



SAN DIEGO STATE
UNIVERSITY

To: President Adela De La Torre

From: Mark R. Wheeler

Chair, San Diego State University Senate

Date: September 13, 2019

Action Memo

Senate Meeting on September 3, 2019

Pursuant to Section 11.1 of the Senate Bylaws, I hereby present to the SDSU President the official minutes of the September 3rd Senate meeting. These minutes are presented as an action memo.

Within 30 days of the conclusion of the Senate meeting, the President may approve or reject these recommended actions, or may postpone a decision.

A Senate action approved by the President shall become official university policy at the time the President approves the action and shall be implemented as soon as is practical, which may precede its appearance in the university policy file.

Agendas, minutes, and supporting documents are available on the Senate website:

<https://senate.sdsu.edu/about-university-senate.aspx>

1. The following Senators were elected to serve on the search committee for the Vice President of University Relations & Development Search Committee:

William Tong (College of Sciences)

John Putman (College of Arts & Letters)

Robert Ray (Library)

Mounah Abdel-Samad (College of Professional Studies & Fine Arts)

Hala Madanat (College of Health & Human Services)

2. The Senate unanimously passed a Resolution Fostering a Welcoming and Safe Campus Climate for LGBTQIA+ Students. Please see ADDENDUM 1. If the President approves this Resolution, the Senate respectfully requests that she work with the Senate leadership to ensure that the Resolution itself and relevantly related policies be added in a timely fashion to the SDSU University Policy File.
3. The Senate unanimously passed a Resolution Establishing an Official SDSU Kumeyaay Land Acknowledgement. Please see ADDENDUM 2. If the President approves this Resolution, the Senate respectfully requests that she work with the Senate leadership to ensure that the Resolution itself and relevantly related policies be added in a timely fashion to the SDSU University Policy File.
4. The Senate read for the first time the following motion brought by Senator-at-Large Ponomarenko:

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.

The motion was referred the Committee on Constitution and Bylaws for review before a second reading at the October Senate meeting.

5. The Senate voted against a motion brought by Senator Seshan in support of a proposal for an Expanded Pilot for Winter Session 2020. See ADDENDUM 3.
6. The Senate unanimously approved a motion brought by the Staff Affairs Committee. See ADDENDUM 4.
7. The Senate unanimously approved a motion brought by the Committee on Committees and Elections. See ADDENDUM 5.
8. The Senate unanimously approved a motion brought by the General Education Curriculum and Assessment Committee, amended so as not to include HIST 135. See ADDENDUM 6. Consideration of HIST 135 postponed to the October Senate meeting.
9. The Senate unanimously approved a motion brought by the Graduate Council. See ADDENDUM 7.

ADDENDUM 1

Resolution of the San Diego State University Senate: Fostering a Welcoming and Safe Campus Climate for Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (LGBTQIA+) Students

Whereas: In response to a survey conducted by SDSU, many LGBTQ+ Studies alumni requested more ethnic, racial, and sexuality diversity of program faculty to represent more minority voices;¹

Whereas: According to Higher Ed Today, reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders;²

Whereas: The omission of LGBTQIA+ demographics in quantitative research in higher education, including SDSU, renders these populations invisible to university leaders;³

Whereas: The National Center for Transgender Equality estimates that there are 1.4 million transadults in the US, and studies show that transgender people disproportionately face

¹https://drive.google.com/open?id=1Ylrc_e1SrsGbaR8qPgmgUsGdjDGB83fM Our campus is working to improve policies and procedures in order to serve students, faculty, staff, and patients who are transgender, intersex, and nonbinary. Many areas of campus, such as employment processes, housing, and recreational areas are designated by gender in a binary way (men and women).

