SAN DIEGO STATE UNIVERSITY

SENATE
MAY 3, 2016
AL 101: 2:00pm to 4:30pm

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1. **Agenda** (Michel-Bober)

2. **Minutes** (Michel-Bober)

3. **Announcements** (Deutschman)
- 3.1 Senate Election Results 2

4. **Academic Affairs** (Enwemeka)

5. **SEC Report / Referral Chart** (Ornatowski)
- 5.1 Referral Chart 4
- 5.2 Senate Calendar (Action)....5

6. **Elections**
- 6.1 *Nominees for Senate Officers & Senators At-Large*....7
- 6.2 *Nominees for SDSU Research Foundation Board* 10
- **6.3 Constitution of the 2016/17 Committee on Committees and Elections**
- 6.3 *Recognition of Outgoing Senators*

7. **New Business: Action Items**
- **7.1** Enrollment Services (Lieu) **(2:30 Time Certain)**
- 7.2 AP & P: Resolution in support of Open Educational Resources (Schellenberg) 12
- 7.3 Faculty Affairs Suggested changes to PF: RTP Criteria (Imazeki)....14
- 7.4 Faculty Honors and Awards (Deutschman) 17
- **7.5 CCE Report ....handout**

8. **New Business: Consent Calendar (Committee Reports)**
- 8.1 California Faculty Association (Toombs) 18
- 8.2 Committee on Committees & Elections (Rhodes)....20
- 8.3 Faculty Affairs Committee Report (Imazeki) 21
- 8.4 General Education Curriculum Committee Report (Bliss) 28
- 8.5 Undergraduate Curriculum Committee Report (Verity)....31
- 8.6 University Relations and Development Report (Carleton) 40
- 8.7 Constitution and Bylaws (Csomay)....43

9. **Other Business**

10. **Other Information Items**
- 10.1 AP & P: AY 15/16 Report: Enrollment, Retention, and Graduation (Schellenberg)....44
- 10.2 SDSU Sexual Assault Results - Executive Summary (Ulloa)

(3:30 Time Certain) (15 minutes) 48

11. **Adjournment**

SAN DIEGO STATE UNIVERSITY

Minutes
San Diego State University Senate

May 3, 2016
2:00 pm to 4:30 pm
AL-101

The Senate was called to order 2:04 pm.

Members present:
Officers: Deutschman, Ornatowski, Bober-Michel
Arts and Letters: Csomay, Donadey, Imazeki, Putman, Graubart, Blanco, Mattingly, Esbenshade, Kohn
Business Administration: Fleming, DeBoskey, Peter
Coach:
Education: Butler-Byrd, Cadiero-Kaplan, Duesbery, Green
Emeritus Faculty: Shackelford
Engineering:
Health and Human Services: Verity, Kahan, Rauh
Imperial Valley: Cordero (for Ponce)
Lecturers: Williams, Justice, Lozada-Santone
Library: Rhodes
MPP I and II: Richeson
Parliamentarian: Eadie
Professional Studies and Fine Arts: Testa, Hopkins (for Durbin), Humphrey, Pauley, Lindemann
Sciences: Atkins, Ponomarenko, Interlando, Xie, Beck, Baljon, Shen
At Large: Ely, Weston
Staff: Thurn, Aguilar (Imperial Valley), Attiq, Bertram
University Services: Rivera
Administration: Brooks, Enwemeka, Schellenberg
Associated Students:
CFA: Toombs
ASCSU:

1. **Agenda** (Bober-Michel)
   Deutschman reviewed minor Agenda updates, specifically:
   - Constitution of Committee on Committees and Elections (CCE) – under *Elections* – 6.3
   - CCE – Report on Committee Chair Appointments and Reappointments – 7.5

MSP (Abstentions: Donadey)

2. **Minutes** (Bober-Michel)

   MSP (Abstentions: Donadey, Schellenberg)

3. **Announcements** (Deutschman)
   3.1 Senate Election Results/members (see draft Bober-Michel report, p. 2)

   Deutschman recapped recent events regarding flyers posted on campus that suggested named students have links to terrorism. He also provided a high-level recap of the meeting held with them a few days later and the statement released shortly thereafter. This issue will be a major focus for campus in Fall 2016.

4. **Academic Affairs** (Enwemeka)
   - Strike: Contract negotiations were successfully concluded prior to the strike date.
   - Faculty searches: 43 are concluded, with offers signed; three more candidates have accepted verbally and 20 searches remain in progress. Nine searches failed and will continue next year.
   - Administrative searches: One search (AVP/Student Achievement) is concluding right now; the Committee will soon forward its choice to the Provost.
   - Georgia: This is a very busy time. The early admission process was quite successful—with more than 130 applicants (96 of whom were conditionally admitted). The Provost recapped how timing of the National Entrance Exam led to this improved process for attracting and admitting students. There is a second round of admissions to come – after the test is scheduled/scored. Having an early admit process definitely ensures we'll yield a strong incoming class.
   - Advisory Board meeting: The meeting was well attended by members of the community; we're seeing many internship opportunities for students.
   - RTP: Will conclude next week

5. **SEC Report/Referral Chart** (Ornatowski)
   5.1 Referral Chart (p. 4). Remains unchanged.

   5.2 Senate Calendar (Action) – includes SEC and Senate meetings for AY 2016-17 (p. 5)
   MSP

   Preciado: Asked for a status update / Class Size Task Force.

   Ornatowski: Noted that its report will come back to the Senate in the Fall.

6. Elections
   6.1 Nominees for Senate Officers and Senators At-Large
   Deutschman: Explained who can and can't vote.

Election of officers: Chair (Bober-Michel), Vice-Chair (Ornatowski), and Secretary (Cadiero-Kaplan) each elected by acclamation.

Election of Senators at Large: Bliss, Atkins, and Sha each elected by acclamation.

Kahan: Noted his upcoming year-long sabbatical.

Bober-Michel: Explained that he can vote in this election but must resign his position.

6.2 Nominees for SDSU Research Foundation Board
Deutschman: explained the "rules" for voting (in rounds, when a candidate fails to win a majority—with the lowest vote-getter eliminated). He also noted that candidate Jennifer Thomas did not submit a statement.

Shen: Expressed concern for Brigg's qualification for this position; **Ely** countered with an overview of his background and vitae. **Deutschman** then explained the goal of broad College representation on the Board—beyond the Sciences.

Philipps elected (technically-re-elected) in the first round; the winner of the second seat (round 2) was Thomas.

6.3 Constitution of Committee on Committees and Elections
Deutschman explained the "role" of CCE, and then asked Senate members to organize themselves by College to determine representatives for specific committees.

He noted that once this task was completed, the committees themselves would briefly meet—with each electing its chair for AY 2016-17. He reminded members that the three largest Colleges (Sciences, CAL, and PSFA) have two seats on committees.

6.4 Recognition of Outgoing Senators
Deutschman thanked outgoing Senators for their service, and Ornatowski complimented Deutschman's leadership this past academic year.

7. New Business: Action Items

7.1 Enrollment Services (Lieu) **– 2:30 time certain**
Presented the names of students (undergrads and graduate) who did not appear on any earlier lists.

MP

7.2 AP&P: Resolution in Support of Open Education Resources/OER (Schellenberg)
Weston explained what the resolution allows us to do.

Sha: Asked whether or not the OER resolution affects our teacher/scholar model.

Schellenberg: Explained that this is all faculty driven, and student focused.

MP (Abstentions: Donadey)

7.3 Faculty Affairs: Suggested changes to Policy File re RTP (Imazeki)
Imazeki explained that the changes are two-fold. The first focus is teaching effectiveness and our effort to reduce what seems like an overreliance on end-of-course surveys. What can candidates do to showcase their accomplishments? What does effective teaching look like beyond course evaluations? This is about teaching as a continuous process. We're not changing policy but rather the ways in which candidates critically think about their efforts.

The second part is about professional growth, specifically, research focused on the scholarship of teaching and learning even if one's area isn't education.

Conaty: Asked whether this new focus applies to lecturers.

Imazeki: Said she hadn't thought of that and will consider implications for them.

Kahan: Noted that the change is only as good as the implementation. We can modify a document but success depends on our changing things culturally. It has to be a value.

Brooks: Indicated that she's already working with candidates and will do more in the Fall re committees/reviewers. Asked us as Senators to help educate our own faculties *and* familiarize ourselves with the Policy File.

Baljon: Asked when the Policy File will be updated. [July]

Conaty: Emphasized the criticality of applying these change to lecturers.

Unknown (new Senator): Asked: what is an evidence-based approach?

Imazeki: Explained that this is about encouraging faculty to move beyond "things" to narratives that detail the relationship between the "things" and intentions/reflections/etc.

Rivera: Said he's heard that faculty are being asked to lower their expectations, that their grading is too high.

Deutschman: Countered that he's not familiar with this but knows there's been pressure to lower DWF rates.

Kahan: Agreed that it happens in review committees but the goal is to illustrate how/why a new teaching innovation would result in higher GPAs. What is its impact on learning?

Unknown (new Senator): Asked: what about including experts to demonstrate effectiveness?

Imazeki: Yes—we already have peer reviews in place so candidates can select peers who they feel can authoritatively attest to what they're doing.

MP

7.4 Faculty Honors and Awards (Deutschman for FHA)
Recommended faculty include Geoff Chase, Allen Hope, Stefen Hui, and Rafaela Santa Cruz.

Note that two retirements from last month were rescinded after approval of the new contract (Richard Neumann and Andrew Szeto).

Note from the Senate Secretary: Rafaela Santa Cruz rescinded her retirement after the May 3rd Senate Meeting.

MP

7.5 CCE: Report on Chair Appointments and Reappointments

MP

8. New Business: Consent Calendar (Committee Reports)
MSP To receive reports on the Consent Calendar.
MSP To adopt the Consent Calendar

8.1 CFA (Toombs)
Faculty approved the tentative contract (97% yes); voter turnout was about 63%.

8.2 Committee on Committees and Elections (Rhodes)

8.3 Faculty Affairs Committee (Imazeki)
Shackelford: Reiterated that we hire but we but we don't really gain faculty. So many people leave (retirements, resignations, terminal years). He believes there are areas of discontent with which we have to deal (for example—too many requirements for tenure-track faculty to meet? no technical or other support? expectations overwhelming or unclear?).

It seems as though the average tenure is about 7-1/2 years. What does that mean?

Baljon: Focused on the terminal year and is concerned that we're seeing a trend. Is the issue inadequate screening on the front end? Poor mentoring? The Senate should explore this next year.

Donadey: Noted that DEO is also looking at this but members didn't have the broader data to complete its report.

Kahan: Thinks we have to look at more than the numbers. We have a new President, Provost, and rotating chairs/directors; we're not stable at the moment – so perhaps the numbers aren't really that dismaying.

Rauh: Asked about the data from exit interviews to better understand trends.

8.4 General Education (Bliss)

8.5 Undergraduate Curriculum (Verity)

8.6 University Relations and Development (Carleton)

8.7 Constitution and Bylaws: Change in DEO membership (Donadey for Csomay)
Explained why the Senate isn't dealing with this action item today. There isn't a problem with the requested change itself (addition of the Director of Student Disability Services as a member of the DEO), just the timing of it. We will revisit in the Fall.

9. Other Business

10. Other Information Items

10.1 AP&P: AY 2015/16 Report on Enrollment, Retention, and Graduation (Schellenberg)
As was the case last year, the Enrollment, Retention and Graduation report was co-produce by the Undergraduate Council and the Committee on Academic Policy and Planning (AP&P).

