



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Agenda

March 7, 2017

AL 101

2:00 to 4:30 pm

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1. Agenda (Cadiero-Kaplan)
2. Minutes (Cadiero-Kaplan)
3. Announcements (Bober-Michel)
  - 3.1 Active Transportation Policy
  - 3.2 Council of Chairs report
  - 3.3 Excellence in Teaching Award
  - 3.4 Freedom of Expression Task Force
  - 3.5 Registration Timeline / Implementation Task Force
  - 3.6 Smoking enforcement (Schulz and Shinn)
  - 3.7 Update/reviews
  - 3.8 Update/searches
4. Provost's Report
5. SEC Report
  - 5.1 Budget transparency
  - 5.2 Congresswoman Susan Davis
  - 5.3 Referral chart .....3
  - 5.4 Resolution to support undocumented students .....4
  - 5.5 Standardized items for administrative reviews
6. Old Business
7. New Business: Action Items
  - 7.1 Academic Policy and Planning (Hopkins) .....5
  - 7.2 Committees and Elections (Green) .....7
  - 7.3 Faculty Honors and Awards (Ozturk) .....10
  - 7.4 General Education (Mattingly) .....11

8. New Business: Consent Calendar (Committee Reports)
  - 8.1 ASCSU (Butler-Byrd, Eadie, Ornatowski) .....12
  - 8.2 CFA (Toombs) .....18
  - 8.3 COIA (Putman)
  - 8.4 Committees and Elections (Green) .....20
  - 8.5 Graduate Council (Bohonak, for Balsdon) – **2:45 pm time certain** .....21
  - 8.6 Undergraduate Curriculum (Verity) .....27
  - 8.7 University Relations and Development (Carleton) .....31
  
9. Other Information Items
  - 9.1 SDSUId/faculty rollout (Xanthos) – **3:30 pm time certain**
  
10. Other Business
  - 10.1 Advising software demonstration – **3 pm time certain**
  
11. Adjournment

<b>Committee</b>	<b>Date</b>	<b>Item</b>	<b>Referred by</b>
Academic Policy and Planning	December 2016	Propose revisions to the Policy File that would clearly articulate university policies and procedures regarding academic misconduct.	Officers
Constitution and Bylaws	December 2017	Review dormant senate committees and recommend reconstitution or elimination in view of the role these Committees play in shared governance and input from different constituent groups.	Officers
Academic Resources and Planning		Examine the methodology driving the University's budget process.	SEC

**SAN DIEGO STATE UNIVERSITY SENATE  
RESOLUTION AFFIRMING SUPPORT FOR UNDOCUMENTED IMMIGRANT  
STUDENTS**

1. **WHEREAS:** The California State University (CSU) is committed to educating all residents of California; and
2. **WHEREAS:** Federal rules protect childhood arrivals to the United States from deportation under the Deferred Action for Childhood Arrivals (DACA) program, and California law provides educational financial assistance to qualified undocumented California residents under AB 540 and the California “Dream” Act (AB 130 & 131); and
3. **WHEREAS:** In the November 29, 2016 letter to the then President-Elect Donald J. Trump from the leaders of all three California higher education segments, CSU Chancellor Timothy White specifically affirmed CSU’s support for immigrant students regardless of their legal status and stated that the CSU will not voluntarily assist with the federal enforcement of immigration law; and
4. **WHEREAS:** The Academic Senate of the California State University (ASCSU) expressed its support for the statements contained in the above letter in its January 27, 2017 resolution AS-3279-17/FGA; and
5. **WHEREAS:** Changes in immigration enforcement have the potential to disrupt some of our students’ abilities to complete their educations; be it therefore
6. **RESOLVED:** That the San Diego State University Senate affirm that the community of San Diego State University will support and assist undocumented students to complete their degrees if their educations are disrupted by changes in immigration enforcement practices; and be it also
7. **RESOLVED:** That this resolution be distributed to:
  - CSU Board of Trustees
  - CSU Chancellor
  - CSU campus Presidents
  - CSU campus Senate Chairs
  - California Faculty Association (CFA)
  - California State Student Association (CSSA)
  - Academic Senate of the California State University (ASCSU)

Date: 6 February 2017  
To: The Senate  
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee  
Subject: Action

Action: Revision of Loss of Registration Opportunity given changes in catalog language

In response to a referral from the Division of Undergraduate Studies and Student Success, AP&P proposes the following revision of the Senate Policy File to streamline the campus Leave of Absence Policy.

### **Current Policy File Language**

2.5 Loss of Registration Opportunity:

2.51 A newly admitted student withdrawing from school after registration but before the end of the refund period shall lose priority order and shall apply for admission to the university as a returning student.

2.52 A continuing student may preserve his or her priority order without registering during any four consecutive semesters of matriculation at San Diego State University by taking the following action: Before the last day of the semester of intended leave the student shall signify an intention by informing the Registrar of a Leave of Absence Request through SDSU WebPortal.

2.53 No student shall be permitted more than four consecutive semesters of approved leave during matriculation at San Diego State University, after which time, if the student fails to register for a semester or withdraws from the university before the closing date of free withdrawal, he or she shall lose registration priority and be required to apply for admission to the university as a returning student.

2.54 No student shall be permitted to register during a semester for which he or she has indicated intent to take a leave of absence.

### **Proposed Policy File Language**

2.5 Loss of Registration Opportunity:

2.51 A newly admitted student **who (1) does not attend and (2) withdraws** from school after registration but before the end of the refund period shall lose priority order and shall apply for admission to the university as a returning student.

**2.52 A continuing student shall be permitted up to four semesters of approved leave during matriculation at San Diego State University by taking the following action: Before the end**

**of the schedule adjustment (drop/add) for each semester of intended leave, the student shall submit a Leave of Absence Request through SDSU WebPortal. A continuing student who fails to submit a Leave of Absence Request by this deadline may be subject to consequences that range from losing registration priority order to being required to apply for admission to the university as a returning student.**

~~2.52 A continuing student may preserve his or her priority order without registering during any four consecutive semesters of matriculation at San Diego State University by taking the following action: Before the last day of the semester of intended leave the student shall signify an intention by informing the Registrar of a Leave of Absence Request through SDSU WebPortal.~~

~~2.53 No student shall be permitted more than four consecutive semesters of approved leave during matriculation at San Diego State University, after which time, if the student fails to register for a semester or withdraws from the university before the closing date of free withdrawal, he or she shall lose registration priority and be required to apply for admission to the university as a returning student.~~

~~2.54 No student shall be permitted to register during a semester for which he or she has indicated intent to take a leave of absence.~~

**Rationale:** SDSU’s deadline for students to submit a request for a Leave of Absence (LOA) is currently the last day of the semester of intended leave. This deadline will be changed in the forthcoming catalog to the last day of schedule adjustment (drop / add). This change will increase the opportunity for advisors or Assistant Deans to discuss and potentially address / obviate some students’ need for a LOA *before* the end of the drop / add deadline via institutional resources (e.g., financial aid, etc.), which in turn will allow more students to potentially continue their degree progress. This shift in the LOA deadline is consistent with LOA policy language at other CSUs as well as the UCs.

