



SAN DIEGO STATE  
UNIVERSITY

## Senate

March 1, 2016

AL 101: 2:00 pm to 4:30 pm

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1. **Agenda** (Bober-Michel)
2. **Minutes** (Bober-Michel)
3. **Announcements** (Deutschman)
4. **Academic Affairs** (Enwemeka)
5. **SEC Report** (Ornatowski)
6. **New Business: Action Items**
  - 6.1 Committees and Elections (Rhodes)..... 2
  - 6.2 Constitution and Bylaws: (Csomay and Rhodes; Second Reading and Vote) ..... 3
  - 6.3 Faculty Affairs: Change in RTP process (Imazeki) ..... 9
  - 6.4 Faculty Honors and Awards ..... 10
  - 6.5 General Education (Bliss) ..... 11
  - 2:45 6.6 Graduate Council (Bohonak) – *2:45 Time certain*..... 13
7. **New Business: Consent Calendar (Committee Reports)**
  - 7.1 CFA (Toombs)..... 14
  - 7.2 Faculty Affairs: (Imazeki)  
Use of Student Evaluation of Teaching in the RTP process ..... 16
  - 7.3 Graduate Council (Bohonak) *note: 2 Items* ..... 19,21
  - 7.4 Undergraduate Curriculum (Verity)..... 22
  - 7.5 University Relations and Development (Carleton)..... 29
  - 7.6 WASC update (Schellenberg)
8. **Other Business**
9. **Other Information Items**
  - 9.1 Faculty Affairs and Academic Resources and Planning: (Brooks)  
Discussion of potential changes in the frequency of periodic and performance  
reviews for probationary faculty.  
**(15 min discussion)**
10. **Adjournment**

TO: Senate Executive Committee/Senate

FROM: Gloria L. Rhodes, Chair, Committee on Committees and Elections

DATE: March

RE: Action Items

**ACTION:**

The Committee on Committees and Elections moves approval of the following appointment and replacement to committee with terms to begin and end as noted:

**Diversity, Equity and Outreach Committee**

Faculty (College of Sciences) Manal Swairjo (March 2016-May 2017)

**Information & Instructional Technology (IIT) Committee**

Faculty (College of Arts & Letters) Mark Siprut (Chair) (February 2016- May 2016)

**Senate Executive Committee**

Staff ( College of Sciences-Deans Office ) Bann Attiq (February 2016-May 2018)

**Senate**

Staff (College of Business Administration) Debra Bertram (February 2016- May 2016)

To: University Senate/Senate Executive Committee  
 From: Eniko Csomay, Chair of Constitution and Bylaws Committee  
 Action: Adopt proposed changes to the Policy File proposed by the Committee on Committees and Elections  
 DATE: November 1, 2015

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**1. Proposed changes to Senate Policy File p. 14.**  
 (changes underlined if added and crossed out if deleted)

**Rationale presented by the Committee on Committees and Elections, adopted by the Constitution and Bylaws Committee:**

Most of the proposed changes are designed to reflect actual committee operation and to see that vacancies on Senate and Senate-Appointed Committees are filled in a timely manner. Vacancies should be filled as they occur. Moreover, given the fact that a known number of vacancies will occur at the last Senate meeting, the revisions allow for smooth and efficient transitions from one academic year to the next. Finally, the committee operates as a committee of the whole, and therefore the Elections Subcommittee is not needed. Subsequent proposed changes to the policy file reflect the elimination of this subcommittee.

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3.6 Committee on Committees and Elections

3.61 Membership (12): nine senators, one from each college, the SDSU-IV Campus, and the Library; and three additional faculty, one each from the College of Arts and Letters, the College of Professional Studies and Fine Arts, and the College of Sciences. Committee members shall be selected by their respective college senators and affirmed by vote of the Senate. The term of office shall be for one year and begins at the last regular spring meeting of the Senate. It may be extended. The first meeting of each term shall occur immediately following the last spring meeting of the Senate and it shall be chaired by the outgoing chair. The business of the first meeting shall be to elect a successor to the outgoing chair. ~~and to appoint an Elections Subcommittee.~~

3.62 Functions: The Committee on Committees and Elections shall submit for confirmation by the Senate its nominees for members and chairs of Senate and Senate-appointed university committees ~~for the ensuing year~~ as openings arise. It shall make nominations as needed for ad hoc and pro tempore committees established by the Senate, shall fill vacancies that may occur in committees, and may inquire into the activities of committees to determine their continued usefulness. The Committee shall observe the following in nominating or appointing members for Senate or Senate-appointed university committees:

3.6219 The Committee on Committees and Elections shall operate as a committee of the whole.

3.6224 Committees shall consist of at least three members.

3.6232 Each elected senator shall serve on at least one Senate or Senate-appointed committee.

3.6243 Administrative officers of the university may be named as members of Senate or university committees or councils.

3.625 An ex officio member shall not be named chair of any committee ~~except the Executive Committee~~, unless otherwise provided.

3.6265 No faculty member shall be nominated or appointed to membership on more than one Senate committee except ~~for that~~ members of the Senate Executive Committee who may be appointed or elected to one other committee.

3.6276 The entire personnel of a committee shall not be changed from one year to the next; terms shall be staggered.

3.6287 The chair of a committee shall normally be chosen from the committee membership of the preceding year. Whenever possible, the chair shall be an elected senator.

3.6298 The chair of a committee may request the Committee on Committees and Elections to replace a committee member for cause. The committee member shall be sent a copy of the request.

### 3.63 Duties

#### ~~3.63 Elections Subcommittee~~

~~Membership (5): The Elections Subcommittee shall consist of five members of the Committee on Committees and Elections, one of whom shall serve as chair. At its first meeting, the Committee on Committees and Elections shall form the Elections Subcommittee, which shall elect its own chair.~~

### ~~3.6321 Duties~~

3.6341 The Committee on Committees and Elections ~~The Elections Subcommittee~~ shall devise procedures for and shall supervise and administer all elections of members of the Senate.

3.6342 The Committee ‡ shall devise procedures for and shall supervise and administer all elections within the Senate, including elected officers and elected members of committees, except for the Committee on Committees and Elections.

3.6343 The Committee ‡ shall certify vacancies in the Senate and in Senate and Senate-appointed university committees.

3.6344 The Committee ‡ shall supervise and administer the elections of Academic senators and of members to boards and selection committees, and it shall supervise and administer the elections or appointments of others to various positions as directed by the Senate or by the Executive Committee.

3.6345 Members of the Committee ~~the Subcommittee~~ shall, when requested, act as tellers when votes are cast by ballot.

3.6346 ~~The Subcommittee~~ The Committee shall decide in cases of doubt the eligibility for election or membership in the electorate.

