1. Agenda (Bober)
2. Minutes (Bober)
3. Announcements (Ely)

4. Academic Affairs (Enwemeka)

5. Officers' Report (Ornatowski)
   5.1 Referral Chart

6. Old Business

7. New Business: Action Items
   7.1 Committees and Elections (Moore)
   7.2 Graduate Council (Welter)
   7.3 Staff Affairs (Bertram)

8. New Business: Consent Calendar (Committee Reports)
   8.1 Committees and Elections (Rhodes for Moore).................................2
   8.2 Graduate Council (Welter)..........................................................4-10
   8.3 Undergraduate Curriculum Committee (Verity)...............................11
   8.4 University Relations and Development (Carleton)...........................12-17

9. Other Information Items
   2:30 9.1 Campanile Foundation Review (Slaughter and Mallios)..................18-36
   9.2 Student Affairs (Rivera and Blaylock)
   9.3 WASC (Schellenberg).....................................................................37-38

10. Other Business

11. Adjournment
TO: Senate
FROM: Rebecca Moore, Chair, Committee on Committees and Elections
DATE: October 21 2014
RE: Information Items

The Committee met on 8 October and discussed moves being taken to ensure transparency. These include requesting Interest Forms of those wishing to serve on seats assigned to “Open-Faculty” (as opposed to seats assigned by college); and development of a roster of all committees to be posted to the Senate website. Progress is being made on the roster. CCE members decided not to require biographies or C.V.s of all those interested in serving on various committees, choosing to leave some nominations at the college level, where presumably faculty are best known by their colleagues. Finally, CCE members agreed to a process for email balloting, which will make it possible to present nominees more quickly to the full Senate.
To: Senate Executive Committee

From: The Graduate Curriculum Committee

Date: October 3, 2014

Re: 2015-2016 Graduate Bulletin - Information

INFORMATION (4I-10-14)

COUNSELING AND SCHOOL PSYCHOLOGY

1. New course.

   Counseling and School Psychology
   ECOSYSTEMS AND SCHL PSYCH (C-3)
   CSP 619. Foundations in Ecosystemic Thinking and School Psychology (3)
   Prerequisite: Admission to school psychology program.
   Education and professional development of multiculturally competent, ecosystemic school psychologists involved in the lives of students, families, and schools.

2. New course.

   Counseling and School Psychology
   RTI ASSESS- INTERVENTION I (C-3)
   CSP 663. RTI: Assessment-Intervention for Learning I (3)
   Prerequisites: Admission to school psychology program and Psychology 370.
   Foundational assessment skills in authentic and curriculum-based approaches for intervention for school-age students. Standardized assessment as a bridge to part II.

3. New course.

   Counseling and School Psychology
   RTI ASSESS-INTERVENT II (C-3)
   CSP 664. RTI: Assessment-Intervention for Learning II (3)
   Prerequisite: Counseling and School Psychology 663.

4. New course.

   Counseling and School Psychology
   SCHOOL MENTAL HEALTH (C-3)
   CSP 723. School-Based Mental Health Interventions (3)
   Prerequisite: Counseling and School Psychology 623.

5. New course.

Counseling and School Psychology
SP FAMILY-SCHOOL COLLAB (C-17)
Prerequisites: Counseling and School Psychology 600, 600L, 619, 623.
Models, theory, research, and practice in school psychology roles in family-school collaboration in diverse schools. School-wide, group, and individual approaches for improving school climate, parent engagement, communication, and interventions involving families, school staff, school psychologists, and others.

6. New course.

Counseling and School Psychology
ETHICS AND LAW FOR EDUC (C-3)
CSP 733. Ethics and Law for Educators (3)
Prerequisites: Graduate standing in counseling and school psychology.
Professional issues in school psychology, special education, applied behavioral analysis, and mental health. Professional ethics, dilemmas, legislation, and case law relevant to delivery of ethically and legally sound services.

7. New course.

Counseling and School Psychology
CLD ASSESS-INTERVENTION (C-3)
CSP 750. RTI: Assessment and Instructional Support for Culturally and Linguistically Diverse Learners (3)
Prerequisites: Counseling and School Psychology 643, 644.
Implementation of effective assessment and instructional support strategies for culturally and linguistically diverse students within an RTI framework. Language and culture, disproportionality in special education, non-biased assessment practices and interventions, and report writing.

8. New course.

Counseling and School Psychology
RTI ADVA ASSESS SPEC POP (C-3)
CSP 751. RTI: Advanced Assessment-Intervention: Special Populations (3)
Prerequisites: Counseling and School Psychology 663, 664, 750.
Response to Intervention (RTI) and instructional support strategies for special populations to include autism, preschool, and low incidence disabilities. Developmental and play-based assessment, individual differences, and diversity.

9. New course.

Counseling and School Psychology  
*DYNAMIC COGNITIVE ASSESS (C-3)*  
CSP 761. Dynamic Cognitive Assessment and Intervention (3)  
Prerequisite: Advancement to candidacy.  
Theory and practice of cognitive modifiability and knowledge construction; role of culture and second language acquisition in cognitive development. Proficiency in identifying and assessing modifiable cognitive functions; administer and interpret multiple assessment tools; report to parent and teacher.

10. New course.

Counseling and School Psychology  
*ADV ED PSY-DEV BIO BASES (C-3)*  
CSP 764. Advanced Educational Psychology: Developmental and Biological Bases of Behavior (3)  
Prerequisite: Counseling and School Psychology 723.  
Human neuropsychology relevant to assessment and intervention practices within school settings; associated biological and cultural influences on human behavior. Brain-behavior relationships within context of cognitive and developmental psychology, learning, and education.

11. New course.

Counseling and School Psychology  
*ADV LEARN MED INTERV (C-3)*  
CSP 771. Advanced Learning and Multi-Tiered Mediated Interventions (3)  
Prerequisite: Counseling and School Psychology 761.  
Design and delivery of cognitively mediated interventions tiers 1, 2, and 3 of RTI. Incorporation of critical thinking, prior knowledge and cultural grounding, standards, depth of content, and progress monitoring.

12. New course.

Counseling and School Psychology  
*ADVANCED CONSULTATION (C-17)*  
CSP 784. Advanced Consultation in Diverse Schools (3)  
Prerequisites: Counseling and School Psychology 680, 723.  
Consultation research, theories, and expertise in cross-cultural and consultee-centered consultation. Clinical skills in advanced consultation challenges to include
interrupting racism, promoting conceptual change, shifting perceptions, and development of sustainable interventions.

