



STUDENT FEE ADVISORY COMMITTEE  
OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS &  
ENROLLMENT MANAGEMENT

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May 11, 2022

To: Lynn Mahoney, President

From: Jamillah Moore, Vice President, SAEM  
Co-chair, Student Fee Advisory Committee



Cc: Joshua Ochoa, President, Associated Students  
Co-chair, Student Fee Advisory Committee

Cristal Wallin, Chief of Staff & Director of Operations, SAEM  
IRA Advisory Board SFAC Liaison

Mirel Tikkanen, Senior Budget Officer, SAEM

Re: Instructionally Related Activities (IRA) Fee Funding Recommendations for AY 2022-23

On behalf of the Student Fee Advisory Committee and the Instructionally Related Activities Fee Advisory Board, I submit the Instructionally Related Activities Advisory Board Report and Funding Recommendations for AY 2022-23 for your review and approval.

Please let me know if you have any questions. Thank you in advance for your consideration.

*Approved*

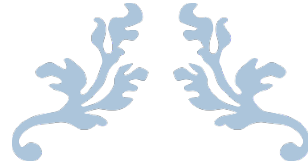
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*Lynn Mahoney*  
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*Lynn Mahoney, President*

*Date*



Instructionally Related Activities Fee Advisory  
Board Report and Funding Recommendations  
FOR AY 2022-2023



MARCH 29, 2022  
STUDENT FEE ADVISORY COMMITTEE  
San Francisco State University

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## **Authority**

The procedures governing the implementation of the Instructionally Related Activities Fee program are outlined in [CSU Executive Order 429](#). The Executive Order requires that this fee be assessed of all regularly enrolled students, thereby classifying the Instructionally Related Activities Fee as a Category II fee as defined by the [CSU Student Fee Policy: Executive Order 1102](#)

In accordance with the CSU Student Fee Policy: Executive Order 1102, the Student Fee Advisory Committee (SFAC) considers proposals for the establishment and adjustment of Category II fees and provides recommendations to the President. As a Category II fee, Instructionally Related Activities Fees fall under the purview of the Student Fee Advisory Committee (SFAC).

## **Instructionally Related Activities Fee ~ General**

### Definition

[California Education Code section 89230](#), enacted in 1976, defines Instructionally Related Activities as, “those activities and laboratory experiences that are at least partially sponsored by an academic discipline or department and that are, in the judgment of the President of a particular campus, and with the approval of the trustees, integrally related to its formal instructional offerings. Activities that are considered to be essential to a quality educational program and an important instructional experience for any student enrolled in the respective program may be considered instructionally related activities.”

### Policies & Procedures

[CSU Executive Order 429](#) establishes system-wide procedures for the administration of an Instructionally Related Activities program. Therein, the Executive Order mandates the establishment of the campus IRA Advisory Board and outlines the membership of the IRA Advisory Board. IRA Advisory Board actions are further guided by San Francisco State’s [Procedures to Implement Executive Order 1102: CSU Student Fee Policy](#) which are developed by the Student Fee Advisory Committee and approved by the campus President. All funding recommendations are made in accordance with the aforementioned policies as well as the [CSU Viewpoint Neutrality Policy](#) which requires that fee revenue be disbursed in a neutral manner wherein no one viewpoint is favored over another.

### Budget Process

Revenue is generated by a mandatory fee assessed of all enrolled students (with limited exceptions). The IRA-General fee is assessed each fall and spring semester, and a reduced fee is assessed over the summer term. Budget projections are based on anticipated enrollment and actuals are adjusted as necessary during the year. IRA revenue is allocated to the Student Affairs & Enrollment Management cabinet area distributed as follows:

- \$2.3 million to the Academic Affairs cabinet area to support specific functions and services of the University

Library. In May 2004, SF State received authorization from the CSU Chancellor's Office for the Library's use of IRA funds to support services and functions which may include, but is not limited to: publications and costs to support and operate basic journalism and literary training; instructional and laboratory equipment; library acquisitions for direct student use; audio-visual materials for instructional and student use; support and operation of computer laboratories and; technological upgrade of program specific classrooms and laboratories (See Appendix A).

The Board notes that in the Fall 2015 semester, following discussion at the Academic Senate, President Leslie Wong approved a proposed change to the process of distributing IRA funds (See Appendix B). Under the revised distribution process all IRA funds would be distributed based upon the recommendations of the IRA Advisory Board.

- The remaining IRA fund balance supports campus specific projects which are reviewed by the IRA Advisory Board. Each spring semester the IRA Advisory Board makes its recommendations for funding for programs and activities to occur in the following academic year. After initial program allocation recommendations are determined, the remaining balance is used to fund initial allocation appeals and independent student travel.
- [Independent Student Travel](#) is administered by the Office of the Provost through College offices. These funds are used to support students who are invited to present and/or serve as panelists at academic conferences. This use of IRA revenue was established in 1989. Past practice was that \$24,000 was set aside from the IRA-General revenue to support independent student travel. In recent years, limited funding has led to the revised funding model currently in place. Current Independent Student Travel Guidelines establish a limit of \$600 per student, per fiscal year. A summary of IRA student travel allocations for the spring 2022 semester appears in the Funding Summary section below.

### Fee Level and Adjustments

The IRA – General fee for the fall 2021 and spring 2022 semesters is \$50 per semester. The summer 2021 session IRA – general fee is \$5. As a Category II fee, adjustments to the IRA – General fee level are subject to the specific provisions of [Section IV of Executive Order 1102: CSU Student Fee Policy](#). In summary, fee level adjustments require either: 1. a referendum vote of the student body or; 2. engagement of an alternative consultation process that is sufficient to gauge student input on the proposed fee action.

## **Instructionally Related Activities Advisory Board**

The Instructionally Related Activities Advisory Board is commissioned by the Student Fee Advisory Committee to review requests for IRA fee budget allocations and to make recommendations on these requests for the President’s consideration. The IRA Advisory Board meets weekly during the spring semester to review requests to fund programs for the following academic year. In accordance with CSU Executive Order 429, the SF State IRA Advisory Board has an equal number of faculty/administrator (4) and student (4) voting members. The Advisory Board is chaired by the Associated Students President (who does vote), and representatives and appointees may be reappointed to multiple terms of service.

### **Annual Timeline for Activities of the IRA Advisory Board**

The SF State Procedures to Implement CSU Student Fee Policy Executive Order 1102 provides the following timeline for the activities of the IRA Advisory Board:

- ❖ IRA Advisory Board members will be appointed in early Fall – no later than September 15<sup>th</sup> (or the following business day).
- ❖ A written call for submissions requesting allocation of IRA fee revenue for the subsequent academic year will be sent by October 1<sup>st</sup> (or the following business day) to all college deans, with copies to the Office of Academic Resources, the Budget Office and, Fiscal Affairs.
- ❖ Completed IRA Budget Request Proposal submissions will be due by January 15<sup>th</sup> (or the following business day).
- ❖ The IRA Advisory Board will meet, as needed, such that recommendations will be submitted to the Student Fee Advisory Committee no later than April 15<sup>th</sup> (or the following business day).
- ❖ Appeals shall be completed, and final notifications sent to colleges by May 15<sup>th</sup> (or the next business day).

### **Instructionally Related Activities Advisory Board Roster AY 2021-22**

Chair, IRA Advisory Board

**Joshua Ochoa**  
President, Associated Students

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Student Fee Advisory Committee Liaison  
(non-voting, 2-year term)

**Cristal Wallin**  
Chief of Staff & Director of Operations  
Office of the Vice President, SAEM

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Associated Students Representatives  
(one-year terms)

**Ashwin Arul**  
Engineering Graduate Student

**Kathleen Gersztoff**  
Business Management - 2023



**Noemi Perdomo**  
Latina/Latino Studies - 2023

Academic Senate Appointees  
(two-year terms)

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**Joseph Chen**  
Associate Professor, Biology

**Kim Schwartz**  
Director/Professor, School of Theatre & Dance

Provost's Office Appointees  
(two-year terms)

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**Mona Sagapolutele**  
Chief of Staff, Office of the Provost

**Elizabeth Brown**  
Professor, Criminal Justice Studies

Administrative Support to the Board  
(non-voting)

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**Brian Sharber**  
Office and Events Coordinator  
Office of the Vice President, SAEM

## **Planning for Academic Year 2022-23**

For the coming academic year, the IRA Advisory Board will propose updates to the IRA Budget Request Guidelines that emphasize transparency and fiscal accountability. The Advisory Board also plans to take proactive measures designed to strengthen the instructionally related activities program.

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### Trust Accounts

The IRA Advisory Board recommends that academic departments be strongly encouraged to maintain a separate trust account for each IRA funded program. The Board has noticed that some academic departments pool IRA allocations for multiple programs into a single trust account. This practice impacts the Board's ability to effectively monitor spending of IRA funds for the awarded program to ensure that expenditures are within IRA guidelines. Departments choosing to pool IRA funds into a single trust account would be required to provide justification for doing so and to articulate its plans for the accounting of expenditures for each program sharing the trust account.

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### Trust Account Balance Carry Forwards

IRA funded programs are expected to use their entire allocation within the year for which funds are allocated. Programs may request to carry forward account balances from year to year while continuing to request and receive allocations for the coming academic year. The Board recommends that IRA funded programs be allowed to carry forward no more than 20% of a single year's allocation for a maximum of three years.

