



SAN DIEGO STATE
UNIVERSITY

San Diego State University Senate Minutes

November 6, 2018

AL 101

2:00 to 4:30 pm

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 - 9.4 Winter Session (Seshan, Waterman, Linman, Rotenberger) – **3:45pm time certain**
 - 9.5 New Registration Timeline (Prislin) – **4:00pm time certain**
 - 9.6 Aztec Identity Governing Board (Perez) – **4:10pm time certain**
10. Other Business
11. Adjournment: 4:34pm



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2:00 to 4:30 pm

The November 6, 2018 Senate meeting was called to order at 2:03 pm.

Attendance:

Officers: Bober-Michel (Chair), Ornatowski (Vice-Chair), Attiq (Secretary)

Arts and Letters: Abdel-Nour, Adams, Atterton, Beltran, Christakos, Cló, Hua, Imazeki, Penrose, Riley, Roberts, Werry, Wheeler

Business Administration: Ahsan, Gill, Gubellini, Peter

Coach: Crawford

Education: Brandon, Cappello, Chizhik, Degeneffe, Duesbery

Engineering: Engin, May-Newman, Morsi, Sharma

Health and Human Services: Gates, Greiner, Kressler, Mahar, Maluf, Rauh

Imperial Valley: Abarbanell

Lecturers: Fuller, Justice, Moberly, Rodenberg

Library: Bliss, Weston

MPP I & II: Montero-Adams, Caryl

Parliamentarian: Eadie

Professional Studies & Fine Arts: Hopkins, McMills, Sasidharan, Sha

Sciences: Atkins, Interlando, Lewison, Marx, Ponomarenko, Atkins (for Schellenberg), Vaughn, Zona

Staff: Aguilar, Chie, Preciado

University Services: Sakai

Administration: Johnson, Seshan, Shultz

Ex-Officio / Emeritus Faculty: Shackelford

Associated Students: Cravens, Estrada, Wiafe

CFA:

ASCSU: Butler-Byrd, Csomay

Guests: Brooks, Carrillo, Linman, Perez, Prislín, Reed, Richeson, Rothenberger, Verity, Waterman, Wood

1. Agenda (Attiq)

MSP To approve the Senate Agenda for November 6, 2018.

2. Minutes (Attiq)

MSP To approve the Senate Minutes for September 4, 2018.

MSP To approve the Senate Minutes for October 2, 2018.

3. Announcements (Bober-Michel)

3.1 Council of Chairs meeting

Bober-Michel briefly reprised the Council of Chairs meeting (held in mid-October), focusing specifically on a system-wide public records request for grade data. The Chancellor's Office negotiated with the requester to replace names with ID numbers – thus providing faculty some level of anonymity. Further details are provided in Provost's Johnson's 11/9 message to the campus (appended to the Minutes).

Ornatowski noted that the request has to do with grade distribution; the requester's "hypothesis" is that lecturers give higher grades than their faculty counterparts in order to assure continued work.

On a separate note, **Ponomarenko** reminded the Officers that the faculty membership referral to CBL didn't yet appear on the Referral Chart. The specific request is for CBL to explore modifying the formula by which the number of faculty seats is determined. Currently, it is 8% of FTEF; CBL will examine what an increase to 9 or 10% might look like. **Bober-Michel** agreed to immediately take care of this.

4. Academic Affairs (Johnson)

The **Provost** updated Senators on the status of our several administrative searches and thanked all who are involved. College of Sciences candidate interviews will conclude this week, while the Library, Engineering, PSFA and Provost Committees are finalizing their respective qualification statements with the search firm (Witt/Kieffer). **Johnson** encouraged everyone to complete feedback forms; our input is key to administrators making good hiring decisions.

The **Provost** noted that AVP **Prislin** is compiling a comprehensive report on Academic Affairs' financial resources, with a presentation to Deans set for tomorrow. He has directed Deans to fully share this information with faculty and staff in their respective units. Academic Affairs, according to the **Provost**, is modeling an open and transparent process that he expects all the other Divisions to follow in the very near future. Via this exercise Academic Affairs learned that its total budget of \$280 million barely covers expenses; the oft-stated belief that "extra" money is hidden away somewhere is just a myth. Important to know is that Academic Affairs has little reserves – about \$4 million, which doesn't even cover a month. Good accounting practices call for a 3-month reserve. The Colleges should take all this to heart as they create their reports since reserves are key to offsetting unanticipated downturns in the economy or unanticipated emergencies.

The Provost noted that PBAC largely focuses on new dollars from the state – but in his view the decision-making process unfolds without context (meaning: in isolation, without a full picture of where we are and how best to address our varied needs); a more useful focus would take into account carryforwards, reserves, and surpluses; that bigger picture would inform how we prioritize our needs and ways to address them.

Prislin reminded us that some spending (faculty promotions, for example) falls into the “must” category and tends to rely on new dollars. From there we move to requests for instructional support, equipment, IT support funding, etc. These requests are handled as lump sums (not incrementally)—with funds distributed to the Colleges for allocation to departments, etc.

Finally, the **Provost** spoke to improving the role AR&P plays in the budget process—so that the Committee has more input into final decisions. Right now, members primarily confirm (rubber stamp) decisions that BRAT has already made.

Wheeler asked if it might be useful for the Senate to approve a Resolution of support, but the Provost said it may not be necessary since President de la Torre supports his efforts.

Preciado questioned the value of maintaining reserves centrally rather than within the Divisions. He expressed specific concerns about allocations to Business and Financial Affairs and wondered aloud about reserves at its disposal. The **Provost** reminded him that his focus *today* was Academic Affairs only.

Relative to Dean searches, **Morsi** advocated for a confidential vote within a College in addition to submitting survey feedback. The survey input just isn’t sufficient.

On a separate note, **Shackelford** noted the passing (October 19) of physics professor Richard H. Morris (fondly known as “Doc Morris”)—and his disappointment that the President’s Office and/or Academic Affairs failed to distribute a formal announcement. Professor Morris had an especially long and successful tenure at SDSU, having joined the Physics Department in 1957. **Shackelford** asked that an announcement be sent to the SDSU community highlighting Prof. Morris’ 60+ years of service to the campus. (For details, please see the Daily Aztec commemorative article dated 11/22/18; <https://thedailyaztec.com/92272/news/obituary-richard-doc-morris-sdsus-longest-serving-professor/>.)

5. SEC Reports

5.1 Referral chart (Ornatowski)

Ornatowski formally presented a new referral to CBL; DEO is seeking to change its name to Diversity, Equity and **Inclusion** and add the newly-formed position of Student Affairs/Diversity, Equity, and Inclusion Officer. **Bober-Michel** reminded Senators that three different units (Student Affairs, Academic Affairs and Human Resources) now handle diversity and inclusion. Additionally, the AA official (Dr. J. Luke Wood) serves as the University’s Chief Diversity Officer.

As an aside, **Wheeler** asked that the Officers establish a Senate listserv to facilitate communication between and amongst Senators. **Bober-Michel** agreed to check into which platform we might use; she also is consulting with her Senate Chair colleagues about their use of communication tools.

6. Old Business

7. New Business: Action Items

7.1 Academic Calendar (Shultz)

Shultz presented the revised 2019-20 Academic Calendar—which now includes our experiment with Sunday exams (December 15, Fall 2019; May 17, Spring 2020). If we run into unexpected problems with this year’s rollout, we’ll revert back to the earlier version of the Calendar. **Shultz** said that we’d soon see one final (and relatively minor) update: a redesign that more clearly shows our three Summer Sessions (S1, S2, T1).

In anticipation of our later conversation about Winter Session, AVP **Shultz** noted that we don’t have wiggle-room to add additional instructional days in December or January; every day is accounted for. San Marcos’ session is longer because Saturday is used as a true instructional day during the regular academic year. In Fall 2018, for example, San Marcos’ semester ends a full week ahead of ours.

MSP

7.2 Committees and Elections (Vaughn)

Chair **Vaughn** sought approval of recent appointments to both Standing Committees and other committees and councils. She continues to re-populate the long-dormant Extended Studies Advisory Council.