²“Reports of harassment and discrimination, especially for transgender students, remain a problem at a time when student learning and persistence are central issues for higher education leaders. Of particular concern are student reports of harassment in classrooms and other learning contexts, of widespread cyberbullying, and of the amplification of racism and sexism through homophobic and transphobic harassment. Research on campus climate generally and LGBTQ climate specifically points to the negative consequences of hostile climates for student learning, persistence in college and mental health and wellness.”
<https://www.higheredtoday.org/2017/04/10/lgbtq-students-higher-education/>

According to several nation-wide surveys, 46.9% of trans-spectrum students reported feeling discriminated against compared to 15.7% non-transgender students. For queer-spectrum students, this was found to be 32.1%, in comparison with 14.0% of their heterosexual peers. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

³Only 1.88% of higher education research articles surveyed included sexual identity and only .54% included gender identity demographics. <https://clementicenter.rutgers.edu/news/2018-white-paper/>

discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement;⁴

Whereas: Allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation;⁵

Whereas: The Gender Recognition Act (Senate Bill 179), signed into law on October 15, 2017, changes the process for California residents to apply to change their gender markers, and gives the option of a new gender category, nonbinary, on state-issued ID cards, birth certificates, and drivers' licenses;⁶

Whereas: President Adela de la Torre has stated that "As the 9th permanent president of San Diego State, I want you to know that I believe that inclusion and equality are paramount to the

⁴ More than 80% of murdered trans people in the US are trans women of color. 30% of trans folks have experienced homelessness at some point in their lives. More than 25% of trans people have lost a job due to bias, and more than 75% have experienced some form of workplace discrimination. 78% of young people who describe themselves as transgender or gender non-conforming reported harassment while in grades K-12. - [A Matter of Life and Death: Fatal Violence Against Transgender People In America 2016](#). Whereas: "Studies show that transgender people disproportionately face discrimination, harassment, and violence in areas of life including housing, education, employment, health care, and law enforcement." - *Gender Recognition Act*

⁵ "Some advocates say that allowing a third gender option on birth certificates and state IDs can help prevent people from facing questioning and discrimination because their legal documents do not match their gender presentation. A [2015 survey](#) by the National Center for Transgender Equality, in fact, found that nearly one third of respondents (32 percent) who showed an ID with a name or gender that did not align with their external presentation had experienced verbal harassment, denial of services and benefits, and even physical assault." - [Smithsonian](#)

⁶ This enables many in the LGBTQIA+ community—including transgender, intersex, and nonbinary people—to have full recognition in the state of California. The law went into effect January 1, 2019 and was authored by Sens. Toni Atkins (D-San Diego) and Scott Wiener (D-San Francisco) and was sponsored by [Equality California](#) and the [Transgender Law Center](#). - [UCSD](#) It is the policy of the State of California that every person deserves full legal recognition and equal treatment under the law and to ensure that intersex, transgender, and nonbinary people have state-issued identification documents that provide full legal recognition of their accurate gender identity. Gender identification is fundamentally personal, and the state should endeavor to provide options on state-issued identification documents that recognize a person's accurate gender identification." - [Gender Recognition Act](#)

success of our students... When our students feel welcomed, safe, valued, and connected they have the capacity to grow academically and personally.”⁷

Therefore, be it resolved that the SDSU University Senate urges President de la Torre, the SDSU Administration and Auxiliaries, the SDSU Student Government, appropriate Senate and campus committees, and all members of the campus community to support and, where authorized and appropriate, to enact the following (in accordance with the annual review of enrollment management practices, student support, and faculty hiring and retention efforts):

1. Update campus data systems to:

- Include a nonbinary option in systems which store and use gender;
- Include pronouns on class rosters and in systems which store and use gender;
- Update name fields to default to chosen names unless there is a legal or regulatory requirement to use legal name; and
- Include nonbinary people in reports, surveys, and assessments which indicate gender

2. Educate the campus community:

- About gender variance and encourage the use of personal pronouns and chosen names, *beyond* what SafeZones@SDSU and the Pride Center already do, and
- Through improved orientation programs (i.e. faculty, new student, transfer student, and staff) that include a focus on the following:
 - Provide initial training to build awareness and educate the SDSU community while promoting the inclusion and visibility of LGBTQIA+ communities;
 - Create expectations for incoming students, faculty, and staff about cultural humility; and
 - Build community with LGBTQIA+ students, faculty, and staff

3. Require departments to specify within their forthcoming diversity plans how they will better serve LGBTQIA+ (in particular Queer and/or Trans People of Color (QTPOC) students), and add a QTPOC Provost's Professor of Equity in Education to infuse intersectional LGBTQIA+ content into trainings to promote inclusive classroom environments (e.g. syllabi) that encourage the involvement and academic achievement of QTPOC students.

