Tourism Planning), GEOG 341 (Feeding the World). Adding to Field C: Geog 578 (Practical Hydrology).

2. Change in program.

Sustainability
Sustainability Minor*
(Minor Code: 49101) (SIMS Code: 117003)

Paragraph 1 *(no change)*

The minor in sustainability consists of 15 units to include three units from Sustainability 100 [or Environmental Science 100], Geography 101, 370, Biology 315; three units from Sustainability 353 [or Anthropology 353], Sustainability 332 [or Philosophy 332], 334 [or Political Science 334], History 441; and nine additional units selected from fields A, B, and C, as listed in the major.

Remainder of description *(no change)*

_____
*Additional prerequisites may be required for courses in the minor.

Change(s): Organize upper-division electives for minor into the same three fields as the major. Delete AMIND 420, GEOL 303, RTM 485 from the electives to be consistent with the major.

TELEVISION, FILM AND NEW MEDIA

1. Change to prerequisite.

Television, Film And New Media
TFM 314. Film and Video Production (3)

Two lectures and three or more hours of activity.

Prerequisite: Open only to television, film and new media majors with an emphasis in production.

Aesthetics and practice of film and video production techniques. Instruction in equipment use combined with consideration of aesthetics, visual storytelling, and craft. Attention to development of creative voice and original work.

Change(s): Prerequisite updated from *Open to television, film and new media majors only* to what is presented above.

2. Change to prerequisite.

Television, Film And New Media
TFM 361. Studio Production (3)

Two lectures and more than three hours of activity.

Prerequisites: Television, Film and New Media 314. Open only to television, film and new media majors with an emphasis in production.

Multi-camera television production techniques for studio, sound stage, and remote multi-camera production. Responsibilities of producer, director, and production staff.

Change(s): Prerequisite updated from *Television, Film and New Media 314 (or consent of instructor)* to what is presented above.

3. Change to prerequisite.

Television, Film And New Media
TFM 362. Intermediate Filmmaking (3)

Two lectures and more than three hours of activity.

Prerequisites: Television, Film and New Media 361. Open only to television, film and new media majors with an emphasis in production.

Single camera techniques in production of narrative fiction. Crew-based location and studio production. Responsibilities of producer, director, and key creative production positions. (Formerly numbered Television, Film and New Media 360 [previously Television, Film and New Media 260.])

Change(s): *Open only* statement added to prerequisite.

4. Change to prerequisite.

Television, Film And New Media
TFM 470. Critical Studies of Gender/Sexuality/Media (3)

Prerequisites: Television, Film and New Media 310 and 330. Open to television, film and new media majors and minors in upper division standing.

Critical approaches to representation, production, and reception of gender and sexuality in film, television and new media, including video games and the Internet.

Change(s): *And minors* added to prerequisites.

THEATRE

1. Change to prerequisites.

Theatre
THEA 325. Script Analysis (3)

Prerequisites: Theatre 120 and completion of lower division writing competency requirement. **Proof of completion of prerequisites required:** Copy of transcript.

Analysis of representative plays with emphasis on plot and character development, dramatic structure, action, and style.

Change(s): *And upper division standing* removed from prerequisites.

2. Change to prerequisite.

Theatre
THEA 335. Stage Management-Theory (3)
Development of the prompt script, organizational methods, and collaborative personnel interaction. Maximum credit six units.

Change(s): THEA 240 removed as prerequisite.

3. Change to prerequisite.

Theatre
THEA 476. Event Coordination and the Entertainment Industry (3)
Two lectures and two hours of activity.
All aspects of producing special events, including venue designs and planning, managerial roles of entertainment industry, and how venue planning affects business decisions of these various managers.

Change(s): THEA 240 removed as prerequisite.

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

TO: SEC/University Senate

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

DATE: January 21, 2020

RE: Information

Philanthropy Report:

San Diego philanthropist Mrs. Dianne L. Bashor has donated $15 million to San Diego State University toward construction of the new stadium that will be part of SDSU Mission Valley; it was announced Thursday, Dec 5. The commitment provides a lead gift for the stadium, the first project scheduled for SDSU's proposed expansion into Mission Valley. In recognition of her generosity, SDSU will name the field Bashor Field in her honor.