MP

7.3 General Education Curriculum and Assessment (Sha)

Chair **Sha** updated members on the build-out of Area E (required as part of EO 1100) and also presented the following action items.

HIST 102. World History through Science and Technology (3) [GE] (II. Foundations of Learning→C. Arts and Humanities→2. Humanities: History, Languages other than English, Literature, Philosophy, Religious Studies). *New course.*

CCS 275. Sports and Race (3) [GE] (III. Lifelong learning and Self-Development). *New course.*

CCS 280. Youth Studies in Racialized Contexts (3) [GE] (III. Lifelong learning and Self-Development). *New course.*

CAL 301. Concepts and Ideas in Science and Technology Studies (3) [GE] (IV. Explorations of Human Experience→B. Social and Behavioral Sciences). *New course.*

NURS 351. Exploring Healthcare in America (3) [GE] (IV. Explorations of Human Experience→B. Social and Behavioral Sciences). *New course.*

HUM 412. Science and the Humanities (3) [GE] (IV. Explorations of Human Experience→C. Humanities). *New course.*

MP

7.4 Staff Affairs (Chie)

Staff Senator Representative **Chie** presented a policy clarification in response to recent questions regarding nomination eligibility for staff serving (in particular) on Search, Review, and Auxiliary Review Committees.

MSP

7.5 Undergraduate Curriculum (Verity)

Chair **Verity** presented the one item on the report – elevating the Islamic and Arabic Studies emphasis under the Social Science Major to a full major.

MSP

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on Consent Calendar.

8.1 Academic Policy and Planning (Hopkins)

After **Hopkins** presented his report (which included AP&P’s annual agenda), **Wheeler** asked about the Enrollment Management Advisory Group (EMAG) that former President Roush established in Spring 2018. He and others expressed some concern about the group’s purpose – specifically that its “hidden” agenda was to recommend reductions in the number of local-area students we serve. EMAG members **Hopkins** and **Abdel-Nour** explained the types of issues on which the group focuses and assured Senators that the group is committed to serving as many qualified students as possible ... approaching that goal via discussions about different admissions formulas.

Shultz recommended a regular reporting structure so that SEC and Senate are better informed.

The **Provost** explained President de la Torre is seeking admission criteria that are transparent, clear, and consistent – whether our focus is local, regional, statewide, national, or international. As important, she and EMAG are committed to ensuring all disciplines are represented in this discussion; this is not about excluding anyone.

Bober-Michel agreed to ask EMAG co-chairs Balsden and Cook to present to SEC in November and Senate in December. She also assured Senators that they will know the group’s membership and each member’s affiliation.

Aguilar expressed concern about how changes to EOP – including a stipulation that aid recipients live on campus – negatively affects SDSU Imperial Valley. **Bober-Michel** agreed to look into this.

8.2 Academic Resources and Planning (Reed)

8.3 Faculty Affairs (Imazeki)

Imazeki reminded us that each year, Faculty Advancement provides the Faculty Affairs Committee with faculty census data for recent years. The Committee reviewed the most recent data – and highlights are presented in her report. Also included are the Committee’s recommendations – which serve as the basis for SEC referrals to other Standing Committees.

Wheeler asked whether or not the faculty data include those who serve as MPPs (whether full or part-time), and **Prislin** assured him that MPPs are indeed excluded.

8.4 General Education Curriculum and Assessment (Sha)

8.5 Graduate Council (Bohonak)

8.6 Undergraduate Curriculum (Verity)

8.7 University Relations and Development (Carleton)

MSP To accept reports on the Consent Calendar.

9. Other Information Items

9.1 Shared Governance Discussion Group (Lewison) – **3:10pm time certain**

Lewison advised that a campus-wide email to be distributed next week will detail President’s commitment to shared governance. Specifically, it will point to a SharePoint site (<https://tinyurl.com/yab8zwqz>) that features content to which the campus community can respond/react. This is an ongoing conversion – the goal being to finalize principles and practices on which the Senate will deliberate (and hopefully approve) in April 2019

Abdel-Nour explained some in CAL are suspicious and a bit cynical; they wonder *what’s* the point? He would like to see shared governance implemented through concrete proposals that make decision-making more inclusive.

9.2 GE Reform/Graduation Initiative 2025/EO 1100 and 1110 (Shultz)

Shultz shared highlights of the presentation she, **Sha**, and **Bober-Michel** made to University Council; it largely focused on assuring students that EO 1100 would not dramatically reduce the number of ethnic studies courses they were required to take. **Shultz** also spoke with CAL students about this; their concern is that lowered enrollments could result in the elimination of specific department or programs.

- Bober-Michel** noted that we have invited students to further discuss their perspective at our November SEC and December Senate meetings.
- 9.3 Committee to explore motorized scooters, etc. and vehicles on campus (freshmen living on campus) – (Richeson, Schultz) **3:30pm time certain** *See appended report*
Richeson is forming a committee to explore the impact of motorized scooters and other vehicles on campus—and asked for faculty volunteers; **Mahar** and **Crawford** agreed to serve. **Chie** suggested someone from the Student Ability Success Center (SADC) be included in the committee, and **Hopkins** called for someone from the performing arts.
 Also under study (by this committee) is restricting freshman who live on campus from having cars. There would be exceptions, of course, for students with work or other commitments that couldn't be met via rideshare services or public transportation.
- 9.4 Winter Session (Seshan, Waterman, Linman, Rotenberger) **3:45 pm time certain**
Waterman updated Senators on the courses (15 altogether, 3 of them cross-listed) to be offered during Winter Session (see: <https://ces.sdsu.edu/winter-session/2019-winter-session>).
 CES instructional designer **Linman** explained the support CES is providing faculty to develop their courses; she has already met with about half the group. Prior to finalizing their plans, she and others in CES met with their counterparts at Bakersfield and Sonoma State; both campuses have, for several years, run successful Winter Session programs. Students will be solicited for feedback throughout the session.
Preciado asked how the courses will be developed and deemed appropriate for an 11-day delivery, while **Bober-Michel** recapped SEC/CES discussions held over the Summer; she emphasized that this is a pilot—and assessment conducted during and after implementation will determine our next steps
Vaughn suggested we inform all students about the time commitment required to be successful in a session lasting only 11 days; **Shultz** also wants messaging for advisors so that they approach student conversations proactively – not reactively.
Seshan noted that some courses may run into the Spring semester (on Saturdays) to build more flexibility for students. **Rothenberger** emphasized that students are very interested; CES has received hundreds of requests for information.
- 9.5 New Registration Timeline (Prislin) – **4:00pm time certain** *See appended report*
AVP Prislin updated members on the rollout of early registration – focusing on lessons learned from Fall that can and will be applied to Spring (which opened on November 1). She is eager for our input on improving the process going forward.
Prislin detailed the multipronged (and quite successful) communication campaign for reaching continuing students. Significant effort was put into advising; in addition, the Office of Financial Aid and Scholarship and Students Accounts Services did a

remarkable job in ensuring students' financial needs were met. However, there were some weaknesses associated with prerequisite checking, course demand projections, distribution of the 2- and 3-year warning lists, etc. **Prislin** recognizes the need to revise Major Academic Plans (MAPs) and ensure advisors are up to speed on any changes to them. She also wants to improve communication between and among Colleges.

Adams suggested having multiple MAPs (not a one size fits all model)—presented in a format that is flexible.

Riley shared problems she and other faculty encountered with opening up new sections to respond to enrollment demands, **Prislin** explained there were course sections in reserve (hidden), ready to be opened on very short notice; however, issues arose from confusion about who was or wasn't authorized to open them. This definitely will be corrected for Spring.

9.6 Aztec Identity Governing Board (Perez) – **4:10pm time certain** *See appended report*

Perez, co-chair of the Aztec Culture Education Committee and a member of the Aztec Identity Governing Board, reported on progress with developing an online educational program; it is in test-phase and will soon be available to all administrators, faculty, staff, and students. Beginning Fall 2019, incoming students will complete it as one of several pre-orientation requirements already in place.

Perez also focused on the a) restoration and preservation of the mural on the Art Building's south wall and b) creation of a healing garden featuring herbs and plants that members of the campus community will be able to harvest for personal use. She reiterated the campus' commitment to respecting/honoring our area's native and indigenous peoples.

