



SAN DIEGO STATE UNIVERSITY

SDSU Senate Agenda

April 6, 2021
Online via Zoom
2:00 to 4:30 pm

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

Land Acknowledgement

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

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

Eyay e’Hunn My heart is good.

Michael Miskwish – Kumeyaay

Principles of Shared Governance:

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

2. Approval of Agenda (Preciado)

3. Officers Report

3.1. Teaching Excellence Award (Weston/Anderson)	Time Certain 2:15pm	4
3.2. Referrals Chart (Butler-Byrd)		6

3.3. Senate Budget Update (Fuller)	
3.4. Approval of Senate Minutes for February 2, 2021 and March 2, 2021 (Preciado)	
Please review minutes for the University Senate meetings of February 2, 2021 and March 2, 2021 at this link: https://senate.sdsu.edu/agendas-minutes	
4. Academic Affairs Report	
4.1. Provost’s Report (Ochoa)	
5. Senate Actions (Weston)	
5.1. AP&P Consideration of Emergency Situations in Making Decisions Regarding Promotion and Tenure for Faculty (DJ Hopkins).....	10
5.2. Graduate Council (Ed Balsdon) Time Certain 3:45pm	11
5.3. Undergraduate Curriculum Committee 2022-2023 University Catalog (Steve Barbone).....	12
5.4. GE General Education Committee (Heather Canary & Gregory Wilson).....	14
5.5. Approval for Emeritus Status for April Senate. (Weston).....	17
5.6. Registration Sequence (AVP Stefan Hyman & AVP Joanna Brooks).....	18
5.7. Referral 2/20212 AS-SDSU Imperial Valley requests voting seats on the Senate (Atterton)....	19
6. Committee Reports	
6.1. UR&P Shared Governance Strategies & Guiding Principles for Budget (Sherry Ryan) Time Certain 3:30pm	20
6.2. CFA Report Collective Bargaining Agreement (Mounah Abdel-Samad).....	42
6.3. Academic Policy & Planning (DJ Hopkins).....	43
6.4. Graduate Council 1st Informational Report Time Certain 3:45pm (Steven Gill).....	46
6.5. Graduate Council 2nd Informational Report Time Certain 3:45pm (Steven Gill).....	49
6.6. Diversity Equity and Inclusion Committee (Gloria Rhodes).....	60
6.7. Undergraduate Curriculum Committee 2022-2023 University Catalog (Steve Barbone).....	61
6.8. URAD report (Adrienne Vargas).....	67
7. New Business	
7.1 Resolution from SDSU African American Alumni - Building Naming Proposal (Dr. Damita Myers-Miller, President AAAC) Time Certain 3:00 pm	70



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- 7.2 Resolution from Sustainability Committee (Eddie West, Tyler Rogers) **Time Certain 4:00pm...78**
8. Announcements (Weston)
9. Adjourn.



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Thursday, March 25, 2021

TO: Wil Weston, Chair, University Senate
FROM: Matt Anderson, Chair, Faculty Honors and Awards Committee
SUBJECT: Senate Excellence in Teaching Award

Dear Dr. Weston,

The Faculty Honors and Awards Committee received five nominations for the Senate Excellence in Teaching Award. The committee met and deliberated on the nominations, and was deeply impressed with the quality of the nominees and the scope of their teaching endeavors. All nominees were truly exceptional with their contributions to discovery and dissemination of knowledge at SDSU. We feel that all nominees were deserving a recognition with their exceptional teaching and teaching innovations and encourage the deans to revisit their nominations in the future, but this year there was one candidate who was unanimously favored by the committee.

After careful deliberations, the committee is pleased to recommend **Dr. Chris Harrison** from the Department of Chemistry in the College of Sciences for this prestigious award.

Dr. Harrison represents the best of San Diego State University as an outstanding teacher and scholar. His dedication to his students over the course of his 14 year career is clearly demonstrated by his breadth of classroom teaching, his teaching innovations, his instructional design, his international reputation, and his student mentoring.

Even during the pandemic, students remarked on his ability to continue educating with humanity:

Overall, Dr. Harrison was one of my best professors this semester who seems to genuinely care about the well-being of students and doesn't expect them to compromise their mental health for the sake of academics, as it seems some professors do. Thank you, professor! Your students are grateful for your efforts and understanding this semester.

He has introduced or championed several teaching innovations, including: promotion of Supplemental Instruction in chemistry, creation of novel YouTube videos, introduction of the Swivl technology to ITS, flipping his classroom, and teaching to Georgian students. He also serves as the Associate Editor for the Analytical Sciences Digital Library and is considered "one

of the foremost experts on the use of technology in the teaching of analytical chemistry.” On top of all that, he has continued to be an outstanding scholar and mentor to over 70 undergraduate and graduate students.

Consistent with the highest objectives of the university, he clearly demonstrates the superlative record of teaching that this award merits. The committee would like to congratulate Dr. Harrison on this well-deserved recognition.

Sincerely,

Matt Anderson
Chair, Faculty Honors and Awards Committee

Date Received (M/Y)	Title	Description	Referred Y/N/NA	Referred to (use committee full name)
01/2019	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
04/2019	Additional MPP Senate Seat	Research the viability of adding an additional Senate seat for MPP staff, Classes 1 and 2.	Y	Constitution and Bylaws
10/2019	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	Academic Planning & Policy
03/2020	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?	Y	Constitution and Bylaws
02/2020	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
02/2020	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
04/2020	UR&P Membership Additions	Motion from Senator Gordon Shackelford: Contained in the proposed renaming of AR&P to UR&P, is a fundamental restructuring of the committee's membership. AR&P, which directly advises the President on budgetary issues, includes individuals who serve the University at the pleasure of the President. While the membership of upper management is necessary to provide budgetary expertise, it can be problematic in times of institutional financial stress. Within the UR&P Proposal is the addition of four(4) Vice Presidents or their designees. To maintain the balance of the committee, and perhaps, credibility during these difficult times, I recommend the following additions to the UR&P Proposal. Recommended additions to revised membership to UR&P: Three(3) full-time faculty senators, selected by a vote of faculty members of the Senate, and the Senate Chair or their designee.	Y	University Resources & Policy
04/2020	Student Email Policy Change	Policy changes recommended to the Senate IIT Committee by the Chief Information Officer after consultation with the Cabinet to address issues that have arisen due to virtual instruction.	Y	Instructional & Information Technology Committee
09/2019	Resolution Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students	Clause 4, Bullet 1: Prioritize recruitment, hiring, and retention in the following areas: University Policies>Faculty>Section Tenure Track Planning>Probationary Faculty Appt of... AND Probationary Periodic Evaluation of... AND Reappt, Tenure and Promotion...(all 4) AND Retention and Development Clause 4: Bullet 2: Reappointment, Tenure and Promotion of Student Affairs Faculty: Criteria Clause 4, Bullet 3: University Policies: Staff Section	Y	Faculty Affairs
11/2019	SDSU Ethnic Studies Requirement	With the goal of the 2020-21 academic year, and no later than the 2021-22 academic year, SDSU shall require, as a new undergraduate graduation requirement (distinct from the existing GE Diversity Requirement), the completion of, at minimum, one three-unit course in Ethnic Studies. The university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement.	Y	Academic Policy & Planning
3/2020 4/2020	SDSU University Senate Resolution: General Education Area B, D, and E Waiver for Engineering	SDSU University Senate Resolution: General Education Area B Waiver for Engineering University Policies>Academics>General Education>Waivers for Engineering 1. Engineering majors are exempt from completing a 3-unit course in the "Explorations in Social and Behavioral Sciences" area (CSU GE Area D explorations). 2. Engineering majors are exempt from completing a 3-unit course in the "Lifelong Learning and Self-Development" area (CSU GE Area E)	Y	Undergraduate Curriculum Committee /General Education SubCommittee need to review

03/2020	SDSU University Senate Resolution to Establish an Official Campus Policy to Fly the Kumeyaay Nations Flag on the SDSU Campus	Policy File>Policies/Facilities> Kumeyaay Nations Flag The San Diego State University Senate and the San Diego State University Administration shall adopt as an explicit and binding University Policy that the Kumeyaay Nations flag be raised, lowered, and appropriately respected on the SDSU campus.	Y	Campus Development Committee
05/2020	Motion to Approve New Policy File Language for Membership on DEI	Add Kumyaay rep to DEI Committee	Y	
05/2020	Request for change to Policy File to add lecturer(s) (and staff?) on the Expanded SEC	Research and recommendations regarding adding lecture(s) (and staff) reps to the Expanded SEC.	Y	Constitution and Bylaws
06/2020	Policy on hateful rhetoric the use of shared SDSU digital resources.	In Policy File sections relevant to Freedom of Expression there is great consideration given to delineating the time, place, and manner of campus speech, with care to ensure that free speech does not inappropriately disrupt the ability of students to study and faculty to conduct their teaching and research. However, this language has not been updated since the advent of the digital and online, which has provided an unprecedented level of communicative access for colleagues that students, faculty and staff cannot "opt out of". Specifically, sharing hateful rhetoric that opposes campus values of diversity and inclusion.	Y	Freedom of Expression Committee, Academic Policy & Planning
07/2020	3.2 Policy on Professional Growth regarding RTP (journal metrics versus journal impact factor)	Research and examine RTP policy regarding journal metrics versus journal impact factors)	Y	Faculty Affairs
07/2020	Student Attendance Policy	President de la Torre asked Wil Weston to look at the Student Attendance Policy to ensure it offers us protection in case of a Department of Education audit. Specifically, the university must be able to prove students receiving federal funds (e.g., Pell Grants) actually attended the university during the first two weeks of a semester, or the university risks having to pay back potentially large sums of money to the Department of Education.	Y	Academic Policy & Planning
05/2020	Creating a More Equitable and Welcoming Environment for Women Faculty of Color	Resolution developed by Women Faculty of Color regarding equity and social justice issues on campus re Fair Retention and Promotion Processes and Support.	Y	Faculty Affairs
06/2020	Policy to Rescind Emeritus Status (requested title change from G. Shackleford: "Research the appropriateness of developing a policy for rescission of emeritus status.")	Research and develop policy and procedures to rescind Emeritus status. Amend Emeritus status policy to include a rescission clause	Y	Academic Policy & Planning
07/2020	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Y	Faculty Affairs;
07/2020	Shared Governance Strategies and Guiding Principles for Budget	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that UR&P research previous Senate responses to budget cuts and strategies used to support senate voice in budget decision-making in order to develop guiding principles and strategies for dealing with our current budget issues.	Y	University Resources & Policy
08/2020	Update policy file to add University Senate-elected representatives to AVP searches	Administrative Searches for AVPs consider updating policy-file to formalize provost commitment to shared governance in having these searches with University Senate elected representatives similar to academic dean searches	Y	Academic Policy & Planning
08/2020	DEI Membership & Voting Rights Update	Review and update committee membership and voting rights, then update policy file	Y	Diversity Equity & Inclusion
08/2020	URP Membership & Voting Rights Update	Review and confirm committee membership & voting rights, then update policy file	Y	URP
09/2020	Professors of Practice	Provost Ochoa announced in the 9/1/20 Senate meeting that Professors of Practice will be	Y	Faculty Affairs