3.6347 The Committee ‡ shall conduct all referenda to amend the Constitution.

**2. Proposed changes to Policy File that reflect elimination of Elections Subcommittee (see #1 above)****Rationale presented by the Committee on Committee and Elections, adopted by the Constitution and Bylaws Committee:**

These changes reflect the elimination of the Elections Subcommittee proposed in section 3.6 at p. 14 of the Policy File (see above). They also specify the starting and ending days for all terms of office, though terms may vary in the number of years allotted. They move the time of completing Committee tasks from October to May of the preceding academic year in order to ensure that all Senate and Senate-appointed committees have a full roster at the commencement of the school year.

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**2.0 Committees (p. 9 in the Senate Policy File)**

- 2.1 Senate and Senate-appointed Committees. The Standing Committees of the Senate shall be the Executive Committee, the Committee on Academic Policy and Planning, the Committee on Academic Resources and Planning, the Committee on Committees and Elections, the Committee on Constitution and Bylaws, the Committee on Faculty Affairs, the Undergraduate Curriculum Committee, and the Committee on Diversity, Equity, and Outreach. The Standing Committees of the Senate are referred to in these bylaws as Senate committees. The Senate may also establish committees that are not designated as Standing Committees and may appoint members to committees that have been established by others on campus. This second group of committees is referred to in these Bylaws as Senate-appointed committees.
- 2.2 Appointments
- 2.21 Members of Senate and Senate-appointed university committees shall be nominated or appointed by the Senate either by the Chair or Vice Chair at the Senate's direction or by the Committee on Committees and Elections. Procedure for electing nominees for committees shall be prescribed by ~~the Elections Subcommittee~~ of the Committee on Committees and Elections in accordance with these Bylaws.
- 2.22 The Committee on Committees and Elections shall see that committees reflect overall an unbiased and reasonable representation of the faculty.
- 2.23 Each duly elected senator shall serve on a Senate or Senate appointed university committee.
- 2.24 Senate and Senate-appointed university committees should seek student participation when the committees deem it desirable. The Associated Students shall recommend students to the Committee on Committees and Elections, and such students shall be in academic good standing.
- 2.25 All committees reporting to or through the Senate shall be authorized by the Senate.
- 2.3 Times of Nomination and Appointment. The Committee on Committees and Elections shall be constituted for the upcoming academic year at the final regularly scheduled

Senate meeting of the previous academic year. The committee ~~should~~ shall have presented a full slate of nominees to Senate and Senate-appointed committees by the ~~October~~ last Senate meeting of each academic year.

2.31 All terms of office begin June 1, or at the time of appointment, and conclude May 31 in the final year of the term.

#### **4.0 Elections (p. 17 in the Senate Policy File)**

##### 4.1 General Procedures

4.11 All nominations and elections for which the ~~Elections Subcommittee~~ Committee on Committees and Elections is responsible shall be by secret ballot.

4.12 The chair of the ~~Elections Subcommittee~~ Committee on Committees and Elections shall maintain a record of each election. The results of each election by numerical count of votes received by each candidate shall be posted in the Senate office by the chair of the ~~Subcommittee~~ Committee on Committees and Elections as soon as the count has been completed and verified. The chair of the ~~Elections Subcommittee~~ Committee on Committees and Elections shall retain for 30 days all ballots, or electronic records of ballots, cast during an election. If the results of the election are formally protested during that time, the ballots shall be retained until the protest is resolved. The results of each election by numerical count of the votes shall be kept on file in the Senate office for three years.

4.13 The period of time for casting ballots shall be eight working days with the deadline at noon on the last day. The poll closing time shall be clearly stated on the ballot. Only ballots received in the Senate office or at the online polling site by the poll closing time shall be counted.

##### 4.2 Elections to the Senate

4.21 The regular annual elections to the Senate shall occur during the spring. There shall be no elections to the Senate during the summer. Elections to fill uncompleted terms shall be conducted as directed in Sections 6.1, 6.22, and 6.32.

4.22 For purposes of determining the number of college senators, faculty positions per major academic unit shall be the total tenured and tenure-track positions filled by the college.

4.23 The number of senators to be elected by a major academic unit as authorized in Sec. 4.112 of the Constitution shall be determined once each year immediately before the regular annual elections.

4.24 A faculty member shall not serve as a representative to the CSU Academic Senate while serving in the Senate as a representative of a major academic unit.

4.25 The election of senators shall be conducted in three steps as indicated below unless the election is terminated earlier as provided. Throughout this section, fractional numbers of candidates shall be considered as the next larger integer.

- 4.251 The availability of Senate seats shall be publicized to the university community. Electronic means of publicizing shall be acceptable, as long as all members of the various electorates are reached in this fashion. The election call shall request nominations to be submitted to the Senate office. Electronic submission shall be accepted. Self-nominations are acceptable. Those nominated shall have their names placed on the ballot for the next step of the election, unless the nominee requests that his or her name be withdrawn or the ~~Elections Subcommittee~~Committee on Committees and Elections determines that the nominee does not meet the criteria to be elected.
- 4.3 The Secretary of the Senate shall report leaves and extended absences of senators to the ~~Elections Subcommittee~~Committee on Committees and Elections, which shall certify the existence of a vacancy and proceed to fill it as prescribed in Sec. 4.25.
- 4.4 Elections within the Senate
- 4.41 The annual election of the Chair, the Vice Chair, and the Secretary of the Senate and of the elected members of the Senate Executive Committee shall be conducted during the spring following the regular annual election of members of the Senate. Eligible electors shall consist of the members of the Senate for the ensuing Senate year.
- 4.411 The Committee on Committees and Elections ~~Elections Subcommittee~~ shall conduct the elections in the following order: (a) Chair, (b) Vice Chair, (c) Secretary, (d) three Executive Committee members.
- 4.412 Officers and committee members elected in accordance with sec. 4.41 shall serve for one Senate year.
- 4.413 A nominating caucus held prior to the election shall submit at least one nominee for each position to be elected. Attendance at the caucus shall be open to all outgoing and incoming Senators.
- 4.414 Elections shall be conducted at the last regular spring meeting. In addition to those nominated by the caucus, nominations may be made from the floor prior to each election. A majority of votes cast shall be required for election on the first ballot. If a majority is not obtained for each position, a runoff election shall be held among the  $n + 1$  candidates receiving the most votes where  $n$  is the remaining number of positions to be filled.
- 4.415 The numerical results of all ballots shall be available to senators through the chair of the Committee on Committees and Elections~~Elections Subcommittee~~.
- 4.5 Elections to the Academic Senate of The California State University
- 4.51 The Committee on Committees and Elections ~~Elections Subcommittee~~ shall devise procedures for and shall supervise and administer all elections of representatives from San Diego State University to the Academic Senate of The California State University (CSU Academic Senate).
- 4.52 Only full-time faculty members, as defined in Section 1.2 of these Bylaws, are eligible for election to the Academic Senate.