More information about the Education Committee and Identity Board is available at: <https://president.sdsu.edu/moving-forward/aztec-identity>).

Carrillo, a student guest, asked for the names of those who served on the Task Force last year. **Bober-Michel** and **Perez** explained that members asked for and were granted anonymity, so that information can't be divulged.

10. Other Business

11. Adjournment

MSP The Senate adjourned at 4:34 pm.



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UNIVERSITY

**San Diego State University Senate
Agenda**

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AL 101

2:00 to 4:30 pm

1. Agenda (Attiq)	COPY OF AGENDA
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3. Announcements (Bober-Michel)	
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10. Other Business
11. Adjournment

Subject: PRA Request for Grade Distribution Data

From: "Joseph F. Johnson, Jr., Interim Provost and Senior Vice President and Marcie Bober-Michel, University Senate Chair" <provost@sdsu.edu>

Date: 11/9/18, 11:00 AM

To: bober@sdsu.edu



from the **Provost**

JOSEPH F. JOHNSON JR.
INTERIM PROVOST AND SENIOR VICE PRESIDENT

To: SDSU Faculty

From: Joseph F. Johnson, Jr., Interim Provost and Senior Vice President and Marcie Bober-Michel, University Senate Chair

Subject: PRA Request for Grade Distribution Data

Dear Colleagues,

We write to inform you of a recent request for public records under the California Public Records Act (CPRA) for grade distribution data. This has caused some consternation within the CSU/Academic Senate and the CFA. In late September, all CSU campuses received a request for grade distribution data under the CPRA from members of the public doing research about the extent to which institutional pressures influence (inflate) grades awarded by adjunct faculty (whose performance is often measured by student evaluations).

All the requested information (including name and rank) is public, but CSU/Academic Senate has expressed concerns about faculty privacy rights. In response, the OGC reached out to the requestor to attempt to negotiate a compromise. The requestor voluntarily agreed that campuses could substitute a unique (confidential) identifier in place of faculty names. In addition, the Chancellor's Office provided the following guidelines:

- Campuses will not disclose faculty names. Instead, campuses should use a unique identifier in connection with each faculty member. Campuses should not use any form of an existing employee ID or other campus identifier for this purpose.
- Campuses will also identify whether the faculty member is in one of two classifications: (1) Tenure/Tenure-Track or (2) Temporary.
- The production should be limited to instructional faculty unit employees.

The data that will be shared will include the following:

- School Abbreviated Name, Department, Schedule Number, Section Number, Course, Units, and the number of students that received each grade (A to F). Faculty names will be removed and replaced with a random numerical identification number.

CSU Associate Vice Chancellor Loren Blanchard has discussed the matter with each campus Provost, and will continue to do so as additional questions arise. This update is for your information only, and requires no action on your part. While SDSU and all other campuses will need to comply with this Public Records Request per the above guidelines and stipulations, we will continue to work closely with the Chancellor's Office and with the OGC.

Sincerely,

Joseph F. Johnson, Jr., Ph.D.

Interim Provost and Senior Vice President

Executive Director, National Center for Urban School Transformation

Marcie Bober-Michel, Ph.D.

Chair, University Senate

San Diego State University
[Digital Privacy Statement](#)

Committee	Date	Item	Referred by
Constitution and Bylaws	May 2018* ¹	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -- >Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.	Senate Officers
Constitution and Bylaws	September 2018	Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -- >Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected).	Senate Officers
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to increase the number of seats for staff (to six, from four) and lecturers (to six, from four). Rationale for CBL: SDSU employs about 1,400 staff and about the same number of part- and full-time lecturers; the current number of seats for each group seems insufficient representation. Last year, several CSU campuses increased seats for these critical employees.	Senate Officers
Constitution and Bylaws	September 2018	Research the viability of a Senate seat for non-represented staff (who, in general, work in the College of Extended Studies and the Research Foundation.) Rationale for CBL: It seems wise to include all members of a group in the election process; the break between non-represented and represented feels arbitrary.	Senate Officers
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) so that the Assistant Vice President / Division of Academic Engagement and Student Achievement (DAESA) can serve in the Senate (ex-officio). Rationale for CBL: Currently, <i>general</i> Senate membership excludes Vice Presidents, Associate Vice Presidents and Assistant Vice Presidents, but the case can be made that DAESA is an academic unit, so that position should be included.	Senate Officers
Constitution and Bylaws	September 2018	Revise the Constitution (UNIVERSITY SENATE CONSTITUTION-->4.0: Membership and Electorate) to include the Associate Vice President/Faculty Advancement, Associate Vice President/Resources and the Associate Vice President/Diversity and Inclusion as non-voting ex-officio members. Rationale for CBL: Currently, holders of these positions attend SEC and Senate meetings as guests; we should formalize their importance via ex-officio (but non-voting) members.	Senate Officers
Constitution and Bylaws	October 2018	Consider a membership addition to the Diversity, Equity, and Outreach Committee as well as a change to the Committee's name (BYLAWS-->Section 3.9).	Senate Officers

¹ * = extended timeframe for completion

SDSU Academic/Holiday Calendar
2019-2020

Summer 2019

<u>Date</u>	<u>Holiday/Activity</u>
Mon, May 27, 2019	Memorial Day (Campus closed)
Tues, May 28, 2019	First day of Summer term
Tues, May 28, 2019	First day of classes
Thurs, July 4, 2019	Independence Day (Campus closed)
Fri, August 16, 2019	Last day of classes (Final examinations are the last day of classes for each summer session)
Wed, August 21, 2019	Last day of Summer term, grades due from instructors (11 pm deadline)

Fall 2019

<u>Date</u>	<u>Holiday/Activity</u>
Thurs, August 22, 2019	First day of Fall semester
Mon, August 26, 2019	First day of classes
Mon, September 2, 2019	Labor Day (Campus closed)
Mon, November 11, 2019	Veterans Day (Campus closed)
Wed, November 27, 2019	No Class (Campus open)
Thu, November 28 - Fri, November 29, 2019	Thanksgiving Break: (Campus closed) 11/28 Thanksgiving Day 11/29 * Admission Day
Wed, December 11, 2019	Last day of classes
Thurs, December 12 – Wed, December 18, 2019	Final Examinations
Mon, December 23 – Thurs, December 26, 2019	Winter Break: (Campus closed) 12/23 * Lincoln's Birthday 12/24 * Columbus Day

12/25 Christmas Day
 12/26 * Washington’s Birthday

Tues, December 31, 2019

Last day of Fall semester, grades due from
 instructors (11 pm Deadline)

Wed, January 1, 2020

New Year’s Day (Campus closed)

Spring 2020

Date

Holiday/Activity

Mon, January 20, 2020

Martin Luther King, Jr. Day (Campus closed)

Tues, January 21, 2020

First Day of Spring semester

Wed, January 22, 2020

First day of classes

Mon, March 30 – Fri, April 3, 2020

Spring Break

Tues, March 31, 2020

Cesar Chavez Day (Campus closed)

Thurs, May 7, 2020

Last day of classes

Fri, May 8 -Thurs, May 14, 2020

Final Examinations

Thurs, May 14, 2020

IVC Commencement

Fri, May 15 – Sun, May 17, 2020

Commencement – San Diego Campus

Fri, May 22, 2020

Last day of spring semester, grades due from
 instructors (11 pm Deadline)

*= Re-scheduled holiday

Senate Approved 12/06/2016

SAN DIEGO STATE UNIVERSITY

2019	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	DAYS	Instructional Days	
MAY			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			3	3
JUN		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			22	22
JUL			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T			21	21
AUG		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			16	13	
Total Academic Days for Summer 2019																												62	59							

X designates Academic Work day [0] First day of Summer term. [3] (* Final examinations are the last day of classes for each summer session)
 H designates Holiday [1] First day of classes. [4] Grades due at 11:00 pm, end of summer term
 [2] Last day of classes.