09/2020	Bylaw changes due to reorganizations and other administrative changes	Bylaw changes due to reorganizations: (1) Addition of the Dean of Graduate Affairs as voting ex-officio member; (2) removal of the Dean of Global Campus as voting ex-officio member (see same status as SDSU Imperial Valley dean below); (3) Addition of AVP for International Affairs takes place of recent elimination of AVP for Faculty Advancement; (4) Addition of AVP for Enrollment Management to replace the recent elimination of AVP Faculty Diversity; (5) Addition of Dean of SDSU Imperial Valley as non-voting ex-officio member; (6) Addition of Dean of Global Campus as non-voting ex-officio member; (7) Change to bylaws for the University Resources Planning Committee: Addition of ex-officio voting member--University Senate Treasurer. (8) DEI committee 2 membership additions: SDSU Tribal Liaison and Chair of the Hispanic Serving Institution Task Force. (9) AP&P and Staff Affairs collaborated to add a staff position to the AP&P committee. (10) UR&P requests the addition of an SDSU Imperial Valley administrator as a voting	Y	Constitution and Bylaws
09/2020	Review COVID-related policies established in Spring 2020	Undergraduate Council reviewed COVID-related policies established in Spring 2020 so as to refer with recommendations to AP&P. Extend Pandemic Withdrawal Policy. The AP&P Committee moves that the Senate adopt the following extension of an emergency policy from last Spring 2020 in order to support students during this Fall 2020 semester and any future semester impacted by the pandemic. Suspension of WPA through the duration of the COVID-19 impacted Semesters - At its 10/9/20 meeting, the Undergraduate Council developed a recommendation to extend suspension of the campus WPA exam through the duration of COVID-impacted semesters and to continue to place students directly in "W'' courses as an alternative.	Y	Academic Policy & Planning
07/2020	Faculty Rights, Workloads and Well-Being During Coronavirus	Because of the impacts of the pandemic on the SDSU budget, Senate Officers request that Faculty Affairs research previous Senate responses to budget cuts and strategies used to support the best interest of faculty members at all levels during budget decision-making in order to develop guiding principles and strategies regarding Faculty rights, workloads and well-being.	Y	Faculty Affairs & Library Senate Committee on exploring and improving access to library resources while researching remotely (ILL, Access to online databases and archives, and access to multi-user ebooks for student research)
07/2020	Congruent policy language regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning	Referral to CBL regarding 19/20_30 Addition of One Staff Member to the Committee on Academic Policy and Planning. This referral was already approved by AP&P & Staff Affairs. Policy description needs to be made congruent with other relevant descriptions in the senate policy file. "One staff representative to AP&P shall be elected by the Staff Affairs Committee. The staff representative will have experience with campus academic policies." Relevant policy file language: "3.3 Committee on Academic Policy and Planning 3.31 Membership (14) 3.311* Ex officio: the Provost and Senior Vice President or designee, the Associate Vice President for Faculty Advancement and Student Success, and the Dean of Graduate Affairs. *Editorial change made August 20, 2020. 3.312 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; two students appointed in accordance with	Y	Constitution and Bylaws
09/2020	Syllabus Action Item on Kumeyaay Land Acknowledgment	Syllabus Action Item on Kumeyaay Land Acknowledgment	N	

10/2020	Renaming Graduate Affairs to the College of Graduate Studies	Recommendation: Renaming Graduate Affairs the College of Graduate Studies On October 8, 2020 the Graduate Council unanimously endorsed renaming Graduate Affairs the "College of Graduate Studies." On October 27, 2020 CBL voted unanimously to approve the renaming.	Y	Constitution & Bylaws
11/2020	Teaching	Faculty seeking to better understanding the judicial process for students committing Academic	Y	CSRR Center for Student Rights &
11/2020	SDSU Mission Statement	Revised mission statement develop as part of the strategic plan	N	
11/2020	Proposals	Policy updates regarding U.S. Dept of Education policies regarding returning financial aid and	Y	Academic Policy & Planning
11/2020	Campus	Health - Epidemiology b. Mirrored grad programs in Master's of Social Work	Y	Academic Policy & Planning
11/2020	Emergency Change to SPRING 2021 Academic	Revised Policy File Section: Nondiscrimination and Equality Opportunity 7.1 and 7.2. Added	Y	Academic Policy & Planning
11/2020	File Update- Department Diversity Councils	Proposed Policy File Change Establish Unit-Level Diversity Councils	Y	Diversity Equity & Inclusion
12/2020	Update Environmental & Safety Committee Charter	Update Environmental & Safety committee charter. Address issues: type of lighting that we are using on campus (is it the most efficient?); is there enough lighting on campus for safety (there is not). This would require a Photometric Study (footcandles in traffic areas). Lab. Update/Safety	Y	Environmental & Safety Committee
12/2020	URP Budget Planning Report--12/7/2020 Proposed Budget Communication Process	Presentatiion re Budget planning report for SEC and Senate--12/7/2020 Proposed Budget Communication Process	Y	University Resources & Planning
01/2021	Student Grievance Committee Procedures: Suggested Revisions	Student Grievance Committee Procedures: Suggested Revisions to policies & procedures	Y	Student Grievance Committee
02/2021	Computer Use and Related Policy Clarifications and Updates	Review policies for congruences and inclusivity	Y	Instruction and Information Technology Committee (IITC)
02/2021	Extended Credit No Credit Policy	Extends credit/no credit policy indefinitely during COVID-19	Y	Academic Policy & Planning
02/2021	AS-IVC requests a seat on the Senate	Being a part of the University Senate will allow AS-IVC student leaders to participate in Senate deliberations and take part in important policy-making that impact the IVC. It will give student leaders a deeper understanding of the university's decisions and implications on our unique student body. Historically, IVC students have not had much of a voice regarding the university's decisions.	Y	Constitution & Bylaws
02/2021	CFA and Senate Definitions of "Full-time Faculty"	Research whether the Senate definition, "full-time faculty" is compatible with the CFA definition used by the Collective Bargaining Agreement for Full-time faculty. a. Full-Time Faculty Unit Employee – The term "full-time faculty unit employee" as used in this Agreement refers to a bargaining unit employee who is serving in a full-time appointment.	Y	Constitution & Bylaws
02/2021	Tenure-Track Hiring Policy File Update to include Diversity Statements in applications as part of the BIE Requirement	Add Diversity Statement requirement to tenure track hiring policy under--Tenure Track Hiring: Building on Inclusive Excellence Criteria*	Y	Diversity Equity and Inclusion & Faculty Advancement

Date: 11 March 2021
To: SEC / Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee (AP&P)
Subject: ACTION: Consideration of Emergency Situations in Making Decisions Regarding Promotion and Tenure for Faculty

ACTION: The AP&P Committee moves that the Senate adopt the following policy, to be added to the University Policy File under “Reappointment, Tenure, and Promotion: Criteria” as article 8.0:

8.0 In extraordinary times when the campus community is impacted by an emergency that would impact the typical career (e.g., natural disaster, significant campus disruption, and similar events), as determined by the President, for faculty candidates seeking reappointment, tenure, or promotion, evaluators and committees shall both apply published criteria and extend special consideration for the impacts of the emergency on the candidate’s professional trajectory. Candidates shall be allowed to provide in their personnel data summary a statement of the impacts of the emergency on their work (including additional family responsibilities) and describe their efforts to adjust and adapt their teaching, professional growth, and service. Committees and evaluators shall in their recommendations assess whether on the basis of the information provided in the WPAF the candidate’s trajectory would under normal circumstances meet expectations for reappointment, tenure, and promotion.

Rationale:

The COVID-19 global pandemic has disrupted normal university operations, including faculty research, scholarship, and creative activity. In consideration of this disruption, SDSU (like campuses across the CSU system and the country) has allowed probationary faculty to request a one-year extension of their probationary period. All such requests have been granted. As the pandemic extends into a second year, it is prudent to identify alternative considerations the University can provide faculty, since additional extensions of evaluation cycle may have unintended consequences, including delay of permanency and delay of salary increase. Faculty evaluators and administrative reviewers are in a position to support faculty by applying published RTP criteria with greater consideration for career disruptions, including disruptions due to family care responsibilities.

Additional Context:

San Jose State University recently added through the shared governance process the following language to its policy file on reappointment, tenure, and promotion:

3.1.1 In extraordinary times when the campus community is impacted by an emergency that would hinder the typical career (e.g., natural disaster, campus closure, and similar events), the President may declare that a serious campus-wide disruption to normal faculty activities has occurred. If so, committees and evaluators shall adjust their analysis of the levels of achievement of candidates in the following way: in addition to evaluating all documented achievements of candidates as per normal, they shall also consider the trajectory of each candidate’s professional development prior to the disruption and determine whether that trajectory would normally have allowed the faculty member to meet the policy standards.

This language was ratified by SJSU Faculty Senate 9/14/2020, signed by SJSU President 9/20/20.

TO: Senate Executive Committee/Senate
FROM: Graduate Council, Ed Balsdon, Chair
DATE: August 18, 2020
RE: Action Item

On July 23, 2020 the Graduate Council approved the following resolution:

In light of the increase in barriers facing applicants due to the current pandemic, SDSU suspends the use of the GRE and GMAT in admissions decisions made for programs with a Spring 2022 and Fall 2022 start, except in the cases of 1) Ph.D. Programs that are offered jointly with universities that require the exam as part of its admissions process, or 2) Programs that require the GRE/GMAT for purposes of accreditation, or 3) Programs that choose to require the exams as part of the admissions process.

Note the implication of case 3): standardized exams may be a program-level requirement for graduate admission at the discretion of program faculty. Such a program requirement needs to be clearly communicated on web pages and other materials for prospective students. The current suspension message in the Graduate Bulletin will be amended to state:

Due to the Covid-19 pandemic, the university requirements outlined below that applicants for graduate study at SDSU submit scores for the GRE or GMAT are suspended for the Spring and Fall 2022 admissions cycles. Exams may be required for admission to individual graduate programs. Prospective applicants should reference admissions information from program web materials or from the program directly.

The Graduate Council subcommittee on standardized exams continues to explore all relevant conditions and issues related to the GRE and GMAT. The Council intends to recommend a permanent policy during the 2021/22 academic year.

To: Senate Executive Committee / Senate

From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee

Date: March 16, 2021

Re: 2022-2023 *University Catalog*

ACTION (3A-04-21)

ARTS AND LETTERS

1. New minor.

Arts and Letters

Sport and Society Minor (SIMS Code: XXXXXX)

The interdisciplinary minor in sports and society examines the dynamic ways that exercise, leisure, play, recreation, and sport are shaped by community, culture, history, and society. The minor provides students with the intellectual tools necessary to understand the sociocultural context of their endeavors, and to critically examine the complex ways sport is intimately connected to cultural practices, political lives, and social institutions.

The minor consists of a minimum of 15 units. For lower division units, students must take either HIST 114 or CCS 275. Students must also take 12 upper division units to include ANTH 445 and nine elective units selected from the following:

Arts and Letters: AFRAS 315, BRAZ 455, CCS 360, ECON 406, MALAS 585, SOC 330, SOC 331.

Health and Human Services: ENS 302, ENS 318, ENS 330.

Professional Studies and Fine Arts: HTM 435, RTM 304, RTM 340.

A student may take no more than six elective units from one college to complete the minor. Courses in the minor may be used to satisfy general education requirements, if applicable.

HUMANITIES

1. Discontinuation of subprogram.

Humanities

Humanities Major Emphasis in European Humanities (SIMS Code: 113505)

Preparation for the Major. Humanities 101 or 102; History 105-106; and three units from Comparative Literature 270A, 270B, Humanities 140, Religious Studies 101, or Women's Studies 102. (12 units)

Language Requirement. Majors in emphasis in European humanities require completion of additional courses beyond the third college semester or fifth quarter taught in a language other than English. Refer to selections below. (16-25 units)

French 100A, 100B, 201, 210, 221; and one three-unit upper division course taught in the language. (23 units)

German 100A, 100B, 202, 205A, 205B; and one three-unit upper division course taught in the language. (24 units)

Greek Classics 101G, 202G, 303G, 304G. (16 units)

Italian 100A, 100B, 201, 211, 212; and one three-unit upper division course taught in the language. (24 units)

Latin Classics 101L-202L and Classics 303L-304L. (16 units)

Portuguese 101, 102, 203, 204, and 311 or 312. (19 units)

Russian 100A, 100B, 200A, 200B; and one three-unit upper division course taught in the language. (23 units)

Spanish 101, 102, 201, 202, 211, 212; and Spanish 301 or 302. (25 units)

See foreign language departments for equivalents. This fulfills language degree requirement for the B.A. degree in Liberal Arts and Sciences.