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### Facility Rental Fees

The Advisory Board is of the opinion that on-campus facilities should be made available free of charge to student supported programs. Facility rental fees, for both on and off campus facilities, are a common and potentially prohibitive cost for many IRA supported programs. These programs are an essential part of a quality higher education and greatly enhance the overall university experience. University facilities exist to facilitate these instructionally related experiences in spaces that are safe and accessible to the campus community. The waiver of facility rental fees for student supported programs will appear as an agenda item on an upcoming meeting of the Academic Affairs Dean's Council.

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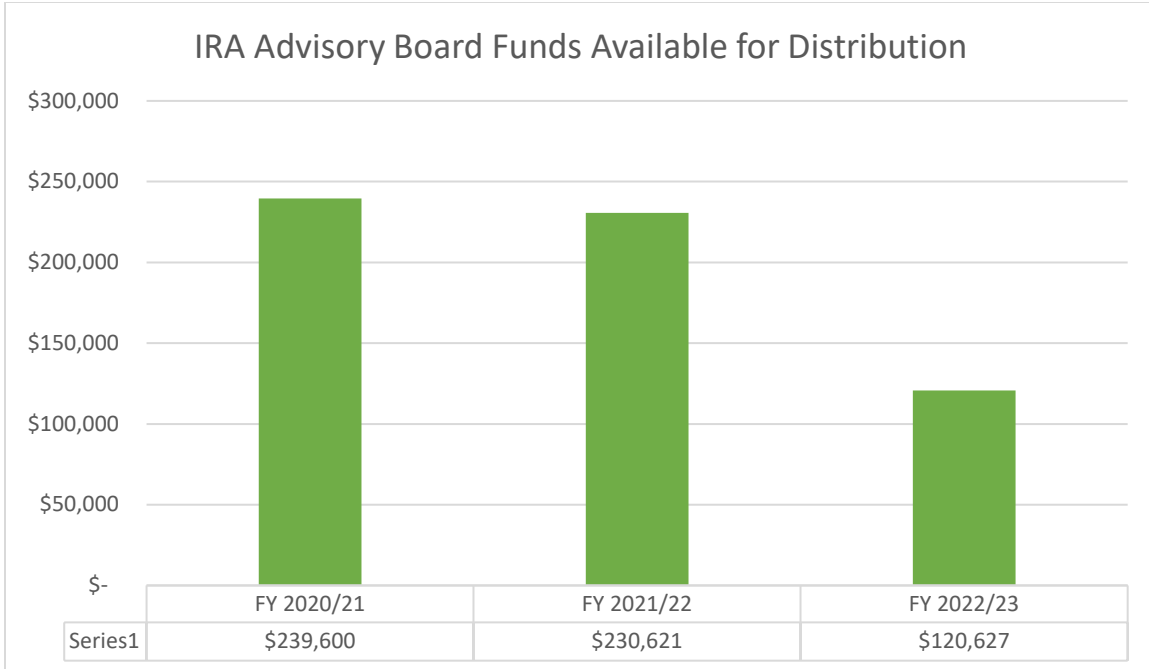
### IRA Budget Request Preparation Workshop

Based on feedback from program applicants and the Advisory Board's experiences reviewing program submissions, in the fall semester Advisory Board members will host a workshop on the campus IRA program. The workshop will be designed to educate the campus community about the IRA program's processes and to provide guidance on completing a compelling IRA Budget Request Proposal.

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### IRA Fund Stability

The IRA Advisory Board recognizes the decline in enrollment at universities nation-wide during the ongoing pandemic, and that SF State is not immune to this national trend. The Board also recognizes that reductions in programmatic funding such as instructionally related activities will be impacted by this decline in enrollment. We further recognize that continued reliance on the current funding allocation models have had, and will likely continue to have, a detrimental impact on the instructionally related activities fee funded programs. This is evidenced by the level of funding available to the Board for allocation year to year.



Given the dramatic decline in funds available for distribution to campus specific projects in recent years, and in the interest of securing the longevity of the numerous IRA supported programs across all disciplines, we respectfully request that the Student Fee Advisory Committee strongly encourage the University Administration to explore alternative models for the allocation of Instructionally Related Activity fee revenue that are simultaneously equitable in their application and sustainable in the face of enrollment fluctuations.

## **AY 2022-23 Budget Allocation Recommendations**

### Review Process

The IRA Budget Request Proposal review and deliberation process began on Friday, January 28, 2022 and continued weekly through Friday, April 1, 2022. Each request was evaluated by the IRA Advisory Board in accordance with the [IRA Budget Request Guidelines](#), the [CSU Viewpoint Neutrality](#) policy and all other applicable policies and regulations. As part of the review and deliberation process, and at the Advisory Board’s discretion based on their need to know, applicants were given an opportunity to respond to clarifying questions from the IRA Advisory Board and/or provide additional information necessary for the Board to consider each request in a fair and transparent manner. Proposals were evaluated, and initial funding recommendations were developed, individually and in the order in which they were received.

### Adjusted Recommendations

After all proposals were evaluated and initial funding recommendations made, the Board’s discussions focused on allocating funds within the parameters of the current operating budget. The total amount available to the Board for distribution is \$120,627. In order to balance the Board’s initial funding recommendations with the total amount of funds available for distribution, the Board applied a 31% reduction to each recommendation with the exception of those recommendations with a resulting total of \$500 or less. Proposals requesting to only rollover funds remaining from previous allocations were also exempt from the 31% reduction. This reduction also created a reserve funding pool for the appeals process and for

allocation to the Provost's office for independent student travel.

Following the notification of IRA funding to the College Deans, recipients will have the opportunity to appeal their funding allocation decision to the IRA Advisory Board. Appeals are expected to be based on each project's original application and should address any concerns raised in the IRA Advisory Board's notes included in the funding notifications.

These recommendations were forwarded to the SFAC for review and approval with the consensus of the IRA Advisory Board. These recommendations were endorsed without modification by the Student Fee Advisory Committee at its meeting held on Friday, April 15, 2022.

### Funding Summary ~ IRA Fee General for Campus Specific Projects

<b>IRA Funds Available for Allocation</b>	<b>\$120,627</b>
Total Amount of IRA Fund Requests Received	\$384,659
Initial Funding Recommendations Total	\$158,806
Total - 31% Reduction	\$49,036
Final Funding Recommendations Total	\$109,914
Reserve for Appeals and Independent Student Travel	\$10,713

### College Funding Summaries ~ IRA Fee General for Campus Specific Projects

College	Total Requests	Initial Recommendations	31% Reduction	Final Recommendations
Science & Engineering	\$80,928	\$13,000	\$4,030	\$8,970
Ethnic Studies	\$18,611	\$2,750	\$853	\$1,898
Education	\$12,470	0	0	0
Health & Social Sciences	\$13,615	\$1,825	\$527	\$1,315
Liberal & Creative Arts	\$259,035	\$141,231	\$43,627	\$97,731

## Independent Student Travel

<b>IRA STUDENT TRAVEL ALLOCATION FOR Spring 2022 - January 27, 2022</b>										
<b>Note: \$600 is the maximum amount that can be awarded to any student during each fiscal year</b>										
<b>All funds that have not been committed by the first day of instruction in the Spring semester will revert to a central pool for reallocation in Fall 2022*</b>										
<b>College</b>	<b>Fall '20 FTES</b>	<b>Spr '21 FTES</b>	<b>2020-21 FTES</b>	<b>2020-21 % FTES</b>	<b>60% FTES</b>	<b>2020-21 Majors (1)</b>	<b>2020-21 % Majors</b>	<b>40% Majors</b>	<b>% of Allocation</b>	<b>College Allocation (2)</b>
BUSINESS	4228	3983	8211	19%	11%	4,552	18%	7%	18%	<b>\$4,567.07</b>
EDUCATION	911	930	1841	4%	3%	1,105	4%	2%	4%	<b>\$1,115.03</b>
ETHNIC STUDIES	205	198	403	1%	1%	228	1%	0%	1%	<b>\$1,001.86</b>
HEALTH & SOCIAL SCIENCE	5073	4793	9866	23%	14%	5,503	22%	9%	22%	<b>\$5,803.98</b>
LIBERAL & CREATIVE ARTS	5670	5112	10782	25%	15%	5,969	24%	9%	24%	<b>\$6,324.45</b>
SCIENCE AND ENGINEER	6297	5835	12132	28%	17%	6,715	27%	11%	27%	<b>\$7,115.76</b>
VPAA RESERVE						1,249				
<b>Total</b>	<b>22384</b>	<b>20851</b>	<b>43235</b>	<b>100%</b>	<b>60%</b>	<b>25,321</b>	<b>100%</b>	<b>40%</b>	<b>100%</b>	<b>\$25,928.16</b>
(1) Includes Baccalaureate and Graduate Degrees										
(2) Total Available funds for IRA Travel = \$25,928.16 ( Fall available travel \$31,176.16 - \$5248.00 IRA travel funds used)										
Our IRA travel funds continue to decrease due to decrease in enrollment.										
* Available funds will be allocated to the Colleges using the same 60% FTES/40% Majors formula										
** Funds supplemented by VPAA Reserve: \$763.47. for Ethnic Studies to increase minimum allocation to \$1001.86										

### **IRA Advisory Board Funding Recommendations for Campus Specific Projects**

Following are the budget allocation recommendations for projects for the 2022-23 academic year presented by college and school/department. A brief description of each program is followed by the amount requested by the program, the Advisory Board's initial recommendation, the dollar amount of the 31% reduction applied to all budget requests greater than \$500, the final allocation recommendation and, the Advisory Board's notes to each program. The Advisory Board notes are provided to share the board's thoughts on each application and to raise questions or concerns that are to be addressed if the program chooses to appeal its allocation decision.

