



SAN DIEGO STATE UNIVERSITY  
SDSU Senate Agenda

March 3, 2020

SDSU-Imperial Valley: Calexico Campus

2:00 to 4:30 pm

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

Land Acknowledgement:

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.

2. Approval of Agenda (Wheeler)

3. Approval of Minutes (Wheeler)

4. Senate Elections (Vaughn)

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**Search Committee for Dean of Fowler College of Business**  
**Faculty Member (outside of college)**

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), "Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority."

Following are the nominees outside of the Fowler College of Business, along with their statements. Please read the candidate statements carefully before voting. **You may only vote for ONE candidate.**

**Michael Gates, Associate Professor, School of Nursing (College of Health and Human Services)**

Dr. Gates is very active in University Senate, GE Committee, and other university committees. He has served on multiple School of Nursing and university Search Committees. Dr. Gates is our School curriculum liaison and is the Associate Director, covering for me when I am away from campus. In short, he understands the university and would work constructively on a Dean Search Committee.

## Search Committee for VP of Business and Financial Affairs

### Faculty Members

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), "Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority."

Following are the nominees, along with their statements. Please read the candidate statements carefully before voting. You may only vote for TWO candidates, with no more than one from each college/unit.

#### **Xiaobai Liu, Associate Professor, Computer Science (College of Sciences)**

I joined the San Diego State in 2015 as an assistant professor of computer science. In fall 2019 I was promoted to Associate Professor with Tenure. I am directing the SDSU Machine Vision and Learning Lab funded by NSF, DOD and other federal agencies. Hope my fresh experience of getting through the tenure/promotion process could provide a different perspective to this search.

#### **Khaled Morsi, Professor, Mechanical Engineering (College of Engineering)**

Khaled Morsi is Professor of Mechanical Engineering. He has served SDSU at multiple levels. At the University level, he is currently serving on the Senate (since 2017), Graduate Council, Academic Policy and Planning Committee, University RTP Committee and is one of the 4 interim senators serving this year on PBCA. He has also previously served on the University Constitution and Bylaws Committee, and the Committee on Committees. At the College level he has served as member and Chair of the College of Engineering Reappointment, Tenure and Promotion Committee, member and Chair of the College of Engineering Constitution and Bylaws committee, Parliamentarian of the College of Engineering, and member of the Dean of Engineering search committee. He served his department as interim chair, graduate advisor and member and chair of the Department Reappointment, Tenure and Promotion committee among other committees. He is a strong believer in shared governance.

## Search Committee for Dean of Graduate Division

### Faculty Members

Per the Senate Policy file (University Policies→Administration→Search Committees for University Administrators, 4.0), “Elected members of the Senate shall elect faculty representatives to the search committee by secret ballot. If the first ballot does not yield a simple majority vote for the indicated number of candidates, additional ballots shall be conducted until that number has received a majority.”

Following are the nominees, along with their statements. Please read the candidate statements carefully before voting. You may only vote for FIVE candidates, with no more than one from each college/unit.

#### **Lisa Lamb, Professor, Teacher Education (College of Education)**

I am involved in graduate studies at the master’s and doctoral levels, and have experience with both joint PhD programs and stand-alone EdD programs. I serve on the Steering Committee for the Mathematics and Science Education Doctoral (MSED) Program with UCSD and for the Joint Doctoral Program in Education with Claremont Graduate University. I have served as PI on more than \$6 million in federal grants, and have supported several MSED students with research assistantships. Additionally, I serve on the University Graduate Council, and have served on several search committees, including search committees for the Dean of the College of Education, Director of the School of Teacher Education, for mathematics educators and STEM educators. I understand the time commitment and effort involved in serving on a search committee.

#### **Angela Coker, Associate Professor (Division of Diversity and Innovation)**

I am a tenured associate professor who has over 20 years of experience working in higher education. I have served on numerous search committees at the University of Missouri in addition to the University of Alabama at Birmingham. I have a full understanding of the search process and believe I can work with others to provide leadership. I currently serve as the inaugural Director of Inclusive Faculty Recruitment and Retention within the Division of Diversity here at SDSU.

#### **Linda Salem, Librarian (Library)**

I have worked with the College of Education for 18 years serving graduate students at the certification, master's degree, and doctoral levels. This makes me aware of issues facing students and faculty working in graduate programs at SDSU.

#### **Hala Madanat, Professor, Public Health (College of Health & Human Services)**

Dr. Madanat is the Director of the School of Public Health (SPH) in the College of Health and Human Services and Professor in the Division of Health Promotion and Behavioral Science. Dr. Madanat is a health behavior researcher and a program evaluation specialist whose focuses on health disparities in Latinos, with a specific emphasis on obesity prevention. Since joining SDSU, Dr. Madanat has chaired 36 MPH theses and three doctoral committees and served as a committee member of 19 MPH thesis committees and six doctoral dissertation committees. Dr. Madanat is qualified to represent the diverse needs of HHS and our graduate programs.

#### **Georg Matt, Professor, Psychology (College of Sciences)**

Dr. Matt served as Department Chair in Psychology for 11 years. He is highly knowledgeable about the University and is very familiar with the role of the Graduate Division. He also is a well-funded and highly productive researcher, providing important perspective on the research needs on this campus and also experience with the Research Foundation.

**Jeffrey Gustafson, Associate Professor, Chemistry & Biochemistry (College of Sciences)**

Professor Gustafson has been at SDSU Chemistry & Biochemistry for six years, during which time he has established himself as a research leader within the department and a rising star in the fields of medicinal chemistry and chemical biology. Jeff leads a dynamic research program that includes SDSU postdoctoral scientists, graduate students (Masters and Doctoral), and undergraduate students. His research funding is outstanding and included major grants from the National Institutes of Health and National Science Foundation. Jeff represents the internationally competitive research profile we aspire to in the College of Sciences.

**Jose Castillo, Professor, Mathematics & Computational Science Research Center (College of Sciences)**

Prof Castillo is an ideal candidate to be part of the Dean for Graduate Division Search committee as he is one of the pioneers in graduate education in the College of Sciences (CoS). Prof Castillo is the founder of the Computational Science Research Center (CSRC) and the Joint PhD program in Computational Sciences. He is heavily vested in obtaining extramural support (more than 20M in grants) most of which is towards our graduate students/programs. Prof Castillo is a well-seasoned researcher with a wide perspective of the climate, resources, and logistics at SDSU, with a particular focus on graduate mentoring and support. In short, I find difficult to think of other faculty members that are more dept/deserving to serve in this committee than Prof Castillo.

**Fernando J. Bosco, Professor, Geography, Arts and Letters**

Professor Bosco joined SDSU in 2002. He is Professor of Geography and the Director and Graduate Advisor for the Joint Doctoral Program in Geography between SDSU and UCSB (University of California, Santa Barbara). He is currently serving as one of two CAL representatives on SDSU's Graduate Council and as CAL representative on SDSU's Graduate Curriculum Committee. He was a Senior Panelist for Geography and Spatial Sciences at the National Science Foundation and he is currently the Higher Education Chair of the Advanced Placement Human Geography Development Committee for the College Board. He is very involved and committed to graduate education and research, both at SDSU and in the wider academic arena. He has a very good understanding of the structure of graduate programs at SDSU and would be well-placed to serve on this search committee.

**Referrals Chart - March 2020**

Date recd (M/Y)	Recd by	From	ID	Title	Description	Referred	Referred to
01/2019	NBB	Senate Officers	18/19_1	WH Executive Order on Combating Anti-Semitism & SDSU Freedom of Expression Steps.	Review and make recommendations regarding Executive Orders on Combating Anti-Semitism and SDSU Freedom of Expression Steps.	Y	Freedom of Expression Committee
04/2019	NBB	Senate Officers	18/19_2	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Y	Constitution and Bylaws Committee
10/2019	NBB	SEC	19/20_4	Senate PBAC Appointments	Develop a policy for Senate PBAC appointments.	Y	Academic Policy & Planning
10/2019		Senate Officers	19/20_6	Revise AP&P Role in ERG Report Development	ERG Report - research AP&P role from compiling data and authoring the report to asking pertinent questions about the data.	Y	AP&P
10/2019	NBB	Staff Affairs	19/20_7	Award Emeritus Status to Qualified Staff	Consider revising the Policy File section on emeritus (2018-19 Policy File page 160) to allow this status to be awarded to qualified staff.	Y	Staff Affairs
11/2019	NBB	Senate Officers	19/20_9	Outstanding Teaching Assistant Award	Create an SDSU Award for Most Outstanding Teaching Assistant.		
11/2019	NBB	Freedom of Expression Committee	19/20_11	Scholars at Risk Resolution	Review 10/31/19 draft resolution from Freedom of Expression Committee regarding Supporting Visiting Scholars at Risk.	Y	AP&P, AR&P, FA
02/2020	NBB	Senate Officers	19/20_12	Clarify the use of the words "Campus" vs. "College"	Examine the way that SDSU uses the words "campus" vs. "college"? What is a college? What is a campus? Is that distinction important in the policy file?		Constitution and Bylaws
02/2020	NBB	Senate Officers	19/20_13	Review the Use of the Definition "Full-Time Faculty"	Review the definition of full-time faculty and create a more accurate term.	Y	Constitution and Bylaws Committee
02/2020	NBB	Senate Officers	19/20_15	Add seat(s) for non-represented staff	Research the viability of adding Senate seat(s) for non-represented (Foundation, Aztec Services, etc) staff.	Y	Constitution and Bylaws Committee

March 3, 2020  
Senate Report  
S. Hector Ochoa, Provost

Faculty Salary Inversion

Continuing our effort to address inversion, additional analysis from November 2019 data were conducted to identify new inversion as a result of salary adjustments from promotions and market salary increases. Inversions have been corrected.

Associate Vice President for Enrollment Management

After conducting a national search, Stefan Hyman from Stony Brook University has been selected to serve as Associate Vice President for Enrollment Management.

Library Dean Search

The search for the Dean of Library is in progress. Witt/Keiffer is assisting us with this search.

College of Arts & Letters

The search for the Dean of the College of Arts & Letters is in progress. Witt/Keiffer is assisting us with this search.



Date: 14 February 2020  
To: SEC / Senate  
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
Subject: ACTION: Addition to Policy File, Ensuring Approval of Courses

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**ACTION:** The Academic Policy and Planning Committee Committee moves that the Senate adopt the following in the University Policy File under University Policies / Academics as follows:

Regular Approval of Courses Offered

Every credit-bearing course offered through SDSU, including World Campus, shall be approved by the appropriate Chair or Director of the Department, School, or Program under which the course is listed in the catalog, and by the Dean of the College in which it is housed, every time the course is offered. Approval shall include instructor, length of term, and modality.

Rationale

Because a course in the School of ENS was offered by SDSU World Campus without approval from the Director of the School of ENS, AP&P felt that it was worth examining whether a policy existed relative to courses offered via SDSU World Campus.