2019	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
AUG		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			6	4		
SEPT	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M			21	21	
OCT			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			22	22	
NOV		TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			19	18	
DEC			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T			20	8
Total Academic Days for Fall 2019																												88	73								

X designates Academic Work day [0] First day of Fall term. [3] Final exams Note: Aug and Sept work days are paid in Sept
 W designates Weekend Work day [1] First day of classes. [4] Grades due at 11:00 pm, end of fall semester.
 H designates Holiday [2] Last day of classes.
 NC designates no class (Campus open)

2020	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
JAN			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			8	7	
FEB		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S			21	21		
MAR			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	SB	H	20	20
APR			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			19	19	
MAY		F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S			18	5	
Total Academic Days for Spring 2020																												86	72								

X designates Academic Work day [0] First day of Spring term. [3] Final exams Note: Jan and Feb days are paid in Feb
 W designates Weekend Work day [4] IVC Commencement - May 14, 2020
 H designates Holiday [5] Commencement Days - May 15, 16, 17, 2020
 SB Spring Break [6] Grades due at 11:00 pm, end of spring semester.

This is not to be construed as an employee work calendar.

Total 2019-2020 174 145

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: October 10, 2018
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments, or replacements to committees (marked with an asterisk) along with open spots which need to be filled in each committee. Additionally, we provide a list of newly elected and existing committee chairs and a list of committees for which no roster information could be found.

NEW COMMITTEE CHAIRS

EXISTING COMMITTEE CHAIRS

Academic Resources and Planning

Co-Chairs: Donna Conaty and Mark Reed

Academic Policy and Planning

Chair: DJ Hopkins

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Peter Atterton

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Fee Advisory Committee (Campus)

Chair: Chris Thomas

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Joseph Johnson

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 (roster full)

Academic Resources and Planning

Brandon Khamenian new term May 2019

NEED 1 student

Bookstore Advisory (roster full)

Campus Development

NEED 1 student

Committee on Committees (roster full)

Constitution and Bylaws

NEED 1 student

Copyrights and Patents (roster full)

Disability Access and Compliance (roster full)

Diversity, Equity, and Outreach

*Kehmani Booze new term May 2019

Environment and Safety

NEED 1 faculty

Extended Studies Advisory Council

*Andy Bohonak new term May 2021

*Tony Chung new term May 2020

*Sandra Cook new term May 2019

*James Frazee new term May 2021

NEED 1 HHS faculty

NEED 1 IVC faculty

NEED 1 Senate representative

Faculty Affairs (roster full)

Faculty Honors and Awards

NEED 1 student

Fee Advisory Committee (Campus)

Freedom of Expression (roster full)

GE Curriculum and Assessment

*Jacob Mahony new term May 2019

*Allison Powell new term May 2019

NEED 1 IVC faculty

Graduate Council

*Adriana Trujillo term renewed May 2019

*Satish Sharma new term May 2021

NEED 1 A&L faculty

NEED 1 (grad-MA/MS) student

Honorary Degrees (roster full)

Instructional and Information Technology

NEED 1 student

Intercollegiate Athletic Council

*Bonnie Draxler new term May 2019
NEED President of Aztec Athletic Foundation (or designee)

Liberal Studies (roster full)

Library and Information Access

*Mohini Madhukar Salunke term renewed May 2019
 *Meegan Togatorop new term May 2019

SDSU Press Editorial Board (roster full)

Staff Affairs (roster full)

Student Grievance

*Sophie Chance new term May 2019
 *Vicky Evans new term May 2019
 *Crystal Sanchez new term May 2019
NEED 1 full-time faculty

Student Learning Outcomes

*Ezra Delbick new term May 2019
NEED 1 SCI faculty
NEED 1 student

Student Media Advisory

*Ronnie Cravens new term May 2019
 *Tomisin Osinfolarin new term May 2019
 *Michael Wiafe new term May 2019
 *Nikolas Wohlman new term May 2019
NEED 1 University president designee

Sustainability (roster full)

Undergraduate Council (roster full)

Undergraduate Curriculum

NEED 1 student

University Research Council

*Felisha Herrera Villareal new term May 2021

*reappointments or new appointments

TO: Senate Executive Committee / Senate

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

DATE: October 10, 2018

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Arts and Humanities

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

New course

HIST 102. World History through Science and Technology (3) [GE]

Hunter-gatherers and the rise of agriculture to modern globalization of industry and global warming. Interrelationships between cultural changes, scientific theories, and technological advances.

III. LIFELONG LEARNING AND SELF-DEVELOPMENT

New course

CCS 275. Sports and Race (3) [GE]

Intersection of sports and race as it impacts cultural, personal, and social development. Historical and contemporary controversies. Personal cultural experiences with sport as a racialized cultural institution.

New course

CCS 280. Youth Studies in Racialized Contexts (3) [GE]

Two lectures and two hours of activity.

Youth experiences and adolescent development in a racially diverse world. Ways ethnicity, race, and other sociocultural factors impact experiences of youth and lifelong roles.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

New course

CAL 301. Concepts and Ideas in Science and Technology Studies (3) [GE]

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

Frameworks, history, key concepts, and methods. Scientific and technological assumptions and practices. Engaging people, policies, and practices in science, technology, engineering, and mathematics disciplines.

New course

NURS 351. Exploring Healthcare in America (3) [GE]

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

Evolution of federal and state programs and private insurance. Roles of consumer decision-making, corporate influence, and lobbying on health service use. Ethical and social imperatives.

C. Humanities

New course

HUM 412. Science and the Humanities (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for non-majors.

How developments in science and technology have informed artistic, literary, and philosophical production throughout the modern era.

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

Date: October 10, 2018

To: SEC / Senate

From: Debra Bertram, Chair, Staff Affairs Committee

Subject: Action: Revisions and Additions to Section 3.0 Functions of the Staff Affairs Committee section of the Policy File (p125)

In response to recent questions regarding nomination eligibility and procedures for composing various committees, the Staff Affairs Committee requests the following revisions and additions to the Staff Affairs Committee section of the Policy File.

Current:

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

Proposed:

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

3.1 Search Committees: The Staff Affairs Committee shall coordinate filling any search committee vacancy with the University Senate. Vacancies for various search committees shall be publicly announced. The announcement shall explain the duties of the Search Committee and ask for nominations for each vacancy. All permanent non-MPP staff employees within the division (i.e. individual colleges, Academic Affairs, Student Affairs, etc.) in which the search is conducted shall be eligible to serve; all non-MPP staff shall be eligible to nominate and vote. When nominating someone other than oneself, agreement to serve must be obtained from the nominee prior to the nomination. Each nomination shall include contact information, department and position name, and a statement of qualifications and interest. The nomination period shall be at least 5 business days. Once nominations are closed, a second campus-wide voting announcement shall be made with the list of nominees (including their statements). Voting shall be open for 5

business days. Selection shall be determined by a simple majority of received votes.

3.2 Auxiliary Review Panels: The Staff Affairs Committee shall coordinate filling any review panel vacancy with the University Senate. Vacancies for various auxiliary review panels shall be publicly announced. The announcement shall explain the duties of the Review Panel and ask for nominations for each vacancy. All permanent non-MPP staff employees are eligible to serve; all non-MPP staff shall be eligible to nominate. When nominating someone other than oneself, agreement to serve must be obtained from the nominee prior to the nomination. Each nomination shall include contact information, department and position name, and a statement of qualifications and interest. The nomination period shall be at least 5 business days. Once nominations are closed, the Staff Affairs Committee shall review nominations and select the most qualified candidate for each position, giving preference to those with a working relationship to the auxiliary being reviewed.

3.3 Academic Administrator Review Panels: The Staff Affairs Committee shall coordinate filling any review panel vacancy with the University Senate. Vacancies for various academic administrator review panels shall be publicly announced. The announcement shall explain the duties of the Review Panel and ask for nominations for each vacancy. All permanent non-MPP staff employees are eligible to serve; all non-MPP staff shall be eligible to nominate. When nominating someone other than oneself, agreement to serve must be obtained from the nominee prior to the nomination. Each nomination shall include contact information, department and position name, and a statement of qualifications and interest. The nomination period shall be at least 5 business days. Once nominations are closed, the Staff Affairs Committee shall review nominations and either a) select the most qualified candidate for each position, giving preference to those with a working relationship to the administrator being reviewed or b) forward the designated number of qualified candidates to the appropriate administrator for their selection.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: October 10, 2018

Re: 2019-2020 *General Catalog*

ACTION (5A-11-18)ARABIC

1. Elevation of emphasis.

Arabic

Islamic and Arabic Studies Major**With the B.A. Degree in Liberal Arts and Sciences****(Major Code: XXXXX) (SIMS Code: XXXXXX)**

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.”