#### **College of Ethnic Studies**

##### **Asian American Studies**

###### *APIA Heritage Celebration*

For AY 2022-23, AAS students will be researching and writing about APIA elected politicians inspired by the 2020 election of Kamala Harris, the first female and APIA US Vice President. AAS students will be creating K-12 curricular activities about APIA politicians for teachers and students to use as part of their curriculum. The results of the students' classroom assignments will be presented onsite at the San Francisco Main Public Library, and their proposed curricular activities will go through a test run by children, parents, and educators at the event. In addition, the work done by AAS students will be compiled into an activity workbook for K-12 students and posted online ([apiabiography.sfsu.edu](http://apiabiography.sfsu.edu)) as another free resource for educators. Finally, AAS students will learn event-planning and community outreach/marketing (e.g., social media and

create flyers) as they will be putting together the event to showcase their work for the academic year. As a result, AAS students fill the lack of APIA representation in K-12 and actively participate in social justice centered learning and the development of K-12 curriculum.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$2,965	\$2,750	\$853	\$1,898

IRA Advisory Board Notes: The Board approves funding as requested with the exceptions of honoraria, which is prohibited by the IRA Budget Request Guidelines and, the MS Office purchase as this software is available via Information Technology Services.

*Asian American Community Arts Workshop*

Funding is requested for instructionally related activities associated with AAS 514: Asian American Community Arts Workshop, which looks at artmaking and activism in the Asian American community through creative projects, readings, guest speakers and internships. The workshop focuses on hands-on projects in performance, creative writing and visual and media arts, with field trips and guest speakers from Bay Area Asian American arts organizations. Top objectives of this IRA program are to encourage student participation and engagement with the course content; to provide a platform for students to showcase their work to the broader community and, to facilitate connections between students and community members and foster mentorship opportunities.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$0	\$0	\$0	\$0

IRA Advisory Board Notes: Board approves \$1,245.54 in rollover funds and encourages the department to use the funding within the next year, given the minimal spending over the last few years (even pre-pandemic).

*Asian American Photographic Explorations*

In addition to creating photographic projects throughout the semester that reflect Asian American concerns, students organize and participate in a culminating public exhibit at the end of the semester. This one-week event includes photographic projects by student enrolled in AAS 516. Students coordinate all aspects of the event including concepts and themes, publicity, food, outreach, social networking, and gallery design, as well as creating and presenting individual creative projects. The event is held off campus in order to create a bridge between campus and community. Beneficiaries of funding are students as well as community members who visit the gallery show and the class YouTube channel, Facebook page, and website. IRA funds are also used to produce the exhibition of student work at the end of the semester including space rental; postcard printing; publicity. During the show the Eric Quezada Center in San Francisco’s Mission District, where the exhibit takes place, holds events for the community which bring in many visitors to the gallery space.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$0	\$0	\$0	\$0

IRA Advisory Board Notes: Board approves \$713.09 in rollover funds and encourages the department to use the funding within the next year, given the minimal spending over the last few years.

*Asian American Media Arts Showcase*

This event features films produced and directed by students enrolled in AAS 588: Asian American Media Arts Workshop. Together these two days of screenings will bring the Asian American films to the campus and showcase works by undergraduates that explore issues in the Asian American community. Topics that students have explored include immigration issues, domestic violence, Asian American identity and culture and, adoptee experiences. In addition to creating and presenting their own film projects, students coordinate all aspects of the event including concepts and themes, publicity and, targeted outreach. This culminating event takes place in the Coppola Theatre in order to give students the chance to present their work to the broader campus community.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$875	\$0	\$0	\$0

IRA Advisory Board Notes: Board approves \$1,576 in rollover funds and encourages the department to use the funding within the next year.

**Africana Studies**

*Gospel Choir*

Workshop (Lecture/Lab) on gospel music: traditional African antecedents (qualifications, backgrounds) of gospel music, religious and secular forms developed and, economic and political factors shaping gospel music. The culminating experience of this course is a Major Performance (Fall/Spring Concert). By using gospel music as a vehicle, students will engage in educational and charitable projects, programs and activities-community performances, occasional church performances and campus performances.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$6,206	\$0	\$0	\$0

IRA Advisory Board Notes: The Board approves \$1,143 in rollover funds and encourages the department to use the funding within the next year. (The program currently has \$1,143 in their account.) The Board suggests more detail be included in the justification sections.

**Arab and Muslim Ethnicities and Diasporas Studies**

*Picturing Arab, Muslim and Palestinian Diasporas Film Series and Discussions*

The Arab and Muslim Ethnicities and Diasporas Initiative (AMED) under the directorship of Dr. Rabab Abdulhadi will organize the “Picturing Arab, Muslim, and Palestinian Diasporas Film Series” with SFSU students who are earning an AMED Minor or focusing on AMED Studies in their graduate studies. This film and discussion series will be held during the fall of 2022 and spring of 2023 by opening the classroom to campus communities including faculty, staff, and students. Students will organize, host, and introduce the films and post-screening roundtable discussions. Faculty in each AMED classroom will mentor students as they select films and participants in the roundtable discussions; plan the screenings to coincide with historic anniversaries; brainstorm and invite discussants; plan publicity and promotion and assist in selecting relevant reading material. Students will also construct a website for this project and write journal reflections and summations of each screening. Students will work to put together background information and critical reflections on the themes and topics visited by the films and present them for review ahead of the screening. Our priority is the student body of SFSU, including those who may not be taking AMED Studies courses or who are unfamiliar with Arab and Muslim communities. Non-Arab and non-Muslim indigenous communities and communities of color will be able, not only to learn about concerns of Arab and Muslim communities, but to also compare shared legacies of oppression and resistance.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$8,565	\$0	\$0	\$0

IRA Advisory Board Notes: Board approves \$4,100 in rollover funds and encourages the department to use the funding within the next year, given the minimal spending over the last few years (even pre-pandemic). The application did not provide clear justification for the line items (e.g. Other Personnel Costs).

**Graduate College of Education**

Speech, Language & Hearing Sciences

*Early Childhood Special Education Program*

The Early Childhood Special Education (ECSE) program with IRA funding for the past eight years proposes expanding our reach and impact on SFSU students in 2022-2023. The focus of this IRA proposal includes: (a) Strategically reinforcing interdisciplinary professional standards and elevating opportunities to practice application of the ECSE and related service providers (e.g., speech language pathologists) standards across curricula; (b) Strengthening existing interdisciplinary, family, and community partnerships; and (c) Expanding collaborative efforts with disciplines and community partners our students typically work with in the field. In order to achieve these three goals, the conference would be expanded to a four-part series, hereby titled “Early Childhood Special Education Interdisciplinary Education and Partnerships with Families, Service Providers, and Community Partners”. In Spring 2021, we held our conference online. We continue to be intentional in the collaborations we seek, and the number of students impacted (next conference April 23, 2022). In two years of our spring Conference we have been able to secure local best-selling children’s authors that emphasize diversity to be our keynote speakers. In 2018, we had keynote Todd Parr (international author, Netflix-deal), followed by Dr. Thomishia Booker in 2021.



<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$4,700	\$0	\$0	\$0

IRA Advisory Board Notes: Roll over approved but no new funding given the account balance of around \$16,000

#### *LEAD-ST: Leading Equity and Diversity for Student Training*

In the United States, Black, Indigenous, and People of Color (BIPOC) are disproportionately affected by stroke, yet they are less likely to receive speech and language services, and non-English speaking people are less likely to receive non-biased therapy materials compared to their English-speaking counterparts. In this proposed IRA program, the program coordinator Teresa Gray who directs the Gray Matter Lab and is an expert in aphasia (language disability after stroke), proposes to launch two distinct therapy groups: a Black Conversation Club for Black adults with aphasia led by Black student clinicians and a Spanish Conversation Club for Spanish speakers with aphasia led by Spanish speaking student clinicians. This out-of-class experience capitalizes on the SLHS Department's in-class learning, thus furthering the undergraduate and graduate skill set into a realistic application of what their post-graduation job experience will be like.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$7,770	\$0	\$0	\$0

IRA Advisory Board Notes: The Board does not approve funding at this time & has questions regarding this request that the program should answer if they choose to appeal: What role are the students serving exactly? What purpose does the lab serve? The Board does not agree that student fees should be used to purchase and mail out Chromebooks. Another question: Why is this being called a "new" program when there's already an account number? This request looks similar to the "Ascent" program last year.

