



SAN DIEGO STATE
UNIVERSITY

SENATE
MARCH 7, 2017

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SAN DIEGO STATE
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San Diego State University Senate Minutes

March 7, 2017

AL 101

2:00 to 4:30 pm

Officers: Bober-Michel, Ornatowski, Cadiero-Kaplan

Arts and Letters: Abdel-Nour, Blanco, Clo, Csomay, Elkind, Esbenshade, Imazeki, Mattingly, McCall, Putman

Business Administration: DeBoskey

Coach:

Education: Brandon, Green, James-Ward

Engineering: Engin, May-Newman, Ozturk

Health and Human Services: Kressler, Rauh

Imperial Valley: Cordero

Lecturers: Barker, Justice, Moberly

Library: Bliss

MPP I & II:

Parliamentarian: Eadie

Professional Studies & Fine Arts: Cirino, Conaty, Durbin, Hopkins, Humphrey, Sasidharan

Sciences: Atkins, Baljon, Interlando, Lewison, Reeder, Vaughn, Xie

Staff: Attiq, Chie, Preciado

University Services: Rivera, Sakai

Administration: Balsdon, Brooks, Enwemeka, Prislin, Shultz, Verity, Welter

Ex-Officio / Emeritus Faculty:

Associated Students:

CFA: Toombs

ASCSU:

Guests: Richard Levine, Chris Xanthos, Radmila Prislin

1. Agenda (Cadiero-Kaplan)
MSP To approve the March 7th Senate Agenda.
2. Minutes (Cadiero-Kaplan)
Deferred.

3. Announcements (Bober-Michel)

3.1 Active Transportation Policy

Though approved in March 2013, the revised policy was a union meet-and-confer issue and thus President Hirshman declined to approve or disapprove it back then. The meet-and-confer took place earlier this year, and now we can proceed to incorporate it into the Policy File. **Bober-Michel** prepared an Action Memo, which is now awaiting the President's signature.

3.2 Council of Chairs report

Bober-Michel will append her report to the Minutes; she has already shared it with the President and the Provost. The final Chairs' meeting is set for April 20, in Long Beach.

3.3 Excellence in Teaching Award

The event (recognizing John Elder) is set for April 21, 2:00-4:00 pm in Scripps Cottage; the room fee was waived—a donation from Associated Students. The invitation will be distributed to faculty, staff, and students within the next few weeks; we will also recognize our donors (AS, Aztec Shops, Athletics).

3.4 Freedom of Expression Task Force

Bober-Michel reported that her PBAC request for \$24,000 was approved. Some of that money will fund hiring of a graduate assistant; that person's primary tasks are compiling the many policies and regulations associated with freedom of expression issues (including as-needed meetings with area-specific personnel) and designing the interface of the web area the Task Force will ultimately produce.

3.5 Registration Timeline / Implementation Task Force (Prislin)

Prislin reported that the updated registration timeline will take effect in Spring 2018 (affecting Fall 2018 registration).

Verity: Asked what promoted the delay.

Prislin: Noted that shifting registration timelines affects many units within the University; the earlier rollout schedule (Fall 2017, affecting Spring 2018) just wasn't feasible. The short delay gives programmers time to test and fix problems and allows for better marketing to faculty, staff, and students.

3.6 Smoking enforcement (Schulz and Richeson)

Bober-Michel noted that our nonsmoking policy was approved several years ago—but it wasn't accompanied by an implementation plan; basically, we've relied on social pressure to curb violators. At SEC in March (and then Senate in April) Shinn and Richeson will discuss a proposed enforcement plan set to go into effect in Fall 2017.

Bober-Michel also reminded Senators that the updated transportation policy suffers from the same problem: no guidance or funding for implementation.

3.7 Update/reviews

Dean Maloy's review continues.

3.8 Update/searches

Covered in the Provost's report, below.

3.9 Attendance

Tanya Calienta, the Senate's part-time Administrative Analyst, has been tracking attendance. Secretary Cadiero-Kaplan will contact Senators with excessive absences.

4. Provost's Report

Update on Dean Searches

- Dean of Imperial Valley Campus
Dr. Gregorio Ponce was appointed to the position.
- Dean, College of Health and Human Services and Dean, College of Business
Both Search Committees are currently conducting campus interviews—our version of March Madness; each pool of finalists is strong. The College of Business expanded its pool from four to five. The goal is to select each person by mid-April.
The **Provost** asked that we encourage our colleagues to attend the interview and information sessions; their feedback is critical in the selection process.

