



SAN DIEGO STATE
UNIVERSITY

SDSU Senate Agenda

**1 October 2019
NE 60**

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SAN DIEGO STATE
UNIVERSITY

SDSU Senate Annual Agenda

1. Engage in the Strategic Planning Process
2. Strengthen the Senate's power to adequately represent the various campus constituencies
3. Develop policy to guide the campus implementation of the principles of shared governance
4. Help the campus successfully restructure itself (administratively, technologically, culturally)

TO: Senate Executive Committee / Senate

FROM: Heather Canary and Gregory Wilson
Co-Chairs, General Education Curriculum and Assessment Committee

DATE: September 11, 2019

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Arts and Humanities

1. Arts: Art, Cinema, Dance, Music, and Theatre

New course [resubmission]

HIST 135. Film as the Past (3) [GE]

Critical analysis of films about history as an art form. Accuracy, aesthetics, authenticity, authorial intentions, collective memory, controversial and uncomfortable topics, empathy, national myths, point of view, popular and critical reception, and revisionism in films about history.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Change to course abbreviation

P H 330. Plagues Through the Ages (3) [GE]

Political, economic, religious, and cultural effects of disease. Significant role epidemics and disease have played in development of civilizations from beginning of recorded history to present. (Formerly numbered General Studies 330.)

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

Referral Chart

	Committee	Date	Item	Referred by
1	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
2	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -- >Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
3	Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -- >Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
4	Constitution and Bylaws	November 2018	Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.	Senate Officers
5	Academic Resources and Planning	November 2018	Explore potential sources of funding for more faculty lines.	Senate Officers
6	Faculty Affairs	November 2018	Investigate challenges in hiring and retention of faculty.	Senate Officers
8	Constitution and Bylaws	April 2019	Research the viability of adding an additional Senate seat for non-MPP staff, open to those who are non-represented. Rationale for CBL: The current membership policy, based on an indefensible and arbitrary criterion, excludes non-represented staff from participating in shared governance.	Senate Officers
9	Constitution and Bylaws	September 2019	Research the viability of additional Senate seat(s) for Graduate Student representation on the university Senate.	Senate Officers
10	Constitution and Bylaws	September 2019	Research the viability of alumnae representation on the University Senate.	Senate Officers
11	Constitution and Bylaws	September 2019	Research the proposed addition of a treasurer and to the Senate Officers.	Senate Officers

12	Constitution and Bylaws	September 2019	Drug & Alcohol Policy--research Senate policy regarding the legalization of marijuana in the State of CA and CSU system and campus policies.	Senate Officers
13	Constitution and Bylaws	September 2019	Research the proposed addition of an ex-officio non-voting seat for the Immediate Past President of the Senate.	Senate Officers
14	Grad Council	September 2019	Create an SDSU Award for Most Outstanding Teaching Assistant.	SEC

* = extended timeframe for completion

Brought to the Senate as an action item by Senator-at-Large Vadim Ponomarenko

Motion: That the Senate revise Section 4.112 of the Constitution to read:

Professor Senators shall be apportioned annually as follows: each major academic unit (as defined in the Bylaws) shall elect the number of Senators equivalent to nine percent (9%), rounded up to the nearest integer, of the tenured/tenure track full time equivalent faculty positions (FTEF) assigned to that unit. This method of apportionment shall always yield at least one Senator for each major academic unit.

Rationale:

Section 4.112 of the Constitution currently states:

Professor Senators shall be apportioned annually as follows: each major academic unit (as defined in the Bylaws) shall elect the number of Senators equivalent to eight percent (8%) of the tenured/tenure track full time equivalent faculty positions (FTEF) assigned to that unit. This method of apportionment shall always yield at least one Senator for each major academic unit.

In its meeting on February 5, 2019, the Senate approved two revisions to its Bylaws (1.0 Definitions -> 1.4 Ex-officio Members of the Senate), and two revisions to its Constitution (4.0 Membership and Electorate -> 4.12 Lecturers, 4.14 Staff). These revisions were approved by the University President, and the Constitutional changes approved by a majority vote of probationary and tenured faculty.

The effect of these revisions was to increase Senate membership by twelve members, none of whom are Professor Senators (as defined in Constitution 4.0 Membership and Electorate -> 4.11 Professors). The body of Professor Senators has consequently fallen to 61% of the Senate membership, from approximately two-thirds.

To restore the diminished Professor Senator voice in the Senate, this proposal, if fully implemented, will immediately add approximately 11 Professor Senators, raising their percentage in the Senate to 64.8%.

A second issue to be addressed is the ambiguous wording presently appearing in the Constitution (4.0 Membership and Electorate -> 4.11 Professors). The ambiguity lies in interpreting "number of Senators equivalent to eight percent", when this value is not an integer. Lacking a policy, those implementing this rule have been forced to use their judgment in how to round nonintegral numbers. The proposed language resolves this ambiguity in favor of more, rather than less, Senate representation.

Date: 25 September, 2019

To: Senate

From: Tod Reeder, Chair, Constitution and ByLaws Committee

Subject: ACTION: response to referrals

Referral – Increase Percentage of Senators on University Senate (Ponomarenko)

Recommendation: The Committee voted in support (4 Approve; 1 Not Approve; 1 Abstention) the language of the Motion put forward by Senator Ponomarenko at the September 3rd Senate session. Original motion below.

It should also be noted that even though there was majority support of this motion, there was significant discussion on the potential “slippery slope” of growth in the size of the Senate with this increased percentage of faculty and increased representation of our diversity university community. It was agreed that we wish to have appropriate university representation; however, moving forward the Senate also needs to be very judicious when considering the addition of new seats to the Senate.

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The effect of these revisions was to increase Senate membership by twelve members, none of whom are Professor Senators (as defined in Constitution 4.0 Membership and Electorate -> 4.11 Professors). The body of Professor Senators has consequently fallen to 61% of the Senate membership, from approximately two-thirds.

To restore the diminished Professor Senator voice in the Senate, this proposal, if fully implemented, will immediately add approximately 11 Professor Senators, raising their percentage in the Senate to 64.8%.

A second issue to be addressed is the ambiguous wording presently appearing in the Constitution (4.0 Membership and Electorate -> 4.11 Professors). The ambiguity lies in interpreting "number of Senators equivalent to eight percent", when this value is not an integer. Lacking a policy, those implementing this rule have been forced to use their judgment in how to round nonintegral numbers. The proposed language resolves this ambiguity in favor of more, rather than less, Senate representation

Referral – Increase Graduate Student Representation (Aaron)

Recommendation: The Committee discussed the Motion presented by the Graduate Student (GSA) Association. The current Policy file states that the student ex-officio members of the Senate (currently four) are chosen by Associated Students, with the graduate student member (one of the four total) chosen in consultation with the Dean of Graduate Affairs. The Committee encourages the GSA and Associated Students work together to determine what is an appropriate number of graduate students should be ex-officio members of Senate. Also, the student groups should consider whether the current policy on how student ex-officio members are chosen should be updated.

Referral – Addition of Alumnus Representation to Senate (Wheeler on behalf of Montoya)

Recommendation: The Committee discussed the Motion presented by SDSU Alumni Association for the addition of two ex-officio, non-voting alumni members to the Senate. There was expressed support for alumni representation in the Senate, with much of the discussion focused on whether there is a need for two such non-voting members (i.e., given the non-voting status, members of the Committee questioned why only one alumna/alumnus would not be sufficient to represent and report back to the Alumni Association). The Committee plans to formalize a motion that will be presented to the SEC at the October 22nd meeting.

6.7. Motion (Ponomarenko) the change the Senate Bylaws, Section 3.241

from: SEC AGENDA August 20, 2019

At the first fall meeting of the Senate, the Executive Committee shall present an annual agenda for the Senate. This agenda shall address major concerns and outline problems for Senate attention during the academic year.

to

At the second fall meeting of the Senate, the Executive Committee shall present an annual agenda for the Senate. This agenda shall address major concerns and outline problems for Senate attention during the academic year.

Date: September 6, 2019

To: SEC/Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subj: Action: Revisions to Staff Affairs Committee section of the Policy File

In order to clarify the membership of the Staff Affairs Committee and accurately convey the functions of both the Staff Affairs Committee and Staff Honors and Awards Subcommittees, The Staff Affairs Committee requests the following revisions to the Staff Affairs Committee section of the Policy File.

Current:

1.0 Membership (14): 11 staff members from throughout the university, to include as ex-officio voting, the staff senator who serves on the Senate Executive Committee. The 11 staff membership positions will be open to all staff employment units. The committee will also have two faculty members, one of which shall be a senator, and a student representative appointed by Associated Students. Staff representatives serving on Senate and Senate Appointed committees shall The committee chair will be nominated for approval by the Senate in the month of April from among the 11 staff members on the committee.

3.0 Functions: The Committee (a) shall appoint staff to fill vacancies to Senate committees by making recommendations to the Senate Committee on Committees and Elections in accordance with the Senate Policy File; and shall appoint staff to fill vacancies to non-Senate committees by campus-wide announcement and simple majority vote of the committee; (b) shall announce vacancies campus wide and elect by simple majority of the Committee staff appointments to staff Senator positions upon vacancies related to resignations; (c) shall consider only those matters related to the Senate; and (d) shall consider other issues at the direction of the Senate Chair, Senate Executive Committee or by the Senate.

Proposed:

1.0 Membership (30): The Staff Affairs Committee shall consist of 16 ex officio members and 14 appointed members.

1.1 Ex officio: Staff representatives to the following Senate and Senate Appointed Committees (a) Academic Resources and Planning, (b) Constitution and Bylaws, (c) Diversity, Equity & Inclusion, (d) Senate Executive, (e) Associated Students Facilities, (f) Bookstore Advisory, (g) Campus Development, (h) Campus Fee Advisory, (i) Disability Access and Compliance, (j) Environment and Safety, (k) Freedom of Expression, (l) Instructional and Information Technology, (m) Intercollegiate Athletic Council, (n) Student Grievance, (o) Student Media Advisory, (p) Sustainability

1.2 Appointed: 11 staff members from throughout the university, to include as ex-officio voting, the staff senator who serves on the Senate Executive Committee. The 11 staff membership positions will be open to all staff employment units. The committee will also have two faculty or lecturer members, one of which shall be a senator, and a student representative appointed by Associated Students. Staff representatives serving on Senate and Senate Appointed committees shall The committee chair will be nominated for approval by the Senate in the month of April from among the 11 staff members on the committee.