## **College of Health & Social Sciences**

### **Family, Interiors, Nutrition & Apparel**

#### *Design Week*

The exhibit and Design Week reception promotes the interior design student body within the design community and provides an opportunity for bringing our students into a professional venue helping them develop a greater understanding of how their education manifests itself in various ways, particularly for growing their confidence in creating work that is suitable for public display and sharing it with the community. In addition, our students make valuable connections which are very helpful for them in acquiring employment beyond graduation. While we have not held an event for two years, the anticipation on the part of the students is great as we prepare for our 2022 event. Student teams generate all of the marketing collateral, organize and execute the community reception, which requires networking with sponsors and seeking donations, and set up and break down the event. Each of these elements adds to the overall learning, and personal development of our student body.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$700	\$700	\$217	\$500

IRA Advisory Board Notes: full funding

*FINA Showcase IRA*

The spirit of this showcase is in offering the campus community a look inside the interdisciplinary Family & Consumer Sciences (FCS) fields. Students display unique projects which they have worked on at SFSU in our professional development course - a capstone program course. The Showcase includes organizing a marketing plan, designing the announcement, and creation of the exhibit. The process is an integrated approach to visually communicate the core of FCS and to clarify their aim toward addressing quality of life issues. This showcase captures the university objective of engaging with the local and greater community as it is open to industry partners, associates, university faculty and staff, as well as the community at large.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$125	\$125	\$0	\$125

IRA Advisory Board Notes: full funding

*Apparel Design & Merchandising*

The Runway showcase of student work is integrally related to meeting course learning outcomes for the B.S. in Apparel Design & Merchandising (ADM). ADM students design the individual pieces, looks/garments, and collections based on design processes and production concepts that parallel the fashion industry. Sustainability in a concept that is discussed throughout our curriculum. Our events continue the practice of taking discarded textile products from consumers and industry and re-purpose/redesign them into new garments for the event to save the textiles from landfill. Students will also be creating garments for groups traditionally ignored by the fashion industry, such as the disabled, plus-size, and homeless, challenging students to design sustainable solutions for a diverse community. Your IRA support of our Runway events continues to support SFSU students to think outside the box, setting them up to be on the cutting edge of fashion, while also supporting people who want garments made to celebrate their diverse bodies. Students and faculty are together engaged to create an event that will be inclusive of all on the SFSU campus.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$12,790	\$1,000	\$310	\$690

IRA Advisory Board Notes: The board supports the event and the student participants, but the requested amount is much higher than previous allocations and expenditures. The board believes that the current balance in the account is \$5,380 (as of March 2022). The board approves the rollover (please check amount in account) and agrees to new funding of \$1000. The amounts should be sufficient for funding the event for AY 2021-2022 and 2022-2023, based on historic expenditure levels.

## College of Science & Engineering

### Biology

#### *Biology Department Student Project Fund*

The goal of the Biology Department Student Project Fund is to enhance the experience of students involved in independent research. Independent research has multiple benefits for students: it sparks a love of inquiry in many students that leads them to pursue careers that they may never have considered otherwise; it enhances their understanding and appreciation of materials they have encountered in their classes; and it gives many students the experiences they need to be competitive applicants for admission to graduate schools and professional programs, as well as employment in biotech and other industries. Furthermore, students who are involved in research become part of a team in their laboratory, developing close working relationships with faculty mentors, friendships with fellow students, and networks that enhance their overall experience as students at SF State, both inside and outside the classroom. This provides them with communication skills (written and oral) as well as specific technical skills, within lab meetings, at conferences, and between colleagues. The Student Project Fund is important to meeting these goals, increasing and enriching opportunities for students to perform independent research.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$18,300	\$13,000	\$4,030	\$8,970

IRA Advisory Board Notes: The board agreed to fund \$13,000 (consistent with previous year's allocation prior to the across-the-board cut for all programs).

## College of Science & Engineering

#### *COSE STUDENT PROJECT SHOWCASE*

The College of Science & Engineering is committed to the philosophy that the best education for its students comes through involvement in research and the solution of real-world problems. Thus, student projects are an integral part of the college's educational mission. Projects develop student skills in problem solving, teamwork, communications, and hands-on experimentation. These are critical skills that are difficult to teach through regular classes, yet these are integral parts of the college educational responsibility. In 1999, the College created an annual event called Student Project Showcase. CoSE Student Project Showcase is conducted like a professional society conference where participants depict their research results to the public.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$17,000	\$0	\$0	\$0

IRA Advisory Board Notes: The board agrees to the rollover of the current balance of \$27,083.19 and feels that this is sufficient for AY 2021-2022 and 2022-2023 events. The program received almost \$5K in IRA funding last year. The Board notes that the current rollover balance in the department's account is \$27,083 vs the \$12,000 reported on the request.

## School of Engineering

### *Engineering Design Projects*

Project-based learning is an engineering pedagogy proven to increase persistence, retention and graduation rates. It improves the learning outcomes and empowers the training of competent engineers. The School of Engineering institutes design projects and the development of prototypes in design-heavy courses as they are critical courses that train real-world engineering problem solving. Working in small teams, students in these courses apply knowledge learned in class toward uncovering, defining, and solving a real engineering problem through a guided, interactive design and prototyping process – the main objective of this IRA program. Such problems include safer car seats, home healthcare bracelets, stronger/lighter bridges, myoelectric prosthetic hands, Ai-enabled safes, mobile desalination units, and firefighting drones. Through these projects, students learn to tackle and define open-ended problems, manage project budgets and team dynamics issues, work with vendors/industry professionals, communicate their innovative designs effectively to all audiences and, oversee a project from start to finish. A major part of the design and build experience happens "in the field", where teams work with end users closely during all phases of a project. In many of these courses students usually work in cross-disciplinary teams comprised of members from civil, mechanical, electrical, and computer engineering. This serves to simulate real-world cross-functional product engineering teams.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$27,000	\$0	\$0	\$0

IRA Advisory Board Notes: Board suggests no funding at this time. The program appears to have about \$56K in their account currently (which apparently supports multiple programs). Board is curious why there is one account for multiple programs.

### *Graduate Research Project*

Instructionally related activities are essential educational experiences that inspire and motivate students to explore unknown territories beyond class instruction. As part of the graduation requirements, all graduate students in the School of Engineering are required to complete either a one semester applied research project or two semester of thesis research. During their study, they may also conduct short term research under the supervision of engineering faculty. These requirements are critical not only for students to apply textbook knowledge to practical research projects, but also for faculty to develop and establish active research programs within the school of engineering. The requested IRA funds are critical for

the above course-based activities for a research-oriented engineering school. This project requests IRA support for research activities of engineering graduates and dissemination of their research accomplishments. This support has become so crucial during the pandemic for our students to complete their research for their degrees.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$11,000	\$0	\$0	\$0

IRA Advisory Board Notes: Rollover approved but no new funding. Program has an account balance of about \$50,000.

## Physics & Astronomy

### *SFSU Charles Hagar Planetarium Productions*

The Charles F. Hagar Planetarium is used continuously, Monday through Friday, throughout most of the year. It supports on average 39 sections of SFSU students per year and weekly lunchtime shows to students, faculty and staff. The public planetarium programs also reach hundreds of school children (pre-K through grade 12), elderly, church groups, and troubled youths from the Bay Area every year. Roughly 1500 SFSU students take classes that make use of the offerings associated with the planetarium every year. Thus, the planetarium is an integral part of the only science-related activities that many SFSU students experience. Planetarium workshops also make the planetarium available to students who want to learn how to operate it and develop shows under the supervision of the planetarium curator, Jim Gibson. IRA funding helps us keep this facility running effectively. While departmental instructional funds also help to keep it going, those funds do not cover the full cost of maintaining a functioning planetarium.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$1,150	\$0	\$0	\$0

IRA Advisory Board Notes: The board approves rollover of \$1,400 (balance as of Feb 2022). The application does not state clearly whether it is requesting new funding or just rolling over the remaining funds.

### *SFSU Public Observatory Program*

The SFSU Observatory provides considerable public outreach in addition to its direct use supporting classes. Student docents operate the Observatory on clear nights 3 times per week throughout the school year, and it is open to the public during these hours on a drop-in basis. The docents also schedule regular safe observing of the sun during the daytime at various locations around campus and point out interesting solar features to students and the public as they happen to come by. On special occasions, such as the Transit of Venus on June 2, 2012, the partial eclipse of the sun on October 23, 2014 and the lunar eclipse of September 27, 2015, these events have drawn crowds of hundreds.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>

\$1,150                      \$0                                      \$0                                      \$0

IRA Advisory Board Notes: Board approves \$6,407 in rollover funds and encourages the department to use the funding they have, given the minimal spending over the last few years.

### Psychology

*Psychology Study Abroad/Service Learning Program*

In this study abroad program, students work collaboratively to offer educational and psychological field services to children and families, especially working with the international community where psychology discipline is not as well-established. One semester prior to their departure, students work collaboratively in creating educational and cultural programs for the local community that they will be serving. By participating in this culturally and socially immersive program, students gain skills in providing educational and psychological services in global settings, an increased sense of international awareness and cultural humility, build the ability to work with diverse groups of people, and develop positive adaptive mechanisms. This program has been especially meaningful for students who have never traveled abroad. Upon completion of the program, some students also help disseminate their experience and assist in efforts to secure funding for the next cohort.