- 4.53 The electorate shall consist of all full-time faculty members.
- 4.54 The Committee on Committees and Elections ~~Elections Subcommittee~~ shall resolve any dubious or disputed eligibility for election to the Academic Senate or membership in the electorate.
- 4.56 The election shall be conducted in a manner similar to the provisions of sec. 4.25.
- 4.57 Each academic senator, in consultation with the Chair of the Senate, shall designate someone to serve as a substitute in the Academic Senate whenever a substitute is permitted under the Constitution of that body. The Chair of the Senate or designee shall serve as the substitute, should there be no other appointment.
- 4.58 Should an academic senator position become vacant, the Committee on Committees and Elections may opt to fill the remainder of that position's term via an election held concurrently with the next regular election of an academic senator position for a full term.

#### **6.0 Vacancies (p. 20 in the Senate Policy File)**

- 6.1 Professors and Coaches. Occurring vacancies shall be filled until the next regular Senate elections by the nominees receiving the next highest number of votes in the latest election. In the event of a tie number of votes, the ~~Elections Subcommittee~~ Committee on Committees and Elections shall select the alternate filling the vacancy by lot. If there is no second nominee, the chair of the ~~Elections Subcommittee~~ Committee on Committees and Elections, in consultation with the unit or current senators from the unit, shall nominate one candidate representing the unit of the vacated position. The candidate will serve until the next general Senate elections.



February 2016

TO: Senate Executive Committee  
FROM: Faculty Affairs Committee  
ACTION: Changes to Policy File on RTP process

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The Faculty Affairs Committee recommends the following changes to the Policy File:

Reappointment, Tenure, and Promotion: Procedures

#### 4.4 Colleges

- 4.41 Each college shall establish a peer review committee for reappointment, tenure, and promotions by vote of probationary and tenured faculty employees within the college.
- 4.42 If recommendations for reappointment are positive from all levels, the college level of review shall forward the recommendations directly to the President or designee who shall review and consider the materials submitted.
- 4.43 College peer review committees shall establish and operate under written procedures ratified by the electorate of the college eligible to vote in Senate elections. A majority of those voting shall ratify the written procedures.
- 4.44 The college committee considering a recommendation on promotion different from a department or school committee's may proceed only after submitting to that committee notification in writing including the candidate's name, the tentative recommendation by the college committee, and the area of concern if the tentative recommendation by the college committee is negative. The college committee should offer to meet with the department or school committee before making a final recommendation.
- 4.45 If any administrators other than the Dean are involved in the review and recommendation of candidates at the Dean level, their names shall also be included on the letter of recommendation.

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#### Rationale:

Given the amount of work involved in drafting letters for tenure and promotion, college deans may solicit the assistance of others in their office, particularly associate deans. At other levels of review, all involved parties are known to the candidate, since membership on review committees at all other levels is public information. However, at the college dean level, there is no specific committee and candidates may not know who else, if anyone, has been part of the process at that level. The proposed changes creates more transparency by requiring all involved parties to be disclosed.

To: SEC/Senate  
From: Douglas Deutschman, Chair SDSU Senate  
on behalf of the FHA committee  
Date: 02/16/2016  
Re: Action

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The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for:

**Ramon Betancourt**, Associate Professor of Electrical and Computer Engineering, July 5, 2016, 31 years

**Brenton P. Dutton**, Professor of Music and Dance, May 20, 2016, 34 years

**Kathryn J. LaMaster**, Professor of Exercise and Nutritional Sciences, April 30, 2016, 20 years

**Soh-Leong Lim**, Associate Professor of Counseling and School Psychology, December 31, 2015, 11 years

**Suzanne Lindsay**, Associate Professor of Public Health, December 31, 2015, 8 years

**Lewis P. Shapiro**, Professor of Speech, Language, and Hearing Sciences, July 1, 2016, 21 years

**Mary Wauchope**, Professor of European Studies, December 31, 2015, 26 years

**Bruce D. Westermo**, Professor of Civil, Con, and Env. Engineering, December 31, 2015, 36 years

TO: Senate Executive Committee / Senate

FROM: Laurel Bliss, Chair  
General Education Curriculum and Assessment Committee

DATE: February 10, 2016

RE: GENERAL EDUCATION PROGRAM

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## Action

### I. COMMUNICATION AND CRITICAL THINKING

#### 3. Intermediate Composition and Critical Thinking

*New course.*

##### **AMIND 225. Expository Writing and Research (3) [GE]**

Prerequisites: Satisfaction of the SDSU writing competency requirement and Rhetoric and Writing Studies 100 or 101 or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or English 100 or Linguistics 100. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Intermediate writing development to include rhetoric of spoken, written, and visual texts drawn from interdisciplinary sources. Not open to students with credit in Africana Studies 200, Chicana/Chicano Studies 200, English 200, Linguistics 200, or Rhetoric and Writing Studies 200.

### II. FOUNDATIONS OF LEARNING

#### C. Humanities

#### 2. Art, Classics, Dance, Drama, Humanities, and Music

*New course.*

##### **HUM 102. Global Humanities (3) [GE]**

Humanities themes from the standpoint of global interconnections. Interdisciplinary humanities examinations of global issues through historical, linguistic, literary, and philosophical lenses. Current issues of global importance.

**IV. EXPLORATIONS OF HUMAN EXPERIENCE****C. Humanities**

*Existing course added to GE.*

**KOR 430. Contemporary Korean Culture Through Media (3) [GE]**

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Contemporary Korean culture and society as reflected in various modes of media (news, drama, film, instructional technology). Korean culture in neighboring countries and beyond. Historical perspective to modern Korean culture. Taught in English.

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

To: Graduate Council  
 From: Graduate Curriculum Committee  
 Date: January 29, 2016  
 Re: 2016-2017 *Graduate Bulletin*

**ACTION (5A-02-16)**

EDUCATION

1. Discontinuation of program.

Education

**Bilingual Cross-Cultural Specialist Credential  
 (Credential Code: 00440)**

No new students are being admitted to this program until further notice.

The Bilingual Cross-Cultural Specialist Credential will prepare teachers to be mentors, curriculum, and staff developers. Teachers will acquire skills in being reflective practitioners, facilitators of critical inquiry and cultural mediators linked with the school community through action research. The credential leads to the Dual Language and English Learner Education M.A. Option 1.

Prerequisites: CLAD or BCLAD credential or certificate; minimum three years teaching experience; admission to program.

**Program**

Twenty-four units of coursework and a comprehensive examination to include:

ED 690	Methods of Inquiry	3
DLE 553	Language Assessment and Evaluation in Multicultural Settings	3
DLE 600A	Foundations of Democratic Schooling	3
DLE 603	Community and Schools in a Diverse Society	3
DLE 650	Curriculum Development for Urban School Communities	3
DLE 686	Seminar in Multicultural Education	3

**OR**

Six units of electives with consent of adviser.

Change(s): Credential program is being discontinued.