Student Research Symposium

The event was highly successful, and the **Provost** appreciates our engagement/support.

Advising Software Demo.

Today we're going to see a demonstration of Tableau, and how it has been used by Institutional Research to better understand student demography, choices students make about programs of study, and academic performance. We can begin using this data to make informed scheduling decisions, offer students an array of support services, provide better messaging, and so much more. The **Provost** asked that we share this experience with our Colleges.

Update on Faculty Hires

15 searches completed; seven offers made; 25 in negotiation; two failed; one cancelled and others at various other stages.

Advising Forum

The Provost's Office is collaborating with AVP Shultz to revamp the structure/format of the Provost's Advising Forum. An announcement about this is forthcoming.

President's Excellence Awards

The deadline was March 1; recommendations are due to the Provost on March 30.

Preciado: Inquired as to the status of the diversity faculty hires.

Provost: Responded that hiring associated with the *Building on Inclusive Excellence Program* is in process; four have accepted offers and two are in negotiation.

Brooks: Shared that a Task Force has been working on a self-study of this Program and the report, when completed, will be shared with appropriate Senate Committees and posted soon to the Faculty Advancement website.

5. SEC Report: Ornatowski

5.1 Budget transparency

Officers have planned a *budget transparency* discussion at the April 4 Senate meeting; the goal is to improve communications between AR&P and the two advisory committees tackling resources (BRAT and PBAC).

5.2 Congresswoman Susan Davis

On February 23, Davis (new Ranking Member of the US House of Representatives Higher Education Subcommittee) hosted a Higher Education Roundtable at SDSU. This was an opportunity for Davis to learn more about issues of concern, including college affordability, safe learning spaces, effects of Trump's travel ban on international students (especially those from Muslim countries), and needs of veterans. Roundtable participants represented SDSU, USD, UCSD, and the local community colleges.

Vice-Chair Ornatowski was able to attend, and his report is appended to the Minutes.

5.3 Referral chart

5.4 Resolution to support undocumented students

Ornatowski referred Senators to page 4 of the Agenda, and read the resolution aloud.
MSP

Preciado: Thanked the Senate for all its support and engagement on this issue. He reminded members that not all undocumented students are in DACA; some attend via AB 540 and others aren't part of any special program at all. This resolution helps build community awareness of the many challenges our more than 300 undocumented students face (financial challenges in particular).

5.5 Standardized items for administrative reviews

The Senate Officers are working with SEC to form a committee or task force charged with creating a set of standardized questions for inclusion in surveys related to administrative reviews.

6. Old Business

7. New Business: Action Items

7.1 Academic Policy and Planning (Hopkins)

Hopkins brought forth a referral that AVP Schulz/ Division of Undergraduate Studies initiated associated with Subsection 2.5: *Loss of Registration Opportunity*.

Specifically – the current deadline for filing a leave of absence is the last day of the semester of the intended leave. Moving it to match the add/drop deadline helps to ensure that advisors or Assistant Deans can meet beforehand with a student applying for leave, determine why the leave is necessary, and help direct that person to the assistance/support s/he needs; earlier intervention is likely to reduce the actual number of leaves and allow more students to continue their forward progress.

MP

7.2 Committees and Elections (Green)

Green once again recognized committee members for their diligent work; she also detailed new additions to standing and other committees/councils.

MP

7.3 Faculty Honors and Awards (Ozturk)

FHA recommended emeritus status for the following faculty:

Sanford Bernstein / Professor of Biology / 34 years (5/19/17)

Roger Caves / Professor of Public Affairs / 34 years (5/17/17)

Richard Neumann / Professor of Teacher Education / 26 years (5/18/17)

Robert Pozos / Professor of Biology / 22 years (12/30/16)

MP

7.4 General Education (Mattingly)

Mattingly's report covered deactivation of SLHS 101: American Sign Language, which is now offered by the Department of Dual Language and English Learner Education (College of Education).

MP

8. New Business: Consent Calendar (Committee Reports) **MSP** accept reports on the consent calendar.

MSP To receive reports on the Consent Calendar.

