



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Agenda

March 6, 2017

AL 101

2:00 to 4:30 pm

1. Agenda (Attiq)
2. Minutes (Attiq)
3. Announcements (Ornatowski, for Bober-Michel)
 - 3.1 Aztec Mascot/Identity Task Force
 - 3.2 Update: Dean Searches (defer to Provost)
 - 3.3 Update: Academic Misconduct Policy / staff and faculty
 - 3.4 Senate's Excellence in Teaching Award
 - 3.5 EO 1100-Revised extension request and progress (defer to Shultz)
 - 3.6 State of California Audit
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- 9. Other Information Items

- 10. Other Business
 - 10.1 Update: Ticketing and new substation (Mays) **3:30 pm time certain**
 - 10.2 Update: SDSUid Gmail integration (Xanthos) **3:45 pm time certain**.....43

- 11. Adjournment

Memorandum

To: SEC/Senate

From: Marcie Bober-Michel
Senate Chair

Re: Summary / Council of Chairs meeting / November 30

Members approved the Agenda. However, Item 10 was moved up to accommodate those needing to leave early. In addition, our email input led to some additional items to cover.

The Minutes were deferred to our February 2018 meeting.

- Brief campus reports
 - LA: Looking to expand Senate membership.
 - Maritime Academy: Working on an administrative review policy; one key outcome will be generation of a “real” report that others can see. Senators see a need to totally rewrite the Constitution and Bylaws portions of the Policy File.
 - Fullerton: Dealing with some uncertainties as the Provost is retiring and the President resigned. Faculty and staff are dismayed to see so many interim administrators. The WASC review is underway, and a strategic plan is in play as well.
 - San Bernardino: Feeling that shared governance is in shambles. A campus climate consultant (external) may come to campus but the selection of people to oversee that process is odd (not enough faculty). Constitution and Bylaws revisions are on the way; Senators are exploring how to ensure they have the option to override a veto—something that’s more than ceremonial. Senators also want to increase lecturer representation. A positive is that the campus’ EO 1100 extension request was approved.
 - Long Beach: Feeling relieved that Norbert is doing so well. While Senators approved a Resolution decrying the EO 1100 implementation process, the President chose not to request a delay -- and that dispirited people.
 - Pomona: Feeling concerned about the CO’s interest in capturing some of the campus’ Summer Session funds.
 - San Francisco: Updating its administrative review policy and search policy as well. In addition, both the Constitution and Bylaws are under review, given how many sections are unclear and/or error-filled. The campus is in “search hell” (several VPs as well as the Provost); there are far too many interims in place. The campus owns several rentals but is now dealing with a number of rent control issues.
 - SDSU: Dealing with Area C and E issues relative to EO 1100 (no answer yet on our extension request), the search for a new President, and our effort to gain control of the Mission Valley property (where the Chargers formally played).

- San Marcos: Also dealing with a variety of EO 1100 issues; it will take significant time to update student planners/maps/etc. IRB policy is being revised to comply with federal law
 - San Luis Obispo: Dealing with some problems associated with blended programs offered by the campus; one has actually been suspended.
 - Sacramento: Changing its Chair policy so that lecturers can participate in voting; WASC recommendations are informing campus conversations on institutional effectiveness.
 - San Jose: Welcoming a new President; Senators are exploring a veto policy, and there's also a push to broaden representation.
 - Dominguez Hills: Broadening shared governance in an effort to be more inclusive. Senators also want to ensure lecturer representation on its Presidential Search Committee. A number of Resolutions are being considered.
 - East Bay: Expressing concerns due to problems with CalState Apply.
- Chris Miller
 - Issues with CalState Apply.
 - Quantitative reasoning. ASCSU seeks to ensure that the Task Force's recommendations are fully integrated into the EOs.
 - Shared governance. The November plenary featured a major Committee of the Whole discussion on this—which, in time, could lead to some action on the CO's part. She lamented the growing debate about varying definitions rather than getting to the heart of the matter, which is elevation of the faculty voice; the legislature is getting too involved in activities that are the purview of faculty. The CSU definitely wants to improve communications; everyone recognizes that it's a problem. Chris will forward two documents; one is the Sacramento campus' statement of shared governance, while the other is about "rules of the road" (meaning: how to enact shared governance). She sees the latter as a living document.
 - Project Rebound (incarcerated students). ASCSU approved a Resolution seeking more resources and recognition.
 - CID (course identification system). There is a review system for determining which community college courses "count." ASCSU approved a resolution to turn the process over to articulation staff (rather than faculty) due to the backlog—but she personally isn't pleased with this.
 - Sustainable Financial Model Task Force. Members are exploring low, predictable tuition increases – and we need keep a vigilant eye on this.
 - Hearing of the Senate Select Committee on Student Success (to be held at Santa Monica Community College). The focus is on the CSU's growing role in remediation.
 - Lobbying. She questions whether CFA is helping or hindering our process—and our ultimate success on a number of issues.

- Open letter regarding EOs

- EOs
 - Each campus recapped its EO 1100 experiences. Monterey Bay's request was denied, as was Fullerton's. Some campuses will face staffing issues and other problems that could negatively affect student progress toward degree.

- Senate Committee structure
 - Long Beach: Councils report to the Executive Committee at the end of the academic year.
 - Fullerton: Meets with Chairs regularly.
 - Northridge: Each committee must provide expectations, and then the Chair has a tool for assessing accountability; documentation is key. There is some mismatch between a committee's charge (mission) and what it really does. He meets with Chairs before each Senate meeting – which leads to more collegiality and support.
 - Dominguez Hills: In the process of creating guidelines on committee operations; Senators are also rethinking/updating committee charges (mission statements). Some committees that are now are classified as “other” should really be part of the “standing” group.

- Locations for meetings
 - February 22/San Jose

- Chairs / Constitution and Bylaws of our own (discussion of how formal a body we need or want to be)
 - Stanislaus: Advocated for an organizing guide; we need info to be truly prepared for our roles. Perhaps we need to elect our convener earlier than we do now.
 - San Bernardino: Advocated for an archivist; we have a real need for institutional history.
 - Northridge: Advocated for focusing on our purpose; clearly, we're trying to insert ourselves into a formal structure from which we've been omitted. We won't be "legitimate" without formal recognition.
 - Miller: Focused on the term *Council*. She reminded us that ASCSU Councils have Constitutions.
 - Maritime Academy and Monterey Bay: Argued against formality; we might overlap ASCSU and it would increase our workload.
 - San Jose: Indicated being on the line about this; it's better to err on the side of less formality.