Pledges totaling $1 million from alumnus William Brack and his wife, Karen, will support the William and Karen Brack Endowed Professorship in Finance in the Fowler College of Business and Athletics.

Deborah and David Hawkins have left a gift to SDSU in their estate for $500,000. This gift will create the Deborah A. and David A. Hawkins Endowment for the School of Accountancy.

The Sigma Pi Educational Fund of San Diego pledged $250,000 to support Athletics.

Richard Robbins and Candace Black have included SDSU as beneficiary of their estate for a market value of $75,000. This gift will support the MFA in Creative Writing within the College of Arts and Letters.

Alumnus James Brown and his wife, Marilyn, pledged $1 million to support Athletics and made a $50,045 gift to provide support to the Artificial Intelligence Lab in the Fowler College of Business.

The Gilbert J. Martin Foundation made a $150,000 gift to provide scholarship support to students in the Fowler Scholars Program in the Fowler College of Business and gave an additional $10,000 to support Athletics.

Alumnus Gerald "Jerry" McIntyre has notified us that he has left a gift in his estate to SDSU for $25,000. His gift will support the Fowler College of Business.

Gifts totaling $12,500 from Southwest Airlines on behalf of TCF board member Lidia Martinez will support the Educational Opportunity Program and the Cesar Chavez Commemorative Scholarship.

Thomas and Barbara Longley have included a gift to SDSU through their estate for $100,000. They have designated this gift as unrestricted to support the greatest needs of the University.

Pledges totaling $110,000 from alumnus David Ritterbush will support the Guardian Scholars Program, Guardian Scholars Housing Fund, Aztec Cooperative Fund, Athletics and the Fowler College of Business Student Success Fund.

Alumna and TCF board member Nikki Clay and her husband, alumnus Ben Clay, made a $50,000 gift to endow the Ben and Nikki Clay Scholarship for students in the College of Professional Studies and Fine Arts.

Faculty Emerita Diane Borden pledged $25,000 to provide fellowship support to graduate students in the School of Journalism and Media Studies in the College of Professional Studies and Fine Arts.

A $10,000 gift from an unknown donor will support the Troops to Engineers Program in the College of Engineering.

A $30,000 gift from the Johnson Family Trust will support scholarships in the School of Nursing in the College of Health and Human Services.

The Roy and Marian Holleman Foundation made a $17,300 gift to fund a student liaison position in the Library.

Taoglas USA, Inc. made a $12,000 gift to support the Antenna and Microwave Lab in the College of Engineering.

Steve and Beth Rider made a $10,000 gift to the Real Estate General Fund in the Fowler College of Business.

Karen and Mark Mays made a $15,000 gift to the Wallace, Shatsky, Blackburn Courage Through Cancer Fund to provide emergency support to students who are being treated for a cancer diagnosis or who have been affected by cancer in a significant way.

Alumna Nancy Bailey made a $10,000 gift to support the Fowler College of Business.

Richard Woodcock made a $100,000 gift to fund scholarships and materials so aerospace engineering students can pursue Rocket Projects and AIAA space design projects and competitions.

Union Bank of California Foundation made a $40,500 gift to provide support for the Zahn Innovation Platform Launchpad's Women in STEM Entrepreneurship Initiative.

Land of the Free Foundation made a $30,000 gift to the Veterans Academic Advisory Fund.

Gifts-in-kind totaling $25,160 from Eric and Karen Warren will benefit the Love Library Special Collections.

Doris A. Howell Foundation for Women's Health Research made a $21,000 gift to the CSUPERB CSU Ed Research Biotech Fund in the College of Sciences.

Alumnus and TCF board member Steve Doyle and his wife, Lynne, made a $10,000 gift to support the Civil Engineering Fund in the College of Engineering.