NURSING

1. Change in program.

Nursing

Specific Requirements for the Master of Science Degree
(Major Code: 12032)

Community Health Nursing Concentration
(SIMS Code: 554621)

Specialization in School Nursing
(SIMS Code: 554633)

Core Courses

NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

13

Community Health Nursing Concentration Courses
(no change)

Specialization Courses
(no change)

Women’s Health and Midwifery Concentration (SIMS Code: 554622)

Specialization as a Nurse-Midwife
(SIMS Code: 554651)

Core Courses

NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2
13
Women’s Health and Midwifery Concentration Course
NURS 799A Thesis OR NURS 798 (Plan B) 3

Specialization Courses

(no change)

Specialization as a Nurse-Midwife and Women’s Health Nurse Practitioner
(SIMS Code: 554652)

Core Courses
NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

13

Women’s Health and Midwifery Concentration Course
NURS 799A Thesis OR NURS 798 (Plan B) 3

Specializations Courses

(no change)

Specialization as a Women’s Health Nurse Practitioner
(SIMS Code: 554653)

Core Courses
NURS 604A Theoretical and Research Bases of Nursing I 3
NURS 604B Theoretical and Research Bases of Nursing II 2
NURS 608 Nursing in the Health Care System 3
NURS 622 Quality Improvement and Program Evaluation in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

13

Women’s Health and Midwifery Concentration Courses
NURS 638 Nurse-Midwifery Intrapartum/Newborn Assessment and Management 3
NURS 799A Thesis OR NURS 798 (Plan B) 3

6

Specialization Courses

(no change)
Advanced Practice Nursing of Adults and the Elderly Concentration
(SIMS Code: 554629)

Specialization in Acute/Critical Care Nursing
(Clinical Nurse Specialist and Nurse Educator Preparation)
(SIMS Code: 554635)

Core Courses
NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation
           in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

Advanced Practice Nursing of Adults and the Elderly Concentration Courses
(no change)

Specialization Courses
NURS 644  Program and Curriculum Development in
           Nursing Education  3
NURS 645  Teaching and Learning in Nursing Education  3
NURS 646  Nursing Education Practicum  3
NURS 751  Advanced Practice Nursing: Acute/Critical Care
           Theory and Technology  3
NURS 753  Advanced Practice Nursing: Acute and Critical
           Care Practicum  6

Total Semester Units  44

(Nurse Practitioner and Clinical Nurse Specialist Preparation)
(SIMS Code: 554630)

Core Courses
NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation
           in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

Advanced Practice Nursing of Adults and the Elderly Concentration Courses
(no change)
Specialization Courses

(no change)

Total Units 53

Nursing Education Concentration
(SIMS Code: 554641)

Admission currently suspended for the Nursing Education Concentration.

Core Courses

NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation in Nursing Systems Organizations  3
NURS 684  Information Systems for Nursing  2

Area of Concentration Courses

(no change)

Advanced Clinical Content
(students select one specialization)
Adult Health (SIMS Code: 554642)

(no change)

Total Units 41

Maternal/Newborn (SIMS Code: 554643)

(no change)

Total Units 40

Pediatric Nursing (SIMS Code: 554646)

(no change)

Total Units 41

Nursing Leadership in Health Care Systems
Concentration
(SIMS Code: 554645)

Core Courses

NURS 604A  Theoretical and Research Bases of Nursing I  3
NURS 604B  Theoretical and Research Bases of Nursing II  2
NURS 608  Nursing in the Health Care System  3
NURS 622  Quality Improvement and Program Evaluation

SEC October 21, 2014—9—Graduate Council
in Nursing Systems Organizations 3
NURS 684 Information Systems for Nursing 2

Area of Concentration Courses
NURS 620 Foundations of Nursing Administration Practice 3
NURS 624 Nursing Care Systems and Personnel Management 3
NURS 724 Nursing Systems Administration Practicum 3
NURS 725 Financial Management in Health Systems 3
OR
P H 742A Health Services Financial Management 3
NURS 726 Advanced Nursing Systems Administration Practicum 3
Three elective units selected with the approval of the concentration chair 3

NURS 797 Research 3
NURS 799A Thesis OR NURS 798 (Plan B) 3

Total Units 37

Change: Addition of Nursing 622 to all program’s core courses; removal of Nursing 632 from required courses.
INFORMATION (31-10-14.500)

LEARNING DESIGN AND TECHNOLOGY

1. Change in title.

   Learning Design and Technology
   ADV MULTIMEDIA DES LRNG
   LDT 561. Advanced Multimedia Design for Learning (3)
   Six hours of activity.
   Prerequisites: Learning Design and Technology 540 and 541.
   Educational visualization with digital video, animation, sound, 2D and 3D graphics for mobile and
   web-based learning. (Formerly numbered Educational Technology 561.)

   Change: Updated title from Advanced Web-Based Multimedia Development.

2. Change in title.

   Learning Design and Technology
   MANAGING TECH RICH CLSSRM
   LDT 572. Managing the Technology-Rich Classroom (3)
   One lecture and six hours of laboratory.
   Prerequisites: Learning Design and Technology 540 and 541.
   Use of technology to support planning, presenting, and managing instructor-led courses. Strategies
   for integrating audience response systems, collaborative tools, and social software into courses. (Formerly
   numbered Educational Technology 572.)

   Change: Updated title from Technology for Course Delivery.

3. Change in title.

   Learning Design and Technology
   TOPICS IN LRNG DES TECH
   LDT 596. Topics in Learning Design and Technology (1-3)
   Selected problems in educational technology. May be repeated with new content. See Class
   Schedule for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to
   a bachelor’s degree. Maximum credit of six units of 596 applicable to a bachelor’s degree. Credit for 596
   and 696 applicable to a master’s degree with approval of the graduate adviser.

   Change: Updated title from Topics in Educational Technology.
TO: SEC
FROM: Mary Ruth Carleton, Vice President, University Relations and Development
DATE: October 14, 2014
RE: Information

The Campaign for SDSU:

On Friday, September 19 SDSU formally announced the University had exceeded its campaign goal. In a celebration event at the Conrad Prebys Aztec Student Union, over 400 donors and campus/community leaders attended the “Thanks to You” celebration. The total raised at that date was $515,791,863. Former and current faculty and staff account for $49,000,000 and over $106 million has been raised for student scholarships. President Hirshman announced that The Campanile Foundation Board is extending the campaign with a new goal of $750 million.

One month later, The Campaign total stands at $520 million with 48,000 donors having made over 132,000 gifts to SDSU. Nearly 29,000 of these donors are first time donors to the Campaign. We have received 96 gifts of one million dollars or more.