4. Prioritize recruitment, hiring, and retention in the following areas:

⁷ President de la Torre, Rainbow Flag Raising Ceremony, July 2018.

- Tenure-track faculty members who have a demonstrated record of scholarship and service focused on transgender studies and/or Queer and/or Trans People of Color (QTPOC);
- Counselors in Counseling and Psychological Services that have experience working with Queer and/or Trans People of Color (QTPOC); including a mental health counseling presence at The Pride Center; and
- Members of a trans-wellness team at Calpulli that provides holistic, comprehensive, physical and mental health and wellness services for trans, intersex, and nonbinary students.

5. Increase funding, in general, for LGBTQIA+ programming and, in particular, for:

- The Pride Center to support student-operated programming, events, and operations,
- The Pride House Mentor Program (retention based program), and
- The SafeZones@SDSU Training Program (to support campus-wide education, support, and visibility).

Authored by: Allison Vaughn, Associate Professor, Department of Psychology; Anne Guanciale, Assistant Director of Equity & Inclusion, The Pride Center; Wesley Palau, Coordinator, The Pride Center

Consultation with:

LGBTQIA+ student leaders, faculty, and staff

Carrie Sakai, Counseling and Psychological Services

Esther Rothblum, Professor, Department of Women's Studies

Susan E. Cayleff, Professor, Department of Women's Studies on behalf of SafeZones@SDSU

J. Luke Wood, Chief Diversity Officer & AVP for Academic Affairs (Faculty Diversity & Inclusion)

Nola Butler-Byrd, Associate Professor and Director of the Community-Based Block Program

Randy Timm, AVP for Campus Life & Dean of Students

Jessica Nare, Associate Chief Diversity Officer

Recommended for approval by:

Senate Standing Committee on Diversity, Equity and Inclusion

Megan Welsh, Assistant Professor, School of Public Affairs

Y. Barry Chung, Dean, College of Education

Irene Lara, Associate Professor, Department of Women's Studies

Marie Draz, Assistant Professor, Department of Philosophy

Amira Jarmakani, Professor, Department of Women's Studies

Kristen Hill Maher, Associate Professor, Political Science

Mathew Kuefler, Professor, Department of History
Jess Whatcott, Assistant Professor, Department of Women's Studies
Shawn Flanigan, Professor, School of Public Affairs
Rodrick A. Colvin, Interim PFA Coordinator, School of Public Affairs
Heather L. Corliss, Professor, School of Public Health
Doreen Mattingly, Professor and Chair, Department of Women's Studies
Martin Doucett, Associate Director, Counseling and Psychological Services on behalf of the
Pride Employee Resource Group (ERG)
Douglas Thomson, Counseling and Psychological Services
Cristina Antonucci, Counseling and Psychological Services
Erika Hess, Counseling and Psychological Services
Madeline Borkenhagen, Counseling and Psychological Services
Devon Berkheiser, Counseling and Psychological Services
Zemed Berhe, Counseling and Psychological Services
Jerel P. Calzo, Associate Professor, School of Public Health
Cheryl O'Brien, Assistant Professor, Department of Political Science
Yetta Howard, Associate Professor, Department of English and Comparative Literature; Co-
director, LGBTQ Research Consortium
James Tarbox, Executive Director, Career Services
Ramona L. Pérez, Professor, Department of Anthropology; Director, Center for Latin American
Studies
Todd Carson, Counseling and Psychological Services
Mary Joyce Juan, Counseling and Psychological Services
Manuel Rivera, Counseling and Psychological Services
Kristi Abrecht, Lecturer, Department of Women's Studies
Kevin Araujo-Lipine, Assistant Director, Student Life & Leadership for Student Organizations &
Activities
Adam Armolea, Assistant Director of Marketing and Communications for SDSU Alumni
Roxana Ashtari, Academic Advisor, International Business Program
Corey Polant, Assistant Director, Community Engagement and Development
Takeshi Kobayashi, Academic Affairs - Resource Management
Elzbeth Islas, Coordinator of Equity & Inclusion, Women's Resource Center
Quincey Penn, Assistant Director, Black Resource Center
Paige Hernandez, Coordinator, Black Resource Center
Jessica Chang, Assistant Director of Equity & Inclusion, Center for Intercultural Relations
Courtney Harmon, Graphic Designer, Enrollment Services
Matthew Garcia, Student Life Advisor, Fraternity & Sorority Life
Michelle Lopez, Assistant Dean, Division of Academic Engagement & Student Achievement