Deutschman: Noted that the Provost has spurred a renewed interest in graduation rates (4 and 6 years). The report illustrates how well we support our students and their sense of educational quality.

Schellenberg: Is eager for members to provide input; it's important to showcase diverse views in the Compendium.

Putman: Pointed out issues we can't control in growing our 4-year rates.

Schellenberg: Explained that we've far exceeded the rather low CSU expectations. We also have a number of interventions to ensure goals are reached more quickly.

Eadie: Explained that he was at a CSU conference last week about student success – where a key focus was commuter students. This group is hard to reach but we're trying out some strategies that have grown almost organically—for example, a stronger focus on the sophomore year.

Donadey: Added that clearly we're headed in the right direction.

10.2 SDSU Sexual Violence Survey Results / Executive Summary (Ulloa and Rentto) **– 3:30 time certain/15 minutes**

Ulloa provided context for the report – including specifics about the Campus Climate Survey and its impetus (White House Task Force). The survey was administered via SSRL—directed to about 30,000 students. The response rate was about 30% (9,000 students). He gave a special shout-out to Ely, who—as Associate Dean/Business—asked faculty to incentivize the process and thus boost survey completion.

Ulloa explained that the data is ours (we didn't outsource), allowing us to continuously explore it (depending on the questions we ourselves pose). The current report is really our first shot on the road show of dissemination.

It's the first time SDSU has ever done something this comprehensive; the plan is to re-survey on a biannual basis. Current results can serve as a baseline for exploring trends down the road.

Ulloa called our attention to the comprehensive scale used to measure a wide variety of unwanted sexual experiences. The data suggest that SDSU is a safe place, with the #/% of instances below the national average.

Humphrey: Questioned the response rate.

Ulloa: Noted that we didn't use a representative sample; we surveyed everyone.

Peter: Questioned survey similarities from one institution to the next.

Ulloa: Explained that (unfortunately) it's impossible to do fair comparisons to other campuses given the variety in survey items; we're just not there yet.

He pointed to a move by universities to form consortia to better standardize the data. He also explained that a) surveying of students is *not* yet required—but there's a move in that direction and b) the respondent group is overrepresented by women (common in this sort of research).

Rentto: Indicated that our focus is less about how we compare nationally than what's happening on our campus. It helps us design and roll out interventions. National trends are of interest to us (of course), but just aren't as critical to our mission.

Ulloa: Noted that the survey featured one question about sexual assault during a student's time @ SDSU; the rate was 6%. He added that the survey was implemented after SDSU had engaged in many sexual awareness activities—including a major

discussion on affirmative consent. Bottom line—and students *do* seem to get the message.

Chie: Asked about cross-tabulations with demography: class standing, whether or not commuter, gender, etc. [In process.]

Hopkins: Asked if resident students over-represented in the survey?

Ulloa: No … and he's not sure residency affects the incidence rates. Ulloa also explained that they're doing more than descriptive stats; behind the scenes they're doing multiple regression, etc. What's predictive? What set of factors portend problems?

Butler-Byrd: Asked if the survey featured questions about reporting.

Ulloa: Yes … positioned as follow-ups to any "experience" item to which the respondent indicated "yes."

Rivera: Asked if the survey featured questions about where problems occurred.

Ulloa: Yes … but noted that we can't always link the incident to the context for it.

Lozada-Santone: Asked about a connection between sororities and fraternities.

Ulloa: Responded: not directly linked; there are many layers, however, that we haven't yet explored. Actually, he added, we had committed to focus groups but we haven't initiated that process yet.

Donadey: Asked: where are the full survey results?

Rentto: We're still tweaking but will get the info posted within the next couple of weeks—and launch a new website as well. She sees this that this is a living document that we can explore as our questions arise.

Chie: Asked about modularizing the survey. [Not this round, will in the future.]

Rentto: Said she looks forward to collaborations with other universities; we were in the first round of participants.

Unknown: Asked if we will compare results to past data we've collected. [There's no prior data to explore—sadly.]

Ulloa: Noted that there is related work on which we can draw (for example: partner violence. a major research area for Professor Audrey Hokoda/CFD). He also noted that some efforts to make "connections" would violate a respondent's privacy—something that would put us on shaky ground ethically.

10. Adjournment

MSP The Senate adjourned @ 4:00 pm.

Election Results / AY 2016-17
Prepared for Marcie Bober-Michel – Secretary, SDSU University Senate

Colleges

- Arts and Letters / 6 seats open
  - Farid Abdel-Nour
  - Alda Blanco (re-elected)
  - Clarissa Clo
  - Sarah Elkind
  - Chris Werry

- Business / 1 seat open
  - Steven Gill

- Education / 2 seats open
  - Regina Brandon

- Engineering / 2 seats open
  - Karen May-Newman
  - Khaled Morsi

- Health and Human Services / 4 seats open
  - Jochen Kressler
  - Mitchell Rauh (re-elected)

- Imperial Valley / 1 seat open
  - Elizabeth Cordero

- PSFA / 4 seats open
  - Donna Conaty
  - Greg Durbin (re-elected)
  - Vinod Sasidharan
  - Bey-Ling Sha

- Sciences / 7 seats open
  - Cathie Atkins (re-elected)
  - Rebecca Lewison
  - Tod Reeder
  - Allison Vaughn

Staff / 3 seats open

- Norma Aguilar (Imperial Valley; re-elected)
- Cyndi Chie
- Jose Preciado

University Services / 1 seat open

- Carrie Sakai

MPP I and II / 1 seat open

- Jennifer Acfalle

Library / 2 seats open

- Will Weston
- Laurel Bliss

Coaches / 1 seat open

- Carin Crawford

Lecturers / 3 seats open

- Valerie Barker
- Paul Justice (re-elected)
- Raymond Moberly

Committee	Date	Item	Referred by
Academic Policy and Planning	December 2015	Propose revisions to the Policy File that would clearly articulate university policies and procedures regarding academic misconduct.	Officers

2016-2017 Senate Executive Committee Meeting and Senate Meeting Calendar

Senate Executive Committee Meetings
Time: 2:00pm – 4:30pm
Place: MH 3318

August 23, 2016
September 20, 2016
October 18, 2016
November 15, 2016
January 17, 2017
February 21, 2017
March 21, 2017
April 18, 2017

Senate Meetings
Time: 2:00pm – 4:30pm
Place: AL 101

September 6, 2016
October 4, 2016
November 1, 2016
December 6, 2016
February 7, 2017
March 7, 2017
April 4, 2017
May 2, 2017

Senate Caucus - April 26, 2016
11:00am
Presents the following slate of candidates:

Nominees for Senate Officers:

Senate Chair – Marcie Bober-Michel (PSFA)
Senate Vice-Chair – Cezar Ornatowski (CAL)
Senate Secretary – Karen Cadiero-Kaplan (COE)

Nominees for Senator-At-Large:

Laurel Bliss (Library)
Bey-Ling Sha (PSFA)
Cathie Atkins (COS)

Nominations for SDSU Research Foundation Board:

Randall Philipp (PSFA) – re-election
Jennifer Thomas (SDSU Research Foundation recommended)
Robert Briggs (CoBA)
Tao Xie (COS)

SDSU Senate Chair Nominee

Marcie Bober-Michel

Professor, Graduate Advisor, and Area Coordinator
Learning Design and Technology
School of Journalism and Media Studies / PSFA

I look forward to serving as Chair of the University Senate and its varied duties and responsibilities. The position will allow me to regularly connect with a variety of groups and committees across campus, learn about initiatives that affect all key SDSU constituents, better understand the many issues of concern to the Provost (and other administrators), and actively participate in reviews/oversight activities. As an evaluator by training, I'm keenly interested in policy and ways to ensure it positively responds to the communities it affects. Finally, I believe my background in performance support and technology integration will help to influence sound practices as the University moves forward with strategies for automating everyday tasks *and* updating curricular options that ensure graduates are workforce competitive.

SDSU Senate Vice-Chair Nominee

Cezar M. Ornatowski
Professor, Rhetoric and Writing Studies
Associate faculty, Master of Science Program in Homeland Security.

Cezar Ornatowski has served on the SDSU Senate since 2002, among many other responsibilities as Vice-Chair (2006-7 and 2014-16) and member of the Senate Executive Committee (2002-), President's Budget Advisory Committee (2006-8, 2014-16), President's Climate Action Planning Council (2014-16), and Chair of the Academic Policy and Planning Committee (2002-6), in addition to other committees and task forces. Since 2008, he has also served on the Academic Senate of the California State University, where he has served on the Faculty Affairs Committee (2009-10; 2014-17), CSU Institute for Teaching and Learning Governing Board (2009-17), Fiscal and Governmental Affairs Committee (2010-2014), as well as liaison to the CSU Academic Council on International Programs (2014-2015) and ASCSU observer to the California Post-Secondary Education Commission (2009-11).

SDSU Senate Secretary Nominee

Name: Karen Cadiero-Kaplan, Ph.D.
Position: Professor
Department: Dual Language & English Learner Education
College: College of Education

As a faculty member at SDSU since 2002 I have been involved with shared governance leadership from the department to college to university levels. In all these roles my commitment has been to ensure due process and equity for representative voice on behalf of faculty, staff and students as each role impacts those constituencies. My engagement at all levels prepares me to be a leader on the Senate Executive Committee in the role of Secretary.

My qualifications include: Department Chair (2008-2011; interim chair in 2015); Co-Chair of the College Curriculum Committee (2003-2012; 2015-16); past (2005-2012) and current faculty member at large of the Senate representing the College of Education; Senate Chair representative (2006-2008) and Chair (2008) to the Diversity & Equity Committee.

SDSU Senator At-Large Nominees

Name: Cathie Atkins

College: College of Sciences, Associate Dean, Professor of Psychology
E-Mail: catkins@mail.sdsu.edu

My most important qualification and interest in serving as a Senator at Large is that I believe in shared governance and have developed a very broad understanding of SDSU from many perspectives and experiences at SDSU. I joined the SDSU tenure track faculty in the College of Health and Human Services in 1988 and was promoted through the ranks to Professor in the Graduate School of Public Health. Prior to my tenure track appointment I served as a lecturer in Psychology from 1981-1988 and prior to that I was an undergraduate and then masters student at SDSU. After surviving the big budget cuts of 1992 in which I was issued an infamous "pink slip" I applied for and was appointed as the Assistant Dean for Student Affairs in the College of Sciences and was asked to join the department of Psychology (1993) as a Professor of Psychology. In 2001, I was appointed as the Associate Dean for Academic & Faculty Affairs in the College of Sciences. Campus wide, I have initiated and directed faculty development programs with a focus on student learning. I have a strong commitment to the development of diverse and under-represented student talent. I am a recognized leader at SDSU and beyond in developing programs to promote academic excellence among students who come from underrepresented and educationally disadvantaged backgrounds. At the national level I have served as a study section member for several NIH programs focused developing student talent in STEM disciplines. I have served on numerous Senate committees, including serving as the

Assistant Chair of the Senate (2010-2012) as well as serving several stints on the Senate Executive Committee. Currently I serve as a member of the University Curriculum Committee and I am a member of the Book Store Advisory Committee. I was actively involved in the development phase of the SDSU strategic plan and I continue to serve on both the Recruitment and Retention of Underrepresented Faculty committee and on the Campus Internship Working Committee. Finally, I served as a steering committee member on the recent WASC accreditation process at SDSU. I look forward to being a constructive member of the Senate Executive Committee.