- East Bay: Advocated for some sort of structure – a lean version, perhaps, of Robert’s Rules of Order. Without processes and procedures, no one is accountable or responsible.
- Sacramento: Concerned that if we're too formal, the CO will play us against one another.
- Miller: Reminded us that there may be negative aspects of our *physically* meeting more often.

Motion: Support formation of a subcommittee (amendment) to explore guiding documents (but *not* a formal Constitution and Bylaws). There was some dissension about the formality of having a motion—that this is something we can simply agree to work on.

- Shared governance: Best we remember that shared governance outlives any one person's tenure. We'd be better served by discussing how young faculty are acculturated into the concept/mindset.

- CFA president Jennifer Eagan
 - CFA responded to EO 1100 and 1110 with two resolutions (neither of them focused on curriculum).
 - CFA is in the midst of a meet-and-confer with the CO regarding working conditions associated with the two EOs. At the first meeting, CFA specifically clarified that its focus is on job impacts, not the content of the orders themselves. For example, the CFA is arguing that the CO didn't adequately investigate how these orders could result in job loss. The CO is supposed to address the union's information request prior to the next session.
 - Word is out, however, that the CO sees the meet-and-confer as done; its position is that the CFA didn't bring forward anything with negotiable impacts.
 - Mistakes made about courses changes could lead to lawsuits from lecturers; grievances could be on the horizon. The CFA sees this whole situation as a significant breach of shared governance.
 - CFA revised its Bylaws—specifically, racial and social justice are now part of its mission statement; the Board is expanding as well—with some changes in leadership composition. In addition, the overall language is now more gender neutral.
 - There is continued discussion around Article 22.7 (extended to 2020) which covers exceptional service to students. The intent here is partly workload relief but also cultural taxation. Faculty from underrepresented groups have a special cultural taxation—meaning, they take on work that others don't (mentoring, etc.). The CFA wants us to ensure that each campus has stringent criteria in place—otherwise we will lose ground.

There is concern that lecturers aren't being appropriately compensated for the service work they do. However, some campuses are arguing that the contract language is flawed—resulting in too much effort required to get awards approved while also creating unnecessary tension between lecturers and faculty.

- Other Council member input to Jennifer included the addition of scope of work guidelines in RTP (lecturers and faculty) and removal of unnecessary limitations about who can actually teach (staff and administrators excluded).

Committee	Date	Item	Referred by
Constitution and Bylaws	May 2018* ¹	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
Constitution and Bylaws	February 2018	Eliminate the final sentence of Section 5.3(f) of the Constitution, which focuses on duties of the Senate Secretary. Subsection (f): <i>shall supervise the work of the administrative staff in the Senate Office.</i>	SEC
Constitution and Bylaws	February 2018	Part 1: Revise Section 4.13 of the Bylaws, reducing the period for casting ballots to five working days (from eight currently). Part 2: Modify Section 4.13 as follows: Only ballots received in the Senate Office or at the online polling site by the poll closing time shall be counted.	SEC
Constitution and Bylaws	March 2018 Consultation only	Review DAESA's request to move the functions of the Graduation and Retention Subcommittee into the Undergraduate Council itself, which means that (by default) Subcommittee members would become Council members.	SEC
Constitution and Bylaws	March 2018 Consultation only	Review DAESA's request for a membership change to the Undergraduate Writing Subcommittee of the Undergraduate Curriculum Committee (also a subcommittee of the Undergraduate Council)—specifically, to replace Director of Composition with Chair of Rhetoric and Writing Studies or designee.	SEC
Academic Policy and Planning	May 2018*	Consider SDSU's curriculum approval process, with particular attention to questions of efficiency and timeliness.	SEC

¹ * = extended timeframe for completion

Committee	Date	Item	Referred by
Academic Policy and Planning	May 2018*	Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.	SEC



SAN DIEGO STATE
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DATE: 15 February 2018
TO: SEC / Senate
FROM: Prof. D.J. Hopkins, Chair, Senate Academic Policy and Planning
RE: Action: Academic Calendar Update

At its February meeting, the APP committee discussed and unanimously endorsed the addition of Sundays to the final exam “blocks” for Fall 2018 (6 Dec. 2018) and Spring 2019 (12 May 2019).

This faculty-driven request from the Department of Mathematics and Statistics is student-centered as it represents best practices with respect to 1. administering high-stakes “common finals” synchronously across multiple sections of a given courses and 2. allow such “common finals” in multiple courses to be distributed over a Saturday and Sunday instead of all falling on a Saturday.

As with current Saturday exams and general absences from class, any necessary absences for religious observances for any scheduled Sunday exam will follow the established policy in the SDSU 2017-2018 General Catalog:

Religious Observances

By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. (p. 108)

This addition of Sundays to the final exam block is considered a pilot for AY 2018–19 and its impact will be evaluated and reported on by APP with input from appropriate campus offices.

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: March 1, 2018
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee.

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Academic Resources and Planning

Chair: Donna Conaty

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees and Elections

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Reza Sabzehgar (Spring 2018 - Eniko Csomay on sabbatical)

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Affairs

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha (Spring 2018 - Eniko Csomay on sabbatical)

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Chukuka Enwemeka

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Nora Shultz

Undergraduate Curriculum

Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

Extended Studies

Student Affairs

International Programs

Student Health Advisory Board

Scholarships Committee

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning

*Mia Panlilio (student) new term May 2018

Academic Resources and Planning

*Daia Brewer (student) new term May 2018

NEED IVC faculty***Bookstore Advisory (roster complete)******Campus Development (roster complete)******Committee on Committees (roster complete)******Constitution and Bylaws (roster complete)******Copyrights and Patents (roster complete)******Disability Access and Compliance (roster complete)******Diversity, Equity, and Outreach (roster complete)******Environment and Safety***NEED 1 student

Faculty Affairs (roster complete)***Faculty Honors and Awards***

NEED 1 student

NEED 1 former recipient of alumni award

NEED 1 alumnus

Fee Advisory Committee (Campus) (roster complete)***Freedom of Expression***

NEED Provost or designee

GE Curriculum and Assessment

NEED 1 IVC faculty

Graduate Council (roster complete)***Honorary Degrees (roster complete)******Instructional and Information Technology (roster complete)******Intercollegiate Athletic Council (roster complete)******Liberal Studies (roster complete)******Library and Information Access (roster complete)******SDSU Press Editorial Board (roster complete)******Staff Affairs (roster complete)******Student Grievance***