8.1 ASCSU (Butler-Byrd, Eadie, Ornatowski)

8.2 CFA (Toombs)

8.3 COIA update

Putman reported that revisions to the bylaws (which the Senate reviewed and approved in February) were affirmed at COIA's annual meeting in North Carolina. However, some members contested the vote – arguing that established protocols were violated. That the conference was not well attended (for a variety of reasons) contributed to the unrest. However, **Putman** believes the association will recover and begin to take a more prominent role in regulations governing student athletics.

Bober-Michel: Asked about the amount of influence COIA has in the athletics community. **Putman** explained that the NCAA has lost much of its power; it's been subsumed by the big conferences – which means COIA's oversight role has diminished as well. However, it is the only voice that represents athletics *and* the faculty / academics.

8.4 Committees and Elections (Green)

8.5 Graduate Council (Bohonak for Balsdon)

8.6 Undergraduate Curriculum (Verity)

8.7 University Relations and Development (Carleton)

MSP To accept reports on the Consent Calendar.

9. Other Information Items

9.1 SDSUId/faculty rollout (Xanthos) – **3:00 pm time certain**

AVP Xanthos provided an update on the transition to SDSUId. Each week more faculty and students switch over, and the Fall 2017 freshmen and transfers will all receive sdsu.edu email accounts. Now he and his staff are developing a roadmap of when different programs will come online within the SDSUId system.

- Blackboard and the WebPortal will likely transition in May (once the semester ends); he's had input on this from Enrollment Services and ITS.
- Applications already transitioned include Zoom, eduroam, the SDSU intranet, and PeopleSoft. The idea is to do this right, not necessary to do it fast. It may be Fall before all core applications are transitioned.

Preciado: Asked: how we bring Gmail into the system. **Xanthos** indicated that this might not happen until Fall. Faculty and staff using third-party software (Thunderbird, for example) must first move to the "true" Gmail application.

Csomay: Requested an FAQ once this begins to move forward.

Xanthos: Noted that the Help Desk is staffing up and his office is also working to train staff across the departments/schools to make the transition easier.

Bober-Michel: Asked how current students will transition to SDSUId—and the ways in which those changes in email addresses affect Blackboard, Zoom, Qualtrics and other applications to which they are already subscribed. **Xanthos** indicated that he's working with Enrollment Services on a plan – with migration to begin at the start of Summer Session. That plan includes different communication strategies to ensure students get the message *and* comply.

Chie: Asked if students through enrolled through Open University will be eligible for SDSUId. **Xanthos** said he's working with CES to determine how to manage this aspect—since those enrolled via Open University aren't matriculated and therefore do not automatically get access to all software applications available to admitted students.

Elkind: Asked why we can't transition all applications/programs during the Summer months. **Xanthos** explained that that many faculty work off-campus then months and some simply don't check email on a regular basis. We need to do this work at a time when people are readily accessible.

Ozturk: Asked if only one email address will be associated with the WebPortal once the transition is complete. He recommended that notices about the change be placed in school communications that we all frequently see—for example within the WebPortal and Blackboard—along with promotion in the Daily Aztec. **Xanthos** reminded us there's no drop-dead deadline for switching to SDSUId; it's complex and it's better to do it right than do it fast. He expressed appreciation with all our many suggestions for pushing information out to students and faculty.

9.2 Request from a Senator

Preciado distributed a communication from Senator Shackelford (appended to the Minutes) entitled *Proposed Revision to the University Budgetary Methodology and Findings*.

Eadie: Explained that any Senator can ask for an item to be placed on the Agenda. It then goes to the SEC—which will determine whether or not to place it on the next Senate Agenda. He advised the chair to add it to SEC's March Agenda and also keep the Senator informed of the item's status. **Bober-Michel** indicated that she and AR&P Co-Chair Conaty were already set to meet with VP McCarron and AVP Wong Nickerson on budget transparency. **Conaty** added that AR&P was also engaged in a dialogue with Shackelford and continuing to move forward with its referral on the matter (see page 4 of the Agenda).

10. Other Business

10.1 Advising software demonstration – 3:30 pm time certain

Main presenter **Richard Levine** (Mathematics and Statistics) provided a demonstration of Tableau dashboards that are available (via Analytic Studies and Institutional Research /ASIR; <https://asir.sdsu.edu/>) to advisors and administrators as they schedule classes, offer support services, monitor course and program selections, and track student performance. This work was supported with a Chancellor's Office grant (and had a narrow focus) —but the initial results were so promising that the effort was expanded campus-wide. Faculty interested in more information can check in with their School Director/Department Chair or the Administrative Coordinator. It's important for all of us to learn more about enrollments as well as student progress and persistence.