Since the pandemic, study abroad portion of the program has been paused. Instead, our students have been offering remote services by making learning videos and offering live educational programs via zoom breakout room sessions so that they can continue serving the needs of our communities. We are very excited to bring back our study abroad portion of this program in summer 2022 now that the CSU travel restrictions have been lifted! We hope to offer meaningful and much needed educational services to both local and international partners and communities in AY2022-23 while our SF State students gain invaluable learning and personal experiences.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$4,150	\$0	\$0	\$0

IRA Advisory Board Notes: Account balance of approximately 23,000

*The Social and Cognitive Preschooler*

Observation of Children (PSY 737) is a course taken by approximately 10 advanced undergraduate and first-semester graduate students each Fall semester. The class is part of a multi-year study and new preschool children are added to the participant pool that presently includes 98 children. Since 2015 there has been an additional cost to support this work. Because the participants in PSY 737 interview children, the students must both (a) be fingerprinted and pass a background check and; (b) demonstrate evidence that their vaccinations are up to date. We are seeking IRA funds so that the students do not have to assume the \$120 costs themselves in order to participate in the course.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$1,178	\$0	\$0	\$0

IRA Advisory Board Notes: Board approves \$1,178 in rollover funds. The program's account currently has \$22,900 although

it appears to be used for multiple programs. The Board encourages the department to use funding within the next year. Also, distinct IRA programs should have different account numbers and not have funds pooled to prevent confusion.

## College of Liberal & Creative Arts

### Broadcast & Electronic Communication Arts

#### *BECA Concert Hall*

BECA Concert Hall IRA funding supports student creative work in the production and distribution of music recordings of performances outside the classroom. Funds from the IRA pool enable audio production students to practice recording a variety of music genres in a mix of settings and contexts, both live and prerecorded. Students supported by this fund get the experience of recording live performances. They also practice post-production audio techniques to improve the quality of the recordings. The best of these recordings are edited into podcasts and streaming radio pieces for distribution on BECAmedia.net. Projects produced are included on their professional demonstration reels which are used to acquire industry positions. For this reason, students strive to meet high professional standards when they make these recordings. Some students also enter their productions in the national competitions of the Audio Engineering Society and the Broadcast Education Association, where the BECA Department has a solid reputation for producing winning student productions.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$2,200	\$2,200	\$682	\$1,518

IRA Advisory Board Notes: The board agrees to fund \$2200.

#### *BECA Graduate Projects*

The funds from the Graduate Student IRA project serve the creative and research activities of advanced graduate students in the BECA Department. Funds are used to support research and data collection activities of advanced projects, support for production expenses related to creative works, and the creation and maintenance of a shared pool of technology resources used by graduate students to achieve their research and creative goals. Funds are also used to support the distribution and presentation of works and to pay fees associated with professional adjudication in the context of festivals, competitions, and publication.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$2,000	\$1,400	\$434	\$966

IRA Advisory Board Notes: The board agreed to fund \$1400. The Board has questions about how supplies are for particular students--like the software that is no longer needed because people graduated.

### BECA KSFS

KSFS Radio is the umbrella IRA fund that supports distribution-ready audio entertainment and news content produced by students in the BECA Department. These funds are also used to support the daily operations of KSFS, the student-run campus radio station. Students involved in KSFS produce weekly radio shows and podcasts, produce promotional materials, organize campus activities, write copy for underwriting and newscasts, and work as station managers. Funds from this IRA pool directly enable station operation and cutting-edge production activities, which provide essential experiences for students seeking jobs after graduation in audio, radio, podcasting, media management, directing, writing, performance, and producing. Projects produced are included on their professional demonstration reels which are used to acquire industry positions. Students enter their work accomplished at KSFS in national and international competitions, and KSFS students have a robust history of award-winning works.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$7,550	\$5,500	\$1,705	\$3,795

IRA Advisory Board Notes: The board agrees to fund \$5500, at a level consistent with previous funding.

### BECA Sports Broadcasting

BECA's Sports Broadcasting IRA fund supports the creation and distribution of professional quality, high-definition video and audio productions of Gator Athletic events. Recently BECA has expanded this coverage with classes that focus on covering E-sports competitions. This fund enables BECA students to work as a team and apply the skills they learn in BECA news and sports media classes to the practice of producing live multi-camera sportscasts of Gator Athletics and E-sport competitions. They produce live play-by-play coverage of Gator games and E-sport competitions. They also develop pre-produced packages and interviews that are inserted into the sportscasts. Thus, the fund supports essential practical live production experiences for students outside the classroom. This is key to successful job searches after graduation, particularly in this highly competitive media market. Productions supported by this fund become an important part of the reels used by students when they seek jobs. They are also distributed to the athletes and e-sport competitors as well as their families.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$3,700	\$3,700	\$1,147	\$2,553

IRA Advisory Board Notes: The board agrees to fund \$3700. They've been consistent with their spending over the last few years and seem to have adjusted to the lack of funding recently.

### BECA Television Center

The BECA Television Center IRA Fund (TA459) provides support for all distributed video content from the BECA Department. These student productions include both fiction and nonfiction content and are produced in BECA's television



studios and editing facilities, as well as in the field. Funds from the IRA pool directly enable students to apply the skills they learn in advanced capstone video production classes to practical production experiences. These production activities are student produced, managed and operated, with faculty supervision. These activities bring students the opportunity to act in a variety of rolls including as director, producers, writers editors, camera operators, video engineers, technical directors, audio crew, lighting crew, and computer graphics operators. Students also are able to produce portfolio material needed when they seek jobs after they graduate. For this reason, students strive to meet high professional standards. Some students also enter their productions in festivals and in state and national competitions such as the Broadcast Education Association, where the BECA Department has a solid reputation for producing winning student productions.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$13,875	\$8,000	\$2,480	\$5,520

IRA Advisory Board Notes: The board agrees to fund \$8000, to be consistent with previous years' allocations.

*BECAfest*

BECAfest is the annual showcase and celebration of the work produced by the students of the Department of Broadcast & Electronic Communication Arts. Emulating Hollywood award shows, BECAfest features top student work in video, audio, writing, and radio, among other categories. In the coming year, it will also highlight works from the department's new immersive 360 video class and editing classes. BECAfest takes place live in our HD television studio in front of a large, appreciative audience and is also broadcast live online. BECA students not only produce the show and the simulcast, they also compete for the "Becky Award" in 13 categories judged by a panel of prestigious alumni and faculty. BECAfest is produced by approximately 100 students each spring. The live audience of students, families, alumni, faculty, and administration numbers in the hundreds. BECAfest is a terrific end of the year celebration, but it also is a significant learning experience for students, preparing them for the high-demand situation of putting on a major live television event.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$1,850	\$1,550	\$481	\$1,070

IRA Advisory Board Notes: The board supports the program but does not have funding to support 100% of request. The board approves \$1550, at a slight increase compared to previous years' allocations.

School of Cinema

*Cinema Animation Program*

Students' animation portfolios of creative work are critical to student success in getting internships & jobs, getting accepted into MFA graduate programs, and getting creative work into film festivals. The animation minor gives students hands-on production experience with the professional tools they need to launch an animation career. The experiences of meeting animation professionals give students an understanding of professional practices necessary to succeed in the main

pathways after graduation: getting accepted to an MFA program, getting a job in an animation field, and submitting animated films to film festivals. IRA monies fund the necessary equipment and supplies that enables students to produce professional quality work to screen publicly. IRA funding for animation keeps our program current, competitive and is directly linked to student success.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$3,800	\$3,200	\$992	\$2,208

IRA Advisory Board Notes: The board would like the program to consider charging a sliding scale entrance fee (pay what you can) for screenings. With decreasing levels of funding, the program should consider additional revenue sources.

### *Cinema Production Program*

Every job listing, grant, and work opportunity in the film industry requires a polished reel that demonstrates skill and creativity. Our program provides not only film training and education but also the opportunity to develop a portfolio of their achievements to set them up for success post-San Francisco State University. The School of Cinema's requested IRA funds provide our over 1100 undergraduate majors and graduate students the essential hands-on technical educational experiences and support they need to launch and realize projects in the vital phases of filmmaking – production, post-production and distribution. The funds support Documentary and Experimental Filmmaking, Sound Recording and Mixing, Narrative Directing, Cinematography, (both digital and photochemical), Producing, Production Design, Digital Media, and Screenwriting as well as our two end-of-the-year festival screenings which showcase and celebrate these productions. Filmmaking can be prohibitively expensive; students can incur thousands of dollars -- and for longer thesis projects, up to the tens of thousands—in production costs. IRA funds are crucial for the purchase of ancillary equipment and supplies used directly by all Cinema students. These expenses are not covered by the Marcus funds which are specifically designated by the donor.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$24,000	\$12,500	\$3,875	\$8,625

IRA Advisory Board Notes: The board would like the program to consider charging an admissions fee (on a sliding scale) for the film screenings to help pay for the facility rental, as well as looking for other revenue streams. Due to the limited funding, the board cannot increase its allocation and approves funding \$12,500, at a level consistent with previous years' allocations.