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

To: Senate

From: Charles Toombs, Chapter President, CFA

Date: 24 February 2016

Re: Information Item

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CFA Report:

### **Bargaining Update**

#### **Update on Fact-Finding**

Fact-Finding is the last step in the statutory collective bargaining process. We do not have the legal right to strike until Fact-Finding is completed. On January 13, CFA and the Chancellor's representatives held a final session to present evidence to the neutral third-party Fact-Finder. Both sides now submit written briefs, and the Fact-Finder writes a Fact-Finding report that recommends how a settlement could be achieved. After the sides have 10 days to study the final report and perhaps reach a settlement, the Fact-Finding report becomes public. We estimate that the two sides will reach this point sometime in the second half of March.

If Fact-Finding does not lead to a settlement, the "statutory" process ends; at that point we gain the right to strike, and CSU management may impose its last, best, and final offer of 2%. CFA is fighting for a 5 percent raise for 2015-16 for all faculty members, plus an SSI ("step increase") for all eligible faculty.

#### **Fight for Five**

CFA has announced strike dates, April 13-15 and April 18-19, if a settlement is not reached. The SDSU Chapter has "Fight for Five" strategy meetings every Tuesday, 12:30-1:00 pm. These meetings are important as we build momentum toward a possible strike this semester. The meeting location changes week-to-week (due to room availability) so please let the chapter know if you would like to receive weekly notices about the Fight for Five meetings.

CFA is also scheduling times to speak at department meetings. With a potential strike coming CFA wants to be sure faculty members hear the latest information and have their questions answered.

**CSU Chancellor Timothy White visits SDSU, March 2**

CSU Chancellor White will visit SDSU and have an open forum, Wednesday, March 2, 2:30 - 3:30 p.m. He will speak in Montezuma Hall, Conrad Prebys Aztec Student Union, where he will address his strategic vision for the California State University, followed by a question-and-answer session. CFA encourages faculty to attend.

**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.

Date: February 2016  
To: Senate Executive Committee  
From: Faculty Affairs Committee  
Re: Information

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The Faculty Affairs Committee was asked to explore ways to reduce the emphasis on numeric student evaluations in the evaluation of teaching during the RTP process, particularly by including other types of measures. Based on our understanding of the concerns, we believe that many of the expressed concerns could be addressed through additional training for RTP committees, and for faculty more broadly.

Concerns about the over-sized role of numeric student evaluations in faculty reviews are certainly warranted. Decades of research have documented many forms of bias in student ratings of instructors<sup>1</sup>, as well as statistical issues associated with response rate and sample size, and whether they are appropriate measures of teaching effectiveness<sup>2</sup>. At the same time, as noted by Barre (2015), student ratings are not completely useless, with many studies still finding relatively strong correlations between student ratings of teaching and student learning. Moreover, the CSU Collective Bargaining Agreement specifically requires that student evaluations will be required for all faculty unit employees who teach and the results of these evaluations shall be included in the employee's Personnel Action File (Article 15); thus, student evaluations are clearly not going anywhere.

There are many situations, particularly in the education world, in which flawed measures of 'quality' are still useful, but then an appropriate way to use them is as one among multiple measures. The concern here at SDSU seems to be that student evaluation ratings have become, in many cases, the *only* measure of teaching quality that is given any real weight in the RTP process (or at least, that is the perception based on the fact that many RTP letters contain almost no mention of any teaching evidence other than the scores). Not only is this problematic because of the above-mentioned flaws in the measure itself, but it can create perverse incentives for instructor behaviors that are the exact opposite of what the University wants to encourage; for example, faculty may avoid trying new and innovative pedagogy because of fears that their evaluations will suffer as they "work out the kinks" of the new approach. An over-emphasis on student ratings in the RTP process can also tempt faculty to blame known bias in evaluations, or focus on superficial aspects of their classes that they believe will influence evaluation scores, rather than actually work on improving their teaching.

Given that student evaluations will continue to be part of the review process, the question becomes how to ensure that *other measures* are also part of that process. The Faculty Affairs

<sup>1</sup> B. Barre, "Do Student Evaluations of Teaching Really Get an F?" Rice Center for Teaching Excellence, posted July 9, 2105, <http://cte.rice.edu/blogarchive/2015/07/09/studentevaluations>

<sup>2</sup> P. B. Stark and R. Freishtat, "An Evaluation of Course Evaluations," ScienceOpen Research 2014 (DOI: 10.14293/S2199-1006.1.SOR-EDU.AOFRQA.v1)



Committee noted that there is nothing in the current Policy File that prohibits RTP committees from using many other forms of evidence to evaluate a candidate's teaching; in fact, the Policy File, specifically lists several other forms of evidence:

*3.1 Teaching Effectiveness: The primary qualification for reappointment, tenure, or promotion shall be a demonstration of continuing excellence in teaching. Criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; and innovative or creative pedagogies. Evidence for evaluating teaching effectiveness shall include student evaluations of instruction applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio, or laboratory teaching). **Evidence also may include: peer reviews; creative course syllabi with clearly-stated learning outcomes; honors and distinctions received for excellence in teaching; textbooks; development of instructionally related materials; use of new technologies in teaching and learning; involving and mentoring students in research, scholarship, or creative activities; significant contributions to curriculum development; and contributions to student recruitment, advising, mentoring, and retention.** [emphasis added]*

It is also well established that all candidates already include many of these forms of evidence in their files. That is, the five items highlighted in the One-of-a-Kind file specifically do NOT include student ratings, which are reported elsewhere in the PDS; instead, the five items typically showcase an instructor's instructional materials, developments to curriculum, teaching awards, etc.

The Committee therefore sees the issue as one of implementation and encouraging RTP committees to provide more discussion in their recommendation letters of these other forms of teaching evidence. In discussing the best way to accomplish this, the Committee considered the following reasons why committees may not already be doing this:

- 1) Culture: Committees may perceive that they are *supposed* to be focusing solely on student evaluations; that is, members may believe that University leadership and those at other levels of review *want* student evaluations to be the focus.
- 2) Expertise: Numeric student evaluations are relatively easy for committee members to report and evaluate because there are usually clear, objective norms for the range of scores that are 'good' and 'bad'. With other forms of evidence, such as instructional materials and pedagogical innovation, committee members may not know how to go about evaluating the evidence or be unsure how to use it to determine the quality of the candidate's teaching, particularly at review levels involving faculty outside the candidate's discipline. Committees may also be unsure how to write letters that focus on these other forms of teaching evidence.
- 3) Expediency: As quantitative data, student rating scores are also relatively easy for committee members to report and discuss. Other forms of evidence typically require more extensive qualitative explanation, both in describing what the candidate has done and explaining the committee's evaluation of its quality. The process of evaluating other

forms of evidence, let alone writing up that evaluation, is likely much more time consuming than simply reporting student evaluation scores.