Levine: Noted that more of these presentations will take place across campus, and (in the very near future) the software should be more broadly available. Curriculum Committees, for example, might want access when making decisions on course proposals. **Levine** also advised that we approach the data cautiously; overanalyzing it or viewing it in isolation could lead us to see trends that aren't truly there or make predictions based on false assumptions.

Shultz: This system is about helping advisors have meaningful conversations with students —but it's meant to be referenced in conjunction with other data they have at

their disposal. This is about being proactive, helping students choose their classes, better understanding the issues they face, etc.

Ozturk: Asked if the license for Tableau is campus-wide. **Bober-Michel** agreed to look into it. [Answer: No, we do not have an institutional license that provides all faculty with access.]

11. Adjournment

MSP The Senate adjourned at 4:10 pm.



SAN DIEGO STATE UNIVERSITY

San Diego State University Senate Agenda

March 7, 2017

AL 101

2:00 to 4:30 pm

COPY OF AGENDA

- 1. Agenda (Cadiero-Kaplan)
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- 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
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 - 8.2 CFA (Toombs)18
 - 8.3 COIA (Putman)
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 - 8.5 Graduate Council (Bohonak, for Balsdon) – **2:45 pm time certain**21
 - 8.6 Undergraduate Curriculum (Verity)27
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10. Other Business
 - 10.1 Advising software demonstration – **3 pm time certain**

11. Adjournment



SAN DIEGO STATE
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UNIVERSITY SENATE

To: President Elliot Hirshman

From: Marcie Bober-Michel,
Chair, University Senate

Date: March 14, 2017

In March 2013, the University Senate approved changes in the Policy File – specifically, University Policies: Facilities / Parking and Traffic / Section 4.0—Skateboards and Roller Skates, Bicycles, and Motor Scooters.

In the May 2013 Minutes, then-Chair Bill Eadie referenced your Memorandum dated April 18, 2013—wherein you declined to take action on Section 4.0 revisions until the union’s meet and confer process was completed.

That meet and confer, ultimately held in late January 2017, resulted in a very minor change to the policy changes proposed in March 2013: deleted from Subsection 4.2 is the sentence *Unregistered bicycles may be impounded*.

Below, then, and ready for your approval, is the policy as it now reads. I’ve elected to provide Business and Financial Affairs with a copy of it, because it may impact revisions to the *Building and Grounds Policy Regarding Bicycles, Skateboards, Roller Blades, Motor Scooters, Motorbikes, and Motorcycles*.

- 4.0 Skateboards and Roller Skates, Bicycles and Motor Scooters
- 4.1 Skateboards, roller skates, bicycles, and similar personal wheeled conveyances may only be operated on streets and designated paths. In other locations, bicyclists shall walk their bicycles and shall park them in designated parking stands and areas.
 - 4.2 All bicycles on campus shall properly display a valid SDSU bicycle license.
 - 4.3 Bicycles shall be parked only in designated areas. Bicycles attached to railings or other fixtures not designated for bicycle parking are subject to removal and impound.
 - 4.4 In no case shall bicycles, skateboards, roller skates, or similar personal wheeled conveyances be permitted on ramps for handicap access.
 - 4.5 Pedestrians shall have right of way at all times.
 - 4.6 An 8 miles per hour speed limit shall be observed, except on curbed streets.
 - 4.7 Motor scooters, motorbikes, and motorcycles shall be operated only on curbed streets and vehicular thoroughfares. They shall not be ridden or walked elsewhere on campus but shall be parked in areas designated for motorcycles and not in bicycle stands or in areas designated for bicycles.
 - 4.8 Motorized and non-motorized carts, trucks, or dollies approved for operations on campus and only officially permitted motor vehicles shall be operated in areas other than designated bike/skateboard lanes.
 - 4.9 These prohibitions shall not apply to non-ambulatory persons in wheelchairs or to children in carriages or strollers.
 - 4.10 These prohibitions shall be enforced in accordance with the San Diego State University Public Safety Code, Section 100 and the California Vehicle Code, Section 21113(f) (as revised to conform to this policy change).
 - 4.11 The university, at principal entrances and accesses, shall post appropriate signs to campus.