The proposed policy helps assure that all courses offered through all units of SDSU are approved by the appropriate Departments / Schools and Colleges.

Date: 25 February 2020

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEMS

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### **Referrals 18/19\_2 Additional MPP Seat and 19/20\_15 Add Seat(s) from Non-represented Staff**

Recommendation: The Committee discussed the referral by the Senate Officers for adding an additional staff senate seat from MPP staff, Classes 1 and 2, and for adding Senate seat(s) for non-represented staff. There was unanimous support for such additions to the Senate, with the Committee recognizing the importance of having **one** additional staff senate seat from MPP staff, Classes 1 and 2, and **two** non-represented staff. This addition will be made to Section 4.0 (4.0 Membership and Electorate) of the Constitution.

Motion (First Reading):

Constitution – 4.1 Elected Members

4.14 Staff (8)

**4.141** There shall be six non–Management Personnel Plan (MPP) staff senators elected from permanent non-MPP staff. One staff senator position shall be reserved for an SDSU Imperial Valley staff member. The electorate shall consist of permanent and temporary non-MPP staff, including probationary staff.

**4.142** There shall be two non–represented (Foundation, Aztec Shops, etc.) staff.

4.15 Managers There shall be ~~one~~ **two** Management Personnel Plan (MPP) staff senators elected from MPP staff, Classes 1 and 2. The electorate shall consist of all MPP staff, Classes 1 and 2.

Rationale:

- An additional staff senator who is an employee in the Management Personnel Plan, Classes 1 and 2, is needed to keep pace with the increase in the number of Professor Senators apportioned annually from eight percent (8%) to nine (9%) for each major academic unit (as defined in the Bylaws). Currently, one MPP staff, Classes 1 and 2, does not seem enough to adequately represent middle level managers from all divisions.
- Currently, there are no non–represented staff. CBL argues that, in the spirit of shared governance, all members of the campus community should have representation at Senate. Given the large number of non–represented staff employed in multiple units across campus (Campanile Foundation, Research Foundation, Associated Students, Aztec Shops, and World Campus), there should be at least two representing this large and important constituency.

Draft 2/25/2020

**Resolution of the San Diego State University Senate:  
College of Engineering GE area B Variances**

Whereas, College of Engineering is a high-unit major degree program where number of units required to complete the degree programs ranges from 133 to 140;

Whereas, Title 5 Section 40508 requires that: As of the fall term of the 2014-15 academic year, no baccalaureate degree program shall extend the unit requirement beyond 120 semester units.

Whereas, College of Engineering program is accredited by ABET which places constraints on the number of major units, capstone design experience and number of math and science units;

Whereas, College of Engineering majors have to complete 30 units of math and science while CSU general education mandate is only 12 units;

Whereas, CSU area B requires students take courses in (1) math, (2) physical sciences and (3) life sciences. This limitation forces College of Engineering programs to either increase the number of math/science courses beyond the ABET mandated 30 units or reduce critical courses in other areas of science from their program.

Therefore, be it resolved that San Diego State University Senate approves:

- 1- Adapt a variance to remove the subarea restrictions in CSU GE Area B and allow engineering students to satisfy GE Area B requirements using a subset of courses from approved area B courses instead of completing courses in specific subareas.
- 2- Adapt an variance to allow engineering students to meet the GE Area B explorations requirement (Explorations in Natural Sciences) by completion of the Major.

February 17, 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 General Education Area B Variance

The National Academy of Engineering's "*Engineer of 2020*"<sup>1</sup> 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

<sup>1</sup> 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 strive to provide the best integrated education to College of Engineering students, our program is subject to several constraints imposed by CSU and ABET, our accrediting agency. 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, a total of 48 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 core engineering curriculum makes completion of all 48 units of GE courses outside that curriculum a unique challenge. For example, according to the 2018-2019 Bulletin, we see that to major in Chicana and Chicano Studies, a student has to 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 may be 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 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 first proposal 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.

### 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. 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.

## Rationale for GE Variance

### 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 Variance Granted (Area B.2) at Other CSU Campuses**

Category	College of Engineering is asking for	Other CSU campuses which waived this GE requirement or passed a resolution to met in major	Comments
B.2: Life Sciences (no	<u>A variance to allow engineering students to complete Area B with 12</u>	Long Beach, Northridge, SJSU, Fullerton	Engineering students take more than the 12 units required for Area B.



unit reduction aimed)	<u>unrestricted hours of coursework from approved Area B courses.</u>		ABET requires engineering students to complete 30 units in this area.
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## 1. 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 senior design projects cover many learning outcomes that draw from the life science repertoire. Senior design life sciences project 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

TO: Senate Executive Committee / Senate

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

DATE: February 12, 2020

RE: GENERAL EDUCATION PROGRAM

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**Action**

**II. FOUNDATIONS OF LEARNING**

**C. Arts and Humanities**

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

*New course*

LATAM 130. Elementary Nahuatl I (4) [GE]

Nahuatl language and Nahua culture and history. Grammar essentials, listening comprehension, oral practice, pronunciation, and reading.

*New course*

LATAM 131. Elementary Nahuatl II (4) [GE]

Prerequisite: Latin American Studies 130 with a grade of C (2.0) or better.  
Nahuatl culture and language. Continued development of comprehension, cultural reflection, grammar, listening, oral practice, pronunciation, reading, and writing in a communicative context and through task-based activities.

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

To: Senate Executive Committee/Senate  
From: Graduate Council  
Date: February 6, 2020  
Re: 2021-2022 *Graduate Bulletin*

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**ACTION (1A-02-20)**

**EDUCATIONAL LEADERSHIP**

1. New subprogram.

Educational Leadership

**Teacher Leadership**

**(Major Code: XXXXX) (SIMS Code: XXXXXX)**

The Master of Arts degree in education with a concentration in teacher leadership is intended to prepare effective classroom teachers for new leadership roles at their institutions by providing new knowledge and leadership skills, furthering a sense of inquiry within the realm of institutional change, and providing a scholarly community of educators with similar career goals and trajectories. Graduates of the program will have the skills to be effective in roles such as assessment leader, curriculum leader, instructional coach, master teacher, and mentor. Graduates of the program will understand collective efficacy, its impact on an institution, and the expectation they contribute to building it. Graduates will develop a deep understanding of high-quality instruction. Graduates will also know how to influence the learning and practice of adults from a parallel position of authority.

To apply for admission into the teacher leadership concentration, a student must complete an application for admission to both the university and the Department of Educational Leadership. All applications should include two letters of recommendation from two supervisory administrators. Upon admission to the university and the program, all students will discuss the degree curriculum with the graduate adviser during the first semester in the program.

**Specific Requirements for the Master of Arts degree in Education with a Concentration in Teacher Leadership**

A minimum of 30 units to include:

1. Core program (24 units):
  - EDL 0615 Leading Equity in Schools...6
  - EDL 0616 Leading Teams to Use Evidence-Based Practices...5
  - EDL 0617 Mentoring, Coaching, and Collaboration...5
  - EDL 0618 Organizational Engagement...5
  - ED 0690 Methods of Inquiry...3
2. Research: Six units selected from the following:
  - ED 0791A Evaluation Techniques...3
  - ED 0791B Practicum: Evaluation...3

***OR***

ED 0795A Seminar...3

ED 0795B Seminar...3

***OR***

EDL 650 Professional Learning and Growth Leadership...3

ED 0799A Thesis...3 (Cr/NC/RP)

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

Date: 11 February 2020  
To: SEC / Senate  
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
Subject: ACTION: Procedure for Electing Representatives to PBAC

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*In response to a referral from Senate officers requesting a policy for filling new seats on PBAC, the Academic Policy and Planning Committee has developed the following policy.*

ACTION: The AP&P Committee moves that the Senate revise the Senate Bylaws to include this Procedure for Electing Representatives to PBAC.

### **Procedure for Electing Representatives to PBAC**

#### 1. Eligibility:

1.1 The four elected representatives on PBAC shall be full-time faculty members or non-MPP staff. There shall be no more than one representative from any of the following: College of Arts and Letters, College of Engineering, College of Professional Studies and Fine Arts, Fowler College of Business, College of Education, College of Health and Human Services, College of Sciences, SDSU Imperial Valley, and the Library. A minimum of three of the elected representatives shall be full-time faculty members.

#### 2. Nominations and Elections:

2.1 The Senate Chair shall announce vacancies and make a call for nominations to all full-time faculty members and non-MPP staff no later than the second week of February for terms that begin the following academic year.

2.2 The call for nominations shall include the following statement: "For these positions, it is desirable for nominees to have experience with and understanding of complex budgets. Elected representatives are expected to make decisions based on the overall academic mission of the university, and not to advocate for their respective academic or bargaining units."

2.3 Nominations shall be made by a full-time faculty member or non-MPP staff member with the approval of the nominee. No self-nominations are allowed.

2.4 Nominees shall write a short statement, no longer than 250 words, addressing their qualifications for the position. The statement shall be distributed to the Senate in advance and summarized on the Senate floor on the day of the election.

2.5 Representatives shall be elected by the full Senate no later than its March meeting.

#### 3. Terms:

3.1 The election shall be for a three-year term, except for terms that begin in the Fall of 2020.

3.2 Elected representatives who go on leave for any part of the academic year forfeit the remainder of their term, creating a vacancy that shall be filled by regular procedure.

3.3 Upon the completion of their term, representatives may run for re-election but shall serve no more than nine consecutive years.

#### 4. Exceptional Procedure for Academic Year 2019-2020

4.1 All 2019-2020 interim appointments shall end at the conclusion of the academic year.

4.2 The Chair of the Senate shall send out a call for nominations for all four vacancies no later than the second week of March 2020, and the election shall be held during the Senate's April 2020 meeting.

4.3 In order to stagger terms of the elected representatives, the length of terms beginning in the Fall of 2020 shall be determined by lot after the election. One of the elected representatives shall serve a one-year term, one shall serve a two-year term, and two shall serve three-year terms. Subsequently all terms shall be three years.

To: SEC, Senate Officers, and SDSU Senate  
From: Mark Reed & Sherry Ryan, Co-Chairs, AR&P  
Date: 2/11/20  
Re: Action Item

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Recommendation: The Senate Committee on Academic Resources and Planning (ARP) recommends that its name change to University Resources and Planning (URP). The new name better reflects the functions of the committee. Four additional members will be invited to join URP so that all SDSU Divisions are represented. These include URAD, Information Technology Division, Division of Diversity and Innovation, and Graduate Affairs.

Original Language:

### 3.4 Committee on Academic Resources and Planning

#### 3.41 Membership (15)

3.411 Ex officio: Associate Vice President for Academic Affairs - Resource Management, Vice President for Business and Financial Affairs or designee, and Vice President for Student Affairs or designee.