*Shelley Hoffman (student) new term May 2018

NEED 1 full-time administrator

NEED 1 full-time staff member

NEED 1 student (alternate)

Student Learning Outcomes

NEED 2 students

Student Media Advisory

NEED 1 AS VP of Finance or designee

NEED 2 students (AS appointed)

Sustainability (roster complete)

Undergraduate Council

NEED 1 IVC faculty

Undergraduate Curriculum (roster complete)

University Research Council (roster complete)

*reappointments or new appointments

Senators not currently represented on a committee:

EDU

Nan Hampton

MPP I & II

Jennifer Acfalle

SCI

Tao Xie

Staff

Norma Aguilar

University Services

Manuel Rivera

Carrie Sakai

To: Senate Executive Committee / Senate

From: Reza Sabzehgar, Chair, Constitution and Bylaws Committee

Re: Action item: Revision of Section 5.3(f) of the Constitution

Date: February 20, 2018

Rationale

CBL was charged with approving the elimination of the final sentence of Section 5.3(f) of the Constitution, which focuses on duties of the Senate Secretary. CBL approved the change, since the office of senate secretary is open to staff, and supervision of one represented staff member by another potentially violates the collective bargaining agreement.

Proposed Revision to the Constitution, Section 5.3, page 7 of the Senate Policy File (proposed deletions and addition marked in track changes)

5.3 The Secretary of the Senate shall be an elected senator. The Secretary shall be annually elected to office by the majority of the elected senators. The Secretary (a) shall prepare the agenda for all Senate meetings and notify all senators of these meetings; (b) shall keep roll and report in a manner prescribed by the Bylaws when, in accordance with Senate policy, a seat has become vacant through repeated absence; (c) shall maintain a complete record of Senate meetings and prepare summaries of Senate minutes; (d) shall supervise the distribution of copies of Senate resolutions and decisions to appropriate persons; and (e) shall annually compile and publish an index of Senate actions.; ~~and (f) shall supervise the work of the administrative staff in the Senate Office.~~

To: Senate Executive Committee / Senate

From: Reza Sabzehgar, Chair, Constitution and Bylaws Committee

Re: Action item: Revision to Section 4.13 of the Bylaws

Date: February 20, 2018

Rationale

CBL was charged with revising Section 4.13 of the Bylaws to reduce the period for casting ballots to five working days (from eight currently) and remove mention of the "Senate Office," since there will be no mailed ballots and ballots will be received electronically, via an online survey application (currently, Qualtrics).

Proposed Revision to the Bylaws, Section 4.13, page 17 of the Senate Policy File (proposed deletions and addition marked in track changes)

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

February 2018

TO: Senate Executive Committee / Senate

FROM: Faculty Affairs Committee

RE: Action item: Suggested changes to Policy File on Range Elevation of Temporary Faculty

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

Temporary Faculty: Range Elevation

1.0

Eligibility: Temporary faculty employees (excluding coaches) shall be eligible for range elevation if they

- (a) are not eligible for additional Salary Step Increases (SSIs) in their current range and
- (b) have been employed in their current range for at least five years.

2.0

Criteria: To be considered for range elevation an applicant

- (a) Shall present evidence of excellence in teaching or other assigned duties, and
- (b) Shall be allowed to present evidence of professional development or significant contributions to service in the department or school, college, university, or community.

3.0

The application shall consist of a memorandum including (a) the applicant's request, (b) a complete curriculum vitae, and (c) a summary of contributions to the university and community since initial appointment or last range elevation, whichever is more recent.

4.0

Procedures

4.1

Annually the Office of Faculty Advancement shall publish a schedule of deadlines for application, review, and notification. At least thirty (30) days prior to the commencement of the annual campus range elevation process and no later than March 1, the college shall notify those

lecturers who may be eligible for range elevation.

4.2

Applications shall be submitted to the department chair or school director; a copy shall be submitted to the dean. The chair or director shall obtain a recommendation from the unit, shall add a recommendation, and shall forward the application and both recommendations to the dean.

4.3

The dean shall provide written notification to the applicant of his or her recommendation. The Office of Faculty Advancement shall provide the official notification to the applicant.

4.4

Range elevation applications that are denied may be appealed to the Office of Faculty Advancement. Appeals will be heard by a Peer Review Panel (the Range Elevation Appeals Panel).

4.4.1. Each College RTP Committee shall designate one of its members to serve on the Range Elevation Appeals Panel. The Panel members shall elect one of their number as Chair.

4.4.2. Once the deadline has passed for receipt of Range Elevation appeals, the Appeals Panel shall meet to hear the appeals. Appellants shall be allowed to make a presentation to the Panel and to be represented by CFA if so desired.

4.4.3. The Appeals Panel shall convene and review the case within thirty (30) days. The Panel shall render a decision within thirty (30) days of hearing the case. The decision of the Panel shall be final and binding on the parties.

Rationale:

The Collective Bargaining Agreement states that each campus ‘shall establish a single Peer Review Panel to hear appeals of any temporary faculty unit employee denied range elevation during that fiscal year.’ (section 12.20) SDSU does not currently have any policies or procedures for establishing such a panel so the proposed amendment is intended to bring us into compliance with the CBA.

TO: Senate Executive Committee / Senate

FROM: Bey-Ling Sha, Chair
General Education Curriculum and Assessment Committee

DATE: February 14, 2018

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Humanities

2. History, Languages other than English, Literature, Philosophy, Religious Studies

Added course to general education

ASIAN 110. Elementary Conversational Chinese (3) [GE] **(Same course as Chinese 100)**

Introductory conversational course for students with little or no previous background in Chinese. Focuses on daily tasks that one may encounter when first going to a Chinese-speaking community. Develops elementary listening and speaking skills needed for accomplishing these tasks.

Added course to general education

CHIN 100. Elementary Conversational Chinese (3) [GE] **(Same course as Asian Studies 110)**

Introductory conversational course for students with little or no previous background in Chinese. Focuses on daily tasks that one may encounter when first going to a Chinese-speaking community. Develops elementary listening and speaking skills needed for accomplishing these tasks.

New course

PORT 250. Women's Literature in the Portuguese-speaking World (3) [GE]

Prerequisite: Completion of the General Education requirement in Communication and Critical Thinking I.2., Composition.

Women authors of the Portuguese-speaking world and their relationship to the cultural, historical, literary, and sociopolitical questions raised by their texts. Taught in English.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Added course to general education; change to prerequisites

LING 454. Second Language Acquisition (3) [GE]

Prerequisites: Linguistics 101 or 420 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Basic theory and research in second language acquisition. Nature of interlanguage in second language learning. Influence of native language transfer, interaction, sociocultural factors on second language acquisition. Applications of second language research to teaching.

