On May 3, 2012 senior university administrators met with students during an open presentation. The focus of the presentation was the university’s budget however students were able to ask questions on any topic. Below are questions that students posed which were not addressed during the presentation.

Submit a follow-up question to budgetcentral@mail.sdsu.edu.

1. Question:
   Will our financial aid increase as costs increase?

   Answer:
   For most California residents who are eligible for a State University Grant (SUG) or Cal Grant, the increase in the CSU system-wide tuition fees should be covered by SUG and Cal Grant, unless there are changes in these state aid programs. Please contact the Office of Financial Aid and Scholarships [http://starter.sdsu.edu/fao/](http://starter.sdsu.edu/fao/) for information on your specific situation.

2. Question:
   Why doesn't SDSU increase out-of-state tuition in order to increase the university's ability to educate its own community, and to attract only those students from out-of-state who put a premium on their education?

   Answer:
   The Board of Trustees may consider this option in the future.

3. Question:
   Is there any documented record of University expenditures that at least shows department expenses that students can reference?

   Answer:
   The website for the University’s department of Budget and Finance ([www.bfa.sdsu.edu/~budfin/](http://www.bfa.sdsu.edu/~budfin/)) has an annual publication that shows prior year’s actual expenditures and current year budget for the colleges within the Division of Academic Affairs, and for each of the other divisions (Student Affairs, University Relations and Development, Business and Financial Affairs). A finer level of detail within each college (e.g. the History Department) is available from the Associate Dean in the college which oversees a particular department.

4. Question:
   As the amount of funding decreases, what measures is SDSU taking to keep QUALITY professors as part of their faculty?

   Answer:
Your question relates to both quality and tenure.

The tenure system developed as a way of preventing faculty members from being fired arbitrarily for opinions they expressed or subject matter they taught. It is designed to ensure academic freedom.

Before achieving tenure at SDSU, faculty go through a rigorous review process and effective teaching is a key criterion in the evaluation and the awarding of tenure. After achieving tenure, faculty are reviewed at intervals of no more than five years. The purpose of that evaluation is to assess the faculty member's performance in all areas, including teaching effectiveness. Should any issues relating to teaching have been noted in student evaluations, they are addressed in the review. More information can be found on the Faculty Affairs website, http://fa.sdsu.edu/. With that being said, if you have concerns about your faculty, please bring it to the attention of the chair for that department.

We strive to maintain high quality instruction at all levels. The SDSU Center for Teaching and Learning offers a full range of services to faculty members to help them remain successful, effective teachers.

5. Question:
First, will the science department be effected by the budget change in any way? Second, will this affect student housing in any way?

Answer:
The College of Sciences will assume a portion of the budget reduction in 2012/13. The exact amount is not yet determined, and is dependent in significant measure on the results of the November election which has a tax increase provision. If the tax increase provision is passed, the budget reduction for the University, and therefore for the College of Sciences, will be much less and may even be eliminated. However, since November is so late in the budget year (which begins on July 1), the University will have a plan in place to cover its share of as much as an additional $18 million cut. The College of Sciences will be assigned an amount. Decisions as to how the budget reduction will be implemented are made by the Dean of the College.

Student housing is not affected by state funding availability. The cost to operate and maintain student housing is paid for exclusively from the rents the student residents pay.

6. Question:
During the presentation, a student asked specific questions regarding California’s Assembly Bill 540 and SDSU’s response to it.

Answer:
The California Dream Act consists of two state laws, Assembly Bills 130 and 131, for students who meet AB 540 criteria. AB 130 allows AB 540 students to apply for and receive non-state funded scholarships at public colleges and universities beginning January 2012. AB 131 allows AB 540 students to apply for and receive state funded financial aid such as SUG in spring 2013 and Cal Grants in fall 2013. AB 540 students are those who attended a California high school for 3 years or more, graduated from a California high school, registered or currently enrolled at an accredited California college, and filed an affidavit with the college stating their intent to file an application to legalize their immigration status. More information is available on the Office of Financial Aid and Scholarships website at [www.sdsu.edu finanzi alaid](http://www.sdsu.edu/financialaid) and the CSAC website at [www.csac.ca.gov/dream_act.asp](http://www.csac.ca.gov/dream_act.asp).

7. Question:
   During the presentation, recent faculty hires in the College of Arts and Letters were questioned, particularly in the department of Africana Studies.

   Answer:
   Africana Studies had new tenure track hires in 2000 and 2002. Since that time, the number of hires has varied across programs and departments in the College of Arts and Letters. The CAL Academic Policy and Planning Committee is consulted in the ranking of requests for tenure-track positions. The allocation of a position by the dean is based on available funding, the number of departments requesting hires, the balance of the specific needs of departments with the needs of interdisciplinary programs, FTES commitments, student-faculty ratios, and numbers of majors, among other elements. In the years subsequent to 2002, requests for a tenure-track position submitted by Africana Studies were not among those ranked high enough to be funded. The College of Arts and Letters has 19 departments and five interdisciplinary programs.

8. Question:
   During the presentation, the status of the MA in Chicano/Chicano Studies was asked about.

   Answer:
   The MA Program in Chicano/Chicana Studies was temporarily suspended due to the lack of a sufficient number of applicants to form a cohort. Students who were in the program were able to complete their MA by fall 2011. The program will be more extensively advertised in the future and the department is anticipating enrolling students for fall 2013.

9. Question:
   During the presentation, it was asked that detailed breakdown of our enrollments by gender, ethnicity, residence is provided.

   Answer:
The information requested is available at www.asir.sdsu.edu.