Council of (Senate) Chairs Report
February 23, 2017

Christine Miller (ASCSU Chair) – Miller’s report mainly focused on the following:

- That the Senate requests feedback on several pending resolutions; collectively, they focus on contingent faculty (offering them greater job security by converting them into a new faculty role with tenure) and undocumented students (DACA in particular).
- That the Tenure Density Task Force continues to meet. Its report will detail what it might "cost" the state for specific increases by percentage as well as “explain” the role of full-time faculty and their value (ostensibly compared to part-timers). Complicating matters is that campuses have unique ways of determining this ratio – as well as measuring its impact on workload, student success, etc.
- That the GE Task Force is slow to get going. In Miller’s view, the group was constituted to keep the state legislature at bay; in essence, it’s reactive rather than proactive (and plans to take an advocacy approach). She was distressed to learn that staff at the Chancellor’s Office “re-did” the GE survey each campus was asked to complete/submit last Fall, and is working on learning more about this data “substitution” (including who authorized it and how the numbers and descriptives differ from what each campus’ original submission). Miller sees the Trustees as clearly divided about GE, with some arguing for it to be the sole “responsibility” of the community college system. Finally, Miller encouraged campuses to continuously and holistically review their GE programs – and more effectively showcase their value/contribution to the overall student experience.

Faculty Trustee Steven Stepanek -- Stepanek’s report mainly focused on the following:

- A recent Board retreat—where the goal was to *educate* members about the CSU. In a somewhat laborious way, he reprised the system’s history (the California promise) and the \$48 dollar plan (<http://www.reclaimcahighered.org/48dollars>).
- The last Board meeting. He stressed the need to move forward with the Graduation Initiative and its several goals (additional tenure-track hires, more course offerings, greater access to advisors and advising tools, improved systems for tracking students from application to graduation and more).

- That arguing against the tuition increase is “noble” but unrealistic and unreasonable.
- That campuses are conflicted/divided about advising – and whether primary providers should be staff or faculty.
- The growing “meta-majors” category, which Stepanek described it as a broad structure for tagging community college students (and perhaps university freshmen). It’s not about majors but areas, for example: global studies, social justice, STEM. For example, a student with “general” interest in the sciences, would be directed to foundational math and other courses to keep him/her the right track. If this process “works,” undecided students would avoid taking the “wrong” GE courses – instead of those that could actually be double-counted. At most campuses, it’s advisors (not students) driving the meta-major concept. Many see this approach as a way to deter students from impacted majors.

**Report from the Susan Davis (Congresswoman, 53rd District California)
Higher Education Roundtable held at the Parma-Paine-Goodall Alumni Center,
San Diego State University, Feb. 23, 2017**

Cezar Ornatowski, SDSU

Rep. Susan Davis just became a ranking Democrat on the House Subcommittee on Higher Education and Workforce Training, which plays a key role in shaping federal higher education policy. Part of her motivation in convening the Roundtable appeared to be also related to the upcoming reauthorization of the Higher Education Act. Her questions to the panel appeared aimed at getting a better sense of the most pressing concerns of the higher education community in San Diego.

The ten participants in the panel included educators and administrators from the San Diego area community colleges and the three major area universities: San Diego State University, University of San Diego, and University of California, San Diego.

The panel began with participants articulating major concerns faced by their institutions or by them in their work. These concerns included:

- New immigration enforcement policies and the problems they present to students
- Student “safety” in a broad sense: status, food security, housing security, transportation, feelings of personal security
- Ban on students from certain countries
- Protection of DACA students
- Protecting the diversity of the student body and of faculty
- Issues of affordability, accessibility, and student success
- Student debt
- Taxability of benefits such as free tuition of college employees and their families
- Potential dilution of Title IX (sexual assault) protections
- Veterans’ issues (i.e. mental health)
- Need for year-round Pell grants
- Cost of textbooks (which often exceeds the cost of tuition)
- Rising faculty-student ratios
- Rising cost of compliance with various mandates (i.e. on the federal side, paperwork related to the Affordable Care Act)

The dominant concerns thus appeared to be related to *security, cost, and access*.

Participants from Community Colleges underscored the unique role of community colleges in higher education and the uniqueness of the problems faced by CC students, many with families to feed and jobs to go to alongside their education.

They emphasized the difficulties faced by such students in meeting such requirements or taking advantage of such opportunities as unpaid internships. One of the major concerns to Rep. Davis appeared to be college costs. Asked about the drivers of costs and potential ways of ameliorating it, participants pointed to cost of textbooks and other materials, in addition to tuition and fees, and to the need to balance on-line instruction with traditional instruction.