David Marx, Associate Professor, Department of Psychology

Senate co-sponsors:

Walter D. Penrose, Associate Professor, Department of History

Michael Juan, Counseling and Psychological Services

Kate Swanson, Professor, Department of Geography

ADDENDUM 2

SDSU University Senate Resolution to Establish an Official SDSU Kumeyaay Land Acknowledgement

Whereas, San Diego State University rests on land that has been home to the Kumeyaay people, who have been its caretakers for over 10,000 years; and

Whereas, the Kumeyaay people never ceded this land to the U.S. or State government through any ratified treaty; and

Whereas, a significant portion of the history of interaction between Kumeyaay people and non-indigenous settlers had been marred by genocidal violence, forced labor and forced removal from land; and

Whereas, SDSU is an institution of higher learning dedicated to evidence-based history and research; and

Whereas, San Diego State is a University that prides itself on community leadership and education; and

Whereas, as an accurate depiction of the history of the land on which SDSU resides should recognize Kumeyaay people's indigenous occupation of the land; and

Whereas, the university's long held connection with the mascot/moniker/spirit leader deriving from "Aztec culture" obscures the history of the actual indigenous occupants of this land; and

Whereas, the university's Mission-Style architecture can be a painful and daily reminder to many Indigenous students that the California Mission System sought to destroy and change Kumeyaay culture and Indigenous California culture as a whole; and

Whereas, informal student surveys have shown that many SDSU students incorrectly believe that the Aztecs are the indigenous inhabitants of this land or that SDSU students do not know who is indigenous to this land;¹ and

Whereas, Kumeyaay people and culture currently have a nearly invisible profile in campus life; and

Whereas, SDSU is committed to constructive and positive relationships with Kumeyaay peoples; and

Whereas, SDSU is committed to recruiting and retaining college ready Kumeyaay students; and

Whereas, it is in the best interests of, and is most culturally accurate for, SDSU to work with the Kumeyaay community on a land acknowledgement; and

Whereas, Kumeyaay historian, researcher, community leader, SDSU Alumnus, part-time lecturer in American Indian Studies, and citizen of the Campo Kumeyaay Nation, Michael Connolly Miskwish has consulted with SDSU's Office of Diversity and Inclusion to compose a culturally appropriate land acknowledgement crafted specifically for SDSU; and now therefore be it

Resolved that San Diego State University adopt a statement acknowledging Kumeyaay aboriginal residence and caretakership of the land on which SDSU currently resides; and

Resolved that the Senate adopt the Land Acknowledgement composed by Michael Connolly Miskwish, both

¹ At least 3 different SDSU professors have conducted informal surveys at the beginning of multiple semesters, asking the simple question "Who are the indigenous people on whose land SDSU sits?".

it's long and short versions (see attached); and

Resolved that this Kumeyaay Land Acknowledgement be promulgated ubiquitously throughout the university in forms such as, but not limited to, oral statements and ceremonial introductions at campus events, written statements on university webpages, written statements on college, departmental, or programmatic websites, or on commemorative plaques.

Attachment: *Kumeyaay Land Acknowledgement* created by Mike Connolly Miskwish

[*Full Version*]

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

[*Abbreviated Version*]

For millennia, the Kumeyaay people have been a part of this land. This land has nourished, healed, protected and embraced them for many generations in a relationship of balance and harmony. As members of the San Diego State community we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the Kumeyaay.

Michael Miskwish - Kumeyaay

ADDENDUM 3

To: Senate Executive Committee / Senate
From: Radhika Seshan, Dean, College of Extended Studies
Date: August 1, 2019
Re: Winter Session 2020 Expanded Pilot

On the heels of a very successful 2019 Winter Session pilot, the College of Extended Studies (CES) is proposing an expanded 2020 program, offered completely online, beginning on December 19, 2019, and running through January 15, 2020.