3.412 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; one staff member selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate, and two students appointed in accordance with procedures established by the Associated Students.

New Language:

### 3.4 Committee on **University** Resources and Planning

#### 3.41 Membership (19)

3.411 Ex officio: Associate Vice President for Academic Affairs – Resource Management, Vice President for Business and Financial Affairs or designee, **Vice President for URAD or designee, Vice President for Information Technology or designee, Vice President of for Diversity and Innovation or designee, Vice President of Graduate Affairs or designee,** and Vice President for Student Affairs or designee.



3.412 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; one staff member selected by the Staff Affairs Committee in consultation with the staff senators and confirmed by the Senate, and two students appointed in accordance with procedures established by the Associated Students.

Date: 21 February 2020

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION

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The Constitution and Bylaws Committee recommends the following changes to the Policy File. This is an issue that was discussed without conclusion by SEC at end of Spring 2019. It is now a favorable time for action before the next promotion cycle (AY20/21).

#### **4.0 Working Personnel Action File**

~~4.6 The department or school peer review committee or the department chair or school director shall be responsible for assisting candidates to prepare files that are complete, containing all information required for review, with items properly identified.~~

4.6 Departments and schools are responsible for validating the WPAF before it is released for evaluation. Validation ensures that files are complete and accurate, and that items included in the WPAF exist and are properly identified. The designee for the validation process shall be the department or school peer review committee or the department chair or school director. The items to be validated shall not extend further back than the initial appointment or last performance review, whichever is most recent. Documentation and evidence provided to support professional growth must be specific and verifiable. If a manuscript has been accepted for publication but has not been formally published, a copy of the acceptance letter shall be included. Verification of evidence in WPAF by RTP reviewers may occur at any level of the review process. RTP reviewers shall submit any such request for verification of evidence through Faculty Advancement.

#### **Rationale:**

On December 4, 2018, the senate voted to remove the word “validation” from the Senate Policy file (Approve, 25; No, 11 Oppose; Abstain, 4). However, the new policy language had not been seen or met with prior approval by the members of the SEC. Senators were not given due opportunity to discuss the matter with their constituencies in advance of the senate December 4 meeting

and marshal their arguments. The discussion on the senate floor was hastily conducted for such an important issue, lasting no more than 10 minutes, and did not allow enough time for objections. The proposed change is meant to do three things: 1) provide the Senate with the opportunity to have an informed and substantive debate on the issue; 2) to give the validation process teeth to ensure that candidates do not provide **(inadvertently or otherwise)** inaccurate information concerning their professional growth items in particular; and 3) to resolve the longstanding problem of what to do when a review committee discovers a discrepancy or inaccuracy in the WPAF. The proposed language has a precedent in the CSU and borrows liberally from the Retention, Tenure, and Promotion Policy of CSU Monterey Bay.

<https://csumb.edu/policy/retention-tenure-and-promotion-policy>

## **SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus**

**Whereas**, San Diego State University rests on land that has been home to the Kumeyaay people, who have been its caretakers for over 10,000 years; and

**Whereas**, the Kumeyaay people never ceded this land to the United States government, the California State Government, or any other government through any ratified treaty; and

**Whereas**, a significant portion of the history of interaction between Kumeyaay people and non-indigenous settlers had been marred by genocidal violence, forced labor and forced removal from land; and

**Whereas**, SDSU is an institution of higher learning dedicated to evidence-based history and research; and

**Whereas**, SDSU is a University that prides itself on community leadership and education; and

**Whereas**, as part of ongoing efforts to build positive relationships with the Native American community, SDSU has passed recently a Senate resolution acknowledging Kumeyaay land, has hired recently a Tribal Liaison and Assistant Director of the Native Student Resource Center, and has opened recently the SDSU Native Student Resource Center; and

**Whereas**, as an accurate recognition of the communities on whose the land SDSU resides should recognize the Kumeyaay people's indigenous occupation of the land; and

**Whereas**, SDSU flies the national flag of the United State of America on its campuses, a flag that serves as the symbol of a nation state far younger than the Kumeyaay communities represented by the Kumeyaay Nations flag; and

**Whereas**, SDSU flies the state flag of the State of California on its campuses, a flag that serves as the symbol of a state far younger than the Kumeyaay communities represented by the Kumeyaay Nations flag; and

**Whereas**, Kumeyaay people and culture continue to have a nearly invisible profile in campus life at SDSU; and

**Whereas**, SDSU is committed to constructive and positive relationships with the Kumeyaay peoples; and

**Whereas**, SDSU is committed to recruiting and retaining college ready Kumeyaay students; and

**Whereas**, it is in the best interests of, and is most culturally accurate for, SDSU to fly the Kumeyaay Nations flag on its campuses;

**Be It Therefore, Resolved** that the San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.

*Authored by Mark Wheeler*

*Co-Sponsored by Jacob Alvarado Waipuk, Ramona Perez and David Kamper*

*Community-Based Block Multicultural Counseling & Social Justice Education Program*

*Supported by:*

*Cyndi Chie, Analyst/Programmer, Senate Secretary*

*Nola Butler Byrd, Ph.D., LPCC, Associate Professor, CBB Program, Senate Vice Chair*

*Anne Donadey, Professor, departments of European Studies and Women's Studies*

*Brent Taylor, Ph.D., LMFT, Department Chair of Counseling and School Psychology*

*Tonika Duren Green, PH.D.*

*Caren Sax, Ed.D., Chair, Dept. of Administration, Rehabilitation, & Postsecondary Education*

*marcela polanco, Assistant Professor, Marriage and Family Therapy*

*Marie A. Roch, Professor of Computer Science*

*Caren Sax, Ed.D., Chair, Dept. of Administration, Rehabilitation, & Postsecondary Education*

*Lisa Gates, Ph.D., ARPE*

*Margaret Slaska, Ph.D., Advanced Certificate in Trauma-Informed Care and Restorative Justice Program*

Campus: San Diego State University

CORRECTED  
VERSION

Please check as applicable for your campus. This is a:

- Faculty-only response  
 Student-only response  
 Administration-only response  
 All-campus response  
 Other (please specify)  This is the response of the SDSU University Senate, representing Faculty, Student, Staff, MPPs, and Administration

### Campus Feedback on ASCSU Resolution AS-3403-20/AA Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement

The Chancellor's Office invites campus input on **AS-3403-20/AA Recommended Implementation of a California State University (CSU) Ethnic Studies Requirement**.

Although we welcome general comments, in particular we ask for your feedback on three specific sections of the resolution: (A) the ethnic studies learning outcomes; (B) a 3-unit requirement at the lower division and an upper-division "reflective element" requirement; and (C) evaluation of courses by Ethnic Studies faculty.

Additionally, we ask three questions about potential systemwide requirements. Systemwide requirements must fit within the 120-unit limit for BA and BS degrees as well as be compatible with Associate Degrees for Transfer (SB 1440).

1. Does your campus want a **systemwide** 3-unit lower-division requirement in Ethnic Studies as described in AS-3403-20/AA?  Yes  No **[OTHER]**

SDSU's University Senate passed a resolution in Fall 2019 that established an Ethnic Studies requirement. This requirement goes into effect in the 2020/2021 catalog.

We prefer our localized version of the Ethnic Studies requirement, which allows for either lower-division or upper-division courses to satisfy the requirement. In general, we prefer that each campus have the opportunity to develop its own localized version of this requirement, and hope that they do so. Moreover, if the state legislature must impose a CSU system-wide Ethnic Studies requirement, we would prefer that it conform to our localized version, or that it permit our localized version to stand. **Here is the language for our localized version of a graduation requirement in Ethnic Studies:**

*Beginning in Fall 2020, students who begin matriculating at SDSU must complete a three-unit ethnic studies course in order to graduate. This requirement is separate from cultural diversity courses. Ethnic studies courses that used to be categorized under cultural diversity, will no longer fulfill that requirement.*

*One course must be in ethnic studies, except lower division courses that also fulfill I. Communication and Critical Thinking (CSU Area A – English Language Communication and Critical Thinking). Ethnic studies courses are indicated by a footnote. Ethnic studies courses focus on the interdisciplinary and comparative study of ethnicity, race, and racialization. Courses meeting this*

*requirement place strong emphasis on groups whose socio-historical experience of land and labor were critical to the building of the United States: African Americans, Asian Americans, Chicanos/Latinos, and Native Americans. An analysis of empire, migrations, nation-building, power, and the intersections of class, culture, gender, race, and sexuality are critical components in these courses. For a course to meet the ethnic studies requirement it must be taken from the approved list of courses in Africana Studies, American Indian Studies, the Center for Asian and Pacific Studies, or Chicana and Chicano Studies. It may also satisfy General Education or American Institutions where applicable.*

2. Does your campus want a **systemwide** upper-division “reflective element” requirement in Ethnic Studies as described in AS-3403-20/AA? \_\_\_\_ Yes \_\_\_\_ No **[OTHER]**

The SDSU University Senate prefers to articulate such a “reflective element” into its localized version of the requirement.

3. Does your campus support a broader **systemwide** 3-unit Diversity/Social Justice requirement (which would include courses in ethnic studies as well as those that examine race and ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age)? \_\_\_\_ Yes \_\_\_\_ No **[OTHER]**

We prefer that each CSU campus be given the opportunity to develop its own local version of a 3-unit Diversity/Social Justice requirement. The SDSU University Senate would be interested in discussing with interested parties how best to develop a local version of a 3-unit Diversity/Social Justice requirement. In any case, no such requirement should replace our localized Ethnic Studies requirement.

## Section A

Please provide your feedback on the following learning outcomes developed by the ASCSU in conjunction with the CSU Ethnic Studies Council. The language below is taken directly from Attachment A of AS-3403-20.

**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:**

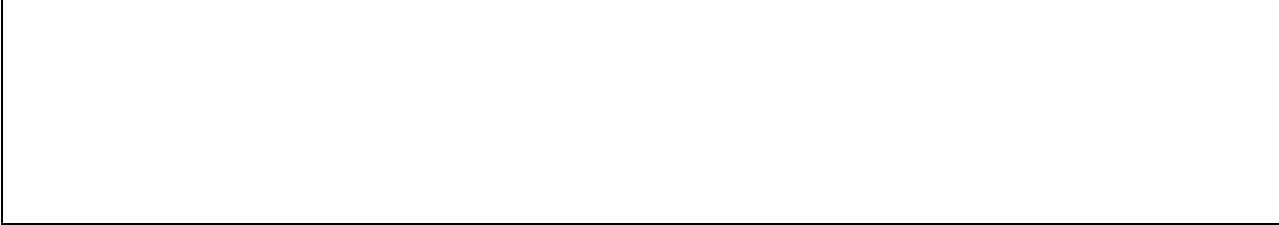
1. analyze and articulate core concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, and white supremacy;
2. apply theory to describe critical events in the histories, cultures, and intellectual traditions of communities of color 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.