Graduation Writing Assessment Requirement. Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities 390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

International Experience. The department encourages international experience for students in the emphasis in European humanities. It will facilitate the transfer of humanities credits for appropriate study abroad, student exchange, or other overseas programs. International internships may also receive humanities credit if approved in advance by a department adviser.

Major. A minimum of 36 upper division units to include Classics 340, Humanities 390W, 405 [or Religious Studies 405], 406, 407, 408, 409, 410, 490; three units from Geography 336, Political Science 301A, 301B, 302; six units from Art (art history), Comparative Literature, English, History, Humanities, Music, Philosophy, Religious Studies, Theatre, or Women’s Studies.

Elective Approval. Elective courses taken to fulfill the major must be approved by the humanities undergraduate adviser.

TO: Senate Executive Committee / Senate

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

DATE: March 16, 2021

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

A. Natural Sciences and Quantitative Reasoning

4. Mathematics/Quantitative Reasoning

Change to description

MATH 140. College Algebra (3) [GE]

Solution of equations and inequalities, graphs and attributes of functions (domain, end behavior, range, transformations), linear and quadratic functions. Not open to students with credit in Mathematics 120, 124, 141, or 150. (Formerly numbered Mathematics 105.)

B. Social and Behavioral Sciences

New course

CCS 220. Language in the Borderlands (3) [GE]

Chicana/o/x cultural language-use and linguistic experience. Cultural context, historical trends. Chicana/o/x English, Chicana/o/x Spanish, Indigenous languages. Identity issues, language contact, linguistic resilience, racialization of language, variation.

C. Arts and Humanities

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

New course

BRAZ 233. Latin American Documentary Practices (3) [GE]

Introduction to Latin American documentary film and photography. Aesthetics, film movements, and manifestos; memory and storytelling to contemporary times. Close reading and analysis of visual culture.

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

New course

HUM 103. Introduction to Public Humanities (3) [GE]

How humanities engage diverse and divergent publics. What makes a public, what makes scholarship public humanities, and what can be done in the university to ensure more access, education, and justice outside of it.

Change to description and prerequisite; course added to GE

ENGL 280. Introduction to Creative Writing (3) [GE]

Prerequisite: A grade of C (2.0) or better in English 100 [or Rhetoric and Writing Studies 100] or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Linguistics 100B or Rhetoric and Writing Studies 105B.

Reading, analysis, and practice of poetry and fiction. Includes analysis of works of poetry and fiction from a variety of critical perspectives to help students “read as writers” and to focus on how creative writing is developed.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

ITAL 120. Italian Food Culture (3) [GE]

Interdisciplinary approaches to the study of food and foodways in Italian and Italian American culture for lifelong learning and self-development.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

New course

ANTH 365. Animals, Culture, and the Environment (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B. Social Sciences. If a social sciences course is not taken to satisfy Foundations of Learning II.B. Social Sciences, a college course in biological sciences is required.

Exploration of human-animal relationships in archaeology and modern society, from early hunting to the evolution of domestication. Biological, cultural, and environmental changes associated with human-animal relationships.

Change to prerequisite

ENS 318. Sport, Games, and Culture (3) [GE]

Prerequisite: Chicana and Chicano Studies 275 or History 114 or Sociology 101.

Contemporary games and sports. Anthro-historical development of sports and philosophies, political economies, and socio-cultural influences. Psychological performance modalities of modern sport.

Course added to GE

*LCS 300. Language, Culture, and Society (3) [GE]
Prerequisites: Linguistics 101 and Anthropology 102.
Language, culture, and society study using anthropology and linguistics.
Bilingualism, dialect variation, language endangerment and preservation,
language ideology and policy, sexism and racism.

Change to description, prerequisite, title

SOC 330. Cultural and Historical Origins of Surfing (3) [GE]
Prerequisite: Sociology 101 or enrollment in the sport and society minor.
Surfing from Hawaiian origins to the early 20th century. Special emphasis
upon cultural differences between Polynesian and Western societies.
Phenomenology of surfing.

C. Humanities

New course

*HIST 405. Amazons and Wonder Woman (3) [GE]
Prerequisite: Upper division standing.
Legends of ancient Amazon warrior women and the reception of the
Amazons in the Spanish myths of California, the Wonder Woman comics,
television series, and films.

*Cultural diversity course



SAN DIEGO STATE
UNIVERSITY

Tuesday, March 8, 2021

TO: SEC/Senate

FROM: Matt Anderson, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

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

- **Kathleen McNamara-Schroeder**, Lecturer, Department of Chemistry, Dec 17, 2021, 34 years

Sincerely,

Matt Anderson

Chair, Faculty Honors and Awards Committee

Date: 12 March 2021
 To: AP&P / Senate
 From: Stefan Hyman, AVP, Enrollment Services
 Subject: ACTION: Registration Sequence

ACTION: Enrollment Services and New Student and Parent Programs move that the Senate adjust the following policy regarding Registration Sequence:

2.0 Registration Sequence

2.1 The University recognizes that new students are best prepared for successful matriculation if they are familiarized through orientation with the array of academic and student services available to support their studies.

2.2 All new students are invited to attend [New Student Orientation as part of their successful transition](#) to the University. Once a new student has attended [their/his/her](#) scheduled orientation, [they/he/she](#) shall receive priority to register for classes.

~~2.3 All orientations for new transfer students shall be scheduled after current seniors, current juniors, and new freshman students have been provided an opportunity to register.~~

2.4 Registration for a group below shall not begin before registration for an earlier group has received an opportunity. The registration sequence shall be as follows:

2.4.1

Fall [and Spring semesters](#)

- a) Members of [Priority Early](#) Registration groups ([continuing students](#))
- b) Spring admits
- c) Graduate students
- d) Seniors (90 units and above)
- e) Juniors (60-89 units)
- f) Sophomores (30-59 units)
- g) Other freshmen (in third and subsequent semesters before sophomore status)
- h) [New graduate students and undergraduate students with priority registration](#)
- i) [New freshmen-undergraduate](#) students ([new first-year and transfers](#)) based on their orientation dates and registration appointments
- ~~j) [New transfer students who attend an orientation](#)~~
- ~~k) [New transfer students who do not attend an orientation](#)~~

Rationale: New Student & Parent Programs (NSPP), in collaboration with Enrollment Services, is planning to pilot two (2) New Student Orientation programs for incoming transfer students in June 2021. These June orientation programs are dedicated to select students who are transferring from the local San Diego community colleges. Guidance received at these orientations will enable students to receive advising around opportunities to enroll in summer session 2 courses (as well as fall 2021 courses), allowing them to complete missing pre-major courses and/or get ahead in their studies (both leading to faster time to graduation). This requires adjustment of the policy above, which mandates that new transfer students enroll after incoming freshmen.

Additionally, NSPP plans to partner with academic units to adopt block registration processes for incoming first year students (beginning in June for fall admits), in order to ensure that they gain access to requisite introductory gateway courses in their first semester of study at SDSU. This is a best practice in student success literature, already utilized at many peer institutions.

Finally, while the registration sequence adopted by the Senate in 2017 is very appropriate for continuing students, it unintentionally sends a negative message to incoming transfer students (who are deemed to be last in line for classes). A sequence for incoming undergraduates based on level is not needed, since first-year students generally register for only lower-division courses, while transfers (entering with 60+ earned credits) register for upper-division courses. Both groups can register concurrently without being in competition for seats in the same courses.

Date: 23 March 2021

To: Senate

From: Peter Atterton, Chair, Constitution and Bylaws Committee

Subject: ACTION ITEMS

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

Motion (First Reading):

Bylaws

Change from:

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

To:

1.42 Seven students chosen by Associated Students:

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

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

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

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

Date: 3-11-21

To: SDSU Senate Officers, SDSU Senate

From: SDSU Senate Committee on University Resources & Planning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Deliverable: UR&P University Budget Report

Part 2) Community Referral Process

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

Deliverable: Community Referral Response Memo

ATTACHMENT 2
DRAFT
Division/College Budget Report Template

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

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

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

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

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

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

ATTACHMENT 3

DRAFT Google Form Accessible on Senate Website

UR&P's Campus Budget Q&A Request

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

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

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

Last Name:

Short answer text
.....

First Name:

Short answer text
.....

Email:

Short answer text
.....

Your role on campus: *

- Administrator
- Faculty
- Staff
- Student
- Other

Your budget or finance-related question/concern: *

Long answer text
.....

ATTACHMENT 4

Outreach Presentation to Key Campus Groups

University Resources & Planning (UR&P)

Proposed Budget Communication Process

Sherry Ryan, PhD

Chair of UR&P

2-19-21

UR&P's Role

- Current Senate Policy on UR&P's Role
- Current Efforts to Fulfill this Role
 - Name Change
 - Expanding Membership
 - Develop and Pilot a Budget Communication Process

What is the Current Policy on UR&Ps Role?

Paraphrase of Senate Bylaws Section 3.4

- 3.421 Make recommendations to the Senate concerning *allocation of university resources*
- 3.422 Serve as Senate's deliberative body on all issues pertaining to *university budgets, allocation of facilities and positions, and allocation of special funds*
- 3.423 Review and recommend budget allocations, review *patterns of previous expenditures* and propose changes as they may affect instructional programs, and make general policy recommendations regarding *present and future resource decisions*

What is the Current Policy on UR&Ps?

Paraphrase of Section 3.4 of Senate Bylaws

- 3.424 Send to the Senate Chair all of its written communications sent to, or received from, administrative officers.
- 3.425 The Committee shall *inform faculty and students* about resource issues by providing information reports to the Senate.

Committee Name Change

Name change in AY 19-20

Academic Resources & Planning (AR&P) to ...

University Resources & Planning (UR&P)

Expanding Membership

- Added representation from all Divisions and improved representation of Imperial Valley
- Membership expanded from 16 to 20
 - Division of Information Technology
 - Division of Research & Innovation
 - Division of Business and Financial Affairs at SDSU IV
 - Senate Treasurer

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

<<4/6>> UR&P Proposed Budget Communication Process ³⁴
Part I: Annual UR&P Communication Process

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

- *Meet to review and discuss draft budget provided by BFA*
- *Prepare Draft Division/College Budget Report.*

TIMELINE – Fall Semester

Sample Budget from BFA

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

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

Draft College/Division Budget Report Content

- How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?
- What are your division/college's key challenges with budget and resources?
- What are your division/college's key opportunities with budget and resources?
- What information or support would help your division/college to budget or allocate resources more effectively?
- Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA

UR&P Proposed Budget Communication Process

Part I: Annual UR&P Communication Process

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

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

TIMELINE – Fall Semester

Final College/Division Budget Report Content

- How does your division/college engage in multi-year budget planning? If your division/college does not, what are the barriers to engaging in multi-year planning?
- What are your division/college's key challenges with budget and resources?
- What are your division/college's key opportunities with budget and resources?
- What information or support would help your division/college to budget or allocate resources more effectively?
- Please provide any additional context for your ongoing budget and resources management.

Attachment A: Division/College Budget from BFA

Attachment B: Summary of Outreach to College/Division

<<416>> UR&P Proposed Budget Communication Process
Part I: Annual UR&P Communication Process

Step 3: UR&P Committee Assessment

- *Review and Assess 20 Final Division/College Budget Reports*
- *Prepare UR&P University Budget Report for submittal to SEC and Senate*

TIMELINE – Spring Semester

UR&P Proposed Budget Communication Process

Part II: SDSU Community Referral Process

- 1. Anytime during the calendar year, university community members may call upon UR&P members to clarify budget issues or concerns*
- 2. UR&P chair will facilitate conversation between UR&P chair, college/division UR&P representative, and any other necessary university faculty or staff.*
- 3. Discussion of issues and any necessary research is documented in a memo posted on the Senate's website*

UR&P is interested in your thoughts...