Gifts-in-kind totaling $249,065 from former faculty member Connie Dowell and her husband, Stephen Miller, will benefit the Love Library Special Collections.

A $1.3 million distribution from the Estate of James J. Stansell, along with prior and subsequent distributions will be used to create the James J. Stansell Classics Endowment Fund. This fund will

provide support for a new permanent endowed tenure-track/tenured professorship in the Department of Classics and Humanities in the College of Arts and Letters.

Alumnus Joseph Goldhammer made a $10,000 gift to support the Civil Engineering Fund in the College of Engineering.

Gifts totaling $10,000 from Phillip Ward will support Athletics.

Gifts-in-kind totaling $313,589 from Betsey Potter will benefit the Love Library Special Collections.

Gifts totaling $70,000 from Alumnus Art L. Flaming and his wife, Gwen, will support Athletics.

Joyce Gattas, former dean of the College of Professional Studies and Fine Arts, has named SDSU as beneficiary of her life insurance policy for a gift of $50,000. This gift along with a current gift of $2,000 will create the Joyce Gattas Musical Theatre Endowed Scholarship.

Alumna Dorothy Emerson and her husband, Byron, pledged $50,000 to support Athletics.

Pledges totaling $100,000 from Dr. Jasvant Modi, Mahesh Wadher and Rohak Vora will support the Bhagwan Sumatinath Postdoctoral Fellowship for Jain Studies in the College of Arts and Letters.

Mark Schlossberg made a $30,000 gift to support Athletics.

Alumnus Kenneth Gerdau and his wife, Wendy, made a $25,961 gift to support the Gerdau Family Endowed Scholarship benefiting baseball student-athletes pursuing a major in the Fowler College of Business at SDSU.

Gifts totaling $51,255 from the Estate of Pitt and Virginia Warner will support the Pitt and Virginia Warner Endowed Dean's Excellence Fund in the College of Arts and Letters and the Pitt and Virginia Warner Endowed Jazz Studies Program.

Bill and Alice Haberger made a $30,160 gift to support Athletics.

Alumni Catherine Stiefel and Keith Behner made a $21,000 gift to provide support for scholarships to students in the School of Accountancy.

The Harper Construction Company made a $20,000 gift to provide support for a faculty chair in the J.R. Filanc Construction Engineering & Management Program in the College of Engineering.

Alumni Ken and Molleen McCain made an $18,986 gift to support Athletics.

Alumnus John J. Martin and his wife, Katherine Fitzhugh, pledged $15,000 to provide support for scholarships to students in the MFA Musical Theatre Program.

Alumna Lisa Belott and her husband, Peter, made a $10,000 gift to support Athletics.

Faculty Emeritus J. E. L. Carter, Ph.D. made a $10,000 gift to support annual scholarships in the School of Exercise and Nutritional Sciences in the College of Health and Human Services.

Alumnus Stuart Naliboff made a $10,000 gift to the Fowler College of Business Faculty Excellence

Endowment.

Alumni Scott and Sarita Flaming made a $10,000 gift to provide emergency support to students who are being treated for a cancer diagnosis or who have been affected by cancer in a significant way through the Wallace, Shatsky, Blackburn Courage Through Cancer Fund.

Lucy Goldman made a $10,000 gift to support the Elaine Lipinsky Artist in Residence Fellowship in the College of Arts and Letters.

SDSU employee Peter Shaw and his wife, Elaine, made a $28,863 gift to support Athletics.

Gift totaling $25,000 from TCF board member Bob Scarano and his wife, Sheryl, will support the EOP/Guardian Scholars Program Fund and Athletics.

$10,000 from the Association of Medical Diagnostics Manufacturers will provide support for scholarships to students in the Masters of Science in Regulatory Affairs at the College of Sciences.

A gift of $16,000 from Pillsbury Winthrop Shaw Pittman will support Athletics.

Fay Schopp made a $10,000 gift to support the John D. Schopp Memorial Lectureship in the College of Sciences.

Mario and Susie Woo pledged $500,000 to the Stadium Excellence Fund, providing support for the future multi-use stadium and SDSU Mission Valley project.