3.0 Functions: The Committee (a) shall appoint staff to fill vacancies to Senate committees by making recommendations to the Senate Committee on Committees and Elections in accordance with the Senate Policy File; and shall appoint staff to fill vacancies to non-Senate committees by campus-wide announcement and simple majority vote of the committee; (b) shall annually announce vacancies campus wide and elect by simple majority of the Committee staff appointments; (c) shall temporarily fill vacancies due to resignations (d) shall maintain ranked list of staff Senator election results to fill staff Senator positions upon vacancies related to resignations; (d) shall consider only those matters related to the Senate; and (e) shall consider other issues at the direction of the Senate Chair, Senate Executive Committee or by the Senate.

To: Senate Executive Committee/Senate
From: Graduate Council
Date: September 5, 2019
Re: 2020-2021 *Graduate Bulletin*

ACTION (4A-09-19)

NURSING

1. Deactivation of subprograms.

Nursing

Specific Requirements for the Master of Science Degree (Major Code: 12032)

Community Health Nursing Concentration

(SIMS Code: 554621)

Specialization in School Nursing

(SIMS Code: 554633)

Women's Health and Midwifery Concentration

(SIMS Code: 554622)

Specialization as a Nurse-Midwife

(SIMS Code: 554651)

Specialization as a Nurse-Midwife and Women's Health Nurse Practitioner

(SIMS Code: 554652)

Specialization as a Women's Health Nurse Practitioner

(SIMS Code: 554653)

Specialization in Acute/Critical Care Nursing

(Clinical Nurse Specialist and Nurse Educator Preparation)

(SIMS Code: 554635)

2. Deactivation of certificate.

Nursing

Nursing Education Certificate

(SIMS Code: 554681)

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

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: September 24, 2019
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. We expect to provide a more finalized report in once vacancies have been filled.

NEW COMMITTEE CHAIRS

Academic Resources and Planning

Co-Chairs: Mark Reed & Sherry Ryan

Bookstore Advisory

Chair: Iana Castro

GE Curriculum and Assessment

Co-Chairs: Gregory Wilson & Heather Canary

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Campus Development

Chair: Laura Shinn

Committee on Committees

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Tod Reeder

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto & Pamela Starr

Diversity, Equity, and Inclusion

Chair: Gloria Rhodes

Environment and Safety

Chair: Sridhar Seshagiri

Extended Studies Advisory Council

Chair: David Ely

Faculty Advancement

Chair: Paula Peter

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Ochoa

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: Norah Shultz

Undergraduate Curriculum

Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning

*Sean Toohey (student) new term May 2020

NEED 1 EDU faculty

NEED 1 student AS

Academic Resources and Planning

*Scott George (student) new term May 2020

*Bella Martelino (student) new term May 2020

Bookstore Advisory

*Jonathan Soden (student) new term May 2020

Campus Development

NEED 1 faculty

*Christian Onwuka (student) new term May 2020

*Brianna Crowther (student) new term May 2020

Committee on Committees (roster full)

Constitution and Bylaws

*Jacob Tuchband (student) new term May 2020

Copyrights and Patents

(Pending)

Disability Access and Compliance

* Josh Olson (student) new term May 2020

NEED 1 student (1 grad)

Diversity, Equity, and Inclusion

*Mahasweta Sarkar (ENG) new term May 2022

NEED 1 FCB faculty

NEED 1 Senate chair (or designee)

NEED 1 student (from AS)

Environment and Safety

NEED 2 students

Extended Studies Advisory Council

NEED 1 EDU faculty

Faculty Affairs (roster full)

Faculty Honors and Awards

NEED 1 student

NEED 1 former recipient of alumni award

NEED 1 alumnus

Fee Advisory Committee (Campus)

*Mark Bruno (Staff) new term May 2022

*Christian Onwuka (AS President) new term May 2020

*Kyla Blaylock (student) new term May 2020

*Angie Espinoza (student) new term May 2020

*Dustin Adkins (student) new term May 2020

*George Scott (student) new term May 2020

*Sophie Chance (student) new term May 2020

*CJ Holt (student) new term May 2020

Freedom of Expression

- *George Scott (student) new term May 2020
- *Kyla Blaylock (student) new term May 2020
- *Tiana Loving (student) new term May 2020
- *JR Lauron (student) new term May 2020
- *Maricruz Carillo (student) new term May 2020

GE Curriculum and Assessment

- *Michelle Dean (FCB) term renewed May 2020
 - *Chloe Freeman (student) new term May 2020
 - *Jacob Downey (student) new term May 2020
- NEED 1 IVC faculty

Graduate Council

- *Liz Reed (HHS) new term May 2022
- NEED 2 (grad) students

Honorary Degrees (roster full)

Instructional and Information Technology

- *Mark Siprut (PSFA) term renewed May 2022
- *Aaron Eppstein (student) new term May 2020

Intercollegiate Athletic Council

- *Kevin Melara (staff) new term May 2022
- *Josh Bringuel (student) new term May 2020
- *Christian Onwuka (student) new term May 2020

Liberal Studies (roster full)

Library and Information Access

- *Leslie Seiters (PSFA) term renewed May 2022
- *Marva Cappello (EDU) new term May 2022
- *David Fobes (PSFA) new term May 2022
- *Reece Breuckman (student) new term May 2020
- *Courtney Parks (student) new term May 2020

SDSU Press Editorial Board

(pending)

Staff Affairs

- *Joe Besagno (student) new term May 2020
- NEED 2 faculty (1 must be a Senator)

Student Grievance

- *Henry Villegas (administrator) term renewed May 2022

*Janet Castor (administrator) new term May 2022
*Bek Kamolov (student) new term May 2020
*Ysabell Uriarte (student) new term May 2020
*Vicky Evans (student) new term May 2020
*Daisy Kent (student) new term May 2020
*Crystal Sanchez (student) new term May 2020
*Aidan Winter (student) new term May 2020
*Fnu Mumtaz (student) new term May 2020
*Christie Keller (student) new term May 2020
NEED 3 full-time faculty

Student Learning Outcomes

*Stephen Fill (FCB) new term May 2022
*Sara Jimenez (student) new term May 2020
*Jayden Mattson (student) new term May 2020
NEED 1 A&L faculty

Student Media Advisory

NEED 2 faculty (1 JMS and 1 open)
NEED 1 AS President or designee
NEED 1 AS VP of Finance or designee
NEED 1 University president designee
NEED 4 students (AS appointed)

Sustainability

*Gener Abdon (student) new term May 2020
*Matthew Blake (student) new term May 2020

Undergraduate Council

*Karey Sabol (A&L) new term May 2022
*Kyla Blaylock (student) new term May 2020
*Stephanie Estrada (student) new term May 2020

Undergraduate Curriculum

*David DeBoskey (FCB) term renewed May 2022
NEED 1 A&L faculty
NEED 1 EDU faculty
NEED 2 students

University Research Council

NEED 1 EDU faculty
NEED 1 ENG faculty
NEED 1 PSFA faculty

*reappointments or new appointments

Senators not currently represented on a committee:

A&L

Angelo Corlett

Kate Swanson

EDU

Regina Brandon

HHS

Philip Greiner

SCI

Byron Purse (sabbatical F 19)

Coaches

Carin Crawford

Lecturers

Kathleen Czech (PSFA)

Narelle Mackenzie (FCB)

Corinne McDaniels-Davidson (HHS)

Ian Ruston (A&L)

Robert Showghi (FCB)

Provost S. Hector Ochoa
October Meeting Senate Report

1. In order to learn about each College, I have scheduled a full day visit to meet with faculty, staff, administrators. I have visited the College of Education on September 13th and the College of Arts and Letters on September 19th. During the month of October, I will visit the following Colleges: PSAF (Oct. 3 & 4th), Sciences (Oct. 8th), Health and Human Services (Oct. 11th), Engineering (Oct. 23), Library (Oct. 25th). After I have completed my College visits in November, I plan to begin meeting with departments for the remainder of this academic year.
2. We have started the search to find a new Associate Vice President for Student Enrollment. We are using an external firm (WittKeiffer) to assist us with this search.
3. We have started the search to find a new Director for the Center of Teaching and Learning. This will be an internal search.
4. The SDSU Strategic Planning Process is underway. As of Friday, September 20th, 2,182 individuals signed up to participate to provide their perspectives and input.

We held three days of face-to-face forums with faculty, staff, administrators, alumni and community members on September 23, 24 and 25th. These face-to-face forums were held both on main campus and at our Imperial Valley Campus.

From October 1 to October 3, additional opportunities will be provided for individuals to participate in the strategic planning process. We will have pop-up booths set up at the Faculty-Staff Club, Library, East Commons and the ARC for SDSU community members to provide their input via an online submission. Additional face-to-face discussion sessions will be held on October 3rd.

5. Academic Affairs sent out a call for proposals to improve student learning, success, and development through strategic changes associated with class size.
6. College ARP representatives will work with their respective Dean to obtain input regarding budget requests priorities during the month of October. In November, College ARP representatives, Deans and AVPs will each have a vote in determining the recommendations made to the Provost regarding Academic Affairs' PBAC budget requests.

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: September 11, 2019
RE: Information Items

I. Filling Vacant Senate Seats in the College of Health and Human Services

In consultation with the senators of the College of Health and Human Services (CHHS), the Chair of the Committee on Committees and Elections nominates Dr. Carleen Stoskopf and Dr. Frances Nedjat-Haiem to serve in the two vacant CHHS senate seats until the next regular senate election (see Section 6.1 of the Bylaws).