The focus of the fundraising for SDSU over the next three years will be to build our endowment which stands at $185 million. We would like to increase the total to $300 million by 2017.

The following are among the many gifts received since our last report:

The Austin Texas Regional Council has pledged $52,500 to establish a scholarship endowment.

Alumnus Joe Kiani has made a gift through the Masimo Foundation. This gift is for $100,000 to support the fred harris endowment in the College of Engineering.

Alumnus and former faculty member Terry O'Donnell has made a gift of $10,000 to support the Musical Theatre Endowed Professorship in the College of Professional Studies and Fine Arts.

The Charles Koch Foundation has gifted $11,500 to the College of Business Administration.

Alumni Cathy Stiefel and Keith Behner have pledged $2,500,000 to endow our Brazil Program in the Center for Latin American Studies. We envision the program to be one of the best in the United States and it will be named for Cathy Stiefel and Keith Behner.

Campanile Board Member and alumna Mary Curran has increased her bequest intention to SDSU from $250,000 to $840,000. Her gift will support Guardian Scholars, Athletics and the College of Business Administration.
Alumna and SDSU Director of Alumni Engagement Tammy Blackburn has made a planned gift of $50,000 to support endowed scholarships for the recruitment of undergraduates in the Colleges of Business Administration and Professional Studies and Fine Arts.

Mark Filanc has made a gift of $45,000 to support Athletics.

The College of Sciences has received a gift of $12,000 from Hewlett Packard to support the Computer Science Department.

Alumna Kathleen Goodfriend is gifting $5,000 to the Harvey Goodfriend Aztec Shops Scholarship.

We've received a gift of $50,000 from the Price Family Fund to support the College of Health and Human Services.

SDSU Athletics has received a gift of $11,800 from Jason Shidler to support athletic scholarships.

Long time SDSU Benefactor John Moores has made a gift of $50,000 to support athletic scholarships.

CBS Correspondent and Aztec Alumnus Armen Keteyian and his wife Dede have made a gift of $5,000 to support the Keteyian Scholarship for Investigative Journalism.

The Confucius Institute has made a new gift of $400,000 to support the Confucius Institute Fund in the College of Arts and Letters.

The College of Arts and Letters has received a pledge of $30,000 from Lucy Goldman to support the Elaine Lipinsky Artist in Residence Fellowship.

We have received word of a gift of $1,000,000 from the estate of Barbara Anne Meyers. The gift will establish an endowed scholarship fund in honor of her parents in the College of Education.

Torrey Pines Bank has pledged $50,000 to support the Lavin Entrepreneurship Center in the College of Business Administration.

A $15,000 gift from the Lipp Family Foundation will support an endowment for Math and Engineering Education in the Love Library.

Athletics' donors Bill and Robin Sinclair have made another gift to Athletics. This gift is a bequest intention of $750,000.

Alumni Engagement:

Electronic Solicitation Crowd Funding
Over recent years email segmentation has gained traction as individuals are more sophisticated end users when it comes to opening emails. Mass helicopter email open rates are diving while email segmentation practices are thriving. Additionally, with the explosion of crowd funding, marketers and fundraisers are testing the use of small segments with philanthropic solicitations that ask individuals to donate to a specific purpose that connects with them. The combination of making a specific email ask to a specific targeted segment is being explored and tested across the nation. SDSU's Office of Alumni Engagement is engaging in this type of marketing and fundraising.
October 2014 Projects

1. **Microsoft National Giving Month**
   With the help of several members of the Seattle regional council, a list of SDSU alumni employed by Microsoft was compiled. Microsoft has a strong culture of philanthropy so this segment was a strong target.

2. **Construction and Engineering Management Graduation Hard Hats**
   Construction and Engineering Management alumni were asked to donate a construction commencement hard hat for students participating in commencement. Donors were asked to sponsor a current student with a donation.

3. **SDSU Consensus Organizing Center**
   There are two solicitation projects in progress for this program. Social work alumni are being asked to support these programs.
   - **The Step-Up Program** allows local high school juniors to enroll in a social work course at SDSU titled *Introduction to Social Work*. This course engages, educates and empowers underserved, inner-city high school juniors and encourages success in a post-secondary education.
   - **The Foster Youth Initiative** works with San Diego high school aged foster youth and former foster youth. This initiative is a two-tier program that works in conjunction with the Guardian Scholars program.

4. **SDSU Sport Clubs**
   SDSU Sport clubs represent a large portion of each team member’s college experience. This strong social component provides a strong affinity to SDSU. Our messaging targets former club team members and encourages donations to support team needs such as equipment, tournament fees and more.

5. **The Sage Project; Department of Sustainability**
   The Sage Project is a partnership between SDSU and a local government in the San Diego region. Students engage in meaningful real-world projects and contribute to the quality of life in SDSU’s community service areas. Alumni of the Department of Sustainability will receive an email with a video message highlighting the important work SDSU students are doing in the city partner service area of National City. They will also be solicited in this email communication.

6. **Veteran’s Day**
   Veteran’s Day is November 11, 2014. A three-piece sequential e-mail communication strategy is being implemented and will ask alumni veterans, ROTC alumni and other alumni identified as having an affiliation with the military to make a donation. The first two emails will serve as support messages and soft asks prior to the third and final solicitation which will be distributed the evening prior to Veteran’s Day.

7. **Chicano/Chicana Special Collections Archive**
The Chicano/Chicana Studies advisory board seeks to raise funds for the preservation of collected and donated archive materials to be housed within University Special Collections. The target audience is Chicano/Chicana Studies alumni.

**November 2014 Projects**

1. **Mechatronics Team**  
The Mechatronics team is a diverse multidisciplinary team of engineering, computer science, and business students. The team is looking to enhance their Robo Sub for the 2015 competition and has a number of different software and parts to ensure the sub will perform. Mechanical Engineers will be solicited to donate funds that will allow the Mechatronics Team to purchase these important items for competition.

2. **Compact for Scholars**  
The Compact Scholars program works in conjunction with the Sweetwater Union High School District with the goal of increasing the number of Sweetwater students attending, and graduating from SDSU. The program is seeking funds to underwrite a commencement reception whereby each Compact for Scholar graduate can attend with two guests. Additionally, the program is hoping to provide each graduate with their cap and gown. South Bay alumni have been designated as the target audience.

3. **Passports for Scholars**  
The Passports for Scholars is a new program that will offer students studying abroad a complimentary passport (valued at $160). With more and more programs requiring experience abroad and the ever-increasing fees associated with travel, this campaign will ask international business alumni, honors program alumni and more to sponsor a student’s passport fee of $160.