New course

***POL S 300. Islam and Politics (3) [GE]**

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Concepts and theories on Islam and politics. Interactions between Islamic actors and political institutions. Islam-state relations.

***Cultural diversity course**

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

TO: SEC/SENATE

FROM: Donna Conaty, Chair, Academic Resources and Planning committee

RE: Information Item: Budget Process

AR&P has recommended approval of one-time budgetary requests for the 2017-18 academic year following the submission and presentation of requests on behalf of Academic Affairs, Business and Financial Affairs, University Relations and Development and in the Institutional level category. This support follows deliberation during the committee's December and January meetings.

Engagement in the budget process continues to be positive, with the AR&P chair included in BRAT meetings, and contextual information being provided about requests under consideration by the Vice Presidents. This information has enabled the committee to have more opportunity to understand the myriad issues and needs of the campus and how determinations are made about the requests that are moved forward through the PBAC process.

A budget forum, hosted by VP McCarron is to be held on February 16, and will include divisional Vice Presidents, AVPs, AR&P committee, Deans, Associate Deans, and Senate Executive Committee members.

Per our April 2017 referral memo, AR&P recommends that PBAC, BRAT and AR&P convene together at the start of the 2018-19 PBAC process to facilitate campus-wide engagement in exchanging ideas and feedback that will help inform identification of priorities for the new budget year.

To: Senate

From: Charles Toombs, Chapter President, CFA

Date: 1 March 2018

Re: Information Item

CFA Report:

CSU Budget

As reported in the February 28 CFA Headlines: As debate unfolds at legislative hearings on state funding for public higher education, CFA activists from San Diego to Humboldt are preparing for a day of action at the State Capitol on April 4. That's the day we will return to tell Gov. Brown and state legislators to #FreeTheCSU and #FundTheDream. Gov. Jerry Brown's proposed 2018-19 state budget includes just \$92.1 million in additional funding for the California State University. That's simply not enough. CFA proposes the CSU budget augmentation be \$422.6 million, which would increase access to the CSU for an additional 18,205 students.

At the first legislative hearing on public higher education funding the week of February 19, students and faculty described the setbacks that will be suffered both by students and California's economy if our state's leaders don't reinvest in putting degrees into more students' hands. More legislative hearings are coming up, including one held on March 1 in Fresno by the state Assembly's Select Committee on the Master Plan for Higher Education in California. State funding for the CSU will be a main topic of a hearing by the state Senate Budget Subcommittee on Education on March 15 at 9:30 am at the State Capitol, Room 3191. CFA urges faculty and students to attend in support of funding for the CSU. Email CFA's Government Relations Office to RSVP and get more information.

But speaking at hearings alone will not get the job done. That is why CFA calls on you and other supporters of the CSU, of our students, our faculty and campus communities, of our mission to educate Californians, and of the future success of this state, to come to the State Capitol on April 4. Campus CFA Chapters are organizing contingents to head to Sacramento, including buses from some CSU campuses. We need you to show up and raise your voice to restore funding to the CSU, so we can serve students and do our jobs. Your participation will help to drive home that message. Please contact the SDSU CFA Chapter if you would like to attend.

CFA All Faculty Meeting

The SDSU CFA Chapter hosted an all faculty meeting on February 28 in the Faculty Staff Center. CFA outlined its proposal for a new round of campus-based Faculty Salary Equity Pay

and discussed a potential threat to our collective power as a faculty union and what is at stake for the faculty.

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: The Senate
From: The Graduate Council
Date: February 8, 2018
Re: 2019-2020 *Graduate Bulletin*

INFORMATION (11-02-18)**ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION**

1. Change to title.

Administration, Rehabilitation and Postsecondary Education

JOB DEVEL INDIV W/DIS

ARP 687. Job Development for Individuals with Disabilities (3)

Prerequisite: Admission to the graduate program in rehabilitation counseling.

Determination of employment and community integration needs of individuals with disabilities. Theories and techniques are presented through case study methods. Strategies focus on continuous surveys and readings focus on employment needs and opportunities for individuals with disabilities.

Change(s): Title updated from *Placement Practices with Individuals with Disabilities* to what is reflected above.

ASTRONOMY

1. New course.

Astronomy

FDTNS OF MODERN COSMOLOGY (C-4)

ASTR 670. Foundations of Modern Cosmology (3)

Prerequisite: Astronomy 680.

Modern cosmological investigations to include Big Bang nucleosynthesis, cosmic microwave background, early universe, expansion dynamics, extragalactic distance scale, large-scale structure, Newtonian and relativistic cosmology. Observational constraints on cosmological parameters and the equation of state.

COUNSELING AND SCHOOL PSYCHOLOGY

1. New course.

Counseling and School Psychology

REST PRACT & CONFLICT TRN (C-4)

CSP 612. Restorative Practices and Conflict Transformation (3)

Prerequisite: Graduate standing.

Compare and contrast retributive and restorative practices. Concepts, history, principles, and theory of restorative practices. Restorative tools in building strong relationships. Utilization of trauma informed care.

2. New course.

Counseling and School Psychology

MENTAL HEALTH RECOVERY (C-4)

CSP 636. Mental Health Recovery (3)

Prerequisite: Graduate standing.

Constructions of pathology and mental health, mental health recovery movement, and multicultural considerations in counseling.

3. New course.

Counseling and School Psychology

COUNS AND MFT THEORIES I (C-4)

CSP 637. Counseling and Marriage and Family Therapy Theories I (3)

Prerequisite: Graduate standing.

Foundational counseling theories and practical application to multicultural communities. Historical development of marriage and family therapy theories from a social constructionist and postmodern framework.

4. New course.

Counseling and School Psychology

COUNS AND MFT THEORIES II (C-4)

CSP 638. Counseling and Marriage and Family Therapy Theories II (3)

Prerequisite: Graduate standing.

Continuing examination of counseling and marriage and family therapy theories and applications from social constructionist and postmodern frameworks.

5. New course.

Counseling and School Psychology

LAW & ETHICS COUNS PROFN (C-4)

CSP 639. Law and Ethics in the Counseling Profession (3)

Prerequisite: Graduate standing.

Legal and ethical standards in the counseling profession through a multicultural lens. Personal values in ethical decision making.

6. New course.

Counseling and School Psychology

TRAUMA-INFORMED CARE (C-4)

CSP 652. Trauma-Informed Care in Multicultural Contexts (3)

Prerequisite: Graduate standing.