This new schedule:

- Offers 15 instructional days, compared with 11 days during the 2019 pilot
- Provides students with 9 additional weekend and holiday days to access course materials
- Focuses on fully online courses, requiring fewer on-campus resources
- Allows students the ability to complete their coursework from any location, in a time that is convenient for them
- Includes time for Enrollment Services to complete end of term functions prior to the start of the Spring 2020 semester
- Facilitates achieving SDSU's GI goals for 2025 while we continue to work with the University Senate and other campus partners to find a more permanent home for Winter Session in the academic calendar

Rationale

A total of 334 students enrolled during the 2019 Winter Session pilot, representing 30 different majors. Of those, 63% were Juniors and Seniors. Our evaluations following the end of term show 88% of students would take another Winter Session course, and 100% of faculty would teach in the program again. Additionally, our Student Services team has received over 1,000 calls and emails from students interested in Winter 2020.

These results, combined with the fact that all but 4 CSU campuses offer on-going Winter or Intersession programs, including CSU Northridge, Sonoma State, and our nearest neighbor, CSU San Marcos, demonstrate a clear potential for this program to strongly impact student success.

By collaborating with Colleges and Departments to target specific courses, such as high demand general education and upper division Explorations courses, those needed to achieve upper division status, and bottleneck courses, this impact will be even more significant as we expand to meet the needs of our students.

Proposed Winter Session 2020 Calendar

September 20, 2019	Proposals due to CES
October 1, 2019	Registration begins
December 17, 2019	Last day for student registration
December 19, 2019	Courses begin
December 20, 2019	Last day to drop
January 15, 2020	Last day of courses
January 16, 2020	Grades due
January 17, 2020	End of Term

Implementation plan**Phase 1 – Solicit course proposals (August – September)**

- Consult with colleges and departments to identify appropriate potential courses to be offered, specifically:
 - Bottle-neck courses
 - Lower division general education courses
 - Courses required for the major and/or to achieve upper division status
 - Upper division general education and Explorations courses
- Proposals due to CES by September 20

Phase 2 – Validation (September)

- Ensure that all courses proposed have been approved by both the Department Chair and Dean
- Courses have already been converted to online delivery, taught by instructors who have completed the Course Development Institute (CDI) program offered through ITS.
- Course prerequisites are minimal, and if required, can be verified by the department or instructor
- Approved instructors are not in danger of overload
- All courses are submitted for approval by Academic Affairs

Phase 3 – Instructional Design (September – December)

- In collaboration with the CES Instructional Design Team, instructors will be provided with resources to aid in adjusting their course load to a 3-week session format, to ensure workload, learning objectives, and academic rigor are consistent with 6, 12, and 16-week offerings

Phase 4 – Registration (October – December)

- Approved courses open for student registration October 1 – December 17

Phase 5 – Winter Session term

- Thursday, December 19, 2019 – Wednesday, January 15, 2020

Phase 6 – Assessment

- Student and instructor evaluations sent out
- Student focus group (early February)
- Final report, including enrollment analysis, evaluation results, and recommendations submitted to campus partners

ADDENDUM 4

Date: May 30, 2019

To: SEC/Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subj: Action item: Revisions to Staff Awards Section of the Policy File

Awards

1.0 Staff Excellence Awards

- 1.1 Five merit awards (Community Service, Service to the University, Staff-to-Staff Mentoring, Innovation and Team Effort) are available to recognize formally those San Diego State University staff members who have made significant contributions in each of the respective areas based on criteria posted on the Staff Affairs Committee website.
- 1.2 Two non-staff awards (Auxiliary Support and Manager of the Year) are available to recognize formally one employee from auxiliaries of San Diego State University (San Diego State University Research Foundation, Associates Students, Aztec Shops) and one Management Personnel Plan (MPP) employee of San Diego State University who have made significant contributions to the university.