It is worth noting that the LOA is intended for situations where a student knows in advance that they may be unable to meet their academic or financial obligations before the start of, or very early in, a given semester. Students who encounter personal challenges that adversely affect their academic success during a given semester have other options to minimize their negative impacts (i.e. Official Withdraw and Withdraw Retroactively; see SDSU General Catalog 2016-2017, p. 478).

This deadline change has highlighted the need to make some policy file revisions regarding the loss of registration opportunity as outlined below, including allowing the four semesters of LOA to now be non-consecutive given that “Stop Outs” have been phased out of practice.

TO: Senate  
 FROM: Tonika Duren Green, Chair, Committee on Committees and Elections  
 DATE: February, 16, 2017  
 RE: Action Items

Please be sure to use the google doc spreadsheet to update your rosters and terms. If there are committee members that have terms that have ended please work with the committee to fill the vacancy or renew the member's appointment.

**ACTION: FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS AND VACANCIES**

\*Names marked with an asterisk need approval for reappointment or appointment

**Academic Policy and Planning** *All vacancies filled*

**Academic Resources and Planning** need IVC and ENG rep

**AS Facilities** *All vacancies filled*

**Bookstore Advisory** All vacancies filled

**Campus Development** *Need 2 faculty*

**Committee on Committees and Elections** *All Vacancies Filled*

**Constitution and Bylaws** *All Vacancies Filled*

\*Marisa Ansari

**Copyrights and Patents** *All Vacancies Filled*

**Disability Access and Compliance** Need Grad Student Rep

**Diversity, Equity, and Outreach** *All faculty/staff and student vacancies filled*

**Environment and Safety** *Need 2 faculty and 1 student*

Rebecca Egipto term ended May 2016

Sherry Ryan term ended May 2016

**Extended Studies**

roster under construction

**Faculty Affairs** *Need 1 faculty*

Larry Beck-term ended 2015 (reappointment or new replacement needed)

**Faculty Honors and Awards** *Need 2 alumni and two faculty*

**Fee Advisory *All vacancies filled***

**Freedom of Expression *All vacancies filled***

**GE Curriculum and Assessment *Needs 1 IVC faculty and 2 students***

**Graduate Council *needs IVC faculty member, all student vacancies filled***

**Honorary Degrees *all vacancies filled***

**Instructional and Information Technology *All vacancies filled***

**Intercollegiate Athletic Council *all vacancies filled***

**International Programs-*under construction***

**Liberal Studies *All faculty and staff vacancies filled 1 student needed***  
1 student needed

**Library and Information Access *Need 1 faculty IVC***

**Scholarships Committee-roster under construction**

**SDSU Press Editorial Board *All vacancies filled***

**Staff Affairs *All Vacancies Filled***

**Student Affairs-roster under construction**

**Student Grievance *all vacancies filled***

**Student Health Advisory Board-*Senate member needed***  
**\*Vinod Sasidharan**

**Student Learning Outcomes *Needs 3 faculty***

Larry Verity (HHS) term ended May 2016

Mike Sabath (IVC) term ended May 2016

**Student Media Advisory- *Need 3 students and Student Affairs Designees***

**Sustainability *Need 1 faculty and 1 student***

**\*Chloe Bycoskie**

**Teacher Education Advisory Council-roster under construction**

**Tenure Track Planning *all vacancies filled***

**Undergraduate Council-*Needs IVC Representative***



**Undergraduate Curriculum *All faculty and student vacancies filled***

**University Research Council *Need 1 Research Foundation Rep and Faculty (PFSA)***

**Senators Not Currently Represented on A Committee:**

Werry, Chris

Tuesday , February 14, 2017

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

- Sanford I. Bernstein, Professor of Biology, May 19, 2017, 34 years
- Roger W. Caves, Professor of Public Affairs, May 17, 2017, 34 years
- Richard Neumann, Professor of Teacher Education/Imperial Valley Campus, May 18, 2017, 26 years
- Robert S. Pozos, Professor of Biology, December 30, 2016, 22 years

Sincerely,

Yusuf Ozturk  
Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

FROM: Doreen J. Mattingly, Chair  
General Education Curriculum and Assessment Committee

DATE: February 14, 2017

RE: GENERAL EDUCATION PROGRAM

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**Action**

**II. FOUNDATIONS OF LEARNING**

**C. Humanities**

**5. Foreign Language**

*Course deactivation.*

**SLHS 101. American Sign Language I (4) [GE]  
(Same course as Dual Language and English Learner  
Education 101)**

American Sign Language structure, use, literature, and deaf culture.  
Introductory level communication competence in ASL. Not open to students with  
credit in Dual Language and English Learner Education 102 or 201.

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

TO: SEC

FROM: Nola Butler-Byrd, Bill Eadie, Cezar Ornatowski  
Academic Senate, CSU

DATE: February 21, 2017

SUBJECT: Information: ASCSU Report

### **Various Information**

The Chancellor's Office has agreed to form a task force on General Education, with the participation of the ASCSU. The ASCSU Executive Committee is working on forming the task force, which will begin its work this Spring and complete the charge next year.

Follow-up on the recommendations of the Quantitative Reasoning Task Force (QRTF) continues. CSU campuses sent in their responses to the recommendations of the Task Force, which included:

- A proposed system-wide definition of quantitative reasoning (QR)
- Revision of QR requirements
- Separate definitions of foundational and baccalaureate QR
- Ensuring equitable access to QR courses for all CSU students
- Ensuring early and appropriate QR course for CSU first-time freshmen
- Establishing equitable articulation of QR credit for transfer students
- Establishing a CSU Center for Advancement of Instruction in QR

The second "virtual" meeting of the Task Force on Tenure Density took place January 12, 2017, and the final meeting is slated for February 22, 2017. The Task Force is charged with making its recommendations to the Chancellor by March 1, 2017.

Three faculty representatives from ASCSU and three from CFA met to discuss the draft academic freedom policy developed by the Chancellor's Office. That meeting produced agreement on an approach resulting in a resolution from the ASCSU Faculty Affairs committee that proposed a draft policy on Academic Freedom and that was approved by the ASCSU at its January meeting (see **AS-3276-16/FA Academic Freedom Policy below**).

A draft policy on **intellectual property** has been completed by the Chancellor's Office, but has not yet been shared with the ASCSU.

The ASCSU Academic conference, devoted to closing the achievement gap, took place at SDSU on February 9-10.

The CSU Board of Trustees (BOT) met in Long Beach on January 31-Feb 1. Among the

items of discussion:

THE BOT Committee on Finance discussed the CSU supplementary budget request (so far not met by the Governor) and potential tuition increase. The BOT vote on a possible \$270/year tuition increase will occur during the March Board meeting. If a tuition increase is approved in March, the Board can review its decision once the state budget is finalized. During the committee's public comment period, students spoke movingly about the need for sanctuary campuses and talked about the direct, negative impact the tuition increase would have on them. Themes included educational costs, working two or more jobs, student homelessness and food insecurity, and the state legislature's responsibility to fund public higher education. Jen Eagan, CFA President, introduced the CFA's report "*Equity, Interrupted: How California is Cheating Its Future*" that documents the state's disinvestment in higher education (report available at [http://www.calpac.org/sites/main/files/file-attachments/equity\\_interrupted\\_1.12.2017.pdf](http://www.calpac.org/sites/main/files/file-attachments/equity_interrupted_1.12.2017.pdf)). The report emphasizes that as the number of students of color has increased, public funding for the CSU has decreased.