4. **Exxon Mobil – SDSU Geology**  
Exxon Mobil has a 3 to 1 matching gift program for their employees. Currently, SDSU’s Director of Prospect Research and the Director of Corporate and Foundation Relations are working with the Office of Alumni Engagement to identify a targeted group of alumni for solicitation.

5. **Daily Aztec Solicitation**  
The Editor of the Daily Aztec is asking the Office of Alumni Engagement to target former Daily Aztec Staff and ask for their support of the Daily Aztec Student Scholarship. A marketing plan is currently being written and will be proposed to the Daily Aztec team for review.

**Government and Community Relations:**

South Campus Plaza will break ground this month; with a completion date of fall 2016 (retail portion opens January 2017). Retail tenant discussions are underway.

The SDSU Police Department has hired a new Community Resource Officer. Funding for this position was recommended by the Strategic Plan Working Group – Neighbor and Community Relations

SEC October 21, 2014 – 15 – University Relations and Development
Committee. It is intended to specifically work toward addressing issues that impact the surrounding community.

Last month, President Hirshman attended the San Diego Regional Chamber of Commerce’s One Voice One Region trip to Washington, DC. While there, he provided an update on SDSU’s strategic plan and research agenda to a group of 150 business leaders. In preparation for the 2015 legislative session, President Hirshman has been meeting with our local delegation, including Speaker Toni Atkins, to discuss the CSU legislative agenda for the upcoming year.

**Media Relations & New Media Team Highlights**

*September 2014*

This report shows the level of engagement SDSU has with its various audiences through online media. We measure the value and impact of our efforts to support The Campaign for SDSU, recruiting of high achieving students, alumni engagement and significant rankings, via traffic to our websites, clicks on the links we are posting, growth of our social media audiences, and comments and dialogue with our social media properties.

**SDSU NewsCenter:** (The number of people reading stories in SDSU NewsCenter, and the ways they are finding those stories)

<table>
<thead>
<tr>
<th>Current Month</th>
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<tbody>
<tr>
<td><strong>Page Views</strong></td>
</tr>
<tr>
<td><strong>Visitors</strong></td>
</tr>
<tr>
<td><strong>Top Stories (page view)</strong></td>
</tr>
<tr>
<td><strong>Traffic Sources</strong></td>
</tr>
</tbody>
</table>

**Online Publications/Social Media:** (Organic social media activity, and traffic to key SDSU websites)
<table>
<thead>
<tr>
<th></th>
<th>SDSU.edu visitors</th>
<th>SDSU.edu page views</th>
<th>SDSU Events Calendar page views</th>
<th>Twitter Followers*</th>
<th>Clicks on links we posted to Twitter</th>
<th>Facebook Fans*</th>
<th>Facebook comments &amp; likes</th>
<th>YouTube Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 14</td>
<td>185,366</td>
<td>406,577</td>
<td>40,246</td>
<td>27,052</td>
<td>311</td>
<td>62,435</td>
<td>21,796</td>
<td>29,014</td>
</tr>
<tr>
<td>Year to Date</td>
<td>562,001</td>
<td>1,308,955</td>
<td>121,276</td>
<td>(+1,643)</td>
<td>1,633</td>
<td>(+2,114)</td>
<td>84,410</td>
<td>79,330</td>
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</table>

*YTD number shows month-to-month change

**National Branding and Marketing Campaign:** (Paid advertising to brand the university to target audiences in specific markets)

<table>
<thead>
<tr>
<th></th>
<th>Facebook Impressions (saw our ads)</th>
<th>*Facebook Clicks (Clicked on our ads)</th>
<th>Twitter Impressions (saw our ads)</th>
<th>Twitter Clicks (Clicked on our ads)</th>
<th>YouTube Views</th>
<th>Google AdWords Impressions (saw our ads)</th>
<th>Google AdWords Clicks (Clicked on our ads)</th>
<th>Pandora Radio (Heard our spots)</th>
<th>Pandora Radio (Clicked on our ad)</th>
<th>Local Television Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 14</td>
<td>567,933</td>
<td>2,529</td>
<td>220,996</td>
<td>1,290</td>
<td>8,743</td>
<td>100,457</td>
<td>644</td>
<td>11,029,6</td>
<td>54,501</td>
<td>457,880</td>
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<td>Year to date</td>
<td>1,831,047</td>
<td>10,206</td>
<td>553,136</td>
<td>4,642</td>
<td>23,231</td>
<td>398,386</td>
<td>2,047</td>
<td>54,501</td>
<td>457,880</td>
<td></td>
</tr>
</tbody>
</table>

*Alumni engagement higher than other audiences (almost 20% compared to 2%)

**Traditional Media Relations:** (Local, regional and national media. A national publication is a Top 25 metropolitan daily or an online publication with more than 1 million impressions a day. A Major hit is a story where the primary focus is about SDSU)

<table>
<thead>
<tr>
<th></th>
<th>Total Clips</th>
<th>National*</th>
<th>Major hit</th>
<th>Faculty Experts Quoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 14</td>
<td>1,691</td>
<td>385</td>
<td>9</td>
<td>675</td>
</tr>
<tr>
<td>Year to date</td>
<td>3,835</td>
<td>728</td>
<td>49</td>
<td>1,539</td>
</tr>
</tbody>
</table>

**Media Relations:** Major media hits this month included Luke Wood featured in the *Chronicle of Higher Education* in a piece about minority males and graduation rates and Jean Twenge’s research about trust in *Associated Press, Huffington Post* and *New York Daily News*.

**Experts Quoted:** Faculty experts were quoted on a variety of topics this month including Lance Larson on celebrities and digital vulnerability (Yahoo Finance, Mail on Sunday, Bloomberg Business Week and U.S. News and World Report); Wendy Patrick on the NFL scandal (Yahoo Finance, NBC news); Trish Hatch on training for counselors in Education Week; Thomas Novotny on Fetal Alcohol Syndrome on NPR; Shirin Hooshmand on world osteoporosis day (Reuters Health).