2.0 Procedure and Criteria for Nomination

- 2.1 To be eligible, nominees must be permanent full-time staff employees of San Diego State University (San Diego and/or SDSU Imperial Valley) in good standing with the University, and be employed with the University at the time of the award, as verified through Human Resources. Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee.
- 2.2 To be eligible, nominees in the Auxiliary Support category must be a full-time employee of a recognized San Diego State University auxiliary (San Diego and/or SDSU Imperial Valley) in good standing with the auxiliary and be employed with the auxiliary at the time of the award, as verified through the auxiliary's human resources department.
- 2.3 The Staff Honors and Awards Committee shall issue a campus wide call for nominations, utilizing a wide variety of methods, in order to collect nominations in each category. Nominations may be received from staff, students, faculty members, administrators, alumni, and other members of the community.

Nominees will be considered for an award only in the category in which they are nominated, however an individual may be nominated in more than one category. Separate nominations are required for each category

- 2.4 Each nomination shall include: (a) Nominator's contact information (name, department, telephone, email, primary role) (b) Name and contact information of nominee (c) Award nomination category (d) Description of work or event that is deserving of award (e) Actions that set the nominee apart from other candidates, and (f) Unique qualities that make the nominee worthy of award.
- 2.5 The Staff Honors and Awards Committee shall review all nominations, determine eligibility and select those nominations which best fit the criteria for each category. The committee will then forward **all vetted nominations in each category and highlight** up to three unranked nominations in each category to the President, who shall select the recipients. The president will determine how many awards, if any, will be given in each category.
- 2.6 **Members of the Staff Honors and Awards committee are ineligible to receive an award during any year they serve on the committee. Student employees and faculty members (bargaining unit 3 tenure/tenure track and lecturers*) are also ineligible to receive an award.**

*** Staff members who serve as part-time lecturers are eligible for merit awards, provided they are nominated in their role as a staff member.**

Rationale:

The Auxiliary Support and Manager of the Year awards were not added to the policy file when they were created. This change rectifies that. The Staff Honors and Awards Committee regularly spends an inordinate amount of time fielding questions and arguments from nominators as to who is eligible to receive these awards. This addition would clarify the process and solidify eligibility. Sending all valid nominations to the President highlights the accomplishments of staff to the administration.

ADDENDUM 5

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and
Elections DATE: August 26, 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

Constitution and Bylaws

Chair: Tod Reeder

Diversity, Equity, and Inclusion

Chair: Gloria Rhodes

Faculty Advancement

Chair: Paula Peter

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Academic Resources and Planning

Chair: Mark Reed

Bookstore Advisory

Chair: (no current chair)

Campus Development

Chair: Laura Shinn

Committee on Committees

Chair: Allison Vaughn

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Environment and Safety

Chair: Sridhar Seshagiri

Extended Studies Advisory Council

Chair: David Ely

Faculty Honors and Awards

Chair: Matt Anderson

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: (no current chair)

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost

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

*D.J. Hopkins (PSFA) term renewed May 2022

NEED 2 students AS***Academic Resources and Planning***

*John Anderson (FOW/BUS) term renewed May 2022

*Bann Attiq (Staff) new term May 2022

*Sherry Ryan (PSFA) new term May 2022

NEED 2 students***Bookstore Advisory***

*Larry Verity (HHS) term renewed May 2022

*Marcie Bober-Michel (PSFA) new term May 2022

*Christy Dykstra (ENG) new term May 2022

*Michael Juan (Senator) new term May 2022

NEED 1 student***Campus Development***

*Carlos Sanchez (Staff) new term May 2022

NEED 1 facultyNEED 2 students (1 AS President or designee)***Committee on Committees***

*Linda Abarbanell (IVC) term renewed May 2020

*Michael Gates (HHS) term renewed May 2020

*Stefano Gubellini (FOW) term renewed May 2020

*Bonnie Kraemer (EDU) term renewed May 2020

*David Marx (SCI) term renewed May 2020

*Vinod Sasidharan (PSFA) term renewed May 2020

*Satish Sharma (ENG) term renewed May 2020

*Alfredo Urzúa Beltran (A&L) term renewed May 2020

*Allison Vaughn (SCI) term renewed May 2020

*Wil Weston (LIB) term renewed May 2020

*Rachael Record (PSFA) new term May 2020

*Betty Samraj (A&L) new term May 2020

Constitution and BylawsNEED 1 student

Copyrights and Patents
(Pending)