Current trends in explaining traumatic experience. Discourses surrounding trauma and how they have developed. Recovery and restorative practices. Trauma-informed care practices and principles in diverse contexts.

7. New course.

Counseling and School Psychology

MULTIDISCIPLINARY FACILITATION (C-4)

CSP 672. Multidisciplinary Facilitation (3)

Prerequisite: Graduate standing.

Inter-professional collaboration practices across a variety of organizational settings. Social constructionist approaches to multidisciplinary group facilitation. Team-based collaborative leadership and knowledge production.

8. New course.

Counseling and School Psychology

POLICY AND COUNSELING (C-4)

CSP 673. Public and Private Policy and Counseling (1)

Prerequisite: Graduate standing.

Public and private policy in delivery of counseling services. Role of counselors as advocates in policy issues impacting services.

9. Change to prerequisites.

Counseling and School Psychology

CSP 710A-710B. Professional Seminar (3-3)

Prerequisites: Education 690. Six units from Counseling and School Psychology 601, 640, and 670 or other courses approved by graduate adviser.

Study of selected areas in counseling, marriage and family therapy, school counseling, or school psychology culminating in a written project with emphasis on counseling as a profession. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit nine units applicable to a master's degree.

Change(s): *Or other courses approved by graduate adviser* statement added to prerequisite.

10. Change in program.

Counseling and School Psychology

Master of Arts Degree in Education

Concentrations

Counseling

(Major Code: 08261) (SIMS Code: 331021)

The Department of Counseling and School Psychology offers a Master of Arts degree which prepares students to address the mental health and relational needs of culturally diverse populations to include those working in helping professions and on multi-disciplinary teams. The program covers contemporary mental health practices that focus on mental health recovery and trauma-informed care including integrated recovery and strength-based approaches. The degree is a building block for candidates to be better equipped to work with the mental health needs of adults, children, and youth. The program also helps prepare students for more advanced training to be licensed professionals in mental health and counseling services and to meet entry requirements for doctoral study.

Fall Semester

CSP 612	Restorative Practices and Conflict Transformation (3)
CSP 636	Mental Health Recovery (3)
CSP 639	Law and Ethics in the Counseling Profession (3)
CSP 652	Trauma-Informed Care in Multicultural Contexts (3)

Spring Semester

CSP 600	Cross-Cultural Counseling Communication Skills (2)
CSP 600L	Cross-Cultural Counseling Prepracticum (1) Cr/NC
CSP 637	Counseling and Marriage and Family Therapy Theories I (3)
CSP 638	Counseling and Marriage and Family Therapy Theories II (3)
ED 690	Methods of Inquiry (3)

Summer Semester

CSP 672	Multidisciplinary Facilitation (2)
CSP 673	Public and Private Policy and Counseling (1)
ED 795A	Seminar (3)

Change(s): New courses are situated in this existing degree (MA ED Counseling), and are delivered online. The changes to courses include new course numbers, titles, content, and syllabi.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1. Change to description, prerequisite, title.

Dual Language and English Learner Education

DESIGN CURRIC/ACTN RESRCH

DLE 650. Designing Curriculum for Urban School Communities via Action Research (3)

Prerequisite: Dual Language and English Learner Education 600A, 600B, or graduate standing.

Curriculum development through lens of critical theory and action research. Principles of curriculum, instruction, and programs contextualized with regard to particular

educational institutions or work sites from a social justice perspective. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 650.)

Change(s): *Action research* and *programs* added to description. Prerequisite updated from *Dual Language and English Learner Education 600A and 601* to what is reflected above. Title updated from *Curriculum Development for Urban School Communities* to what is reflected above.

2. Change to description, prerequisite, title.

Dual Language and English Learner Education

DEVEL CURRIC: ELD

DLE 651. Curriculum, Teaching, and Assessment: Designated and Integrated ELD (1-3)

Prerequisite: Dual Language and English Learner Education 915A, 915B, or graduate standing.

English language development and delivery of comprehensive instruction for English learners. Strategies for implementing state adopted standards for ELD in language and content areas. (Formerly numbered Policy Studies in Language and Cross-Cultural Education 651.)

Change(s): *Instruction programs* replaced with *standards*; *areas* added to description. *Graduate standing* added to prerequisite. Title updated from *Curriculum, Teaching, and Assessment: ELD and SDAIE* to what is reflected above.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

1. Change in program.

Lesbian, Gay, Bisexual, and Transgender Studies

Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies Advanced Certificate
(SIMS Code: 119507)

The advanced certificate in Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies is open to matriculated students to advance their knowledge in sexual and gender identity, and increase understanding of the diverse cultural, historical, ethnic/racial, and contemporary experiences of people across sexualities. The focus is on the changing nature of same-sex desire, sexual behavior, and same-sex relationships from antiquity to the present. Courses focus on emerging LGBTQ+ subcultures and identities from a global perspective. Throughout the program of study, we will carefully consider the full range of genders, sexualities, races, ethnicities, classes, physical abilities, religions, and political persuasions that characterize current LGBTQ+ movements and communities.

Paragraph 2 (*no change*)

A certificate in LGBTQ+ Studies prepares students for a large variety of careers. Students can work in LGBTQ+ non-profit agencies, law, local and national politics, health care settings, counseling centers, journalism, news media, theatre, film, fine arts, and education.

Reminder of description (*no change*)

Change(s): *Queer, and Plus (LGBTQ+)* added to certificate title and updated throughout program description.

MANAGEMENT

1. Change to description and title.

Management

MGT 748. Seminar in International Entrepreneurship and Business Development (3)

Prerequisite: Business Administration 624.

Challenges and issues confronting entrepreneurs seeking to develop international business opportunities. Concepts, theory, and techniques of international entrepreneurship. Drivers of entrepreneurship and assessment of entrepreneurial conditions around the world.

Change(s): *Pursue* replaced with *develop* in description. *And business development* added to title.

RHETORIC AND WRITING STUDIES

1. New course.

Rhetoric and Writing Studies

LITERACY TECH & RHETORIC (C-4)

RWS 611. Literacy, Technology, and Rhetoric (3)

Prerequisite: Graduate standing.

Theories and definitions of digital literacy. Online texts and how they are used to build community, coordinate action, fashion identity, and persuade. Changes in reading and writing practices.