**National Markets:** Coverage in our target markets this month included Lance Larson quoted in *SF Gate, Washington Times, My FOX Chicago, Pittsburgh Post-Gazette*; Wendy Patrick quoted in the *LA Times*; and Jean Twenge’s research in *San Jose Mercury News; New York Magazine*; and Anta Merritt quoted on the legalization of marijuana in Jamaica in *The Denver Post, San Jose Mercury News* and others.
Report of the Review Panel on
The Campanile Foundation, San Diego State University (SDSU)

Composed by:
Seth Mallios, Professor and Chair of Anthropology, SDSU (Committee Chair)
Morgan Chan, Vice President of University Affairs, Associated Students, SDSU
Duane Drake, retired Chief Investment Officer, San Diego Foundation
Joyce Gattas, Dean of College of Professional Studies and Fine Arts, SDSU
Stuart Henry, Professor and Director, School of Public Affairs, SDSU
Bruce Reinig, Professor of Management Information Systems, SDSU
Andrea Taylor, Vice President of Development, CSU Long Beach

Submitted on June 6, 2014

Introduction

According to Academic Senate policies regarding Review of Auxiliaries (1.0, 2.0-2.4, 3.0-3.4, and 4.0-4.4), the seven-member panel listed above conducted a review of The Campanile Foundation (TCF). The review process started with a charge from SDSU President Elliot Hirshman, in consultation with the Cabinet and the Senate Executive Committee, which required TCF to complete a self-study that addressed the following five issues:

1) Identify the mission of The Campanile Foundation and the functions designed to support the mission,

2) Outline any strategies that have emerged from previous planning,

3) Examine the structure of the organization to ensure that it is supporting the mission,

4) Review the stewardship of available resources, and

5) Identify the goals and plans for the next five years.

On the basis of material in the self-study, panel discussions, and subsequent interviews with TCF Board members, current and former staff members, and other university officials who have interacted with TCF, the review panel constructed this final report to respond to the following five additional topics specified in the policy file:
1) Evaluate how well the auxiliary (TCF) supports the mission and goals of the university,

2) Examine how well it manages its resources and its fiscal responsibilities,

3) Assess the direction and appropriateness of growth,

4) Elucidate and recommend change or need for further support, and

5) Examine the overall functional and day-to-day management of the organization.

This report begins with a statement on the historical, economic, and institutional context of TCF as of 2014 and then discusses TCF and its self-study according to the President’s charge and the required components of the policy file.

TCF in 2014

In mid-2014, San Diego State University (SDSU) will finish its initial comprehensive fundraising campaign on schedule and reach the $500 million goal that was set in 2007. The success of “The Campaign for San Diego State University” is impressive in its own right as a dollar amount, but especially so given that the Campaign was launched immediately prior to the Great Recession and subsequently carried out during a time of severely diminished state budget allocations.¹ During the 2007-2014 campaign, TCF expanded its money-management role to include development strategizing and advocacy. SDSU’s institutional goals of preeminence as a public research university—including student success, research programs, entrepreneurship, and community engagement—are now inextricably linked to TCF’s abilities to aid, support, and guide the university in building its endowment.

¹ While it is true that other universities with a much longer history of aggressive fundraising have campaigns that raise more money (e.g., the University of Michigan’s current campaign is for over $4 billion), SDSU’s goals must be kept in the context of its modest development history and geographic location (Western schools trail their Eastern peers in nearly every development measure).
Since this current review coincided with the culmination of the first fundraising campaign, it provides SDSU with an opportunity to use the current development achievement for both celebration and reflection. Over the course of this review, multiple individuals involved with TCF expressed the knowledge gained during the process of this seven-year campaign. The information they shared with the Review Panel can help augment current, impending, and long-range fundraising strategies and practical implementation of these plans. It is hoped that these insights are taken in the constructive manner in which they are offered, and that this report and the recommendations within enable TCF, like the entire university, to champion strategies of building on excellence.

**Self-study charges**

1) *Identify the mission of The Campanile Foundation and the functions designed to support the mission.*

The mission of The Campanile Foundation (TCF) is to provide SDSU with the community expertise, oversight, and advocacy to increase private giving and manage the philanthropic assets of the university. TCF was designed from its inception in August of 1999 to be the entity that accepted all gifts to SDSU; its responsibilities include managing and administrating all donations, investing all donated funds, accounting for gifts, and valuing and reporting donations to compliance agencies. Over the past 15 years, TCF’s Board of Directors has also become actively involved with oversight of, and advocacy on behalf of, University Relations and Development (URAD). It was during “The Campaign for San Diego State University,” started in July of 2007, that TCF’s Board of Directors became a fundraising board, moving from more ceremonial duties to aggressive pursuit of donors. As a result, TCF now both manages assets
and plays a strong advisory role in university development. This duality is evinced in TCF’s vision statement that emphasizes the organization’s specific purposes of: 1) promoting and assisting SDSU in receiving gifts, and 2) facilitating SDSU’s commitment to increase private fund raising.

A) Functions designed to support the mission

TCF has multiple committees dedicated to overseeing functions with direct ties to its mission.

i) The Audit Committee ensures the quality and integrity of the audited financial statements, compliance with legal and regulatory requirements, and independence of external auditors.

ii) The Campaign Cabinet Committee oversees the campaign-funding model, guides identification, cultivation, and solicitation strategies, and develops volunteer campaigns.

iii) The Alumni Engagement Committee creates a tradition of giving and volunteering to SDSU by building lasting relationships with all generations of Aztec alumni.

iv) The Finance and Investment Committee monitors financial reporting.

v) The Government and Community Relations Committee serves as a liaison to various governmental, community, and external constituencies.

vi) The Nominating and Organizing Committee oversees board recruitment and organizational needs of the board.
Sub-committees also exist that target specific areas of interest and need. For example, there is an Athletics Sub-Committee focused on increasing support for SDSU athletic programs.

2) **Outline any strategies that have emerged from previous planning.**

In general, the self-study identifies two different strategies that have governed TCF. The initial 1999 plan outlined TCF as an entity that would accept and manage gifts. Starting in 2004, however, the board began a transition toward becoming a major fundraising entity for the university. When the Campaign was formally launched in July of 2007, TCF fully embraced this latter strategy that placed significant emphasis on fundraising goals and advocacy by the board. TCF followed many of the recommendations made by Marts and Lundy, the fundraising consultants SDSU hired just before the outset of the Campaign. These ideas emphasized a culture shift toward aggressive outreach. With the impending end of the initial seven-year campaign, TCF will now need to modify or transform its strategy going forward to address future needs and priorities. Due in large part to the success of TCF, SDSU finds itself a stronger university in many ways than when the Campaign began in 2007. The new strategy would ideally layout a plan to grow baseline annual funding from $40 million to $100 million as per President Hirshman’s directive, which calls for a development model that will sustain SDSU in current and continuing times of diminishing state allocations.