Disability Access and Compliance

- *Charles Degeneffe (Faculty) term renewed May 2022
- *Jon Rizzo (Staff) term renewed May 2022
- NEED 2 students (1 undergrad and 1 grad)

Diversity, Equity, and Inclusion

- *Kelsey Bajet (Student) term renewed May 2020
- *Jose Preciado (Staff) new term May 2022.
- NEED 1 FOW/BUS faculty
- NEED 1 ENG faculty
- NEED 1 Senate chair (or designee)
- NEED 1 student (from AS)

Environment and Safety

- *Todd Rehfuss (Staff) term renewed May 2022
- *Jerome Orosz (Faculty) new term May 2022
- NEED 2 students

Extended Studies Advisory Council

- *David Ely (FOW/BUS) term renewed May 2022
- *Suzanna Fuentes (IVC) term renewed May 2020
- *Terry Linman (CES staff) term renewed May 2022
- *Tim Tully (LIA) term renewed May 2022
- NEED 1 EDU faculty
- NEED 1 AA rep
- NEED 1 UCC rep

Faculty Affairs

- *Paula Peter (Faculty) term renewed May 2022
- *Nellie Tran (Faculty) term renewed May 2022
- *Allen Gontz (Faculty) new term May 2020

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
- NEED 6 students (AS President or designee + 5 others)

Freedom of Expression

- *Steve Barbone (Faculty) term renewed May 2022
- *Suzanne Finch (Staff) term renewed May 2022
- *Madhavi McCall (Faculty) term renewed May 2022
- *Mark Freeman (Faculty) term renewed May 2022
- *Mark Wheeler (Faculty) term renewed May 2022
- NEED 5 students (AS President or designee + 4 others)

GE Curriculum and Assessment

- *Larry Verity (HHS) term renewed May 2022
- *Heather Canary (PSFA) new term May 2022
- *Rebecca Nowicki (LIA) new term May 2022

NEED 1 FOW/BUS faculty

NEED 1 IVC faculty

NEED 2 (undergrad) students

Graduate Council

*Charles Degeneffe (EDU) term renewed May 2022

*Greg Harris (SCI) term renewed May 2022

*Khaled Morsi (ENG) term renewed May 2022

*Jennifer Thomas (SCI) term renewed May 2022

*Lisa Lamb (EDU) new term May 2022

NEED 2 (grad) students

Honorary Degrees (roster full)

Instructional and Information Technology

*Lisa Heizer (Staff) term renewed May 2022

*Kate Holvoet (LIA) new term May 2022

NEED 1 PSFA faculty

NEED 1 student

Intercollegiate Athletic Council

*Carol Landry (Staff) new term May 2022

NEED 2 students: 1 from Student Athlete Advisory Council and 1 AS President appointee

Liberal Studies

*Alexa Lawrence (Lib St. student) new term May 2020

Library and Information Access

*Katie Romabiles (NPL Staff) new term May 2022

NEED 1 EDU faculty

NEED 1 PSFA faculty

NEED 2 students

SDSU Press Editorial Board

(pending)

Staff Affairs

*Debra Bertram (Staff) term renewed May 2022

*Cyndi Chie (Staff) term renewed May 2022

*Suzanne Finch (Staff) term renewed May 2022

*Lisa Heizer (Staff) term renewed May 2022

*Todd Rehfuss (Staff) term renewed May 2022

*Ed Legaspi (Staff) new term May 2022

*Clarissa Terna (Staff) new term May 2022

NEED 2 faculty (1 must be a Senator)

NEED 1 student

Student Grievance

*Brian Hentschel (Faculty, full-time) new term May 2022

*Bailie Whittaker (Staff) new term May 2022

NEED 1 full-time administrator

NEED 8 students

Student Learning Outcomes

*Lisa Lamont (LIA) completing term (for Pamela Jackson) May 2020

NEED 1 A&L faculty

SENATE AGENDA
NEED 1 BUS faculty
NEED 2 students

SEPTEMBER 3, 2019

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

*Tyler Rogers (Staff) new term May 2022
NEED 2 students

Undergraduate Council

*Zoe Jarocki (LIA) term renewed May 2022
*Virginia Loh-Hagan (EDU) new term
NEED 1 A&L faculty
NEED 2 (undergraduate) students