STATISTICS

1. Change in program.

Statistics

Specific Requirements for the Master of Science Degree in Statistics

(Major Code: 17021) (SIMS Code: 776369)

Paragraph 1 (*no change*)

The student should have completed before entering the program the following undergraduate coursework: three semesters of calculus, one semester of linear algebra, and two semesters of calculus-based probability theory courses. The student should also have working knowledge of a programming language before entering the program. Students lacking some of the above undergraduate coursework may be admitted conditionally and may make up this coursework during the first year of the program (these courses will not be counted toward the degree course requirements).

Remainder of description (*no change*)

Change(s): *The student should have completed before entering the program the following undergraduate coursework: three semesters of calculus, one semester of linear algebra, and one semester of probability theory* statement updated to what is reflected above.

TEACHER EDUCATION

1. Change in program.

Teacher Education

Master of Arts in Teaching (MAT) Concentrations

Elementary Education (15 units)

(Major Code: 08292) (SIMS Code: 331948)

Fully-online classes available. Courses will be selected in collaboration with the graduate adviser.

TE 530	Children's/Adolescents' Literature (3)
TE 600	Curriculum Development in Education (3)
TE 610C	Seminar in Science in Elementary Education (3)
TE 615	Teaching Critical Thinking Using Technology (3)
TE 626	Advanced Educational Psychology (3)
TE 630	Seminar in Literacy and Language Arts (3)
TE 640	Planning for Teaching and Assessment in Writing (3)
TE 652	Change in Education (3)
TE 655	Sociocultural Foundations of American Education (2-3)
TE 677	Research-Based Pedagogy for Diverse Learners (3)
TE 693	Measuring and Assessing Student Achievement in Schools (3)
TE 709	Inclusive Education (3)
TE 779	Action Research in Learning Environments (3)
TE 790	Seminar in Teacher Education (3-6)
DLE 600A	Foundations of Democratic Schooling (3)
DLE 604	Learning and Teaching Language in a Dual Language Setting (3)
DLE 650	Designing Curriculum for Urban School Communities via Action Research (3)
DLE 651	Curriculum, Teaching, and Assessment: Designated and Integrated ELD (1-3)
MTHED 600	Teaching and Learning Mathematics in the Early Grades (Pre-K to 4) (3)
MTHED 601	Teaching and Learning Mathematics in the Middle Grades (3)

Change(s): Added TE 615 as a course option.

2. Change in program.

Teacher Education

Secondary Education (15 units)
(Major Code: 08292) (SIMS Code: 331949)

Fully-online classes available. Courses will be selected in collaboration with the graduate adviser.

TE 600	Curriculum Development in Education (3)
TE 615	Teaching Critical Thinking Using Technology (3)
TE 626	Advanced Educational Psychology (3)
TE 640	Planning for Teaching and Assessment in Writing (3)
TE 652	Change in Education (3)
TE 655	Sociocultural Foundations of American Education (2-3)
TE 677	Research-Based Pedagogy for Diverse Learners (3)
TE 693	Measuring and Assessing Student Achievement in Schools (3)
TE 709	Inclusive Education (3)
TE 779	Action Research in Learning Environments (3)
TE 790	Seminar in Teacher Education (3-6)
DLE 600A	Foundations of Democratic Schooling (3)
DLE 604	Learning and Teaching Language in a Dual Language Setting (3)
DLE 650	Designing Curriculum for Urban School Communities via Action Research (3)
DLE 651	Curriculum, Teaching, and Assessment: Designated and Integrated ELD (1-3)

Change(s): Added TE 615 as a course option.

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

To: The Senate
From: The Graduate Council
Date: February 8, 2018
Re: 2019-2020 *General Catalog and Graduate Bulletin*

INFORMATION (11-02-18.500)**ANTHROPOLOGY**

1. New course.

Anthropology

COMPUTATIONAL ARCHAEOLOGY (2 units C-4; 1 unit C-16)

ANTH 562. Computational Archaeology (3)

Two lectures and three hours of laboratory.

Prerequisite: Anthropology 302 or graduate standing.

Method and theory of computational spatial research in anthropology and archaeology to include applications of computer modeling, digital imagery analysis, and geographic information systems.

ART

1. Change to description, prerequisite, and title.

Art

PUBLIC INTERIOR DESIGN

ART 552. Public Interior Design (3)

Six hours.

Prerequisite: Art 451.

Interior design projects focusing on the public, social, and cultural sectors.
Maximum credit six units.

Change(s): Description updated from *Projects in architectural interiors involving the use and perception of enclosed spaces. Space planning systems analysis* to what is reflected above. Prerequisite changed from ART 453 to 451. *Public* replaced *work environment* in title.

HISTORY

1. New course.

History

HIST SLAVERY IN AMERICAS (C-2)

HIST 553. History of Slavery in the Americas (3)

(Same course as Latin American Studies 553)

Prerequisite: Upper division or graduate standing.

Trans-Atlantic slavery from the 15th-19th centuries. Liberation movements, nation-states, revolution, slavery and capitalism. Agency of enslaved people, agricultural and environmental transformations, legacies of trans-Atlantic slavery and contemporary enslavement, new communities and diversities, race and racism.

LATIN AMERICAN STUDIES

1. New course.

Latin American Studies

HIST SLAVERY IN AMERICAS (C-2)

LATAM 553. History of Slavery in the Americas (3)

(Same course as History 553)

Prerequisite: Upper division or graduate standing.

Trans-Atlantic slavery from the 15th-19th centuries. Liberation movements, nation-states, revolution, slavery and capitalism. Agency of enslaved people, agricultural and environmental transformations, legacies of trans-Atlantic slavery and contemporary enslavement, new communities and diversities, race and racism.

LINGUISTICS

1. Reinstatement (as a new course), change to description and prerequisite.

Linguistics

LING 553. Bilingualism (3)

Prerequisite: Linguistics 420 or 501.

Bilingualism in society and in schools. Cognition, language processing, and representation in bilinguals. Research methods in the study of bilingualism.

Change(s): Description updated from *Bilingual societies, language choice by bilinguals, bilingual language acquisition, effects of bilingualism on language structure and use* to what is reflected above. SLHS 300 removed as a prerequisite option.

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

To: Senate Executive Committee / Senate
From: Larry S. Verity, Chair
Undergraduate Curriculum Committee
Date: February 14, 2018
Re: 2019-2020 *General Catalog*

INFORMATION (2I-03-18)

ASIAN STUDIES

1. Added course to general education.

Asian Studies

ASIAN 110. Elementary Conversational Chinese (3) [GE]
(Same course as Chinese 100)

Introductory conversational course for students with little or no previous background in Chinese. Focuses on daily tasks that one may encounter when first going to a Chinese-speaking community. Develops elementary listening and speaking skills needed for accomplishing these tasks.