3) **Examine the structure of the organization to ensure that it is supporting the mission.**

TCF’s self-study has many detailed organizational charts that show the relationships among individuals working in University Relations and Development (URAD) and their associated job
responsibilities. TCF’s staff is part of URAD, but this review of TCF should not be read as a comprehensive review of URAD. Much of URAD falls outside the scope of this report. However, this review indicated that the work of URAD directly and significantly impacts the scope and capacity of TCF. Any forthcoming changes in TCF’s vision, mission, goals, and strategy should be made in tandem with consideration and review of URAD’s vision, mission, goals, and strategy.

TCF’s overall structure is sound and supportive of its current mission. Six URAD staff members work directly for TCF. TCF President and Chief Executive Officer (CEO) Mary Ruth Carleton is the general manager of TCF. Secretary Joanne Ferchland-Parella is the primary documenter of policies, procedures, and resolutions for TCF. Chief Financial Officer (CFO) Sarah Slaughter oversees TCF’s financial resources, the integrity of the financial systems, and investment portfolio management. Director of Gift Administration Brian Andrews oversees administration, management, and reporting of all private philanthropy to the university. Assistant Gift Manager Virginia Parker executes the daily processing of all private philanthropy to SDSU. Finance Director Travis Clancy assists CFO Slaughter in ensuring the accuracy of the financial reporting.

According to the self-study, TCF’s Board of Directors consists of 34 individuals. It includes SDSU alumni from the 1950s, ‘60s, ‘70s, ‘80s, and ‘90s, as well as various community members, TCF President and CEO Mary Ruth Carleton (also SDSU Vice President of URAD), SDSU President Elliot Hirshman, SDSU faculty representative Kenneth Walsh, and SDSU student representative Joshua Morse (the Associated Students president). TCF’s board is primarily external to SDSU. Furthermore, its Chairperson has always been external to the
university. Christopher “Kit” Sickels is the outgoing Board Chairperson; John “Jack” McGrory is the incoming Board Chairperson.

4) **Review the stewardship of available resources.**

TCF’s self-study details market values and comparisons with other CSU campuses and endowment performances. SDSU’s investment return rate is consistently over 10% and outperforms many of its CSU peers.

5) **Identify the goals and plans for the next five years.**

The goals listed in the TCF self-study focus on three main categories. The first is directed at “The Campaign for San Diego State University” and includes:

- Complete successfully SDSU’s first comprehensive campaign to increase the flow of private support to the university’s strategic initiatives.

The second category concerns rankings and baselines with measurable outcomes. The two goals in this category are:

- Build national reputation and, in working with other campus entities, take SDSU into the top 100 as measured by *U. S. News & World Report*.

- Increase alumni engagement by tripling the baseline donation rate from 2.5% to 7.5% by 2015.

The third category qualitatively complements the more aggressive outreach and marketing culture change in URAD that was advocated in the Marts and Lundy consultation and consists of the following elements:
-Serve as a model for University Relations and Development (URAD) functions at comparable institutions.

-Commit ourselves to building relationships that enhance SDSU’s development, marketing, communications, alumni relations, community relations and advocacy, and donor relations efforts.

-Communicate the impact and significance of private support to the university, increasing the engagement of all university leadership in activities that contribute to obtaining private support.

-Promote SDSU’s vision and mission through clear and compelling communications, events, and programs—thus building bridges of mutual service and support with the entire university community.

-Become an employer of choice within the development community.

-Embrace technology as a tool to disseminate information about SDSU to a wider and more diverse audience.

Policy-file review guidelines

1) Evaluate how well the auxiliary [TCF] supports the mission and goals of the university.

In a time of diminishing state support, revenue generation is a key component to SDSU’s continuing prosperity. The university’s mission—“to provide well-balanced, high quality education for undergraduate and graduate students and to contribute to knowledge and the solution of problems through excellence and distinction in teaching, research, and service”—is contingent on an innovative resource and revenue plan. TCF’s pivotal role in the $500 million
campaign for SDSU enables the university to meet the institutional goals of 1) student success, 2) research and creative endeavors, and 3) community and communication that it recently established in the most recent “Building on Excellence” strategic plan (2013-2018). Each of the colleges (Arts and Letters, Business Administration, Education, Engineering, Health and Human Services, Library and Information Access, Professional Studies and Fine Arts, and Sciences) has identified specific initiatives for donor support in “The Campaign for SDSU,” as do Athletics, the impending Honors College, Veterans Education, and the Zahn Innovation Center.

Both TCF and The Campaign for SDSU followed fundraising priorities that are linked directly to university goals. For example, the Student Success goal—SDSU will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement—was complemented by raising $90 million in new scholarship funding since 2007. The Research and Creative Endeavors goal—SDSU will continue to enhance its research and creative endeavors profile, with particular emphasis on building areas of excellence and addressing national and international challenges—gained financial support from TCF through campaign funds that directly supported four new “Areas of Excellence” collaborative research programs, of the 29 proposed submissions that the initiative stimulated. In addition, support for the Community and Communication goal—SDSU will become a center of community life and engagement for students, faculty, staff, alumni, and the public through events, activities, and communication designed to bring diverse participants together—is evinced in TCF’s campaign-based support of entrepreneurship (The Lavin Entrepreneurship Center, The Zahn Center, etc.), community-based mentoring, and the Arts Alive initiative.
Since the mission and goals of the university are dynamic and often under revision, reinterpretation, and re-definition, TCF needs to stay informed of changing academic priorities by administrative leaders in SDSU’s Division of Academic Affairs. It is important that TCF and a high-ranking administrator from Academic Affairs have a free exchange of ideas in order to keep revenue generation and academic goals united.

2) **Examine how well it [TCF] manages its resources and its fiscal responsibilities.**

TCF performed laudably in its stewardship of available resources. SDSU’s investment return rate for the three-year period of 2010-2013 is 10.77%. It is higher than the Group III average (10.60%). In addition, the most recent 2012/13 investment return rate (11.92%) was the highest for both CSU Group II and III. It is also worth noting that TCF’s finance committee successfully managed the endowment through the economic crash of 2008.