To address each of these issues, the Committee discussed the following potential ideas:

- 1) Culture: The Provost and Senate could reiterate a commitment to teaching as a multi-faceted process that requires multiple measures to evaluate. This could then be highlighted in trainings provided by the Office of Faculty Affairs for RTP committee members.
- 2) Expertise: There is a large literature in the scholarship of teaching and learning that provides guidelines, inventories, rubrics and other relatively objective tools for identifying effective instructional behaviors and materials, regardless of discipline, based on scholarly evidence. The Center for Teaching and Learning could provide professional development workshops for RTP committee members, and faculty more widely, to familiarize them with these tools. The Office of Faculty Affairs could provide training for RTP committee members in how to discuss evaluation of items other than student ratings, and provide exemplars of letters that include this sort of evaluation.
- 3) Expediency: While there is no way to get around the fact that a careful review of instructional materials and pedagogy is more time-consuming than simply reporting student rating scores, there are well-established instruments and rubrics that can make the process relatively easy and quick. The Office of Faculty Affairs could work with the Center for Teaching and Learning to make these tools available to all committees, and provide training in using them. Departments could also be encouraged to develop robust instruments for peer review as peer reviews may require more time from one faculty member (the reviewer) but the resulting report can be more easily summarized by the committee.

To: Graduate Council  
From: Graduate and Undergraduate Curriculum Committees  
Date: January 29, 2016  
Re: 2017-2018 *General Catalog* and *Graduate Bulletin*

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**INFORMATION (11-02-16.500)**COMPUTER SCIENCE

1. Change in course prerequisite.

## Computer Science

CS 581. Computational Linguistics (3)

(Same course as Linguistics 581)

Prerequisite: Computer Science 320 or Linguistics 571 or 572.

Basic concepts in computational linguistics including regular expressions, finite-state automata, finite-state transducers, weighted finite-state automata, and n-gram language models. Applications to phonology, orthography, morphology, syntax. Probabilistic models. Statistical techniques for speech recognition.

Change(s): Course prerequisites updated from *Computer Science 320 or Linguistics 571; Linguistics 570 or Mathematics 245* to what is listed above.

LINGUISTICS

1. Change in course prerequisite.

## Linguistics

LING 581. Computational Linguistics (3)

(Same course as Computer Science 581)

Prerequisite: Linguistics 571 or 572 or Computer Science 320.

Basic concepts in computational linguistics including regular expressions, finite-state automata, finite-state transducers, weighted finite-state automata, and n-gram language models. Applications to phonology, orthography, morphology, syntax. Probabilistic models. Statistical techniques for speech recognition.

Change(s): Course prerequisites updated from *Computer Science 320 or Linguistics 571; Linguistics 570 or Mathematics 245* to what is listed above.

RHETORIC AND WRITING STUDIES

1. Change in course prerequisites.

## Rhetoric and Writing Studies

## RWS 506. Writing Internship (3) Cr/NC

Prerequisites: Rhetoric and Writing Studies 500W or 503W. Senior standing or above.

Intensive experience in writing and editing documents while student is under the joint supervision of an academic instructor and a professional coordinator.

Change(s): Prerequisites updated from *Rhetoric and Writing Studies 504 and Rhetoric and Writing Studies 503W or 508W* to what is reflected above.

## 2. Change in course prerequisites.

## Rhetoric and Writing Studies

## RWS 507. Professional Communication in Nonprofit Organizations (3)

Prerequisites: Rhetoric and Writing Studies 200 and 250. Upper division standing or above.

Developing specific technical communication skills for nonprofit organizations. Learning nonprofit documentation: proposals, mission statements, advertising, member surveys, capital campaigns. Promoting volunteerism. Interacting with nonprofit boards. Adhering to requisite state and federal regulations.

Change(s): Prerequisites updated from *Rhetoric and Writing Studies 503W* to what is reflected above.

## 3. Change in course description and prerequisites.

## Rhetoric and Writing Studies

## RWS 508W. Scientific Writing (3)

Prerequisites: Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in RWS 280, 281, or LING 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. Senior standing or above. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Scientific writing in academic and empirical research settings to include clear and concise writing style, rhetorical strategies, and writing of research reports, proposals, conference presentations, and articles.

Change(s): Addition of *senior standing or above* statement to prerequisites. Addition of the word *empirical* to course description.

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

To: Graduate Council  
From: Graduate Curriculum Committee  
Date: January 29, 2016  
Re: 2017-2018 *Graduate Bulletin*

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**INFORMATION** (11-02-16)**BUSINESS ADMINISTRATION**

1. Change in program.

Business Administration

**Specific Requirements for the Master of Business Administration Degree for Sport Business Management****(Major Code: 05011) (SIMS Code: 221715)**

Paragraphs 1-4 (*no change*)

The requirements are as follows:

1. (*no change*)
2. B A 630 Business Strategy (3)
3. (*no change*)
4. (*no change*)
5. (*no change*)

Change(s): Under bullet point 2, *MKTG 779 Advanced Marketing Strategy (3)* replaced with what is reflected above.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: February 10, 2016

Re: 2017-2018 *General Catalog*

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## **INFORMATION (2I-03-16)**

### AMERICAN INDIAN STUDIES

1. New course.

American Indian Studies

*EXPOSITORY WRITNG & RSRCH (C-3)*

AMIND 225. Expository Writing and Research (3) [GE]

Prerequisites: Satisfaction of the SDSU writing competency requirement and Rhetoric and Writing Studies 100 or 101 or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or English 100 or Linguistics 100.

**Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Intermediate writing development to include rhetoric of spoken, written, and visual texts drawn from interdisciplinary sources. Not open to students with credit in Africana Studies 200, Chicana/Chicano Studies 200, English 200, Linguistics 200, or Rhetoric and Writing Studies 200.

### CLASSICS

1. Change in program.

Classics

**Classics Major**

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

**(Major Code: 15041)**

**Emphasis in Classical Humanities**

**(SIMS Code: 111525)**

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

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

**Graduation Writing Assessment Requirement.** Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities 390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** *(no change)*

**Major.** *(no change)*

**Elective Approval.** *(no change)*

Change(s): Update graduation writing assessment requirement section from “*Passing the Writing Placement Assessment with a score of 10 or English 508W or Rhetoric and Writing Studies 305W or 500W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements*” to what is reflected above.

## 2. Change in program.

Classics

**Classics Major****With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 15041)****Emphasis in Classical Language****(SIMS Code: 111526)****Preparation for the Major.** *(no change)***Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities 390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** *(no change)***Major.** *(no change)*

Change(s): Update graduation writing assessment requirement section from “*Passing the Writing Placement Assessment with a score of 10 or English 508W or Rhetoric and Writing Studies 305W or 500W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements*” to what is reflected above.

## 3. Change in program.

Classics

**Classics Major****With the B.A. Degree in Liberal Arts and Sciences****(Major Code: 15041)****Emphasis in Classical Languages with Honors****(SIMS Code: 111527)****Preparation for the Major.** *(no change)***Language Requirement.** *(no change)*

**Graduation Writing Assessment Requirement.** Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities 390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** *(no change)***Major.** *(no change)*

Change(s): Update graduation writing assessment requirement section from “*Passing the Writing Placement Assessment with a score of 10 or English 508W or Rhetoric and Writing Studies 305W or 500W with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements*” to what is reflected above.