Name: **Bey-Ling Sha**
College/School: **PSFA/Journalism & Media Studies**
Phone number: **x. 40641**
Email: bsha@mail.sdsu.edu

Statement of interest and qualifications: I joined the SDSU faculty in 2004 to teach public relations, and I'm presently director of the School of Journalism & Media Studies. Since 2012, I have represented PSFA on the University undergraduate curriculum committee and on the GE curriculum and assessment committee. My other university-level service has included two dean's administrative review panels (by appointment); the provost search committee (by election by the Senate); and the ad hoc committee on the Student Success Fee (by appointment). Since 2004, I also have done significant national service for the Public Relations Society of America, the Universal Accreditation Board, the Association for Education in Journalism and Mass Communication, the International Communication Association, the Institute for Public Relations, the American Association of University Women Educational Foundation, and the *Journal of Public Relations Research*, for which I am presently editor-in-chief. I would be honored to represent my PSFA colleagues in the University Senate. (149 words)

Laurel Bliss
Fine Arts Librarian
Library and Information Access

I'm eager to begin my first term as one of two Senators from the Library. I've served on the GE Curriculum and Assessment Committee since 2009, and just completed a three-year term as chair, where I regularly presented proposals to the SEC and Senate. That gave me the opportunity to see first hand the work of the Senate, and inspired me to be more involved by running for office. As a library faculty member, I offer a unique perspective as an objective, engaged colleague interested in the needs of our students and moving the university forward.

SDSU Foundation Board Senate Nominees

Randolph Philipp
Professor
School of Teacher Education

I am professor of mathematics education in the School of Teacher Education at San Diego State University and the Director of SDSU's Center for Research in Mathematics and Science Education (CRMSE). My research interests include studying teachers' beliefs and mathematical content knowledge, the effects on prospective and practicing teachers of integrating mathematics content and students' mathematical thinking, mapping a trajectory for the evolution of elementary school teachers engaged in sustained professional development, and studying students' integer sense. I have published widely in research journals and for practitioners, including authoring or co-authoring three books, and I have created two published CDs of children's mathematical thinking. I have been PI or Co-PI for over $10 million of full-indirect National Science Foundation grants. I have served one term on the SDSU Foundation Board of Directors and I am interested in serving a subsequent term. I also serve on the SDSU Foundation Investment and Finance Committee. I teach prospective elementary and secondary school teachers, and I work with master's and doctoral students. On the national level, I serve as President Elect of the Association of Mathematics Teacher Educators.

Robert Briggs
Professor, Management Information Systems
College of Business Administration

Robert O. Briggs researches the cognitive foundations of collaboration and uses his findings to design and deploy new collaboration systems and new collaborative work practices. He has acquired $10 million in external grant funding to support that research from, e.g. DARPA, the U.S. Navy, SPAWAR, U.S. Air Force Office of Scientific Research, IBM, NCR, and GroupSystems Corporation, including two grants administered by the SDSU research foundation in 2013 and 2014. He regularly lectures for the SDSURF GREW Fellows program and at universities around the world on the pragmatic principles of grant acquisition and on the logic of scientific inquiry. He is co-founder of Collaboration Engineering as a scholarly discipline and co-inventor of the ThinkLets design pattern language, co-developer of the Six-layer model of Collaboration, and co-discoverer of the six collaboration patterns that characterize the ways people move through collaboration processes. He has published more than 250 peer-reviewed manuscripts related to economic, social, political, cognitive, emotional, and technological aspects of collaboration. He earned his Ph.D. from University of Arizona in 1994

SDSU Foundation Board Senate Nominees

Tao Xie, Ph.D.
Professor

Department of Computer Science
San Diego State University
Homepage: http://www-rohan.sdsu.edu/~taoxie/

Tao Xie is currently a Professor of Computer Science in the College of Sciences. In August 2006, he joined the department as a tenure-track Assistant Professor. He received the NSF CAREER Award in September 2009 and the College of Sciences Outstanding Faculty Award (twice, 2009~2010 and 2014~2015). He received a Best Paper Award from the 27th IEEE International Parallel and Distributed Processing Symposium, a prestigious international conference with a paper acceptance rate of 21.8%. He is currently supervising three Ph.D. students. He has published 20 refereed journal articles and 38 conference papers. Most of them are published in rank-one journals and conferences in computer science. He secured more than 1 million NSF research funding as a single PI. He served as College of Sciences Research Committee Chair in 2015. He is a University Senate.

Date: 3 May 2016

To: Senate

From: Academic Policy and Planning

Action: Resolution in support of Open Educational Resources as a means to reduce textbook costs

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Resolved: That the SDSU University Senate encourages faculty to consider adopting available and appropriate Open Educational Resource materials that are high quality, low- to no-cost, and accessible.

Resolved: That upon endorsement this resolution shall be distributed to (1) the provost, associate vice presidents for academic affairs, deans, chairs, directors, and faculty; (2) the vice president of student affairs and associate vice presidents of student affairs; and (3) the executive officers of Associated Students.

Rationale: The high and rising costs of commercial textbooks and course materials lead many students to forgo their purchase with negative consequences on their academic success. Open Educational Resources (OER), when reviewed and selected by disciplinary faculty for their own courses, can offer appropriate, accessible, high quality, and low- to no-cost alternatives to commercial textbooks. On October 8, 2015, State Assembly Bill 798*, the "College Textbook Affordability Act of 2015," was signed into law by the Governor with an explicit intent to "reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality open educational resources." The bill creates an incentive program to reward each CSU campuses with up to $50,000 to support faculty adoption of OERs and associated course redesign. An explicit requirement to be eligible for these grant funds through AB 798 is that our University Senate adopt a resolution in support of increasing access to OER materials to reduce textbook costs and supplies for students.

SDSU's Aztec Shops, Student Disability Services, Library Information and Access, Center for Teaching and Learning, and Instructional Technology Services are collaborating to secure up to $70,000 through AB798 funding and the related CSU Affordable Learning Solutions program (www.affordablelearningsolutions.org). There are two requirements: (1) The University Senate must adopt a resolution that states its support to increase student access to high-quality OER and reduce the cost of textbooks and supplies for students; and (2) a plan that includes evidence of faculty commitment and readiness to effectively use grant funds to support adoption of OER must be developed. These two requirements must be submitted for review by 30 June 2016.

The funding may be used for a variety of activities including:

- Faculty professional development that promotes awareness, education, and outreach
- Professional development for staff who support student use of open educational resources
- Curate OER resources (identify, select, organize, make available)
- Curriculum modification and release time for faculty to support OER adoption
- Support for Campus Coordinator(s) (No more than 30% of the award may be applied.)

- Technology support for faculty, students, and staff

Funding CANNOT be used to support the following:

- Direct compensation for faculty members who adopt open educational resources, except as provided to compensate for professional development
- The development of MOOC's or online courses that include non-matriculated students
- The creation of new OER materials
- The purchase of new equipment
- Past curricular conversions to OER materials

The plan for the use of these resources is in development, and interested faculty are encouraged to complete a short online form to establish their interest at http://its.sdsu.edu/als/.

*http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB798

April 2016

TO: Senate Executive Committee

FROM: Faculty Affairs Committee

RE: Action item: Suggested changes to Policy File, RTP: Criteria

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

Reappointment, Tenure, and Promotion: Criteria

(Excluding Library Faculty and Student Affairs Faculty)

3.0 Probationary and tenured faculty shall be evaluated on their achievements and contributions in (a) teaching, (b) research, scholarship, and creative activities, and (c) service activities to the university, the profession, and the community that enhance the mission of the university. In presenting one's work to peer review committees, each candidate shall write a narrative summarizing and, when appropriate, integrating work in these three areas; and explaining how this work contributes to the candidate's continuous development as a member of the faculty. Excellence in teaching shall not substitute for weakness in professional growth, nor shall excellence in professional growth substitute for weakness in teaching.

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; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of 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~~evaluations of teaching; 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. Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.

3.2 Professional Growth: A consistent pattern of continuous growth in research, scholarship, or creative activity that is relevant to the discipline or field of study shall be essential to the teaching effectiveness of faculty members, to the body of knowledge of the profession, and to the mission and stature of the university. Criteria for evaluating professional growth shall include: significant and sustained contributions of high quality to the field; a well developed, coherent, and focused research

plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent intellectual progress; and innovative contributions to the body of knowledge. Evidence for evaluating professional growth, as identified and defined in department or school and college guidelines, shall comprise: externally reviewed professional growth activities including, as a primary and necessary element, refereed publications of merit (which may include contributions to the scholarship of teaching and learning), or juried or curated exhibitions and performances. In appropriate disciplines, extramural grant funding may be required to support research, but grant funding is not in and of itself sufficient for tenure and/or promotion. Additional evidence of research, scholarship, and creative activity that supports the primary evidence noted ~~in the paragraph~~ above may include: presentation of scholarly papers; non-refereed or invited publications, exhibitions, and performances; translation and annotated editions; awards, grants, and honors received; journal or book editing; and leadership of and participation in seminars, workshops, institutes, and competitions. Quality of the evidence may be identified in several ways, appropriate to the various disciplines, and may include: published or unpublished reviews of a candidate's work; external reviews; number of citations for a published work: journal impact factors; acceptance rates; stature of journal or book editorial boards; and/or reputation of journal or publisher in the field. The candidate shall delineate his or her role/contribution in all scholarly works.

3.3 Service to the university, the profession, and the community: Service is essential to the excellence of the university. Evidence of service may include appropriately documented activities that apply the faculty member's professional expertise to the benefit of the university and community, such as: student outreach and retention; service to the department or school, college, and university; refereeing or judging for professional journals, grant agencies, and artistic panels; significant committee work; student mentoring; active participation in professional associations; offices in university-associated or relevant community organizations; appropriate governmental boards or commissions; educational lectures; advancement of public or private support for the university; and seminars for community groups. Appropriate service activities are expected for candidates at all levels but shall not replace the requirement for excellence in teaching and professional growth. In rare cases, however, when a tenured candidate distinguishes herself or himself in performing such duties to the significant benefit of the university and/or beyond, and when this performance is appropriately documented over a significant length of time, such service for the university shall have more than the usual bearing on promotion decisions.

4.1 Standards for promotion to the rank of Professor shall be demonstrated by a cumulative record of excellence in teaching effectiveness, professional growth, and service beyond that which is required for promotion to Associate Professor. Candidates for promotion to Professor must demonstrate superior contributions to teaching effectiveness, such as devising and/or adopting innovative and effective teaching tools, ~~creating new~~ approaches and curricula, engaging in substantive program assessment ~~and/or assessment systems~~, serving on university or professional curriculum committees, and/or receiving recognition for teaching excellence. Candidates for promotion to Professor also shall provide evidence of a strong and coherent program of continuous professional growth that demonstrates their expertise in a particular field or area and impact of their work upon the body of knowledge. A higher level of service and participation in shared governance is expected and more weight shall be given to them for promotion to the rank of Professor.

Rationale:
Under the current RTP language, there has been a tendency to focus on static measures of teaching as completed actions. For example, student evaluation scores receive the most attention from RTP committees, and candidates' teaching items, such as syllabi or assignment instructions, are often presented as static course artifacts. The proposed additions to 3.1 (Teaching Effectiveness) aim to emphasize teaching as a continuous *process*, in which effective instructors reflect on whether their approaches are helping students to learn, and use that information to make adjustments, as necessary, to increase student success and achievement. The proposed language also aims to encourage candidates to provide narratives that show how their selected teaching materials have evolved out of this process of reflection and adjustment, thus making it easier for RTP committees to evaluate the quality of such materials. Finally, the proposed language provides a specific means and incentive for faculty who are involved with departmental assessment to include those efforts in the RTP process.