3) **Assess the direction and appropriateness of growth.**

The success of the initial seven-year “Campaign for SDSU” transformed traditional understandings of the role that fundraising could play at San Diego State and greatly impacted the philanthropic landscape of the region. To date, SDSU has reached 99% of its $500 million goal ($494 million). Over $370 million of that total has been raised in support of faculty. During the Campaign, TCF received 122,100 gifts from over 46,500 donors. This includes 90 gifts of $1 million or more; approximately 25% of the $500 million total was in these large gifts. As a result of these accomplishments, San Diego State University recently received a 2014 Educational Fundraising Award from the Council for Advancement and Support of Education

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2 Group III includes CSU Fresno, CSU Long Beach, San Jose State University, and Cal Poly San Luis Obispo.
3 Group II includes CSU Chico, CSU Fullerton, CSU Northridge, Cal Poly Pomona, CSU Sacramento, San Francisco State, and CSU Sonoma.
(CASE) for best overall performance in a Category 3 Public Research/Doctoral Institution. The criteria for this award were: “pattern of growth in total support, evaluation of what contributed to the total support figure, overall breadth in program areas, pattern of growth in each program area, pattern of donor growth among alumni and other donors, impact of the 12 largest gifts, total support in relation to alumni base, and type of institution.” Due to the successful campaign, SDSU has been reclassified by CASE as a Category 4 institution, joining peers such as University of California, Berkeley, University of Kansas, University of Virginia, and University of Wisconsin-Madison.

With the success of the recent campaign, SDSU has established itself as a legitimate and competitive big-gift target among local philanthropists. It is important to take the knowledge and lessons learned from this success and incorporate them into the ongoing operational practice of TCF and subsequently scale these practices upwards to achieve higher-reaching goals. TCF has proven that SDSU can achieve ambitious fundraising targets, and now the challenge is to expand that apparatus further to reach President Hirshman’s goal of $100 million per year.

4) Elucidate and recommend change or need for further support.

In addition to the issues of encouraging open exchange of ideas with SDSU’s Division of Academic Affairs and more attention and staff time/positions to data management that were mentioned above, this report suggests a general modification that will help TCF build on the success of its initial campaign for SDSU. TCF’s goals need to be updated both in terms of currency and outcome measurability. Since TCF met its primary goal of completing SDSU’s first campaign and increasing the flow of private support to the university’s strategic initiatives,

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4 The Category 3 Public Research/Doctoral Institution is for public universities with an endowment under $250 million at the start of their most recent campaign.
it needs a new or modified set of organizational and development goals. These new goals should have direct and measurable outcomes. A few of the current goals have explicit output measures—see page 3 of the self-study and pages 7-8 of this report—and could be retained. Some of the others, however, such as the goal of seeking to “Commit ourselves to building relationships that enhance SDSU’s development,” offer no specific details as to how one measures progress toward that outcome. If TCF specified how the results of their process were to be evaluated with more detailed outcomes, then insight into the development process could be significantly enhanced. In particular, the Review Panel encourages TCF to employ more directly measurable goals, like President Hirshman’s call for $100 million in fundraising per year and the last two goals in TCF self-study: “Build [a] national reputation, and working with other entities, take SDSU into the Top 100 as measured by *U.S. and World News Report*” and “Alumni Engagement—2012/13 baseline triple from 2.5 to 7.5% in 3 years.”

It is worth noting that many of TCF’s committees have measurable outcomes that were detailed in the Review Panel’s interview with TCF President Carleton. For example, the Alumni Engagement Committee measures numbers of people “touched” and multiple institutional rankings; the Finance and Investment Committee employs benchmarks that are measured against other comparable organizations; the Government and Community Relations Committee keeps track of numbers of contacts and their specific success on bills harmful to the CSU system in particular; the Nominating and Organizing Committee has a detailed Board Member Recruitment Matrix which is used to promote diversity and equal representation; and the Athletic Sub-Committee uses wins and losses as measurable outcomes.

5) *Examine the overall functional and day-to-day management of the organization.*
There were many different opinions expressed in regard to improving day-to-day operations. These are detailed in Appendix A, the Interview-Response Summary of Current and Former Development Officers. Development Officers are employed by URAD, but they interface, serve, and implement many of TCF’s goals and objectives. Overall, most of the issues of concern can be categorized as involving areas of support, communication, and currency. URAD is extremely understaffed. There is a pressing need for more development/gift officers and individuals with expertise in data management. The lack of sufficient numbers of development/gift officers is troubling, especially when one considers that these positions are likely to bring in more than enough revenue to cover their costs. More generally, the lack of adequate staff levels at URAD negatively impacts job satisfaction, performance, and retention. At its present staffing levels, URAD appears to lack the capacity to achieve President Hirshman’s $100 million per year goal. As TCF moves forward with the development of its new or modified strategy, it should conduct a needs assessment survey for the personnel, data resources, and infrastructure URAD requires to scale up to the $100 million annual target. Currently, the scale of President Hirshman’s vision and URAD’s staff size are incongruous; a plan is needed to close this gap.

There was found to be a marked difference of opinion as to the degree of academic participation in TCF events. Although TCF CEO Carleton provided an extensive list of annual development events to which Deans are invited, TCF Board members had mixed views about how sufficiently involved academic officials were in TCF matters. Furthermore, multiple Deans and Development Officers expressed a desire for more access and interaction with TCF’s Board of Directors. In particular, they sought better communication, more transparency, and a more direct link between Academic Affairs and TCF’s Board of Directors.
The Review Panel heard from multiple individuals who expressed concern with the currency of the university database. It is clear that one of the directions for growth that should be addressed and supported is data management (particularly as it relates to alumni and donor relations) and a review of the existing software as to whether it is sufficient for the demands of the university. Since university rankings are influenced by alumni giving rates, and since these rates are tied directly to up-to-date management of contact information, it is important to develop a core competency in the management of such data. Such competencies should reside either in the Alumni Engagement, Advanced Services or with TCF directly and would be achieved through a combination of staff additions and an expansion of technological infrastructure.

Conclusions

During the review process, praise for TCF was prevalent and often effusive. Interviewees with TCF board members were especially complementary about the efforts of TCF CEO Mary Ruth Carleton and TCF’s staff. Multiple stakeholders also noted how far TCF’s board had come in terms of professionalism, commitment, responsiveness, and overall activity; one called it “the best Board in the region.” In stride with these laudatory comments, the review panel noted certain areas for improvement, alluded to in the previous sections of this report and specified in the following recommendations.

Recommendations

I. It is imperative to keep the momentum from the successful initial campaign.

   A. Celebrate the milestone met through completion of the initial capital campaign ($500 million by 2014).
B. Follow TCF Board recommendations on how to extend the campaign goal.

C. Specify direction for campaign (comprehensive, capital, or both).

II. Formulate plan to increase the fundraising capacity of TCF.

A. Identify URAD personnel and infrastructure needed to achieve and sustain President Hirshman’s $100 million/year benchmark. Consider what capacity would be needed to achieve much larger campaign targets and move toward establishing that level of infrastructure.

B. Such a plan would include identifying personnel (e.g., gift officers, human resources, and data analysts) as well as the technological infrastructure, as well as an associated timeline for reaching this new capacity.