- Viability and reasonableness of proposed process?
- Your willingness and interest in participating?

Next Steps

- Share process with SEC and full Senate
- Pilot communication process with Student Affairs and Campus Diversity in Spring 22

To: Senate Executive Committee / Senate

From: Mounah Abdel-Samad, President SDSU Chapter
California Faculty Association

Date: March 16, 2021

Re: Update

INFORMATION

BARGAINING

1. In Fall 2019, CFA began a contract campaign for a successor to the Collective Bargaining Agreement set to expire June 30, 2020. In May 2020, CFA and the CSU agreed to a one-year extension. Therefore, please expect more update coming your way soon.

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

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

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

- i. All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.
- ii. Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.

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

1. SDSU-IV will work with the chair / director (or designee), in consultation with and recommendation of the tenured / tenure-track faculty of the originating academic department / school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-IV. One set of printed degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.
2. SDSU-IV will work with the department chair / school director (or designee) for the existing program in the originating academic department / school to create a mirrored self-support instance proposal. The proposal will include a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, and a second copy highlighting the changes that have been submitted through curriculum proposals.
3. SDSU-IV will identify an SDSU-IV program advisor for the mirrored instance of the program. The advisor must be a T/TT faculty member.
4. SDSU-IV sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.
5. The final mirrored instance proposal is reviewed and approved by:
 - a. the SDSU-IV program advisor,
 - b. the SDSU department chair / school director of the originating academic department/school,
 - c. the SDSU-IV Dean or designee, and
 - d. the academic Dean of the College (or designee) for the originating academic department/school.
6. SDSU-IV submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean / Undergraduate Dean (or equivalent).
7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
9. After Senate approval, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

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

- i. All mirrored instances of a degree program must share a common set of core required courses, but can differ in the campus-specific electives which are offered. The mirrored instances share a single degree requirement entry in the catalog.
- ii. Although mirrored instances share a single set of degree requirements, they will have different SIMS major codes to facilitate management and advising of different student cohorts.
- iii. When a self-support version is offered (through SDSU Global Campus), students in the state- and self-supported instances cannot register for courses from the alternative version except in rare exceptions granted to individual students.

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

1. SDSU-GC will work with the chair / director (or designee), in consultation with and recommendation of the tenured / tenure-track faculty of the originating academic department / school and the dean (or designee) of the college and the current program advisor to identify degree requirements and course offerings for the mirrored degree at SDSU-GC. One set of published degree requirements (in the General Catalog or Graduate Bulletin) must apply to both instances.
2. SDSU-GC will work with the chair / director (or designee) for the existing program in the originating academic department / school and college to create a mirrored self-support instance proposal. The proposal will include: a copy of the existing General Catalog or Graduate Bulletin pages that describe the program, the market research including labor growth analysis, satisfaction of EO 1099, and a second copy highlighting the changes that have been submitted through curriculum proposals (if needed).
3. SDSU-GC will work with the chair / director (or designee) of the academic department / school to identify an SDSU-GC program advisor/sponsor for the mirrored instance of the program.
4. SDSU-GC sends the draft mirrored instance proposal to SDSU Curriculum Services for editorial review and feedback.
5. The final mirrored instance proposal is reviewed and approved by:
 - a. the SDSU-GC program advisor/sponsor,
 - b. the SDSU department chair / school director of the originating academic department / school,
 - c. the SDSU-GC Dean or designee, and the academic Dean of the College (or designee) for the originating academic department/school.
6. SDSU-GC submits the approved mirrored instance proposal to the Chair of the UCC or GCC (depending on level of program) for review. A copy is sent to the Graduate Dean / Undergraduate Dean (or equivalent).
7. UCC/GCC reviews, requests revisions if necessary, and forwards the approved proposal to SEC as an action item. The new program advisor/sponsor (and other program representatives, as needed) should be present to answer questions if necessary.
8. After SEC approval, the mirrored instance proposal goes to Senate as an information item in the Senate agenda. The new program advisor (and other program representatives, as needed) should be present to answer questions if necessary.
9. After Senate approval, Curriculum Services will submit the proposal and accompanying budget to the Chancellor’s Office for review and approval of the mirrored self-support instance of the program.
10. Once the Chancellor’s Office and WASC approve the mirrored self-support program, Curriculum Services will issue a new SIMS major code for the mirrored instance of the program and begin implementation.

To: Senate Executive Committee / Senate
From: Graduate Council
Date: March 11, 2021
Re: 2022-2023 *University Catalog*

INFORMATION (21-03-21.500)

AFRICANA STUDIES

1. Change to title.

Africana Studies
RESEARCH METHODS
AFRAS 500. Research Methods (3)
Prerequisite: *(no change)*
Remainder of description *(no change)*

Changes: Title changed from *Research Methods in Africana Studies* to what is presented above.

ANTHROPOLOGY

1. New course.

Anthropology
SEM IN HUMAN ADAPTABILITY (C-5)
ANTH 504. Seminar in Human Adaptability (3)
Prerequisite: Anthropology 101, 301, Biology 100, or graduate standing,
Biocultural responses to environmental and social stressors. Human adaptability history, methods, and theory. Behavioral, biological, cultural, developmental, and genetic responses to stress. Linkages between human adaptability, human variation, and social and health disparities.

2. New course.

Anthropology
SEM: BIOCULT PERSP SUB USE (C-5)
ANTH 546. Seminar in Biocultural Perspectives of Substance Use (3)
Prerequisite: Anthropology 301 or graduate standing.
Substance use within biological and cultural perspectives. Prehistory and cross-cultural evidence of substance use. Cultural, evolutionary, and medical anthropology models of substance use. Contemporary patterns of substance use to broader biological, cultural, ecological, and historical factors.

3. New course.

Anthropology

SEM ARCHLGLIES BORDERLANDS (C-5)

ANTH 566. Seminar in Archaeologies of the Borderlands (3)

Prerequisite: Anthropology 103 or graduate standing.

Archaeological and contemporary human cultures and the environment in the Southwestern borderlands. Issues of migration, subsistence, and water.

CHILD AND FAMILY DEVELOPMENT

1. Change to prerequisite.

Child and Family Development

CFD 590. Children with Special Needs

Prerequisites: Child and Family Development 354, 370, 375A, 375B, 375C; two units selected from Child and Family Development 378A, 378B, 378C, 378D.

Remainder of description (*no change*)

Changes: Prerequisites changed from: *Child and Family Development 353A, 353B, 353C, 370, 375A, 375B, and 375C. Two units selected from Child and Family Development 378A, 378B, 378C, and/or 378D* to what is presented above.

HISTORY

1. New course.

History

GENDER WAR 20 CENT EUROPE (C-2)

HIST 518. Gender and War in 20th Century Europe (3)

Prerequisite: Upper division or graduate standing.

Gender constructions and warfare in 20th century Europe from WWI to the Yugoslav Wars. Gendered experiences in times of military conflict for civilians, soldiers, veterans, and victims of atrocities.

JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

BORDER REPORTING (C-2 two units; C-12 one unit)

JMS 555. Border Reporting (3)

Two lectures and two hours of activity.

Prerequisite: Journalism and Media Studies 220 with a minimum grade of C (2.0) or better and admission to a major in the School of Journalism and Media Studies or graduate standing.

U.S.-Mexico border research and reporting techniques. Cultural, ethical, legal issues associated with border news coverage to include regulations from both Mexican and U.S. governments.

LIBERAL ARTS AND SCIENCES

1. New course.

Liberal Arts and Sciences

SEM:HIST&CULT SKATEBOARDNG (C-5)

MALAS 585. Seminar in the Histories and Cultures of Skateboarding (3)

Prerequisite: Chicana and Chicano Studies 275, History 114, or graduate standing.

Culture and practice of skateboarding around the world. How skateboarding intersects with art, athleticism, class, commerce, gender, music, race, and space.

MUSIC

1. New course.

Music

STYLISTIC COMP IN MEDIA (C-4 one unit; C-15 one unit)

MUSIC 595. Stylistic Composition in Contemporary Media (2) Cr/NC

One lecture and three hours of laboratory.

Prerequisite: Music 305B with a minimum grade of C (2.0) or better or graduate standing.

Composing in a wide range of genres and styles of music found in film and other media. Required for and restricted to global composition undergraduates and master's students in composition.

To: Senate Executive Committee / Senate
 From: Graduate Council
 Date: March 11, 2021
 Re: 2022-2023 *University Catalog*

INFORMATION (21-03-21)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Change to description, staffing formula, title.

Administration, Rehabilitation and Postsecondary Education

PSYR CO-OCCURRING (C-2)

ARP 601. Psychiatric Rehabilitation and Co-occurring Disorders—Law and Ethics (3)

Prerequisite: *(no change)*

Evidence-based practices for individuals with psychiatric disabilities and co-occurring disorders within the context of law and ethics.

Change(s): Description changed from *Evidence-based practices in psychiatric rehabilitation. Community experiences, training in counseling, and guest lectures by local psychiatric rehabilitation experts* to what is presented above. Staffing formula changed from *three units of C-5* to what is presented above. Title changed from *Seminar in Best Practices in Psychiatric Rehabilitation* to what is presented above.

2. Change to description, staffing formula, title.

Administration, Rehabilitation and Postsecondary Education

ASSESS PSYR CO-OCCUR (C-2)

ARP 608. Assessment for Psychiatric Rehabilitation and Co-occurring Disorders (3)

Prerequisite: *(no change)*

Assessment of individuals with psychiatric disabilities and co-occurring disorders within the context of the recovery model.

Change(s): Description changed from *Recovery model of mental health to include mental illnesses, treatments, assessment, historical aspects, neurology, protection, and advocacy to what is presented above*. Staffing formula changed from *three units of C-5* to what is presented above. Title changed from *Seminar in Principles of Psychiatric Rehabilitation* to what is presented above.

3. Change to course statement, description, number, title.

Administration, Rehabilitation and Postsecondary Education

SKILLS COGNITIVE DISABILT (C-2)

ARP 612. Skills, Resources, and Programs in Cognitive Disabilities (3)

Cognitive disabilities through community-based and classroom experiences with individuals with cognitive disabilities, families of persons with cognitive disabilities, and professionals that support the cognitively disabled. Acquired brain injury, autism spectrum disorders, intellectual and learning disability. Formerly numbered Administration, Rehabilitation and Postsecondary Education 744.

Change(s): Formerly numbered *Administration, Rehabilitation and Postsecondary Education 744* added to course statement. Description changed from *Clinical supervision within rehabilitation systems as it relates to outreach and referral, career development, counseling, and caseload management. Maximum credit 12 units applicable to a Master of Science degree in rehabilitation counseling* to what is presented above. Title changed from *Practicum in Rehabilitation* to what is presented above.

4. Change to course statement, description, number suffix.

Administration, Rehabilitation and Postsecondary Education
ASSESSMENT IN REHAB

ARP 645. Assessment in Rehabilitation (3)

Prerequisite: *(no change)*

Broad-based perspective on assessment approaches involved in mental health, student disability support rehabilitation counseling practice, and vocational rehabilitation. Theory and practical applications of achievement, aptitude, ecological, intelligence, learning disabilities, mental health, neuropsychological, personality, and work samples assessment. Selected sections offered as distance education. Formerly numbered Administration, Rehabilitation and Postsecondary Education 645A.

Change(s): Formerly numbered *Administration, Rehabilitation and Postsecondary Education 645A* added to course statement. Description changed from *Rehabilitation assessment, labor market information, and career planning implications. Current assessment approaches, counseling, and career theories related to individuals with disabilities* to what is presented above. Course number suffix *A* removed.