Related information for fall 2011:
Enrollees by Gender and Ethnicity
First-time Freshmen by Geographic Origin

10. Question:
During the presentation, it was asked if the campus bookstore could carry more Alta Garcia merchandise and what is the campus bookstore’s practice in regards to the Fair Labor Association (FLA) and the Workers Right Consortium (WRC).

Answer:
The Bookstore could carry more Alta Gracia merchandise. Currently, Alta Gracia has a very limited selection of items. We intend to increase the Alta Gracia items we sell as their selection increases. Apparel demand is such that carrying clothing from a variety of vendors best meets our customers’ needs. All vendors used by the Bookstore adhere to the standards of the FLA and the WRC.

11. Question:
During the presentation, it was asked if SDSU could implement a “dead” hour.

Answer:
A proposal has been requested describing the purpose and structure of the “dead” hour. Once the proposal has been received it will be reviewed and discussed at many levels within the university structure pursuant to our shared governance model. For more information about shared governance at SDSU see: http://newscenter.sdsu.edu/ootp/sharedgovernance.aspx
If you would like to provide input on the subject of the “dead” hour you can email sdsupresident@sdsu.edu.

12. Question:
Why should out of state students be offered much less financial aid? While I understand the need for increased tuition for out of state, but I believe students with good grades that are out of state should receive scholarships as well.

Answer:
There is a limited amount of financial aid that is available to eligible students. Out-of-state students cannot receive state aid programs restricted to California residents, such as SUG and Cal Grants. Out-of-state students can apply for and if eligible, receive any scholarships that are not restricted to California residents. Please contact the Office of Financial Aid and Scholarships (http://starter.sdsu.edu/fao/) for information on your specific situation.
13. Question:
One concern that I have - not really a question, but to keep the conversation happening, could we have future forums during a period of time when students are not obligated to be in class?

Answer:
The format, timing and frequency of future forums are currently being discussed. These discussions will take place at many levels within the university structure and will follow our shared governance model. For more information about shared governance at SDSU see: http://newscenter.sdsu.edu/ootp/sharedgovernance.aspx

14. Question:
You mention the #1 budget priority is to offer the classes students need to graduate. However, isn't education about gathering perspective and knowledge relative to a variety of domains (even within one area of study)? Is the philosophy of the administration to just get students to graduate and be on their way? What is the philosophy with that in mind?

Answer:
Education is about broadly gathering perspectives and knowledge. Specifically, a liberal arts education traditionally consists of a general education component and a major specific component. These components together constitute the requirements for graduation. At SDSU, our number one budget priority is offering the classes students need to graduate. This budget priority supports our goal of ensuring students are broadly educated.

15. Question:
I had to leave early, but I would really appreciate it if there was a massive email sent to the students and faculty regarding the next meeting. Thank you for your time and efforts.

Answer:
Similar to this presentation, an email will be sent out to all students via enrollment services. The email address the email will go to is the email you have listed in SDSU’s WebPortal. Moreover, like this presentation, it will be added to the campus events calendar.

16. Question:
What do you think President Hirshman about the organization of SDSU's education system? Do you think education has taken on a corporate model, increasing the graduation rate and simultaneously decreasing the quality of education? Do you think students are put on a production line of higher education?

Answer:
We do not view our education program in a corporate model. Our primary goal is to ensure our students are broadly educated. Our graduation requirements are designed to do just that. Satisfying the requirements for graduation is evidence that students have received a broad education. Graduation rates are a key indicator in measuring our success of meeting our primary goal.

17. Question:
My email is mainly in concern to what you see in regards to student employment. I was lucky enough to secure a job even before my first day as an Aztec. I work in the SDSU Library: Media Center. Coming in the fall of 2011, our employed hours were 8am - 11pm. Since then, the number of hours has drastically decreased to 9 - 9pm, with more trimming on the weekends. In addition to which, my supervisors are now taking over students roles in order to minimize budget costs. When I began, I was working 15/hours a week. There are currently 12 employees in my department, 5 of them will be graduating this May and we are each lucky to get 9 hrs / week. No new employees will be hired and all current workers are expected to return next year. Even with the loss of employees, it is projected that average number of hours will remain about the same next semester with an increase in trimming of hours. The media center is a vital part of the library, and I hate to see it not be as productive as a resource to my students.

On behalf of my fellow Library Staff, I want to ask you what are you doing to keep our hours from being cut more. Working and going to school has proved to be an invaluable experience for all of us, and while the pay may play a part in the reason we are upset, we hate to see such a gem as the Media Center continue to lose hours. Mr. President, how can you help us stop the Media Center's hours and budget from being cut? That of the whole library?

Answer:
The library faculty and staff have been working to identify ways to reduce costs in response to the dramatic budget reductions in the CSU. Library faculty and staff have held a series of meetings to brainstorm ideas for reducing costs using the following criteria:
-- Saves money
-- Long term staff savings
-- Minimal negative impact to students and faculty
-- Ease of implementation
-- Attempt to ensure any changes do not shift workload to another place or place us at risk of violating contracts

For this process, we identified and ranked ideas and focused on using evidence and data in decision-making.
The manager of Media Services and his supervisor analyzed data on the number of students and faculty using Media Services throughout the week and recommended reducing the hours of available service based on low usage. As a consequence, we changed the hours and saved approximately $10,000. In reducing the service hours, we agreed to not eliminate any student positions, but rather to reduce work hours equitably. We value the service Media provides as well as our talented and dedicated student employees. We are applying evidence-based decision making to all of our services and resources as we plan to provide the best possible service within the constraints of our budget for the future.