A minor is not required with this major.

Impacted Program. The Islamic and Arabic studies major is an impacted program. To be admitted to the Islamic and Arabic studies major, students must meet the following criteria:

- a. Complete preparation for the major;
- b. Complete a minimum of 60 transferable semester units;
- c. Have a minimum cumulative GPA of 2.0.

To complete the major, students must fulfill the degree requirements for the major described in the catalog in effect at the time they are accepted into the premajor at SDSU (assuming continuous enrollment).

Preparation for the Major. *Arabic studies:* Arabic 101, 102, 201, 202, History 101, Political Science 103, Religious Studies 101. (25 units) *Islamic studies:* Arabic 101, 102, 201, History 100, 101, Political Science 103, Religious Studies 101. (24 units)

Language Requirement. The language requirement for graduation is automatically fulfilled through coursework for preparation for the major.

Graduation Writing Assessment Requirement. Passing the Writing Placement Assessment with a score of 10 or completing one of the approved upper division writing courses (W) with a grade of C (2.0) or better. See “Graduation Requirements” section for a complete listing of requirements.

Major. *Arabic studies:* A minimum of 29 units to include Arabic 301, 302, 330, History 473, 474, Political Science 363, Women’s Studies 560, and six to seven units selected from Arabic 350, Economics 466, History 574, Political Science 562, Religious Studies 310, 328, 379, Women’s Studies 331. *Islamic studies:* A minimum of 30 units to include History 473, 474, Political Science 363, 562, Religious Studies 310, 328, Women’s

Studies 560, and nine units selected from Arabic 330, Economics 466, History 574, Religious Studies 379, Women's Studies 331.

Up to six units (with appropriate content) can be applied to either Arabic studies or Islamic studies from Arabic, History, Political Science, Religious Studies 496, 499, or 596.

Change(s): Islamic and Arabic studies emphasis under social science major is being elevated to a full major.

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

Date: 4 October 2018
 To: SEC / Senate
 From: D.J. Hopkins, Chair, Academic Policy and Planning Committee
 Subject: INFORMATION: AP&P Annual Agenda

**SDSU SENATE ACADEMIC POLICY AND PLANNING COMMITTEE
 2018–2019 Annual Agenda**

- Consider and make recommendations to the Senate in response to referrals from the Senate and Senate officers, per Senate Policy File.
- Review and make recommendations regarding degree programs, majors, etc., per Senate Policy File.
- Inquire regarding the status of previously approved AP&P action items.
- Review AP&P committee description (see below from Policy File).
- Take a role in and constructively encourage the campus-wide Shared Governance discussion.
- Consider and make recommendations regarding proposals from the Enrollment Management Advisory Group.
- Collaborate w/ Committee on Committees and Elections on term limit policy.
- Research and evaluate existing SDSU policies regarding revenue-generation activities, including philanthropy and the College of Extended Studies, especially as they relate to academic programs; collaborate in this effort with the new Senate Extended Studies Advisory Council.
- Consider and make recommendations regarding major growth opportunities for the university.
- Track the conversation regarding administrative efforts to address the connection between FTES and instructional budgets; consider and make recommendations as appropriate.

From Senate Policy File re: AP&P Committee

- 3.3 Committee on Academic Policy and Planning
 - 3.31 Membership (14)
 - 3.311 Ex officio: the Provost or designee, the Associate Vice President for Academic Affairs – Student Achievement, and the Dean of Graduate Affairs.
 - 3.312 Appointed: nine faculty members, one from each college, the Library, and SDSU Imperial Valley, nominated by the Committee on Committees and Elections and appointed by the Senate, at least two of whom shall be elected senators; two students appointed in accordance with procedures established by the Associated Students.
 - 3.32 Functions: The Committee shall consider and make recommendations to the Senate and, within policy guidelines established by the Senate, to appropriate administrative officers concerning the following: (a) issues of academic philosophy, standards, and conduct; appropriateness of present and proposed programs, degrees, majors, options, and concentrations; (b) faculty-student relations; (c) the governance of the university; and (d) other matters of academic policy. All such recommendations made to administrative officers without prior Senate approval shall be submitted to the next meeting of the Senate for its consideration.

To SEC, Senate and Marci Bober-Michel,
From Donna Conaty & Mark B. Reed
Co-Chairs, Academic Resources and Planning
Date October 17, 2018
Re Information item from recent ARP meetings (9/25/18 & 10/9/18)

9/25/18 Meeting

Committee Co-Chairs

At our first meeting of the 18/19 AY, Donna Conaty brought forth a proposal for Mark Reed to serve as co-chair. The committee voted unanimously in support of Mark Reed serving as co-chair for the year.

2018/19 Academic Affairs Lottery Budget

Radmila Prislin presented the proposed 2018/19 Academic Affairs lottery budget of \$2,433,000. She noted funding levels have been relatively constant over the past few years. The committee voted unanimously to approve the budget.

Requests for Base Funds

Academic Affairs requested base funding of \$276,006 for a new position of Associate Vice President for Academic Affairs for Faculty Diversity and Inclusion. The committee discussed information about the position and unanimously supported this proposal.

Requests of One-Time Funds

A request for \$273,600 in one-time funds was requested for the summer enrollment growth incentive program. This program is designed to increase summer enrollment growth, which is critical for students' degree progress and represents an important factor for the University's fiscal health. The program provides a monetary incentive to colleges that achieve FTES goals during the summer term. These dollars are being requested to fund monetary commitments to the units that exceeded FTES goals. The committee unanimously supported approval of this proposal.

Discussion of AR&P Focus for the 2018/19 AY

The committee discussed goals, ideas, and next steps to focus on for the coming academic year. Discussion included strategic planning around increasing campus revenue, developing mechanisms to collect information about the budget from units on campus, and including AR&P in the budget planning/decision making process.

10/9/18 MeetingAR&P Committee Charge and Discussion

Donna Conaty (Co-Chair, PSFA) reviewed the Senate charge of AR&P for the new members of the committee. The PBAC agenda from the 9/27/18 was also shared with AR&P. The committee then provided input on what a strategic budgeting process might look like at SDSU. Discussion centered on developing university goals that facilitate long-term budget planning as well as how to elicit input from the faculty as the budget process needs to occur from the ground up.

**Senate Committee on Academic Resources and Planning (AR&P)
Minutes for the Meeting of September 25, 2018**
[AR&P Composition - Faculty (9), Students (2), Staff (1), and Ex-Officio (3)]

Member (Affiliation) (✓ if present)

<p><u>Faculty</u></p> <ul style="list-style-type: none"> ✓ Donna Conaty (Co-chair, PSFA) ✓ John Anderson (Business) ✓ Eugene Olevsky (Eng) ✓ Mark Reed (Co-chair, HHS) ✓ Michael Roberts (A&L) ✓ Rebecca Lewison (Sciences) ✓ Laurel Bliss (Library) Eric Boime (Imperial Valley Campus) Mark Tucker (Education) 	<p><u>Students, Staff and Ex-Officio</u></p> <ul style="list-style-type: none"> ✓ Brandon Khamenian (Associated Students) <i>Vacant</i> (Associated Students) ✓ Tony Chung (Student Affairs) ✓ Radmila Prislin (Academic Affairs) Crystal Little (Business Affairs) ✓ José Preciado (Staff Representative) <p><u>Guests</u></p> <ul style="list-style-type: none"> ✓ Agnes Wong Nickerson, AVP Business and Financial Affairs ✓ Marcie Bober-Michel, Chair, SDSU Senate
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The meeting was called to order at 2:00 pm.