5. Change to course statement, description, number, title.

Administration, Rehabilitation and Postsecondary Education
CAREER DEVELOPMENT

ARP 646. Career Development (3)

Prerequisite: *(no change)*

The construct of career development specific to disability and rehabilitation counseling to include career development assessment, interventions, and theory. Selected sections offered as distance education. Formerly numbered Administration, Rehabilitation and Postsecondary Education 645B.

Changes: Formerly numbered *Administration, Rehabilitation and Postsecondary*

Education 645B added to course statement. Description changed from *Rehabilitation assessment, labor market information, and career planning implications. Current assessment approaches, counseling, and career theories related to individuals with disabilities* to what is presented above. Course number changed from *645B* to *646*. Title changed from *Assessment in Rehabilitation* to what is presented above.

6. Change to course statement, description, number suffix, title.

Administration, Rehabilitation and Postsecondary Education
SEM ORG DEV POSTSEC SYSTM

ARP 710. Seminar in Organizational Development in Disability and Postsecondary Systems (3)

Prerequisite: *(no change)*

Principles of organizations, perspectives of change within systems, and its impact on disability and postsecondary administrators, employees, constituencies, consumers, and leaders. Principles of program evaluation, planning, and change within the context of the organization's community environment. Selected sections offered as distance education. Formerly numbered Administration, Rehabilitation and Postsecondary Education 710A.

Changes: Formerly numbered *Administration, Rehabilitation and Postsecondary Education 710A* added to course statement. Description changed from *Selected topics with emphasis in research in rehabilitation counseling and/or administration. See Class Schedule for specific content* to what is presented above. Suffix *A* removed. Title changed from *Seminar in Rehabilitation* to what is presented above.

7. Change to course statement, description, number, title.

Administration, Rehabilitation and Postsecondary Education
SEM PROG DEV POSTSEC SYST

ARP 711. Seminar in Program Development in Disability and Postsecondary Systems (3)

Prerequisite: *(no change)*

Mechanics of proposal writing and grantsmanship to include the fundamental components of grant proposals and researching funding opportunities. Proposals for community-based programs and nonprofit agencies that address the needs of a target population to include underserved and underrepresented groups. Selected sections offered as distance education. Formerly numbered Administration, Rehabilitation and Postsecondary Education 710B.

Changes: Formerly numbered *Administration, Rehabilitation and Postsecondary Education 710B* added to course statement. Description changed from *Selected topics with emphasis in research in rehabilitation counseling and/or administration. See Class Schedule for specific content* to what is presented above. Course number changed from *710B* to *711*. Title changed from *Seminar in Rehabilitation* to what is presented above.

8. Change in program.

Administration, Rehabilitation and Postsecondary Education
Cognitive Disabilities Certificate
(SIMS Code: 331981)

This certificate program is designed for current and aspiring rehabilitation counselors who are, or intend to become providers of vocational and independent living services on behalf of persons with cognitive disabilities, to include those with autism spectrum disorders, intellectual disability, acquired brain injuries, and learning disabilities. The certificate prepares rehabilitation counselors to work in the State/Federal vocational rehabilitation system, the U.S. Department of Veteran Affairs, California Regional Centers, or other government agencies supporting persons with cognitive disabilities, nonprofit community rehabilitation provider agencies, and student disability service programs of community colleges and universities.

Paragraph 2 (*no change*)

Required courses (18 units):

ARP 609	Seminar in Rehabilitation: Policy Developments in Cognitive Disabilities...3
ARP 612	Skills, Resources, and Programs in Cognitive Disabilities...3
ARP 645	Assessment in Rehabilitation...3
ARP 685A	Medical and Psychological Aspects of Disability...3
ARP 687	Placement Practices with Individuals with Disabilities...3
ARP 745	Internship in Rehabilitation...3 (Cr/NC)

ARP 609 and 612 are focused on cognitive disabilities and taught in alternating spring semesters so that each course is offered once every two years. The remaining required courses are offered annually. Students will complete 225 hours of internship in ARP 745 by taking one three-unit course (fall or spring semesters). The internship will be completed in a rehabilitation agency supporting persons with cognitive disabilities, with at least half of the student's clinical experience being directed toward individuals with cognitive disabilities.

Paragraph 5-6 (*no change*)

The program director will meet with each certificate student to design an individualized program of study based on the student's educational background and professional experience. Students may concurrently enroll in the certificate program and Master of Science degree in rehabilitation counseling or the concentration in clinical rehabilitation and clinical mental health counseling. For further information call 619-594-6921.

Change(s): *Autistic spectrum disorders* in sentence one of paragraph one changed to *autism spectrum disorders*. *ARP 612 Skills, Resources, and Programs in Cognitive Disabilities* is formerly numbered *ARP 744 Practicum in Rehabilitation*. *ARP 645A Assessment in Rehabilitation* changed to *ARP 645 Assessment in Rehabilitation*. *ARP 744* removed.

1. New course.

Art

SEM:GRAD INTRDISCIP CRIT (C-5)

ART 612. Graduate Interdisciplinary Critique Seminar (3)

M.F.A. candidate feedback forum. Interdisciplinary art and design student and faculty critique seminar.

2. Change to description, repeatability, title.

Art

ART & DES THEORY & CRIT I

ART 694. Art and Design Theory and Criticism I

Prerequisite: *(no change)*

Selected readings and writings relevant to students' specific disciplines. Interdisciplinary criticism, discussion, and theory.

Changes: Description changed from *Activity of creative expression and aesthetic appreciation in area of visual experience. Aesthetic analysis of original works of art. Maximum credit six units applicable to the M.A. degree* to what is presented above. No longer repeatable for credit. Title changed from *Seminar in Principles of Design in Space Arts* to what is presented above.

3. Change to description and title.

Art

ART & DES THRY & CRIT II

ART 760. Art and Design Theory and Criticism II

Prerequisite: *(no change)*

Further exploration of theory and criticism through readings and writings relevant to students' specific disciplines. Interdisciplinary discussion.

Changes: Description changed from *Visual arts and art criticism since 1900* to what is presented above. Title changed from *Seminar in Twentieth Century Art* to what is presented above.

4. Change to description, grading method, staffing formula, title.

Art

SEM PRO PRACTCE ART & DSN (C-5)

ART 791. Seminar in Professional Practice of Art and Design (3)

Professional preparation for artists and designers. Current developments and concerns in art and design practices.

Changes: Description changed from *Reading and discussion about subjects of direct concern to the professional artist. Open only to classified graduate students in studio art.*

This is an art forum for the practicing artist to what is presented above. Removed Cr/NC. Staffing formula changed from three units of C-7 to three units of C-5. Title changed from Professional Practice to what is presented above.

5. Change to course statement, description, repeatability, staffing formula, title.

Art

PEDAGOGY OF ART & DESIGN (C-5 one unit) (S-25 two units)

ART 792. Pedagogy of Art and Design (1-3)

One lecture and variable hours of supervision.

Methodologies pertinent to art and design education in specific media. Maximum credit six units applicable to the M.F.A. degree.

Changes: Description changed from *Methodologies pertinent to arts education in specific media. Open only to classified graduate students to what is presented above. Maximum credit six units applicable to the M.A. degree* added to course statement. Staffing formulas changed from three units of C-4 to one unit C-5 and two units S-25 Title changed from *Research in Professional Problems* to what is presented above.

6. Change to prerequisite and staffing formula.

Art

SPECIAL STUDY (S-36)

ART 798. Special Study (1-3)

Prerequisite: Arranged with school director and instructor.

Remainder of description (*no change*)

Changes: Prerequisite changed from *Consent of the staff; to be arranged with department chair and the instructor* to what is presented above. Staffing formula changed from S-25 to S-36.

7. Change in program.

Art

**Specific Requirements for the Master of Fine Arts Degree
(Major Code: 10022) (SIMS Code: 660503)**

Candidates for the M.F.A., in addition to meeting the requirements for classified graduate standing, must complete a 60-unit graduate program which includes a minimum of 45 units at the 600- and 700-level. Art 612, 694, 760, 791, and 792 are required. Normally, a student will focus on one of the studio art emphasis areas (ceramics, furniture design and woodworking, graphic design, interior design, jewelry and metalworking, multimedia, painting and printmaking, and sculpture). Six units must be included in art history, art criticism, and aesthetics courses. Nine units must be included on the program from studio electives outside the area of emphasis or electives in other departments. Art 799A, Thesis must be included on the program. With approval of the director and graduate adviser, a student may focus on a program of study combining two studio art

fields. In addition, there will be an oral examination of each candidate by the graduate faculty of the School of Art and Design. This examination will occur at the time of the candidate's master's exhibition, and will encompass an in-depth discussion of the candidate's thesis project.

Paragraph 2 (*no change*)

Thesis and Projects in Art (*no change*)

Change: *Art 612* added to required courses. Commas added after *interior design* and after *multimedia* in the following list: (*ceramics, furniture design and woodworking, graphic design, interior design, jewelry and metalworking, multimedia, painting and printmaking, and sculpture*).

AUDIOLOGY

1. New course.

Audiology

AUD MGT HEARNG LOSS TINNI (C-2)

AUD 711. Audiologic Management for Hearing Loss and Tinnitus (3)

Principles of audiologic management through the frameworks of international classification of function, multicultural communication, and patient centered care.

Delivery of hearing loss and tinnitus management services to adult, geriatric, pediatric populations.

BIG DATA ANALYTICS

1. New course.

Big Data Analytics

MACHINE LEARNING ENGINEER (C-2)

BDA 602. Machine Learning Engineering (3)

Prerequisites: Geography 104, Computer Science 100; 150 and 150L; or equivalent computer programming course. Geography 385, Statistics 250, Sociology 201, or equivalent statistics course.

Prepare data, extract features, build machine learning models and deploy them to production.

HISTORY

1. New course.

History

SEM:HIST APPR WAR MOD ERA (C-5)

HIST 602. Seminar in Historical Approaches to War and Society in the Modern Era (3)

Prerequisites: Twelve units of upper division courses in history or graduate standing.

Methodological approaches to the field of war and society studies to include culture and identity, empire, gender and race, globalization, military experience and war, social migration.

HOSPITALITY AND TOURISM MANAGEMENT

1. New course.

Hospitality and Tourism Management

DATA DRIVEN DECISION HTM (C-3)

HTM 657. Data Driven Decision Making in Hospitality and Tourism Management (3)

Prerequisite: Hospitality and Tourism Management 601.

Data literacy, budgeting and report preparation, stakeholder assessment and communication.

2. New course.

Hospitality and Tourism Management

DATA DRIVEN DECISION MEM (C-3)

HTM 667. Data Driven Decision Making in Meeting and Event Management (3)

Prerequisite: Hospitality and Tourism Management 601.

Business event strategy management to include budgeting and report preparation, data literacy, and stakeholder communication and assessment.

3. New course.

Hospitality and Tourism Management

MENTOREDGE PROGRAM (C-3)

HTM 698. MentorEDGE Program (2)

Prerequisite: Hospitality and Tourism Management 601.

Mentoring to include customized learning and competency development. Create a leadership vision along with context, relationship, and self-mastery competencies.

LINGUISTICS

1. New course.

Linguistics

ADV LANG MIND & SOC (C-2)

LING 602. Advanced Study of Language in Mind and Society (3)

Prerequisite: Linguistics 502.

Language acquisition, psycholinguistics, and sociolinguistics. Mental and social influences on language learning and representation. Cognitive models of language production and processing. Rational speech acts and other social models of language comprehension.

POLITICAL SCIENCE

1. Course deactivation.

Political Science

POL S 601. Seminar in the Scope and Methods of Political Science

The discipline of political science and systematic training in its methodology.

Required of all applicants for advanced degrees in political science.