### *Cinema Post Production*

The School of Cinema's request of IRA funding for its Cinema Post-Production Program will enable the school to provide essential hands on technical educational experiences and projects in the vital final phase of filmmaking for over 1,100 students in our undergraduate major and graduate programs. As with our Production program, the School of Cinema's Post-Production Program consists of in-class instruction paired with extensive independent "outside of class" work. IRA funds support the School of Cinema's ability to offer students course work in digital film editing, sound editing, scoring, color

grading, workflow navigation, post-production supervision, sound design and mixing — with the objective of enabling all students — not just those who have taken a production course — to learn essential post-production skills, and to take their films, or those of their fellow students to the next level. The post-production phase requires development of the ability to coordinate work between numerous individuals — engendering and promoting collaboration which is the keystone of all successful filmmaking. Students who take post-production courses provide essential support to their fellow students and enable films to reach a level of sophistication and polish that a director would likely not be able to create on her/his/their own.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$14,400	\$7,000	\$2,170	\$4,830

IRA Advisory Board Notes: The board feels that supervision is not a professional experience for students and that the college can support that via work-study programs and instructional funds. The board agrees to fund at a similar level to previous years: \$7000. There is insufficient funding to increase allocation.

### Communications Studies

#### Forensics

Identified by name in the CSU Executive Order establishing student-governed funding, Forensics is one of SF State's most valuable IRA programs, demonstrative of what is possible with creative commitment from Student Affairs, ASI, LCA, and Communication Studies on a limited budget when compared with any other forensics program in the CSU (indeed any other four year college in the country). Concurrent with EO mandates, we offer students opportunity to participate in competitive debate and public speaking events, regardless of major or experience. Every single dollar of IRA support is spent helping traveling students to intercollegiate tournaments where they compete with other students from across the state and country, and receive direct feedback from distinguished faculty, experts in forensics, discipline specific practitioners, and active members of the public sphere. Forensics is housed in the Communication Studies department and reflects a commitment to Aristotelian praxis, the process of combining theoretical knowledge and social action into transformative practice. Critical thinking, targeted research, discerning listening, audience adaptation, and effective speaking skills learned through forensics provide the foundation for ethical advocacy, community involvement, and engagement through oppositional viewpoints; indispensable skills serving students as they become decision-making social participants, business professionals, and future leaders in any chosen path. Forensics also provides a laboratory for students to test researched ideas generated in their course work, bringing ideas into conversation with other departments across the country, contributing to a true embodied and cross-curricular educational experience unmatched by any other program available.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$0	\$0	\$0	\$0

IRA Advisory Board Notes: The board approves the rollover. The board also recognizes that this program's account balance

is roughly \$67,000 (as of Feb. 2022). The program can reach out for technical assistance if unclear about its finances. The program should use the balance in its account judiciously for the next budget periods due to decrease in IRA funds.

## International Relations

### *Model European Union*

Western Model EU Summit meets the strict definition of an IRA program. Students portray a leader of an EU Member State government. They negotiate an issue of current controversy for the European Union. Participants in the program will benefit several ways. First, students will learn more about the problems and policies European governments are trying to solve and why solutions are difficult to arrive at. They will learn how the EU is trying to solve global challenges like global climate change and how that tracks or differs from how the US government confronts these issues. Second, SF State students will be able to meet peers from other American universities and exchange ideas about contemporary political, economic, and social threats everyone in the world faces. They will learn from the multiple and diverse perspectives students from other parts of the United States have. Third, they will enhance their presentation, organization, and leadership skills by assuming roles that have a high level of responsibility and autonomy. Western Model EU is a perfect example of an activity that greatly supplements what students learn about the EU in the classroom.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$1,125	\$0	\$0	\$0

IRA Advisory Board Notes: Rollover only. No new funding.

### *International Relations Journal*

The International Relations Journal is a student journal published annually online (previously in print until 2015), to reach an audience of IR graduates and undergraduates, alumni, prospective students, faculty candidates and others who would like to get to know our department. Showcasing the work of both graduate and undergraduate IR majors, the journal publishes articles that critically study pertinent global problems and provide theoretically informed evaluations. Only the best 6 articles are selected among approximately 20 manuscripts that student authors and editors bring to publication quality each year. In the course associated with the IR Journal, students learn how to write a paper in international relations through peer-work and multiple revisions. Each student-author who submits a paper is paired with an editor to work an entire semester on revising that paper until it reaches publication quality. We showcase the academic scholarship of graduate and undergraduate students who are from a variety of backgrounds, writing on the most pertinent global problems. As a 100% student effort, all deadlines are set and assessed by the Managing Editors, who also supervise the complex relationship between the author-editor teams. Students obtain constructive feedback throughout the semester from their editors and revise their papers in response to the concerns and suggestions.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$300	\$0	\$0	\$0

IRA Advisory Board Notes: Full funding.

## Journalism

### *Golden Gate Xpress & Xpress Magazine*

Golden Gate Xpress and Xpress Magazine have served SF State since 1957 and are capstone experiences for all journalism majors and minors. All majors are required to work at least one semester on one of the campus publications and most students serve two to three semesters on the publication. These publications deliver students vital experience in reporting, writing, taking and producing photos and videos, scripting and producing podcasts, editing, and making real-world ethical and legal decisions. While working on these publications, students employ and practice all 12 of the department's learning outcomes (<https://journalism.sfsu.edu/learning-outcomes>). Many students spend 10, 20, even 30 hours a week in the campus newsroom or out in our extended community working on the publications. The experience helps students get jobs immediately out of college working in newsrooms, magazines or at nonprofits and at start-ups. The role of these publications have become even more crucial during Covid-19, when many Journalism majors have seen their internships canceled or their opportunities for professional mentoring and training limited by quarantine and the pandemic. Additionally, the Golden Gate Xpress includes opinion articles from members of the SF State community. As such, it offers an opportunity for non-Journalism students, faculty and staff to share their views with a larger audience. We know through website and social media analytics that many people, including alumni, keep up to date or learn about SF State through these two publications.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$24,631	\$0	\$0	\$0

IRA Advisory Board Notes: Due to the large amount of funds left in the account, the board agreed to the rollover but no additional funding. The board supports the program but lacks the funds to provide new funding this year.

## Museum Studies

### *Museum Studies Program and Sutor Egyptian Collection*

Through structured coursework, IRA funding allows undergraduate minor and graduate students to contribute to all on-site and virtual operations of the program's museum facility in the Fine Arts Building. Students at all levels across the campus, including Transfer and Open University students, also benefit from the pre-professional, hands-on, and community-service nature of the work. Through this program, all students develop universal skills in writing, public speaking, project management, technology, and leadership that can be applied to a variety of disciplines and career settings.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$7,600	\$5,000	\$1,550	\$3,450

IRA Advisory Board Notes: The Board approves a total of \$5,000 in funding. The Board also calculated the student pay and agreed to award \$4,000 to pay student assistants. The Board noted that the program's account currently has \$1,400.

## Music

### *Opera Productions*

Opera and voice programming for AY 22/23 will be structured on the concept of the lyric stage's ability to "coalesce the conventions race and gender to speak truth to power through song and movement". The fall will feature works from Black American female composers Margaret Bonds and Betty Jackson King including selections from Bonds' Credo, her setting of texts by W.E.B Du Boise, which we hope to perform in collaboration with dancers from THA. Spring 2023 will include a reimagining of Henry Purcell's masterpiece, "Dido and Aeneas", as a digital/analogue interface that serves to enhance a nonbinary perspective of the queen and the people around them in court. The hope is for this piece to be a collaborative project that will also feature the work of Electronic Music for Gaming students and Game Design students. In the opera, gender roles will be deconstructed through the dramaturgical addition of a parallel digital universe for the student players, bound by the intact musical integrity of the original work with the roles and accompaniment performed by the voice parts and instruments called for by the composer. The production will be a platform for collaboration, discussion art around social justice and gender issues, and the role of digital media and online gaming in social movements. (cost considerations: technical needs/assistance, scenery purchase - scrim, players).

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$13,250	\$0	\$0	\$0

IRA Advisory Board Notes: The board agreed to rollover of over \$12,000 (as of Feb 2022) and no new funding. The application is incomplete (no justification for requests).

## Political Science

### *Moot Court*

Pre-law training and preparation in legal analysis and legal advocacy. Pre-professional development in public speaking, courtroom presentation. Critical thinking and citizenship skills. Moot Court's emphasis on defending both sides of an issue also fosters an appreciation and respect for diverse opinions on often-controversial issues. Moot Court helps students develop confidence and important legal advocacy and public presentation skills. The training students receive in Moot Court makes them much better prepared for law school. This increases their chances of success in law school. Additionally, participation in moot court (and the concomitant accrued skills) augments applications for students traditionally disadvantaged in law school preparation.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$29,236	\$0	\$0	\$0

IRA Advisory Board Notes: The board supports the rollover of \$17,019 (in account balance as of Feb. 2022). The board feels this is sufficient for the 2022-2023 AY (consistent with previous years' allocations and expenditures).