Edward and Kalita Blessing pledged $125,000 to the Blessing Women's Veterans Leadership Endowment, providing funds to empower our Women's Veterans Success Program and to offset the expenses of an annual women veterans' forum.

The Windgate Charitable Foundation pledged $99,000 to the Furniture Studio Equipment/Visiting Artist Program in the College of Professional Studies and Fine Arts.

Salim and Francoise Shah made a $75,000 gift to provide support to the Center for Islamic and Arabic Studies including, but not limited to lectures, seminars and panel discussions, faculty research and student scholarship and research.

The Coastal Community Foundation Golich Family Foundation on behalf of alumnus Thomas Golich and his wife, Donna, made a $50,000 gift to support students pursing majors in the School of Communications in the College of Professional Studies and Fine Arts.

Gifts-in-kind totaling $40,455 from faculty member William Yeager and his wife, alumna Chutaphin Yeager will benefit the School of Music and Dance in the College of Professional Studies and Fine Arts.

Alumnus Glae Thien made a $12,500 gift to support the Thien Endowed Scholarship in Journalism and along with his wife, Ocelet Hernandez, pledged an additional $37,500 to provide scholarship support to students in the School of Journalism and Media Studies in the College of Professional Studies and Fine Arts.

Gifts-in-kind totaling $31,112 from Susan Bernay will benefit the Love Library Special Collections.

Gifts totaling $30,000 from the Kerr Family Foundation on behalf of alumnus Richard Kerr and his wife, Lynda, will support the College of Sciences and the SDSU San Diego Symphony Music Education Endowed Scholarship in the College of Professional Studies and Fine Arts.

Alumnus Jack Sword and Laura Gordon pledged $25,000 to the The Jack and Laura Sword Comic Arts Fund.

Real World Academics, LLC made gifts totaling $26,150 to support the L. Robert Payne School of Hospitality & Tourism Management in the College of Professional Studies and Fine Arts.

A $10,500 gift from the Jeffrey Glazer Foundation on behalf of alumnus Jeffrey Glazer and his wife, Lisa, will support Athletics.

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

Gifts totaling $19,906 from alumnus John Martin and Katherine Fitzhugh will support the John J. and Katherine F. Martin MFA Musical Theatre Scholarship, the Arthur C & Mildred Wimer Scholarship, the Armen E. Keteyian Internship Scholarship, the Arts Plaza Fund and the Inewsource Investigative Reporting Fund all in the College of Professional Studies and Fine Arts as well as the John Martin Collection in the Love Library Special Collections.

Alumnus Mark McMillin and his wife, C'Ann, made a $10,000 gift to support the Baja SAE student engineering competition.

Vice President Tom McCarron and his wife, Virginia, made a $10,000 gift to provide scholarships to student employees of Associated Students.

Alumna Nua Shores and her husband, Michael, made a $10,000 gift to support the Michael and Nua Shores Scholarship in the College of Professional Studies and Fine Arts.

Alumna Wendy Maruyama and Bill Schairer made a $10,000 gift to support the needs of the Furniture Design and Woodworking Program in the School of Art and Design, including but not limited to visiting artists, student recruitment and outreach.

The Fidelity Charitable Gift Fund Page Family Fund on behalf of Tom Page made gifts totaling $10,000 to support the Fowler College of Business.

Gifts totaling $10,000 from alumnus Gene Lynes and his wife, Beth, will support the Alumni Association Student Scholarship and the Fowler College of Business.

Campaign, Presidential & Special Events:

President de la Torre and Interim Vice President of University Relations and Development, Adrienne Vargas hosted members of the Tower Society for an appreciation reception on Saturday, December 7. A reception was hosted prior to the SDSU School of Theatre, Television, and Film production of She Loves Me. Guests listened to remarks by the President, Vice President Vargas, Dean Shannon (College of Professional Studies and Fine Arts), Stephen Brotebeck (Director) and Lauren Haughton (MFA student, choreographer and leading actress in the performance).

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.