2. New course.

Political Science

SEM APPLD QUALITATIVE METHODS (C-5)

POL S 617. Seminar in Applied Qualitative Methods (3)

Prerequisite: Graduate standing.

Experiential learning of various qualitative methodologies for social science research to include discourse analysis, interpretive visual analysis, interviewing, and participant observation. Techniques and technologies for systematically analyzing qualitative materials.

3. Change in program.

Political Science

**Specific Requirements for the Master of Arts Degree
(Major Code: 22071) (SIMS Code: 115501)**

In addition to meeting the requirements for classified graduate standing and the basic requirements for the master's degree as described in Requirements for Master's Degrees, the student will complete a program of study of 31 units of upper division and graduate courses as approved by the departmental graduate adviser. The program must include a minimum of 25 units in political science selected from courses listed below as acceptable for master's degree programs. Sixteen of these units are required of all students, including Political Science 615, three courses for substantive breadth (listed in numbers 2-4 below), a one-unit course for those preparing for the culminating experience (thesis or exams), and three units for that culminating experience. In addition, the MA degree requires 6 units of 600-level electives in Political Science, 3 units of specialized coursework at the 500-level in Political Science, and 6 units of other electives. Students are encouraged to develop a plan of study that meets their individual preferences and goals, while meeting these degree requirements. In some instances, it may be possible to petition for exceptions to requirements, with the approval of the graduate adviser.

Students may choose either Plan A or Plan B as the culminating experience for the degree. Plan A requires the writing of a thesis and enrollment in Political Science 799A, Thesis (3 units). The process that follows is outlined in the General Requirements for Master's Degrees. Plan B requires the completion of a comprehensive written and oral examination and enrollment in Political Science 798 (3 units). In consultation with the graduate adviser, a student electing the Plan B option will form an examining committee consisting of a chairperson and one additional member from the political science faculty.

The examination committee will prepare, administer, and grade the written examination testing the student's general knowledge in the program of study. The oral portion of the examination will follow the committee's review of the written examination.

Specific requirements for the Master's Degree in political science (SIMS

Code: 115501) are:

1. POL S 615 Seminar in Research Design and Analysis in Political Science...3 units
2. POL S 675 Seminar in International Relations - Field: Global Politics...3
3. POL S 605 Seminar in Political Theory - Field: Theories of Politics...3
4. POL S 603 Seminar in Foundations of Public Policy (3 units)
OR
POL S 655 Seminar in General Comparative Political Systems - Field: Regional and Comparative Politics...3
5. POL S 798 Special Study, Preparation for Culminating Experience (1 unit)
6. Two graduate seminars (6 units) chosen from among the following list. Elective seminars may not repeat other courses being used toward degree requirements unless the course permits repeated enrollment with different content (605, 630, and 675 only):
POL S 603 Seminar in Foundations of Public Policy...3
POL S 605 Seminar in Political Theory...3
POL S 616 Tools for Quantitative Analysis...3
POL S 617 Applied Qualitative Methods...3
POL S 620 Seminar in American National Government...3
POL S 630 Seminar in Politics...3
POL S 635 Seminar in Politics of Public Policy...3
POL S 655 Seminar in General Comparative Political Systems...3
POL S 658 Seminar in Post-Communist Political Systems...3
POL S 661 Seminar in the Political Systems of the Developing Nations...3
POL S 667 Seminar in Latin American Political Systems...3 units
POL S 675 Seminar in International Relations...3 units
POL S 696 Seminar in Selected Topics in Political Science...3
(with permission of the graduate adviser)
7. One graduate course (3 units) chosen from among 500-level courses in Political Science, with the approval of the graduate adviser.
8. Six additional units of Political Science coursework at the 500-700 level, courses from other departments, or transfer courses. Any elective other than 600-level Political Science courses must be pre-approved by the graduate adviser. Only one 3-unit 795, 797, or 798 may be included in the Program of Study: This limit does not include the 1-unit preparation for culminating experience. Plan B students may not take additional Special Studies beyond the 798 to prepare for exams.
9. **Plan A:** Political Science 799A, Thesis (3 units).
OR
10. **Plan B:** Comprehensive written and oral examination, with Political Science 798 (3 units) dedicated to preparation.

Changes: Program requirements changed from *30 units of required upper division and graduate courses* to *31 units*. *A minimum of 24 units in political science selected from courses listed below* list changed to *a minimum of 25 units*. *Political Science 603 OR 655, 605, 675, 798* added to required courses. *Political Science 616, 617* added to graduate seminar selection list.

PUBLIC ADMINISTRATION

1. Change in program.

Public Administration and Criminal Justice

Specific Requirements for the Master of Public Administration Degree (Major Code: 21021) (SIMS Code: 666901)

In addition to meeting the requirements for classified graduate standing, students must satisfy the basic requirements for the master's degree as described in Requirements for Master's Degrees. Students must also complete as a part of their programs: (1) Public Administration 600, 604, 605, 606, 630, 642, 650, and 660; Nine additional units numbered 500 or above in public administration or related fields selected under advisement. Maximum of nine units may be at the 500-level; (3) Fulfillment of Plan A, Public Administration 799A Thesis, or Plan B, Public Administration 795 Capstone Seminar in Public Affairs; (4) Internship of up to 12 units beyond the 36 units of coursework is required of students who have not had equivalent managerial-level experience.

Changes: *Public Administration 605* added to required courses.

Date: 11 March 2021

To: DEI / Senate

From: Gloria Rhodes, Chair, DEI

Subject: INFORMATION: Report on Student Diversity and Success

At the request of the DEI subcommittee of the University Senate, Stefan Hyman, Associate Vice President for Enrollment Management at San Diego State University, delivered a presentation on efforts to increase the diversity of SDSU's student body and progress in closing equity gaps. The presentation demonstrated that SDSU has increased both the raw number and percentage of underrepresented students over the last decade. Demographic breakdowns are available on the [ASIR website](#).

Data from the Western Interstate Commission for Higher Education (WICHE) projects that the number of high school graduates will decline at a national level beginning in 2026, primarily due to lower birth rates during the Great Recession. The demographics of high school graduates are already changing in the state of California, with a reduction in the number of African-American, Native-American, and white students, and increases the number of Hispanic, Asian-American and multiracial students. All demographics will decline in 2026 and the latter years of the decade.

Information on SDSU's rates of applications, admits and enrollments for African-American and Native-American students was shared, including data on which universities our admitted students typically choose to attend, if not SDSU. A high percentage of both African-American and Native-American admits attend University of California campuses, especially UCLA. A comparison of SDSU's investment in institutional aid with that of UCLA was shared, which is speculated to be one reason students choose to study there over SDSU. Recent data on Pell grant recipients and first-generation student enrollments was also shared, as was data from [U.S. News & World Report](#) which benchmarks national universities by their percentage of Pell-eligible students. Data from the [U.S. Department of Education](#) on the distribution of federal Pell grants from institutions was shared as well. AVP Hyman also provided an overview of Enrollment Services' recruitment activities to engage underrepresented student populations, and plans to enact equity-minded admissions processes.

According to the CSU's most recent Equity Progress report, SDSU is projected to be within range of closing its equity gaps for both URM and Pell grant recipients by 2025. The report also acknowledges that COVID-19 may impact student success, and provides recommendations for SDSU to consider in order to make continued progress on closing equity gaps.

To: Senate Executive Committee / Senate

From: Steven L. Barbone, Chair
Undergraduate Curriculum Committee

Date: March 16, 2021

Re: 2022-2023 *University Catalog*

INFORMATION (3I-04-21)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Change to course statement, number, prerequisite.

Administration, Rehabilitation and Postsecondary Education

ARP 250. Leadership – Campus Leadership Experience

Laboratory on campus and at other postsecondary settings to integrate academic work with experiences on campus and in postsecondary settings.

Formerly numbered Administration, Rehabilitation and Postsecondary Education 403.

Changes: *Formerly numbered Administration, Rehabilitation and Postsecondary Education 403* added to course statement. Number changed from 403 to 250. Former prerequisite removed.

2. Change to course statement, description, number.

Administration, Rehabilitation and Postsecondary Education

ARP 307. Leadership Community Service

Community service and concepts associated with the servant leadership model. Maximum credit six units.

Not open to students with credit in Educational Leadership 206. Formerly numbered Administration, Rehabilitation and Postsecondary Education 207.

Changes: *Formerly numbered Administration, Rehabilitation and Postsecondary Education 207* added to course statement. *Maximum credit six units* added to description. Number changed from 207 to 307.

3. Change in program.

Administration, Rehabilitation and Postsecondary Education

Leadership Development Minor

(Major Code 08271) (SIMS Code 331907)

The minor in leadership development consists of a minimum of 15 units to include Administration, Rehabilitation and Postsecondary Education 205, 250, 307, 404, 405; and six units of electives selected from Asian Studies 480, Business Administration 350, Communication 307, 371, 485, 492, International Security and Conflict Resolution 324, Management 475, Philosophy 329, 330, 332 [or Sustainability 332], 340, Psychology 319, 320, 321, Public Administration 330, 340, 480, or other upper division elective courses with consent of the adviser.

Remainder (*no change*)

Changes: Sequence changed from *ARP 205, 207, 403, 404, 405*, to *ARP 205, 250* (formerly numbered *ARP 403*), *307* (formerly numbered *ARP 207*), *404, 405*.

ANTHROPOLOGY

1. New course.

Anthropology

TECH PERSONHOOD BODY (C-4)

ANTH 405. Technology, Personhood, and the Body (3)

Prerequisite: Upper division standing.

How interaction with present-day technologies mediates thought surrounding bodies, identities, and sociocultural worlds. Examination of the influence of communication, medical, and surveillance technologies, among others.

COMMUNICATION

1. Change in program.

Health Communication Major

With the B.S. Degree in Applied Arts and Sciences

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

Paragraphs 1-3 (*no change*)

Preparation for the Major. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 42 upper division units to include Communication 300, 321, 350, 495; six units selected from Communication 407, 420, 441, 462, 465; 18 units selected from Communication 421, 422, 423, 424, 425, 426, 427, 428, 485, 490, 540; (three units may be selected from Communication 371, 415, 445, 492, 499, 555); and six units selected from Gerontology 360, 370, Health and Human Services 350, Nursing 350, Philosophy 330, 331, Public Administration 340, Public Health 353, 362, Social Work 430.

Changes: *Communication 490* and *540* added to *18 units selected from* in major electives list.

COMPUTER ENGINEERING

1. Change to description, needs met by course.

Computer Engineering

COMPE 475. Microprocessors

Prerequisites: *(no change)*

Fundamentals and practice of modern processor design, including branch prediction, context switching, data and control hazards, exception handling, instruction set architecture, microarchitecture design, memory hierarchy, multi-core processors, multi-threading, parallelism, performance measurements, pipeline processors, out-of-order execution.

Changes: Description changes from *Bus design, memory design, interrupt structure, and input/output for microprocessor-based systems* to what is presented above. Satisfies Degree/Major.

ECONOMICS

1. Change to description, needs met by course, title.

Economics

INTRO APPL/ECONOMETRICS

ECON 301. Introduction to Applied Econometrics

Prerequisites: *(no change)*

Statistical techniques to estimate and test economic relationships. To include classical single-equation regression model and multiple regression models, hypothesis testing. Applications using real economic data.

Changes: Description changed from *Economic data gathering via Internet and other sources, data entry into spreadsheets and graphing techniques, statistics using spreadsheets, and introduction to basic regression* to what is presented above. Satisfies Degree/Major, Concentration/Emphasis/Specialization, Minor. Title changed from *Collection and Use of Data in Economics* to what is presented above.

ELECTRICAL ENGINEERING

1. Change to prerequisites and needs met by course.

Electrical Engineering

E E 310. Circuit Analysis II

Prerequisites: Electrical Engineering 200 with a grade of C (2.0) or better and Electrical Engineering 210. Mathematics 252 or 254.