Undergraduate Curriculum

*Cathie Atkins (SCI) term renewed May 2022
*Scott Lipscomb (PSFA) new term May 2022
NEED 1 A&L faculty
NEED 1 FOW/BUS 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
Marva Capello

HHS

Philip Greiner

SCI

Byron Purse (sabbatical F 19)

Coaches

Carin Crawford

Lecturers

Kathleen Czech (PSFA)

SENATE AGENDA
David Fobes (PSFA)
Narelle Mackenzie (FOW/BUS)
Corinne McDaniels-Davidson (HHS)
Ian Ruston (A&L)
Karey Sabol (A&L)
Robert Showghi (FOW/BUS)

SEPTEMBER 3, 2019

ADDENDUM 6

TO: Senate Executive Committee / Senate

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

DATE: August 13, 2019

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Arts and Humanities

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

New course

ART 133. Modern Making (3) [GE]

Contemporary object design and production. Introduction to techniques, processes, and technologies used in craft, design, and creative industries.

New course

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.

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

New course

EUROP 160. European Reflections on Science and Technology (3) [GE]

European authors at the intersection of arts, science, and technology. Major innovations and debates across time and place.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

HIST 114. Sports in American History (3) [GE]

United States history through the lens of sports over time. Multiple relationships between historical sports and cultural, economic, physical, political, psychological, and social factors.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

A. Natural Sciences*New course*

BIOL 317. World of Dinosaurs (3) [GE]

Prerequisite: Upper division standing.

Current theories and controversies surrounding the evolution and extinction of dinosaurs for non-science majors. Not applicable to biological sciences majors.

B. Social and Behavioral Sciences*New course*

*SPAN 462. Language Variation in the Spanish-Speaking World (3) [GE]

Prerequisite: Spanish 350.

Sociolinguistic and pragmatic variation across the Spanish-speaking world. Interactions between identity, language, and society.

C. Humanities*New course*

ART 380. Architecture That Changed Our World (3) [GE]

Visual culture in contemporary art and design through architecture in historical survey.

New course

*SPAN 461. Spanish in the United States (3) [GE]

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382.

Language-related phenomena in Spanish-speaking groups and communities across the U.S. to include dialects, language maintenance, and language use in various sociocultural domains.

***Cultural diversity course**

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

ADDENDUM 7

To: Senate Executive Committee/Senate
From: Graduate Council
Date: May 9, 2019
Re: 2020-2021 *General Catalog* and *Graduate Bulletin*

ACTION (3A-05-19)

MANAGEMENT INFORMATION SYSTEMS

1. New program.

Management Information Systems
Data Analytics Advanced Certificate
(SIMS Code: XXXXXX)

The advanced certificate is intended for students who wish to gain in-depth, hands-on knowledge in data analysis, interpretation, and management. This program is designed to develop the knowledge and skills necessary to inform organizational decision making through analyzing data, including unstructured data, using a variety of programming and statistical analysis tools. The goal of the program is to help prepare current or aspiring business analysts to succeed in areas such as government agencies, graduate degree programs, military, or private industry.

A bachelor's degree from an accredited institution is a prerequisite for admission to this advanced certificate program.

Certificate Course Requirements (12 units)

MIS 749 Business Analytics...3 B

A 623 Statistical Analysis...3

Electives: Six units selected from the following courses:

MIS 620 Electronic Business and Big Data Infrastructures...3

MIS 691 Decision Support Systems...3

MIS 748 Seminar in Applied Multivariate Analytics...3

Students must complete the 12 units of certificate coursework with a minimum grade point average of 3.0 with no grade lower than a C. Courses in the certificate program may be applied to the Master of Science in Information Systems or Master of Science in Business Administration degrees. Students may enroll in the advanced certificate program and a master's degree program in the Fowler College of Business concurrently.

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