The BOT Committee on Governmental Relations approved the Statement of State Legislative Principles for 2017-2018. The principles provide the basic parameters to guide positions taken by the Chancellor and system representatives on matters pending before the California legislature. The seven core principles are

- a. Work with the legislature and governor to allow the CSU to continue its oversight of academic affairs and matters relating to the internal governance of the university.
- b. Preserve the integrity of the collective bargaining process.
- c. Remain neutral on matters in which the state seeks to legislate the general public health and safety while not singling out the CSU.
- d. Preserve the integrity of the CSU's budgetary process, and seek adequate funding to serve current and future students, support the work of faculty and staff, provide for ongoing operations, capital outlay and infrastructure needs, and to meet the workforce demands of the state.
- e. Seek to influence the outcome of issues which, while not affecting the CSU alone, would have a disproportionate impact on the university's activities.
- f. Seek to secure representation of the CSU on appropriate boards, commissions, task forces, study groups, etc., whose work may have a significant impact on the system.

The BOT Committee on Educational Policy approved Title 5 changes regarding admission of veterans. The changes update the definition of "eligible veteran" to include National Guard and Reservists as well as all veterans who were discharged or released under conditions other than dishonorable. Language is introduced to permit the CSU to admit eligible veterans regardless of the number of transferable units earned.

The Committee also discussed Title 5 changes regarding nonresident determination appeals (this will come back in March for a Board vote). The purpose of the changes is to

provide clarification of the language regarding what constitutes an acceptable appeal and to bring the appeal period more in alignment with other practices (including what the UC allows), providing sufficient time for registration if the appeal is accepted. The time period is currently 120 days and the proposal is to reduce it to 30 days.

Last, the Committee presented the Wang Family Excellence Awards for 2017 to four outstanding faculty members and one outstanding staff/administrator who have distinguished themselves by exemplary contributions and achievements. This year's awardees include: Dr. Debra Y. Griffith, San Jose State University; Dr. Mariappan Jawaharlal, California State Polytechnic University, Pomona, Engineering; Dr. Anita Silvers, San Francisco State University, Philosophy; Dr. Keith A. Trujillo, California State University San Marcos, Psychology; and Dr. Ruth H. Yopp-Edwards, California State University, Fullerton, Elementary and Bilingual Education.

Chancellor White delivered his State of the CSU address (available at <https://www2.calstate.edu/csu-system/chancellor/the-chancellorscommunications/pages/state-of-the-csu-feb-2017.aspx>)

Some of the highlights of his address include

“So, not losing sight of any of the important issues surrounding and affecting us, I want to focus on – and magnify – our societal role as a university. I will apply three lenses to the thoughts I wish you to consider and discuss among your colleagues:

- First, a focus on the forces that pull us apart and draw us together
- Second, a focus on two stories that exemplify the 3 million plus lives that are a part of our CSU community
- Third, and finally, a focus on some eloquent words of encouragement I recently read... words that will help all of us in these times.”

“Our time does feel unusual, somehow strange... and indeed I believe it is. Yet, throughout history... regardless of the moment or one's ideology... there are always forces that tug at society's fabric and threaten to pull it apart. These forces may be social, economic, political or environmental. And if we were to allow these forces to divide us, the result can be deadly... either in a figurative or literal sense.”

“Our campuses are great sources of centripetal force. People from different nations, communities, belief systems and academic disciplines are brought together.”

“The California State University is California's State University... we are unwavering in our commitment to inclusive excellence in our environment of learning and discovery, and we share in California's principled stance on women's rights, civil rights, LGBT rights, immigrant rights and religious tolerance among other attributes. And..... we recognize that individual rights are not divisible alternatives, but rather mutually-reinforcing and essential elements of our shared human rights.”

“Our position is already clear on protecting students without residency documentation. It is our principled stand that every student has the right to succeed in education and life. And we will go as far as state and federal laws allow to ensure all students have that opportunity.”

“Through Graduation Initiative 2025 we are continuing to expand access to academic

opportunity and student support. An initiative can often sound abstract. So, let me share what I see as our path forward in the coming years... First, we must ensure all students are able to enroll in the courses they need, when they need them, that means:

- More tenure-track faculty... offering over 3,000 additional courses
- Greater flexibility in course offerings
- Greater access to advisors and better contemporary and traditional tools

for advising. Second, we must constantly analyze, through evidence, the efficacy of academic support and development programs – supporting only those with the best return-on-investment – with the goal of going from aggregated data to individualized learning at scale. Third, we must ensure financial need does not impede student success.

This will continue to be the major focus of our advocacy efforts in Sacramento and Washington, D.C., but this is also the reason we remain committed to funding the State University Grant and to seeking philanthropic support for scholarships.

Additionally, campuses are exploring and implementing micro-grant programs to help students experiencing unpredicted financial hardship... while also reconsidering drop policies tied to non-payment of small outstanding balances. Fourth, we must relentlessly identify and remove unnecessary administrative barriers that slow or prevent students from progressing toward degree. We must make conscious choices to give greater weight to student progress as we balance that with operational habits or requirements. Fifth, and perhaps most revolutionary on a national level, we must provide all CSU students, including those who arrive academically insufficiently prepared, the opportunity and support needed to complete 30 college-level semester units – 45 quarter units – before beginning their second academic year. We achieve this through:

- Increased collaboration and mutual cooperation with K-14
- Increased offerings of college-level courses that include supplemental instruction to address knowledge gaps and make progress to degree
- And a faculty that is empowered to utilize technology and other emerging best practices in course redesign and delivery.”

## **Resolutions**

At the January 25-27, 2017 ASCSU Plenary Meeting, Seven Resolutions Were Passed

### **AS-3274-16/AA (Rev) Support for the CSU Institute of Teaching and Learning (ITL) Institute**

Commends EVC Loren Blanchard for providing financial support for the Center for Teaching and Learning (CTL) Summer Institute, acknowledges the efforts of CTL personnel for successfully planning and implementing Institute, and applauds the various campus participants for their contributions. Urges that attention be given to proven strategies and tools that can enhance student success, and urges that adequate funding be provided for similar ITL offerings in the future.

### **AS-3276-16/FA (Rev) Academic Freedom Policy**

Reaffirms ASCSU commitment to the principles of academic freedom and freedom of inquiry, approves draft policy on academic freedom prepared by the ASCSU Faculty Affairs Committee, and urges the CSU to adopt the draft.

**AS-3277-16/FA (Rev) Lactation Resource Policy and Practices in the California State University**

Urges campuses to review their existing lactation resource policies and develop and implement such a policy--if none exists—in compliance with state and federal law regarding the number of lactation stations on each campus.