The proposed addition to 3.2 (Professional Growth) provides a means and incentive for faculty to capitalize upon their teaching effectiveness efforts through the production, submission, and acceptance of refereed journal publications focused on the Scholarship of Teaching and Learning (SoTL), which in turn contributes to the candidate's professional development as well as the university mission.

To: SEC/Senate

From: Douglas Deutschman, Chair SDSU Senate
on behalf of the FHA committee

Date: 04/18/2016

Re: Action

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

Geoffrey W. Chase, Professor of Rhetoric and Writing Studies, December 31, 2015, 14 years

Allen S. Hope, Professor of Geography, August 30, 2016, 30 years

Stefen Hui, Professor of Mathematics and Statistics, December 31, 2015, 27 years

Rafaela M. Santa Cruz, Professor of Teacher Education, August 19, 2016, 36 years

In addition, the committee reports that two faculty members that were presented to the Senate for emeritus status at the last meeting have rescinded their retirement. They are:

Richard Neumann, IVC

Andrew Y.J. Szeto, Electrical and Computer Engineering

To: Senate

From: Charles Toombs, Chapter President, CFA

Date: 27 April 2016

Re: Information Item

CFA Report:

Bargaining Update

The CFA Board of Directors, upon recommendation of the Bargaining Team, has recommended that a tentative agreement between CFA and CSU management be submitted to the membership for ratification. Voting for ratification occurred April 22-29. Voting results should be announced on May 3, and if members voted to ratify the Tentative Agreement, it will go to the CSU Board of Trustees May meeting for its approval.
The tentative agreement includes:

- **A 5% General Salary Increase on June 30, 2016** for all faculty on active pay status or on leave

- **A 2% General Salary Increase on July 1, 2016** for all faculty on active pay status or leave

- **A 3.5% General Salary Increase on July 1, 2017** for all faculty on active pay status or leave

- **A 2.65% Service Salary Increase (step increase) during Fiscal Year 2017/18** for eligible faculty

As part of the tentative agreement, the current faculty contract would be extended by one year, with a new expiration date of June 30, 2018. All current provisions of the contract will be continued, including workload relief for probationary tenure-line faculty and assigned time for exceptional service to students.
The union also secured improvements regarding:

- Effective July 1, 2016, the minimum increase upon promotion will increase from 7.5% to 9% for tenure-line faculty who are promoted from assistant to associate professor and associate professor to full professor

- Lecturer Range Elevation: Creation of a working group to study the problem of range elevation (pay increases) being linked to payment of step increases in order for lecturers to move up in classification. That working group, comprised of CFA and CSU leaders, is tasked with determining a solution by March 1, 2017, with binding arbitration if a resolution cannot be reached by the parties.

The agreement also includes language regarding vesting and future cooperation. Faculty hired on or after July 1, 2017 will receive full health benefits upon retirement at age 50 with at least 10 years of service credit. Faculty meeting those requirements also will be eligible for a basic dental plan paid for by the CSU.
Going forward, the bargaining calendar will be altered so that CFA and CSU management will negotiate salary prior to the establishment of the CSU's budget process and their request for funding from the legislature. This is an important change from our past bargaining processes, and signals a new spirit going forward.
This tentative agreement would not have been possible without the dedication and hard work of our student, staff, labor, legislative, and community allies.

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: Gloria L. Rhodes, Chair, Committee on Committees and Elections
DATE: May 3, 2016
RE: Annual Report 2015-2016

The Committee on Committees and Elections communicated during Fall 2015 and Spring 2016 and considered the following issues:

1. The Committee discussed vacancies for College-assigned seats and Open-seats on various Senate and Senate-Appointed Committees in October 2015 and made sure that all seats were filled for the 2015-16 academic year.

2. Proposed changes to the Policy File was presented by the Committee on Committees and Elections, adopted by the Constitution and Bylaws Committee AY 2014-2015. The change was adopted and passed by Senate AY 2015-2016.

3. Committee members worked with Andrea Byrd, from Associated Students to fill student appointed seats. For the AY 2015-2016, there was a Student representative on all Senate committees.

4. Committee rosters are updated as of May 3, 2016 and will be posted on Senate website.

5. Committee Chair thanks this dynamic team of colleagues for all their hard work providing input to ensure these goals were accomplished. Thanks to: June Cummins (A & L), Hisham Foad (A&L), David DeBoskey(BUS), Tonika Green(EDU), Ignatius Nip (HHS), Elizabeth Cordero(IVC), Marcie Bober-Michel (PFSA), Arlette Baljon(SCI).

To: The Senate

From: Jennifer Imazeki, Chair, Faculty Affairs Committee

Date: April 2015

Subj: Information Item

REPORT ON UNIVERSITY FACULTY

Executive Summary

This report presents and assesses data, primarily from the Office of Faculty Advancement, for the period from Fall 2010 to Fall 2015. The full original data is on the Faculty Advancement website at http://fa.sdsu.edu/documents/Facu_Data/MasterBinderSenateFACommitee_2015.pdf. Key findings and conclusions will be highlighted in this Executive Summary.

Key findings:

- Since 2010, headcount of TT faculty (not including FERP) declined by 29 positions (2%), from 740 to 711; FTEF declined by 22.2 (3%) from 657 to 640.
- Temporary Faculty headcount increased from 723 to 923, for a net gain of 200 positions (28%); FTEF increased by 81 (23%) from 346 to 427.
- The number of TAs increased from 548 to 631 (15%).
- The total headcount of all teaching personnel (including FERP) increased from 2,091 to 2,337, a 12% increase; FTEF for all faculty increased from 1083 to 1100, an increase of just under 2%.
- The percentage of TT faculty FTEF (including FERP) was 61% in 2015, far below the recommended 75%. Excluding FERP, this falls further to 58%.
- Assistant Professors are a larger share of all TT faculty, increasing from 17% to 21%; the share of Associate Professors has held relatively steady (around 32%) while the share of Full Professors declined from 51% to 49%.
- The number of searches and appointments varied widely over this period.
- The number of separations per year was less varied than in the previous decade, ranging from 38 to 50.
- Even with increased hiring in 2014 and 2015, there was a net loss of 98 TT positions from 2010 and 2015 (that includes 72 who have entered FERP).
- FTES increased by 17% and SFR increased by 7%.
- Percentage of female faculty has been essentially unchanged at 42%; percentage of persons of color increased slightly from 26% to 29%.
- Percentages of women and persons of color in new faculty appointments ranged widely over the period, with 60% being female and 41% being persons of color in 2015, with large differences across colleges.

Conclusions and issues:

- Numbers of faculty, proportions of TT faculty, and SFRs still do not reflect established expectations and standards. There needs to be further discussion and analysis of how to improve the TT-Temporary ratio.
- Student Success Fee has, as expected, led to significant increases in TT faculty hiring but we do not appear to be retaining positions lost through separations. The Office of Academic Affairs – Resource Management should provide an explanation of what happens to the funds freed up by faculty separations, as well as provide data on hires to replace positions lost through separations in a separate accounting from hires funded with the Student Success Fee.
- More programming and resources should be devoted to supporting mid-career faculty in order to assist Associate Professors in making timely progress to promotion.
- Much more needs to be done to enhance diversity in the faculty ranks. One recommendation is to adopt the Building on Inclusive Excellence (BIE) Proposal developed by the Recruitment and Retention of Underrepresented Faculty Task Force; this could also be integrated with recommendations of the CSU Ethnic Studies Task Force by prioritizing joint hires between Ethnic Studies departments or programs and other departments in various colleges, especially those with particularly low percentages of faculty of color.
- The Senate should ensure action on this and other reports by developing action plans which are reported upon over time.

Introduction

Each year, the Office of Academic Affairs – Faculty Advancement provides to the Faculty Affairs Committee faculty census data for recent years. This report presents and assesses the most recent data, from Fall 2010 to Fall 2015, reporting findings and making some conclusions. Not all data tables are included here. Those tables follow this report and are available on the Faculty Advancement website at http://fa.sdsu.edu/documents/Facu_Data/MasterBinderSenateFACommitee_2015.pdf. Some of those tables contain data back to 2005, but for the most part, only data from 2010 to 2015 are included in this report. Except where indicated, data used here are from the Data Presented to the Senate Faculty Affairs Committee as Informational Charts in October 2015, which follows this report. Data from that report are from Tenure-Track Group B, which has been used since 2007, and includes all types of Tenure-Track faculty[1] except Athletics.

The Committee thanks the Office of Academic Affairs – Faculty Advancement and Associate Vice President for Faculty Advancement Joanna Brooks for their help in supplying the necessary data to compile this report.

This report focuses on overall faculty resource issues including faculty headcounts and FTEF, proportions of faculty (TT/Temporary, rank, gender, and ethnic diversity), appointments and separations, and student-faculty ratios. A report by the Diversity, Equity & Outreach Committee

[1] TT Instructional Faculty, Part-Time and Full-Time Tenured Department Chairs, Grant-Related Tenured Instructional Faculty, Tenure-Track Librarians, Tenure-Track SSPARS (Student Services Professional, Academic-Related Employees) and All FERPS.

also uses the Office of Faculty Advancement data and data from other sources to address diversity issues in much more detail.

Faculty Headcounts, FTEF and TT/Temporary Faculty Proportions

Between 2010 and 2013, the headcount of TT faculty (not including FERP) declined by 64 positions, from 740 in 2010 to a low of 676 in 2013 (see Table 1), but has begun to increase again, to 711 in 2015. There were 80 FERP faculty at the beginning of this period and 72 at the end, with minor fluctuations in between. There were 723 Temporary faculty in 2010, with this number falling to a low of 669 in 2012 and then rising to 923 in 2015, for a net gain of 200 positions. The number of TAs mostly increased from 548 to 631 over this time period. The total of all teaching personnel increased by 246, from 2,091 to 2,337 – a 12% rise.

The FTEF of TT faculty declined from 737 to 673, a decline of 9%. The FTEF for Temporary faculty increased from 346 to 427, or 23%. The number of FTEF for all faculty increased by 17, from 1083 to 1100: an increase of 2%.

The percentage of TT faculty moved from 68% down to 61%. As noted in previous reports from the Faculty Affairs Committee, the ratio of TT faculty falls far below the proportion of 75% - 25% recommended by the University Senate, or the 70% - 30% recommended by the Faculty Affairs Committee in its 2007 report to the Senate. The percentage has declined from a high of 77% in 1994, although that figure reflected budget reductions which eliminated many lecturer positions. Furthermore, the 61% share includes FERP with other TT faculty; only 58% of FTEF is comprised of TT faculty who are fully available for University service responsibilities.

TABLE 1: Headcount, FTEF, and Percentage of TT Faculty

	F 2005	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015	Change	% Change (2010 too 2015)
Headcount									
TT except FERP		740	744	699	676	685	711	-29	-4%
FERP		80	83	79	88	90	72	-8	-10%
Temp		723	702	669	786	883	923	200	28%
TAs		548	527	565	578	621	631	83	15%
TOTAL		2091	2056	2012	2128	2279	2337	246	12%
% TT**		39	40	39	36	34	34	-5	
FTEF *									
TT except FERP	700	662	657	627	600	612	640	-22.2	-3%
FERP	65	75	59	40	44	46	33	-41.72	-56%
Temp	437	346	338	324	372	417	427	81	23%
Total FTEF	1202	1083	1054	991	1016	1075	1100	17	2%
% TT***	64	68	68	67	63	61	61	-7	

* Instructional Faculty only; no SSPARs, Librarians, GRIFs. Includes Instr. TB of Dept. Chairs
** TT includes FERP, probationary, and tenured faculty

***TAs are not included in the calculation of total FTEF for determining proportion of TT faculty.

Faculty Ranks

The proportions of faculty by rank have changed somewhat. As can be seen in Table 2, the percentage of assistant professors increased from 17% to 19%, reflecting increased hiring, particularly in the last two years. The percentage of associate professors stayed close to the same (32%) while the percentage of full professors decreased from 51% to 49%. This includes FERP faculty, the majority of whom are full professors. In Fall 2015, one-fifth of associate professors had maintained that rank for more than 9 years.