Remainder of description *(no change)*

Changes: Prerequisites changed from *Electrical Engineering 210 with a grade of C (2.0) or better. Mathematics 252 or both Aerospace Engineering 280 and Mathematics 254 with a grade of C- (1.7) or better* to what is presented above. Satisfies Degree/Major.

2. Change to prerequisites.

Electrical Engineering

E E 340. Electric and Magnetic Fields

Prerequisites: Electrical Engineering 210 with a grade of C (2.0) or better. Mathematics 252 and Electrical Engineering 200 with a grade of C- (1.7) or better in each course.

Remainder of description (*no change*)

Changes: Prerequisites changed from *Electrical Engineering 210 with a grade of C (2.0) or better. Aerospace Engineering 280 and Mathematics 252 with a grade of C- (1.7) or better in each course* to what is presented above.

3. Change to prerequisites.

Electrical Engineering

E E 430. Analysis and Design of Electronic Circuits

Prerequisites: Electrical Engineering 310 with a grade of C (2.0) or better and Electrical Engineering 330 with a grade of C- (1.7) or better.

Remainder of description (*no change*)

Changes: Prerequisites changed from *Electrical Engineering 310, 330, and Aerospace Engineering 280 with a grade of C- (1.7) or better in each course* to what is presented above.

4. Change to prerequisites.

Electrical Engineering

E E 480. Power System Analysis

Prerequisites: Electrical Engineering 310 and 380 with a grade of C- (1.7) or better in each course.

Remainder of description (*no change*)

Changes: Prerequisites changed from *Aerospace Engineering 280, Electrical Engineering 310 and 380 with a grade of C- (1.7) or better in each course* to what is presented above.

HOSPITALITY, RECREATION & TOURISM MANAGEMENT

1. Change to prerequisite.

Hospitality and Tourism and Management

HTM 223. Hospitality Managerial Accounting and Controls

Remainder of description (*no change*)

Change: Accounting 201 removed from prerequisite.

LEARNING, DESIGN AND TECHNOLOGY

1. Change to needs met by course and prerequisite.

Learning, Design and Technology

LDT 410. Social Media for Learning

Prerequisite: Admission to a major or minor in the School of Journalism and Media Studies.

Remainder of description (*no change*)

Changes: Satisfies Degree/Major, Minor. Prerequisite changed from *Journalism and Media Studies 408 with a grade of C (2.0) or better. Admission to a major in the School of Journalism and Media Studies* to what is presented above.

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

TO: SEC/University Senate

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

DATE: March 16, 2021

RE: Information

Philanthropy Report:

Dianne Bashor contributed \$1,000,000 toward her commitment to Bashor Field at the Aztec Stadium in the Department of Athletics.

Angela and Matthew Kilman made a gift of \$200,000 toward their commitment to the Biotic Solutions to Global Climate Change Fund in the College of Sciences.

The Lavin Family Foundation contributed \$50,000 toward their commitment to the Lavin Entrepreneurship Center Startup Fund in the Fowler College of Business.

Alumna Leslie and Michael Wellman made a gift of \$35,000 toward their commitment to the Leslie Kim Wellman Endowed Scholarship in the Fowler College of Business.

Past Parents James and Sherri Summers contributed \$34,000 toward their commitment to the Stadium Excellence Fund in the Department of Athletics.

Alumnus Paul and Melanie Tyszkiewicz made a gift of \$35,000 toward their commitment to the Stadium Excellence Fund in the Department of Athletics.

The Estate of Mary B. Leutloff made a gift of \$86,000 to support the Wayne E. & Mary Beitler Leutloff Aerospace Endowment in the College of Engineering.

Alumnus David Belenzon contributed \$50,000 to support the Irvin and Ruth Belenzon Endowed Scholarship in the College of Professional Studies and Fine Arts.

The San Diego Foundation Hervey Family Fund at the recommendation of the Hervey Family Fund Advisors made a grant of \$25,000 to support the Consensus Organizing Center Fund in the College of Arts and Letters.

Crest Beverage committed to a \$3,000,000 pledge to support the Stadium Excellence Fund in the Department of Athletics.

Alumnus Bruce Chatterton made a planned gift of \$250,000 to support the Department of Athletics.

Alumnus William A. Miller committed to a planned gift of \$163,000 to support the William A. Miller Endowment in Counseling and Psychological Services in the Division of Student Affairs and Campus Diversity.

McCarthy Building Companies made a pledge of \$100,000 to support the AGC Construction

Management Endowed Chair in the College of Engineering.

Alumnus Jack McGrory committed to a pledge of \$82,500 to support the Stadium Excellence Fund in the Department of Athletics.

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

Alumnus Joseph H. and Becca Torres committed to a pledge of \$50,000 to support the Joseph C. "Sef" Torres Endowed Scholarship in the Department of Athletics.

Rick Engineering Company made a pledge of \$50,000 to support the Rick Engineering Company Endowed Scholarship in the College of Engineering.

Board Member and Alumnus Stephen and Lynn Doyle committed to a pledge of \$41,450 to support the Stadium Excellence Fund in the Department of Athletics.

Board Member and Alumnus Kit and Karen Sickels made a pledge of \$41,450 to support the Stadium Excellence Fund in the Department of Athletics.

USE Credit Union committed to a pledge of \$26,325 to support the Antony C. Cherin Memorial Scholarship in the Fowler College of Business.

Alumna Sheryl and Bill Rowling made a pledge of \$25,000 to support the Rowling Family Endowed Scholarship in the Fowler College of Business.

Alumnus James Reisweber committed to a pledge of \$25,000 to support the Reisweber Family Endowed Scholarship in the Fowler College of Business.

Alumnus Bud Reeg contributed \$30,000 to the Director's Cabinet, supporting student athletes in the Department of Athletics.

Presidential & Special Events:

On March 2, University Relations and Development hosted a virtual event to announce a \$14 million gift from the estate of Mr. Theodore William Booth and Mrs. Nhung Lu Booth that will support the Department of Anthropology. The program consisted of remarks from President de la Torre, Vice President Vargas, Dean Jeffrey Roberts, Astronomy Department Chair Eric Sandquist, and astronomy master's student Eric Bratton. We used Zoom as the platform to reach an audience of more than 160 logged-in guests. Prior to the event, guests were sent LED light-up, star shaped glasses as an interactive element and were prompted to put them on at a specific point during the program. The program concluded with videos submitted by 16 SDSU alumni who benefitted from their experience with the Department of Astronomy.

Each year at Evening of Distinction, University Relations and Development recognizes donors who have reached the Magna Cum Laude level (\$500,000-999,999) of philanthropic giving to the University. This year, in lieu of hosting a virtual event, we developed a plan to steward these donors by sending personalized notecards from Vice President Vargas as a way to express our continued gratitude and acknowledge that we will look forward to seeing them when we can plan an in-person event.

Alumni Update:

On Thursday, February 25th, in honor of Black History Month, together, the Division of Student Affairs and Campus Diversity and SDSU Alumni hosted an engagement opportunity for our Black/African American Alumni. For many of the attendees, this was the first-ever event bringing Alumni back together to highlight the programs, initiatives, and resources we offer for our SDSU Black/African American Students. VP Wood and Associated Students President Christian Holt, along with faculty and staff members, shared information about SDSU's commitment to the ten-point plan, the Senate's historic passing of the Criminal Justice graduation requirement for Black lives and policing, and opportunities for alumni to get involved in the SDSU community.

This event was the first of many to come, which will align Diversity, Equity and Inclusion efforts and the campus-wide Heritage Month Calendar. The purpose of these events is to engage our Alumni on campus through volunteer opportunities and explore the potential for philanthropic support.

**Resolution of the SDSU University Senate:
Support for Naming the SDSU Arts and Letters Building in Honor of SDSU Faculty
Emeritus, Dr. Shirley Weber**

Whereas: the SDSU African American Alumni Chapter (AAAC) requests the support of the University Senate and Administration for an initiative to honor SDSU Faculty Emeritus and California Secretary of State, Dr. Shirley Weber.

Whereas: the AAAC urge SDSU to initiate proceedings pursuant to *SDSU Facilities Naming Policies* renaming the Arts & Letters Building, on the Campus of San Diego State University in Honoring Dr. Weber.

Whereas: the AAAC also requests that SDSU support the renaming of the Arts & Letters Building using *CSU Policy 15501.00, Naming of California State University Facilities and Properties*, including the approval of *subsection 500; the waiver, due to special circumstances*, of all criteria herein.

Whereas: for more than 40 years, Dr. Weber was a dedicated San Diego University College Professor, International Lecturer, Co-founder of the Africana Studies Department in 1972; Department Chair for over 20 years, Former SDSU Senator, Former Member of all SDSU Standing Committees, Former Associate Faculty in Women's and Chicano Studies Departments, Former President National Council of Black Studies, Founder of the Honor Society for the National Council of Black Studies, current Professor Emeritus of Africana Studies Department. Recurrent SDSU Outstanding Faculty Award Winner, Creator of the Study Abroad Programs to Ghana and South Africa and Founder of the SDSU Black Baccalaureate; and

Whereas: Dr. Shirley Weber's contribution to the greater San Diego area as the champion of Education as a member of the San Diego School Board from 1988 – 1996. During her tenure there was an unprecedented number of new schools built in the inner city, the first nationally mandated parent involvement policy was approved and San Diego achieved the lowest dropout rate of any urban school district. During her tenure, there was an increase in SAT scores for all students and an increase in Minority and Women owned business that received contracts with the District; and

Whereas: Dr. Shirley Weber's commitment to be the voice for the marginalized and underprivileged she sat on numerous local and national boards and commissions. In 2012 she became the First Black person, south of Los Angeles, to be elected to the California State Assembly. She also was the First African American to Chair the Budget Committee in either legislative house and also served as Chair of the Legislative Black Caucus. For seven years she represented California on the Education Commission of the States and was elected its Vice President. She has received numerous outstanding Legislator Awards and in 2019 she was San Diego Union Tribune's "San Diegan of the Year;" and

Whereas: Dr. Shirley Weber's significant contribution as legislator. She has crafted and steered into law more than 70 pieces of legislation. Highlighted by AB 1460, Ethnic Studies Bill; AB 3121, Reparations Bill; AB 1506, Use of Deadly Force Bill; AB 392; CalFresh Restaurants Meals Program; AB 2298, Gang Database Designation Bill; and

Whereas: Dr. Shirley Weber was recently nominated by Governor Gavin Newsom as the First African American and third Woman Secretary of State for the State of California; and

Therefore, be it resolved that the African American Alumni Chapter urge the SDSU University Senate, CSU Chancellor Joseph Castro, the CSU Chancellor's Office, the Academic Senate of the CSU, President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to name the Arts and Letters Building after Dr. Shirley Weber.