## School of Art

### *Martin Wong Gallery*

The Martin Wong Gallery is a busy, dynamic and vital space, allowing students to present their work to each other and the public. Student managers oversee all aspects of the exhibition program. An exhibition begins with a proposal. Students propose their idea and work samples, and then the student MWG managers choose the winning proposals and create the schedule. Weekly rotations of exhibitions allow undergraduate and graduate students to organize exhibitions of their own work or curate exhibitions of the work of their peers. Faculty also are able to request the gallery for group exhibitions highlighting the work of all of the students in one class, typically at the close of the semester. All Martin Wong Gallery shows are open to the public and can also be used for formal (with faculty) and informal (with peers) critiques. For in-person shows installations happen over the weekend, and the gallery is then open Monday through Friday for visitors. Students are given 3 options for presenting their work: in person, only on Instagram, and with a "mini martin wong" exhibition done in our 1:8 scale and then shown on Instagram. All exhibitions are documented and promoted on Instagram. We are still offering "instagram only" and "mini martin wong" show options for student artists studying remotely.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$3,100	\$3,100	\$961	\$2,139

IRA Advisory Board Notes: full funding. The board appreciates that the gallery remains free of charge.

### *Yates Exhibition Program in JPL Library*

The Yates exhibition program has dual purposes. The first is to bring the incredible artwork that is held in the University's collection of art-on-paper, cared for by the School of Art, to a broad public audience. This collection includes over 850 original works. Used regularly as a teaching tool for art and art history classes, before the Yates exhibition program began these works were not otherwise seen by students outside of these classes. The collection includes fine art prints by such masters as Francisco Goya and Otto Mueller, early works from around the world printed in the 1500s, and silkscreened posters from the 1968 student strike at SFSU. The JPL Library agreed to allow the Yates exhibition program to host rotating exhibitions in two museum-quality display cases that the Yates project raised funds to purchase. These are located in the Library, across from the circulation desk, an area with high foot traffic that is accessible to both the SFSU community and the general public. The second purpose of the Yates exhibition program is to provide opportunities for students to create an exhibition program for their peers. Under the supervision of the Director of The Fine Arts Gallery these students develop

original exhibition ideas and select the artwork to best demonstrate each theme. They write detailed exhibition labels that give viewers information about who made the work, how it was made, when it was made, and other information linking the different artworks together under one theme. These exhibitions change every two to three weeks, so that there is always something new on view for library patrons.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$2,605	\$2,605	\$808	\$1,797

IRA Advisory Board Notes: Full funding. Please note that the new minimum wage for the campus.

### *Fine Arts Gallery*

The student experience and the importance of a relevant education is at the core of the programming of the Fine Arts Gallery. We present four free exhibitions a year, alternating between student work, shows of work by professional artists. In this way we present student work in a professional setting and give students direct access to many different kinds of artwork. In-person programs are complemented by free digital programming, including online exhibitions and live Zoom artist talks. Students directly participate in the gallery's program through showing their work, serving as jurors for student shows, designing and installing exhibitions, leading tours, writing wall labels, and handling artwork. They lead the gallery's social media, and work at the front desk and behind the scenes with the University's collections that are stewarded by the Fine Arts Gallery. This hands-on experience has been the impetus for many past students to successfully launch careers in the arts after graduation. The Fine Arts Gallery supports the formal academic offerings of the School of Art, including art studio, art history, and museum studies through serving as a hands-on "lab" where students experience the multiple aspects that go into the development, presentation, and promotion of art exhibitions.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$12,000	\$12,000	\$3,720	\$8,280

IRA Advisory Board Notes: Board suggests full funding of \$12K. Board is impressed by the program's accurate accounting.

## School of Design

### *Multifunction Shared Workshop Space*

Members of our rapidly expanding design community will return to studio facilities post-pandemic with an even greater need for multifunction, flexible space solutions that accommodate a variety of types of needs and learners within limited space. Design students who are experiencing studio-based class curricula for the first time need flex workspaces with shareable studio-based equipment in order to support their online or physical learning. This space would be utilized for collaborative and individual making, critique, and lo-fi prototyping. DesignSpace Rm. 115 has begun to be outfitted out as a multifunction



lab space that could fulfill many of these lab and studio based needs for our hundreds of students, through the funding of our last IRA request. We have set up print stations and large cutting and prototyping workspaces.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$6,069	\$410	\$127	\$410

IRA Advisory Board Notes: The board agreed to fund \$410. The board suggests that the program uses instructional equipment request (IER) to purchase the computer, and the student monitor is not an appropriate use of IRA funds (a monitor does not gain sufficient professional experience, and the position may be supported via work-study or instructional funds). The student assistant position is largely administrative.

### *Designspace*

SF State Designspace will conduct 3–4 exhibitions for the 2022–23 AY. These provide opportunities to view new and important design work, student design work from SF State students, alumni, and discourse on design topics. The course will expose SF State students to important work and trends in design in professional practice, critical discourse, history, trends, technology, style, and aesthetic dimensions. This includes visits from other classes both within the School of Design and other SF State programs, talks and symposia, and other creative activities. Designspace ultimately functions as a teaching and learning gallery. The mission is to inform and educate both within the campus community and the larger external national and international community and to reflect upon and generate ideas and dialogue within the disciplines, practices, and theories of design. The gallery's functions include not only exhibited work but also publications.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$3,900	\$3,900	\$1,209	\$2,691

IRA Advisory Board Notes: The board approves full funding of \$3900. This is a consistent program and the request is in line with previous years' expenditures.

### *DES Annual Portfolio Night*

Requesting funds that will be used to produce the "28th Annual Design Alumni Portfolio Nite." This is an academic and creative professional exchange has been occurring on campus for 27 years and has been featured in Jack Adams Hall at the Chavez Student Center every November for the 14 years (2006-2019). November of 2020 was our first, and very successful, "Virtual" event. Despite not being to have our typical dynamic interaction and exchange, we were very excited for what turned out to be a virtually compelling and engaging "Zoom" design mixer of nearly 200 participants. Contingent upon the re-opening of Campus, and the abatement COVID-19 restrictions, we are proposing the use of Jack Adams Hall. The event attracts between 200 and 250 students, faculty, alumni, and professional contacts. The purpose of the Annual

Design Alumni Portfolio Night is to provide Design students the opportunity to view lecture presentations of SF State Alumni Design professionals. Students bring their portfolios for feedback critique from alumni reviewers. We invite a diverse range and balanced cross-section of alumni that represent a wide array of design disciplines, practice, and experiences. Alumni represent major tech companies (Apple, Facebook, Google, Tesla), leading design agencies (Astro, IDEO) and independent innovative start-ups. This event has been collectively supported the AS Design Student Chapter Organizations AIGA. The event demonstrates the academic and professional career development that is advocated and instructed in the majority of our course program offerings.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$3,528	\$3,528	\$1,094	\$2,434

IRA Advisory Board Notes: The Board believes this is a wonderful program and is happy to support via full funding. I know this is also a really excellent opportunity for students to show their work and many professionals from industry come to visit. This directly results in students getting hired, so I'd like to support it fully. However, I do have a concern about the "student assistant/Project coordinator" making only \$300. That's not quite 20 hours of work at \$16.50/hr.

## School of Theatre & Dance

### *Theatre Production*

School of Theatre & Dance's diverse Theatre production season completely depends on the IRA budget allocation. These funds support and serve students enrolled across the programs, simultaneously providing educational and practical experience in the art of creating theatre. Theatre productions, which are themselves workshops and labs, are integrally and inextricably linked through all classroom activities—as students put into practice the skills and techniques acquired under faculty supervision. All of our students have the opportunity to make artistic and creative decisions, and to actively experience the synergy of live performance, which is the hallmark of our program. Other students, as well as other members of campus and community benefit from the experience of live theatre from an audience perspective—to see a wide range of classical and contemporary drama, all of which form important strands in the tapestry of our many collective cultures.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$26,092	\$26,092	\$8,089	\$18,003

IRA Advisory Board Notes: The board agrees to fund the requested amount of \$26,092.

### *Musical Theatre Production*

Musical theatre is among the most popular and enduring forms of theatre in the United States and around the world

currently enjoying a surge of popularity commercially and artistically. These large productions involve faculty, staff and students in the School of Theatre & Dance and other departments who combine to create 2 weeks of performances with acting, singing, dancing and live music as well as expansive scenery, lights, costumes, and sound. Productions have included popular Broadway shows and audience favorites such as “Chicago,” “Hair! The American Tribal Love Rock Musical,” “[title of show]” and our planned (but not executed) Spring 2020 production of "Spring Awakening." Musical theatre is among the most complex, challenging and expensive forms of theatrical art due to the wide variety of performance skills necessary, the large numbers of artists involved, and the need to bring all of these different persons and forms into the harmony of a successful stage production. That our students have the opportunity to learn, explore and enjoy these demanding mediums of expression, under faculty supervision, is an essential part of our educational theatre program. In fact, it is an essential element to any prestigious university program, and the quality of our work in this area is one of the reasons that the SFSU Theatre Arts B.A. program has been rated among the 20 best in the nation.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$29,292	\$20,262	\$6,281	\$13,981

IRA Advisory Board Notes: Full funding minus rollover (remaining) funds.