TABLE 2: Ranks: Numbers and Percentages

	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015
Assistant	136/17%	141	102	92	111	148/19%
Associate	264/32%	261	261	255	258	249/32%
Full	420/51%	425/51%	415/53%	417/55%	405/52%	387/49%
TOTAL	820	827	778	764	774	784

Appointments and Separations

Trends in TT faculty numbers can also be seen by examining numbers of appointments of new faculty and separations.

As can be seen in Table 3, the number of searches varied widely by year, from 4 up to 75, with appointments similarly varying, from 3 to 61. The percentage of appointments from searches varied much less from 63% to 87%.

TABLE 3: Searches and Appointments

	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015
Searches	4	51	8	23	75	65
Appt's	3	43	5	20	61	50
Appt. %	75	84	63	87	81	77

The number of separations per year (Table 4) varied from 27 to 47. The percentage of FERP retirements as a percentage of all separations spiked to 82% in 2010 and has leveled off around 54% in 2014 and 2015.

For much of this period, separations outpaced appointments (Table 4) with the highpoint being a gap of 59 more separations than appointments in 2010. That trend reversed in the last two years as hiring increased, thanks to the Student Success Fee; however, even with the large increase in hiring, there were only 14 more appointments than separations in 2014 and 11 more in 2015. Overall, there was a net loss of 98 positions from 2010 to 2015 (182 total appointments and 280 total separations); this does include some individuals who are currently in FERP.

TABLE 4: Resignations and Other Separations

	S 2010	S 2011	S 2012	S 2013	S 2014	S 2015
Resignations	15	9	17	11	7	7
Other separations*	47	29	27	39	40	32
TOTAL	62	38	44	50	47	39
NET CHANGE: Appointments - Separations	-59	5	-39	-30	14	11

* Retired, Entered FERP, Deceased, Completed Terminal Year

Student-Faculty Ratios

From 2010 to 2015, the FTES increased by 4488 (17%) and the FTEF increased by 12 (9%). Because of the greater percentage increase in FTES, the SFR has increased from 21.7 to 23.2, a 7% increase (see Table 5).

TABLE 5: Student-Faculty Ratios

	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015	Change	% Change
FTES	26,277	27,462	28,024	28,982	29,815	30,765	4,488	17%
FTEF	1211	1186	1153	1181	1262	1323	112	9%
SFR	21.7	23.2	24.3	24.5	23.6	23.2	2	7%

Data source: Analytic Studies & Institutional Research. These figures exclude GAs from calculation for SFR.

Diversity

As noted in Table 6, during the 2010-2015 period, the percentage of female faculty remained virtually unchanged around 41-42%. The percentage of persons of color was similarly flat, in the 26%-29% range, although the trend is slightly upward.

TABLE 6: Tenure-Track Faculty Gender and Ethnic Diversity, by Percentage

	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015
% Female	41	42	41	41	41	42
% Persons of Color	26	26	27	27	29	29

Data are from Group A: no full-time chairs, etc.

Data in the tables following this report provide additional detail, briefly summarized here; the report that the Diversity, Equity, & Outreach Committee will present to the Senate this spring should also include additional detail.

The percentage of faculty identified as Asian increased slightly from about 13% to 15%, while the percentage of Hispanic/Latino faculty generally remained flat at 9%, as did the percentage of Black/African American faculty (3%-4%).

Percentages of women and persons of color in new faculty appointments ranged widely over the period, from 33% of new hires being female and 33% being persons of color in 2010 to 60% and 41%, respectively, in 2015 (2012-13 is a noticeable outlier with zero persons of color hired; however, there were only 5 total appointments that year).

However, these campus percentages mask large variation across colleges and programs. For example, in Fall 2015, the Colleges of Education, and Health and Human Services have over 60% female faculty (TT group A) while the Colleges of Engineering and Sciences have under 30%; similarly, the Colleges of Health and Human Services, Business Administration and Education have over 40% faculty of color (TT group A) while Sciences and Professional Studies and Fine Arts have under 20%.

Conclusions

Although there have been a large number of TT hires since the passage of the Student Success Fee, we still have a long way to go to meet established expectations and standards. TT headcount and FTEF are still well below where we were five years ago, let alone pre-recession levels. The percentage of TT faculty has steadily fallen, and is now at 61% (58% without FERP). As noted above, the Senate has established a recommendation of 75% of faculty being TT, a view supported by a recent report from AAUP which asserted that "Concerned legislators and some academic administrators have joined faculty associations in calling for dramatic reductions in the reliance on contingent appointments, commonly urging a maximum of 25%."[2]

The Student Success Fee has led to significant increases in TT faculty hiring; however, since we do not seem to be retaining positions lost to separations, the increased hiring seems to be having a relatively small impact on total headcount and a correspondingly small impact on the TT-Temporary ratio and student-faculty ratio. When the Student Success Fee was passed, the new hires were supposed to augment, not supplant, planned hiring; it is not clear that this has happened. The Faculty Affairs Committee calls on the Office of Academic Affairs – Resource Management to provide an explanation of what happens to the funds freed up by faculty separations, as well as provide data on the hires that have been/will be approved to replace positions lost through separations, in a separate accounting from hires funded with the Student Success Fee.

Given the increase in hiring, the shift in composition of the tenure-track faculty, with a relatively larger share of Assistant Professors, is not surprising. However, there is some concern that not all Associate Professors are making timely progress to promotion and this is contributing to the smaller share of Full Professors. The Faculty Affairs Committee recommends that more programming and resources be devoted to supporting mid-career faculty to address this issue.

The Faculty Affairs Committee also reiterates its recommendation from 2014 that the University needs to resist complacency regarding diversity, equity, and outreach in all hiring decisions. If

[2] American Association of University Professors, prepared by a subcommittee of the Committee on Contingency and the Profession. (2009). *Tenure and Teaching-Intensive Appointments*. Retrieved from http://www.aaup.org/AAUP/comm/rep/teachertenure.htm#b6

we are to continue to build a diverse faculty, we will need to recruit and hire the most diverse pool of qualified candidates that we can. We note that since 2010, the percent of faculty who are persons of color increased slightly from 26% to 29%, campus-wide; however, some colleges have been more successful than others in working towards the goal of increasing faculty diversity. For example, Science TT faculty consists of 15% POC and PSFA 21%, compared with 42% in Education, and 44% in Engineering.

One avenue for achieving greater faculty diversity can be found in the Building on Inclusive Excellence (BIE) Proposal developed by the Recruitment and Retention of Underrepresented Faculty Task Force. The BIE proposes a faculty recruitment program which would aim to provide multiple assistant professor hires per year across the university, drawing on candidates nominated from department short lists who specifically meet BIE criteria. The Faculty Affairs Committee strongly supports the BIE proposal and urges the full Senate to endorse it.

We also note that this goal of increasing the number of TT faculty of color aligns with recent recommendations made by the CSU Task Force on Ethnic Studies, including that Task Force's recommendation that "money be allocated from the Chancellor's office for hiring 50 faculty members in Ethnic Studies across the system with a matching contribution from Presidents to incentivize and support regular and consistent hiring." They also recommend the institution of "interrelated initiatives to encourage collaboration and joint planning and programs to create and support the context for the appreciation and engagement of ethnicity and Ethnic Studies as an enriching and valued diversity in the educational process." The report also finds that one of the "best practices" for strengthening Ethnic Studies departments is to provide GE status for more of their courses, especially lower-division courses so that more students may become aware of Ethnic Studies programs early in their college career.

Perhaps one way to integrate the recommendations of the Ethnic Studies report with the BIE proposal would be to consider using university funds (half from the Chancellor's office and half from the President's office, as per the recommendations of the Ethnic Studies Report) to make some of the BIE hires specifically joint hires between Ethnic Studies departments or programs (there are five at SDSU: Africana Studies, Chicana Studies, American Indian Studies, Asian Studies, and Latin-American Studies) and other departments in various colleges, especially those with particularly low percentages of faculty of color. This would hopefully lead to the development of more GE courses in disciplines which typically are not represented in the offerings of Ethnic Studies departments, particularly GE Foundations and Explorations classes in Natural Sciences and Quantitative Reasoning. The establishment of these new GE courses in Ethnic Studies departments would go far toward ensuring the stability of these departments, in terms of larger FTEs and relevance to students interested in disciplines which are not part of the Humanities or Social Sciences. Joint appointments between Ethnic Studies would also help to attain multiple goals of increasing the number of TT faculty of color, especially in departments with relatively low percentages, as well as increasing the number of Ethnic Studies faculty and helping to strengthen and support Ethnic Studies departments overall.

In addition, the Committee strongly hopes that this report and the report by the Diversity, Equity, & Outreach Committee are thoughtfully analyzed, followed by the identification of key issues to be addressed and the formation of explicit action plans which are tracked and reported upon over time.

TO: Senate Executive Committee / Senate

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

DATE: April 13, 2016

RE: GENERAL EDUCATION PROGRAM

Action

I. COMMUNICATION AND CRITICAL THINKING

3. Intermediate Composition and Critical Thinking

Change to course number.
PHIL 200. Critical Thinking and Composition (3) [GE]
Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements and Africana Studies 120 or American Indian Studies 120 or Chicana or Chicano Studies 111B or English 100 or Linguistics 100 or Rhetoric and Writing Studies 100 or 101. Proof of completion of prerequisites required: Test scores or verification of exemption; grade report or copy of transcript.
Introduction to critical thinking and writing. Evaluation and development of correct reasoning and effective style and organization in argumentative writing. Correct deductive and inductive reasoning. Fallacies. Critical appraisal of evidence. Construction of rebuttals and counter-arguments. (Formerly numbered Philosophy 110.)

II. FOUNDATIONS OF LEARNING

C. Humanities

5. Foreign Language

Deactivation of course.
FRENC 220. Grammar of Spoken French (3) [GE]
Prerequisite: French 210.
Analysis of grammar and use of modern French through study of cultural materials, for proficiency in oral communication. Note: French majors, minors, and International Business majors are encouraged to enroll concurrently in French 221.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Change to prerequisites.

COMM 321. Introduction to Health Communication (3) [GE]

Prerequisites: Completion of the General Education requirement in Communication and Critical Thinking I.1, Oral Communication, or I.3., Intermediate Composition and Critical Thinking and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors. Open to majors and nonmajors.

Health communication topics to include patient-provider communication, health communication campaigns, supportive relationships, and public policy. Research methodologies, theories, and best practices in health communication. Required of all health communication majors prior to 400-level coursework.

C. Humanities

Change to description and prerequisites.

FRENC 301. Advanced Grammar and Composition (3) [GE]

Prerequisites: French 221 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Advanced grammar and stylistics, intensive writing practice focused on a theme in French culture. Not open to students with eight or more years of schooling in institutions where French was the sole or primary medium of instruction. French 301 and 302 may be taken concurrently.

Change to description and prerequisites.