II. 2019/2020 Annual Agenda of the Committee on Committee and Elections

A. Submit for confirmation nominees for members and chair of Senate-Standing Committees and Senate-Appointed Committees

1. Work with Staff Affairs committee to fill staff members
2. Work with Associated Students to fill student member

B. Fill vacancies that may occur in other committees (e.g., search committees, working groups)

C. Run elections in the Senate

1. Those that take place on the Senate floor
2. Those that take place outside of the Senate

D. Explore the possibility of reconstituting dormant committees

E. Examine the current policy file for various committee membership (e.g., search, review committees) to make recommendations that reflect the current governance structure

F. Explore possibilities of streamlining the election process (nominations and voting)

G. Participate in the Strategic Planning Process

To SEC, Senate and Mark Wheeler,
From Mark Reed & Sherry Ryan
Co-Chairs, Academic Resources and Planning
Date September 17, 2019
Re Information items from recent ARP meetings (8/27/19 & 9/10/19)

8/27/19 Meeting

- This was the first meeting of the 19/20 AY. New members of the committee were introduced and welcomed: Sherry Ryan [PSFA rep.], Bann Attiq [Staff rep.]. David Fuhriman [URAD] also joined as a guest.
- The committee voted to continue with a co-chair model. Sherry Ryan and Mark Reed will serve as co-chairs of the committee.
- The committee discussed the PBAC recommendation memo drafted by the committee at the end of the last AY. There was also a discussion about changing the name of the committee [Committee on University Resources & Planning] to better reflect the committee's charge. Mark Reed volunteered to draft a referral for this change and present it at the next meeting.
- The committee discussed potential agenda items for the coming AY which included:
 - Better integrating with PBAC process
 - Integrating with University Strategic Planning process
 - How to be more strategic with budget process
 - How to improve budget transparency and information sharing
 - How to get better input from Colleges and report back to constituent
 - Creating a decision-making flow chart
 - Improving information sharing between Dean's and Chairs/Directors

9/10/19 Meeting

- George Scott [AS Representative] was introduced to the committee.
- Mark Reed shared the draft language for a referral to the Senate Constitution and Bylaws committee re changing the name of the committee. The committee discussed proposing membership changes as well. The committee tabled the item until the next meeting so that discussion could continue on this topic.
- The committee discussed the Faculty Affairs referral re: funding sources for new faculty. Mark Reed will share documents created by Radmila Prislin on how peer and aspirational universities fund new faculty lines to new committee members for review.
- Crystal Little [BFA] shared the PBAC budget process timeline with the committee (see attached document "San Diego State University 2020/21 Initial Budget Process")

San Diego State University 2020/21 Initial Budget Process

I.	Budget Updates sent by VP BFA to faculty and staff	Sep 2019 – June 2020
II.	Joint budget meeting hosted by the 2 budget committee Chairs (PBAC and AR&P) to discuss and provide inputs on campus budget priorities	Before end of September 2019
III.	Finalize campus budget priorities Announce/publish campus budget priorities Announce/publish divisional budget process & timeline Announce/publish PBAC budget process & timeline	COVP & PBAC Mid-October
IV.	Budget forum hosted by Provost and VP BFA Divisions conduct internal budget request processes	Oct 2019 – Dec 12, 2019
V.	Vice Presidents and President discuss general budget issues (e.g., availability of funding from state and CSU, status of revenue initiatives and auxiliary budgets), critical divisional support needs, and support of strategic initiatives	Nov 2019 – May 2020
VI.	2020/21 divisional budget requests due to B&F <ul style="list-style-type: none"> ▪ Requests must meet dollar thresholds for PBAC 	12/13/2019
VII.	Vice Presidents share their 2020/21 ranked/prioritized divisional base and 1X budget requests with the President and VPs (First draft).	COVP 1/6/2020 COVP 1/13/2020 COVP 1/20/2020
VIII.	Vice Presidents review and prioritize divisional base and 1X budget requests with the President and VPs. Revise all the requests to a manageable list to be shared with PBAC (Second draft) <ul style="list-style-type: none"> ▪ Identify mandatory (non-discretionary) requests ▪ Prioritize requests with matching funds ▪ Prioritize requests within available resources 	COVP 1/27/2020 COVP 2/3/2020 COVP 2/10/2020 (hold) PBAC 1/30/2020

¹ Auxiliary Budgets are discussed to provide information on overall university resources. Auxiliary budgets are set based on the codified budget process of the individual auxiliary and in compliance with the corresponding legal and regulatory framework of the auxiliary.

**San Diego State University
2020/21 Initial Budget Process**

<p>IX. AR&P and PBAC meet to discuss the divisional budget requests First half of all divisions Second half of all divisions</p>	<p>ARP 3/10/2020 PBAC 3/12/2020 ARP 3/24/2020 PBAC 3/26/20220</p>
<p>X. BFA provides best estimate of base and one-time funds available for 2020/21 to VPs and President based on available information</p>	<p>March 2019</p>
<p>XI. Budget forum hosted by Provost and VP BFA</p>	<p>March 2019</p>
<p>XII. AR&P and PBAC review the consolidated list (second draft) and prioritize the budget requests based on the best estimate of available funding.</p>	<p>ARP 4/14/2020 PBAC 4/16/2020</p>
<p>XIII. Joint budget meeting hosted by the 2 budget committee Chairs (PBAC and AR&P) to review and provide input/recommendations on the consolidated list.</p>	<p>(Joint) PBAC 4/30/2020</p>
<p>XIV. Vice Presidents and President discuss the budget requests taking into consideration input from AR&P and PBAC, and prioritize the requests as needed to match the available funding (third draft).</p>	<p>COVP 5/4/2020</p>
<p>XV. AR&P and PBAC review the revised budget proposal (third draft). PBAC recommends to President who authorizes allocations to divisions</p>	<p>ARP 5/12/2020 PBAC 5/14/2020 PBAC 5/29/2020 (hold)</p>

¹ Auxiliary Budgets are discussed to provide information on overall university resources. Auxiliary budgets are set based on the codified budget process of the individual auxiliary and in compliance with the corresponding legal and regulatory framework of the auxiliary.

Date: 30 August 2019
To: SEC / The Senate
From: D.J. Hopkins, Chair, Academic Policy and Planning Committee (AP&P)
Subject: Report

At its first meeting of the year, the AP&P met to address old business and new. We welcomed a new committee member, Provost Ochoa. We are working with CCE Chair Allison Vaughn to provide committee members from Education, IVC, and Associated Students. We elected Norah Shultz and Pamela Lach to serve jointly as Secretary for the year; they will be sharing responsibilities for the minutes.

We reviewed four proposals for new degree programs or emphases, approving two; the committee asked me as chair to follow up with the originators of the other two proposals for clarifications.

The majority of our time was spent discussing the proposed Academic Year (AY) Agenda for the committee. Much was decided, but enough changes were made to the draft that we did not vote on the proposed agenda. I will update and submit a new draft for approval at our next meeting. When approved, the AY Agenda will be shared with the Senate. In the meantime, this report and the agenda for the meeting are submitted. Minutes from this meeting will be submitted next month following approval at the September meeting.

As an FYI, the dates for AP&P meetings this year are as follows.

FALL 2019

~~August 27~~
September 24
October 22
November 26

SPRING 2020

January 28
February 25
March 24
April 28

AP&P ANNUAL AGENDA AY 2019-10

Approved 24 September 2019

- Collaborate with Senate Committee for Faculty Affairs (Paula Peters, incoming Chair, and Jennifer Imazeki, past chair) and Faculty Advancement (AVP Joanna Brooks) to review RTP policies and practices, campus-wide. Division of labor among the participants: Faculty Affairs develops a tool for encouraging consistent procedure, while AP&P conducts content review of RTP policies at the University and College levels (including Library and IVC).
- As a corollary, AP&P will review Senate policy file language around University, College, and Department / School-level RTP documents.
- Collaborate with CCE (Allison Vaughn, Chair) on new language re: Senate committee appointments. (Old Business)
- Consider whether Departments and Schools should examine their local class size landscape, and develop an appropriate class size policy based on learning outcomes and pedagogy.
- Continue to evaluate policies regarding revenue-generating activities, including development and the College of Extended Studies; collaborate in this effort with the Senate CES Committee.
- Review the work of the Enrollment Management Advisory Group (EMAG). Discuss final EMAG report. Revise AP&P's relationship with enrollment, retention, and graduation data; explore our options for the committee's role in reviewing and reporting on enrollment management policies and outcomes.
- Review curriculum / program additions, deletions, and changes, as forwarded to the committee.
- Receive and address referrals from the Senate that are appropriate to AP&P's mission.

To: Senate Executive Committee
From: SDSU Committee on Diversity, Equity and Inclusion
Chair, Gloria Rhodes
Date: September 17, 2019
Re: Report- DEI Annual Agenda

University Committee on Diversity, Equality and Inclusion
Amended & Approved: 9/5/2019
Annual Agenda 2019-2020

1. Advise the University Senate and various campus groups on issues of diversity, equity, and inclusion.
2. Document summative outcomes for all diversity and inclusion related resolutions.
3. Continue to partner with students to elevate their voices through work with Identity Centers, Interfaith Affairs, and Regional Affairs. Recommend function and outcomes of Identity centers in support of students' academic, social and emotional growth.
4. Review longitudinal data of faculty and staff diversity – all units, ranks and bargaining groups.
5. Continue to partner with various campus resources to support students, faculty and staff with diverse abilities and identities. Advise campus on needed accommodations for faculty and staff.
6. Review official data student from relevant campus units regarding issues of diversity, equity, and inclusion for students, staff, and faculty.
7. Support the development and advise the efforts of the Division of Diversity and Innovation to inform stakeholders of the significance and responsibilities of the Hispanic Serving Institution (HSI) status or designation.
8. Provide guidance to the Division of Diversity and Innovation on campus.
9. Serve as an Advisory Board for the Chief Diversity Officer and Associate Vice President and to the Division of Diversity and Innovation.
10. Support and communicate with the University police department to raise awareness of issues as they relate to diverse populations on campus.
11. Address ad-hoc issues as they arise.

TO: Senate Executive Committee
FROM: SDSU Committee on Diversity, Equity and Inclusion
Gloria Rhodes, Chair
Date: September 17, 2019
Subject: Consent Calendar

Dear Senate DEI,

In consultations with a number of campus leaders, I am recommending that the deadline for the unit-level diversity plans (e.g., departments, schools, units) be extended to Spring of 2021. This is to ensure greater alignment between the forthcoming University strategic plan and forthcoming college-level plans. In addition, there have also been concerns about the number of different initiatives and efforts taking place, this timeline will help to also address this concern (though the primary rationale is vertical alignment). I am strongly recommending that this revised timeline be voted on via email, submitted to the next SEC meeting, and appear on the consent calendar as a recommended action item.

Luke

Senate DEI recommends that the deadline for department-level diversity and inclusion plans be moved to March of 2021. The will be to ensure vertical alignment between the University Strategic Plans and the College-Level Diversity Plans. We recommend that the division, auxiliary, and college-level plan deadline (for Fall 2020) remain the same.