Change(s): Added course to general education.

CHINESE

1. Added course to general education.

Chinese

CHIN 100. Elementary Conversational Chinese (3) [GE]
(Same course as Asian Studies 110)

Introductory conversational course for students with little or no previous background in Chinese. Focuses on daily tasks that one may encounter when first going to a Chinese-speaking community. Develops elementary listening and speaking skills needed for accomplishing these tasks.

Change(s): Added course to general education.

LINGUISTICS

1. Added course to general education; change to prerequisites.

Linguistics

LING 454. Second Language Acquisition (3) [GE]

Prerequisites: Linguistics 101 or 420 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences.

Basic theory and research in second language acquisition. Nature of interlanguage in second language learning. Influence of native language transfer, interaction, sociocultural factors on second language acquisition. Applications of second language research to teaching.

Change(s): Added course to general education; change to prerequisites.

POLITICAL SCIENCE

1. New course.

Political Science

ISLAM AND POLITICS (C-4)

POL S 300. Islam and Politics (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Concepts and theories on Islam and politics. Interactions between Islamic actors and political institutions. Islam-state relations.

PORTUGUESE

1. New course.

Portuguese

WOMEN'S LIT PORT WRLD (C-2)

PORT 250. Women's Literature in the Portuguese-speaking World (3) [GE]

Prerequisite: Completion of the General Education requirement in Communication and Critical Thinking I.2., Composition.

Women authors of the Portuguese-speaking world and their relationship to the cultural, historical, literary, and sociopolitical questions raised by their texts. Taught in English.

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

TO: SEC/Senate

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

DATE: February 20, 2018

RE: Information

The Campaign for SDSU:

The following are gifts received since our last report:

William Tong, Ph.D., made a \$30,000 gift to support the William Tong Chemistry Research Lab in the College of Sciences.

The College of Arts and Letters received a \$20,000 gift from alumnus Wesley Thompson to provide scholarship support to students participating in study abroad programs in the Czech Republic.

Athletics received gifts of \$20,000 from the Gilbert J. Martin Foundation and \$10,000 from Richard and Jan Hunter to support the Basketball Performance Practice Facility and Performance Center.

Janis Rozovich made a \$15,000 gift to support the Lawrence and Opal Maletta Trust Scholars in the College of Education. The scholarships will provide support to Special Education Students.

Faculty emerita, Ann Johns, made a \$10,000 gift to provide scholarship support to students enrolled in the International Security and Conflict Resolution Program in the College of Arts and Letters.

Alumni Ben and Nikki Clay made a \$10,000 gift to support the Fowler Challenge Fund for Athletics.

A \$7,500 gift from alumnus Michael Howard will support the Charles W. Lamden School of Accountancy in the Fowler College of Business.

A \$6,000 gift from James Rostello will provide support for various programs in the College of Professional Studies and Fine Arts.

Alumnus Herbert Solomon and his wife, Elaine Galinson, made a \$7,500 gift to support the Lipinsky Institute for Judaic Studies in the College of Arts and Letters.

Aztec Athletics received the following gifts: \$32,475 from Gene and Kathleen Dente; \$30,000 from alumnus James Brown and his wife, Marilyn; \$26,600 from Becky Moores; \$26,600 from Matt Spathas; \$26,600 from Gregory and Barbara Nelson; \$15,250 from Mike Biggs; \$15,000 from Daniel Kramer; \$13,300 from Justin Halenza and \$10,000 from alumnus Stephen Nielander and his wife, Dominique Alessio.

Cal Coast Cares Foundation made a \$15,792 pledge to provide scholarship support for students in the Division of Academic Engagement and Student Achievement.

Alumnus Thomas Newton and his wife, Lisa Hengehold Newton, made gifts totaling \$25,000 to support Athletics and student scholarships in the College of Professional Studies and Fine Arts.

Gifts totaling \$50,000 from Perry and Phyllis Feuer will support Athletics.

Alumnus and past TCF board chair, Jack McGrory, made pledges totaling \$397,028 to support various programs and scholarships the College of Professional Studies and Fine Arts and the College of Arts and Letters.

A \$37,500 gift from Union Bank will provide support for the Zahn Innovation Platform Launchpad's Women in STEM Entrepreneurship Initiative in the College of Engineering.

A \$50,000 gift from faculty emeritus Alan and Hollis Litrownik will provide support to distinguished alumnus of the SDSU/UCSD Joint Doctoral Program in Clinical Psychology in the College of Sciences.

Regional Initiatives

One of the goals of the Regional Initiatives Program is to bring campus leaders to the regions to interact with alumni. Dean Lance Nail, Fowler College of Business (FCB), is being introduced to high-capacity FCB alumni in the regions through a series of gatherings. To date, gatherings have been held in the Bay Area, Orange County and Austin, Texas. On February 1st, Gary and Luisa Romoff hosted an intimate cocktail party in the Los Angeles region. Dean Nail had the opportunity to meet and talk with nineteen current and prospective donors.

Campaign, Presidential & Special Events:

President Roush and Vice President Carleton hosted the third annual *Evening of Distinction* on Tuesday, February 6th, at the Parma Payne Goodall Alumni Center. This event honors Tower Society Magna Cum Laude donors for their lifetime giving of \$500,000 to \$999,999 to San Diego State University. Thirteen donors were honored at this year's event and many past awardees were in attendance as well.

On Thursday, February 8, Chukuka S. Enwemeka, Provost and Senior Vice President; Mary Ruth Carleton, Vice President for University Relations & Development; Tom McCarron, Vice President for Business & Financial Affairs and CFO; Eric Rivera, Vice President for Student Affairs; and Steve Welter, Vice President for Research and Dean of Graduate Affairs hosted an all-university *Meet & Greet* to welcome President Adela de la Torre to San Diego State. Over 500 faculty, staff and students attended the reception. Members of the Presidential Search Campus Advisory Committee were also in attendance. The all-university welcome reception launched the new president's two-day visit to campus where she met with faculty, staff and student leaders and members of The Campanile Foundation board.