1. The minutes from the last ARP meeting were reviewed. Preciado moved to approve the minutes from 5/8/19. Reed seconded the motion. The motion passed unanimously.
2. Conaty brought forth the proposal to have Mark Reed serve as co-chair of ARP for the 18/19 AY. Preciado moved to approve the co-chair recommendation from Conaty. Olevsky seconded the motion. The motion passed unanimously.
3. Prislin presented the proposed 2018/19 Academic Affairs lottery budget and mentioned funding levels have remained relatively constant over the past several years. Preciado motioned to approve the budget and Bliss seconded. The motion passed unanimously.
4. Prislin presented two PBAC requests from academic affairs stemming from the past summer: 1) the AVP for Faculty Diversity and Inclusion, and 2) the summer enrollment growth incentive program.
 - a. AVP AA faculty diversity and inclusion—base fund request. Conaty asked Prislin to provide more information about the AVP position—which was filled prior to the start of the fall semester. Dr. Luke Wood (Education) has filled this position. Prislin noted the position reflects the vision of President de la Torre and was created to facilitate, direct and support efforts to hire and retain diverse faculty at SDSU. The AVP will also serve as Chief Diversity Officer of the campus and will work with Aaron Bruce and Thom Harpole on student and staff diversity issues. Conaty expressed concern it wasn’t sufficient to have a single support staff person for both of the new AA AVPs.
 - b. Summer enrollment growth incentive program—request for 1-time funds. Prislin explained the purpose of this program is to facilitate student progress to degree and to add to the fiscal health of SDSU and revenue generated during summer. For this program, colleges receive an additional \$1,200 for each FTES that exceeds the college’s

- goal for the summer. Every college met their targets while many exceeded them for summer 2018.
- c. Preciado motioned to approve both of these PBAC funding requests. Chung seconded. The motion passed unanimously.
5. The committee then discussed goals, ideas, and next steps to focus on for the coming AY.
- a. Preciado noted he hoped the committee would have conversations around 1-time vs. base funding allocations. This is particularly germane to the hiring of staff for 1-time funded positions (i.e., the newly hired advisors for the 3-year advising program). How are 1-time funds being invested? It's not truly 1-time if the funds are recurring over more than several years. Prislin stated enrollment growth used to be funded with base allocations but not this past summer. Thus, the question is how can the university fund enrollment growth with one-time funds?
 - b. Lewison wondered how ARP could be part of the budget decision making or planning process rather than a committee that decides on whether something is funded. How can ARP be part of a strategic budgeting process? Lewison also noted there is no mechanism to collect information about budget issues within our respective units. How can we bring parts of this conversation across campus and units?
 - c. Another topic discussed focused on aligning base budget revenue with expenditures (Wong-Nickerson).
 - d. Prislin noted the instructor budget generally does not cover all costs for colleges--covers T/TT faculty and some lecturers; however, the rest is covered through one-time revenue sources such as grants and buy-out, etc.
 - e. Conaty stated technology might be a good focus for staff and faculty to learn more about the budget process and whether investments in technology are making a difference.
 - f. Both Lewison and Prislin suggested ARP focus on ways to expand our funding resources at SDSU. How do we make the pie bigger? Strategic planning and budget allocation for creating more revenue.

Meeting adjourned at 3:15.

Next Meeting: 10/9/18 @ 2:00 pm (Administration 225)

To: Senate
 From: Jennifer Imazeki, Chair, Faculty Affairs Committee
 Date: Nov. 6, 2018
 Subject: Information: State of the Faculty 2018 Report: Summary of Data and Key Trends and Committee Recommendations

Each year, the Office of Academic Affairs - Faculty Advancement provides the Senate Faculty Affairs Committee with faculty census data for recent years. The Committee has reviewed the most recent data. Following are highlights of key trends in the data, along with Committee recommendations that serve as the basis for SEC referrals to the Academic Resources and Planning Committee, Faculty Affairs Committee, and Diversity, Equity, and Outreach Committee. The complete data is attached, and is also available on the Faculty Advancement website at https://fa.sdsu.edu/resources/faculty_data. The Committee thanks the Office of Academic Affairs - Faculty Advancement, particularly Alexandra Wilson, Data Analyst, for their help in obtaining the data.

Summary of Faculty Data and Key Trends

Key trends in the data include:

- As of Spring 2018, San Diego State's instructional ranks include 773 tenured and tenure-track (TT) faculty¹ and 998 lecturers providing 484.35 FTEs. Although there has been a steady rise in TT levels, we have not quite returned to the overall TT level of 2009 (see Figure 7(B), page 8). Tenure density (the percentage of TT faculty as a share of all FTE) has fallen over the last decade, now standing at 61%, although there is significant variation across colleges.
- Although the majority of separations are retirements, we lose a handful of faculty each year to resignations or denial of tenure or reappointment. For example, in 2016 and 2017, 13 TT faculty members resigned each year, 1.7% of all TT faculty.
- Overall, TT faculty remain majority (59%) male, due to gender disparities at the advanced ranks. In 2016-17, the University achieved gender equity among Assistant Professors but the male-to-female ratio disparity increases at each subsequent rank (55 males and 45 females for Associate Professors; 64 males and 36 females for Full Professors). There is also significant variation across the colleges, with Sciences, Engineering, and Business having particularly large majorities of men overall while Health and Human Services, Education, and the Library have notable majorities of women overall. The gender gap at advanced ranks is due partly to past hiring trends but also retention. As mentioned earlier, only a small percentage of TT faculty resign in any given year; however, those that do are disproportionately female.
- The instructional faculty, both TT and lecturers, at San Diego State is overwhelmingly white and there has been no noticeable change since 2009 in the share of African-American or Hispanic faculty (see Table 10(B), page 10).

Recommendations

Following its analysis of the data, the Faculty Affairs Committee offers the following

¹ Includes librarians but not SSPARS (Student Services Professional, Academic-Related Employees) or faculty serving as administrators (MPP).

recommendations:

- Given that we are still below TT levels of 2009, but serving more students, the University should begin planning how we are going to fund more faculty lines once the Student Success Fee is fully implemented (see SEC referral to the Academic Resources and Planning Committee).
- The University should continue the work it has already begun to address workload inequities and promote a more welcoming campus climate, improving mentoring towards tenure and promotion, and investigating challenges in hiring and retaining faculty, such as living costs, partner hires, leave policies, etc., with an intention to propose policies for improvement. (see SEC referral to the Faculty Affairs Committee; the Office of Faculty Advancement will also be involved)
- There should be a fuller investigation of the gender gap among full professors, including determining how many men/women go up for promotion from associate to full and what percentage are actually promoted, the average length of time that associate professors have remained at that rank or percentage that have been in rank for over 7 years, broken down by gender, and the gender breakdown of RTP committees (see SEC referral to the Diversity, Equity, and Outreach Committee).
- There should also be a fuller investigation of the policies needed to support and retain women and faculty of color, including identifying reasons for separation and the role of workload, campus culture, and costs of living (see SEC referral to the Diversity, Equity, and Outreach Committee).

MEMORANDUM of INFORMATION

October 10, 2018

To: University Senate

Via: Senate Executive Committee

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

Re: Area E Learning Goals

At the September meeting of the Senate Executive Committee, Chair of the Faculty Affairs Committee Jennifer Imazeki noted that the University Senate had never been officially notified of the learning goals for Area E, the general education area newly formed at San Diego State as a result of EO 1100 disseminated in August 2017 by the CSU Office of the Chancellor. The purpose of this memo is thus to rectify this oversight.

Area E, Lifelong Learning and Self-Development, per EO 1100-Revised (page 9):

“Area E requires 3 semester units (4 quarter units) of study, and campuses shall not exceed this unit requirement. (P) This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein. (P) Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.”

Area E, per 2017 Guiding Notes for General Education Course Reviewers (pages 27-28)*

“Courses that meet the learning objectives of Area E draw on findings from the biological, behavioral, and social sciences to study humans from psychological, sociological, and physiological perspectives.

- ⇒ Sociological: in this context, the relationships between an individual and broader society.
- ⇒ Physiological: the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.
- ⇒ Psychological: the study of the mental processes that create consciousness, behavior, emotions, and intelligence.

Any single course should address all three – though not necessarily with equal emphasis. Submissions in this area fail when they focus on a single learning skill (e.g. library use, computer literacy, first aid, or study skills for college success). (P) Second, any course submission should address all three areas for more than a few years of a human lifespan. The consideration doesn’t need to extend from cradle to grave, but study should include more than early childhood or the octogenarian experience, in order to provide the breadth expected of general education.”