To: Senate Executive Committee/Senate
From: Graduate Council
Date: September 5, 2019
Re: 2020-2021 *Graduate Bulletin*

INFORMATION (4I-09-19)

ADMINISTRATION, REHABILITATION AND POSTSECONDARY EDUCATION

1. Change in program.

Administration, Rehabilitation and Postsecondary Education

**Specific Requirements for the Master of Science Degree in Rehabilitation Counseling
Concentration in Clinical Rehabilitation and Clinical Mental Health Counseling
(Major Code: 12221) (SIMS Code: 331011)**

To complete the Master of Science degree in rehabilitation counseling with a concentration in clinical mental health counseling, students must complete 63 units to include:

1. Required rehabilitation counseling courses (24 units):
(no change)
2. Advanced training in rehabilitation counseling (18 units):
 - ARP 601 Seminar in Best Practices in Psychiatric Rehabilitation...3
 - ARP 608 Seminar in Principles of Psychiatric Rehabilitation...3
 - ARP 685A-685B Medical and Psychological Aspects of Disability...3-3
 - ARP 687 Job Development for Individuals with Disabilities...3
 - ARP 708 Human Development and Disability...3
3. Additional licensed professional clinical counselor requirements (12 units):
 - CSP 618 Mental Health Recovery and the DSM: A Social Justice Perspective...3
 - CSP 650 Trauma and Crisis Counseling in Multicultural Community Context...1-3 (3 units required)
 - CSP 687 Family and Systemic Treatment of Substance Abuse...1-3 (3 units required)
 - CSP 694 Psychopharmacology for Marriage and Family Therapists and Counseling...2-3 (3 units required)
4. Fieldwork requirements (9 units):
 - ARP 744 Practicum in Rehabilitation...3-12 (3-6 units required)
 - ARP 745 Internship in Rehabilitation...3-9 (3-6 units required)

Change(s): (a) In the existing program, students are required to take at least six (6) units of Practicum and six (6) units of Internship. The new program will require students to take three to six (3-6) units of Practicum and three to six (3-6) units of Internship for a total of

no fewer than nine (9) units of fieldwork (comprised of Practicum and Internship units).
 (b) In the existing program, students are required to take CFD 670: Lifespan Development. In the revised program, students will take a newly developed course to fulfill the Human Development requirement of the program: ARP 708: Human Development and Disability.
 (c) Program Learning Goals and Student Learning Objectives have been revised to reflect changes brought about by program development and new CACREP standards. Catalog copy has been expanded to provide prospective and current students with more information about admission requirements and program contents.

BIOLOGY

1. New course.

Biology

ADV BIO DATA ANALYSIS (C-2)

BIOL 668. Advanced Biological Data Analysis (3)

(Same course as Bioinformatics and Medical Informatics 668)

Two lectures and three hours of laboratory.

Prerequisite: Biology 568 [or Bioinformatics and Medical Informatics 568].

Bioinformatics analysis methods and programming skills. Practical bioinformatic software for bioinformatic algorithms, programming fundamentals, and sequence analysis.

BIOINFORMATICS AND MEDICAL INFORMATICS

1. New course.

Bioinformatics and Medical Informatics

ADV BIO DATA ANALYSIS (C-2)

BIOMI 668. Advanced Biological Data Analysis (3)

(Same course as Biology 668)

Two lectures and three hours of laboratory.

Prerequisite: Bioinformatics and Medical Informatics 568 [or Biology 568].

Bioinformatics analysis methods and programming skills. Practical bioinformatic software for bioinformatic algorithms, programming fundamentals, and sequence analysis.

2. Change in program.

Bioinformatics and Medical Informatics

Specific Requirements for the Master of Science Degree

(Major Code: 07994) (SIMS Code: 771490)

Paragraph 1 (*no change*)

1. Complete 15 units of required core courses.

BIOMI 568/BIOL 568 Bioinformatics...3

BIOMI 612/COMP 612 Scientific Fundamentals and Ethics...3

BIOL 606 Biological Data...3

COMP 526 Computational Methods for Scientists...3

- COMP 605 Scientific Computing...3
2. Complementary: Six units in a field complementary to the student's background with approval of the graduate coordinator selected from the following courses.
- BIOMI 600/CS 600 Methods in Bioinformatics, Medical Informatics, and Cheminformatics...3
- BIOMI 601 Practical Data Mining...3
- BIOMI 602 Sequencing and Sequence Analysis for Bioinformatics...3
- BIOMI 608 Programming Problems in Bioinformatics...3
- BIOMI 609 Computational Genomics and Bioinformatics...3
- BIOMI 668/BIOL 668 Advanced Biological Data Analysis...3
- BIOL 740 Phylogenetic Systematics...3
- BIOL 562 Ecological Metagenomics...3
- COMP 607 Computational Database Fundamentals...3
- COMP 626 Applied Mathematics for Computational Scientists...3
- P H 602 Biostatistics...3
- P H 700A Seminar in Public Health. Epidemiology...1-3
3. Electives: Three units of approved 500-, 600-, or 700-level electives in disciplines related to the student's specialization with approval of the graduate coordinator.
4. Nine units of research including Thesis:
- BIOMI 797 Research (3) Cr/NC/RP
- BIOMI 798 Special Study (3) Cr/NC/RP
- BIOMI 799A Thesis or Project (3) Cr/NC/RP

Change(s): Summary of Changes Core Courses Increase the number of core units from 12 to 15 units per student. Replace BIOL 510 Molecular evolution with BIOL 606 Biological Data; Replace CHEM 560 General Biochemistry with COMP526 Computational Methods for Scientists; Replace BIOMI 600 Methods in Bioinformatics, Medical Informatics, and Cheminformatics with COMP 605 Scientific Computing (moving BIOMI 600 to a Complementary Course); add an additional required class BIOMI 612 Scientific Fundamentals and Ethics. Complementary Courses Add BIOMI 600 as a complementary course. Remove the following courses that are impacted or that students are not taking. CHEM 567 Biochemistry Laboratory CS 514 Database Theory and Implementation CS 520 Advanced Programming Languages CS 532 Software engineering CS 560 Algorithms and their analysis CS 605 Scientific Computing CS 615 Spatial Databases STAT 551A Probability and Mathematical Statistics STAT 551B Probability and Mathematical Statistics STAT 680A Advanced Biostatistical Methods STAT 680B Advanced Biostatistical Methods Add the following new classes that have been requested for approval: BIOMI601 Methods in Genomic Feature Extraction, Annotation, and Functional Genomics BIOMI602 Biological Systems and Advanced Graph Theoretic Approaches to Systems Biological Models BIOMI603 Genomes, Epigenomes and their analysis BIOMI608 Programming Problems in Bioinformatics BIOMI601 Methods in Genomic Feature Extraction, Annotation, and Functional Genomics BIOMI601 Methods in

Genomic Feature Extraction, Annotation, and Functional Genomics Add the following computational classes: COMP607 Computational Database Fundamental COMP626 Applied Math for Scientists Electives Reduce the number of elective units from 6 to 3 Research Require 3 units each of 797, 798, and 799A.

CITY PLANNING

1. Change to description and title.

City Planning

SEM HOUSNG POLCY CMTY DEV

C P 635. Seminar in Housing Policy and Community Development (3)

Study, definition and analysis of housing needs and problems. Public policies and programs addressed to housing issues. Alternative solutions and the role of the private and public sectors.

Change(s): Description updated from *Study, definition and analysis of housing needs and problems. Public policies and programs addressed to housing issues. Alternative solutions and the role of the private and public sectors* to what is presented above. Title updated from *Seminar in Housing and Housing Policy* to what is presented above.

COMPUTER SCIENCE

1. New course.

Computer Science

BIG DATA TOOLS & METHODS (C-1)

CS 649. Big Data Tools and Methods (3)

Prerequisites: Computer Science 550 and either Computer Science 503 or 514 with a grade of C (2.0) or better in each course.

Analyze, curate, search, and visualize big data. Apache MapReduce and Spark, distributed databases and messaging/streaming, electronic notebooks, NoSQL databases, programming languages, statistics.

COUNSELING AND SCHOOL PSYCHOLOGY

1. Change to units.

Counseling and School Psychology

CSP 635. Sexuality and Intimacy in Couple and Family Therapy and Counseling (1-3)

Prerequisites: Counseling and School Psychology 621 and 621L or 625, or consent of instructor.

Approaches to understanding sexual functioning and intimacy through multicultural, historical, and relational clinical theory frameworks. Specific sexual issues presented in therapy, treatment planning, and intervention. Fulfills marriage and family therapy and LPCC licensure requirements.

Change(s): Units updated from variable 1-2 to 1-3.

2. Change to staffing formula.

Counseling and School Psychology

C-78

CSP 711. Intensive Study in School Psychology (1-6)

Prerequisite: Admission to the school psychology program.

Selected areas in school psychology theory and practice. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit eight units.

Change(s): Staffing formula updated from C-5 to C-78.

3. Change to prerequisite and title.

Counseling and School Psychology

ED PSY:DEV BIO BASES

CSP 764. Educational Psychology: Developmental and Biological Bases of Behavior (3)

Prerequisite: Counseling and School Psychology 619.

Human neuropsychology relevant to assessment and intervention practices within school settings; associated biological and cultural influences on human behavior. Brain-behavior relationships within context of cognitive and developmental psychology, learning, and education.

Change(s): Prerequisite updated from CSP 723 to 619. *Advanced* dropped from title.

4. Change to staffing formula and units.

Counseling and School Psychology

C-78

CSP 780. Internship (1-12) Cr/NC

Prerequisite: Counseling and School Psychology 730.

Supervised internship experience in counseling or school psychology activities. Application to take the course must be made early during the preceding semester. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units applicable to a master's degree. Maximum credit 24 units applicable to the specialization in school psychology.

Change(s): Staffing formula updated from S-25 to C-78. Units updated from variable 2-12 to 1-12.

EDUCATIONAL LEADERSHIP

1. New course.

Educational Leadership

SYSTEMS LEADERSHIP (C-2 four units; C-8 two units)

EDL 601. Systems Leadership (6)

Four lectures and four hours of activity.

Prerequisites: Admission to Preliminary Administrative Services Credential Program and classified graduate standing.

Systems and organizational structures that support school vision and goals. Regulatory and legal contexts involved with the management of fiscal, human, and material resources. Effective communication, enhancing capacity, and ethical decision-making in challenging conditions.

2. New course.

Educational Leadership

CHANGE LEADERSHIP (C-2 four units; C-8 two units)

EDL 635. Change Leadership (6)

Four lectures and four hours of activity.

Prerequisites: Admission to Preliminary Administrative Services Credential Program and classified graduate standing.

Development and implementation of a shared vision of learning and growth. Involvement of community, parents, and staff in school visioning and improvement processes. Collection and analysis of data to identify strategies for school improvement.

3. New course.

Educational Leadership

INSTRCTL SUPRVSN ADLT LRN (C-2 four units; C-8 two units)

EDL 651. Instructional Supervision and Adult Learning (6)

Four lectures and four hours of activity.

Prerequisites: Admission to Preliminary Administrative Services Credential Program and classified graduate standing.

Adult learning theory and professional growth development, assessment of quality instruction, collaborative practices to improve teaching and learning.