**AS-3282-16/Floor Opposition to the Proposed Tuition Increase in the California State University**

Opposes the currently proposed tuition and urges the California Legislature to provide adequate funding necessary to support the CSU.

**AS-3279-16/FGA Support for the Letter to President Trump from the Leaders of California's Systems of Higher Education about the Continuance of DACA**

Supports the letter to President Trump written by the leadership of California's three public higher education segments asking the President to continue the DACA (Deferred Action for Childhood Arrivals).

**AS-3280-16/APEP Opposition to the Appointment of Betsy DeVos as US Secretary of Education**

**AS-3281-16/AA Advice to the CSU Tenure Density Task Force**

Encourages the CSU Tenure Density Task Force to recommend that the CSU and its individual campuses set medium- and long-range targets for tenure density and recommends specific strategies for meeting these targets. Urges the Chancellor's Office, on an annual basis, to collect and make available to the CSU community data on metrics related to tenure density

**Five Resolutions Received First Reading**

**AS-3283-17/FA Employment Security for Contingent Faculty, Librarians, Coaches, and Counselors**

Urges the CSU, in conjunction with the Academic Senate and the California Faculty Association, to establish a task force to investigate models of employment that would provide greater employment security for contingent faculty, librarians, coaches, and counselors.

**AS-3284-17/APEP Cessation of General Education Area B4 (Mathematics/Quantitative Reasoning) for ELM-Exemption**

Seeks cessation of the practice of granting ELM-exemptions on the basis of completion of General Education Area B4 (Mathematics/Quantitative Reasoning), since recent pilot projects authorized to award Area B4 credit (statistics pathways curriculum) appear unlikely to yield complete coverage of those elements tested by the ELM exam.



**AS-3285-17/FA Saving California's Master Plan Through Tax Reform**

Endorses the findings of *The \$48 Fix: Reclaiming California's Master Plan for Higher Education*, which lays out a strategy for making higher education free to eligible California residents through tax reform. Urges the leadership of California's three public higher education segments, along with faculty, staff, students, and alumni, to undertake a campaign to promote such a plan.

**AS-3286-17/AA Support for Graduate Education in the California State University (CSU)**

Acknowledges the findings of the April 2016 CSU *Masters' Degree Program Quantitative Characteristics* report that reiterates previous ASCSU recommendations on graduate education. Recognizes the need for further study addressing issues related to the role of graduate education in the CSU and urges the formation of an ASCSU/CSU Task Force on Graduate Education.

**AS-3287-76/FA Resolution in Support of Students Admitted to the CSU Under (DACA)**

Asserts solidarity with CSU's DACA students and, if DACA is repealed, to advocate for resources to ensure that the rights of DACA and DACA-eligible students are preserved.

**One resolution was tabled****AS-3278-16/AA A Call for Increased Funding to the California State University (CSU)****Additional Information**

Copies of these and other resolutions may be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions as well as on any other matters of potential concern to the CSU Academic Senate to the SDSU academic senators Nola Butler-Bird ([nbutler@mail.sdsu.edu](mailto:nbutler@mail.sdsu.edu)), Bill Eadie ([weadie@mail.sdsu.edu](mailto:weadie@mail.sdsu.edu)), and Cezar Ornatowski ([ornat@mail.sdsu.edu](mailto:ornat@mail.sdsu.edu)).

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

*Faculty-to-Faculty*, the ASCSU Newsletter, is published approximately two weeks after each plenary. It includes ASCSU chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>

To: SEC

From: Charles Toombs, Chapter President, CFA

Date: 15 February 2017

Re: Information Item

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CFA Report:

### **Equity, Interrupted**

CFA will be holding a briefing Thursday, Feb. 23 at the State Capitol on trends within the CSU and the future of public higher education in California. The forum, “Equity in California Higher Education: Where We Were, Where We Are, and a Pathway to Free Higher Education,” is open to lawmakers and their staff, as well as faculty and students. The briefing will be held at 1:30 pm in Room 444 at the Capitol. The briefing will also include discussion of findings and trends from CFA’s new report, “Equity, Interrupted: How California Is Cheating Its Future.” The paper is on the CFA website, [calfac.org](http://calfac.org).

### **Campaign for the Future of Higher Education**

The Campaign for the Future of Higher Education (CFHE) unveiled a new look this week thanks to a redesigned and updated website. CFHE, a collaborative group of faculty unions and organizations from around the country, was founded in 2011 as an effort to ensure that the faculty voice is heard as we work to increase broad access to public higher education and college affordability. CFA was among the founding organizations of the campaign. Since then, CFHE has held several national meetings, issued papers on a myriad of issues impacting higher education, and, most recently, reaffirmed its commitment to defending and advancing quality public higher education for all who pursue it. This month, CFHE unveiled its new website, which builds upon the foundation of research, writings, and information since its inception, while also offering faculty, students, and allies a user-friendly platform. Please visit [futureofhighered.org](http://futureofhighered.org) today.

### **CFA Lobby Days**

Mark your calendar CFA activists—CFA will be holding our Lobby Day activities and meetings April 4-5 in Sacramento. Faculty and students will be fighting for increased funding for the CSU and meeting with lawmakers to encourage support of legislation benefitting public higher education in our state.

The two-day event begins with a reception at CFA Headquarters on Tuesday, April 4. Meetings are scheduled for Wednesday, April 5 at the Capitol, and a picnic lunch will be provided. Please contact the SDSU Chapter for more information.

### **CFA Contact Information**

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.

TO: Senate  
FROM: Tonika Duren Green, Chair, Committee on Committees and Elections  
DATE: February, 16, 2017  
RE: Information Items

Please be sure to use the google doc spreadsheet to update your rosters and terms. If there are committee members that have terms that have ended please work with the committee to fill the vacancy or renew the member's appointment.

### **INFORMATION**

In accordance with Section 4.5 of the Bylaws, CCE will supervise an election for the Academic Senate of the California State University, to be held in March 2017. The Committee decided to hold this election only for the position currently held by Cezar Ornatowski, whose three-year term expires in May 2017. The Committee also decided not to conduct an election in 2017 for the remaining year of the seat formerly held by Mark Wheeler. The effect of this action is to allow Bill Eadie, who was appointed to replace Senator Wheeler until May 2017, to serve until May 2018. An election for this seat will be held in March 2018. (San Diego State has three representatives to the Academic Senate of the California State University, and each representative has a three-year term; one seat's term ends each year across a three-year cycle.)

To: The Senate  
 From: Graduate Council  
 Date: February 16, 2017  
 Re: 2018-2019 *Graduate Bulletin*

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**INFORMATION (11-02-17)**

**BUSINESS ADMINISTRATION**

1. Change to prerequisite.

Business Administration

B A 629. Financial Management (3)

Prerequisite: Business Administration 625.

Explore role of finance in a shareholder value based framework. Financial analysis and planning, investment, capital structure, financial markets, capital raising and capital disbursement decisions, valuation, and corporate restructuring. Not open to students with credit in Business Administration 665.

Change(s): Prerequisite changed from *classified graduate standing* to what is reflected above.