Authored by: Andrew Paul Pierson, Vice-President SDSU AAAC

In consultation with: (Damita Myers-Miller, AAAC President, Donte Wyatt, AAAC MAL)

Recommended for approval by: Adisa A. Alkebulan, Ph.D.; Chair Africana Studies

Endorsed by:

SDSU Alumni:

Damita Myers-Miller

Andrew Pierson

Tamara Moore

Pamela Thornton

Lyndon Earley

Jaime Wesley

Donte Wyatt

Deanne Moore

Abdurahman Mohamed

AJ Williams

Alesia Adams

Alicia Bigby Edwa

Alicia Nicholson

Andre Kirkendoll

Angela Byers-Winston

Arthur Blevins

Asha' Jones

Autumn Jackson

Bridget Washington

Bridget Washington-DeLee

Bridgette Myers

Cameron Gary

Cassandra Reese

Catrena Elliott

Cedell Bush

Cedric Lewis

Ceinna Bush

Chandra Alston

Charles Scott

Charlie Dow

Chrisanya Love Hodges

Christina Davis

Claudia Flowers

Daniel Walker

Darryl Lenore

Denise Green

Derrick Jack

Dina Walker

Dinesa Whitman

Donna Nelson

Donna Parnell

Dr. Aresa Rochester

Dr. Bonnie Reddick

Dr. Vic Baker

Elizabeth Thomas-Hollier

Emeka Ndukwe

Eric Mitchell

Erika Young

Ghangis D. Carter

Grace Brooks

Gwenn Church

Hayley Godfrey

Ike Williams

Imani Harris

Isaac Williams

Ivan Pitts

Jacqueline Cooper

Jaimee Wicks

James Derseraux

Jason Betts

Johnathan Adlam

Jolene Cook

Jonikka Davis

Karen Lenore

Kathe Hamilton

Keith Judkins

Keith Owens

Kenny Hill

Kevin Giles

Kim Cunningham

Kim Jackson

Kim Wolfe-Powell

Kimberly McKay

Kymberly Taylor

LaNet Love-Hubbard

LaShae Collins

LaWana Richmond

Leah Morrison

Lailah Kirkendoll, PhD

Leonie Sanders

Leslie Campbell

Lily Zaragoza

Lisa Bush

Mari Williams

Marquita Bowe

Mechale Daniels

Melinda LeDuff Menefee

Mena Davis

Michael Duran

Michele Jackson

Michelle (Mimi) Nichols

Mike Baslee

Milton Wilson

Monica Loyce

Monique Coleman

Nadine Starr

Naima Hart

Nancy Tentman Brown

Nicole Jack

Nikki Wells

P. Frank Williams

Patricia McClairen

Ratima Guest-Smith

Ray McKenzie

Renee Jackson-Smith

Retha De Johnette

Rhonda Quinn-Howell

Ricky Pope

Rob Whitman

Roosevelt Johnson

Samuel Johnson

Shadette Loper

Shannon Dixon

Sharice Sowell

Sheldon Williams

Sherry Massengale

Stacey Campbell

Tracy Taylor

Tammy Martin-Ryles

Tanishe Pitts

Tanysha Laney

Tendashe Robinson

Tiffany Bell

Tiyana Dorsey

Todd Lynum

Tommie Watkins

Tracy Gillum

Tracy Jones

Veronica Griffin

SDSU Faculty:

Gloria Rhodes

Felicia Black

Anthony Merritt

Robert Fikes

Sesan Negash

Catherine Clune-Taylor

Local and Statewide Organizations:

ACLU San Diego

Alpha Kappa Alpha Sorority, Inc San Diego Chapter

Association of African American Educators (AAAE)

BAPAC, San Diego Chapter (Black American Political Association)

BWILD, Black Women Institute for Leadership Development

California Supervisors and Administrators of San Diego (CAAASA)

Delta Sigma Theta, San Diego Chapter

KIPP Charter School

API Initiative

National Black Contractors Association

National Council of Negro Women

National Organization of Black Elected Legislative Women (NOBEL)

National Sorority of Phi Delta Kappa, Delta Upsilon Chapter

Paving Great Futures

San Diego Democratic Party

Teach for America

Planned Parenthood of San Diego

Assembly Higher Education Committee

California Charter School Association

Education Trust West

PICO (San Diego)

Teach Plus California

UCLA Bunche Center

SDSU Students:

Shawki Moore

Raymond Southhall

Jervaughn Gaines

Xavier Leasau

Shedrick Henry

Jordan Amey

Charlie Ried

Lyonnel Eugene

Toby Akametu

Letter of Introduction

Dear Colleagues,

Thank you for the opportunity to serve our SDSU Community on the Senate Committee on Sustainability. In conversations with our campus community we would like to present this Resolution on Climate Conscious Travel. The committee believes that through education and change in campus policy we can contribute to a cooler planet. COVID-19 has wrought vast changes in our travel habits and we hope to use 2020 as a teachable moment to chart a better path for our planet. As Le Quéré et al. (2021) noted:

“Global fossil CO₂ emissions have decreased by around 2.6 GtCO₂ in 2020 to 34 GtCO₂. This projected decrease, caused largely by the measures implemented to slow the spread of the COVID-19 pandemic, is about 7% below 2019 levels, according to the analysis of the Global Carbon Project¹ on the basis of multiple studies and recent monthly energy data. A 2.6 GtCO₂ decrease in global annual emissions has never been observed before. Yet cuts of 1–2 GtCO₂ per year are needed throughout the 2020s and beyond to avoid exceeding warming levels in the range 1.5 °C to well below 2 °C, the ambition of the Paris Agreement. The drop in CO₂ emissions from responses to COVID-19 highlights the scale of actions and international adherence needed to tackle climate change.”

The authors go on to highlight telecommuting and large-scale deployment of electric vehicles as avenues by which the needed CO₂ reductions can be achieved. The Committee on Sustainability believes that SDSU is up to the challenge of taking action through our business practices to not only eliminate our emissions but subsequently provide an example for other organizations locally and globally to follow.

The goal of this effort is to account for the environmental impact of campus business travel and to eliminate that impact. Other campuses around the country have begun to take this path as well and we now have an opportunity to learn from their experiences and do something that works. Tran (2016) calculated that it took 22,000 acres to store the carbon generated by The University of Washington’s air travel. What is that number for SDSU? Can we develop carbon pricing models to repair the damage done by our travelling? Can teleconferencing be incentivized to reduce our air travel so we don’t have to pay carbon offsets to make up for this? CSU Long Beach has plans to offer carbon offset options for commuters (email correspondence from Kayla Jolly to the AASHE listserv). However, at SDSU this path could be problematic as it would add another cost for our students. Taking equity into account, we could support current parking fees to integrate a carbon offsetting component but we do not wish to suggest an

additional cost to our students at this time without further research into this issue. We see carbon offsetting as a “band-aid”, not a permanent solution to this problem.

While it is positive news that global emissions were reduced in 2020, we cannot take these reductions for granted and must devise a strategy to eliminate campus carbon emissions from travel.

We believe the tasks below should be taken with urgency:

- Make changes to our campus business travel documentation to prioritize carbon-neutral travel and educate travellers on their environmental impact.
- Incentivize telecommuting over travel.
- Implement a University of Edinburgh-like Business Travel Emissions tracking tool (University of Edinburgh, 2020). SDSU can utilize its own scientists from a wide variety of disciplines to verify the effectiveness of these changes in policy.
- Implement a campus-wide fleet management system by 2025 to chart a path to carbon-neutrality for vehicles owned and operated by SDSU and its affiliates.
- Budget for and pay for carbon offsetting when some carbon footprint from travel is unavoidable. Use 2018/2019 travel expense data to consider carbon offset costs.

To be sure, global travel is of immense educational value to all of us. Experiencing other cultures can be one of the most profoundly life-changing experiences and we seek to promote that. Coming to terms with the environmental impact of this travel will also be an educational experience for our institution and we can pass on the knowledge we gain from this exercise to others. Implementing carbon-neutral travel will enhance our institution’s reputation and our hope with this resolution is to integrate established best practices into our future business travel workflows (American Carbon Registry, 2020; California Air Resources Board, 2020).

When we undertake this inventory of our current practices and make these necessary changes to our behavior we can then pass our experience on to our community to solidify our role as climate leaders in San Diego and the World. The biggest mistake we could make would be to go back to pre-COVID business as usual travel and commuting habits and we implore our University to learn from the events of the past year and change our ways.

Let us take the climate crisis seriously and chart a path for a better future.

Resolution on Climate Conscious Business Travel

PREAMBLE: A growing number of countries and other jurisdictions have declared a climate emergency, acknowledging that measures taken by humankind thus far aren't sufficient to counter the existential threat posted by anthropogenic climate change. Emissions from various modes of travel are a significant contributor to overall atmospheric greenhouse gasses.

WHEREAS: SDSU faculty, staff, and students are deeply committed to environmental sustainability. The SDSU Committee on Sustainability, Associated Students Green Love and many other campus community members have advanced sustainable practices at SDSU in myriad ways, the University has an opportunity to build upon those achievements. And

WHEREAS: Members of the SDSU community produce greenhouse gas emissions via our university associated-travel, and that these emissions exacerbate the worsening climate emergency. And

WHEREAS: These emissions specifically, and climate change more generally, disproportionately impact disadvantaged communities, and thus exacerbate racial and socioeconomic inequality, undermining the university's strategic priority of equity and inclusion in everything we do. And

WHEREAS: The University Senate has the power to more actively address the climate emergency, by using its authority to advocate for and implement greenhouse gas mitigation measures. And

WHEREAS: The climate impacts of SDSU-associated travel have neither been inventoried nor intentionally mitigated thus far.

RESOLVED: Therefore, be it resolved that Associate Vice President of Business Operations within Business and Financial Affairs with the support of SDSU Committee on Sustainability will commit to undertake an exhaustive inventory and assessment of university-associated travel and its greenhouse gas impacts, to be completed before the end of the academic year 2021/22. And

RESOLVED: The university's Strategic Planning implementation activity teams will devise plans for the university to reduce and mitigate travel-related emissions associated with university travel. And

RESOLVED: The university will develop and meaningfully integrate into university practices an ethos of climate conscious-travel, defined as members of the university community being

RESOLUTION ON CLIMATE CONSCIOUS BUSINESS TRAVEL

SDSU Senate Committee on Sustainability

cognizant of the climate impacts of their travel choices, and having at our disposal the tools to reduce, mitigate, and counter the same.

Endorsed by: SDSU Committee on Sustainability, SDSU Global Campus, International Affairs etc.

SDSU Senate Committee on Sustainability

Respectfully submitted,

Eddie West, Assistant Dean, International Strategy and Programs

Tyler Rogers, Library Services Specialist, Co-Chair of SDSU Senate Committee on Sustainability

Gener Abdon, Co-Chair of SDSU Senate Committee on Sustainability

Amanda Fuller, Director of Student Success Initiatives

Wil Weston, Chair of University Senate

Bethany Harris, Natural Sciences Librarian

John Love, Chemistry Professor

Arielle Levine, Professor of Geography, Sustainability Program Director

Paul Melchoir, Director of Dining, Aztec Shops

Erlinde Cornelis, Professor of Business

Christy Samarkos, Interim Vice President for Student Affairs

Adrienne Fusek, Director of Global Education and Partnerships

Laura Shinn, Director of Planning

Kimberly Carnot, Executive Director of Facilities Services

Rachel Szakmary, Transportation Analyst

Kate Swanson, Professor of Geography

Saeed Manshadi, Assistant Professor, Dep. of Electrical and Computer Engineering

Glen Brandenburg, Director of Facilities and Sustainability

Grace Markel, Associated Students Green Love Student Representative

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See also: <https://www.ed.ac.uk/sustainability/what-we-do/travel/climate-conscious-travel>

University of Washington's Initiatives: <https://green.uw.edu/content/professional-travel>

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Additional Material

Email correspondence from Kayla Jolly of CSU Long Beach
Sent to the Association for the Advancement of Sustainability in Higher Education (AASHE)
email list.

Hello all,

Appalachian and University of Florida have programs that allow those who purchase a parking permit to pay an extra fee to offset the emissions caused by their campus commutes. CSULB is assessing the feasibility of following suit by establishing a "Green Permit" as we have seen little success in our efforts to reduce drive alone commutes over the last 5 years. We anticipate the offset fee being \$5-10 per semester. Additionally, we gauged student interest in this program in a survey and found that 40% were likely to participate. Thus, this program has the potential to make a significant impact in neutralizing a large quantity of our campus's scope 3 emissions.

Any feedback on this concept or information on other similar programs at other universities would be greatly appreciated.

Thank you,

Kayla Jolly
Sustainable Transportation Coordinator
CSULB

Kayla Jolly
California State University, Long Beach
Long Beach, CA, United States