FRENC 302. Advanced Grammar and Translation (3) [GE]

Prerequisites: French 221 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Advanced grammar and comparative stylistics of French and English, taught through translation. Development of skills in writing and oral expression, as well as reading comprehension. French 301 and 302 may be taken concurrently.

Change to prerequisite.

FRENC 305A. Survey of French Literature (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Important movements, authors, and works in French literature from the Middle Ages to the Revolution.

Change to prerequisite.

FRENC 305B. Survey of French Literature (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Important movements, authors, and works in French literature from the Revolution to present.

Change to prerequisite.

FRENC 421. French Civilization (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

French civilization from Middle Ages to the present. Artistic, intellectual achievements and cultural movements.

Change to prerequisite.

FRENC 422. Contemporary France (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Contemporary France, emphasizing political, economic and social structures as well as artistic, intellectual, and cultural trends.

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

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: April 13, 2016

Re: 2017-2018 *General Catalog*

INFORMATION (3I-05-16)

COMMUNICATION

1. Change to prerequisites.

Communication
COMM 321. Introduction to Health Communication (3) [GE]
Prerequisites: Completion of the General Education requirement in Communication and Critical Thinking I.1, Oral Communication, or I.3., Intermediate Composition and Critical Thinking and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors. Open to majors and nonmajors.
Health communication topics to include patient-provider communication, health communication campaigns, supportive relationships, and public policy. Research methodologies, theories, and best practices in health communication. Required of all health communication majors prior to 400-level coursework.

Change(s): Prerequisites updated from *Communication 103; and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors. Open to majors and nonmajors* to what is reflected above.

ELECTRICAL ENGINEERING

1. Change to prerequisite.

Electrical Engineering
E E 330L. Engineering Electronics Laboratory (1)
Three hours of laboratory.
Prerequisite: Credit or concurrent registration in Electrical Engineering 330 with a grade of C- (1.7) or better.
Experimental study of laboratory instruments, diodes, rectifier circuits, filters, transistors, and operational amplifiers.

Change(s): *With a grade of C- (1.7) or better* added to prerequisite statement.

2. Change to prerequisite.

Electrical Engineering
E E 380L. Electrical Energy Conversion Laboratory (1)
Three hours of laboratory.
Prerequisite: Credit or concurrent registration in Electrical Engineering 380 with a grade of C- (1.7) or better.
Experimental study of DC, single and polyphase AC circuits, transformers, and machines.

Change(s): *With a grade of C- (1.7) or better* added to prerequisite statement.

3. Change to prerequisite.

Electrical Engineering
E E 410. Signals and Systems (3)
Prerequisites: Electrical Engineering 300 and 310 with grades of C- (1.7) or better. File an approved master plan with the Department of Electrical and Computer Engineering.
Linear time-invariant systems, Fourier analysis, continuous and discrete signals and systems, sampling and Laplace transform techniques.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

4. Change to prerequisite.

Electrical Engineering
E E 430. Analysis and Design of Electronic Circuits (3)
Prerequisites: Electrical Engineering 310, 330, and Aerospace Engineering 280 with grades of C- (1.7) or better.
Single and multiple transistor amplifiers, power stages. Frequency response, feedback, stability, and operational amplifier circuits.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

5. Change to prerequisite.

Electrical Engineering
E E 430L. Electronic Circuits Laboratory (1)
Three hours of laboratory.
Prerequisites: Electrical Engineering 330L and 430 with grades of C- (1.7) or better.
Transistor dynamic characteristics; single stage and multistage amplifier circuits including feedback, tuned amplifiers, voltage regulators, active filters, and A/D-D/A converters.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

6. Change to prerequisite.

Electrical Engineering
E E 434. Electronic Materials and Devices (3)

Prerequisites: Electrical Engineering 330 and 340 with grades of C- (1.7) or better.

Crystal properties and growth of semiconductors, quantum mechanics of solids, shot noise and thermal noise, energy band and charge carriers, excess carrier in semiconductors, p-n junctions, solar cells, tunnel diodes, photodetectors.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

7. Change to prerequisite.

Electrical Engineering
E E 440. Electromagnetic Waves (3)

Prerequisites: Electrical Engineering 310 and 340 with grades of C- (1.7) or better.

Time-domain form of Maxwell equations, electromagnetic wave propagation in unbound media, Poynting vector, reflection of plane waves, transmission line theory, Smith chart, different microwave transmission lines, wave propagation in bounded media, waveguides, and introduction to antennas.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

8. Change to prerequisite.

Electrical Engineering
E E 480. Power System Analysis (3)

Prerequisites: Aerospace Engineering 280, Electrical Engineering 310 and 380 with grades of C- (1.7) or better.

Modern power system elements; calculation of load flow, fault currents, and system stability.

Change(s): *With grades of C- (1.7) or better* added to prerequisite statement.

9. Change to prerequisite.

Electrical Engineering
E E 483. Power Distribution Systems (3)

Prerequisite: Electrical Engineering 380 with a grade of C- (1.7) or better.

Design and operation of electric power distribution systems. Design of primary and secondary systems, application of one phase and three phase transformer banks, and metering principles and practices.

Change(s): *With a grade of C- (1.7) or better* added to prerequisite statement.

EXERCISE AND NUTRITIONAL SCIENCES

1. New course.

Exercise and Nutritional Sciences
ADVANCED SOCCER (C-11)
ENS 109C. Advanced Soccer (1)
Prerequisite: Exercise and Nutritional Sciences 109B.
Advanced techniques and skill development of soccer.

FRENCH

1. Deactivation of course.

French
FRENC 220. Grammar of Spoken French (3) [GE]
Prerequisite: French 210.
Analysis of grammar and use of modern French through study of cultural materials, for proficiency in oral communication. Note: French majors, minors, and International Business majors are encouraged to enroll concurrently in French 221.

2. Change to description and prerequisites.

French
FRENC 301. Advanced Grammar and Composition (3) [GE]
Prerequisites: French 221 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.
Advanced grammar and stylistics, intensive writing practice focused on a theme in French culture. Not open to students with eight or more years of schooling in institutions where French was the sole or primary medium of instruction. French 301 and 302 may be taken concurrently.

Change(s): Last sentence of description updated from *French 301 and 302 may not be taken concurrently or out of sequence* to what is reflected above. Update prerequisites from *Minimum 12 units of 200-level French, to include French 221 with a grade of C or better, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors* to what is reflected above.

3. Change to description and prerequisites.

French
FRENC 302. Advanced Grammar and Translation (3) [GE]

Prerequisites: French 221 with a grade of C (2.0) or better. Completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Advanced grammar and comparative stylistics of French and English, taught through translation. Development of skills in writing and oral expression, as well as reading comprehension. French 301 and 302 may be taken concurrently.

Change(s): Description updated from *Advanced grammar and comparative stylistics of French and English, taught through translation. French 301 and 302 may not be taken concurrently or out of sequence* to what is reflected above. Prerequisite changed from FRENC 301 to 221.

4. Change to prerequisite.

French
FRENC 305A. Survey of French Literature (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Important movements, authors, and works in French literature from the Middle Ages to the Revolution.

Change(s): Prerequisite statement changing from twelve units of 200-level French to ten units.

5. Change to prerequisite.

French
FRENC 305B. Survey of French Literature (3) [GE]

Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Important movements, authors, and works in French literature from the Revolution to present.

Change(s): Prerequisite statement changing from twelve units of 200-level French to ten units.

6. Change to prerequisite.

French
FRENC 400. Advanced French in Paris (3)

Prerequisite: Ten units of 200-level French.

Development of advanced level proficiency skills through writing and speaking. Offered only through the Paris Semester study abroad program.

Change(s): Prerequisite statement changing from twelve units of 200-level French to ten units.

7. Change to prerequisite.

French
FRENC 421. French Civilization (3) [GE]
Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.
French civilization from Middle Ages to the present. Artistic, intellectual achievements and cultural movements.

Change(s): Prerequisite statement changing from twelve units of 200-level French to ten units.

8. Change to prerequisite.

French
FRENC 422. Contemporary France (3) [GE]
Prerequisites: Ten units of 200-level French, and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.
Contemporary France, emphasizing political, economic and social structures as well as artistic, intellectual, and cultural trends.

Change(s): Prerequisite statement changing from twelve units of 200-level French to ten units.

9. Change in program.

French
French Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 11021) (SIMS Code: 112701)
Paragraphs 1-2 *(no change)*
Preparation for the Major. French 100A, 100B, 201, 210, and 221. (20 units)
Recommended: History 105, 106.
Remainder of description *(no change)*

Change(s): Removal of French 220, reduction from 22 to 20 units in preparation for the major section.

GEOGRAPHY

1. Change in program.

Geography
Geography Major
With the B.A. Degree in Liberal Arts and Sciences

(Major Code: 22061)

Emphasis in Methods of Geographic Analysis
(SIMS Code: 112954)

Paragraph 1 *(no change)*
Preparation for the Major. *(no change)*
Language Requirement. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Major. A minimum of 41 upper division units in geography to include:

1. *(no change)*
2. Fifteen units of core courses, with at least three units from each of the following groups: *(a) Regional Geography:* Geography 320, 321, 324, 336, 426; *(b) Human Geography:* Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; *(c) Environmental and Physical Geography:* Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; *(d) Methods:* Geography 380, 381, 385, 484, 581, 583-586, 589-593;
3. *(no change)*
4. *(no change)*

Change(s): Course options updated to include the addition of GEOG 593 to group D.

2. Change in program.

Geography
Geography Major
With the B.S. Degree in Applied Arts and Sciences
(Major Code: 22061)

Emphasis in Geographic Information Science
(SIMS Code: 112990)

Paragraph 1 *(no change)*
Preparation for the Major. *(no change)*
Graduation Writing Assessment Requirement. *(no change)*
Major. A minimum of 38 upper division units in geography to include:

1. *(no change)*
2. Fifteen units of core courses, with at least three units from each of the following groups: *(a) Regional Geography:* Geography 320, 321, 324, 336, 426; *(b) Human Geography:* Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; *(c) Environmental and Physical Geography:* Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; *(d) Methods:* Geography 380, 381, 385, 484, 581, 583-586, 589-593;
3. *(no change)*
4. *(no change)*
5. *(no change)*

Change(s): Course options updated to include the addition of GEOG 593 to group D.

3. Change in program.

Geography
Geographic Information Science Certificate*
(SIMS Code: 112949)

Paragraph 1 *(no change)*

The certificate requires 27 units distributed between the departments of Geography and Computer Science as follows: 12-15 units selected from Geography 104, 381, 484, 581-593, and 12-15 units selected from Computer Science 107, 108, 310, 320, 503, 514, 520, 535, 537. Courses with relevant content (e.g. Geography 596 or Computer Science 596) may be substituted for the geography and computer science courses with the approval of the certificate adviser. Courses in the certificate may be counted toward the major in geography but may not be counted toward the minor.

* Additional prerequisites required for this certificate.

Change(s): Course options updated to include the addition of GEOG 593.

LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies
Latin American Studies Major
With the B.A. Degree in Liberal Arts and Sciences
(Major Code: 03081) (SIMS Code: 114301)

Paragraphs 1-2 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. *(no change)*

Group A: History, Politics, and Economics. Latin American Studies 340, 366 [or Political Science 366], 370, 415 [or History 415], 420, 430 [or Political Science 430], 498, 580; Chicana and Chicano Studies 340A, 350A, 375; Economics 365, 464, 565; Health and Human Services 350; History 416, 550, 551, 557, 558, 580*; Political Science 361, 482, 566, 567, 568; Public Health 362.