**EDUCATION**

1. Change in program.

Education

**Specific Requirements for the Master of  
 Science Degree in Counseling**

**(Major Code: 08261) (SIMS Code: 331001)**

**Concentration in Marriage and Family Therapy**

**(Major Code: 08261) (SIMS Code: 331006)**

Paragraph 1 (*no change*)

Included within the course requirements are the clinical experiences of Practicum and Traineeship. Through the practicum and traineeship courses, students must complete a minimum of 500 direct clinical hours of experience with individuals, couples, and families. Two hundred hours of experience must be relational hours with couples and families. Of the 500 clinical hours, 100 may consist of alternative relevant experience, as approved by the student's supervisor and program director. Students must have a minimum of 100 hours of supervision, consisting of both individual and group supervision. Fifty of the supervision hours must be via videotaped or audio taped supervision methods. Twenty-five of the 50 supervision hours must be specifically via

live or videotaped supervision methods. All students must purchase professional liability insurance in order to participate in the clinical experience component of the program.

Admission to the program is competitive and includes both a written application and group interview. Applicants are evaluated for academic, interpersonal, multicultural, and professional readiness.

1. Core Courses (6 units):

ED 690 Methods of Inquiry (3)

CSP 600 Cross-Cultural Counseling Communication Skills (2)

CSP 600L Cross-Cultural Counseling Prepracticum (1) Cr/NC

2. Concentration Courses (48 units):

Each of the following three courses must be completed (9 units).

CSP 755 Practicum I: Marriage and Family Therapy (3) Cr/NC

CSP 765 Practicum II: Marriage and Family Therapy (3) Cr/NC

CSP 785 Marriage and Family Therapy Traineeship (3) Cr/NC

All students must minimally complete CSP 755, 765, and three units of CSP 785. Students' pacing of their clinical experience will vary. Therefore, students will register for additional units of CSP 785 as needed to insure oversight and supervision of all clinical hours of experience.

CSP 606A Professional Issues in Mental Health Practice: California Law and Ethics for Marriage and Family Therapy (3)

CSP 609 Family Life Cycle Development (3)

CSP 615 Seminar in Multicultural Dimensions in Counseling (3)

CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective (3)

CSP 625 Marriage and Family Therapy Theories and Best Practices I (3)

CSP 626 Marriage and Family Therapy Theories and Best Practices II (3)

CSP 635 Sexuality and Intimacy in Couple and Family Therapy (2)

CSP 640 Testing and Assessment for Marriage and Family Therapists (2)

CSP 650 Trauma and Crisis Counseling in Multicultural Community Context (3)

CSP 662A Counseling Interventions with Children and Adolescents: Marriage and Family Therapy (3)

CSP 670 Theory and process of Group Counseling (2)

CSP 670L Group and Community Counseling Laboratory (1) Cr/NC

CSP 687	Mental Health, Substance Abuse, and Behavioral Addictions (1-3)
CSP 688	Family Systems Assessment of Child Abuse (1)
CSP 691	Violence in Couples' Relationships (1)
CSP 692	Seminar: Couples Therapy and Evidence-Based Relational Practices (3)
CSP 694	Psychopharmacology for Marriage and Family Therapists (2-3)
CSP 785	Marriage and Family Therapy Traineeship (1-10) Cr/NC

3. Research (6 units):

CSP 710A Professional Seminar (3)

CSP 710B Professional Seminar (3)

CSP 710A and CSP 710B form the capstone experience of the program. Students are required to complete a master's project as part of the requirements of CSP 710A. In CSP 710B, students complete a theory integration paper and a comprehensive examination during their final semester of the program.

Paragraphs 4-5 (*no change*)

For additional written materials and information related to marriage and family therapy educational requirements leading to California Marriage and Family Therapy licensure, membership in marriage and family therapy professional organizations, and objectives related to pursuit of COAMFTE program accreditation, contact the Department of Counseling and School Psychology (<http://edweb.sdsu.edu/csp/>).

Change(s): Removal of headings separating courses and courses rearranged. Replacement of CSP 670 (3 units) with CSP 670 (2 units) and CSP 670L (1 unit). Addition of CSP 650. Deletion of unused courses.

2. Change in program.

Education

**Specific Requirements for the Master of Science Degree in Counseling**

**(Major Code: 08261) (SIMS Code: 331001)**

**Concentration in School Counseling**

**(Major Code: 08261) (SIMS Code: 331041)**

Paragraph 1 (*no change*)

1. Prerequisites (*no change*)

2. Common Core (6 units) (*no change*)

3. Foundations (6 units):

Remainder of foundations section (*no change*)

4. Theory, Research, and Techniques (minimum 30 units selected in consultation with adviser) (*no change*)

5. Integration and Application of Theory, Research, and Techniques (minimum 8 units) (*no change*)

6. Additional requirements for concentration (minimum three units selected in consultation with adviser) (*no change*)
  7. Electives (four units selected in consultation with an adviser)
  8. Research (*no change*)
- Remainder of program description (*no change*)

Change(s): Reduction of foundations section units from 10 units to 6. *Electives (four units selected in consultation with an adviser)* section added.

## GEOGRAPHY

1. Change in program.

Geography

**Specific Requirements for the Master of Science Degree**

**(Major Code: 22061) (SIMS Code: 112991)**

**Concentration in Watershed Science**

**(SIMS Code: 112995)**

1. (*no change*)
2. (*no change*)
3. (*no change*)
4. Geography 511 and six units of methods courses selected from Geography 576, 581 through 585, 589, 683 through 688L, 780.
5. (*no change*)

Change(s): Addition of GEOG 576 as option to methods section.

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



To: The Senate  
 From: Graduate Council  
 Date: February 16, 2017  
 Re: 2017-2018 *Graduate Bulletin*

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**INFORMATION (7I-02-17)**

EDUCATION

1. Change in program.

Education

**Early Childhood Transdisciplinary Education and  
 Mental Health (EC-TEaMH) Certificate  
 (SIMS Code: XXXXXX)**

The certificate program in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH) is an interdisciplinary program focusing on professional preparation and skills enhancement of early childhood educators who work with young children who demonstrate socio-emotional and behavioral problems and their parents.

Fifteen program units are required to earn the certificate in Early Childhood Transdisciplinary Education and Mental Health (EC-TEaMH). Twelve units of seminar courses addressing core knowledge foundations for early childhood mental health and three units of supervised practicum/field experience. Courses in the certificate program may be applied to the master's degree in child development if applicable.

Prerequisites for admission:

1. Successful completion of a bachelor's degree in a field related to child development, human development, psychology, school counseling, social services, or social work from an accredited institution, and relevant work experience in the early childhood education field.
2. *(no change)*
3. Coursework relating to children with special needs, early years of development, family functioning and parent-child relationships, parenting, and theories in socio-emotional development. If students' undergraduate preparation is deemed insufficient, students will be required to complete specified courses as determined by the certificate program's adviser.
4. *(no change)*

Course requirements (15 units). The EC-TEaMH certificate is modeled following the delivery of Infant-Family and Early Mental Health Services Revised Training Guidelines and Personnel Competencies proposed by the California's Infant, Preschool and Family Mental Health Initiative (Workforce, 2010). It includes two main areas: knowledge and experience. The knowledge base is comprised of four foundation classes

and a practicum course that includes experience in an early childhood setting and program, accompanied by Reflective Practice Facilitation (total of 120 hours of supervised practicum).