4. Change in program.

Educational Leadership

Specific Requirements for the Ed.D. in Educational Leadership

Concentration in PreK-12 School Leadership

(Major Code: 08272) (SIMS Code: 331931)

Twenty-one to 27 units selected from the following courses:

EDL 650	Professional Learning and Growth Leadership...3
EDL 707	Educational Law and Finance...3
EDL 720	Human Resource Development in PreK-12 Educational Organizations...3
EDL 755	Governance and Policy Development in PreK-12

	Learning Organizations...3
EDL 760	Practicum in PreK-12 Educational Organizations...2-6 (Cr/NC/RP)
EDL 830	Leadership for Learning...3
EDL 880	Seminar in Topics in Educational Leadership...3
ED 806	Ethnically Diverse Learners: Public Policy and Classroom Practice...3-4
ED 808	Academic Research and Publishing in Education...3
ED 810	Seminar in Curriculum Development and Implementation...3
ED 814	Seminar in Curricular Change Processes...3
ED 822	Seminar in Analysis and Issues in Race and Ethnic Relations...3
ED 823	Seminar in Action Oriented Policy Research in Multicultural Contexts...3
ED 827	Seminar in Communication and Cognition in Education...3
ED 895	Seminar: Writing and Research...3

Change(s): Existing Program Dissertation Units: 12 Proposed Modification: Variable Units 6-12 Existing Program Concentration: Currently specifies seven required courses (21 units). Proposed Modification: Extend list to 15 eligible courses from which 21-27 units will be selected to build each cohort's program of study. Each of the courses to be added is an existing College of Education course. The additional six units present in the variable unit figure result from cases where fewer (less than 12) dissertation units are programed.

5. Change in program.

Educational Leadership

**Specific Requirements for the Preliminary Administrative Services Credential:
(Credential Code: 00501)**

Successful completion of the credential coursework and fieldwork requirements, including a passing scores on the California Administrator Performance Assessment (CalAPA), will qualify candidates for an EDL departmental recommendation for the California Preliminary Administrative Services Credential (PASC).

Admission Requirements: Candidates must be admitted to SDSU and to the Department of Educational Leadership. Admission to the Department of Educational Leadership requires that students possess a master's degree in education or related field from an accredited university or be concurrently enrolled in a master's degree program; have five years of teaching, pupil personnel service, librarian, or social work experience, have passed the CBEST; have two letters of recommendation from supervisory administrators and presently be working in a PreK-12 teaching environment where they can accomplish the needed fieldwork/practicum experiences.

Required courses (32 units):

EDL 601	Systems Leadership (6)
EDL 635	Change Leadership (6)
EDL 651	Instructional Supervision and Adult Learning (6)
EDL 660	Field Experience in Educational Leadership (8) Cr/NC/RP
EDL 680	Seminar in PreK-12 Educational Administration (6)

Remainder of description (*no change*)

Change(s): Previously, students completed at least two 3-unit courses each semester along with the seminar course and independent fieldwork. Instructors worked independently each semester and did not coordinate coursework with fieldwork to support mastery of CalAPA or the CAPEs. Since instructional courses were limited to 3 units, they did not allow for related fieldwork to be embedded and monitored directly by the instructor. This disconnect hampered students' preparation for and completion of the CalAPA and made it difficult for candidates to connect learning to fieldwork in a meaningful way. The proposed program modifications will introduce an area of focus for each semester: Instructional Leadership, Change Leadership and Systems Leadership that will allow for coordination of instruction, assignments, assessments and fieldwork. The proposed EDL 601 Systems Leadership combines the topics and CAPEs previously presented in EDL 600 Organizational and Systems Leadership and EDL 655 Communication, Problem Solving and Decision Making. The content for these courses focus on CAPEs 3, 5 and 6 and should be combined to strengthen the links between organizational and systems thinking and problem solving/decision making. The proposed EDL 635 Change Leadership combines the topics and CAPEs previously presented in EDL 610 Visionary Leadership, EDL 630 School Improvement Leadership, and EDL 640 Community Leadership. Since 2 of the 3 required CalAPA cycles focus on facilitating change to improve student achievement, combining visioning, school improvement and community involvement will increase support for students' successful completion of both cycles needed for eligibility for the Preliminary Administrative Services Credential. The proposed EDL 651 Instructional Leadership combines the topics and CAPEs previously presented in EDL 650 Professional Learning and Growth Leadership and EDL 652 Seminar in Instructional Leadership. The content for these courses focused on CAPE 2 and topics in both courses overlapped. Coordination of these courses will also enhance preparation for CalAPA Cycle 3.

MATHEMATICS AND SCIENCE EDUCATION

1. Change in program.

Mathematics and Science Education

**Specific Requirements for the Doctor of Philosophy Degree
(Major Code: 08997) (SIMS Code: 993501)**

Residency Requirements. *(no change)*

Language Requirement. *(no change)*

Course Requirements. All students admitted into the doctoral program will fulfill the following requirements. Any alternative method of fulfilling these requirements must be approved by the graduate advisers.

- a. Four research apprenticeship experiences:
SDSU: MSE 801 **and**
SDSU: MSE 802 **and** UCSD: MSED 295, **and**
SDSU: MSE 820 **or** UCSD: MSED 298.
- b. Core courses in Mathematics or Science Education.
UCSD: MSED 296A, 296B, 296C and
SDSU: MTHED 603.

Science Education students must also take SDSU: TE 610C.

Mathematics Education students must select two of the following additional courses: SDSU: MTHED 600, 601, 604, 605, 606, 607.

- c. Three courses on quantitative and qualitative research methods.
SDSU: MSE 810 and one of the following sequences:
UCSD: EDS 254, 255 or
UCSD: PSYC 201A, 201B or
UCSD: MA 282A, 282B.
- d. Two courses in cognitive science at UCSD selected from:
COGS 102A, 102B, 152/252, 155, 200, 203, 220, 260; or one of COGS 101A, 101B, 101C.
- e. One teaching practicum selected from:
SDSU: MSE 805, 806, 807 or
UCSD: Discipline 500.
- f. Two courses from any categories are selected with advisers according to the student's needs and background:
 1. Philosophy and History. UCSD: PHIL 145, 146, 147, 209A; HISC 106, 107, 108, 109, 110, 160/260, 163/263, or 165.
 2. Sociology. UCSD: SocG 270, SocI 117/EDS 117, or SocI 126/EDS 126, or EDS 136/139.
 3. Equity and Diversity. UCSD: EDS 113, 125, 250, 252, or 278.
 4. Mathematics and Science: Graduate level courses in biology, chemistry, mathematics, or physics.
 5. Teaching Experience: An option for students who have not yet had teaching experiences at both the K-12 and collegiate levels is to take a second teaching practicum.
 6. Other. Other types of courses (at the graduate or upper division undergraduate level) can be approved by the advisers if they contribute to a coherent program.
- g. Two doctoral research courses:
SDSU: MSE 830 and 899 or
UCSD: MSED 299.

Beyond these requirements, no specified number of courses is required for the doctoral degree. It is expected, however, that all the doctoral students will supplement the requirements with electives that contribute to individual career objectives.

Additional Requirements for Students Entering with a Master's Degree in Mathematics Education. Students who are admitted into the doctoral program with a master's degree in mathematics education will increase the breadth and depth of their mathematical knowledge by fulfilling the requirements specified for Option A or Option B:

Option A.

UCSD: MATH 240A, 240B, 240C and

Pass the UCSD comprehensive examination on analysis at the master's level and

One graduate algebra course: UCSD: MATH 200A or SDSU: MATH 620 or 623.

MATH 623 can only be selected if the student has already taken a graduate level abstract algebra course.

Option B.

Select two of SDSU: MATH 620, 621, 623, and
 Pass the SDSU comprehensive examination on algebra at the master's level and
 UCSD: MATH 240A

Remainder of description (*no change*)

Change(s): Proposed Course Requirement Changes: 1. In the section on mathematics/science education, the seminar required of science education students will change from "UCSD: MSED 290" to "SDSU: TE 610C." TE 610C (Seminar in Science in Elementary Education) was created since our last program change. It is a better option because MSED 290 was not supported by a faculty position at UCSD (i.e., it was taught off-load by faculty volunteers). 2. In the section on research methods, EDS 287, 288 has been replaced by EDS 254, 255. This happened three years ago when the Education Studies Department at UCSD started a new Ph.D. program and enhanced their quantitative research methods offerings. We also wish to omit PSY 670A, 670B at SDSU. Because of the residency requirements at UCSD, all of our students have to take their quantitative research methods sequence at UCSD. 3. In the section on cognitive science, we need to omit COGS 234 because it is no longer offered. We wish to add the following courses, which have been developed at UCSD in recent years and are appropriate for our students: • COGS 155: Gesture and Cognition • COGS 152/252: Cognitive Foundations of Mathematics • COGS 203: Cognitive Science Foundations • COGS 220: Information Visualization 4. In the section on teaching practicums, EDS 129A/139 is no longer offered at UCSD. We also wish to replace MSED 295 with a recently developed course at UCSD, "MSED 294: Teaching Practicum." MSED 295 was used as a "place holder." 5. In the section on electives, we wish to change the first sentence from "Two courses from different categories are selected with advisors..." to "Two courses from any categories are selected with advisors." Forcing students to choose electives across two categories did not function well in practice. For example, there were often two excellent course options in a single category. Quality control will be maintained through the stipulation that these electives are selected with advisors. We will continue to have categories to demonstrate the interdisciplinary nature of our program. In the Philosophy & History category, HISC 164/264 and HISC 265 are no longer offered at UCSD. We wish to add HISC 110 (Historical Encounters of science and Religion). In the Sociology category, UCSD has replaced SocB 117 with SocI 117 and SocC 126 with SocI 126. We would also like to add "EDS 136/139: Introduction to Academic Tutoring of Secondary School Students." As a third category of electives, we want to add "Equity & Diversity" because a number of our doctoral students are increasingly interested in these topics and because Education Studies at UCSD has been creating new courses in this area. Thus, we wish to list the following courses in this category: • EDS 113: Chicanas/os and Latinas in Education: Policy, Practice, and Challenges to Equity • EDS 125: History, Politics, and Theory of Bilingual Education • EDS 250: Equitable Educational Research and Practice • EDS 252: Transforming Inequities in Student Outcomes • EDS 278: Talking Culture, Culture Talking: Voices of Diversity 6. In the section on research courses, there is an inaccuracy in the current text. It reads "Three doctoral research courses: SDSU: MSE 830, 899 and UCSD: MSED 299." MSE 830 is a doctoral seminar but MSE 899 and MSED 299 are research units related to dissertation research. If the student's dissertation chair is from UCSD, then the student

registers for MSED 299. If the chair is from SDSU, the student registers for MSE 899. Thus, more accurate language follows: “Two doctoral research courses: SDSU: MSE 830 and 899 or UCSD: MSED 299.”

PUBLIC HEALTH

1. Change to prerequisite.

Public Health

P H 661. Theoretical Foundations of Health Promotion (3)

Prerequisite: Graduate standing in public health.

Psychological, sociological, economic, and political theories relevant to the mission and processes of health promotion.

Change(s): Prerequisite updated from *Public Health 290* to what is presented above.

2. New course.

Public Health

MODRN EPDEMIOLGY METHDS I (C-1)

P H 820A. Modern Epidemiology Methods I (3)

Prerequisites: Public Health 601 and 627 with a grade of A- (3.7) or better in each course.

Fundamentals of causal inference, quantitative measures of occurrence, association and effect, study design. Data analysis and interpretation, sources and mitigation of bias, review and critical appraisal of peer-reviewed literature.

3. New course.

Public Health

MODRN EPDEMIOLGY MTHDS II (C-1)

P H 820B. Modern Epidemiology Methods II (3)

Prerequisites: Public Health 820A with a grade of B (3.0) or better.

Continuing examination of causal inference, quantitative measures of occurrence, association and effect, study design. Data analysis and interpretation, sources and mitigation of bias, review and critical appraisal of peer-reviewed literature.

4. Change in program.

Public Health

**Specific Requirements for the MSW/MPH Degree
(Major Code: 12991)**

Paragraph 1 (*no change*)

Social Work/Public Health-Health Management and Policy (SIMS Code: 998221)

SWORK 601 Seminar in Social Welfare Policy and Services...3

- SWORK 619 Human Behavior in the Social Environment...3
 SWORK 620A Seminar in Human Behavior and Social Environment:
 Direct Practice...3
 SWORK 630 Social Work Practice: A Generalist Perspective...3
 SWORK 631 Social Work Practice: Individuals, Families, and Groups...3
 SWORK 632 Social Work and Gerontology: Organizations and
 Communities...3
 SWORK 650* Field Practicum...7 (Cr/NC)
 SWORK 690/ Seminar in Research Methods
 GERO 690 for Social Work and Gerontology...3
 SWORK 720 Seminar in Selected Topics in Human Behavior and
 Social Environment...3
 SWORK 740/ Advanced Seminar in
 GERO 740 Administration and Community
 Development in Social Work
 and Gerontology...3
 SWORK 755* Advanced Field Practicum: Social Work Administration
 and Community Development...8 (Cr/NC/RP)
 SWORK 797 Research...3 (Cr/NC/RP)
 P H 601 Epidemiology...3
 P H 602 Biostatistics...3
 P H 603 Behavioral and Social Science in Public Health...3
 P H 604 Environmental Determinants of Human Health...3
 P H 641 Introduction to Health Services...3
 P H 642 Health Insurance and Financing Systems...3
 P H 644A Health Services Organization Management...3
 P H 644B Managing High-Performing Health Care Organization...3
 P H 645 Health Economics...3
 P H 647 Quantitative Methods and Health Data Analysis...3
 P H 648 Health Policy...3
 P H 742A Health Services Financial Management...3
 P H 747 Quality Improvement and Program Evaluation...3
 P H 748 Health Services Competitive Strategy and Marketing...3
 P H 797 Research...3 (Cr/NC/RP)
 P H 799A Thesis...3 (Cr/NC/RP)
 or
 SWORK 799A Thesis...3 (Cr/NC/RP)
~~Electives: Three units of social work electives—recommended:
 SWORK 745—Advanced Seminar in Selected Topics in Social
 Work Administration...3~~

Remainder of description (*no change*)

Change(s): The New MSW/MPH Dual Program includes PH 603 as a required course and removes a Social Work Elective course (3 unit). That makes the total unit for graduation unchanged (93 units).

SOCIAL WORK

1. Change in program.

Social Work

Specific Requirements for the MSW/MPH Degree**(Major Code: 12991)**Paragraph 1 (*no change*)**Social Work/Public Health-Health Management and Policy (SIMS Code: 998221)**

SWORK 601 Seminar in Social Welfare Policy and Services...3

SWORK 619 Human Behavior in the Social Environment...3

SWORK 620A Seminar in Human Behavior and Social Environment:
Direct Practice...3

SWORK 630 Social Work Practice: A Generalist Perspective...3

SWORK 631 Social Work Practice: Individuals, Families, and Groups...3

SWORK 632 Social Work and Gerontology: Organizations and
Communities...3

SWORK 650* Field Practicum...7 (Cr/NC)

SWORK 690/ Seminar in Research Methods

GERO 690 for Social Work and Gerontology...3

SWORK 720 Seminar in Selected Topics in Human Behavior and
Social Environment...3

SWORK 740/ Advanced Seminar in

GERO 740 Administration and Community
Development in Social Work
and Gerontology...3SWORK 755* Advanced Field Practicum: Social Work Administration
and Community Development...8 (Cr/NC/RP)

SWORK 797 Research...3 (Cr/NC/RP)

P H 601 Epidemiology...3

P H 602 Biostatistics...3

P H 603 Behavioral and Social Science in Public Health...3

P H 604 Environmental Determinants of Human Health...3

P H 641 Introduction to Health Services...3

P H 642 Health Insurance and Financing Systems...3

P H 644A Health Services Organization Management...3

P H 644B Managing High-Performing Health Care Organization...3

P H 645 Health Economics...3

P H 647 Quantitative Methods and Health Data Analysis...3

P H 648 Health Policy...3

P H 742A Health Services Financial Management...3

P H 747 Quality Improvement and Program Evaluation...3

P H 748 Health Services Competitive Strategy and Marketing...3

P H 797 Research...3 (Cr/NC/RP)

P H 799A Thesis...3 (Cr/NC/RP)

or

SWORK 799A Thesis...3 (Cr/NC/RP)
~~Electives: Three units of social work electives—recommended:
 SWORK 745—Advanced Seminar in Selected Topics in Social
 Work Administration...3~~
 Remainder of description (*no change*)

Change(s): The New MSW/MPH Dual Program includes PH 603 as a required course and removes a Social Work Elective course (3 unit). That makes the total unit for graduation unchanged (93 units).

SPECIAL EDUCATION

1. Reinstatement and change to description, prerequisite, title.

Special Education

LEADERSHP SUPERVISION MGT (C-4)

SPED 655. Leadership, Supervision, and Management (3)

Prerequisite: Admission to the behavior analysis certificate or M.A. program.

Leadership through a behavioral lens. Data-informed decision-making, organization behavior management, and performance feedback.

Change(s): Description updated from *Program development and leadership in early childhood education with emphasis on recommended practices, legal and legislative issues, staff and parent development, funding, policy, and program evaluation* to what is presented above. Prerequisite updated from *Admission to clear credential or M.A. program* to what is presented above. Title updated from *Leadership and Management in Early Childhood Special Education* to what is presented above.

2. New course.

Special Education

DRCT INTRN APPL BEH ANLYS (S-25)

SPED 771A. Directed Internship: Applied Behavior Analysis (3)

Prerequisite: Admission to the behavior analysis certificate or M.A. program.

Integration and application of behavior analysis principles. Participation and coaching in selected programs for students with disabilities.

3. Change in program.

Special Education

**Behavior Analysis Certificate
 (SIMS Code: 331998)**

The behavior analysis certificate provides the foundational knowledge for educators, psychologists, and other interventionists to provide intervention practices based on principles of behavior analysis. The courses are approved by the Behavior Analysis Certification Board as the content sequence required prior to taking the examination.

Prerequisites for admission include a bachelor's degree from an accredited institution in child and family development, education, liberal studies, psychology, social sciences, or other helping profession with a 2.85 grade point average in the last 60 units. Students must complete 15 units and maintain a 3.0 minimum grade point average in all certificate coursework with no less than a C in any course. Courses taken in the certificate program with a grade of B or better may be applied to a master's degree with the consent of the graduate adviser.

Required courses (six units):

SPED 553 Behavioral Strategies and Supports for Students with Disabilities...3

OR

CSP 623 Ecobehavioral Assessment-Intervention...3

AND

SPED 676 Advanced Applied Behavior Analysis...3

Elective courses (nine units from the following):

SPED 530 Issues in Autism...3

SPED 605 Advanced Behavioral and Health Supports...1

SPED 655 Leadership, Supervision, and Management...3

SPED 681B Advanced Studies in Special Education: Moderate/Severe Disabilities and Early Childhood...3

SPED 685 Single Case Research Design...3

SPED 771A Directed Internship: Applied Behavior Analysis...3

CSP 710A Professional Seminar...3

CSP 710B Professional Seminar...3

CSP 733 Ethics and Law for Educators...3

Change(s): The changes are in the list of elective courses only. The changes include: 1) removing courses that are currently or soon to be inactive (SPED 510 or SPED 500), 2) changing the ethics course to the revised number from CSP 710 to CSP 733, 3) adding courses from the recently approved course sequence in CSP (CSP 710A and CSP 710B) and 4) adding two courses with content that will be required by the BACB in the near future (SPED 655 and SPED 771A).

STATISTICS

1. Change to prerequisite.

Statistics

STAT 680A. Advanced Biostatistical Methods (3)

Prerequisite: Statistics 551B with a grade of C (2.0) or better.

Design, conduct, and analysis of experimental and observational studies including cohort, survival, case-control studies. Multifactor screening. Biological assays.

Change(s): Prerequisite updated from *Statistics 551A* to what is presented above.

2. Change to prerequisites.

Statistics

STAT 702. Data Mining Statistical Methods (3)

Prerequisites: Statistics 610 and 670B with a grade of B (3.0) or better in each course.

Concepts and algorithms of data mining techniques such as decision trees and rules for classification and regression, clustering, and association analysis.

Change(s): Prerequisites updated from *Statistics 551B or 670B* to what is presented above.

3. New course.

Statistics

SEM DATA SCIENCE RESEARCH (C-5)

STAT 750. Seminar in Data Science Research (3)

Prerequisite: Graduate standing.

Core readings from data science literature. Statistical communication practices to guide presentations of a literature review and analytical results to scientific audiences.

4. New course.

Statistics

STAT COMM IN DATA SCI (C-3)

STAT 794. Statistical Communication in Data Science (3)

Prerequisites: Statistics 610 and 670B.

Communicate statistical results to a scientific audience through written reports and oral presentations. Identify appropriate analysis tools for data science problem solving. Best practices in scientific writing and statistical graphics.

To: Senate Executive Committee/Senate
From: Graduate Council
Date: September 5, 2019
Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

INFORMATION (4I-09-19.500)

AEROSPACE ENGINEERING

1. Change to course statement.

Aerospace Engineering

A E 535. Mechanics of Composite Structures (3)

(Same course as Mechanical Engineering 535)

Prerequisites: Aerospace Engineering 280 and Aerospace Engineering 310 or Mechanical Engineering 314.

Micro- and macro-mechanics of composite materials, classical lamination theory, initial failure prediction and progressive failure analysis of laminates, analysis of beam and plate structures, stiffness and strength based design of composites.

Change(s): Removed *Not open to students with credit in Mechanical Engineering 540* from course statement field.

BIOLOGY

1. Change to title.

Biology

ADVANCED EVOLUTION

BIOL 509. Advanced Evolution (3)

Two lectures and two hours of activity.

Prerequisite: Biology 352.

Evolutionary biology including genetics of populations, speciation, systematic biology, adaptation, role of development in evolution, evolution of behavior, and comparative biology. Evolutionary biology as the central organizing principle of biology.

Change(s): Title updated from *Evolutionary Biology* to what is presented above.

MECHANICAL ENGINEERING

1. Change to course statement.

Mechanical Engineering

M E 535. Mechanics of Composite Structures (3)

(Same course as Aerospace Engineering 535)

Prerequisites: Aerospace Engineering 280 and Aerospace Engineering 310 or Mechanical Engineering 314.

Micro- and macro-mechanics of composite materials, classical lamination theory, initial failure prediction and progressive failure analysis of laminates, analysis of beam and plate structures, stiffness and strength based design of composites.

Change(s): Removed *Not open to students with credit in Mechanical Engineering 540* from course statement field.

2. Change to course statement, description, grading method, and title.

Mechanical Engineering

MECHANICS OF POLYMERS

M E 540. Mechanics of Polymers (3)

Prerequisites: Mechanical Engineering 314.

Polymeric materials, mechanics, and properties. Mechanical mechanics and properties essential for design. Stress-Strain behavior theories and models to include hyperelasticity and viscoelasticity. Design and analysis methodologies and techniques.

Change(s): Removed *Not open to students with credit in Mechanical Engineering 535 [or Aerospace Engineering 535]* from course statement field. Description updated from *Fundamentals of ceramics, polymers, and composite materials. Materials design and selection. Statistical methods of brittle materials design, appropriate for ceramic materials, and rheological modeling of polymeric materials. Stress and strain analysis using classical lamination theory of multi-ply composite laminates* to what is presented above. Grading method updated from *+LETTER (C/N OK)* to *+LETTER*. Title updated from *Nonmetallic Materials* to what is presented above.

3. Change to prerequisites.

Mechanical Engineering

M E 556. Solar Energy Conversion (3)

Prerequisites: Mechanical Engineering 351, 360, 452.

Application of thermodynamics, fluid mechanics and heat transfer to the thermal design of solar energy conversion systems. Computer simulations utilized.

Change(s): Replaced A E 340 with M E 360 as prerequisite.

4. Change to prerequisites.

Mechanical Engineering

M E 580. Biomechanics (3)

Prerequisites: Mechanical Engineering 304 (or Civil Engineering 301) and 360.

Application of engineering methodologies for quantitative understanding of biological/physiological phenomena. Continuum mechanics principles. Cardiovascular system and its components viewed from a mechanistic standpoint.

Change(s): Replaced A E 340 with M E 360 as prerequisite.

PUBLIC ADMINISTRATION

1. Change to description, prerequisite, and title.

Public Administration

COMMUNITY MAPPING GIS

P A 540. Community Mapping: Introduction to Geographic Information Systems (3)

Prerequisite: Public Administration 301 with a grade of C (2.0) or better.

GIS principles for purposes of community mapping and relevant policy decision-making.

Change(s): Description updated from *Systems and organization analysis; work standards and units; procedures analysis; administrative planning* to what is presented above. Prerequisites updated from *Public Administration 301 and a statistics course* to what is presented above. Title updated from *Public Administrative Systems Analysis* to what is presented above.

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

Undergraduate Council
Yearly Agenda 19-20

1. Review our charge to “forward to Senate the annual report on retention and graduation in the fall of each academic year” and determine a new process to do so moving away from the Enrollment, Retention and Graduation (ERG) Compendium and utilizing real time data now available such as Tableau with guides and suggested areas of concern and review
2. Determine the appropriateness of the use of 600, 700 or 800 level courses for undergraduate course work in combined programs such as 4+1 and ITEPs
3. Referrals from Strategic Planning
4. Cross over Gen Ed Reform
5. Review the departure survey (for retention) conducted this past summer
6. Construct Journey map for typical SDSU student

Gen Education Reform Committee
Yearly Agenda

Goal for 19-20: Complete proposal for Senate containing set of Institutional Learning Outcomes which will be used as a guide for Undergraduate Students to select courses from the General Education offerings.

Fall:

Complete data analysis and construct website

Attend meetings of regularly scheduled groups (such as Chairs and Deans; can gather information and direct them to the website and share data already collected)

November/December -Town Hall with Outside Speaker

Spring:

January - Survey alumni & December Grads; use analysis from cafés to create survey for current students

Prepare proposal for Senate

TO: Senate

FROM: Cezar Ornatowski, Nola Butler-Byrd, Eniko Csomay

DATE: October 1, 2019

SUBJECT: Information: Report from the Sept. 18-20, 2019 plenary meeting of the Academic Senate CSU (ASCSU)

California Faculty Association (CFA) Interruption: An Anti-Racism Workshop for ASCSU

On Sept. 19, from 8 am to 12 pm, ASCSU senators participated in an “Interrupting Racism” training conducted by a team of California Faculty Association (CFA) Council for Racial & Social Justice trainers invited by the ASCSU Executive Committee. This training was a follow-up to a two-hour implicit bias training that was also conducted by CFA on November 8, 2018.

UC/CSU Anti-Bias Training Pilot Program

The 2018 California Budget Act included an appropriation of one-time funds in the amount of \$1,200,000 to “contract for a two-year pilot program to provide anti-bias training for administrators, faculty, staff, and student leaders at campuses of the University of California and the California State University.”

ASCSU Senator Nola Butler Byrd (SDSU) served on the UC/CSU Working Group composed of scholars and practitioners of anti-bias and implicit-bias trainings. The Working Group was established in Fall 2018, to define the scope and learning outcomes of an evidence-based training program appropriate for university populations. The Workgroup issued a Request for Proposals (RFP), inviting vendors to demonstrate their training modules and address questions. In June 2019, after a comprehensive review of all proposals, the UC-CSU workgroup selected ***Just Communities of Central Coast***, <https://www.just-communities.org/> in partnership with Dr. Carmel Saad to develop a training program with customized modules for four distinct university populations: **senior administrators, faculty, staff** with training roles on their campus, and **student leaders**. The trainings will take place between **January 2020 and November 2020** at two Northern California locations (Oakland and Sacramento) and two Southern California locations (Northridge and Irvine/Fullerton).

The UC/CSU anti-bias training pilot program has four key learning outcomes:

- 1) Raising Awareness: This includes learning about personal biases and understanding how biases may influence behavior and decision making at the University.

- 2) Application to Organizational-Level Change: Participants will be able to draw a connection between social group biases (positive and negative) and the impact they have on university policies, procedures, and population-specific outcomes.
- 3) Tools and Strategies for Disrupting Bias: The training will introduce participants to tools and strategies for mitigating harmful bias in their functional area. They will learn how to change or disrupt attitudinal and procedural patterns that perpetuate multiple forms of biases.
- 4) Practice: Participants will receive ample opportunities to practice the tools and strategies for disrupting multiple forms of biases.

More information will be forthcoming.

Quantitative Reasoning

One of the issues of concern to faculty that have been most in focus over the summer was the proposal to add a 4th year of quantitative reasoning to the CSU admission requirements. The proposal was on the September 24-25, 2019 Board of Trustees agenda. Prior to this, the proposal had been aired at the July 23-24 BOT meeting and at the Board's Committee on Educational Policy special public forum on August 29. Both meetings included public comments from a variety of constituencies. Most concerns expressed addressed the disparate impact of an additional year of QR requirement on underserved student populations and the strain it would put on under-resourced school districts, especially smaller and rural districts that don't have the resources to hire/retain teachers to provide the courses to meet the requirement. Fewer speakers spoke in favor of the requirement, focusing on the advantages it would provide to students from underserved populations who want to major in STEM fields. The video of the August 29 hearing is available on the Board of Trustees live stream website, and the video of the July BOT meeting can be viewed at <https://www2.calstate.edu/csu-system/board-of-trustees/past-meetings/2019/Pages/july-23-24-2019.aspx>.

AB 1460 Ethnic Studies

The other major issue of current concern is CA Assembly Bill 1460: California State University Graduation Requirement: Ethnic Studies (Weber). The bill that would require "the completion of, at minimum, one three-unit course in ethnic studies" as "an undergraduate graduation requirement." The bill specifies that "the university shall not increase the number of units required to graduate from the university with a baccalaureate degree by the enforcement of this requirement. This graduation requirement shall not apply to a postbaccalaureate student who is enrolled in a baccalaureate degree program at the university if the student has satisfied either of the following: (1) The student has earned a baccalaureate degree from an institution accredited by a regional accrediting agency. (2) The student has completed an ethnic studies course at a postsecondary educational institution accredited by a regional accrediting agency." (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB1460)

ASCSU Chair and members of ASCSU's Fiscal and Governmental Affairs Committee lobbied against the bill in Sacramento in April on several grounds:

1. It constitutes direct legislative interference in the curriculum.
2. There bill was written in support of the Ethnic Studies Discipline, which includes Africana, LatinX, Native American and Asian American Studies. Some faculty are concerned about potential impact on other disciplines that concern under-represented groups: LGBTQ, Women and Gender studies, Central American Studies, Religious Studies, and others if a new requirement is added into a 120-unit curriculum. There is also concern about potential effect on articulation agreements with CCs as well as GE sequences across CSU campuses (thus potentially on the way campuses have accommodated EO 1100). Assemblymember Dr. Shirley Weber has clarified, however, that other courses can be offered by other programs and departments, after seeking guidance from the Ethnic Studies Council.

On June 25, AB 1460 passed the CA Assembly as well as the CA Senate Education Committee. In early September, the Senate Appropriations Committee made AB 1460 a "two-year" bill, which means that the author can bring it back in January 2019. In the meantime, the CSU has a window of opportunity to act on its, and the ASCSU's, commitment to take up the issue of some sort of Ethnic Studies requirement for the CSU. The Academic Affairs Committee of the ASCSU has already begun that process, joined by representatives of the CSU Ethnic Studies Council Steering Committee (see ASCSU resolutions AS-3397-19/AA and AS-3399-19/AA below).

CSU Budget

Chancellor White told the ASCSU that the BOT will ask for \$105 million for GI 2025, in case the state gives us only \$30 million in one-time money (as it did last year, when we asked for \$75m and received \$45m in permanent funding and \$30 in one-time money). The CSU is also considering placing a \$15 billion educational bond, in partnership with K-12, on the March 2020 ballot (in the past, partnering with K-12 has been especially beneficial in terms of gaining significant funding).

Resolutions

At the September 18-20, 2019 ASCSU plenary meeting, one resolution was passed:

AS-3397-19/AA TOWARDS IMPLEMENTATION OF AN ETHNIC STUDIES SYSTEM REQUIREMENT (FIRST READING WAIVED)

Commits the ASCSU to partner with the campuses to explore a CSU ethnic studies graduation requirement and requests that campuses provide input on learning outcomes and the form of this potential requirement. Such input may include: what is to be included as Learning Outcomes specific to Ethnic Studies (i.e., including a definition of "ethnic

studies”), consideration of the requirement as a stand-alone graduation requirement versus as a required GE overlay (upper or lower division or parts of both), should implementation allow for campus-specific additions to the requirement? (consistent with the spirit of requirement), and what best practices should be encouraged for campus to adopt in their course evaluation and approval processes for Ethnic Studies courses in order to maximize consistency and integrity of the requirement.

Four resolutions received first reading:

AS-3401-19/AA DEVELOPING A SYSTEM-WIDE UNDERSTANDING OF CSU ACTIONS AND PLANS RELATING TO THE ETHNIC STUDIES TASK FORCE REPORT

Requests that the Chancellor’s Office collaborate with the ASCSU in developing a document (“The CSU Ethnic Studies Action Record”) detailing the actions, taken and planned on each CSU campus in response to the CSU Ethnic Studies Task Force Report and that the data collection required in the development of “The CSU Ethnic Studies Action Record” follow the template suggested in the attachment to this resolution, and, further, that the ASCSU request the CSU campuses to provide the required information by November 1 and “The CSU Ethnic Studies Action Record” be completed before the next meeting of the ASCSU on November 13 with the compiled report shared with the CSU campuses as well as relevant members of the California State Legislature by December 2019.

AS-3393-19/FA NOTIFICATION OF TENURE-TRACK OPENINGS TO INCUMBENT CONTINGENT FACULTY, LIBRARIANS, COACHES, AND COUNSELORS

Recommends that the California State University system (CSU) establish a database of contingent faculty - Instructional Faculty, Librarians, Coaches and Counselors - who are interested in tenure-track positions within the CSU, and that this database be consulted in good faith by all search committees within the CSU to identify qualified contingent CSU Instructional Faculty, Librarians, Coaches, and Counselors prior to the CSU hiring any Faculty, Librarians, Coaches, or Counselors to non-contingent positions.

AS-3394-19/APEP INCREASING ACCESS AND SUCCESS THROUGH ADDITIONAL QUANTITATIVE REASONING

Asserts ASCSU support for changes to Title V that add one year of quantitative reasoning coursework to the “a-g” subject admission requirements(see <https://www2.calstate.edu/csu-system/board-of-trustees/past-meetings/2019/Documents/sep-24-25-ed-pol.pdf>), and urges the CSU to support efforts to develop relevant curriculum and provide professional development to high school teachers, as well as to advocate for adequate funding.

AS-3396-19/FA LAND RECOGNITION POLICY AND STATEMENT

Recommends that the ASCSU acknowledge that the CSU Chancellor’s Office and campuses are located on unceded land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here, and that the ASCSU formally recognize the CSU’s use of those unceded lands by consulting on best practices for developing and including a land recognition statement at ASCSU plenary convenings; encourages campus senates to develop land recognition statements

acknowledging the traditional occupants of the land the campuses are on and incorporating those statements into their formal senate meetings.

One resolution was tabled:

AS-3399-19/AA TOWARDS IMPLEMENTATION OF A CULTURAL COMPETENCY SYSTEM REQUIREMENT

Asserts ASCSU's commitment to a requirement that each CSU graduate shall meet a Cultural Competency requirement, and that the ASCSU shall determine the specifics of the requirement after seeking campus guidance.

The resolution was tabled so it would not cause confusion on campuses by its similarity to **AS-3397-19/AA TOWARDS IMPLEMENTATION OF AN ETHNIC STUDIES SYSTEM REQUIREMENT**.

Additional Information

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

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

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

TO: SEC/University Senate
FROM: Adrienne D. Vargas, Interim Vice President, University Relations and Development
DATE: September 17, 2019
RE: Information

Philanthropy Report:

Una Davis made a \$1 million gift to establish the Una Davis Scholarship which will provide scholarship support to students.

Pledges totaling \$400,000 from alumnus and TCF Board Member Jason Campbell and his wife, Carlota, will support SDSU Athletics and the sailing team, a recognized student organization administered through Student Affairs.

\$250,000 from the Conrad N. Hilton Foundation will provide scholarships and program/capacity building support to the Guardian Scholars Program Fund.

Dan and Lori Steinberg made a \$10,000 gift to support the Zahn Innovation Platform Launchpad.

An anonymous donor made a \$50,000 gift to the Ann Marie Endowment for Music, which supports music instruction in the San Diego Unified School District by providing musical instruments for loan to needy students.

A gift of \$12,000 from Taoglas USA, Inc. will support the Antenna and Microwave Lab in the College of Engineering.

Gifts in kind totaling \$29,980 from Susan Bernay will benefit the College of Arts and Letters.

Claire Reiss made a \$25,000 gift to the College of Arts and Letters.

The International Association of Amusement Parks and Attractions made a \$10,000 gift to support the L. Robert Payne School of Hospitality & Tourism Management.

At the request of Donna Huchel and Andrew Mundt, The Peacemakers Fund at The San Diego Foundation made grants totaling \$125,000 to provide support to students who aspire to serve as Peace Corps volunteers and scholarships for students participating in service oriented internships outside the US.

A gift of \$35,000 from the James Hervey Johnson Trust will support faculty projects in the College of Arts and Letters.

Pledges totaling \$90,000 from alumna Robin Luby will provide support for scholarships and support for the Musical Theater Program in the College of Professional Studies and Fine Arts.

A gift of \$60,000 from the Jewish Community Foundation Joseph J. Fisch Fund will provide

scholarship support to students in the School of Music in the College of Professional Studies & Fine Arts.

The Conterer Foundation, at the request of Lori and Aaron Contorer, pledged \$60,000 to support programming related to climate action within the Sage Project in the Division of Academic Engagement and Student Achievement.

Fidelity Charitable Gift Fund Michael Thiemann Fund, at the request of former faculty member Michael A. Thiemann, made a \$15,000 gift to support the Associated Students Water Ski Team.

Alumnus Peter Martin and his wife, Mary Beth, have named SDSU as a beneficiary of their estate for a gift of \$3 million to support San Diego State University Excellence Fund.

Faculty Emeritus Dean Popp and his wife, Sharon, have named SDSU as beneficiary of their estate for \$50,000 to support the Osher Lifelong Learning Institute at San Diego State University.

Bay Area Regional Council Member, Jennifer Fall Jung, as named SDSU as beneficiary of her donor-advised fund for a gift of \$15,000 to the Fowler College of Business.

James Rostello has named SDSU as beneficiary of his IRA for \$105,000 to establish the James Rostello Endowment for Teaching in Geography.

A realized bequest from the Estate of Frank R. Brazda for \$175,000 to create the Frank Richard Brazda Endowed Scholarship supporting seniors majoring in Art with an emphasis in painting and printmaking within the College of Professional Studies and Fine Arts.

A realized bequest from alumnus Anthony Ghio for \$100,000 to add to the Aztec Athletics General Fund.

A realized bequest of \$13,765 was received from past parents, Henry C. "Hank" and Mary Ellen Gregg, to support San Diego State University Excellence Fund.

The following gifts will support SDSU Athletics:

\$25,000 from Max and Ellen Gelwix.

\$10,000 from the Stephen C. Netzley Trust.

\$25,000 from Bill and Robin Sinclair.

\$13,900 from the National Philanthropic Trust Vigil Family Foundation, at the request of alumnus David L. Vigil.

\$12,500 from Karen McElliott.

\$30,000 from Cutwater Spirits.

\$13,333 from DJO Global, Inc.

Campaign, Presidential & Special Events:

President de la Torre will continue to host receptions at the University House to welcome senior administrators to the Aztec family. A reception for Eugene Olevsky, Dean of the College of Engineering will take place on Thursday, September 12, 2019. Guests include campus leaders along with community members and College of Engineering donors.

On Saturday, September 21, Steve Fisher and Interim Vice President Adrienne Vargas will host donors and Campanile Foundation board members in the President's Suite during the SDSU vs. Utah State football game. Guests include donors and prospects from the College of Education, College of Sciences, and the Division of Academic Engagement & Student Achievement as well as Tower Society Magna Cum Laude members. The suite is expected to be at near capacity at 75 guests.

To: Senate

From: Doreen Mattingly, Chapter President, CFA

Date: 11 September 2019

Re: Information Item

Confirm your pay raise

During the summer, our latest negotiated pay raise went into effect: a 2.5% General Salary Increase (GSI). Please double-check to make sure you received it. If you have questions about whether the 2.5 percent was applied correctly, you should contact HR, or your Dean's office, and ask for a review of your salary history. (Our CFA chapter doesn't have access to your payroll records.)

With this latest salary increase, we have seen negotiated GSIs of 16.5% since 2016, plus additional increases that may have applied to specific faculty members. This was made possible through our efforts, working together as a faculty, in our historic Fight for Five campaign in 2016. Thanks again to the over 1000 SDSU faculty members who worked so hard on that campaign.

Bargaining Survey

This year we begin bargaining for our next faculty contract. The first step will be a **CFA Bargaining Survey** this Fall. The survey is an opportunity for members to provide their perspectives on bargaining priorities. With this information in mind, the CFA Bargaining Team will more effectively be able to negotiate a new, fair contract with CSU management.

As a reminder, the bargaining survey is for CFA members only. So, if you are not yet a member, please **join** today so you will be able to participate in the survey.

CFA Contact Information

Please do not hesitate 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 able to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at cfa@sdsu.edu or x42775. Our office is in Education 106.

Thank you to Charles Toombs

Finally, I am honored to be our new CFA chapter president -- and I have a great example to follow. I want to thank and acknowledge our long-serving chapter president, Charles Toombs, for his 8 years of outstanding leadership on our behalf. Charles is now the statewide president of the California Faculty Association. Congratulations Charles!