Group B: Cultures and Environments. *(no change)*

Group C: Arts and Literature. Latin American Studies 307 [or Portuguese 307], 310 [or Chicana and Chicano Studies 310], 380 [or Chicana and Chicano Studies 380], 400 [or Chicana and Chicano Studies 400], 580; Art 561, 563; Chicana and Chicano Studies 376; Comparative Literature 445, 580*; English 519*; Portuguese 443; Spanish 341, 342, 402, 502, 515.

*Acceptable when of relevant content with consent of adviser.

Change(s): Adds HIST 557 to the list of courses in Group A of the upper-division electives for the Latin American Studies major and minor. Also, add SPAN 402 to the list of courses in Group C of the upper-division electives for the Latin American Studies major and minor, and delete SPAN 406B.

PHILOSOPHY

1. Change to course number.

Philosophy
PHIL 200. Critical Thinking and Composition (3) [GE]

Prerequisites: Satisfaction of the English Placement Test and Writing Competency requirements and Africana Studies 120 or American Indian Studies 120 or Chicana or Chicano Studies 111B or English 100 or Linguistics 100 or Rhetoric and Writing Studies 100 or 101. **Proof of completion of prerequisites required:** Test scores or verification of exemption; grade report or copy of transcript.

Introduction to critical thinking and writing. Evaluation and development of correct reasoning and effective style and organization in argumentative writing. Correct deductive and inductive reasoning. Fallacies. Critical appraisal of evidence. Construction of rebuttals and counter-arguments. (Formerly numbered Philosophy 110.)

Change(s): Course number changed to PHIL 200 from PHIL 110.

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: April 19, 2016

RE: Information

The Campaign for SDSU has reached the $680M benchmark. The following gifts were received since the last report:

Alumni Ben and Nikki Clay have pledged $15,000 to the Ben and Nikki Clay Scholarship in the College of Professional Studies and Fine Arts.

A $100,000 planned gift from Dean Joyce Gattas, College of Professional Studies and Fine Arts, will establish the Joyce M. Gattas Endowed Scholarship for International Experiences.

The San Diego Military Advisory Council has pledged $45,000 to support the San Diego Military Advisory Council, SDSU Military Student of the Year.

Faculty Emeritus James Williamson and his wife Francine, an Alumna, have made a $97,813 gift to establish the James E. Williamson & Francine J. Lipman Endowed Scholarship in the College of Business Administration.

A $10,000 pledge from Alumnus Mark Howard will establish the Howard Family Scholarship in the College of Business Administration.

A $10,000 gift from Alumna Genevieve Crecelius and her husband, Paul, will support the Paul Kurtz and Genevieve Jane Crecelius Chemistry Endowed Scholarship in the College of Sciences.

A realized bequest of $46,788.72 from the Estate of Leoma C. Shaver Beatty will establish a scholarship to support a transfer student from Imperial Valley Community College to San Diego State University.

Alumnus Jeffrey Cava and Angela Bass have made a $20,000 gift to establish the Blu Cava Memorial Scholarship in the College of Professional Studies and Fine Arts.

The San Diego Kiwanis Club Foundation has made a $9,000 gift to help fund the Kiwanis Club Scholarship.

A $350,000 planned gift from Alumnus William McWilliams will establish the following: the Kathleen & William McWilliams English Excellence Endowed Scholarship in the College of Arts and Letters, the Kathleen & William McWilliams Arts Excellence Endowed Scholarship in the College of Professional Studies and Fine Arts, the Kathleen & William McWilliams Guardian Scholar Endowed Scholarship and the Kathleen & William McWilliams Study Abroad Endowed Scholarship in the Division of Undergraduate Studies.

TCF Board Member and Alumna Elsa Romero and the AKT Group, LLP have made a $10,000 gift to support scholarships.

Gifts totaling $33,500 from anonymous donors purchased student tickets for the NIT Tournament.

Alumna Stacy Bartlett-Renshaw has made an $8,000 gift to the Camp Able Program in the College of Professional Studies and Fine Arts.

3M Company made a gift of $8,000 to the 3M Frontline Sales Initiative Fund in the College of Business Administration.

A $12,000 gift from Gerald Starek will support Athletics.

A $13,435 gift from the Matthew and Marion Dietschman Family Fund will support the Matthew H. and Marion C. Dietschman Education Fund in the College of Health and Human Services.

A $25,000 gift from Kevin and Leann McCarthy will support Athletics.

Alumna Deborah Carstens made a $30,000 gift to support the Women's Studies Fund and Women's Studies Scholarships in the College of Arts and Letters.

Faculty member William Tong, Chair and Professor of Chemistry, has made a $50,000 planned gift to establish the William G. Tong Endowed Scholarship in the College of Sciences.

A $50,000 pledge from an anonymous Alumnus will establish the College of Business Administration Emergency Fund Endowed Scholarship.

Athletics has received a $6,350 gift from Mike Biggs and a gift of $8,000 from Julie Parker.

Campaign, Presidential & Special Events:

This year's Kyoto Prize Symposium was held on Wednesday, March 16. The Kyoto Prize Laureate in Advanced Technology was Dr. Toyoki Kunitake who was the first in the world to discover that synthetic molecules could spontaneously produce bilayer membranes—a basic structure common to the biological membranes of living cells. Dr. Kunitake established molecular self-assembly as one of the key concepts in the field of Chemistry, which opened new frontiers in the Materials Sciences. Today, scientists around the globe are conducting research based on his groundbreaking discoveries.

The Kyoto Prize, often compared to the Nobel Prize, is awarded annually by the Inamori Foundation. The Foundation was established in 1984 by Dr. Kazuo Inamori, founder and chairman of Kyocera and KDDI Corporation. The prize is given to outstanding scholars in the areas of Advanced Technology, Basic Sciences and Arts and Philosophy. Dr. Kunitake's lecture was presented to a full-house consisting of over 900 community members, SDSU faculty, staff and students as well as high school students from throughout San Diego and Baja California. The Kyoto Prize Symposium is a collaborative effort between San Diego State University, University of San Diego, Pt. Loma Nazarene University and University of California, San Diego.

Student Engagement (Aztec Proud and Legacy Program):

The Class of 2016 is providing support to SDSU's Campaign by leaving their legacy. To date, more than 3,000 graduates of this class have donated, resulting in over $40,000 including a $10,000 matching gift from Aztec Shops. Last year's Class of 2015 raised $26,000 including the Bookstore matching gift. We are thrilled that over 30% of this year's graduates are leaving their legacy for future students.

That's not all when it comes to student philanthropy at SDSU. Last year's incoming freshman class, the Class of 2019, raised over $20,000 in the summer of 2015 during freshman orientation and move-in day. This was exceptional and demonstrates the quality of students attending SDSU.

Aztec Mentor Program (AMP):

AMP is currently in the 3rd year of the program and is experiencing the most successful semester and year yet. Each student enrolled in the program this semester has received a mentor. The record-breaking semester totaled 658 students matched with mentors and brought the annual total to 1,266 pairs. The running total for the 3 year program has paired close to 2,500 students with mentors. With the support of our alumni and friends we are strengthening the transformational educational experiences afforded to our students through AMP.

Regional Initiatives Update:

In late March, the SDSU Regional Initiatives Program rallied efforts to create a strong SDSU presence at the NIT semi-finals basketball game at Madison Square Garden in New York City. Representatives from Athletics, Student Affairs and URAD came together for a successful pre-game event with over 160 Aztecs in attendance. The tournament provided SDSU with a meaningful way to engage its constituents in the region as we continue building our national reputation and financial stability in concert with our strategic plan.

March 18, 2015

To: University Senate/Senate Executive Committee
From: Eniko Csomay, Chair of Constitution and Bylaws Committee
Information: Changes in language to the Bylaws concerning the addition of the Director of Student Disability Services as a new member to the Committee on Diversity, Equity and Outreach

- *The committee has approved this bylaws change which will be introduced at the September 2016 Senate meeting **

3.9 Committee on Diversity, Equity, and Outreach

3.91 Membership (~~20~~21): nine faculty, one of whom shall chair, including one from each college, the Library, and the SDSU-IV Campus, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative; the Assistant Vice President for Academic Affairs / Enrollment Services or designee; the Director of the Office of Employee Relations and Compliance; the Chief Diversity Officer; the Chair of the Senate or designee; the Provost or designee; the Vice President for Student Affairs or designee; the Dean of Undergraduate Studies or designee; ~~and~~ the Director of the Center for Human Resources or designee; and the Director of Student Disability Services.

3.911 The appointed faculty members shall serve three-year, staggered terms.
3.912 Membership on the committee shall include representation from diverse campus groups.
3.913 The chair of the Committee, in consultation with the President, may request the service and advice of educational and community leaders.

3.92 The Committee shall report to the Senate and advise the President.

3.93 Functions
3.931 The Committee shall review university-wide programs for the recruitment and retention of faculty, staff, and students.
3.932 Subject to the approval of the President, the Committee shall advise the university administration regarding prohibited discrimination, equal opportunity, outreach, and related matters.
3.933 Additional duties of the Committee shall be: (a) to advise the President regarding the university's conformity or potential lack thereof with California State University policies and with legislation on nondiscrimination and equal opportunity in admissions and employment, (b) to recommend policies and procedures to recruit students for matriculation and to retain students for graduation, (c) to work with Enrollment Services, diverse student organizations, and interested community persons and groups to coordinate activities to enhance the recruitment of diverse students, (d) to review and assist in coordination of programs for advising and mentoring diverse students, (e) to assist departments in reviewing and modifying their curricula in order to incorporate multicultural materials, (f) to promote faculty and staff involvement in addressing the educational needs of diverse students, (g) to disseminate information concerning funding for equity programs within the university, (h) to advise the Office of Employee Relations and Compliance and the Chief Diversity Officer regarding policies, procedures, and outcomes of the university's diversity programs.

Rationale: The addition of the Director of Student disability Services to the DEO will guarantee that the DEO has standing expertise on disability as diversity so it can give disability issues full consideration in their deliberations. SDSU is including a disability as diversity (DiversAbility) model more centrally; inclusivity of people with varying abilities is part of the Strategic Plan, and it is important for the DEO to have such expertise represented in its membership. The Director of Student Disability Services has been attending DEO meetings regularly and has requested to formalize that participation. VP for Student Affairs Eric Rivera and the DEO membership are also in favor of this change.

Date: 3 May 2016

To: Senate

From: Stephen Schellenberg, Chair, Undergraduate Council
Wil Weston, Chair, Academic Policy and Planning

Information: AY15/16 Report and Compendium on Enrollment, Retention, and Graduation

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This information item, jointly produced and approved by the Undergraduate Council and Academic Policy and Planning, constitutes the AY15/16 Enrollment, Retention, and Graduation (ERG) Report. The 115-page AY15/16 ERG Compendium, produced by the Office of Analytical Studies and Institutional Research, is provided as a separate pdf.

In the past decade, San Diego State significantly increased the overall six-year graduation rate while narrowing the achievement gap. We accomplished these major gains through a combination of implementing policy changes, assuring access to classes, raising student expectations (e.g., unit loads), and providing support to student populations who have benefitted from learning communities, targeted advising, and engagement in high-impact practices. Notably, these major gains were accomplished while state support declined markedly and as our student body became more diverse, both ethnically and socioeconomically.