Students must complete the course requirements with a minimum 3.0 (B) grade point average.

**Knowledge Area (12 units):**

CFD 580	Observation and Assessment of Young Children's Environments and Relationships (3)
CFD 670B	Seminar in Human Development Theories-Intervention and Prevention Lifespan Approach (3)
CFD 671A	Seminar in Supporting Early Childhood Mental Health (3)
SPED 676	Advanced Applied Behavior Analysis (3)

**Experience Area – Field Experience/Practicum (3 units):**

CFD 697A Advanced Field Experiences A (3) Cr/NC  
(Three units; minimum of 120 hours of practicum and minimum of 24 hours of group reflective supervision).

For further information, contact the program adviser.

Change(s): Change to certificate name. Replacement of CSP 623 with CFD 580. Reduction to amount of CFD 697A's units from 8 units to 3.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: February 14, 2017

Re: 2018-2019 *General Catalog*

## **INFORMATION (2I-03-17)**

### COLLEGE OF ARTS AND LETTERS

1. New course.

College of Arts and Letters

*EXPLORE CAL (C-4)*

CAL 100. Explore CAL (1) Cr/NC

College of Arts and Letters advising, departments, fields of study, and high-impact practices. Connect with administrators, advisers, faculty, students, and other members of the college community.

### INTERDISCIPLINARY PROGRAMS

1. Change in programs.

Interdisciplinary Programs

**Urban Studies Major**

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

**(Major Code: 22141)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** Anthropology 102 or Public Administration 200; Economics 101 or 102 or Political Science 101 or 102; Geography 102; Sociology 101; and Economics 201 or Political Science 201 or Sociology 201 or Statistics 250. (15 units)

**Language Requirement.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**Major.** A minimum of 36 upper division units to include:

1. Nine units of *Urban Theory* selected from Chicana and Chicano Studies 355 [or Latin American Studies 355], Economics 458, Geography 354, Political Science 422, Public Administration 320;
2. Nine units of *Urban Methods* selected from Economics 301, Geography 380, 381, 385, 484, 584, 586, 589, 590, Public Administration 420, Sociology 406, 407, 408;
3. Three units of high impact learning and the submission of a capstone portfolio to the undergraduate adviser. This requirement may be met with

Geography 590 or 595. Other high impact courses or study abroad may qualify if appropriate and preapproved by the undergraduate adviser;

4. Fifteen units in an area of specialization:

*Urban Cultures and Societies (SIMS Code: 117011)*. Anthropology 533, Chicana and Chicano Studies 303, 375, Geography 312, 354 (if not taken as a requirement), 554, Latin American Studies 320, 550, Sociology 355, 443, 457.

*Urban Planning, Design, and Management (SIMS Code: 117012)*. Geography 354 (if not taken as a requirement), 575, Public Administration 310, 320 (if not taken as a requirement), 350, 460, 485, 520, 525.

*Urban Political Economy and Public Policy (SIMS Code: 117013)*. Chicana and Chicano Studies 301, 306, 355 [or Latin American Studies 355] (if not taken as a requirement), Economics 401, 458 (if not taken as a requirement), 489, 565, Geography 353, 354 (if not taken as a requirement), Latin American Studies 430 [or Political Science 430], Political Science 335, 422 (if not taken as a requirement).

*Urban Sustainability (SIMS Code: 117014)*. Anthropology 353 [or Sustainability 353], 532, Economics 455, Geography 340, 354 (if not taken as a requirement), 370, 375, 440 [or Political Science 440], 454, 572, 591 and 591L, 592 and 592L, Political Science 334 [or Sustainability 334].

Change(s): Three units of high impact learning have been added to the major requirements and three units of preparation for the major have been removed.

## JOURNALISM AND MEDIA STUDIES

1. Changes to course hours description and mode of instruction.

Journalism and Media Studies

(2 units C-4) (1 unit C-12)

JMS 425. Writing Opinion, Reviews, and Criticism (3)

Two lectures and two hours of laboratory.

Prerequisites: Journalism and Media Studies 300, 310W with a grade of C (2.0) or better in each course. Admission to journalism major. **Proof of completion of prerequisites required:** Copy of transcript.

Principles and practices of writing editorials and opinion essays for media outlets (print, broadcast, and online) to include writing reviews of theatre, music, books, and film.

Change(s): The School of JMS teaches a number of writing classes in this format - two hours of lecture, plus two hours of lab. The change here is to create more consistency among these classes, so they are all structured the same.

2. Changes to course hours description and mode of instruction.

Journalism and Media Studies

(2 units C-4) (1 unit C-12)

JMS 441. Magazine and Feature Writing (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 300, 310W with a grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

Planning, gathering material, writing and marketing articles for specialized and general publications. Production of expository articles and marketing of at least one article.

Change(s): The School of JMS teaches a number of writing classes in this format - two hours of lecture, plus two hours of activity. The change here is to create more consistency among these classes, so they are all structured the same.

## MUSIC

1. Changes to course description, hours description, and mode of instruction.

Music

*(1 unit C-4) (1 unit C-15)*

MUSIC 446. Practicum in Music Education IV (2)

One lecture and three hours of laboratory.

Prerequisites: Music 205B, 210A, 346, 347 with a grade of C (2.0) or better.

Early field experience. Students will complete a minimum of 45 hours of public school teaching in their area of specialization. Master teachers will provide on-site guidance and evaluation. Field experience and increased effectiveness discussed.

Change(s): Changing the description to reflect the number of early field experience hours required by the State of California for the undergraduate Music Education Waiver Program. Change the course classification to match the number of lab hours.

2. Change in program.

Music

**Music Major**

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

**(Major Code: 10051) (SIMS Code: 665304)**

Paragraphs 1-2 *(no change)*

**Preparation for the Major.** *(no change)*

**Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 24 upper division units to include Music 305A, 305B, 308A, 308B, 347, 451 (two units); four units selected from courses numbered 370-389; 408A, and two units of upper division music electives.

Change(s): Lower the upper division electives to two units and add two units of Music 451 (upper division applied lessons).

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Deactivation of course.

SLHS 101. American Sign Language I (4) [GE]

(Same course as Dual Language and English Learner Education 101)

American Sign Language structure, use, literature, and deaf culture. Introductory level communication competence in ASL. Not open to students with credit in Dual Language and English Learner Education 102 or 201.

Note: DLE 101 will remain active.

2. Change in program.

Speech, Language, and Hearing Sciences

**Speech, Language, and Hearing Sciences Major**

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

**(Major Code: 12203) (SIMS Code: 550107)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** Speech, Language, and Hearing Sciences 106, 150; Biology 100; Physics 180A (Chemistry 100 can be substituted for Physics 180A); Psychology 101 and 260; Psychology 280 (Sociology 201, Statistics 119 or 250 can be substituted for Psychology 280). (21-23 units)

Remainder of description (*no change*)

Change(s): Addition of Physics 180A to the preparation section. Removal of SLHS 101 from the preparation section. Units adjusted to 21-23 units in preparation section.