## HUMANITIES

1. New course.

Humanities

*GLOBAL HUMANITIES (C-2)*

HUM 102. Global Humanities (3) [GE]

Humanities themes from the standpoint of global interconnections. Interdisciplinary humanities examinations of global issues through historical, linguistic, literary, and philosophical lenses. Current issues of global importance.

2. New course.

Humanities

*WRITING IN HUMANITIES (C-2)*

HUM 390W. Writing in the Humanities (3)

Prerequisites: Humanities 101 with a grade of C (2.0) or better. Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in Rhetoric and Writing Studies 280, 281, or Linguistics 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Theoretical approaches in study of humanities. Writing in discipline of humanities through analysis of key thinkers in history.

3. Change in program.

Humanities

**Humanities Major**

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

**(Major Code: 15991)**

**Global Humanities Program**

**(SIMS Code: 113501)**

**Preparation for the Major.** Humanities 101 or 102; History 100-101; and three units from Classics 140, Comparative Literature 270A, 270B, English 220, Humanities 140, Religious Studies 101, or Women’s Studies 102. (12 units)

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

**Graduation Writing Assessment Requirement.** Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities



390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** *(no change)*

**Major.** A minimum of 30 upper division units to include Humanities 390W, 490; 12 units selected from Classics 340, Humanities 350, 405 [or Religious Studies 405], 406, 407, 408, 409; 12 units from Africana Studies, Art (art history), Asian Studies, Classics, Comparative Literature, History, Humanities, Latin American Studies, Music, Philosophy, Religious Studies, Theatre, or Women’s Studies (at least nine units must be taken in non-European content, e.g., Asia, Africa, Latin America).

**Elective Approval.** *(no change)*

Change(s): Humanities 102 added as a course option under preparation to the major section. Graduate writing assessment requirement updated from “*Passing the Writing Placement Assessment with a score of 10 or English 508W or Rhetoric and Writing Studies 305W or 500W with a grade of C (2.0) or better. See ‘Graduation Requirements’ section for a complete listing of requirements*” to what is reflected above. Humanities 390W added as an additional requirement to major section; elective units reduced from 15 to 12.

4. Change in program.

Humanities

**Humanities Major**

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

**(Major Code: 15991)**

**Emphasis in European Humanities**

**(SIMS Code: 113505)**

**Preparation for the Major.** Humanities 101 or 102; History 105-106; and three units from Comparative Literature 270A, 270B, Humanities 140, Religious Studies 101, or Women’s Studies 102. (12 units)

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

**Graduation Writing Assessment Requirement.** Students must have fulfilled the Writing Placement Assessment with a score of 8 or above before taking Humanities 390W and earn a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

**International Experience.** *(no change)*

**Major.** A minimum of 33 upper division units to include Classics 340, Humanities 390W, 405 [or Religious Studies 405], 406, 407, 408, 409, 490; three units from Geography 336, Political Science 301A, 301B, 302; six units from Art (art history), Comparative Literature, English, History, Humanities, Music, Philosophy, Religious Studies, Theatre, or Women’s Studies.

**Elective Approval.** *(no change)*

Change(s): Humanities 102 added as a course option under preparation to the major section. Graduate writing assessment requirement updated from “*Passing the Writing Placement Assessment with a score of 10 or English 508W or Rhetoric and Writing*”

*Studies 305W or 500W with a grade of C (2.0) or better. See 'Graduation Requirements' section for a complete listing of requirements" to what is reflected above. Humanities 390W added as an additional requirement to major section; elective units reduced from nine to six.*

### JEWISH STUDIES

1. Change in program.

Jewish Studies

**Modern Jewish Studies Major**

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

**(Major Code: 15102) (SIMS Code: 114102)**

Paragraphs 1-2 (*no change*)

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

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

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

**Major.** (*no change*)

**Culture and Society Area (9 units)**

English 526. Topics in Literature of the United States: Jewish American Literature (3)

History 436. Modern Jewish History in Feature Films (3)

History 527. The Holocaust in Feature Films (3)

Russian 435. Russian and East European Jewish Culture (3)

**History Area (9 units)**

(*no change*)

**Religion and Thought Area (9 units)**

(*no change*)

**Electives (3 units)**

Remainder of description (*no change*)

Change(s): Comparative Literature 405 [or English 405] removed from culture and society area section.

### KOREAN

1. Change in course prerequisite and general education.

Korean

KOR 430. Contemporary Korean Culture Through Media (3) [GE]

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Contemporary Korean culture and society as reflected in various modes of media (news, drama, film, instructional technology). Korean culture in neighboring countries and beyond. Historical perspective to modern Korean culture. Taught in English.

Change(s): Prerequisite changed from *upper division standing* to what is reflected above.  
 Course added to GE.

### LINGUISTICS

1. Change in program.

Linguistics

**Computational Linguistics Basic Certificate  
 (SIMS Code: 114787)**

Paragraph 1 (*no change*)

*Introductory Linguistics: (no change)*

*Scripting and Linguistic Databases (corpora): (no change)*

*Introduction to Computational Linguistics: (no change)*

*Mathematical Tools: Linguistics 572.*

Remainder of description (*no change*)

Change(s): Replacement of Linguistics 570 with 572 under mathematical tools section.

2. New certificate.

Linguistics

**Text Analytics Basic Certificate  
 (SIMS Code: 114781)**

The Department of Linguistics and Asian/Middle Eastern Languages offers a basic certificate in text analytics. The certificate requires a minimum of 12 units to include Linguistics 571 or 572; Statistics 550 or 551A, Linguistics 581 and 583. For Statistics 550 and 551A, students must satisfy lower division calculus or linear algebra prerequisites (Mathematics 151, 252, and 254 as appropriate).

Students must obtain a grade of "C" or better in each of the certificate courses. Under certain circumstances, comparable courses taken at other institutions may count toward the certificate. Such courses must be evaluated and approved by the certificate adviser. In order to enroll, students must contact the certificate adviser in the Department of Linguistics and Asian/Middle Eastern Languages. Courses in the certificate may count toward the major in linguistics or the major in statistics but may not count toward the minor in linguistics and the minor in text analytics.

### PUBLIC HEALTH

1. Change in course number.

Public Health

P H 306. Public Health Research (3)

Prerequisites: Public Health 101 and 290. Open only to public health majors.

Methodological, ethical, topical issues in current public health research. Basic principles and different approaches to research designs and methods applicable to writing

proposals and other documents in academic and professional settings. (Formerly numbered Public Health 295.)

Change(s): Change course number from P H 295 to what is reflected above.