*MA/MFA*

The main event this request supports is The Greenhouse Project. The School of Theatre & Dance and the Creative Writing Department collaborate in the Greenhouse Project, a series of workshop productions of original plays by SFSU students in the M.F.A./M.A. Playwriting program as well as a number of advanced undergraduates from both Creative Writing and Theatre/Dance. Greenhouse has been based off campus for many years. This year we are moving it to campus with the hopes that we can save some money and retain audience. Also supported by this fund, is The Fringe productions, which present plays written by SFSU student playwrights. Through a project-oriented and hands-on experience, it aims to educate students in the phases of playwrighting which takes a play on the journey from page to stage. Working in production teams, with student playwrights, directors, dramaturgs, actors, stage managers, and designers, the Fringe exposes all students involved to the nature of the theatrical experience when the writer is actually in the room. For the writers, it is an opportunity to learn to revise, polish, and finish a piece in the heat of rehearsal and performance. Many of these pieces become a practical thesis project for graduate students. This funding assists them in creating something they can put into their portfolio as they enter the professional world or apply for PhD programs.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$2,192	\$2,192	\$680	\$1,512

IRA Advisory Board Notes: Full funding

*Dance Production*

Participation in a main stage dance performance is a capstone experience in the dance curriculum. Dance majors and minors enrolled in the 3-semester dance composition series work to create original choreography performed by dance students enrolled in all levels of technique classes (ballet, modern, jazz, improvisation, tap, and Afro-Haitian). There are two large-scale dance concerts that this request supports, one in the fall and one in the spring semester. The fall production, New Moves Dance Concert, provides less experienced students an opportunity to perform on stage and develop their performance skills, while offering more experienced students opportunities to choreograph dance pieces. The spring production, University Dance Theater, gives advanced students the opportunity to learn and perform more challenging work choreographed by faculty and guest choreographers. Additionally, the choreography of the most advanced students is often highlighted in this production.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$16,592	\$16,592	\$5,144	\$11,448

IRA Advisory Board Notes: Board suggests full funding

*Brown Bag Theatre Company*

The Brown Bag Theatre Company, presented through the class TH A 690, has historically been one of the most popular offerings available to SF State students and audiences. Under faculty supervision, students form a theatrical company for which they direct, design, act, tech, manage and publicize a different play weekly during the semester. The process includes a regular series of meetings to evaluate and critique the process and product of each piece. These lunch-time productions, free to campus and community spectators, are often performed to standing-room only audiences. Students in the program avail themselves of many opportunities including creating new plays, adapting classics, working in an ensemble, playing multiple roles, taking on widely varied production responsibilities, and developing theatre collaboratively. In addition, students from our design and stagecraft classes are able to use the Brown Bag productions as a production laboratory, making the Brown Bag theatre an active learning experience for those students, as well. Allocations for Brown Bag go to cover costs of production such as copying, publicity, production supplies, and Student Assistants to organize technical production elements such as sets and lighting.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$0	\$0	\$0	\$0

IRA Advisory Board Notes: Roll over approved

*Asian Performing Arts*

The Asian Performing Arts Program promotes Asian Performing Arts and culture, producing theatrical performances and bringing to campus professional artists of Asian performance styles in the SF Bay Area and nationally. Chinese Beijing

Opera, Japanese Noh, Kyôgen, and Butoh, and Balinese shadow puppetry are among the performance genres that have been previously represented through residencies, guest directorships, master classes, and performances. There continues to be a need for educational opportunities for both Asian – and non-Asian students – to learn experientially about Asian cultures and performance styles. Since the early 1990s the Theatre Arts Department has been making efforts to bring into our curriculum non-Western perspectives so that our students are educated to a more global theatre and culture. Besides the value of cultural and literary learning, Asian Performing Arts provide students with much needed physical training. Much actor training in America is based principally in textual analysis, which sometimes leads to shortcomings of command and physical power on the stage. Asian forms such as Beijing Opera, Kabuki, Noh, Indian folk forms such as Jatra, Nautanki , Swang, Ramleela and Rasleela, and Indian Classical forms such as Kathakali, Kathak, Bharatnatyam. The Asian Performing Arts Program does not aim to make students Asian actors; it aims to offer physical, spiritual and emotional training, which is useful for actors on stage and screen.

<u>Amount Requested</u>	<u>Initial IRA Funding Recommendation</u>	<u>Adjustment @ 31%</u>	<u>FINAL IRA Funding Recommendation</u>
\$4,148	\$500	\$0	\$500

IRA Advisory Board Notes: Board suggests \$500



## Appendix A. Library's Use of IRA Funds

### Library's 2021-22 Use of \$2.3 Million in IRA Funds

- The Library's collections budget includes \$2,300,000 in Instructionally Related Activities (IRA) funds of the total allocation of \$2,829,599. Only the balance of \$529,599 is allocated in general fund.
- The Library's purchased collections consist of books, journals, media and other content in support of the curriculum and student needs to complete their coursework.
- The CSU Chancellor's Office centrally funds a group of online databases and journal packages that support common curricula across the CSU campuses and are available to all CSU students 24/7. These resources include some of the most popular and heavily used databases. Examples of some of the centrally funded and most frequently used databases for undergraduate student assignments and projects include Academic Search Complete (<https://library.sfsu.edu/academic-search-complete>) and JSTOR (<https://library.sfsu.edu/jstor>).
- The \$2.3 million in IRA funds on our campus enables us to purchase resources that supplement centrally purchased databases and journals, tailored to the subjects and programs taught on our campus. That funding is allocated in the following ways.
  - \$1.8 million for subscriptions to electronic resources, including online databases, full text journal packages and streaming media, all of which are available both on campus and remotely 24/7.
  - Examples include Proquest Education Database (<https://library.sfsu.edu/education-journals-proquest>), Science Direct (<https://library.sfsu.edu/sciencedirect>), and SAGE Journals (<https://journals-sagepub-com.jpllnet.sfsu.edu/>). The Library provides 225 databases and electronic journal packages that support programs across all disciplines and subject areas. For a full list, see: <https://library.sfsu.edu/find-articles-more-databases>
  - Other frequently used databases by faculty members to show or assign media in their classes but also available for students to choose to view on their own or for assignments and projects include Academic Video Online: Premier (<https://video-alexanderstreet-com.jpllnet.sfsu.edu/channel/academic-video-online>) and Films on Demand (<http://library.sfsu.edu/films-demand>).
- Over \$500,000 for books, both print and e-books. During the period between March 2020 and Fall Semester 2021 when almost all instruction used remote modalities, and the subsequent gradual return to more in-person classes that continued a large proportion of hybrid and online classes, the Library purchased almost exclusively e-books rather than print formats, with unlimited simultaneous use when available. Most e-books are purchased using demand-driven models in which an array of titles is available, but only those used are purchased. Now that an increasing proportion of courses have in-person classes, the Library is again purchasing print books not available as e-books. The Library has also focused on purchasing instructional materials required by courses to enable students to use Library-owned e-books instead of having to purchase required books through initially checking for e-book equivalents already owned followed by purchasing required books not already owned that are available as e-books.

3/28/22 dcm

## Appendix B. IRA Fund Process Approval



**SAN FRANCISCO**  
**STATE UNIVERSITY**

OFFICE OF THE VICE PRESIDENT & CFO  
ADMINISTRATION & FINANCE

1600 Holloway Avenue, ADM 354  
San Francisco, CA 94132

tel: 415/338-2521  
fax: 415/338-6600  
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February 12, 2016

TO: Trevor Getz  
Professor, College of Liberal and Creative Arts

FROM: Ronald S. Cortez  
Vice President and CFO  
Administration and Finance

A handwritten signature in black ink, appearing to read "Ron Cortez".

SUBJECT: IRA Fund Process

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Please see attached the Memo to President Wong from Budget and Risk Management regarding the change in process for reviewing the IRA fund.

Please feel free to call me if you have any questions at (415) 338-2521

cc: Provost and Vice President Sue Rosser



OFFICE OF THE VICE PRESIDENT & CFO  
ADMINISTRATION & FINANCE

1600 Holloway Avenue, ADM 354  
San Francisco, CA 94132

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MEMORANDUM

DATE: THURSDAY, NOVEMBER 12, 2015

TO: LESLIE E. WONG, PRESIDENT  
SAN FRANCISCO STATE UNIVERSITY

COPY: JAY ORENDORFF, EXECUTIVE DIRECTOR  
BUDGET & RISK MANAGEMENT

FROM: RONALD S. CORTEZ, VICE PRESIDENT & CFO  
ADMINISTRATION & FINANCE

SUBJECT: PROPOSED PROCESS FOR IRA FUND

As discussed at the November 3<sup>rd</sup> Academic Senate meeting, we have enclosed illustrations of the current and the proposed processes for distribution of the Instructionally Related Activities (IRA) Fund

In the current process, \$400K of the IRA Fund is distributed to the Campus Specific Projects IRA Advisory Board Committee, while \$2.3M is distributed to Academic Affairs. Going forward, we propose all IRA Funds be distributed based upon recommendations of the Campus Specific Projects IRA Advisory Board Committee, and approval of the University President. Please approve this change. Please feel free to contact me if you have any questions.

I approve the proposed process for IRA fund.

Leslie Wong, President

12 - 1 - 15

Date

RC/JO/ES/TC/edc



# INSTRUCTIONALLY RELATED FUNDS (IRA) - FLOWS

EC 89230 & 89700 & 89721(h)

"Instructional related activities... that are at least partially sponsored by an academic discipline or department integrally related to its formal instructional offerings."

IRA Fees classified as Category II fees. (i.e. athletics, music & dance performance, art exhibits, publications, forensics, theater & musical productions) CSU Fund 463-IRA- CSU Proprietary Enterprise Trust Fund- not to fund salaries and benefits.