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

TO: SEC

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: February 21, 2017

RE: Information

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**The Campaign for SDSU:**

The Campaign for SDSU now stands at \$782M. The following are gifts of note since the last report:

A \$60,000 gift from alumnus and TCF Board Member Greg Fowler, and his wife, Elisabeth, will benefit The Campanile Foundation Endowed Chair in the College of Sciences.

The California Healthcare Foundation made a \$10,000 gift to the CHHS International Experience Fund in the College of Health and Human Services.

Two pledges totaling \$30,000 from alumna Deborah Gann Carstens will support the Jackie Wertz Scholarship and the Women's Study Fund in the College of Arts and Letters.

The Wendy Maruyama Endowment for the Furniture Design and Woodworking Program Fund in the College of Professional Studies and Fine Arts received a \$10,000 gift from alumna Wendy Maruyama and her husband, Bill Schairer and a \$5,000 gift from The Bresler Foundation, Inc.

A \$15,000 gift from the Lawrence and Opal Maletta Scholarship Trust will support the Lawrence and Opal Maletta Trust Scholarship in the College of Education.

Dart Neuroscience, LLC made a \$23,150 chemistry equipment gift-in-kind to the College of Sciences.

Alumna Margaret Mannatt-Galvin made a \$9,185 gift-in-kind to support Special Collections in the Love Library.

Gifts totaling \$14,000 from alumnus John J. Martin and his wife, Katherine L. Fitzhugh, will support scholarships and various programs in the College of Professional Studies and Fine Arts, Financial Aid, the Love Library and Athletics.

A \$18,510 gift-in-kind from Graham Flint will benefit the Physics Department in the College of Sciences.

A \$60,000 gift from the Land of the Free Foundation will support the Veterans Academic Advisory Fund.

Alumnus David L. Vigil made a \$30,000 gift supporting the Aztec Club Director's Cabinet in Athletics.

An anonymous \$21,332 gift-in-kind will support the Love Library Special Collections.

A \$25,000 gift from alumnus Roger Ball will support the Engineering and Interdisciplinary Sciences Complex in the College of Engineering.

The Cognella Graduate Student Scholarship in Public Affairs in the College of Professional Studies and Fine Arts received a gift of \$10,666 from SDSU School of Public Affairs Director, Dr. Stuart D. Henry.

The Charles W. Landen School of Accountancy in the Fowler College of Business received a \$10,417 gift from United Way of Greater Atlanta.

The J. Willard & Alice S. Marriott Foundation made a \$16,456 gift supporting the China Hospitality Education Initiative in the L. Robert Payne School of Hospitality and Tourism Management.

A \$12,000 gift from Keith and Christa Jones will support the President's Leadership Fund – Aztec Adaptive Sports in Athletics.

The Ellen & Edward Wong Family Foundation made a \$30,000 gift to the Ellen and Edward Wong Scholarship Endowment in the Fowler College of Business.

Mary B. Leutloff made a \$50,000 gift to the Wayne and Mary Leutloff Aerospace Engineering Endowment in the College of Engineering.

A realized bequest of \$50,000 from the Estate of Gertrude A. Jockusch will establish the Gertrude A. Jockusch Memorial Scholarship in Financial Aid.

Dr. Norman Mann and his wife, Sivia, made a \$68,765 gift-in-kind to the Love Library Special Collections.

A \$30,000 gift from Patrick J. Kilkenny will support the Aztec Club Director's Cabinet in Athletics.

The Hilti Corporation made a \$13,980 gift providing scholarships in Student Affairs.

Brenda and Dave Rickey named San Diego State University in their trust for \$750,000 to support the Brenda and Dave Rickey Foundation Study Abroad Endowed Scholarship in the College of Sciences.

The William Tong Research Lab in the College of Sciences received a \$20,000 gift from Dr. William Tong.

A \$12,013 gift from alumnus Rodger Dishong and his wife, Barbara, will support the 2016 Aztec Club Fund in Athletics.

Philanthropist Becky Moores made a \$9,300 gift-in-kind to benefit Student Affairs.



The Aztec Club in Athletics received the following gifts: \$25,000 from Karen McElliott; \$15,000 from TCF Board Member, Jeff Jeffery and his wife, Kate; \$12,000 from alumnus Brenton Armstrong; \$10,000 from Scott and Catherine Harman; \$6,000 from alumnus George Dell; \$6,000 from Amanda Boorman and \$5,000 from Benjamin and Tina Bagnas.

A \$70,511 gift-in-kind from J. Gordon Melton, Ph.D. will support Special Collections in the Love Library.

The Fowler Challenge Fund for Athletics received gifts of \$10,100 from Robert and Sari Awalt and \$10,000 from TCF Board Member, Patti Roscoe.

Harrison Ellenshaw made a \$117,479 gift-in-kind to support Special Collections in the Love Library.

Financial Aid received a \$37,689 bequest from the Estate of Frances C. Quon to support the Stanley & Frances Quon Endowed Scholarship.

A \$11,578 gift from Pamela Smith will support the Guardian Scholars program in Student Affairs.

A planned gift of \$840,000 from alumnus Jack Williams and his wife, Elizabeth, will establish the Jackson L. and Elizabeth A. Williams Endowed Scholarships in Biology, Public Health and Veteran Affairs.

Passion Planner, LLC made a \$75,000 gift-in-kind supporting Undergraduate Studies.

A \$49,000 gift-in-kind from Tersilla Flumian will support the Music Program in the College of Professional Studies and Fine Arts.

The College of Education received a \$20,000 gift from Dr. Eli B. Comay supporting the Josh A. Comay Endowed Scholarship in Child Development.

The Sigma Pi Educational Fund of San Diego made a \$15,000 gift supporting scholarships in Athletics.

A \$12,520 gift-in-kind from Susan Bernay will support the Love Library Special Collections.

Alumnus John Scannell made a \$10,000 gift to support the San Diego State University Athletic Director Excellence Fund.

Karen Castles-Gray made a \$10,000 gift supporting the Castles-Gray Entrepreneurship Lecture in the Fowler College of Business.

Vincent and Cynthia Pellerito made a \$15,000 gift to support the Aztec Club Director's Cabinet in Athletics.

Alumna Kristin O'Neal made a \$100,000 planned gift to support the Guardian Scholars Program.

A \$50,000 pledge from James and Kris McMillan will support the Coach Fisher Basketball Endowment in Athletics.

William Shipley made a \$12,621 gift supporting the Women’s Soccer Excellence Fund.

A \$118,460 gift-in-kind from alumnus Jack Sword and Laura Gordon will support the Love Library Special Collections.

**Campaign, Presidential & Special Events:**

On December 13, President Hirshman and Vice President Carleton hosted an appreciation reception at the University House for faculty and staff members who have contributed \$100,000 or more to The Campaign for SDSU.

An Aztec Proud campus-wide event was held on January 23 to celebrate the success of the Campaign for SDSU. The new Aztec Proud campaign branding was introduced.