2. Change in program.

Public Health

**Public Health Major**

**With the B.S. Degree in Applied Arts and Sciences**

**(Major Code: 12011) (SIMS Code: 557303)**

Paragraphs 1-2 (*no change*)

**Preparation for the Major.** Public Health 101, 290; Biology 100, 100L, 211, 211L, 212; Chemistry 100; Psychology 101; Sociology 101; Statistics 119 or 250. (31 units)

Public Health 101 and 290 may not be taken Cr/NC. The minimum grade for Public Health 101 and 290 is B or higher. Each remaining course in preparation for the major must be completed with a minimum grade of C. These courses cannot be taken for credit/no credit (Cr/NC). Complete all courses in preparation for the major with a minimum GPA of 2.75.

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

**International Experience.** (*no change*)

**Major.** A minimum of 48 upper division units to include Public Health 301, 302, 303, 304, 305, 306, 402, 490A, 490B, 490C; Biology 336; and at least 15 units selected from the following:

Reminder of description (*no change*)

Change(s): Due to renumbering, removal of Public Health 295 from the preparation for the major section and addition of Public Health 306 to the major section. Units adjusted accordingly in each section.

TELEVISION, FILM AND NEW MEDIA

1. Change in course staffing formula.

Television, Film and New Media

(S-78)

TFM 490. Internship (3)

Prerequisite: Television, Film and New Media 314 (or consent of instructor).

Work with approved agencies off-campus under the combined supervision of agency personnel and instructor. Maximum credit six units.

Change(s): Staffing formula changed from S-36 to what is reflected above.

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 16, 2016

RE: Information

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**Over \$670M has now been raised for The Campaign for SDSU. The following gifts were received since the last report:**

Alumnus Monte Reed and his wife Paula have made a \$2,000,000 irrevocable bequest to establish the Monte H. and Paula Symonds Reed Endowed Scholarship in the College of Business Administration.

Conrad Prebys has pledged \$1,000,000 to support the Engineering and Interdisciplinary Sciences Complex.

Mark and Debbie Lindner have made a gift of \$52,500 to support the Mark and Debbie Lindner Business Leadership Scholarship Endowment in the College of Business Administration.

Alumnus Edward Marsh has made a gift-in-kind of \$23,454 to the Love Library Special Collections.

Alumnus Jonathan Boynton and his wife Barbara have made a \$5,000 gift to the Guardian Scholars Program.

A gift of \$6,500 from Alumni James and Barbara Hartung will support the Thomas B. Day Quad, Love Library and the Margaret and William Wolter Memorial Scholarship Endowment.

Ideahaus, LLC has gifted \$5,000 to the College of Business Administration.

A \$12,000 gift from Alumnus Brenton Armstrong will help fund Athletic Scholarships.

Price Philanthropies Foundation has pledged \$472,500 to support the Price Community Scholars Program.

Alumna Pamela Jackson has made a planned gift of \$100,000 to establish the Pamela K. Jackson Scholarship Endowment in the College of Business Administration.

A \$30,000 gift from Qualcomm Inc. will fund the Qualcomm Social Entrepreneur Internship in the College of Business Administration.

A gift of \$32,170 from The Students First Foundation will go to the National Center for Urban School Transformation in the College of Education.

The Coach Fisher Basketball Scholarship Endowment has received the following gifts: A matching gift of \$10,000 from the Arnold and Mabel Beckman Foundation, TCF Board Member Patti Roscoe, \$10,000, Alumna and TCF Board Member Nikki Clay and her husband Ben, an alumnus, \$10,000, Alumnus Jason Campbell and his wife Carlota, \$10,000 and David Garcia, \$5,000.

A \$15,789 pledge from The Wildflower Initiative, Inc. will help fund the Jenny Wyer Memorial Scholarship for Women's Studies in the College of Arts and Letters.

A \$10,000 gift from the Estate of John K. Williams, an alumnus, will support Camp Able in the College of Professional Studies and Fine Arts and the Fitness Clinic in the College of Health and Human Services.

PEP Investment Operations, LLC has made a \$5,000 gift to the College of Business Administration.

A \$30,000 pledge from Miramar Federal Credit Union will support Veterans Scholarships.

Alumni Serhat and Zeynep Ilgaz Pala have made a gift of \$5,000 to support Entrepreneurial Programs in the College of Business Administration.

Alumna Marlene Ruiz and her husband Ron have made a gift of \$8,200 to support Guardian Scholars, the Marlene Ruiz Nursing Scholarship in the College of Health and Human Services and the Alumni Association Scholarship/Internship Fund.

Cognella, Inc. has made a gift of \$9,927 to help fund the Cognella Graduate Student Scholarship in Public Affairs in the College of Professional Studies and Fine Arts.

A gift of \$10,000 from Alumnus Tom Gildred will go to the College of Business Administration.

A gift of \$18,731 from United Way of Greater Atlanta will go to The Charles W. Lamden School of Accountancy in the College of Business Administration.

Act, Inc. has made a \$5,000 gift to the College of Education.

Aztec Athletics has received the following gifts: Alumnus John Busch, \$15,000, Alumnus Floyd Pickrell, \$5,000, Alumni Stephen and Joyce Duich, \$5,000 and Nicholas and Leslie Frazee, \$10,000.

A \$25,000 gift from the California Healthcare Foundation will support the International Experience Scholarship Fund in the College of Health and Human Services.

### **Campaign, Presidential & Special Events:**

On Friday, January 15, the President attended a regional event in Palm Desert, which was hosted by Campanile Foundation board member Julie Dillon. The dinner was attended by a dozen SDSU alums and friends and the President presented an update on The Campaign for SDSU and campus highlights.

On Thursday, January 19, the inaugural *Evening of Distinction* was held to honor Tower Society donors for their lifetime giving of \$500,000 to \$999,999 to San Diego State. The reception was held at University House and the President and coinciding dean/campus leader presented awards to 15 donors. The one-of-a-kind award was designed by a local artist and featured a mosaic design of Hepner Hall. It also had a base made from reclaimed wood from the California sycamore that stood in the Courtyard of the old Aztec Center.

On Tuesday, January 26, Provost S. Enwemeka hosted a reception for campus and community guests prior to the 22<sup>nd</sup> Annual John Adams Lecture in the Humanities, which featured a lecture on the *Future*

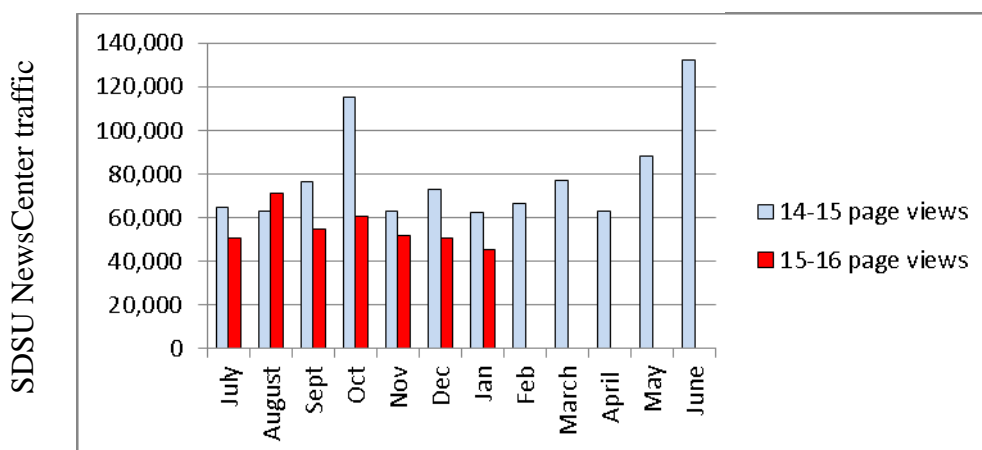
*of the Humanities in the Digital Age.* The distinguished lecturers were Dr. Vint Cerf, Vice President and Chief Internet Evangelist from Google, and Dr. Bruce Cole, Senior Fellow at the Ethics and Public Policy Center in Washington, D.C. and former Chair of the National Endowment for the Humanities. Over 500 campus and community guests attended the lecture.