(continued on next page)

Area E Learning Goals, developed at and for San Diego State:

Goal 1: Develop cognitive, physical, and affective skills to become more integrated and well-rounded individuals in society.

Goal 2: Comprehend various behaviors conducive to physiological health and development.

Goal 3: Identify and apply strategies leading to psychological well-being.

Goal 4: Develop strategies to be integrated physiological, socio-cultural, and psychological beings engaged in learning and self-development throughout their lives.

Timeline of Development of Learning Goals**:

Mid- to late-October 2017: GE committee sub-group drafted learning goals for Area E

Early November 2017: Learning goals were finalized by the sub-group, in consultation with some non-GE committee members, then approved by the GE committee

November 15, 2017: CurricUNET was opened to receive Area E proposals, and Area E learning goals were shared with proposers and curriculum committee members

Please let me know if you have any questions regarding this information.

* The 2018 version of the Guiding Notes was just released this October. This memo quotes from the 2017 version because that is what the GE Committee was using in Fall 2017 when the Area E Learning Goals were developed.

** The timeline above was reconstructed for this memo using email records.

To: Senate Executive Committee / Senate
 From: Graduate Council
 Date: October 11, 2018
 Re: 2019-2020 *General Catalog* and *Graduate Bulletin*

INFORMATION (4I-10-18.500)

ACCOUNTANCY

1. Change to prerequisite.

Accountancy

ACCTG 501. Advanced Financial Accounting (3)

Prerequisite: Accountancy 334. **Proof of completion of prerequisites required:**
 Copy of transcript.

Advanced financial accounting topics. Partnerships, consolidations, foreign currency transactions and financial statements, accounting for derivatives and hedging, accounting for bankruptcy and reorganizations.

Change(s): Removed C grading requirement from prerequisite.

COMMUNICATION

1. New course.

Communication

COMM SCIENCE PUBLIC INT (C-4)

COMM 540. Communicating Science in the Public Interest (3)

Prerequisites: Senior or graduate standing and admission to a communication or other approved major or minor.

Case studies of scientific distortion and success. Importance, misuses, and uses of scientific communication. Competent scientific communication, from manuscript preparation to public presentation.

DUAL LANGUAGE AND ENGLISH LEARNER EDUCATION

1. Change to description and prerequisites.

Dual Language and English Learner Education

DLE 532. Biliteracy Teaching in Language Arts for Elementary Students (3)

Prerequisites: Dual Language and English Learner Education 415 with a grade of C (2.0) or better. Recommended: Dual Language and English Learner Education 515 with a grade of C (2.0) or better.

Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and the language of emphasis (Spanish, Arabic, or Mandarin). Taught bilingually in language of emphasis and English.

Change(s): Description updated from *Assessing language proficiency; selecting, designing, and evaluating learning experiences to develop biliteracy in K-6 classrooms in English language arts and Spanish, Arabic, or Mandarin. Taught bilingually in language of emphasis and English* to what is presented above. Prerequisites updated from *Dual Language and English Learner Education 415 and 515* to what is presented above.

GEOGRAPHY

1. Change to prerequisite.

Geography

GEOG 580. Data Management for Geographic Information Systems (3)

Two lectures and three hours of laboratory.

Prerequisites: Geography 381 or 484; Geography 383, Computer Science 107 or 108; or graduate standing.

PostgreSQL, PostGIS, and open source databases to store, manage, and query geospatial data.

Change(s): Added GEOG 383 as prerequisite.

2. Change to course hours description and prerequisite.

Geography

GEOG 582. GIS Programming with Python (3)

Two lectures and three hours of laboratory.

Prerequisite: Geography 383, 484, or graduate standing. Recommended: Computer Science 107 or 108.

Automating geocoding processes by Python scripting, managing vector and raster data, and preprocessing geospatial data.

Change(s): Added course hours description and replaced GEOG 381 with 383 as prerequisite.

PUBLIC HEALTH

1. New course.

Public Health

APPLIED INTL PUBLIC HEALTH (C-2)

P H 550. Applied International Public Health (3)

Prerequisite: Public Health 101 or graduate standing.

Global cultural, economic, health, political, and social challenges of different countries. Application of public health concepts in a particular country.

TELEVISION, FILM AND NEW MEDIA

1. Change to course hours description, description, and staffing formula.

Television, Film and New Media

(C-4 two units; C-20 one unit)

TFM 522. Advanced Film and Television Cinematography (3)

Two lectures and two hours of activity.

Prerequisite: Television, Film and New Media 314 (or consent of instructor).

Art, craft, and industry of cinematography. Telling visual stories with video and film. Attributes and optics of lenses. Qualities and aesthetics of lighting.

Change(s): Course hours updated from *two lectures and three hours of laboratory* to what is presented above. Description updated from *Advanced theory and practice of cinematography for film and television production. Lighting for mood and character; camera movement for story telling; and new techniques in film, digital, and HD formats. Careers in the purely visual aspects of film making* to what is presented above. Staffing formula updated from *C-4 two units; C-15 one unit* to what is presented above.

THEATRE

1. New course.

Theatre

STUDIO SKILLS MODEL MKNG (C-12)

THEA 542. Studio Skills for Theatre: Model Making (2)

Four hours of activity.

Prerequisite: Theatre 240 or admission to the M.F.A. in design and technical theatre.

Traditional model-making for scenic designers. Media, presentation, and techniques of work.

2. New course.

Theatre

ADV STAGE TECHNOLOGIES (C-12)

THEA 544. Advanced Stage Technologies (2)

Four hours of activity.

Prerequisite: Theatre 240.

Design and fabrication of stage machinery and special effects. Computer-based automation and controls, electro-mechanical systems, and programmable logic controllers. Current U.S. and European machinery standards and safety systems. Maximum credit six units.

3. New course.

Theatre

ADVANCED MEDIA DESIGN (C-4 one unit; C-15 one unit)

THEA 551. Advanced Media Design (2)

One lecture and three hours of laboratory.

Prerequisite: Theatre 550 or admission to the M.F.A. in design and technical theatre.

Digital media creation for theatrical use. Creation of video content for projection design and integrated media. Advanced digital painting of theatrical renderings. Maximum credit six units.

4. Change to description, prerequisites, and variable title status.

Theatre

THEA 554A. Costume Design Technology I (2)

Four hours of activity.

Prerequisites: Theatre 240 and 442B or admission to the M.F.A. in design and technical theatre.

Current materials and practices of costume technology: advanced construction techniques, fabric selection and use, period pattern drafting, draping, and cutting. Maximum credit six units.

Change(s): Description updated to state *maximum credit six units* instead of four units. *THEA 442B or admission to the M.F.A. in design and technical theatre* added as prerequisite. Variable title status updated from *no* to *yes*.

5. Change to description, prerequisites, and variable title status.

THEA 554B. Costume Design Technology II (2)

Four hours of activity.

Prerequisite: Theatre 240 or admission to the M.F.A. in design and technical theatre.

Advanced costume craft construction techniques and management procedures for costume production: millinery, fabric dyeing and painting, jewelry, and related crafts. Maximum credit six units.

Change(s): Description updated to state *maximum credit six units* instead of four units. *Or admission to the M.F.A. in design and technical theatre* added as prerequisite. Variable title status updated from *no* to *yes*.

6. New course.

Theatre

PROJN DESIGN & INT MEDIA (C-4 two units; C-15 one unit)

THEA 561. Projection Design and Integrated Media (3)

Two hours of lecture and three hours of laboratory.

Prerequisites: Theatre 550 and 551 or admission to the M.F.A. in design and technical theatre.

Designing projections and integrated media for theatrical productions.

7. New course.

Theatre

COSTUME TOPICS (C-4)

THEA 564. Costume Topics (1-3)

Prerequisite: Theatre 452, Television, Film and New Media 160, or admission to the M.F.A. in design and technical theatre.