Also on January 23, President Hirshman and Vice President Carleton hosted the *Evening of Distinction*, a stewardship event designed to honor Tower Society Magna Cum Laude donors for their lifetime giving of \$500,000 to a million-dollars. Nine awards were presented this year.

On January 24, President Hirshman and Vice President Carleton hosted an appreciation luncheon for faculty and staff who have contributed \$1,000 to \$100,000 to The Campaign for SDSU. Some 200 faculty and staff members attended the event.

Karen and Kit Sickels hosted an event in their home on January 26 for the division of University Relations and Development to show appreciation for URAD’s commitment and dedication to The Campaign for SDSU over the past decade. Kit Sickels is a former chair of The Campanile Foundation.

**Media Relations:**

**2016-17 Marketing and Communications Key Metrics Goals**

	<i>Current Month</i>	<i>*goal met</i>	<i>Annual Goals</i>	
<b>SDSU NewsCenter</b>		<b>Year to Date</b>	<b>SDSU NewsCenter</b>	
Visitors	38,693	297,296	Visitors	440,000
Page Views	66,337	460,529	Page Views	720,000
<b>Twitter</b>			<b>Twitter</b>	
Followers		76,663	Followers	65,000
Impressions (paid)		760,414	Impressions (paid)	5,000,000
Clicks (organic)	3,404	19,960	Clicks (organic)	6,500
Clicks (paid)		23,577	Clicks (paid)	61,000

<b>Facebook</b>	
Fans	
Impressions (paid)	7,089,016
Likes/Comments (organic)	22,820
Clicks (paid)	4,138
<b>YouTube</b>	
Views (organic)	7,992
Views (paid)	34,839
<b>Instagram</b>	
Followers	
Likes (organic)	27,577
Impressions (paid)	27,965
Video views (paid)	8,725
<b>Media Relations</b>	
Total Clips	3,297
National Hits	316
Major Hits	37
<b>Merit</b>	
Students Reached	12
High Schools reached	9
Social Media Impressions	
<b>Community Relations</b>	
Community Members brought to campus for event or activity	
Significant individual meetings and interactions in the community	

112,234
12,095,087
224,927
77,192
52,959
126,797
22,700
137,584
190,161
30,005
19,300
1,280
184
9,688
258
64,732
230
171

<b>Facebook</b>	
Fans	115,000
Impressions (paid)	43,000,000
Likes/Comments (organic)	610,000
Clicks (paid)	135,000
<b>YouTube</b>	
Views (organic)	132,000
Views (paid)	575,000
<b>Instagram</b>	
Followers	22,000
Likes (organic)	28,000
Impressions (paid)	550,000
Video views (paid)	115,000
<b>Media Relations</b>	
National Hits	3,600
Major Hits	275
<b>Merit</b>	
Students with Merit Pages	10,000
High Schools reached	775
Social Media Impressions	TBD
<b>Community Relations</b>	
Community Members brought to campus for event or activity	600
Significant individual meetings and interactions in the community	240

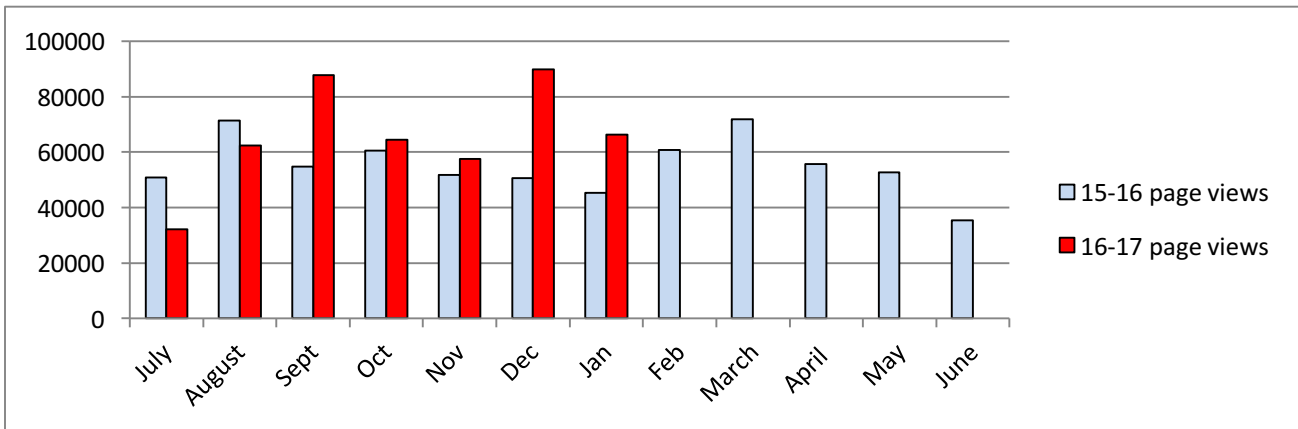
**Detail**

**SDSU NewsCenter Top Stories This Month**

More Than 83,000 Apply to SDSU (5,536), SDSU Statement on Relocation of Chargers (5,427), SDSU Among Top Universities for Value EducationI (3,000)

**Traffic Sources to SDSU NewsCenter this month**

Google (15,682), Facebook (15,172), Twitter (2,528)



**Media Relations National Hits**

SDSU secured several major media hits in the month of January, including Public Health Prof. Aaron Blashill’s indoor tanning study in **Science Daily, Medical News Today, Consumer Affairs and Health Medicine Network**; Martha Lauzen’s Celluloid Ceiling report was covered in **USA Today, NPR, Entertainment Weekly, Vanity Fair** and many others; SDSU's part in the discussion over the future of the Qualcomm stadium site was highlighted on **Bloomberg, Sports Illustrated, and ESPN** to name just a few ; College of Education Dean Joe Johnson was featured in **San Diego Magazine’s** “Big ideas” issue highlighting the college’s work to help solve the teacher shortage ; and Virginia Loh-Hagen’s new children’s book “PoPo's Lucky Chinese New Year” was covered by **NBC News, The San Diego Union Tribune, and The Inquirer and Mirror**.

**Media Relations Local Hits**

Local media coverage this month included the **opening of South Campus Plaza** on KFMB, KUSI, KFMB, XETV and the Union Tribune; KUSI, KNSD, KFMB, XETV, Times of San Diego and the Union Tribune covered the **83,000 undergraduate applications SDSU received**; KOGO, KUSI, KGTV and the Union Tribune covered the **three grants the College of Education received** to shorten teacher preparation times to four years; and visiting Israeli **actress Dana Ivgy** visited KUSI’s Good Morning San Diego to talk about being a guest lecturer at SDSU this semester.

Merit Monthly Achievements	Total Students	Student Open Rate	Student Click Rate	Media Outlets
Zahn Challenge Comp.	12	92%	73%	14

**Community Relations**

Began contributing a monthly column to the CACC Newsletter to feature campus events and activities as well as community impacts ... Promoted several events online and at community meetings, including Sandow Birk Exhibition—Downtown Gallery, Business of Wine Open House—College of Extended Studies, MLK Parade—Center for Intercultural Relations ... ongoing work, presentations and discussions related to the New Student Housing Project.