Media Relations:

2017-18 Marketing and Communications Key Metrics Goals

	<i>Month</i>	<i>Year to Date</i>	
SDSU NewsCenter			
Visitors	37,197	261,021	
Page Views	58,797	366,756	
Twitter			
Followers	868	7,845	
Impressions (paid)			
Clicks (organic)	781	17,051	
Clicks (paid)			
Facebook			
Fans	411	121,373	(Total fans)
Impressions (paid)			
Likes/Comments (organic)	9,701	125,351	
Clicks (paid)			
YouTube			
Views (organic)	9,204	59,246	
Views (paid)			
Instagram			
Followers	400	28,500	(Total followers)
Likes (organic)	16,693	132,804	
Impressions (paid)			
Video views (paid)			
Media Relations *			
Total Clips	5,873	19,279	
National Hits	2,306	3,832	
Major Hits	151	328	

Merit			
Students with Merit Pages	-	9,992	(Total pages)
High Schools reached		39	
Social Media Impressions		42,926	
Community Relations			
Community Members brought to campus for event or activity	5	63	
Significant individual meetings and interactions in the community	58	349	

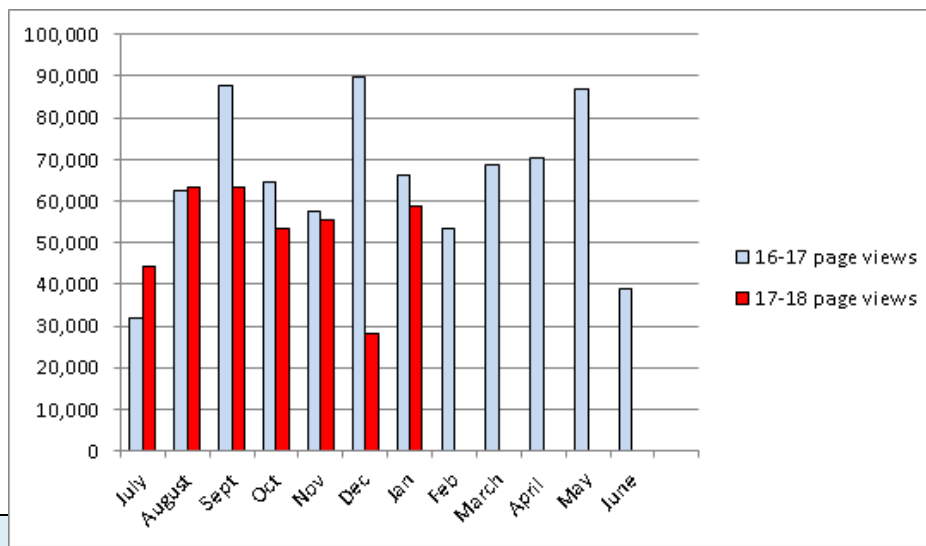
Detail

SDSU NewsCenter Top Stories This Month

Adela de la Torre Appointed President of San Diego State University (5,574), New Interactive Map Rolled Out (4,777), Aztec Authors: iGen (3,547)

Traffic Sources to SDSU NewsCenter this month

Google (19,744), Facebook (4,044), Twitter (1,549)



SDSU secured several major media hits in the month of January including coverage of Martha Lauzen’s annual Celluloid Ceiling Study by ABC News, Forbes, Newsweek, CNBC and The Guardian; The California State University’s Board of Trustee’s appointment and subsequent announcement of new SDSU President Adela De la Torre was covered in The Los Angeles Times, The San Diego Union Tribune and several local stations; Inside Higher Ed cited San Diego State as a top university in terms of expanding the use of “active learning” techniques in introductory mathematics courses; and Alaskan Airlines Beyond Magazine interviewed one of our standout alums on ways for “making the most of college.”

Media Relations Local Hits

Local media coverage this month included coverage of the dedication and grand opening of the new Engineering and Interdisciplinary Sciences Complex (EIS) by KSWB, The San Diego Union Tribune and The Times of San Diego; KNSD and KGTV ran a story on an award given to management information systems professor Murray Jennex and his former for their research online human trafficking ads; and KGTV, KNSD, KSWB, and the SDUT covered Friends of SDSU turning in ballot signatures for SDSU Mission Valley.

Merit Monthly Achievements	Total Students		Student Open Rate	

Community Relations

In January Community Relations met with several community members one on one to discuss concerns they have around the campus. We also took Senator Hueso’s district director on a tour of campus. She is an alumna and has not been back to see many of the changes. We invited a few key members of the community to the EIS Building Dedication and showed them around. Dianne Jacob hosted a community coffee in the College Area that we attended as well. Meetings that were attended this month include: Mission Valley Community Planning Group, College Area Community Council, Rolando Community Group, CARPUS meeting, El Cerrito Community Group, Del Cerro Action Committee, the College Area Business District, and the Serra Mesa Community Council.

Google Integration with SDSUId

Your SDSU Google account, including Gmail, will be unavailable beginning at 6:00 a.m. Saturday, March 24, 2018 through 11:59 p.m. Sunday, March 25, 2018 to make two major improvements:

- **Fewer passwords to remember.** Beginning on Monday, March 26, 2018, you will use your SDSUId and new password to login to Google. You can learn more about SDSUId at <http://sdsuid.sdsu.edu>.
- **A shorter and simpler email address.** Your email address and Google username will be renamed to match your SDSUId, e.g., "jdoe@mail.sdsu.edu" to "jdoe@sdsu.edu". All emails sent to the old "@mail.sdsu.edu" address will continue to be delivered indefinitely.
- Incoming emails will still be delivered to your inbox during this outage.

On Monday, March 26, after the conversion is completed, you will need to do the following:

- **Change your SDSUId password.** You will not be able to access your Google account until this step is complete. You can change your password directly at <http://gmail.sdsu.edu>. Learn how to manage your SDSUId, including changing your password at <http://sdsuid.sdsu.edu>.
- **Update your email account settings** with your SDSUId and new password on any devices and email clients (e.g. Outlook, Thunderbird) used to access your Gmail account. Detailed instructions will be available at <http://gmail.sdsu.edu>.
- You will also need to reconnect your wireless devices to eduroam with your updated password.

Additional Information will be available at the project website, <http://gmail.sdsu.edu> including:

- Conversion status updates.
- An optional feature to sign-up for a one-time SMS text notification when the conversion is complete.
- A direct link to change your SDSUId password.
- Detailed instructions for updating email account information on various clients and devices.

If you have any questions contact your department IT support staff, or the ETCS Help Desk at 45261 / etshelpdesk@mail.sdsu.edu. The ETCS Help Desk is also available Monday thru Friday, 9:00 a.m. to 4:00 p.m., in Love Library Suite 200.

Please note that passwords must be a minimum of 10 characters and include at least 1 character from each of the following sets: uppercase, lowercase, numerical, and special character.