Fashion for costume design, Hollywood costume design in the past century, origins of modern menswear, psychology and meaning of dress. May be repeated with new content. See *Class Schedule* for specific content. Maximum credit six units.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: October 10, 2018

Re: 2019-2020 *General Catalog*

INFORMATION (5I-11-18)

ARTS AND LETTERS

1. New course.

Arts and Letters

CONCEPTS AND IDEAS IN STS (C-2)

CAL 301. Concepts and Ideas in Science and Technology Studies (3) [GE]

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

Frameworks, history, key concepts, and methods. Scientific and technological assumptions and practices. Engaging people, policies, and practices in science, technology, engineering, and mathematics disciplines.

CHICANA AND CHICANO STUDIES

1. New course.

Chicana and Chicano Studies

SPORTS AND RACE (C-2)

CCS 275. Sports and Race (3) [GE]

Intersection of sports and race as it impacts cultural, personal, and social development. Historical and contemporary controversies. Personal cultural experiences with sport as a racialized cultural institution.

2. New course.

Chicana and Chicano Studies

YTH STUDIES RACE CONTEXTS (C-4 two units; C-8 one unit)

CCS 280. Youth Studies in Racialized Contexts (3) [GE]

Two lectures and two hours of activity.

Youth experiences and adolescent development in a racially diverse world. Ways ethnicity, race, and other sociocultural factors impact experiences of youth and lifelong roles.

EXERCISE AND NUTRITIONAL SCIENCES

1. Change to prerequisite.

Exercise and Nutritional Sciences

ENS 306. Biomechanics of Human Movement (3)

Prerequisites: Credit or concurrent registration in Exercise and Nutritional Science 303. Limited to kinesiology majors. Major Code: 08351.

Mechanical principles as applied to movement; analysis and application to selected motor skills.

Change(s): *Credit or concurrent registration in* added to prerequisites.

GEOGRAPHY

1. Change in program.

Geography

Geography Major

With the B.A. Degree in Applied Arts and Sciences

(Major Code: 22061)

Paragraphs 1-2 (*no change*)

Emphasis in General Geography

(SIMS Code: XXXXXX)

Paragraph 3 (*no change*)

Preparation for the Major. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 32 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups:

(a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twelve units of core courses (if not already taken). Internship, senior thesis, special study, special topics, or study abroad may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Renamed emphasis title (was 112991) and major categories. Major section updated from *Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440*

[or Political Science 440], 454, 554, 573; (c) *Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; Fifteen units from Geography 300 to 599 (if not taken above). Field and research experience (Geography 426, 590) and internships (Geography 595) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser to what is presented above.*

2. Change in program.

Geography

Geography Major

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

(Major Code: 22061)

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” No more than 57 units in geography courses can apply to the degree for students with an emphasis in environment, sustainability, and policy, or the emphasis in geographic information science and technology, or the emphasis in human geography and global studies.

Graduation with Distinction. *(no change)*

Emphasis in Environment, Sustainability, and Policy

(SIMS Code: XXXXXX)

Paragraph 1 *(no change)*

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170, and Environmental Science 100. (16 units)

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student’s first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups:

(a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twenty-one units of core courses (if not already taken). Internship, senior thesis, special study, special topics, or study abroad may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Introductory paragraph updated from *All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” No more than 48 units in geography courses can apply to the degree for students with an emphasis in environment and society or the emphasis in integrative geography. For students with an emphasis in human geography and global*

studies or the emphasis in methods of geographic analysis, no more than 51 units in geography courses can apply to the degree to what is presented above. Renamed emphasis title (was 112916) and major categories. Preparation for the major and major sections updated from Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170; Biology 100 and 100L; Political Science 102; Statistics 250 or comparable statistics course. (23 units) Major. A minimum of 35 upper division units in geography to include: 1. Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); 2. Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; 3. Fifteen units of core courses listed above in group (c), if not already taken; 4. Three units from core courses listed above in (a), (b), or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 595) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser to what is presented above.

3. Change in program.

Geography

Geography Major

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

(Major Code: 22061)

Emphasis in Human Geography and Global Studies

(SIMS Code: 112917)

Paragraph 1 (*no change*)

Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170 (13 units)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

International Experience. (*no change*)

Major. A minimum of 44 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups:

(a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twenty-four units of core courses (if not already taken). Internship, senior thesis, special study, special topics, or study abroad may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Renamed major categories. Preparation for the major and major sections updated from *Preparation for the Major. Geography 101, 101L, 102 or 106, 104, 170; Biology 100 and 100L; Political Science 102; Statistics 250 or comparable statistics course. (23 units) Major. A minimum of 38 upper division units in geography to include: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; Fifteen units of core courses listed above in group (b), if not already taken; Six units from core courses listed above in groups (a), (c), or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 595) are encouraged. It is recommended that students seek units from international experience to meet this requirement when appropriate and preapproved by the undergraduate adviser to what is presented above.*

4. Change in program.

Geography

Geography Major

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

(Major Code: 22061)

Emphasis in Geographic Information Science and Technology

(SIMS Code: XXXXXX)

Paragraph 1 (*no change*)

Preparation for the Major. (*no change*)

Language Requirement. (*no change*)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups:

(a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twenty-one units of core courses (if not already taken). Internship, senior thesis, special study, special topics, or study abroad may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Renamed emphasis title (was 112954) and major categories. Major section updated from *Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; Eighteen units of core courses listed above in group (d), if not already taken; Six units from core courses listed above in groups (a), (b), or (c), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 595) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the undergraduate adviser to what is presented above.*

5. Change in program.

Geography

Geography Major

With the B.S. Degree in Applied Arts and Sciences

(Major Code: 22061)

Emphasis in Water, Climate, and Ecosystems

(SIMS Code: XXXXXX)

Paragraph 1 (*no change*)

Preparation for the Major. Geography 101, 101L, 102 or 106, 103, 104, 170 or Environmental Science 100; Biology 100 and 100L, or Chemistry 200, or Physics 180A, 182A; Mathematics 124 or 150; Statistics 250 or comparable statistics course. (27-28 units)

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups:

(a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twenty-one units of core courses listed above in group (d) Physical Geography, if not already taken. Internship, senior thesis, special study, special topics, or study abroad, as well as up to three units from specific courses in biology, civil engineering, and geological sciences may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Renamed emphasis title (was 112989) and major categories. Preparation for the major and major sections updated from *Preparation for the Major. Geography 101, 101L,*

102 or 106, 104, 170; Mathematics 124 or 150; Biology 100, 100L; Chemistry 200; Physics 180A, 182A; Statistics 250 or comparable statistics course. (32 units) Major. A minimum of 38 upper division units in geography to include: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; Fifteen units of core courses listed above in group (c), if not already taken; Six units from core courses listed above in groups (a), (b), or (d), if not already taken. Field and research experience (Geography 426, 590) and internships (Geography 595) are encouraged. International units can be used to meet this requirement when appropriate and preapproved by the adviser to what is presented above.

6. Change in program.

Geography

Geography Major

With the B.S. Degree in Applied Arts and Sciences

(Major Code: 22061)

Emphasis in Geographic Information Science and Technology

(SIMS Code: XXXXXX)

Paragraph 1 (no change)

Preparation for the Major. Geography 101, 101L, 102 or 106, 104; Biology 100, 100L, or Chemistry 200, or Physics 180A, 182A; Computer Science 107, 108; Mathematics 124 or 150; Statistics 250 or comparable statistics course. (27-28 units)

Graduation Writing Assessment Requirement. (no change)

Major. A minimum of 41 upper division units in geography to include:

Student Assessment: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit);

Core: Eighteen units, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental Geography: Geography 340, 348, 370, 426, 454, 570, 572-575; (d) Physical Geography: Geography 303, 375, 401, 409, 503, 506, 507, 509, 511, 512, 574, 576; (e) Geographic Methods: Geography 380, 381, 383, 385, 484, 580, 581-594;

Emphasis: Twenty-one units from core courses listed above in group (e), if not already taken. Internship, senior thesis, special study, special topics, or study abroad may be used to meet this requirement when appropriate and preapproved by the undergraduate adviser.

Change(s): Renamed emphasis title (was 112990) and major categories. Preparation for the major and major sections updated from *Preparation for the Major. Geography 101, 101L, 102 or 106, 104; Biology 100, 100L; Chemistry 200; Computer Science 107, 108; Mathematics 124 or 150; