

1. CALL TO ORDER**1.1. Land Acknowledgement**

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.

As students, faculty, staff and alumni of San Diego State University we acknowledge this legacy from the Kumeyaay. We promote this balance in life as we pursue our goals of knowledge and understanding. We find inspiration in the Kumeyaay spirit to open our minds and hearts. It is the legacy of the red and black. It is the land of the Kumeyaay.

Eyay e'Hunn My heart is good.

—*Michael Miskwish, Kumeyaay Nation*

1.2. Principles of Shared Governance

Trust is recognized as a fundamental ingredient that is essential for effective shared governance. Without trust, the practices of partnership, inclusion, open communication, ownership, and accountability are likely to break down. SDSU community members have identified three key principles for shared governance at SDSU that all rely on the fundamental ingredient of TRUST: Respect, Communication, Responsibility.

1.3. Welcome (Butler-Byrd)

1.3.1. [AS-3565-22/APEP](#) **Feedback on the Intersegmental Committee of Academic Senates (ICAS) Cal-GETC Proposal Approved**. This resolution requests feedback from campus senates to inform the ASCSU's decision on the adoption of the lower division transfer pathway (Cal-GETC) proposed by ICAS pursuant to AB 928. Campuses are asked to indicate their support of the proposal, recommend specific changes, or report a lack of consensus by October 31, 2022, at 5pm.

1.3.2. SEC EXECUTIVE SESSION

- University Relations & Development (URAD) Naming Presentation Report

2. APPROVAL OF AGENDA (Fuller)

3. APPROVAL OF SENATE MEETING MINUTES (Fuller)

3.1. Senate Meeting Minutes for 9/6/22: https://senate.sdsu.edu/pages_senate

4. REPORTS

4.1. Senate Vice Chair’s Report (Vasquez)

4.1.1. Referral Chart.....Page 4

4.2. Senate Treasurer’s Report (Sharma)

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4.3. President’s Report (de la Torre)

4.3.1. Title IX Updates

- SDSU Individual Campus Visit from Cozen O’Connor regarding Systemwide Title IX/DHR Assessment—November 1/2/3, 2022.
[CSU Cozen O’Connor Systemwide Individual Campus Visit Schedule](#)

4.4. Provost’s Report (Ochoa)

4.4.1. Space Management Assessment by SmithGroup (Tong)

4.4.2. SDSU Employee Ombudsperson Pilot Project Report (Chizhik)

4.5. Vice President IT & Chief Information Officer Report (Sheehan)

4.5.1. PeopleSoft transition (Sheehan/Pasenelli)

4.6. Associated Students President’s Report (Moore)

5. ACTION ITEMS: UNFINISHED BUSINESS

5.1. AY2022-23 Senate Agenda Items (Butler-Byrd).....Page 6

5.2. Senate Library Committee (SLC) & Faculty Affairs (FA) (FA)(Holvoet/Abel-Mills)

5.2.1. Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty).....Page 7

6. ACTION ITEMS: NEW BUSINESS

6.1. Academic Policies & Planning (Lach)

6.1.1. Curriculum Approval Process policy changes (AP&P) (Lach).....Page 10

6.1.2. Graduation Writing Assessment Requirement (GWAR) policy changes (AP&P) (Lach).....Page 22

6.2. Committee on Committees and Elections (CCE) (Marx)

6.2.1. Election: AVP for Curriculum, Assessment, and Accreditation

6.2.2. Committee Appointments & Vacancies.....Page 25

6.3. Faculty Honors and Awards Committee (Welsh)

6.3.1. Emeritus Status Request.....Page 32

6.4. Staff Emeritus Requests (Rehfuss).....Page 33

6.5. General Education Curriculum and Assessment (GE)(Wilson)

6.5.1. Referral: 21/22_12: Writing Subcommittee Charter & Membership Review.....Page 34

[TIME CERTAIN: 3:45 PM]

6.6. SDSU Responsible Use Policy (Sheehan/Fraze).....Page 37

7. INFORMATION ITEMS

7.1. Undergraduate Council

(Brooks).....Page 42

7.2. University Relations and Development (URAD) (Vargas).....Page 43

7.3. Academic Senate of the California State University (ASCSU)(Ornatowski)

7.3.1. Report from the September 8-9, 2022 plenary meeting.....Page 47

8. ADJOURN

List Name	Card Name	Labels
ACADEMIC POLICY & PLANNING(AP&P)	20/21_08: Clarify PBAC Members & Election Process	SEC/Senate Processing (orange)
ACADEMIC POLICY & PLANNING(AP&P)	20/21_06: ASCSU Resolution: FACULTY EMERITUS/EMERITA STATUS: REVOCATION AND APPEAL	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	20/21_09: Policy Reviews for Programs Offered through Global and Main Campuses	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	21/22_04: Five-Year Review of Academic Administrators + Search Committees for University Administrators Bylaws	In Committee (purple)
ACADEMIC POLICY & PLANNING(AP&P)	21/22_17: Review and Rectify Emeritus Status Policies for Tenure-Track, Lectures and Staff	In Committee (purple)
COMMITTEE ON COMMITTEES & ELECTIONS (CCE)	22/23_03: Academic Affairs Search Committee & URTP	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	21/22_15: ASCSU Senate Representation	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	21/22_18: Clarification about What Constitutes a College/Major Academic Unit.	Complete/Passed (green)
CONSTITUTION & BYLAWS (CBL)	21/22_23: Update Committee Chair Policies	In Committee (purple)
CONSTITUTION & BYLAWS (CBL)	21/22_24: Ensure Shared Governance on Committees & Task Forces	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_06: Policy File Review re 4.0 Diversity--regarding Global Campus & Nondiscrimination & Equality Opportunity Bylaws	In Committee (purple)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_16: Senate Diversity Plan	In Committee (purple), Officers: Final Processing (blue)
DIVERSITY, EQUITY & INCLUSION (DEI)	21/22_22: Condemning Hostile Teaching Environments	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	20/21_02: Professors of Practice: Implications?	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	20/21_07: Faculty Responsibilities to Create a Diverse, Equitable Inclusive Classroom Environment.	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_03: Implementation of a Diversity Statement in RTP Files	Officers: Final Processing (blue)
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_20: Course Syllabi Policy File Revisions	In Committee (purple)
FACULTY AFFAIRS COMMITTEE (FAC)	21/22_27: Sabbatical policy and practice Review	In Committee (purple)
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_02: Review & Update Curriculum Changes, Undergraduate Bylaws & Floor Charts	In Committee (purple)
UNDERGRADUATE CURRICULUM COMMITTEE (UCC)	21/22_19: Recommendation on elimination of the Writing Proficiency Exam (WPA) & Policy Adjustments Related to Upper Division Writing Requirement.	In Committee (purple)
Campus Development Committee	21/22_09: Naming Policies under the auspices of the Campus Development Committee	In Committee (purple)
Environment and Safety	20/21_03: Update Environmental & Safety Committee Charter.	In Committee (purple)
Environment and Safety	21/22_10: Smoking and Smudging Policy Bylaws and Updates	In Committee (purple)
Faculty Honors and Awards	20/21_04: Review Faculty Honors and Awards policies, with particular attention to the Senate Excellence in Teaching Award.	In Committee (purple)
Freedom of Expression	20/21_01: Update policy on the use of shared SDSU digital resources.	In Committee (purple)
Freedom of Expression	21/22_11: Academic Freedom Policy Review.	In Committee (purple)
General Education (GE) Curriculum and Assessment	21/22_12: General Education Committee & Assessment: Writing Subcommittee Charter & Membership Review.	In Committee (purple)
Graduate Council	21/22_07: Integrity in Research and Scholarship Bylaws Review	In Committee (purple)
International Affairs Council	22/23_01: ACIP Representative & Meeting Payment	In Committee (purple)
International Affairs Council	22/23_02: Tracking Undergraduate, Masters, Doctoral Proposals for Impacts on International Students	In Committee (purple)
Instructional and Information Technology	20/21_05: Review Computer Use and related policies and provide updates.	In Committee (purple)
Instructional and Information Technology	21/22_08: Instructional and Information Technology Committee Bylaw Review and Update.	In Committee (purple)
Library	22/23_04: Review & Update Policies Regarding Material Gifts Valued at over \$20,000	In Committee (purple)
Student Media Advisory	21/22_13: Student Affairs & Student Media Advisory Committees Reviews and Updates	In Committee (purple)
Sustainability Committee	21/22_21: Review the Report on transit, sustainability, and student success	In Committee (purple)
Teacher Preparation Advisory Council	21/22_25: Teacher Preparation Advisory Council Bylaw Review and Update	In Committee (purple)
Tenure Track Planning (TTPC)	21/22_26: Tenure Track Planning Committee Bylaw Review & Implementation recommendations	In Committee (purple)
Undergraduate Council	21/22_14: Undergraduate Council Bylaw Review and Update	In Committee (purple)

To: SEC / Senate
From: Nola Butler Byrd, Chair, University Senate
Date: September 6, 2022
Subject: ACTION: Request vote to confirm AY 2022-23 Senate Agenda

ACTION: The Senate Chair moves that the Senate adopt the following AY 2022-23 Senate Agenda Items, which were the top choices from the August 2022 Senator Survey:

1. Administrator, Faculty, Staff, Graduate Student Compensation.
2. R2 to R1 Aspirations and Goals: Strengths, Issues and Concerns.
3. The Future of Teaching and Service at SDSU: Lecturers, Professors of Practice, Teaching Assistants in the Quest for R1 Status.
4. Diversity, Equity, and Inclusion: Creating a More Welcoming and Inclusive Environment.
5. COVID-19 and Mental Health Issues

TO: Senate Executive Committee / Senate

FROM: Kate Holvoet, Chair, Senate Library Committee & Alyson Abel-Mills, Chair, Committee on Faculty Affairs

DATE: September 7, 2022

RE: Revision to Policy File: Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty) 3.2 Teaching Effectiveness, 3.2 Professional Growth, and Retention and Development 2.2

Action:

Reappointment, Tenure, and Promotion: Criteria (Excluding Library Faculty and Student Affairs Faculty) [pg 156]

3.1 Teaching Effectiveness: The primary qualification for reappointment, tenure, or promotion shall be a demonstration of continuing excellence in teaching. Criteria for evaluating teaching effectiveness may include: command of the subject and currency in the field; skill in organizing and presenting material in ways that engage and motivate diverse student populations to participate in their own learning; ability to foster critical thinking; integration of professional growth into the curriculum; reflection upon and adjustment of teaching strategies in response to assessment of student learning; and use of innovative or creative pedagogies. Evidence for evaluating teaching effectiveness shall include student evaluations of instruction applied in appropriate teaching situations (e.g., classroom teaching, public lectures, seminars, studio, or laboratory teaching). Evidence also may include: peer evaluations of teaching; creative course syllabi with clearly-stated learning outcomes; honors and distinctions received for excellence in teaching; textbooks; development of instructionally related materials, **including authoring or adapting Open Educational Resources (OER)**; use of new technologies in teaching and learning; involving and mentoring students in research, scholarship, or creative activities; significant contributions to curriculum development; and contributions to student recruitment, advising, mentoring, and retention. Where appropriate, faculty are encouraged to contextualize all evidence within a continuing process of reflection and adjustment intended to promote a learner-centered and evidence-based approach to teaching effectiveness.

3.2 Professional Growth: A consistent pattern of continuous growth in research, scholarship, or creative activity that is relevant to the discipline or field of study shall be essential to the teaching effectiveness of faculty members, to the body knowledge of the profession, and to the mission and stature of the university. Criteria for evaluating [end of page 156]

[top of page 157] professional growth shall include: significant and sustained contributions of high quality to the field; a well developed, coherent, and focused research plan or artistic vision; originality of thought and creativity; a demonstrated capacity for independent intellectual

progress; and innovative contributions to the body of knowledge. Evidence for evaluating professional growth, as identified and defined in department or school and college guidelines, shall comprise: externally reviewed professional growth activities including, as a primary and necessary element, refereed **traditional or Open Access (OA)** publications of merit (which may include contributions to the scholarship of teaching and learning), or juried or curated exhibitions and performances. In appropriate disciplines, extramural grant funding may be required to support research, but grant funding is not in and of itself sufficient for tenure and/or promotion. **Evidence published in OA venues that allow OA archiving of pre or post-print versions or peer-reviewed journals that are entirely OA supports SDSU's responsibilities to the public interest by making quality scholarly work freely accessible.** Additional evidence of research, scholarship, and creative activity that supports the primary evidence above may include: presentation of scholarly papers; non-refereed or invited publications, exhibitions, and performances; translation and annotated editions; awards, grants, and honors received; journal or book editing; and leadership of and participation in seminars, workshops, institutes, and competitions. Quality of the evidence may be identified in several ways, appropriate to the various disciplines, and may include: published or unpublished reviews of a candidate's work; external reviews; number of citations for a published work: journal metrics; acceptance rates; stature of journal or book editorial boards; and/or reputation of **the traditional or OA** journal or publisher in the field. The candidate shall delineate his or her role/contribution in all scholarly works. [pg 157]

Retention and Development [pg 166]

1.0 The retention and development of faculty shall be a crucial call for actions by the university administration, by colleges, schools, and departments, and by faculty.

2.0 The university administration, colleges, schools, and departments shall provide appropriate material resources to foster and support retention and development.

2.1 Funding opportunities for retention and development shall be made available to faculty throughout the calendar year.

2.2 Sabbaticals, leaves, ~~and~~ research grants, **and OA publishing fees** shall be recognized as essential for retention and development and supported accordingly.

2.3 Initiatives, programs, committees, presentations, and other efforts directed at retention and development shall be supported accordingly.

3.0 Colleges, schools, and departments shall establish and maintain programs to foster retention and development.

Rationale:

As part of the 2021 [Resolution of the University Senate in Support of Open Access Publishing for Faculty Publications](#) the University Library is tasked to work with the Senate Faculty Affairs committee to create a campus Open Access (OA) policy. During the resolution process campus faculty expressed concerns that OA articles would not be well received by their departments in the RTP process. The proposed language acknowledges that OA publishing supports the University's social obligations to our broader community, and explicitly allows OA publishing in journals of merit to be used as evidence for Professional Growth in the Retention, Tenure, and Promotion process. Similarly, in AY 2015-16 the University Senate passed the [Resolution in Support of Open Educational Resources \(OER\) as a Means to Reduce Textbook Costs](#). Calling out the creation of OER course materials as allowable evidence of Teaching Excellence is a way to ensure that faculty OER activity in support of students and university goals can be considered during the RTP process.

To: SEC / Senate
From: Pamella Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: September 9, 2022
Subject: ACTION: Curriculum Approval Process policy changes

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Academics, Curriculum Changes, Undergraduate and Graduate:

Curriculum Changes, Undergraduate and Graduate

- 1.0 Initiation:** Proposals for changes in the curriculum may originate from faculty, departments or schools, deans, college curriculum committees, or the Undergraduate Curriculum Committee.
 - 1.1 ~~The Office of the Academic Services~~ **Office of Curriculum, Assessment, and Accreditation** shall provide assistance in the preparation of proposals.
 - 1.2 A schedule of deadlines for submission of curricular proposals from the colleges to ~~the Office of the Associate Vice President for Enrollment or designee~~ **the Office of Curriculum, Assessment, and Accreditation** shall be established and published annually in the Curriculum Guide. **Colleges may establish internal deadlines if they so desire.**
- 2.0 College Review:** ~~Each college shall develop and file in the Office of the Provost procedures for review of curricular proposals. Review should be concerned with the academic merit of the proposal and its relationship to the academic program of other departments or schools and the college as a whole.~~ **The Office of Curriculum, Assessment, and Accreditation Review (CAA):** Proposals shall be reviewed for proper format, content, and elements that might conflict with existing policy, regulations, administrative code, or with other agencies within the university. The Office of Curriculum, Assessment, and Accreditation shall also be responsible for ensuring external review of proposals are done in a timely manner. This includes review by the CSU Board of Trustees, WSCUC, and the CSU Chancellor's Office as appropriate.
- 43.0 College Review:** Each college shall develop and file in the Office of the Provost procedures for review of curricular proposals, **including department or school-level review. Every proposal should be reviewed by the College Curriculum Committee following the procedures outlined by the College.** Review should be concerned with the academic merit of the proposal and its relationship to the academic program of other departments or schools and the college as a whole.
- 34.0 Approval by the dean of the College:** **In general, e**Every curricular proposal shall be submitted to the dean of the college concerned for approval or disapproval. The dean should announce a decision within 10 academic workdays. The dean's approval shall be based on the determination that the proposal is consistent with plans for the long-run development of the college, that all budget needs of the proposal (teaching positions, space, equipment, supplies, staff, etc.) have been considered carefully, and that the dean is prepared to give the needs of the program high priority in the college's budget.
- ~~**45.0 Office of the Provost:** Curricular proposals approved by deans shall be sent to the Office of the Provost in triplicate. Here proposals shall be reviewed for proper format, content, and elements that might conflict with existing policy, regulations, administrative code, or with other agencies within the university. Proposals may be returned to the college for further revision. When the final form is acceptable to the college, dean, and the department or school, and the Office of the Provost the curriculum proposal, depending on the type of proposal, shall be forwarded by Curriculum Services using the following workflow: by the Office of the Provost for review as follows:~~

5.1: New Undergraduate Degree Proposals

- 5.1.1 After Intent forms have been submitted and approved by the Board of Trustees as appropriate (for new programs only), requests for new degree programs, new minors, emphases, options, basic certificates, and concentrations not in the Academic Master Plan shall be sent concurrently to the Committee on Academic Policy and Planning to be considered for inclusion in the Academic Master Plan and to the Committee on Academic University Resources and Planning to be evaluated for resource implications.
- 5.1.2 Proposals approved by APP and URP shall be routed to the Undergraduate Curriculum Committee for approval.
- 5.1.3 Proposals approved by the Undergraduate Curriculum Committee shall be sent to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once approved, the Office of Curriculum, Assessment, and Accreditation will work with the Chancellor's Office, CAL State Apply, and the Registrar's Office to prepare the programs for admissions.

5.2 New Undergraduate Courses and Changes in Existing Programs and Courses

- 5.2.1 Curriculum proposals for new classes, changes in existing classes, or programs shall be sent concurrently to the General Education (GE) Committee if changes involve the University's GE program and the Graduate Curriculum Sub-Committee (GCC) for undergraduate proposals that involve classes open to graduate students, for approval.
- 5.2.2 Proposals approved by GE and /or GCC shall be sent to the Undergraduate Curriculum Committee (UCC). Proposals that do not require review by GE or GCC shall skip step 5.2.1 and go directly to UCC.
- 5.2.3 Proposals approved by the UCC shall be reported to the Senate, to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items.

5.3 New Graduate Degree Proposals

- 5.3.1 After Intent forms have been submitted and approved by the Board of Trustees as appropriate (for new programs only), requests for new degree programs, emphases, options, advanced certificates, and concentrations not in the Academic Master Plan shall be sent concurrently to the Committee on Academic Policy and Planning to be considered for inclusion in the Academic Master Plan and to the Committee on University Resources and Planning to be evaluated for resource implications.
- 5.3.2 Approved proposals shall be sent to the Graduate Curriculum Sub-Committee/Graduate Council for approval.
- 5.3.3 Approved proposals shall be sent to the Senate as an action item and to the AA-AVPs, Academic Deans Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once approved, the Office of Curriculum, Assessment, and Accreditation will work with the Chancellor's Office, CAL State Apply, and the Registrar's Office to prepare the programs for admissions.

5.4 New Graduate Courses and Emphases, and Changes in Existing Courses, Emphases, Advanced Certificates, and Requirements

- 5.4.1 Curriculum proposals shall be sent to the Graduate Curriculum Sub-Committee for approval.
- 5.4.2 Curriculum proposals approved by the Graduate Curriculum Committee shall be reported to the Senate, AA-AVPs, Graduate Council, Associated Students, and Academic Deans Council as information items.

5.5 Discontinuance of Undergraduate and Graduate Degree Proposals

- 5.5.1 Requests to discontinue Undergraduate Degree Programs, which will include a teach-out process, shall follow the same workflow as that for new programs outlined in 5.1. Following approval by the College Curriculum Committee and College Dean and review for accuracy by CAA, the proposal shall be forwarded to AP&P and URP, and, upon approval, move to the Undergraduate Curriculum Committee for approval. Undergraduate Degree Proposals to discontinue existing degrees approved by Undergraduate Curriculum Committee will be routed to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Undergraduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once finalized, the Office of Curriculum, Assessment, and Accreditation will notify the Chancellor's Office and other external bodies.
- 5.5.2 Requests to discontinue Graduate Degree Programs, which will include a teach-out process, shall follow the same workflow as that for new programs outlined in 5.3. Following approval by the College Curriculum Committee and College Dean and review for accuracy by CAA, the proposal shall be forwarded to AP&P and URP, and, upon approval, move to the Graduate Curriculum Sub-Committee/Graduate Council for approval. Graduate Degree Proposals to discontinue existing degrees approved by the Graduate Curriculum Sub-Committee/Graduate Council be routed to the Senate as an action item and to the AA-AVPs, Academic Deans Council, Graduate Council, and Associated Students as information items. Proposals approved by the Senate shall be sent to the President for final approval. Once finalized, the Office of Curriculum, Assessment, and Accreditation will notify the Chancellor's Office and other external bodies.

~~5.5 The proposals shall be sent concurrently to the following: Dean, College of Arts and Letters; Dean, College of Professional Studies and Fine Arts; Dean, College of Sciences; Dean, College of Business Administration; Dean, College of Education; Dean, College of Engineering; Dean, College of Health and Human Services; Dean, SDSU Imperial Valley; Dean, Global Campus; Dean, College of Graduate Studies; and the Associate Vice President for Faculty Advancement and Student Success.~~

~~4.21 Deans of colleges shall review solely for impact on the program of their colleges and for budget implications. The deans shall have a period of time set by the Office of the Provost to object to a proposal. If no written objection is received, the proposal shall be considered approved. If a dean objects to a proposal, the Provost may seek the advice of others and after hearing the advice shall decide whether the proposal shall be approved, disapproved, or returned to the recommending source for revisions.~~

~~4.22 The Dean of the College of Graduate Studies shall review solely for impact on the~~

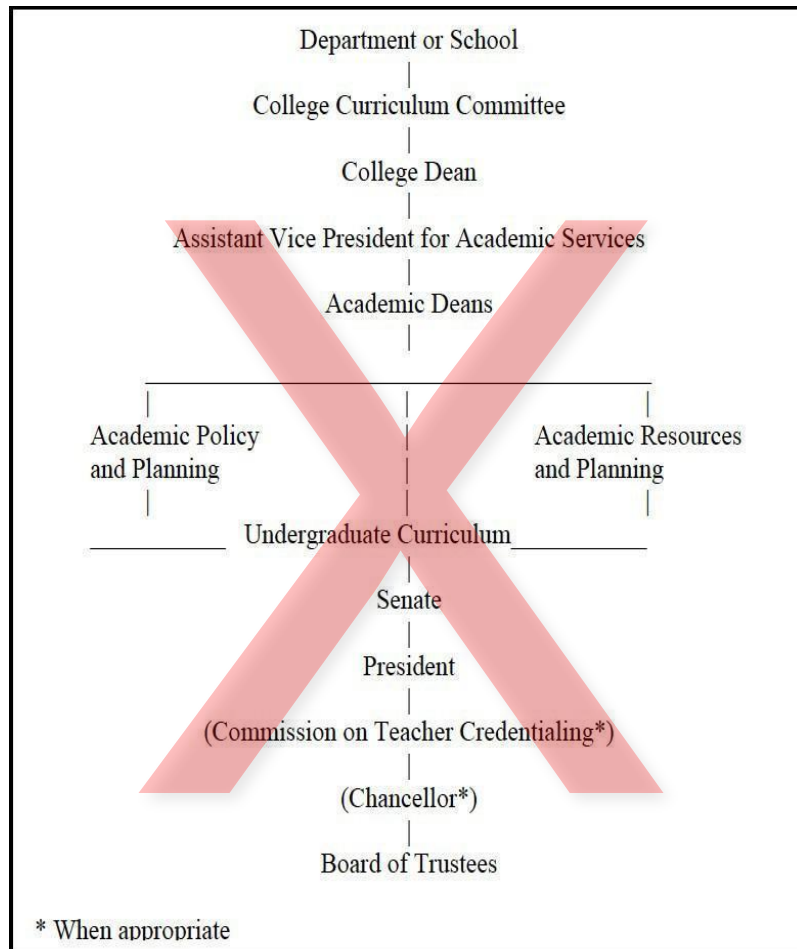
~~graduate program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Graduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

~~4.23 The Associate Vice President for Faculty Advancement and Student Success shall review solely for impact on the undergraduate program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Undergraduate Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

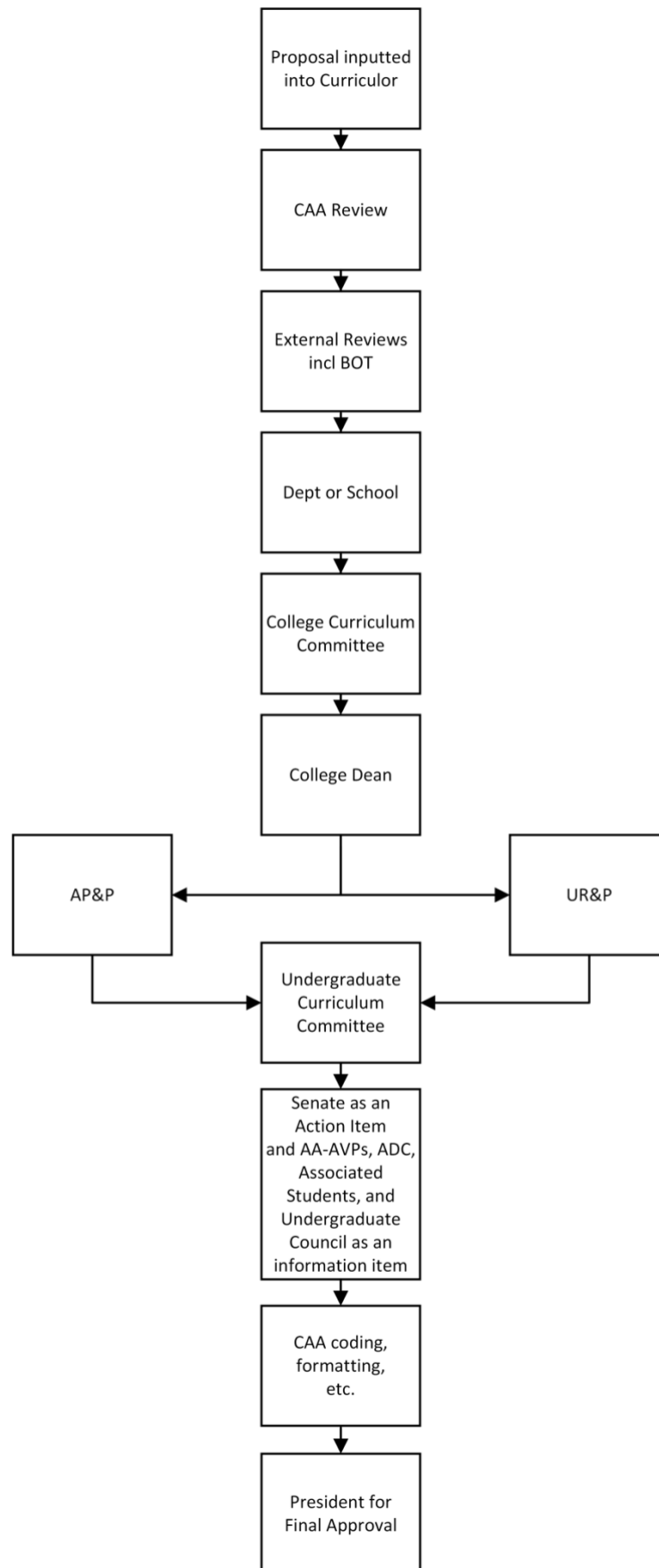
~~4.24 The Dean of the College of Education shall review solely for impact on the Teacher Education program. The Dean may approve the proposal or, when the proposal may raise important policy questions, the Dean may request reasonable delay to permit review by the Teacher Education Advisory Council. The Dean shall inform the Office of the Provost of action taken on each proposal.~~

~~5.6 Proposals for new minors, emphases, options, concentrations, and degrees shall be sent concurrently to the Committee on Academic Policy and Planning and the Committee on Academic Resources and Planning for consideration for impact on the Master Plan.~~

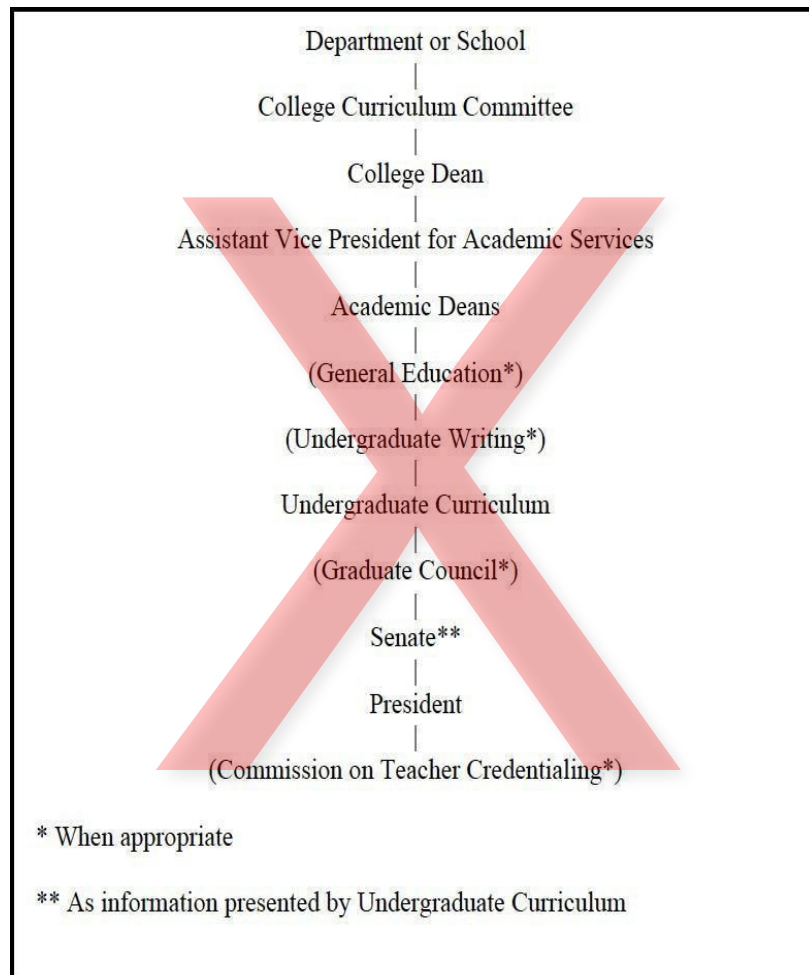
5.1 New Undergraduate Degree Programs and Deletion of Existing Degree or School Dissolution



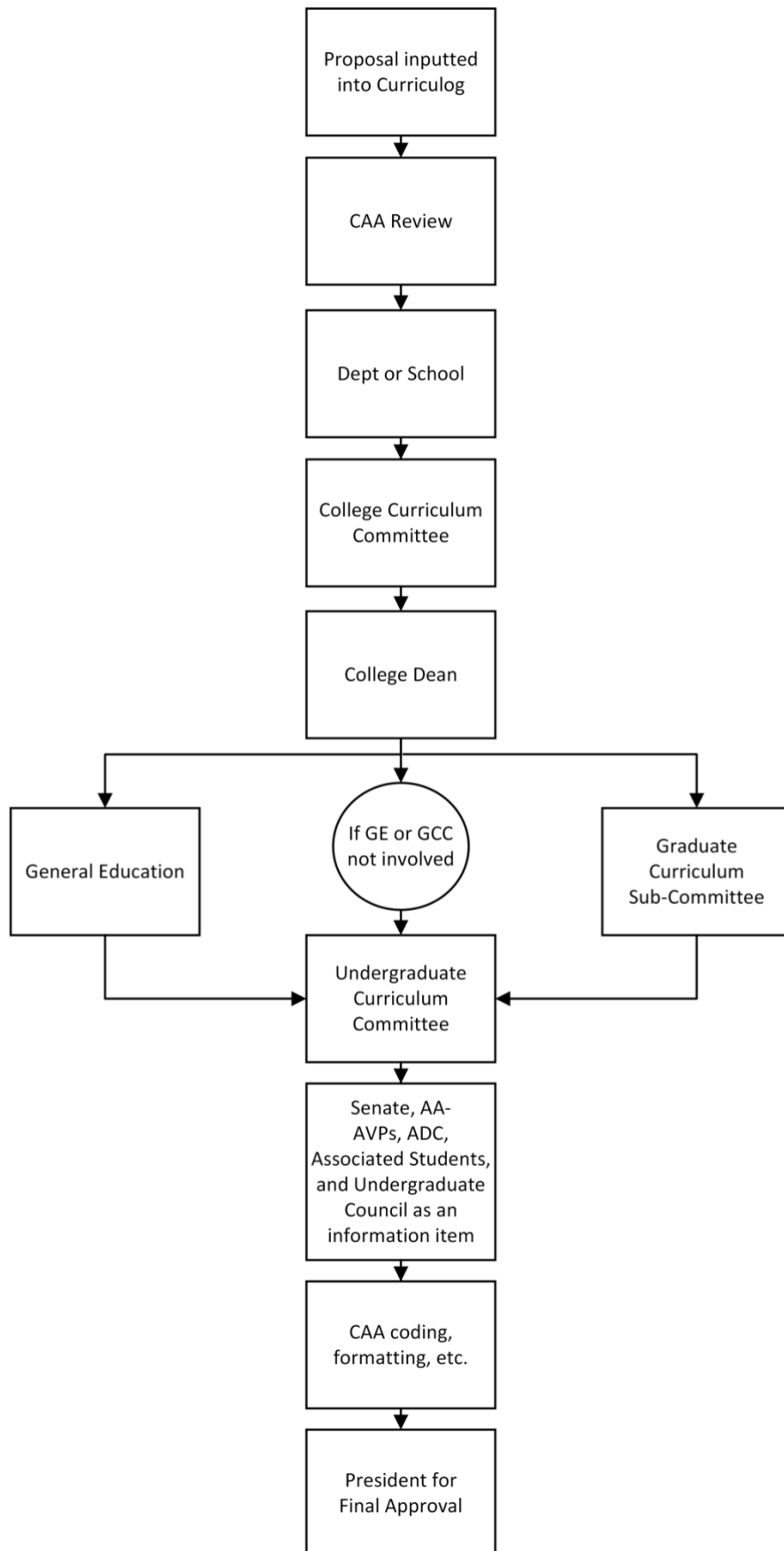
5.1 New Undergraduate Degree Proposals



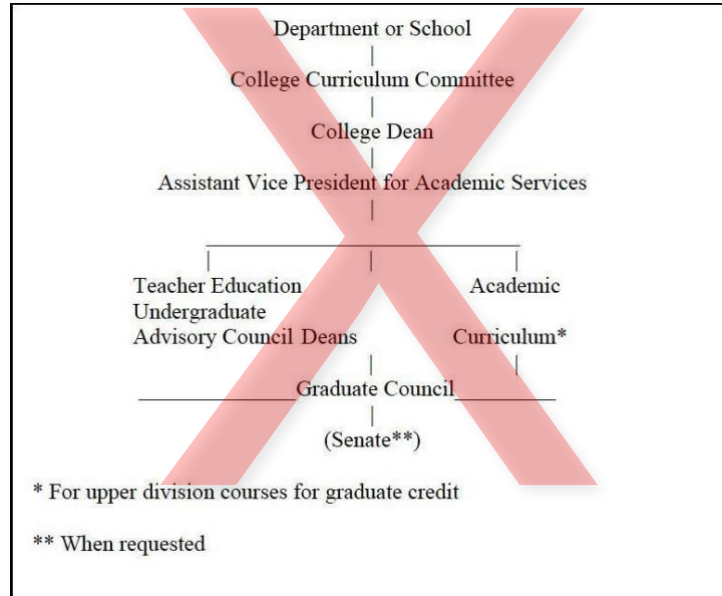
5.2 New Courses and Changes in Existing Programs and Courses



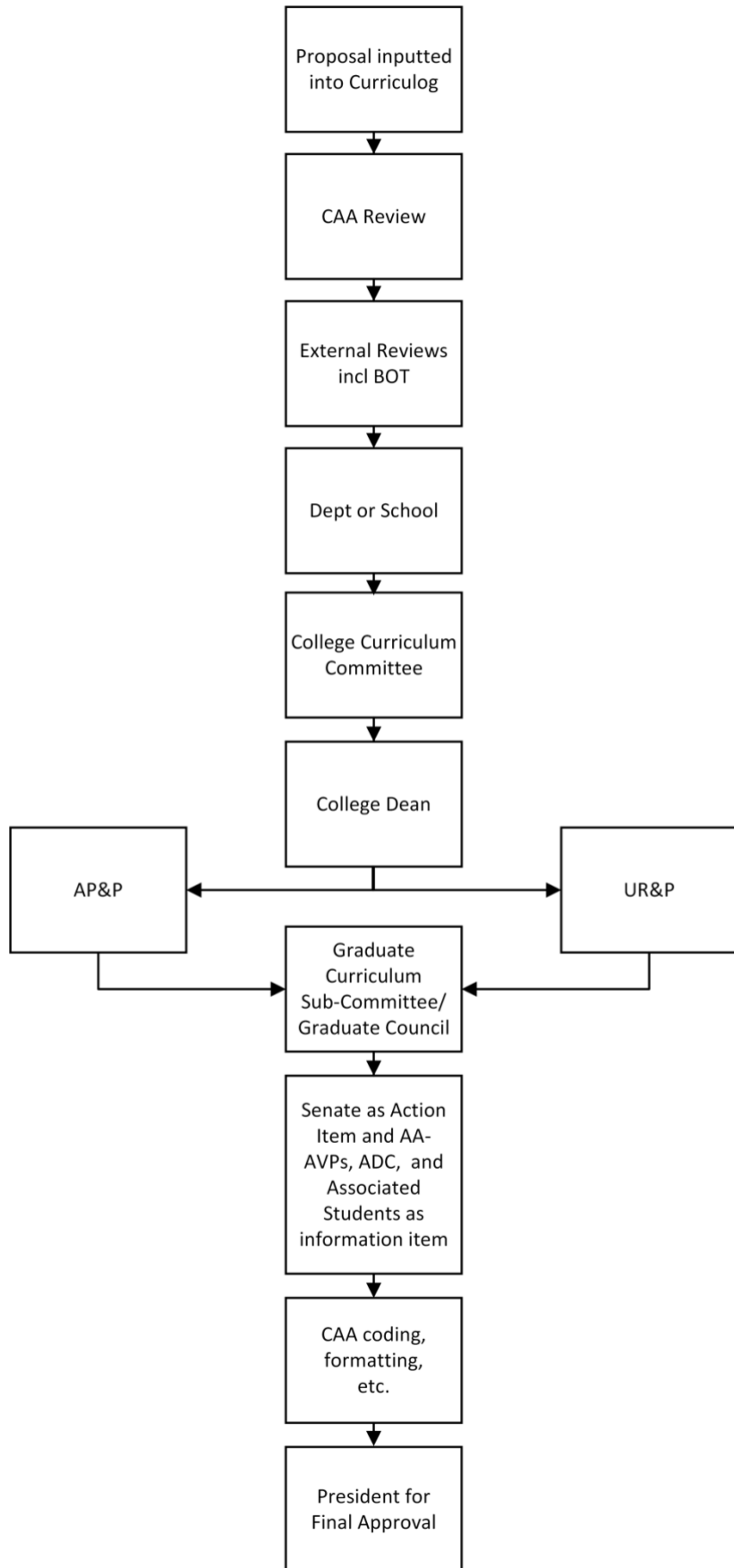
5.2 New Undergraduate Courses and Changes in Existing Programs and Courses



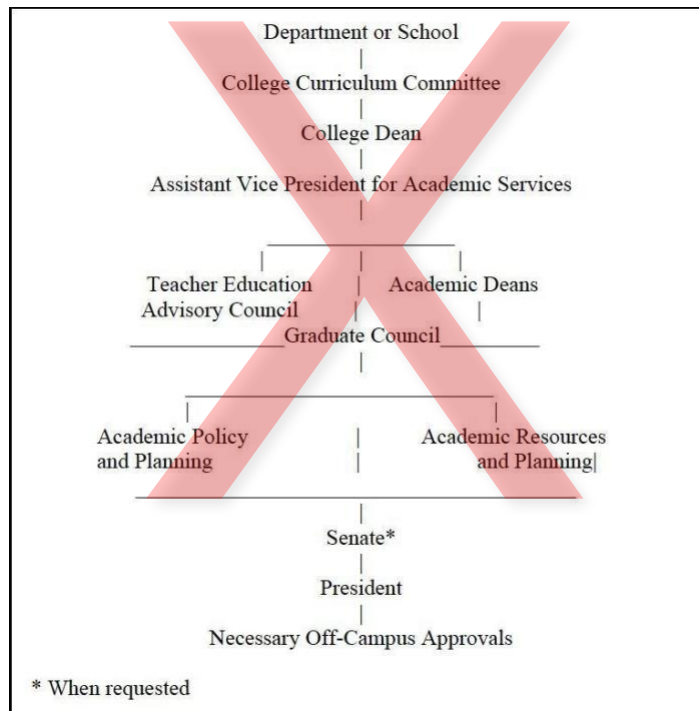
5.3 New Graduate Degree Programs



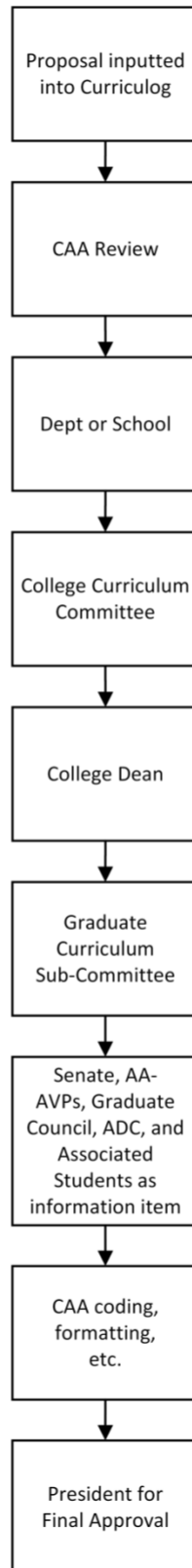
5.3 New Graduate Degree Proposals



5.4 ~~New Graduate Course and Emphases, and Changes in Courses, Emphases, and Requirements~~



5.4 New Graduate Courses and Emphases, and Changes in Existing Courses, Emphases, Advanced Certificates, and Requirements



Rationale:

The introduction of Curriculog helped facilitate a review of our existing curriculum approval process, while highlighting areas of the process that did not match policy (such as when BOT approval occurs). These proposed changes ensure alignment between policy and process, as well as ensure that our policy aligns with CSU policy. Moreover, the updated approval process has been streamlined to facilitate concurrent levels of review and thereby decrease the time it takes to approve curriculum. The following groups and committees were consulted and agreed to these changes: the Academic Deans, the Undergraduate Council, all curriculum committees, the GE Committee, and the College of Education (regarding changes to the Teacher Education program).

To: SEC / Senate
From: Pamela Lach, Chair, Academic Policy and Planning Committee (AP&P)
Date: September 6, 2022
Subject: ACTION: Graduation Writing Assessment Requirement (GWAR) policy changes

The Academic Policy and Planning Committee (AP&P) moves that the Senate adopt the following changes to UNIVERSITY POLICIES: Academics, Competency and Proficiency in Written English and Mathematics, 2.0 Proficiency in Writing, including the footnote for AY 22-23:

2.0 Proficiency in Writing *

2.1 San Diego State University students shall demonstrate proficiency in writing skills as a requirement for graduation. Such skills shall incorporate basic rules of good writing, subject to the argument, format, logical development, demonstration of evidence, and style appropriate to various disciplines. Furthermore, departments and schools should insist upon effective expression in their courses and should stress the need for improving substandard writing.

2.2 Certification of Upper Division Writing Proficiency: ~~All students shall take the Writing Proficiency Assessment in the semester in which they achieve 60 units or, for students who transfer to SDSU with 60 or more units, in their first semester at SDSU, to determine their ability to write clearly and logically.~~ **Students shall enroll in one intensive upper division writing course (W) or two disciplinary writing courses (DW).**

- ~~a) Students demonstrating upper division writing proficiency on the Writing Proficiency Assessment shall meet the Certification of Upper Division Writing Proficiency, unless their majors, schools, or colleges require satisfactory completion of an upper division writing course. (If such a course is required, demonstrating competency on the [Writing Proficiency Assessment shall serve as the prerequisite.) Completion of the course with a minimum grade of C or Cr shall be certification of proficiency for the student.~~
- b) ~~Students demonstrating basic writing competency on the Writing Proficiency Assessment shall enroll in an upper division writing course.~~ Completion of an approved writing course(s) with a minimum grade of C or Cr shall mean the student has met the Certification of Upper Division Writing Proficiency.
- c) ~~Students unable to demonstrate basic writing competence on the Writing Proficiency Assessment shall complete an approved basic writing course with a minimum grade of C or Cr before enrolling in an upper division writing course. Completion of an approved upper division course with a minimum grade of C or Cr shall mean the student has met the Certification of Upper Division Writing Proficiency.~~

*To address the Chancellor Office's March 12, 2021 directive issuing a temporary, limited suspension of in-person, timed assessments used to place students in upper division writing classes, we ask that the senate allow the suspension of SDSU's Writing Placement Assessment, or WPA, and follow the Chancellor Office's directive to "satisfy the in-person testing requirement via a course or series of courses, beginning with the 2021-22 academic year." To assist students who a) took the WPA in early Spring Semester 2020, and cannot now retake it in hopes of receiving a higher score, or b) were planning on taking the WPA Spring Semester 2020, we ask that they be allowed to move directly to an appropriate upper division writing class in summer 2020, or fall 2020. On June 23, 2022, the SEC passed, on behalf of the Senate, the following **update exception**: The following 6 General Education (GE) classes (2 from each explorations category) shall be designated as 3-unit Upper Division Writing for AY 22-23 with the expectation that the appropriate Senate curriculum and writing committees approve permanent policy for beyond AY 22-23: Social Sciences - History 404 - Hist of Human Rights, BRAZ 325 - Brazilian Democracy and Society; Humanities - ENGL 301 - Psychological Novel, ENGL 305 - Literature and Environment; Natural Sciences - ENV S 301 - Energy and the Environment, MATH 303 - History of Mathematics. Students in majors that will exceed the 120 unit cap and are graduating in AY 22-23 can request a waiver to the Upper Division Writing requirement.

Rationale:

On February 23, 2021, the CSU temporarily suspended writing proficiency examinations systemwide. On April 11, 2022, the CSU published a revised [CSU GVAR policy](#) that requires **all students subject to the 2023-24 or subsequent catalogs to satisfy the Graduation Writing Assessment Requirement (GVAR) via a 3-semester unit upper division course or courses only**. Prior to this update, SDSU students could plausibly fulfill the GVAR by passing the Writing Proficiency Assessment although fewer than 10% of students who took the exam per year actually did so. Still, the existence of the WPA allowed SDSU's 68 120(+) unit majors to remain nominally in compliance with Title IV regulations stipulating a maximum of 120 units for graduation.

To address this matter for AY 22-23, the Senate Executive Committee adopted an exception for graduating students in high-unit majors as a short-term solution. This revised policy proposes a long-term solution that conforms to the requirement that, effective catalog year 23-24, 120(+) unit majors must incorporate a 3-unit upper division GVAR course or courses into degree planning for their students. The proposed change is modeled on [CSU Fullerton's approach](#).

Under this revised policy, departments will be asked to **choose one of following options**:

- A. Redesign at least one currently existing upper division (especially capstone, thesis, or portfolio) course as an "intensive writing course" that meets W standards currently stipulated in the Curriculum Guide. Students can fulfill the GVAR requirement by completing one intensive writing course with a grade of C or better. Redesigned courses must be resubmitted and approved through the curricular approval process; OR
- B. Redesign two or more currently existing upper division courses as "disciplinary writing courses" (DW) using the disciplinary writing course standards. Students can fulfill the GVAR requirement by completing two such disciplinary writing courses with a grade of C or better; OR
- C. Eliminate one or more currently required 3-unit courses from the major and incorporate one currently existing upper division RWS "W" or equivalent course; OR
- D. Direct students in 120+ majors to take upper division Ethnic Studies (campus requirement) or other upper division humanities or social sciences GE courses (system

requirement) that meets W standards currently stipulated in the Curriculum Guide. Redesigned courses must be resubmitted and approved through the curricular approval process. Approved classes will be denoted with a “W” designation.

Note that “DW” is a new designation for disciplinary writing courses.

W and DW designations will be approved by the appropriate curriculum committee, in consultation with subject matter experts. The following criteria/elements will be applied in assessing whether courses meet W/DW standards:

Requirements for a “intensive writing” (W) course (from curriculum guide):

1. In order to prepare students to write in and for a specific discipline, they will practice writing that includes the following components:
 - a. Disciplinary means of argumentation and exposition.
 - b. Disciplinary ways of reasoning, analyzing, synthesizing, and evaluating.
 - c. Disciplinary formats, genres, and conventions.
 - d. Disciplinary vocabulary and prose style.
2. In addition, students will
 - a. Write with an awareness of general or specific audiences outside of their major disciplines (for example, ability to convey information or perspectives relevant to a discipline or to an audience beyond it).
 - b. Demonstrate an understanding of the rhetorical situation-purpose, context, and audience.
 - c. Apply writing processes effectively (i.e., research, prewriting, drafting, revision, and editing).
 - d. Actively read texts using a variety of reading strategies such as annotation, visual organizers, questioning, and discussion.
 - e. Produce a minimum of 2,000 words of writing per credit unit.

Proposed requirements for a “disciplinary writing” course:

1. In order to prepare students to write in and for a specific discipline, they will practice writing that includes the following components:
 - a. Disciplinary means of argumentation and exposition.
 - b. Disciplinary ways of reasoning, analyzing, synthesizing, and evaluating.
 - c. Disciplinary formats, genres, and conventions.
 - d. Disciplinary vocabulary and prose style.
2. In addition, students will
 - a. Demonstrate an understanding of the rhetorical situation-purpose, context, and audience.
 - b. Apply writing processes effectively (i.e., research, prewriting, drafting, revision, and editing).

TO: SEC/Senate
FROM: David Marx, Chair, Committee on Committees and Elections
DATE: October 6, 2022
RE: Action Item

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 new and continuing committee chairs. 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 once vacancies have been filled.

COMMITTEE CHAIRS (NEW AND CONTINUING)

Senate Standing Committees:

Academic Policy and Planning

Chair: Pamela Lach

Committee on Committees and Elections

Chair: David Marx

Constitutions and Bylaws

Chair: Arlette Baljon

Diversity, Equity, and Inclusion

Chair: Roberto Hernandez

Faculty Affairs

Chair: Alyson Abel-Mills

Undergraduate Curriculum

Chair: Steve Barbone

University Resources and Planning

Chair: Wil Weston

Other Senate Committees and Councils:

Bookstore Advisory

Chair: Iana Castro

Campus Development

Chair: Amanda Alpiner

Copyrights and Patents

Chair: Douglas Grotjahn

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Honors and Awards

Chair: William Welsh

Fee Advisory Committee, Campus (CFAC)

Chair: Katie Robinson

Freedom of Expression

Chair: Anna Culbertson

General Education (GE) Curriculum and Assessment

Chair: Gregory Wilson

Global Campus Advisory Council

Chair: Karen Myers-Bowman

Graduate Council

Chair: Tracy Love

Honorary Degrees Advisory Committee

Chair: Salvador Hector Ochoa

Instructional and Information Technology

Chair: Donna Ross

Intercollegiate Athletic Council

Chair: Sara Gombatto

International Affairs Council

Chair: Christina Alfaro

Liberal Studies

Chair: Estella Chizhik

Library Committee

Chair: Kate Holvoet

Press Editorial Board, SDSU

Chair: William Nericcio

Research Council

Chair: Hala Madanat

Staff Affairs

Chair: Todd Rehfuss

Student Grievance

Chair: Janet Castro

Student Learning Outcomes (SLOPAC)

Chair: Madhavi McCall

Student Media Advisory Committee

Chair: Shawki Moore

Sustainability

Co-Chairs: Erlinde Cornelis and John Love

Teacher Preparation Advisory Council

Chair: Y. Barry Chung

Undergraduate Council

Chair: Joanna Brooks

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Senate Standing Committees:

Academic Policy and Planning

Changqi Liu (HHS) new term May 2025

Sandy Mekany (AS) new term May 2023

NEED 1 (A&L) faculty

NEED 1 (IVC) faculty

NEED 1 student AS

Committee on Committees

Roster Full

Constitution and Bylaws

Patricio Silva (AS) new term May 2023

Diversity, Equity, and Inclusion

Hung Chan (FCB) new term May 2025

Derrick Herrera (AS) new term May 2023

NEED 1 student

Faculty Affairs

Margo Greicar (Contingent Faculty, HHS) new term May 2025

NEED 1 faculty (IVC)

Undergraduate Curriculum

NEED 1 student

University Resources and Planning

Brian Hentschel (SCI) new term May 2025

Gregorio Ponce (IVC) new term May 2024 (completing term for Eric Boime)

Robson Winter (AS) new term May 2023

NEED 1 student

Other Committees and Councils:

Bookstore Advisory

Michael Gerdes (PSFA) new term May 2025

NEED 1 faculty (ENG)

NEED 1 student

Campus Development

Chris O'Neil (SCI) new term May 2023

Copyrights and Patents

NEED 3 faculty (open)

Environment and Safety

Malia Preisendorf (AS) new term May 2023

Alvin Pham (AS) new term May 2023

NEED Director of Health Services or designee

NEED 1 Member of Local Unit 3 Collective Bargaining Agency

Faculty Honors and Awards

Jong Deuk (JD) Baek (HHS) new term May 2025

NEED 1 faculty (open)

NEED 2 former recipients of Alumni Award

NEED 1 Alumnus

Fee Advisory Committee (Campus)

Shawki Moore (AS President) new term May 2023

Sandy Mekany (AS) new term May 2023

Robson Winter (AS) new term May 2023

Sophia Koch (AS) new term May 2023

Meena Alexander (AS) new term May 2023

Brandon Bartosh (AS) new term May 2023

Mayah Taylor (AS) new term May 2023

Jazmyn Horton-Alvarado (AS, IVC) new term May 2023
Julienna Gutierrez (AS, IVC) new term May 2023
NEED 1 faculty(FCB)

Freedom of Expression

Andre Skupin (A&L) new term May 2025
Arlette Baljon (SCI) new term May 2025
*Steve Barbone (A&L) term renewed May 2025
Olivia Peachey (AS) new term May 2023
Lindsay Gaudette (AS) new term May 2023
Ilias Benbatoul (AS) new term May 2023
Alondra Hernandez (AS) new term May 2023
NEED 1 staff
NEED Provost or designee

GE Curriculum and Assessment

Samantha Speck (AS) new term May 2023
NEED 1 faculty (ENG)
NEED 1 student

Global Campus Advisory Committee

Juanjuan Fan (SCI) new term May 2025
Madhavi McCall (CAA Representative) new term May 2025
NEED 1 faculty (ENG)
NEED Academic Affairs Representative
NEED College of Graduate Studies Representative
NEED 1 staff (from Global Campus)

Graduate Council

Judy Mahmalji (CGS) new term May 2023
NEED 1 student (graduate)

Honorary Degrees Advisory Council

Roster Full

Instructional and Information Technology

Tim Brown (A&L) new term May 2025
NEED 1 faculty (LIB)
NEED 1 student

Intercollegiate Athletics Council

Quentin Hill (AS) new term May 2023
Alexander Inglis (AS) new term May 2023
Michelle Rawlins (HHS) new term May 2025
Carrie House (SCI) new term May 2025
James Lange (SSP-AR) new term May 2025

NEED 1 faculty (presidential appointee)
NEED VP for Student Affairs and Campus Diversity (or designee)
NEED President of Aztec Athletic Foundation

Liberal Studies

NEED 1 faculty (fine arts and humanities)
NEED 1 faculty (social and behavioral sciences)
NEED 1 student (liberal studies major, mesa)

Library Committee

*Marva Cappello (COE) term renewed May 2025
Christopher O'Neill (SCI) new term May 2023
Kimberly Kras (PSFA) new term May 2025
NEED 1 HHS faculty
NEED 1 staff (Nonprofessional Library Staff)
NEED 2 students

SDSU Press Editorial Board

Roster full

Staff Affairs

NEED 1 faculty (open, must be a senator)
NEED 1 student

Student Grievance

Clara Smith (AS) new term May 2023
Joseph Brumfield (AS) new term May 2023
NEED 6 students, 3 of which serve as alternates

Student Learning Outcomes

Brian Adams (A&L) new term May 2025
NEED 2 students

Student Media Advisory

NEED 1 faculty (journalism)
NEED 2 faculty (open)
NEED 4 students (AS appointed)

Sustainability

Clara Smith (AS) new term May 2023
NEED 1 student

Undergraduate Council

*Patricia Lozada-Santone (COE) term renewed May 2025
Matt Lauer (A&L) new term May 2025
*Bryan Donyanavard (SCI) term renewed May 2025

Lourdes Martinez (PSFA) new term fall 2022
NEED 2 students

University Research Council
Roster Full

***Senators not currently represented on a committee:**

Lecturers (contingent faculty)
Ajani Brown (A&L)
Zamira Abman (A&L)

ENG
Junfei Xie

Staff
Gina Spidel
Genel Ronquillo



SAN DIEGO STATE
UNIVERSITY

September 19, 2022

TO: SEC/Senate

FROM: William Welsh, Chair, Faculty Honors and Awards Committee

SUBJECT: ACTION: Emeritus Request

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

- **Edward Beasley**, Professor of History, August 18, 2022; 16 years
- **George Belch**, Professor of Marketing, August 17, 2022; 41 years
- **Jean Mark Gawron**, Professor of Linguistics and Asian/Middle Eastern Languages, August 18, 2022; 22 years
- **Juan Godoy-Marquet**, Professor of Spanish and Portuguese Languages and Literatures, August 17, 2022; 23 years
- **David Kahan**, Professor of Exercise and Nutritional Sciences, August 17, 2022; 22 years
- **David Kimbrough**, Professor of Geological Sciences, August 16, 2022; 33 years
- **Joseph Mahaffy**, Professor of Mathematics and Statistics, July 1, 2022; 37 years
- **Stanley Maloy**, Professor of Biology, August 12, 2022; 20 years
- **Cezar Ornatowski**, Professor of Rhetoric and Writing Studies, August 18, 2022; 40 years
- **Sherry Ryan**, Associate Professor of Public Affairs, August 18, 2022; 20 years
- **Mark Siprut**, Associate Professor of Art and Design, August 18, 2022; 33 years
- **Janusz Supernak**, Professor of Civil, Construction, and Environmental Engineering, August 15, 2022; 38 years
- **Christopher Werry**, Associate Professor of Rhetoric and Writing Studies, August 18, 2022; 22 years
- **Roger Whitney**, Associate Professor of Computer Science, August 17, 2022; 37 years

The committee also recommends the following lecturer be approved for emeritus status:

- **Michael Taylor**, Lecturer, Department of Psychology, December 31, 2021; 14 years

Sincerely,

William F. Welsh
Chair, Faculty Honors and Awards Committee

Report of the Senate Affairs Committee

Senators,

Welcome back to Campus. Like clockwork, our diligent SDSU Staff worked hard all summer to make the campus clean, green, and organized for the inclusion of new and returning students for the Fall Semester. Striving to ensure every detail is ready for the start of the Academic School year.

The Staff Affairs Committee has already held its first meeting of the Academic Year and we are excited to be a part of the shared governance of the campus for the 22-23 school year.

We continue to recognize retiring staff members who have been at SDSU/CSU for 10 or more years as staff emeritus.

During the quarter ended June 30, 2022, three such staff retired form SDSU. The Committee asks for your approval of their Staff Emeritus status.

Retiree- Staff Affairs Comm			
Name	Department	Jobcode Name	Yrs
Espineli,Alexander Dela Pena	Administrative Info Systems	Info Tech Consultant 12 Mo	16.2
Hernandez,Angel L	Custodial Services	Equip Tech II, Electro-Mechnl	34.3
Holden,Carol Anne	Student Affr Campus Diversity	Cnfdntl Admin Support 12 Mo	13.5

I have submitted changes to the Staff Emeritus process to make it match to the actual process.

In Shared Governance,

Todd Rehfuss, Chair

SDSU Staff Affairs Committee

TO: Senate Executive Committee / Senate

FROM: Gregory Wilson, Chair, General Education Curriculum and Assessment Committee

DATE: September 16, 2022

RE: Action Item: Referral: 21/22_12: Writing Subcommittee Charter and Membership Review

ACTION

General Education Curriculum and Assessment Committee

1.0 Membership (12): nine faculty, one from the College of Arts and Letters, Sciences, Professional Studies and Fine Arts, Fowler College of Business, Health and Human Services, Education, and Engineering, one from SDSU Imperial Valley, and one from the Library; Associate Vice President for Curriculum, Assessment and Accreditation or designee; and two undergraduate students.

2.0 Functions

2.1 The Committee shall review and evaluate current and proposed courses for General Education.

~~2.2 The Committee shall review and evaluate student learning outcomes assessment in General Education courses.~~

~~2.23~~ The Committee shall **provide informational reports** to the Senate, to the Undergraduate Curriculum Committee and to the Undergraduate Council.

2.3 The Committee shall review and evaluate, in consultation with content experts, courses that fulfill the American institutions, cultural diversity, and writing graduation requirements.

General Education Curriculum and Assessment Subcommittee: Writing

~~1.0 This shall be a permanent subcommittee of the Committee on General Education and shall comprise two articulation panels, namely, the Composition Panel and the Oral Communication Panel.~~

~~2.0 Membership (6+): Members of the Committee on General Education Curriculum and Assessment and others thereby appointed to the Composition Panel, which shall include the Director of Composition and one or two~~

~~representatives from each contributing department or school, and to the Oral Communication Panel, which shall include the Coordinator of Communication 103 and one or two representatives from each contributing department or school.~~

3.0 Functions

~~3.1 The Subcommittee shall:~~

- ~~a) Coordinate the university Upper Division Writing Proficiency (UDWP) requirement,~~
- ~~b) Monitor the requirement for compliance with CSU system and campus policy,~~
- ~~c) Approve courses that fulfill the requirement,~~
- ~~d) Work with the Test Office to develop, schedule, and evaluate essay examinations that fulfill the requirement, and~~
- ~~e) Monitor student performance to ensure that a single standard of writing proficiency is applied.~~

~~The two articulation panels shall establish and coordinate course policies, grading standards, and syllabi in the Communication portion of the General Education program.~~

Undergraduate Council

1.0 Membership (16): nine faculty, one from each college, the Library and SDSU Imperial Valley; Associate Vice President for Faculty Advancement and Student Success or designee, who shall chair; Associate and Assistant Deans of Undergraduate Studies; Vice President of Student Affairs and Campus Diversity or designee; Associate Vice President for Enrollment; two undergraduate students.

2.0 Functions: The Council shall:

- 2.1 Oversee an integrated approach to undergraduate excellence at San Diego State University,
- 2.2 Recommend policy for the Office of Faculty Advancement and Student Success,
- 2.3 Propose changes in policy for undergraduate programs

- ~~2.4~~ — Supervise specific university-wide undergraduate programs such as, but not limited to, the Undergraduate Writing Subcommittee and the Graduation and Retention Subcommittee, and
- ~~2.45~~ Forward to the Senate the annual report on retention and graduation in the fall of each academic year.
- 2.5** Supervise specific university-wide undergraduate programs such as, but not limited to, the General Education Curriculum Committee and the Graduation and Retention Subcommittee.

~~Undergraduate Curriculum Subcommittee: Writing~~

- ~~1.0~~ — This shall be a permanent subcommittee of the Undergraduate Curriculum Committee.
- ~~2.0~~ — **Membership (14):** the nine faculty members of the Undergraduate Council; the Director of Composition, the Director of Testing Services, the Associate Vice President for Curriculum, Assessment and Accreditation; two students from the Undergraduate Council.
- ~~3.0~~ — **Functions:** The Subcommittee shall approve and forward to the Undergraduate Curriculum Committee courses for review.

Rationale:

Last fall the Senate referred a policy file item to clarify roles and makeup of two writing subcommittees under the General Education Curriculum Committee and Undergraduate Curriculum Committee. After consulting with the Committee on Academic Policy and Planning, Office of Curriculum, Assessment, and Accreditation; Enrollment Services, Undergraduate Council, and the Undergraduate Curriculum Committee, the General Education Curriculum Committee has updated the policy file with three proposed modifications—

1. Removed redundant writing subcommittees and folded review/oversight of writing course proposals into the General Education Curriculum Committee's charge.
2. Expanded the General Education Curriculum Committee's oversight to include course proposals in the American institutions area (in addition to writing).
3. Adapted the committee's name to reflect current practice.

These changes are also in service to streamlining and expediting SDSU's institutional curriculum review process.

Memorandum

To: University Senate
From: Donna Ross, Chair, University Senate Information & Instructional Technology Committee
Re: Updates to the Acceptable Use Policy
Date: September 30, 2022

Based on the February, 2021 Referral, the University Senate Information & Instructional Technology (IIT) Committee moves that the Senate adopt the following changes to the current Acceptable Use Policy. Below is the updated version, now titled *Responsible Use Policy*. This update was unanimously approved by both the Senate IIT Committee as well as the SDSU IT Governance Committee, and was submitted to the Senate Executive Committee on September 20, 2022 where it was approved to move forward.

Current version

University Policies: Facilities
Computer Use

~~1.2 Acceptable Use~~

~~1.2.1 University computing and communications resources shall be used only for the university-related activities for which they are assigned.~~

~~1.2.2 Proper copyright permissions shall be obtained and sources shall be properly cited.~~

~~1.2.3 Users shall not engage in activities that comprise computer security, circumvent controls, disrupt services, or violate computer etiquette.~~

Updated version

University Policies: Facilities
Responsible Use

1.2 Responsible Use

1.2.1 Preamble. This policy exists within a framework of state and federal laws, along with CSU and campus policies that may be related to the use of technology. The CSU has published a system-wide policy (Information Security Responsible Use Policy; <https://calstate.policystat.com/policy/10593951/latest/>) which applies broadly to all members of the campus community with respect to the use of CSU information assets. Where an existing law or policy applies to an activity that stems from the use of technology, that existing law or policy will be observed in

conjunction with this SDSU Responsible Use Policy. The SDSU Information Security Policies and Practices (<https://it.sdsu.edu/security/policies>) builds on the CSU Responsible Use Policy.

The use of University information technology resources is subject to existing requirements of legal and ethical behavior within the University community. Specifically, "Campus information technology resources" may be campus computers or other devices, or use of the campus network via a non-campus owned computer or device, or use of a hosted "cloud" application or resource which is used to support the campus mission.

Electronic communications: University electronic communications are to be used to enhance and facilitate teaching, learning, scholarly research, to support academic experiences, to facilitate the effective business and administrative processes of the University, and to foster effective communications within the academic community.

Violations may result in University disciplinary action or referral to appropriate external authorities.

1.2.2 Scope of Policy. This acceptable use policy applies to all uses of University information technology (IT) resources. This includes the resources under the management or control of the Information Technology Division (ITD) or other units of San Diego State University, as well as auxiliaries e.g., Research Foundation, Aztec Shops, etc.. A "user" is defined as any individual who uses, logs into, or attempts to use or log into, an application or system; or who connects to, or attempts to connect to or traverse, a network, whether by hardware or software or both, whether on campus or from remote locations. The policy addresses the confidentiality, integrity and availability of such resources in support of the University's missions, codifies appropriate usage and establishes the need for users to respect the rights of others and to be in compliance with other University policies, policies of external networks and resources, and all applicable federal, state and local laws and regulations.

1.2.3 Security and Privacy. The same principles of academic freedom and privacy that have long been applicable to written and spoken communications in the University community apply also to electronic information. The University cherishes the diversity of perspectives represented on this campus and, accordingly, does not condone either censorship or the unauthorized inspection of electronic files.

Freedom of thought, inquiry, and expression is a quintessential academic value. Material considered offensive to one person may not be to others and may constitute expression protected by the First Amendment of the United States

Constitution. SDSU relies on the integrity and responsible use of campus technology resources by each of its members and expects adherence to the highest academic standards. Materials that violate applicable laws (e.g., child pornography, copyright infringement, etc.) or SDSU policy (e.g., sexually explicit content creating a hostile work environment, etc.) may not be accessed through or stored on campus technology resources.

Users should be aware, however, that the University cannot guarantee absolute security or privacy. Users should therefore engage in "safe computing" practices by safeguarding their accounts, and regularly changing and never sharing their passwords. Backup and recovery systems must be implemented in accordance with University disaster recovery guidelines, and all institutional systems must utilize security controls (such as multi-factor authentication) in accordance with effective practices and University policies and procedures.

Users should also be aware that their uses of University information technology resources are not completely private as the information contained will be subject to the University's obligation to respond to subpoenas or other court orders, reasonable discovery requests, university inquiries relating to alleged violations of law and/or policy, and public requests for documents pursuant to California and Federal Law. All University records are subject to public record requests, unless an expressed exception in the law recognizes the confidentiality of the material, such as the exceptions provided for student, medical, or library records.

The Public Records statute contains no general exception for documents generated by faculty or staff in the course of their employment. As a result, faculty and staff should refrain from keeping personal information on University systems, and utilize a personal email account for their personal communications. Additionally, users should be aware that University records that are otherwise subject to open records requests do not become confidential if they are created or stored on personally owned devices or in personal accounts. Hence, the absolute privacy of electronic communication cannot be guaranteed.

All users of SDSU information technology resources are advised to consider the open nature of information disseminated electronically, and should not assume any degree of privacy or restricted access to such information. Further, SDSU may inspect, capture, lock, or disclose electronic communications records without the consent of the holder of such records or the owner of the account:

- a) when required by and consistent with the law;
- b) when there is a substantiated reason to believe that violations of law or policy have taken place;
- c) when there are compelling circumstances that limit the ability of the record holder to give permission; or
- d) under critical operational or security-related circumstances.

1.2.4 Individual Responsibilities. Access to SDSU's information technology resources is a privilege granted to faculty, staff and students in support of their studies, instruction, research, duties as employees, official business with the University, and/or other University-sanctioned activities. Access may also be granted to emeritus faculty, staff and administrators and individuals outside of SDSU, including volunteers and contractors, for purposes consistent with the mission of the University.

The University retains the right to set priorities on use of its computer and network resources and to limit recreational or personal uses when such uses could reasonably be expected to cause strain, directly or indirectly, on any computing facilities; to interfere with research, instructional, or administrative computing requirements; or to violate applicable policies or laws.

Authorized users are expected to:

- Protect information, data, and systems, and clearly and accurately identify oneself in electronic communications.
- Use computer and network resources efficiently.
- Ensure that the use of computer resources and networks is oriented toward the academic and other missions of the University.
- Ensure that default passwords are changed using strong password methodologies and prohibiting use by unregistered Users.

Examples of misuse include, but are not limited to, the activities in the following list:

- Violation of applicable Federal or State laws, CSU or Campus policies.
- Copyright infringement - reproduction or distribution of copyrighted works not according to the Copyright laws or Fair use.
- Knowingly running or installing on any computer system or network or giving another user a program intended to damage or place excessive load on a computer system or network.
- Using facilities and computer systems for commercial purposes, or personal financial gain (except where permitted by academic policy).
 - Use of a University computer account to engage in consulting services, software development for private profit, advertising products/services, crypto-currency mining, and/or other commercial profit-based endeavors.
- Purposely sending electronic junk mail, phishing, or chain letters.
- Using a computer account or password that a user is not authorized to use.
- Forging or misrepresenting one's identity, or altering or concealing the source of electronic communications, such as creating or editing an email to make it appear as if the message was sent by someone else.

- Using electronic communication (via email, listserv, chat, web conference or otherwise) to harass or intimidate others.

Violations of this policy may lead to disciplinary actions, up to and including termination or expulsion, as well as revocation of access to university information technology resources.

- 1.2.5 Implementation/Procedural Considerations. Upon initial access and annually thereafter, users must acknowledge they have read and agree to abide by the Responsible Use Policy and applicable standards.
- 1.2.6 Revocation of Access. Violations of university computing policies may result in the revocation of access or the discontinuance of an account or the loss of computing privileges. Any revocation of access or loss of computing privileges for faculty, staff and administrators will be subject to and consistent with university policies relating to discipline. The revocation of access, discontinuance of an account or the loss of computing privileges for an emeritus faculty, staff, or administrator or for a non-SDSU employee, including volunteers and contractors, as a result of a violation of university computing policies will be at the discretion of the appropriate campus governing bodies. Security misuse resulting in the immediate need to revoke access will be at the discretion of the Vice President for Information Technology.

The university may also revoke access and/or discontinue an account for emeritus faculty, staff, and administrators as well as for non-SDSU employees when there is a pattern of non-use over a period of one year.

Memorandum

September 9, 2022

To: Senate Executive Committee/University Senate

From: Joanna Brooks, Chair, Undergraduate Council

RE: Information item- Undergraduate Council

The Council met on Friday, September 9. Members in attendance were *Kim, Colquitt, Lozada-Santone, Kiczek, Preciado, Timm, Hyman, Mekany, Lockwood, and Brooks.*

The Council received reports from the Undergraduate Curriculum Committee and our Associated Students Vice President. The Council referred a potential revision of the [Student Grievance Procedure](#) to AS via VP Mekany. AVP McCall and RWS Chair Glen McClish presented on the proposed [GWAR Update](#). Lacking quorum, the Council did not vote, but members attending expressed no objections. FCB and Education openly expressed support. Finally, the Council received a [report](#) from Sarah Richards Axford on the Math Equity Initiative now in progress, focusing on math precarious pre-STEM FTF.

TO: SEC/University Senate

FROM: Adrienne D. Vargas, Vice President, University Relations and Development

DATE: September 20, 2022

RE: Information

Philanthropy Report:

An anonymous donor has made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Ted Adams and Robbie Robbins donated the Adams Robbins IDW Founders Collection, valued at \$254,145 to the department of Special Collections in the University Library.

Dianne L. Bashor has made a pledge payment of \$1,000,000 to Bashor Field in the Department of Intercollegiate Athletics.

Steve Bjorg has made gifts totaling \$28,200 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumnus Edward J. Brown and Kathleen Volle Brown have made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Alumnus Dorothy A. Cable has committed to a pledge of \$50,000 to the Ruth Anna, Louis F., Dorothy Cable Endowed Scholarship in the College of Professional Studies and Fine Arts.

TCF Board Chair and Alumna Nikki Clay and Alumnus Ben Clay have made pledge payments totaling \$30,000 to the Ben and Nikki Clay Mission Valley River Park Endowment in the Business and Financial Affairs.

Crankstart Foundation has made a pledge payment of \$35,000 to the Crankstart California Community College Transfer Student Scholarship in the Division of Student Affairs and Campus Diversity.

Cutwater Spirits has made an outright gift of \$35,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

The Estate of Melvin E. Curry has made a bequest payment of \$591,831 to the Melvin Curry Scholarship Endowment in the Academic Affairs.

Scott Dale has made a pledge payment of \$25,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Carol G. Dietz has committed to a pledge of \$55,000 to the Jim and Scotty Dietz Scholarship Endowment in the College of Education.

Duhs Commercial has made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Alumnus Marc Davis has made a pledge payment of \$25,000 to the Davis Commissioning Project in the College of Professional Studies and Fine Arts.

Alumni Ron and Alexis Fowler have committed to a pledge of \$41,250 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Alumnus Kenneth W. Gerdau and Wendy Gerdau have made an outright gift of \$25,000 to the Director of The Corky McMillin Center for Real Estate Endowment in the Fowler College of Business.

Wendy Gillespie has made a pledge payment of \$100,000 to the Wendy Gillespie Center for Advancing Global Business Endowment in the Fowler College of Business.

Special thank you to the Goldbergs, Alumna Attended Lee Goldberg and in kind remembrance of Alumnus Frank Goldberg, who recently passed away. They have made an outright gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Jack W. Goodall, Jr. have made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Alumnus Jeffery M. Goodall, Jr. has made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Jeffrey M. Goodall, Sr. and Carlee A. Goodall have made an outright gift of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

The Estate of Donald L. Kelm has made bequest payment of \$61,439 to the Donald Kelm Geological Sciences Endowment in the College of Sciences.

Patrick J. Kilkenny and Stephanie Adair Hicks have made an outright gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Landcare Logic has committed to a pledge of \$37,500 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Evan Malter has committed to a pledge of \$160,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Maravai LifeSciences Foundation has made an outright gift of \$50,000 to the Maravai LifeSciences Foundation Student Discovery Endowment in the College of Sciences.

Faculty Emeriti Thom and Randi McKenzie have made gifts and pledge payments totaling \$78,000 to The McKenzie Award and Thomas and Randi McKenzie Fund for Experiential Theatrical Opportunities, SDSU Performing Arts Troupe, and the School of Theatre, Television, and Film in the College of Professional Studies and Fine Arts, T & R McKenzie ARC Instructor Development Fund, and the Randi McKenzie Fund for EOP in the Student Affairs and Campus Diversity, and the Wallace, Shatsky, Blackburn Courage through Cancer Scholarship in University Relations and Development.

Alumnus Mark D. McMillin and C'Ann L. McMillin have committed to a pledge of \$320,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

John J. and Dianne Moores have made an outright gift of \$50,000 to the Premier Director's Cabinet in the Department of Intercollegiate Athletics.

Alumnus Thomas P. Newton and Lisa Hengehold Newton have made a pledge payment of \$25,000 to the Director's Cabinet - Basketball Donations in the Department of Intercollegiate Athletics.

Northrop Grumman Corporation has made an outright gift of \$50,000 to the Troops to Engineers Program in the College of Engineering.

Price Philanthropies Foundation has made pledge payments totaling \$244,125 to the Price Community Scholars Program in the Division of Student Affairs and Campus Diversity.

Alumnus Gerry Ranglas and Jeannie Ranglas has made a pledge payment of \$25,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

The Estate of Charles Edward Reed has made a bequest payment of \$29,512 to the Dr. Ed Reed Scholarship Endowment in the College of Education.

Alumnus Cloyd P. Reeg has committed to a pledge of \$160,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

TCF Board Member and Alumna Patti L. Roscoe has committed to a pledge of \$100,000 to the Stadium Excellence Fund in the Department of Intercollegiate Athletics.

Faculty Emeritus Anne Taylor has committed to a bequest of \$1,848,503 to the Anne Verderber Taylor Nursing Faculty Research Endowment in the College of Health and Human Services.

Solar Turbines, Inc. has made an outright gift of \$55,000 to the Solar Turbines Center for Industrial Training and Engineering Research Partnership in the College of Engineering.

We would also like to share the names of the following generous donors who have made gifts and pledge payments to support important purposes throughout the university at the \$10,000+ level. These include: John and Billie McAvoy, Anonymous, Mike Biggs, William and Karen Brack, Edward G. Cannizzaro, Jo Ann Christensen and Robert J. Parrott, David and Charlotte Garcia, Daniel and Carolyn Gomes, Paul and Jennifer Fall Jung, William and Elaine Hartleb, James Hunter, Kevin and Linda Keenan, Estate of Donald L. Kelm, LG Caddell And Associates, Tom A. Page, Rancho Mesa Insurance Services, Estate of Virginia Smith Richardson, San Diego Kiwanis Club Foundation, Marco A. Sessa, Donna and Daniel Skiles, Colton T. and Cynthia J. Sudberry, Tal S. David, MD / Synergy Specialists Medical Group – Sorrento, The Library Tavern, Michael A. and Catherine Thiemann, Peri Traynor, Tri Source International LLC, Traynor Family Foundation, Norv Turner, and Kyle Williams.

Presidential & Special Events:

On Tuesday, August 30 a TCF stewardship committee meeting was held. The goal of this committee is to determine best practices for stewarding donors to San Diego State University. Presentations included updates from athletics, donor relations, Discover SDSU, SDSU Alumni and the next anniversary milestone event, "Light the Town Red."

On August 30, the President and Vice President Vargas hosted the SDSU Loyal Appreciation reception, an event designed to honor donors who have given to SDSU for 20 years or more. For the 21-22 fiscal year, this group consists of approximately 700 households. The total lifetime giving (received) of this group is approximately \$165 million. Over 130 guests attended this inaugural event, including members of The Campanile Foundation Board, Tower Society, Heritage Society, and Athletics Directors.

On Saturday, September 3, President de la Torre and Vice President Vargas hosted guests in both the

Walter J. and Betty C. Zable Foundation President's Suite (50 guests) and The Campanile Foundation Suite (16 guests) at the SDSU vs. Arizona football game in Snapdragon Stadium. Guests included Interim Chancellor Koester, CSU Trustees, Tower Society Summa Cum Laude members (those who have donated \$1M+), TCF board members, elected officials and five Georgian delegates. Select development officers were also in attendance.

On Wednesday, September 7, the President and Vice President Vargas hosted a stewardship dinner at the University House for donors to the College of Professional Studies and Fine Arts. The purpose of these intimate dinners is to show appreciation for their support. The donors in attendance support journalism, forensics, music and dance, theatre, and the Performing Arts District. For many of the donors, this was the first time they met interim dean, Dr. Heather Canary.

On Saturday, September 10, Vice President Vargas hosted 50 guests in the Walter J. and Betty C. Zable Foundation President's Suite at the SDSU vs. Idaho State football game in Snapdragon Stadium. Guests included Tower Society Summa Cum Laude members (those who have donated \$1M+), TCF board members and Associated General Contractors of America (AGC) members. Select deans and development officers were also in attendance. Additionally, the College of Education and Imperial Valley campus hosted 16 guests in The Campanile Foundation Suite.

TO: SEC

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

DATE: September 20, 2022

SUBJECT: Information: Report from the September 8-9, 2022 plenary meeting of the Academic Senate CSU (ASCSU)

The September 8-9, 2022 ASCSU plenary meeting was held online.

Jolene Koester, Interim CSU Chancellor; Wenda Fong, CSU Board of Trustees Chair, and Jack B. Clark CSU Board of Trustees Vice Chair

The Governor has committed to providing 5 percent annual funding increases to the CSU for the next 5 years, dependent on specific metrics: increasing access, improving student success and equity (eliminating equity gaps), increasing affordability, increasing intersegmental collaboration, improving workforce preparedness, and providing access to online course offerings (tripling current offerings). The compact with the Governor will guide leadership and administrative efforts throughout the CSU over the next few years.

This was followed by discussion of various concerns raised by senators, among them the scope and context of Title IX campus visits and provision for input from campus faculty; presidential salary increases and hiring; the new compact with the Governor; student success; MPP hiring; administrative bloat on campuses; and others.

CSU Faculty Trustee Romey Sabalius

The governor's compact with the CSU to provide 5 percent increases in the state contribution portion of CSU funding for the next 5 years amounts in effect to a 2.8 increase to CSU's overall budget. Discussion with senators followed on various issues raised by individual senator speakers.

Sylvia Alva, Executive Vice Chancellor of Academic and Student Affairs

Provided an overview of initiatives and performance assessments around 5 questions: can students find their way to the CSU, can students learn at the CSU, are students invited to participate, do they feel that they belong here, how are diverse students and the people who were hired and the systems that were developed to serve them doing. Answered senators' questions about these and a variety of other student-centered issues.

Gina Maisto Smith - Chair; Leslie Gomez - Vice Chair Institutional Response Group, Cozen O'Conner; Sue McCarthy - Systemwide Title IX Senior Director; Laura Anson - Senior Director for EO/DHR/Whistleblower compliance

Introduced and discussed the on-going Systemwide Title IX and DHR Assessment (audit) that is being conducted on CSU campuses. Surveys of faculty and other stakeholders will be posted in October. The team will be at SDSU on Nov. 1-3. Their final report is due to CSU Chancellor's Office in March 2023. The presentation was followed by an extended robust discussion, which advanced many criticisms of the project from a variety of perspectives and articulated a variety of campus concerns with the project.

Election of the CSU Faculty Trustee Recommending Committee

The ASCSU elected two of its members to serve on the Board of Trustees' Faculty Trustee Recommending Committee.

Resolutions

At the September 8-9, 2022 ASCSU plenary meeting, six resolutions were passed:

AS-XXXX-22/Monterey Bay Delegation COMMENDATION IN HONOR OF SENATOR VANESSA LOPEZ LITTLETON

AS-35XX-22/ Fullerton Delegation COMMENDATION IN HONOR OF SENATOR STEPHEN STAMBOUGH

AS-xxxx-22/ Channel Islands Delegation COMMENDATION IN HONOR OF SENATOR IVONA GRZEGORCZYK

AS-XXXX-22/Sonoma Delegation COMMENDATION IN HONOR OF SENATOR WENDY OSTROFF

AS-XXXX-22/APEP COMMENDATION IN HONOR OF DR. SUSAN L. HOLL

AS-3565-22/APEP FEEDBACK ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS) CAL-GETC PROPOSAL (FIRST READING WAIVED)

Asks the ASCSU to request that each Campus Senate submit feedback to the ASCSU by October 24, 2022 that selects from one of the following three positions regarding the June 2022 Cal-GETC proposal: support the June 2022 Cal-GETC proposal, recommend specific changes that satisfy the requirements of AB 928, with rationale, or unable to come to a consensus. The resolution asks the Executive Committee of the ASCSU to compile and distribute to the ASCSU the results of this feedback by October 31, 2022, at 5pm.

Eleven resolutions received first reading:

AS-3566-22/AA CONSIDERING THE CAMPUS IMPACTS OF AB 928

Asks CSU Campus senates, in consultation and conversation with relevant constituencies (e.g., General Education committees, department chairs, chairs of curriculum committees) to debate the following:

- a) The implications of aligning CSU General Education (GE) with California General Education Transfer Curriculum (Cal-GETC);
- b) How might programs and campuses use the 5/6 units released from CSU GE to serve the educational interests of our students, and
- c) should alignment be required

and requests that the Senate chairs provide a summary of any discussion on these questions to the ASCSU by the end of the fall semester.

AS-3567-22/FGA CLARIFYING AB 927 IN THE EVENT OF AN INTERSEGMENTAL IMPASSE

Urges the Legislature to amend AB 927 by appending language to Section 78042 of the Education Code (i) (5) that shall read:

“The written agreement required between the objecting segment and the Chancellor of the California Community Colleges shall address, at a minimum, whether each of the elements of the original objection addressed in paragraph (4) has been resolved. The Community Colleges may not proceed to offer the proposed program(s) about which objections have been made unless or until the objecting segment ‘s concerns have addressed to the satisfaction of the objecting segment”

and requests the Chancellor’s Office advocate for such an amendment with the Legislature.

AS-3568-22/FA THE ROLE OF FACULTY IN PROTECTING FAIR FACULTY WORKLOAD IN THE CSU

Encourages CSU faculty on all campuses to request and use reassigned units for which they are eligible, based on the Collective Bargaining Agreement (CBA) and campus policies and practices and discourages faculty from volunteering for work for which reassigned units are provided by their campus administration, recognizing that it is detrimental to the quality of education in the CSU, a violation of the Collective Bargaining Agreement, and a violation of the *Fair Labor Standards Act* to volunteer for one’s own job. Also, discourages faculty from working overload units for which they are not compensated or for which they are relinquishing compensation.

AS-3569-22/APEP ON THE INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES (ICAS) CAL-GETC PROPOSAL: ACTION

Urges the ASCSU to ADOPT or FAIL TO ADOPT the California General Education Transfer Curriculum (Cal-GETC) proposal recommended by ICAS for consideration at its June 1, 2022, meeting.

AS-3570-22/FA REQUESTING EXTENSION OF WSCUC AUTHORIZATION OF REMOTE TEACHING

Strongly urges the Chancellor's Office to seek from the WASC Senior College and University Commission authorization of remote teaching for the CSU system for the Spring 2023 academic term.

AS-3571-22/APEP ENGAGING INTERSEGMENTAL DISCUSSIONS REGARDING COLLEGE PREPARATORY COURSEWORK IN MATHEMATICS (AREA C)

Recommends to the CSU Math Council form an ad hoc committee consisting of faculty and, as appropriate, staff and administrators, to engage - in the 2022-23 Academic Year - with the appropriate leadership of the University of California (UC) and the California Community Colleges (CCC) to review recent changes to the UC Area C mathematics standards and the courses subsequently approved that validate or replace Common Core Algebra 2 or Integrated Mathematics III, and requests a report from the Math Council on progress made on this issue by May 1, 2023.

AS-3572-22/FA PROCLAIMING THE PERSONHOOD AND RIGHTS OF WOMEN

Proclaims that girls and women have personhood, that they are full and equal human beings, with rights equal to those of boys and men under the law, and that forcing girls and women into life-threatening pregnancy and childbirth violates their right to bodily autonomy, endangers their physical health, and violates their right to life.

AS-3573-22/AA TO ADOPT GENDER INCLUSIVE-LANGUAGE AND TITLES AT THE CALIFORNIA STATE UNIVERSITY

Recommends the adoption of gender-inclusive terms such as "first-year student" (or "first-time, first-year student") and "upper-level student," instead of gender-based terms such as "freshman" and "upperclassman" respectively in university records, materials, communications, and processes, and recommends that communications from the CSU, including from the system, CSU campuses, academic and other units adopt the use of gender-inclusive language.

AS-3574-22/FA REAFFIRMING THE ROLE OF CAMPUS SENATES IN THE CALIFORNIA STATE UNIVERSITY (CSU)

Affirms the role of campus Academic Senates in creating campus policies and procedures and their right to modify and create campus policies that are consistent with and which complement the Collective Bargaining Agreement, and that claims that campus Academic Senates may not create or address policies that include items bargained between the CSU and CFA are false and without any legal or other foundational basis. Urges the CSU Chancellor's Office to recognize the rights and responsibilities of campus Academic Senates and their vital role in shared governance, including creating and modifying policies that are consistent with and which complement the Collective Bargaining Agreement and urges campus Presidents to support the role of campus Academic Senates, including their right to create and modify policies on items

that are also addressed in the Collective Bargaining Agreement.

AS-3575-22/FA PROVISION OF FREE CONDOMS TO STUDENTS ON CALIFORNIA STATE UNIVERSITY (CSU) CAMPUSES

Recommends that each CSU campus provide free condoms to students on campus, as well as information about the use and effectiveness of condoms.

AS-3576-22/FA REQUEST FOR ONGOING ACCOMMODATIONS AND FLEXIBILITY IN THE TIME OF COVID-19

Acknowledges the ongoing impact of the COVID-19 pandemic and asks the Interim Chancellor to urge the campus presidents to be flexible, compassionate, and accommodating in responding to evolving conditions. Requests that students, faculty, and staff who are immunocompromised or have COVID-19 related medical exemptions be accommodated for remote instruction and employment, in consultation with their Department Chair or supervisor. Urges the Chancellor's office and campus Presidents to address the need for additional long-term sick leave support for COVID-19 infections and for long COVID and recommends that faculty, in consultation with their department chair, be allowed flexibility in determining the best course of action should a class be exposed to COVID-19, including adopting an alternative modality in order to continue class sessions, and that faculty, students, and staff be surveyed regarding the issues they faced, and continue to face, in returning to a hybridized campus following the COVID-19 lockdowns to determine what long-term changes to campus and system policies need to be put into place.

AS-3577-22/JEDI/FA SUPPORT FOR EVALUATING THE CSU COURSE EQUITY PORTAL

Supports the concept and implementation of a Course Equity Portal, where faculty members can see a snapshot of achievement gaps in their courses between Underrepresented (URM) students and students not from URM groups, female and male students, students who receive Pell Grants and those who do not, and first-generation students and those who are not first-generation within each of their courses. Urges the Senates of individual campuses selected to participate in the pilot study to work with the Course Equity Portal team to encourage individual faculty members to reflect on the portal, its design, and how the portal could effectively help faculty members eliminate achievement gaps in their own courses and to provide that information to the Course Equity Portal team via an anonymous survey.

Copies of ASCSU 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/>.