### Feedback:

*We have our own Ethnic Studies requirement learning outcomes, which are very similar to those listed above. Our learning outcomes are as follows:*

- *Goal 1: Define core concepts that are foundational to the field of ethnic studies to include colonialism, equity, ethnicity and culture, Eurocentrism, indigeneity, race, racialization, racism, and white supremacy.*
- *Goal 2: Examine from an interdisciplinary perspective, the general history, culture, and/or contemporary lived experiences of at least one of four groups to include African Americans, Asian Americans, Chicana/o/xs-Latinxs, and Native Americans.*
- *Goal 3: Explain how African American, Asian American, Chicano/a/x-Latinxs, or Native American communities use different forms of resistance and cultural affirmation for community engagement and the advancement of anti-racism and decolonization.*
- *Goal 4: Analyze how race and racism intersects with class, ethnicity, gender, legal status, and/or sexuality to shape life chances and social relations.*
- *Goal 5: Engage social and academic practices originating in African American, Asian American, Chicano/a/x-Latinx, or Native American communities to work towards building a more anti-racist, decolonial, equitable, and inclusive society beyond the classroom.*





**Section B**

*Please provide feedback on the proposed structure of an ethnic studies requirement. The language below is taken directly from Attachment A of AS-3403-20.*

**A 3-unit requirement at the lower division and an upper-division “reflective element” requirement**

1. The primary ethnic studies requirement is a minimum 3 semester unit course or course overlay 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. This secondary requirement will start in the 2027-28 academic year.

**Feedback:**

We prefer our own localized version of the Ethnic Studies requirement because it was passed through a shared governance process involving input from students, faculty, staff, and administration. Our requirement allows students to fulfill the three-unit requirement at either the lower-or upper division, making it difficult to require a separate reflective element in an upper-division course.

**Section C**

*Please provide feedback on the proposed requirement that Ethnic Studies faculty, and subject matter experts, be included in the evaluation of courses that meet this requirement. The language below is taken directly from Resolved clause 5 of AS-3403-20.*

**Evaluation of courses by Ethnic Studies faculty**

That the ASCSU endorse a requirement that CSU campus approval and review processes explicitly include evaluation by ethnic studies faculty and subject matter experts.

**Feedback:**

We certainly agree that subject matter experts, especially our Ethnic Studies faculty, be included in decisions regarding their discipline.

**General Potential Campus Impacts of an Ethnic Studies Requirement**

**Other Comments**

Submitted by \_\_\_\_\_ Date 3/4/20

To: Senate Executive Committee / Senate  
From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee  
Date: February 12, 2020  
Re: 2021-2022 *General Catalog*

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**ACTION** (2A-03-20)

**THEATRE**

1. Deactivation of subprogram.

Theatre

**Theatre Arts Major**

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

**(Major Code: 10071)**

**Emphasis in Design for Television and Film**

**(SIMS Code: 662564)**

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

**Date:** 11 February 2020  
**To:** SEC / Senate  
**From:** D.J. Hopkins, Chair, Academic Policy and Planning Committee  
**Subject:** Information: AP&P referrals and other business

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The Academic Policy and Planning Committee met on 28 January 2020.

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.

AP&P has finalized the ERG report in collaboration with Undergraduate Council which, as always, wrote a substantial first draft. The chair thanks AVP Norah Shultz for her leadership. See report attached.

Given that the ERG compendium will not be produced as it has been in the past, AP&P has discussed how to review enrollment, retention, and graduation data in the future. The committee decided that we will evaluate the Tableau Dashboard more frequently and will report on data (such as that related to Pell students, commuter rates, demographic distribution, local students, first time first year vs. transfer percentages, and retention and graduation rates across subgroups). Reports based on this evaluation will come to Senate from AP&P on average once per semester.

At the last SEC meeting, AP&P recalled the first draft of its proposal re: Procedure for Electing Senate Representatives on PBAC. The proposal was revised to include staff among those eligible for seats on PBAC. The new policy was approved and is returned to SEC. See attached Action item.

In November, AP&P was asked to consider a proposal before the Senate re: Scholars at Risk. Our comment on the proposal was included in our previous Information memo. Upon receipt of a lightly revised version of this proposal, the committee revisited the proposal and our discussion. The committee decided that no new action will be taken. For reference, below is the November statement.

*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 welcomed Radhika Seshan, Dean, SDSU World Campus to our meeting. We discussed two items related to World Campus. First, we reviewed a proposal that all courses on campus should be reviewed and approved by the relevant chair or director and the relevant Dean, including World Campus courses. Dean Seshan pointed out that this proposal aligns with existing World Campus policy, and therefore would offer no obstacle. See attached Action item.

The other World Campus item was a referral from SEC related to the change of nomenclature from "college" to "campus." Neither Dean Seshan nor anyone on AP&P saw a policy linked to this nomenclature. The referral was discussed, and AP&P deems the matter settled.

Two program actions were reviewed and approved: a new Psychology emphasis in Neuroscience and a program deletion in Theatre.

DJH  
Attachments

To: SEC, Senate Officers, and SDSU Senate

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

Date: 2/11/20

Re: Information items from recent AR&P Meetings

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### **1/28/20 Meeting**

The committee reviewed the updated Scholars at Risk senate resolution and had no further edits. Committee members then discussed the next steps to changing AR&P's name to UR&P as well as the inclusion of additional voting members to reflect new divisions within the university. The committee then discussed how to move forward with items from the annual agenda.

### **2/11/20 Meeting**

The committee discussed the proposed 20/21 CSU budget and how this would affect base and one-time funds available for the 20/21 PBAC cycle. Stephen Schellenberg and Adrianna Martinez brief the committee on the timetable for the new curriculum software implementation. The committee discussed AR&P's role in this process and what changes could be made to improve the curriculum approval process.

## AY 18/19 SDSU ENROLLMENT, RETENTION, AND GRADUATION REPORT

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

As established in Academic Year 2014-2015, the comprehensive Enrollment, Retention, and Graduation (ERG) Compendium has been updated by Analytical Studies and Institutional Research and made available to the University Senate. This synopsis, in concert with the full 121-page compendium, serves to fulfill the charges from the Policy File to Undergraduate Council and the Senate Academic Policy and Planning Committee (AP&P) both to “annually review the previous year’s outcomes as well as any enrollment management changes proposed by the administration” and to “produce an annual report on retention and graduation during the fall semester” respectively.

**Highlights from the AY18/19 ERG Compendium:** Below we highlight some key patterns and observations with parenthetical reference to the corresponding page or pages on which the data appear. This synopsis follows the order of the materials presented in the Compendium. These sections of data also tend to parallel the sections that have been of most interest to the University Senate.

### Total Applications

- The number of freshmen applications has risen from 56,759 in 2014 to 68,897 in 2018 (p. 4).
- The number of transfer applications has risen from 22,376 in 2014 to 25,718 in 2018 (p. 4).
- The number of freshman applications for out-of-state students has risen from 3,410 in 2014 to 5,005 in 2018 (p. 5).
- The number of freshman applications for international students has risen from 1,252 in 2014 to 1,330 in 2018 (p. 6).

### Undergraduate Applications

- Total undergraduate applications have risen from 79,715 in 2014 to 95,654 in 2018 (p. 7).
- The total number of applications, CSU-eligible applications, admits and enrollees have risen from 2014 to 2018 (p. 9).
- Out-of-State undergraduate applications, CSU-eligible applications, admits, and enrollees all have increased. Enrollees have increased from 625 in 2014 to 983 in 2018 (p. 10).
- International undergraduate applications, CSU-eligible applications, admits, and enrollees all have increased. Enrollees have increased from 395 in 2014 to 427 in 2018 (p. 11).



- CSU-eligible admission applications for local freshmen have decreased from 13.9% (from 5,842 out of a total of 42,073) in 2014 to 12.9% (from 6,548 out of 50,580) in 2018 (p. 13). However, applications for CSU-eligible admission non-local freshmen have increased from 86.1% (from 36,230 out of 42,073) in 2014 to 87.1% (from 44,032 out of 50,580) in 2018 (p. 13).
- Local freshmen students of color show at a higher rate than All Others (44.6% versus 42.4%), but non-local students of color show at a lower rate (15.9% versus 17.9%) than All Others (p. 14).

### Undergraduate Enrollment

- Average unit load for freshmen has risen from 14.8 in 2014 to 15.4 in 2018 (p. 20).
- Unit loads at all student levels have risen from 2014 to 2018 (p. 21).
- The percentage of total undergraduate enrollment of students of color has remained steady at 53.8% (from 14,769 in 2017 to 14,894 in 2018) (p. 22).
- Average high school GPAs for new freshmen have increased from 3.69 in 2014 to 3.73 in 2018. SAT scores have increased from 1,115 in 2014 to 1,208 in 2018 (p. 24).

### First-Time Freshman Enrollment

- The percent of local freshman decreased from 32.1% in 2014 to 30.3% in 2018. The percent of non-local freshmen increased from 67.9% in 2014 to 69.7% in 2018 (p. 26).
- The percent of male freshmen decreased from 43.6% in 2014 to 42.2% in 2018 (p. 26).
- Non-local freshmen GPAs and test scores are higher than that of local freshmen (p. 27).
- Average freshman unit loads are higher for non-local versus local. Unit loads are the same for residents versus non-residents, for students of color versus others, and for men versus women. Unit loads are less for Pell eligible than non-Pell eligible (p. 28).
- Pell eligible enrollment had been decreasing since 2014 by gender, but appears to be leveling off (p. 39). Pell eligible enrollment by admission area has increased for locals and decreased for non-locals (p. 38).
- The proficiency status of both local and non-local students and by gender and by students of color has risen since 2014 both at high school graduation and at the beginning of the fall semester of enrollment at SDSU (pp. 43-6).

### First-Time Freshman Outcomes

- Since 2014, first-time freshman one-year continuation rates by admission area and gender remained steady while there were differences in continuation rates based on residency status. Resident and out-of-state continuation rates also remained steady but international continuation rates increases (pp. 59-61).
- Freshman one-year continuation rates by ethnicity show some differences by ethnicity, but, overall, students of color and others are steady (pp. 64-7).

- Pell eligible freshmen have decreased from 89.0 in 2014 to 87.4 in 2018 for their one-year continuation rate (p. 63).
- First year probation rates are higher for locals versus non-local, for men versus women, for non-residents versus residents, and for students of color versus others (p. 65).
- Six-year graduation rates are higher for non-local (79.5%) versus local (73.5%) (p. 72).
- Six-year graduation rates are higher for women (78.9%) versus men (73.9%) (p. 69).
- Six-year graduation rates are higher for others (78.5%) versus students of color (75.6%) (pp. 77-78).
- Six-year graduation rates for residents (76.7%) are higher than non-residents (63.9%) (p. 71).

#### Graduate applications, enrollment and outcomes

- Total applications to all SDSU graduate programs fell for the 2018 cycle compared to the previous year, continuing a trend since graduate applications exceeded 10,000 in 2014 and 2015 (page 108).
- The number of graduate admits (3,231) and new enrollees (2,055) increased slightly over the previous year (3,221 and 1,986, respectively), and are far more stable than applications. Since 2001, annual new enrollment has ranged from a low of 1,967 in 2005 to a high of 2,268 in 2014 (page 109).
- Volatility in international graduate applications and enrollment is much greater than the pattern for domestic students, both CA residents and domestic out-of-state students. Consistent with national trends, international applications have fallen sharply since the most recent peak in 2015 (page 111).
- The Colleges of Health and Human Services (2,066) and Sciences (2,107) receive 50.6% of all applications to SDSU graduate programs. The Colleges of Arts and Letters (-32.8%) and Business (-38.0%) have substantial declines in applications over five years.
- Diversity in new graduate enrollment at SDSU continues to grow. The share of Latinx new enrollment in graduate degree programs increased from 23.8% to 27.8% from 2017 to 2018. The share of African American new graduate students increased slightly from 3.2% in 2017 to 3.3% in 2018 (page 113). By comparison, undergraduate enrollments were 28.7% for Latinx and 4.0% for African American in 2018 (page 22).
- Students of color represented 44.0% of all graduate enrollment in 2018, a steady increase from 36.6% in 2013 and 28.6% in 2009.
- Overall graduate enrollment was 61% female in 2018, approximately the same share as 5 and 10 years prior (page 115).
- Pell recipients were 4.0% of graduate enrollment in 2018, close to the same percentage in 2009.

- Time-to-degree in SDSU master's programs continues to improve over the past decade. In 2018, the mean terms enrolled at graduation was 5.63 for male graduates and 5.56 for female graduates. This compares to 6.05 and 6.08 terms respectively in 2009 (page 116).

### **Areas for Investigation and Follow up**

There are a number of areas that require further investigation and follow-up by senate and other committees during the 2019-2020 academic year. After this report is reviewed by the Senate Executive Committee and the full University Senate we request that the following items be referred to the appropriate committees for potential action.

Given the concerns voiced by the Pell eligible students at this year's University Senate meeting, the data presented on p. 23 bears further review. While we cannot review admission data in regard to Pell eligible students, we can try to interpret why the overall numbers of Pell eligible first-time freshman students appear to be declining. There was a constant increase in the number of Pell students admitted from Fall of 2009 (8,210) to 2014 (10,170) and then a decline starting in 2015 (9,959) to 2018 (9,239) (p. 23).

As noted on Compendium p. 59, in the data on first-time freshman one-year continuation rates by admission area, out-of-state students do not retain as well as local students. One strategy for follow-up might be to do a targeted exit interview. This data point is linked to the data on p. 66, which details differences in first-time freshman average GPAs.

There continue to be differences between local and non-local students in graduation rates at all three data points (i.e., 4, 5 and 6 years) as seen on p. 72. Improvement here would be critical to overall student success. There appears to be little relative difference in the input data of our local and non-local students. For example, the incoming GPA of our nonlocal students is only 1% higher than our local GPA and the SAT scores of our nonlocal students is only 4% higher than our local students.

There is a different pattern of local versus non-local for transfer students. Here local students graduate at the same rates. But one of the reasons is they have the same GE patterns. We can expand communication directly with their institutions. This should be taken into consideration when we begin to work further with our local first-time freshman students. There have been discussions of working with the local schools as we look at our admissions processes and this lends further evidence to that as an effective strategy.

Another important point that emerged from the overall discussion of this data is for us to ensure our students are getting the information they need at particular transitions. The Undergraduate Curriculum Committee has reviewed summer Orientation. A committee is reviewing the University Seminar curriculum and will be bringing forward suggestions for changes to that

program in order to strengthen student support during the first-year transition. The Division of Academic Engagement and Student Achievement (DAESA) has established the Transition Advising Center which provides advising services for Undeclared Students, Interdisciplinary Studies in Three Disciplines and students who do not meet the impaction criteria in their majors and are seeking a new major mid-career.

(February 5, 2020)

Date: February 7, 2020

To: Senate Executive Committee/Senate

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

Re: Mid-Year Update

The General Education Reform Committee met with Provost Ochoa in December and as a result of that meeting has altered its timeline to complete all activities by December 2020.

The committee will present a set of Institutional Learning Outcomes to SEC by the end of this Academic Year which we will request be distributed to various committees for review over the summer. Feedback will be incorporated and the revised set will be presented at the first SEC meeting of the 20-21 academic year along with a draft plan for implementation and assessment for inclusion on the first Senate agenda.

The members of the committee at present are:

Abel	Alyson	HHS
Baljon	Arlette	Sciences
Bordelon	Suzanne	CAL
Butler-Byrd	Nola	Ed
Cazares	Leticia	HHS
Csomay	Eniko	ASCSU
Canary	Heather	PSFA
Elkins	Sarah	CTL
Gates	Michael	HHS
Justice	Paul	Advising
Gill	Steven	Fowler
Gontz	Allen	Sciences
Lieu	Tam	Advising
Loh Hagan	Virginia	Ed
Ozturk	Yusuf	Engineering
Nowicki	Rebecca	Library
Schellenberg	Stephen	DAESA
Schreiber	Ronee	CAL
Smigel	Eric	PSFA
Timm	Randy	SA
Shultz	Norah	DAESA
Wiese	Andrew	CAL
Wheeler	Mark	Senate
Wilson	Gregory	Gen ED comm

I have recently contacted Associated Students to have 2-3 student reps appointed. We do not have a rep from SDSU IV.

To: Senate Executive Committee/Senate  
From: Graduate Council  
Date: February 6, 2020  
Re: 2021-2022 *Graduate Bulletin*

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**INFORMATION (11-02-20)**

**ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION**

1. New course.

Administration, Rehabilitation and Postsecondary Education  
*SEM POSTSEC STUDNT SUCCSS (C-5)*

ARP 815. Seminar in Postsecondary Student Success (3)

Prerequisite: Admission to educational leadership doctoral program.

Functions, leadership, and roles of student affairs in postsecondary institutions.  
Social justice, socio-cultural, and socio-historical theories and practices.

2. Change in program.

Administration, Rehabilitation and Postsecondary Education

**Specific Requirements for the Ed.D. in Educational Leadership**

**Concentration in Community College/Postsecondary Leadership (21 units)**

**(Major Code: 08273) (SIMS Code: 331932)**

ARP 801 Seminar in Community College History and Development...3

ARP 810 Seminar in Community College Law and Finance...3

ARP 812 Seminar in Budget and Resource Management in  
Community Colleges...3

ARP 813 Strategic Planning in Community Colleges...3

ARP 815 Seminar in Postsecondary Student Success...3

ARP 827 Seminar in Emerging Issues in Postsecondary  
Educational Leadership...3

Remainder of description (*no change*)

Change(s): Subprogram units increased from 18 to 21. ARP 815 added as required course.

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

To: Senate Executive Committee / Senate  
From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee  
Date: February 12, 2020  
Re: 2021-2022 *General Catalog*

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**INFORMATION (2I-03-20)**

**LATIN AMERICAN STUDIES**

1. New course.

Latin American Studies

*ELEMENTARY NAHUATL I (C-2)*

LATAM 130. Elementary Nahuatl I (4) [GE]

Nahuatl language and Nahua culture and history. Grammar essentials, listening comprehension, oral practice, pronunciation, and reading.

2. New course.

Latin American Studies

*ELEMENTARY NAHUATL II (C-1)*

LATAM 131. Elementary Nahuatl II (4) [GE]

Prerequisite: Latin American Studies 130 with a grade of C (2.0) or better.

Nahuatl culture and language. Continued development of comprehension, cultural reflection, grammar, listening, oral practice, pronunciation, reading, and writing in a communicative context and through task-based activities.

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



Date: February 7, 2020

To: Senate Executive Committee/Senate

From: Norah Shultz on behalf of the Undergraduate Council

Re: Mid-Year Update

Undergraduate Council has completed the following at this point in the academic year:

- Reviewed the appropriateness of 600 and above level courses in 4+1s and ITEPs; information was shared with AP&P
- Viewed a presentation on the data from the retention survey conducted by Student Affairs and discussed its implications
- Dealt with a possible grade variation which falls under our responsibilities as per Policies/Academic/Grades/2.0. Our deliberations led to the following actions:
  - We will be providing clearer language to the Senate Executive Committee as a referral item for this section of the policy file; for example, a typical grading scale should be defined which will make it easier to ascertain variations.
  - We will also be providing suggested language to the Office of Faculty Advancement for inclusion in the syllabus checklist about any unconventional grading practices; we would like for faculty to consider the implications of grading scales and to consider effective best practices that support student learning and achievement.
  - We will also be providing to the appropriate committees, recommendations about departmental and school level grading policies.
- We are currently working on developing a Tableau dashboard to more effectively allow us to fulfill our charge to “forward to Senate the annual report on retention and graduation in the fall of each academic year.” This has also been shared with AP&P.

TO: SEC/University Senate

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

DATE: February 18, 2020

RE: Information

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**Philanthropy Report:**

Pledges totaling \$1 million from alumni Jim and Janet Sinegal will provide scholarship support for students in the College of Education's Credential program, housing support for Guardian Scholars students, scholarship support to Guardian Scholars pursuing a business major in the Fowler College of Business, and support for the Joan and Art Barron Veterans Center that helps grow the impact of its mission.

The United States Tennis Association made a \$42,000 gift to provide scholarship support to students in the School of Hospitality and Tourism Management.

\$15,000 from the Lawrence & Opal Maletta Scholarship Trust will benefit Special Education students in the College of Education.

Alumni Leslie and Jim Levinson pledged \$50,000 to provide scholarship support to Guardian Scholars pursuing a business major in the Fowler College of Business.

Alumnus Thomas Brown made a \$30,000 gift to support Athletics.

Scott Borden made a \$17,760 gift to fund scholarship and materials so aerospace engineering students can pursue Rocket Projects and AIAA space design projects and competitions.

Greg and Liz O'Donnell made a \$15,000 gift to support the Fowler College of Business.

Joyce Gattas, former Dean of the College of Professional Studies and Fine Arts and current Special Assistant to the President, pledged \$10,000 for scholarships for students involved in Musical Theatre productions in the College of Professional Studies and Fine Arts.

\$20,000 from Kevin and Leann McCarthy will support Athletics.

Alumnus Matthew O. Jones made a \$10,000 gift to support Athletics.

An anonymous donor has named SDSU in their estate for a value of \$1.2 million. This gift will support the Economic Crisis Response Team for Sustainability in Transportation.

Cheryl Badger has named SDSU in her estate for a value of \$64,996. She has designated this gift to support the Marching Aztecs.

Gifts-in-kind totaling \$265,935 from Ed Marsh will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$174,354 from alumnus Jack Sword and his wife, Laura, will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$165,410 from Harrison Ellenshaw will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$64,562 from J. Gordon Melton will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$55,034 from faculty emeritus Peter Neumeyer and his wife, Helen, will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$55,034 from faculty emeritus Peter Neumeyer and his wife, Helen, will benefit the Love Library Special Collections.

Gifts-in-kind totaling \$28,530 from alumna Margaret Mannatt-Galvin will benefit the Love Library Special Collections.

Alumna Kathleen Hoffer made a gift of \$10,200 to provide scholarship support to students in the School of Speech, Language, and Hearing Sciences in the College of Health and Human Services.

Alumni Ryan and Michelle Gorostiza made a \$49,000 gift to provide scholarship support to students pursuing a degree in a STEM major.

Gifts-in-kind totaling \$10,900 from Becky Moores will benefit Student Affairs.

Alumna Sharon Jasek Reid made a \$10,000 gift to support the College of Education.

Gifts totaling \$181,209 from the J. W. Sefton Foundation will provide support for the Real Time Monitoring Alert System for the San Diego River project.

A gift of \$10,516 from James Robbins will support visiting artists participating in a one week residency each semester at the Campanile Music Festival.

Troutman Sanders, LLP made a \$10,000 gift to support the Zahn Innovation Platform Launchpad.

Alumna Kathleen Hoffer pledged \$40,000 to provide scholarship support to students in the School of Speech, Language, and Hearing Sciences in the College of Health and Human Services.

Alumnus Rodger Dishong made a \$12,000 gift to support Athletics.

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

Harper Construction Company pledged \$80,000 to provide support for a faculty chair in the J.R. Filanc Construction Engineering & Management Program in the College of Engineering.

Wawanesa Insurance made a \$25,000 gift to support the Wawanesa Endowed Insurance Scholarship

in the College of Sciences.

Karen McElliott pledged \$50,000 to provide support for the future Aztec multi use stadium site and SDSU Mission Valley Project and made an additional \$12,500 gift to support Athletics.

Gift totaling \$61,000 from San Diego Gas and Electric will support the Mesa Engineering Fund, the Femineer Program, the College of Engineering, the Fowler College of Business and the Cesar Chavez Commemoration event and the Chicano and Chicana Studies Scholarship.

Gifts-in-kind totaling \$76,549 from eFFECTOR Therapeutics will benefit the Chemistry department in the College of Sciences.

\$10,000 from alumni Scott and Sarita Flaming will support Athletics.

Frederic Luddy made a \$50,000 gift to support the Aztec Athletics Men's Tennis program.

Faculty emeritus Charles Dintrone and alumna Patricia (Pat) Dintrone have increased their planned gift to SDSU from \$200,000 to \$1M in support of the Library and Information Access at SDSU. Their gift will support the Charles and Patricia Dintrone Library Faculty and Staff Professional Development Endowment, the Charles V. Dintrone Library Instruction Endowment, and the Charles and Patricia Dintrone Library Materials Endowment.

A \$100,000 gift from Rosa Tingala Ovshinsky will provide support to the Chinese Cultural Center's vision of bringing Chinese ancient culture to SDSU with the intent to facilitate the production of the Romance of the Western Chamber, a musical.

Jeffery Isaac pledged \$30,000 to support Athletics.

ASML/CYMER made a \$14,000 gift to support the Mechanical Engineering Fund in the College of Engineering.

Alumni Judith and Chris Hamilton pledged \$25,000 to provide support for the future Aztec multi use stadium site and SDSU Mission Valley Project.

Faculty emeritus Allison Rossett pledged \$15,000 to provide scholarship support to graduate students in the Musical Theatre Program in the College of Professional Studies and Fine Arts.

### **Campaign, Presidential & Special Events:**

President de la Torre and Interim Vice President of University Relations and Development, Adrienne Vargas hosted Tower Society Magna Cum Laude donors at Evening of Distinction on Thursday, January 23 at the University House. The purpose of this annual event is to honor donors for their lifetime giving of \$500,000 to \$999,999 to San Diego State. This was the fifth year for this event and was the result of the deans asking for an annual stewardship event that they could host for their donors. Six awards were presented this year, including one to President Emeritus Stephen L. Weber.

President de la Torre hosted donors at a pregame reception prior to the SDSU vs. Boise State basketball game. Guests included board members from The Campanile Foundation and Alumni. Donors and prospects from the College of Arts and Letters, College of Engineering, College of Professional Studies and Fine Arts, Fowler College of Business, Library and Information Access and

Planned Giving. President de la Torre spoke about the importance of Mission Valley and shared information about Keshad Johnson in “the person behind the player” segment. Season updates were provided by Coach Emeritus Steve Fisher.



# Donor Relations

2019 ANNUAL SUMMARY

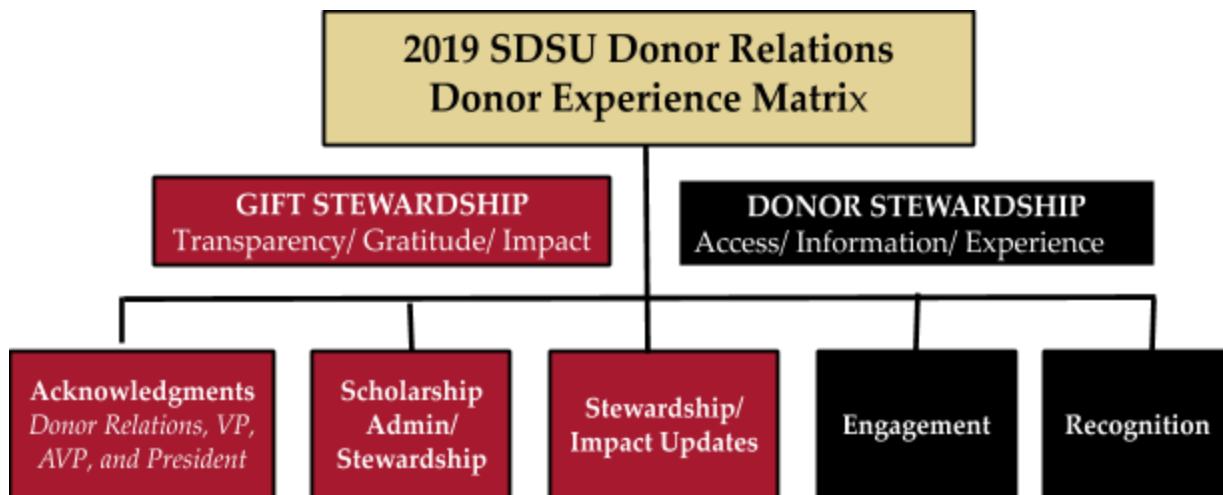


SAN DIEGO STATE  
UNIVERSITY

## DONOR EXPERIENCE - OVERVIEW

A stewardship baseline was created through a strategic donor communication plan that expresses appreciation, impact, engagement, and recognition. Our goal is to ensure all donor relations programs affect the fundraising bottom line by partnering with various URAD departments to promote:

### Donor Retention / Engagement / Donor Satisfaction



The metrics used to evaluate the impact of programs are:

### Retention Rate / Pledge Fulfillment Rate / Pipeline Development

This Donor Relations annual summary provides a comprehensive overview of our team’s partnerships and work covering calendar year 2019.

Donor Relations Team ([DonorRelations@sdsu.edu](mailto:DonorRelations@sdsu.edu))

- Cathy Terrones, Senior Director of Donor Relations - [cterrones@sdsu.edu](mailto:cterrones@sdsu.edu)
- Cheryl Lemox, Associate Director of Donor Relations, Stewardship & Engagement - [clemox@sdsu.edu](mailto:clemox@sdsu.edu)
- Delma Garcia, Assistant Director of Gift Oversight & Stewardship - [dgarcia@sdsu.edu](mailto:dgarcia@sdsu.edu)
- Vanessa Horne, Donor Relations Officer, Recognition & Stewardship - [vhorne@sdsu.edu](mailto:vhorne@sdsu.edu)
- Linda Appling, Donor Relations Operations & Donor Relations Coordinator - [lappling@sdsu.edu](mailto:lappling@sdsu.edu)

## DONOR EXPERIENCE - ACKNOWLEDGMENTS

The first tier of our donor communication plan is to ensure that we thank donors in a timely and appropriate way. In FY17/18, URAD centralized donor acknowledgments and stewardship for all gift levels, improving the donor experience with timely and personalized messaging. In addition, donors at lower levels are now included in our baseline.

ACKNOWLEDGMENT COUNTS			
TCF sends all tax receipts with SDSU student thank you postcard			
	Gift/Pledge Payment Amount	TY Card from	# of Pieces
<b>Automated</b>	\$11 - \$49K (Athletics \$10K plus included) <i>(1st gift in calendar year)</i>	Assoc. Director, Donor Relations <i>includes recognition decal insert (excludes SDSU Loyal donors)</i>	7,296
	\$11 - \$999 <i>(2nd gift+ in calendar year)</i>	Assoc. Director, Donor Relations <i>no recognition decal - includes monthly &amp; payroll donors</i>	
<b>Custom</b>	\$1K - \$9,999	AVP, Development	728
	\$10K - \$249K	URAD Vice President	337
		TCF Board member (\$10K+)	205
	\$250K+	SDSU President	31
	Gift/Pledge Payment Amount	Welcome postcard from	# of Pieces
<b>First Gift</b>	\$11-999	Donor relations team	952
	\$1,000+	TCF Stewardship Committee	47
<b>2019 Calendar Year Totals</b>			<b>9,596</b>

**Tax Receipts**

Student thank you postcards



**\$11 - \$49K**

Thank you card (with recognition decal)



**\$11 - \$999**

Thank you card (2nd gift)



**\$11 - \$999**

First gift welcome postcard

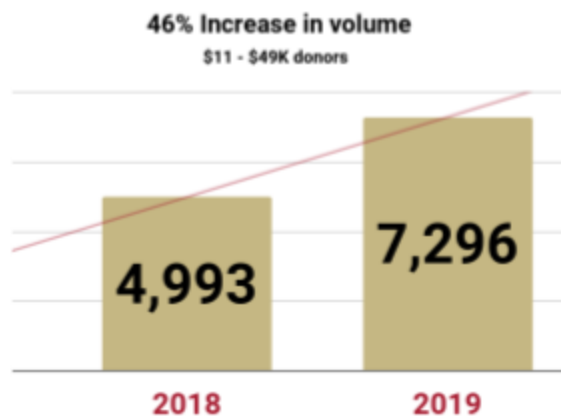


**New: Transformed stewardship processes**

Automated processes by utilizing technology provided by Pledgemine's (vendor) unique web-based application.

**Program Highlights:**

- Acknowledge virtually all gifts and pledge payments (\$11-\$49K)
- Extensive personalization ("donor-centric")
- Timeliness (goal - within 1 week)
- Variety





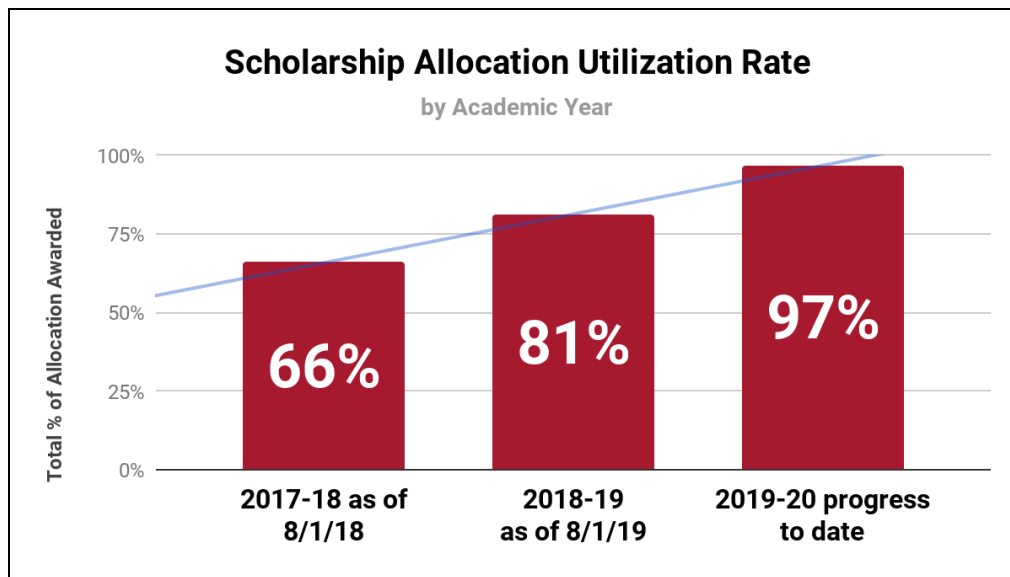
## DONOR EXPERIENCE - SCHOLARSHIP STEWARDSHIP

### IMPLEMENT NEW SCHOLARSHIP MANAGEMENT SYSTEM:

A new partnership was formed in late 2018 between the Office of Financial Aid and Scholarships (in the division of Student Affairs) and the Finance and Donor Relations departments (in the division of University Relations and Development) to implement a new scholarship management system, Aztec Scholarships (Blackbaud Award Management). "Aztec Scholarships" opens March 2020 for AY20/21.

To date, this team has:

- Reviewed **1,169** scholarships and existing criteria.
- A total of **869** active scholarships available for awards.
- Scholarship allocation utilization increased to **97%** for AY19/20 (as of 1/2/2020).



### SCHOLARSHIP THANK YOU LETTERS

- Shared student letters with donor and/or scholarship committee chairs
- 679 donors received 2,739 student thank you letters

Dear Vanessa,

Thank you so much for sending me the letter of appreciation from Sean, a recipient of one of my parents' scholarships. It is gratifying to know how much students appreciate these monies that enable them to pursue their studies and dreams. My parents would be so happy to be assisting these bright, ambitious students.

All my best,

Jeanette

Dear Vanessa,

Sometimes, we wonder if the committee work is worth the effort. Reading the letters from the recipients made me feel that all the effort is very worthwhile. It is very humbling to see how these students excel in spite of all the hardships they face!

Thank you for sharing these with the committee.

Kind regards,

Dr. Sridhar Seshagiri  
College of Engineering Scholarship Committee

## DONOR EXPERIENCE - STEWARDSHIP/IMPACT UPDATES

This past year, partnering with the development and finance teams, we created various forms of stewardship and impact updates demonstrating how gifts are impacting our diverse student body and faculty. These reports clearly show the impact of philanthropy at SDSU, giving donors transparency and displaying gratitude.

STEWARDSHIP/IMPACT UPDATE COUNTS			
Type of Impact	Highlights	Gift Level	Totals
Endowment Report	Impact updates for endowed programs	All	146
Scholarship Impact Report	Endowed scholarship stewardees	All	520
	Non-endowed scholarship donors	\$1,000+	221
<b>New: Campus Impact of Philanthropy Report</b>	Overview of the impact of philanthropy at SDSU	\$6,000+	2,071 print
		- \$11-\$5,999 - Past donors	17,715 digital
Revised: TCF Board Report	Personalized giving summary, TCF committee involvement & recognition	TCF Board members	37
<b>New: Custom Impact Reports</b>	Personalized impact reports (upon request; high-level donors only) 2019/20 Fowler, Price, Sinegal, Seidler, Hilton	High-level	5
<b>2019 Totals</b>			<b>20,715</b>

### Endowment Report (Endowed Programs and Scholarships)



- Annual endowed fund financial report and summary of fund's impact on designated program or scholarship.

### Scholarship Impact Report



- Share importance of scholarships, number of awards, and total dollars benefitting students.

- Impact summary for donor's scholarship including number of awards and total amount awarded (AY and lifetime).

# DONOR EXPERIENCE - STEWARDSHIP/IMPACT REPORTS (CONT'D)

## TCF Board Activity Report



- Personalized giving summary, TCF committee involvement & recognition (included Campus Impact of Philanthropy Report)

## New: Campus Impact of Philanthropy Report



- Highlights, from a donor's perspective, how philanthropy is changing SDSU and the lives of our students.

- Spotlights students, faculty, community programs, and opportunities that were made possible in FY18/19 due to philanthropic support.

Note: Digital version links to videos and stories of gifts highlighted

## New: Custom Impact Reports

- Personalized report to show high-level donors how their gifts are being used and how they are making a difference at SDSU.



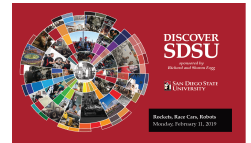
## DONOR EXPERIENCE - ENGAGEMENT

### NEW: Discover SDSU (funded by Richard and Sharon Fogg)

Post-campaign survey findings, recommendations from The Campanile Foundation Stewardship Committee, and input from our development officers identified a need for new engagement opportunities that both steward individuals and educate them about SDSU. Discover SDSU is an annual three-event series designed to educate and engage \$1K - \$49K donors about SDSU's areas of excellence.

#### Event 1: February 2019 - Discover SDSU - Rockets, Race Cars, Robots @ EIS Complex

- Donors engaged with students and their faculty advisors in the College of Engineering who are designing, building, and testing robots, rockets, and race cars.



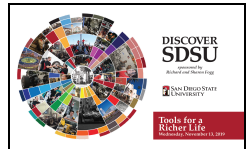
#### Event 2: Spring 2019 - Discover SDSU - Close Encounters with AI @ Page Pavilion

- Brought donors face-to-face with humanoid robots, virtual reality, AVATARS and more. Donors learned how these new technologies impact our world and how the Fowler College of Business is making a vital difference.



#### Event 3: Fall 2019 - Discover SDSU - Tools for a Richer Life @ SDSU SLHS Building

- Guests had the opportunity to meet with SLHS students and faculty to learn about the high-impact services offered to the community by the School of SLHS.



#### Engagement Reach

- Average of 2,400 donors (\$1K-\$49K) per event received communications (invitations, emails, video, etc.)
- 38% email open rate for digital communications

#### Discover SDSU - post-event survey responses to: "What did you enjoy about the event?"

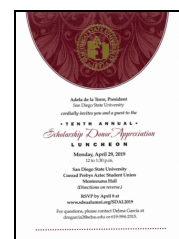
**Event 1:** *It was a terrific incentive to visit campus. Of course, talking with the students (and hearing from alumni) was an added plus. This was a significant incentive to donate more, it made the experience of donating much more personal.*

**Event 2:** *The ability to interact with the faculty and the students and the multiple stations demonstrating both AI and robots. Dr. Elkins is an exciting young man and look forward to more about his investigations. He has also put together a team of students who are committed, passionate and knowledgeable.*

**Event 3:** *Awareness of the services provided to the community while giving students hands-on experience. The staff and students were so positive about the program. Please contact me to arrange a donation towards the clinic.*

### 10th Annual Scholarship Appreciation Luncheon (\$1K+ scholarship donors)


- 324 attendees (\$1K+ scholarship donors, staff, and students).
- Of the 150 donors attending, 108 (72%) made a subsequent gift through 12/31/19



## DONOR EXPERIENCE - RECOGNITION

SDSU acknowledges our most dedicated supporters through two campus-wide recognition programs. Tower Society recognizes donors who have made lifetime contributions of \$50,000 or more, and SDSU Loyal recognizes the university's most dedicated donors who have made gifts of any amount in each of the last two years and are then recognized for their total years giving.

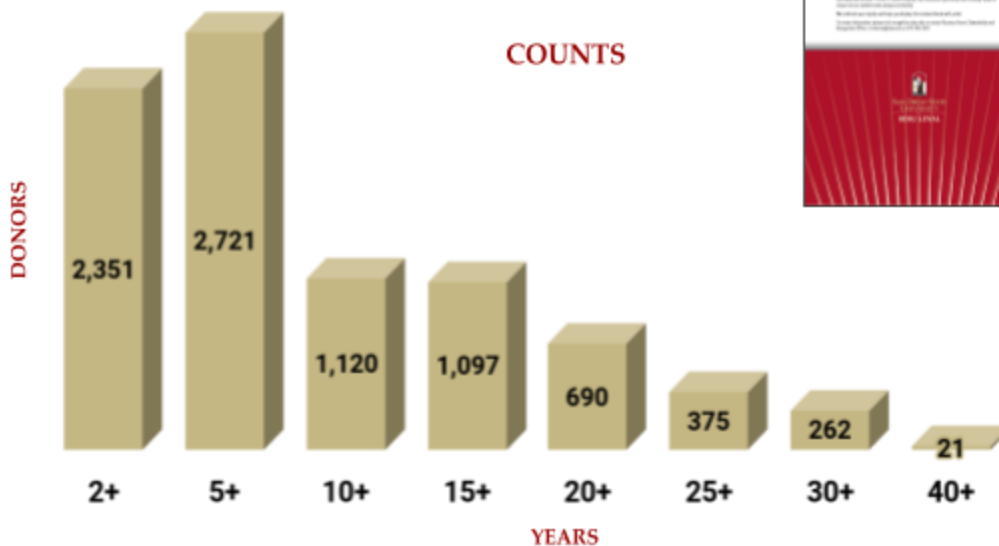
**NEW: Donor Relations Website (including Honor Roll) @ [recognition.sdsu.edu](http://recognition.sdsu.edu)**

TOWER SOCIETY (Recognizing Lifetime Giving of \$50K or more)				
New 2019 -Members are kept informed through quarterly eNews				
	Level	New in 2019	Total Donors	Events
	Honors (\$50K - \$99K)	40	819	Donor appreciation event
	Cum Laude (\$100K-\$499K)	47	876	Donor appreciation event
	Magna Cum Laude (\$500K \$999K)	18	177	Donor appreciation event Evening of Distinction
	Summa Cum Laude (\$1M plus)	20	283	Donor appreciation event Evening Celebrating Philanthropy
<b>Totals</b>		<b>125</b>	<b>2155</b>	

### NEW: SDSU Loyal (Recognizing years of giving)

Donors who have given any amount in each of the last two calendar years are recognized for the total number of years they've given to SDSU.

*Note: Changing to fiscal year in FY 19/20*



## DONOR EXPERIENCE - METRICS/NEW PROGRAM IMPACT

*If you can't measure it, you can't change it!*

*Peter F. Drucker*

The goal of our strategic communication plan is to promote donor retention, donor engagement, and donor satisfaction. Through partnerships with various URAD departments, our communications/contacts are designed to assist in fundraising by enriching lifelong relationships with SDSU donors. Retention rates, pledge fulfillment, and pipeline development are the metrics used to measure the impact of programs shaping the behavior of donors.

### RETENTION RATES

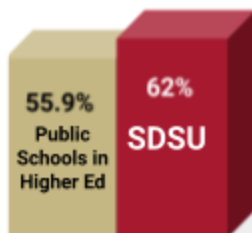
According to Blackbaud's 2018 donorCentrics™ FY 2017-2018 Annual Report on Higher Education Alumni Giving published in April 2019, the median donor retention rates for public schools held at **55.9%**. The median first-time donor retention rate for public schools decreased from previous years to **23%**.

#### SDSU Overall Retention

FY17/18 to FY18/19

Retained donors include those who made a gift of \$100 or more during FY17/18 and have made a gift of any amount during FY18/19. \*excludes gifts with student appeals, honorary or memorial gifts

Median Donor Retention Rates

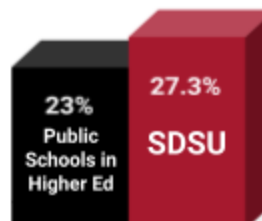


#### SDSU First-Time Donor Retention

FY18/19 to FY19/20

Retained first-time donors include those who made their first gift of any amount during 2018. \*July-December reflected

Median First-Time Donor Retention Rates



#### SDSU Loyal (Recognizing years of giving)

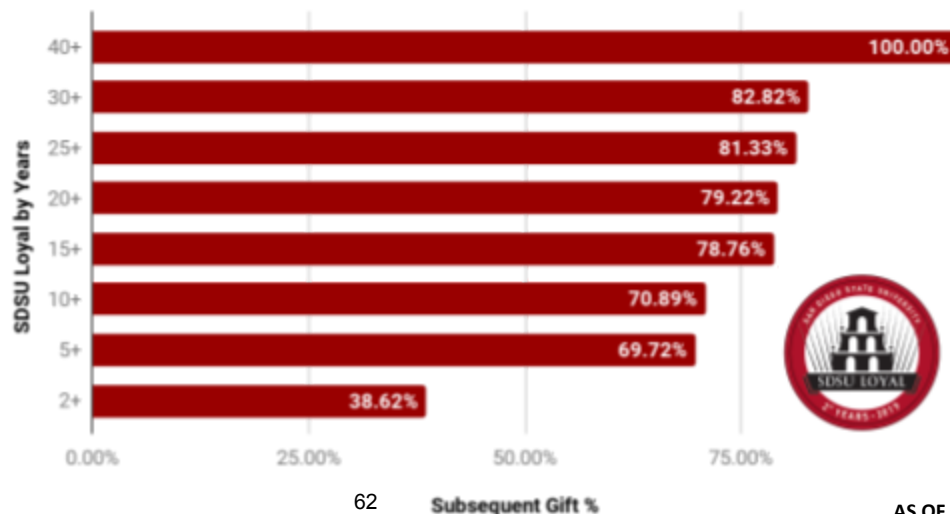
- Overall average:

**64.28%** of SDSU

Loyal donors made a gift by December 2019 **after** receiving the recognition piece in March 2019.

- Chart reflects the percentage of subsequent gifts by the total number of years.

#### SDSU Loyal Subsequent Gift Percentage



## DONOR EXPERIENCE - METRICS/NEW PROGRAM IMPACT (CONT'D)

### PLEDGE FULFILLMENT

**NEW in 2019:**

- The gift processing team is now responsible for pledge fulfillment reminders.
- Donor relations acknowledges all pledge payments received.
- We are currently tracking fulfillment rates and will report on rates at the fiscal year end.

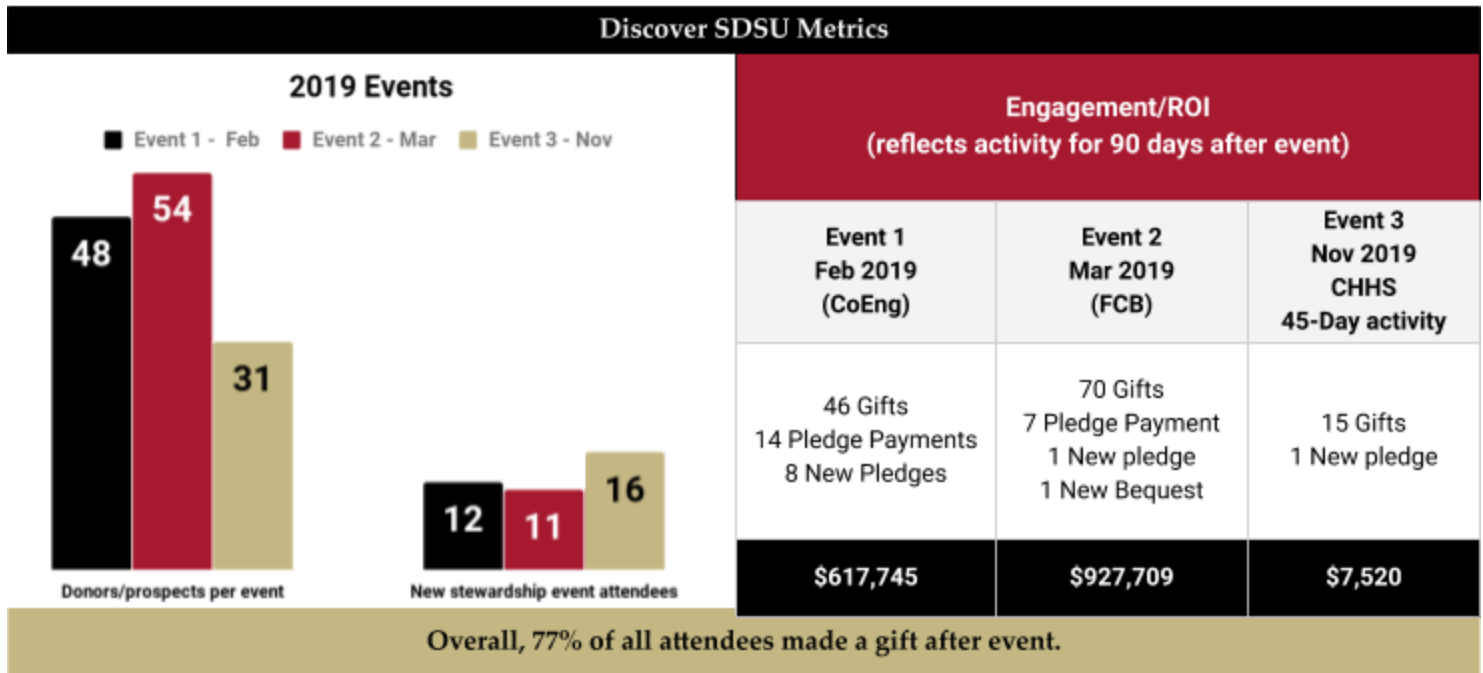
### PIPELINE DEVELOPMENT

**Discover SDSU** - An annual three-event series designed to engage and educate donors about SDSU. This series also gives the development team a forum to meet and cultivate potential prospects and donors.

**2019 Metrics:**

- Donors/prospects - 30 to 50 per event
- Attract donors who have not attended prior stewardship events
- Measure donor engagement and ROI
- Provide a one-of-a-kind experience in an intimate setting

#### Discover SDSU Metrics



To: SDSU Senate

From: Doreen Mattingly, Chapter President, CFA SDSU

Date: 21 February 2020

Re: Information Item -- CFA

The start of the spring 2020 semester is also the beginning of the collective bargaining process. At the recent CSU Board of Trustees meeting in Long Beach, CFA President Charles Toombs and CFA Vice President and Bargaining Team Chair Kevin Wehr gave formal notice to CSU management yesterday of our intent to initiate the collective bargaining process. This happened at the CSU Board of Trustees meeting in Long Beach, where both sides submitted what are also known as “sunshine” proposals. “Sunshine” proposals are not formal proposals that include specific changes to contract language, but instead offer a framework that communicates our core, overarching goals.

[CFA’s proposals](#) were developed after an extensive consultative process, including a member bargaining survey completed by over 7,000 CFA members.

The CFA “sunshine proposal” states our intent to bargain to:

- Improve salaries and ameliorate salary equity problems.
- Provide stability in appointments and assignments, and to define workload based on pedagogically appropriate class sizes, professionally recognized counselor-to-student ratios, and contemporary librarian responsibilities and coaching duties.
- Increase provisions and improvements for faculty and students of color, women, people with disabilities, and LGBTQI+ individuals, in accordance with CFA’s anti-racism and social justice mission.
- Enhance support for academic freedom to ensure faculty’s intellectual property, and to provide for campus safety, particularly for marginalized faculty, students, and staff, and for increased environmental health and safety.
- Develop evaluation processes that are fair, appropriate, and that acknowledge and address biases and overreliance on student opinions, and revise the grievance processes to provide for more efficiency and execution of due process.
- Improve paid and unpaid leaves, including but not limited to, sabbaticals and family leave, as well as parental and family support for all faculty.

[CSU management](#) also announced their initial proposals, but did so without comment. It is nevertheless noteworthy that the their “sunshine proposal” includes a statement of desire to bargain on the articles governing Salary (Article 31), Benefits Article 32) and FERP (Article 29), as well as a “comprehensive review of Article 20 (Workload) including, but not limited to, assignment of professional responsibilities; probationary faculty instructional assignments; and exceptional service assigned time pools” and a “full revision of the way that the Agreement deals with intellectual property rights” (Article 39).

The devil is in the details, but for now the information from the CSU suggests we will be asked to give up some of the rights and benefits we currently enjoy. I will keep you posted as information becomes available. The success of our bargaining team will depend on our strength as a union.