On Friday, January 28, President Hirshman and Vice President Carleton attended a Las Vegas regional event, which was hosted by Aztec Parents. Over 40 alums, parents and friends of SDSU attended the event.

**Media Relations:**

**SDSU Marketing Communications Activity Report for Jan. 2016**

**Web Communications:**



NewsCenter	Month	YTD	Annual Goal
<b>Page Views</b>	<b>45,180</b>	284,865	<i>1.1 Mill</i>
<b>Visitors</b>	<b>26,458</b>	231,744	<i>625,000</i>
<b>Top Stories</b>	SDSU Receives 83K Applications (2,092), Tessa Young’s Aztec Experience (1,542), New at SDSU this Spring (1,347)		
<b>Traffic Sources</b>	Google (11,684), Facebook (6,689), Twitter (1,113)		
<b>SDSU Homepage</b>	350,012 page views	2,365,134	
<b>SDSU Events Calendar</b>	4,424 page views	46,309	

Social Media:

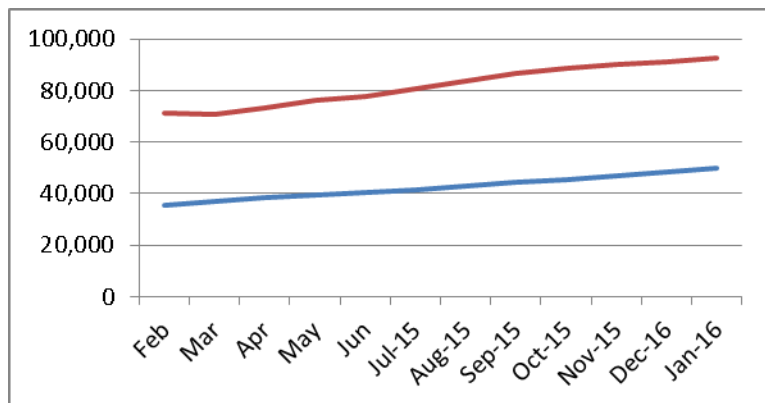
Organic

TWITTER	Month	YTD
<b>Followers</b>		<b>49,974</b>
<i>Annual Goal</i>		<i>45,000</i>
<b>Clicks</b>	<b>154</b>	3,125
<i>Annual Goal</i>		<i>7,500</i>
<b>FACEBOOK</b>		
<b>Fans</b>		<b>92,754</b>
<i>Annual Goal</i>		<i>85,000</i>
<b>Likes &amp; Comments</b>	<b>37,172</b>	343,336
<i>Annual Goal</i>		<i>550,000</i>
<b>YOUTUBE</b>		
<b>Views</b>	<b>8,275</b>	66,261
<i>Annual Goal</i>		<i>150,000</i>

Paid

TWITTER	Month	YTD
<b>Impressions</b>	<b>403,684</b>	1,829,743
<i>Annual Goal</i>		<i>4.7 Mill</i>
<b>Clicks</b>	<b>5,301</b>	24,827
<i>Annual Goal</i>		<i>49,000</i>
<b>FACEBOOK</b>		
<b>Impressions</b>	<b>8,414,743</b>	24,241,944
<i>Annual Goal</i>		<i>22 Mill</i>
<b>Clicks</b>	<b>4,645</b>	54,503
<i>Annual Goal</i>		<i>88,000</i>
<b>YOUTUBE</b>		
<b>Views</b>	<b>11,920</b>	67,787
<i>Annual Goal</i>		<i>286,000</i>

Most engagement this month from outside San Diego: LA/Orange County, Maryland, Massachusetts and Hawaii markets



Fans



Followers



**Media Relations:** Major media coverage this month included:

- Georg Matt’s thirdhand smoke research on **MSN.com** and in **The Daily Mail** and **The Mail on Sunday**;
- Martha Lauzen’s Celluloid Ceiling Report in **Washington Post**, **Bloomberg**, **Time Magazine**, **Wired**, **Variety**, **Vanity Fair** and others;

**Experts Quoted:** Faculty experts were quoted by media all over the country including:

- Lilly Cheng in **Healthline** on China’s Cancer crisis;
- Ted Cranston on the **History Channel** talking about sperm whales;
- John Ayers quoted on **Bloomberg** about the effectiveness of tobacco ads;
- Robert Quimby in **Smithsonian** about the importance of the discovery of the brightest supernova;
- and Miro Copic in the **Los Angeles Times** about the changing face of Barbie.

**National Markets** Key San Diego media coverage included:

- The start of the spring semester on **KFMB**, **XETV**, **KPBS**, **East County Magazine** and **Patch** sites around the county;
- The announcement of Social Work’s \$8 million grant to launch a statewide training program on **KUSI** and **KSWB** as well as in **Times of San Diego**;
- **San Diego Union-Tribune** and **Voice of San Diego** features on The Eyes of Picasso;
- and a feature in the **Times of San Diego** and **San Diego Union-Tribune** on the Adams Humanities Lecture.

**Additional coverage in our target markets** this month included:

- Sarah Elkind quoted on the importance of historian Patty Limerick in **The Boulder Daily Camera**,
- Elizabeth Kennedy quoted in **The Houston Chronicle** about unaccompanied minors;
- and Juan Carlos Ramirez Pinenta a biopic of drug lords on radio stations in cities across the country including **Las Vegas**, **Los Angeles**, **New York**, **Philadelphia**, **Pittsburgh**, **Portland**, **Seattle** and **Washington D.C.**

**Merit Student Achievements:**

*Recognizing individual student accomplishments and sharing with their friends, families and home towns via social media and traditional media.*

Monthly Achievement	Total Students	Student Open Rate	Student Click Rate	Media Outlets
Sally Casanova Scholars	5	80%	100%	11

Year to Date		Annual Goal
Students with Merit Pages	8,323	8,500
High Schools Reached	316	
Social Media Impressions*	1,048	49,000

*\*Merit tells us there are issues with their Facebook numbers right now. Not accurate.*