Continuing the approach established last academic year, the comprehensive Enrollment, Retention, and Graduation (ERG) Compendium has been updated by Analytical Studies and Institutional Research and made available to the University Senate. This brief report, in concert with the compendium, serves to fulfill the charges from the Policy File to APP (i.e., "*annually review the previous year's outcomes as well as any enrollment management changes proposed by the administration*") and the Undergraduate Council (i.e., "*produce an annual report on retention and graduation during the fall semester*"). With respect to the charge to APP, no major enrollment management changes have been proposed by the administration for the upcoming academic year (AVP Sandra Cook, pers. comm.). For F15 enrollments, 37.6% of all enrolled California resident first-time-freshmen were from the local service area.

1. Highlights from AY15/16 ERG Compendium: Below we highlight some key patterns and observations with parenthetical reference to the corresponding page(s) on which the data appear,

- As demonstrated in the Total Applications and Undergraduate Applications sections, nearly all forms of applications showed new historic highs, while admissions and enrollments remained relatively stable or increased slightly compared to recent years.
- Average unit load remained stable or increased slightly for new FTF and Transfers as well as within each class level (p. 18-19)
- FTF enrollment of Pell-eligible students from the local-area and non-local-area declined slightly (p. 33, 34).
- FTF proficiency at high school graduation and at fall entry continued a moderate increasing trend (p. 38-41).
- Students of Color continue to account for an increasing percentage of new transfers and readmits (p. 51).
- FTF continuation rates for local and non-local students were 89.1% and 89.4%, respectively, for F14 (p. 53).

- A three-year decline reversed for non-resident out-of-state FTF continuation rates, but a similar decline for non-resident international students continued (p. 55; note concomitant increase in Academic Probation rates after year one for the latter – see p. 60).
- FTF continuation rates showed continued gains across all ethnic categories (p. 56) and the gap between non-Pell-eligible and Pell-eligible narrowed to 1% (p. 57).
- The recent convergence of FTF continuation rates among Students of Color All Others continued, with both groups increasing by 1.8% (p. 58).
- FTF average GPA after one year continue to rise within and among categories of admission area, gender, resident status, and Students of Color (p. 59).
- Continued or graduated after Years 1 to 6 by local/non-local, gender, and ethnicity largely show increases within categories and decreases in achievement gaps through time (p. 61-63).
- FTF 4-, 5-, and 6-year graduation rates are now 36.0%, 65.1%, and 68.5%, and when disaggregated by resident, local/non-local, and ethnicity show mostly net increasing trends through time, with some deviations including non-resident students (especially international with caveat of small population). Local students continue to show graduation rates that are consistently ~15% lower than non-local-students (p. 64-70).
- New transfers and readmits generally continue to show gains in one-year continuation rates and full-time transfer student 4-, 5-, and 6-year graduation rates are now 42.4%, 77.1%, and 83.7%. When disaggregated into various categories, stable to positive trends predominate (p. 79-94).
- Graduate applications from F03 to F08 to F15 have increased for all colleges except A&L and PSFA (p. 103; note that Grad Division category represents post-baccalaureate and related student categories).

2. Expectations for SDSU from the Chancellor's Office: Recognizing that California will need more college-educated citizens in the future to meet the demands of the state, last academic year Dr. Tim White, California State University Chancellor, announced CSU Graduation goals for 2025. While each university has been provided with specific targets, such as those below for SDSU, the overall goal for the CSU is to increase the six-year graduation rate to 54%. As demonstrated in the ERG Compendium, we are making progress towards these goals.

CSU Freshman Graduation Rate Goals for SDSU Campus			
	Baseline Rate (2009 Cohort)	**Additional Improvement**	**2025 Goal**
6-Year Graduation Rate Goal (2019 Cohort)	66%	6%	72%
4-Year Graduation Rate (2021 Cohort)	32%	8%	40%
Transfer Graduation Rate Goals			
4-Year Graduation Rate (2021 Cohort)	79%	6%	85%
2-Year Graduation Rate (2023 Cohort)	36%	8%	44%
Freshman Achievement Gap Goals			
6-Year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	7%	50%	3%
6-Year Pell/non-Pell Grant Graduation Rate Gap Goal (2019 Cohort)	5%	50%	2%

3. Opportunities for Improving Student Retention, Graduation, and Achievement: Our progressive improvements over time in graduation and retention rates can be attributed to a variety of policy changes and targeted interventions with specific student populations. As we continue to strive to improve these various measures, we must appreciate that any improvement in such percentage-based measures must be gained without a decrease in either program quality or student achievement. Below are some opportunities at the course, program, and university level that were presented last academic year with a brief update on progress in parentheses.

Course-level Opportunities:

- Examine classes with traditionally high DFW rates to understand the nature of the challenges to student achievement and address course-specific challenges through appropriate changes that will improve retention and graduation while maintaining (or even increasing) achievement; such changes could include course redesign, supplemental instruction, and learning analytics. *(Implemented and underway through various strategic interventions in 84 high DFW courses across campus)*
- Implement additional tutoring and mentoring within courses and the broader university through such mechanisms as the Writing Center and in-development Math Center. *(Implemented and underway, including a recent expansion of the Math Center)*
- Promote and support the development and integration of High Impact Practices as appropriate within courses (e.g., community-based service learning, writing-intensive courses, undergraduate research and scholarship, collaborative assignments), especially in those courses that typically fall within students' first 45 units. *(Actively promoted through various programs; WASC has specific recommendations forthcoming regarding assessment of HIPs and we look forward to a discussion of these recommendations across campus)*

Program-Level Opportunities:

- Promote and support program-centered discussions on the shared responsibility of students, programs, and the broader university in student retention, graduation, and achievement. Such discussions would help faculty understand how students enter their programs, why they persist or depart from their programs, and what actions and adjustments could improve their retention, graduation, and achievement. We would recommend piloting this approach with five to ten programs, with a refined process eventually integrated into the established Academic Program Review. *(New program-level dashboard in development through collaborations with ASIR and DUS; piloting planned for AY16/17)*
- Focus the role of evidence-based, action-oriented program assessment and periodic academic program reviews as mechanisms for improving the student learning experience and thereby students' engagement and achievement, which in turn should improve graduation and retention rates across the university. Such efforts should include direct examples of student work that established expected and exemplary levels of student achievement. *(Ongoing and a specific recommendation line in the forthcoming WASC Team Report, which should promote greater discussion and championing across campus of assessment for student learning.)*
- As within courses, the development and integration of High Impact Practices should also be promoted and supported at the program level (e.g., capstone courses, study abroad, internships, etc.). *(Ibid.)*

University-Level Opportunities:

- Develop an integrated outreach and advising program for non-transferring students who depart after one semester or one year in good academic standing, with the program triggered on evidence of non-enrollment, ideally prior to start of classes. *(In discussion)*

- Modify the leave of absence procedure so that students must file for a leave if they stop out for one or more semesters. This process would establish the student's reasoning and, while ultimately respecting their request, provide the opportunity to present alternatives or initiate a plan to return. *(Underway with developing communication plan for campus)*
- Increase the availability and efficacy of financial aid counseling for students with financial holds. Pilot efforts in this area have already brought 17 students back to campus. Scholarship funds could be targeted to support students close to graduation. *(Underway, in part through new Leave of Absence form, which provides opportunity to intervene and assist students needing financial assistance/counseling before they separate from the university)*
- Continue to address bottlenecks and backlogs in course availability across disciplines through a course scheduling approach that develops steady-state course offerings that can meet student demand based on a four-year graduation plan. Strategic application of student success fee funds for critical faculty hiring would play a natural role in this endeavor. (*Ongoing distributed effort; in discussion as a specific project*)
- Engage in "intensive advising" for students who have earned more than 150 units and for students who have earned over 100 units but are taking leaves of absence. As noted above, advising these students can help them complete a degree in a timely manner. *(Implemented through college and department level interventions)*
- Analyze the historical retention and graduation rates of students who maintained pre-major designation with 70+ units to assess the degree to which such student swirls negatively impact-time to degree; engage faculty in developing solutions for completing degrees in more timely manner. *(In discussion)*

San Diego State University

Campus Sexual Violence Survey Results
Executive Summary
Spring 2016

SAN DIEGO STATE UNIVERSITY

Leadership Starts Here

San Diego State University

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Background

Sexual assault is a significant challenge for colleges and universities nationwide, affecting the health, mental health, and academic success of students. Schools and Universities are looking to climate surveys to fill this gap in knowledge, and conducting regular climate surveys is a best-practice response to campus sexual assault. Understanding other climate issues, such as students' knowledge about reporting policies and resources for victims, their attitudes about prevention, and their perceptions about how their community is addressing the problem of sexual violence, are critical pieces of information for improving campus responses.

In the Spring of 2015, San Diego State University conducted a student survey of sexual violence and related beliefs. The purpose of the study was to administer an anonymous comprehensive sexual assault survey to all students attending San Diego State University. Following recommendations from the White House Task Force to Protect Students from Sexual Assault (2014) an anonymous survey was developed that included questions about sexual assault/violence on or near campus, attitudes about sexually related violence, inclination to intervene/help in response to sexual violence, and awareness of sexual violence related services and policies. The goals of the survey were to provide 1) Information about the prevalence of sexual violence on the campus, students' knowledge about reporting policies and resources for victims, and students' attitudes related to sexual violence, and 2) a benchmark to measure improvements/declines over time in attitudes and prevalence. All students were contacted via their university--provided email and given a link to the anonymous survey. The survey was emailed to 30,469 students, and 9,161 students responded to the survey, which represents a substantial response rate of 30%.

Summary

The results of the survey revealed that SDSU students are very informed about sexual violence resources, are well--versed in affirmative consent policy, and are feel ready to intervene to prevent sexual violence from occurring on campus.

SDSU's prevalence rates of sexual violence compare favorably to national averages. Only 6% of respondents reported that they had experienced sexual assault since coming to SDSU. When presented with a range of sexual experience situations, 15% of SDSU students reported having experienced some form of unwanted sexual contact or violence since coming to SDSU, with over 40% of such assaults occurring within 5 miles of campus. The national average is approximately 20%. Of these actions, most fell into the category of unwanted fondling, kissing or rubbing. Some rape myths and other problematic attitudes related to sexual assaults persist

among SDSU students, suggesting there is still work that remains to educate students and help reduce the risk of sexual violence on campus.

Survey Highlights

- Ninety--two percent of students believe they understand how SDSU defines affirmative consent to engage in sexual activity.
- Nearly all (98%) of all students do not believe that a person can give consent when they are being threatened or coerced.
- Most SDSU students (65%) reported being very ready to intervene in some capacity (bystander confidence) when witnessing sexual assault.
- Sixty--one percent believe that when a woman is raped, it is often because the way the woman said "no" was unclear.
- Only 56% of all students believe that at SDSU, sexual acts are considered non--consensual if a person is incapacitated from alcohol or drugs.
- The rate of any sexual assault was 23% among those who lived in university housing and 7.7% among those who did not live in university housing.
- As expected, the rates of sexual assault are lower among men 10%, than either women (19%) or those who don't identify as either male or female (14%).
- Those who identify as bisexual or other (e.g., trans, or gender fluid) are at highest risk for experiencing sexual assault (29%) compared to heterosexual men and women.
- The results suggest that American Indian/Alaska Natives have the highest rate of any sexual assault (26.7%). By comparison, Hispanic/Latinos have the lowest rate of any sexual assault (14.1%).
- The rate of sexual assault among those involved in Sororities is higher (27%) than any other group and higher than the overall campus rate.
- Slightly over 4% of the sample perceive they have been stalked since attending campus, and about slightly over 8% meet a stricter legal standard of experiencing unwanted harassment that elicited fear or a sense of threat.
- Approximately 85% of those experiencing unwanted harassment or stalking are female.