C. This effort may be served by hiring outside consultants to help develop a new strategic plan.

III. Update TCF goals and re-design them to use measurable outcomes that evaluate TCF’s effectiveness in meeting these goals.

A. Revise the current set of organizational goals to include goals with measurable outcomes.

B. Monitor and document progress toward these goals on an annual basis.

C. Use goals with explicitly measurable outcomes to make adjustments that might otherwise be overlooked in a single-criterion system that gauges success only in terms of total revenue generated.

IV. Relationships between TCF and Academic Affairs should become more fluid, and certain aspects of the existing development culture should be more inclusive.
A. Seek out specific recommendations from the academic deans and TCF board members for improving communication between the two groups.

B. The SDSU Provost or designee should be an *ex officio* member of TCF Board of Directors.

C. Continually work to keep individuals who develop the initial relationship with donors (be they faculty, development officers, deans, etc.) updated for the duration of the cultivation process with a better scheduling system, personal phone calls, and better managed contact reports.

D. Increase communication between TCF and college-based Development Officers.

V. Be more inclusive with the next review.

A. Evaluation reviews benefit from multiple perspectives, transparency, and detailed reflection. For the future, this Review Panel encourages the involvement of more TCF Board of Director members in the review process from the outset as well as more extensive interviews with a more rigorous sample of different people involved with TCF.
MEMORANDUM

TO: Seth Mallios  
Chair  
TCF Review Committee

FROM: Mary Ruth Carleton  
President and CEO  
The Campanile Foundation

RE: Comments on TCF Review

Thank you for the thorough review and suggestions to The Campanile Foundation for its growth and continued success in supporting SDSU.

The following are comments for your review and consideration for possible corrections to the report:

1. There seems to be some confusion over the relationship between TCF and URAD. Most of the TCF staff is separate from URAD though we do include them in all we do. I think this needs to be clarified more thoroughly in the report. On page 6, there is a line “TFC’s staff is part of URAD” which is not completely accurate. To be more accurate, it should probably say something to the order of the Vice President for URAD and the Associate VP for Development are employees of both TCF and URAD.

2. I suggest a clarification of the goals on page 8 at the top part of the page. These were not TCF goals nor were they Marts and Lundy goals. These are strictly internal for URAD and were created in 2008 to keep us focused during the economic downturn. We are presently creating new goals for URAD.

3. On page 10, #2 talks about TCF managing its resources and fiscal responsibilities. It only talks about the investment return. We would request that the review also acknowledge that we have built a large reserve balance by keeping the TCF direct expenses low throughout the campaign years. This reserve balance is now being used to assist with the infrastructure growth to continue the fundraising success and future goals.

The following are suggestions in the report for which plans are already underway or completed:

1. Page 10 “TCF needs to stay informed of changing academic priorities”. The CEO/President of TCF will be meeting monthly with the new Provost, starting July 7th. In addition, the President, Provost, VP, Dean and
Development Director for each unit will be meeting each semester to review goals and to review success with those goals.

Deans are now regularly attending Prospect Strategy meetings with the Development Team to share activities, prospect assignments, etc.

The Development team has been meeting with each Dean over the last month to update him/her on activities in the Regional Councils.

TCF will continue to invite Deans and Unit directors to present at board meetings and to attend meetings and receptions with the TCF Board.

We will continue to work with Deans and the Provost to keep communication lines open and share information on a regular basis.

2. There is a recommendation that TCF’s goals need to be updated. That is certainly true. With The Campaign for SDSU reaching its goal on June 12, and the decision by the board to extend The Campaign to $750 million, goals are being updated. Our annual retreat is scheduled for June 27, and the senior leadership team of TCF and URAD will be creating new goals and measures for success.

Initially, those goals might be:

- Annually, raise $100 million a year
- Build the endowment to $300 million in the next three years
- Increase board membership to 40 members
- Make initial visits to at least 50% of the 19,000 suspects identified as potential prospects

A celebration of the success of The Campaign is scheduled for September 19, 2014. At that time, the extension of The Campaign will be publicly announced. Celebrations for internal audiences are also planned.

3. SDSU’s development team has been understaffed. With support from the University over the last two years, key areas have been improved with the addition of new employees, particularly in stewardship, data management and front line fundraisers. (see attached organizational charts for development and financial management).

The very recent hiring of a Recruitment, Retention and Orientation Director will assist in building the staff for the long term.

4. The goal of raising $100 million/year is key to future success of SDSU’s fundraising efforts. This fiscal year, we expect to raise over $90 million.
5. The database for SDSU is considered by our consultants to be top of the line. We added several new positions to our data management team in this year to handle some of the challenges mentioned in the report. Reports are being designed to track our efforts more closely and provide data as requested. Our new Director of Database Management came on board approximately three months ago and he is reworking many of our tracking systems/reports. We also will be working closely with units on the campus who manage shadow databases to integrate efforts to keep records accurate and current.

We are also launching an effort with Enrollment Services to find more lost alumni by combing through microfiche and other hard copy records to input alumni records from the early 70's to mid 80's into the database.
To: Senate
From: Geoff Chase, Dean of Undergraduate Studies
Date: October 13, 2014
Re: WASC Update

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Western Association Schools and Colleges (WASC)
Accreditation Update

Academic Policy and Planning

WASC Update – September 9, 2014

Steering Committee: Suzanne Bordelon, Joanna Brooks, Geoff Chase (ALO), Frank Harris, Kurt Lindemann, Nina Potter, Christy Samarkos, Stephen Schellenberg, Emilio Ulloa.

Timeline for Re-accreditation Review

Institutional Report:

i. Early (rough) Draft Fall 2014 (in progress)
   ii. Shared with SEC December, 2014
   iii. Distribute to Senate to initiate institutional review process – December, 2014
   iv. Final Draft to Senate - Spring 2015
   v. Offsite Review – November 19, 2015

The Institutional Report

I. Introduction: Institutional Context; Response to Previous Commission Actions

Institutional Context

Response to Previous Commission Actions

Progress on Assessment and Learning-Centeredness

General Education Reform

Analyzing and Improving Retention and Graduation Rates

SEC October 21, 2014 – WASC Update
Improving Services to Transfer Students

Sustaining Progress on Integrating Imperial Valley and Brawley Campuses

II. Compliance with WASC Standards and Federal Regulations: Self-review under the Standards; Compliance checklist

III. Degree Programs: Meaning, Quality, and Integrity of Degrees

IV. Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

V. Student Success: Student Learning, Retention, and Graduation

VI. Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

VII. Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

VIII. Institution-specific Themes(s) (optional) n/a

IX. Conclusion: Reflection and Plans for Improvement