In this connection, panel members stressed the need for more community partnerships, for ensuring that students have the resources (financial, community, personal) to realize their educational goals (i.e. provide more paid internships and other opportunities that do not burden students' limited resources).

Another concern of Rep. Davis was integrating more workforce readiness into higher education (for instance, such experiences as Americorps). She suggested that there is perhaps a need to rethink higher education in terms of all experiences that follow high school, not just "college" in a traditional sense. This was an interesting glimpse into how higher education is viewed at the federal level (in this connection, the name of the committee is telling: House Subcommittee on Higher Education and Workforce Training). It is obvious that "workforce development" was an important priority to Rep. Davis. Rep. Davis also stressed that "we" are now in the mindset of "protecting" and "saving" "things we have become used to" and that are under threat. She stressed that she and her Democrat colleagues will "push back" against such threats.

Many panel members emphasized that public institutions provide community *engagement* as a vital component of education (not just the "shortest path to a job"): a diversity of opportunities for engagement outside of the classroom (which distinguishes public education from many for-profit institutions) and such opportunities should be maximized.

Overall, the discussion was dominated by panelists from community colleges (because of their prevailing numbers).

Rep. Davis's priorities on the Subcommittee will include college affordability, equal opportunity in education and the workplace, student safety, and career and technical training, esp. for women.

Committee	Date	Item	Referred by
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

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: Senate

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.calfac.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), Bill Eadie (weadie@mail.sdsu.edu), and Cezar Ornatowski (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: SENATE
From: Charles Toombs, Chapter President, CFA
Date: 15 February 2017
Re: Information Item

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.

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 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 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*

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*

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: SENATE

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

DATE: February 21, 2017

RE: Information

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>	
SDSU NewsCenter		Year to Date	SDSU NewsCenter	
Visitors	38,693	297,296	Visitors	440,000
Page Views	66,337	460,529	Page Views	720,000
Twitter			Twitter	
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

Facebook	
Fans	
Impressions (paid)	7,089,016
Likes/Comments (organic)	22,820
Clicks (paid)	4,138
YouTube	
Views (organic)	7,992
Views (paid)	34,839
Instagram	
Followers	
Likes (organic)	27,577
Impressions (paid)	27,965
Video views (paid)	8,725
Media Relations	
Total Clips	3,297
National Hits	316
Major Hits	37
Merit	
Students Reached	12
High Schools reached	9
Social Media Impressions	
Community Relations	
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

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

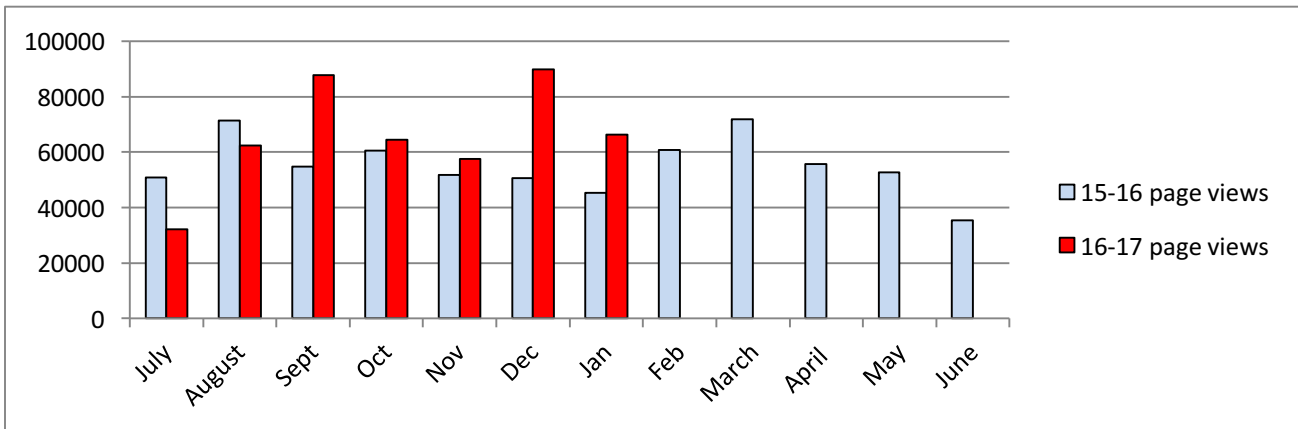
Detail

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.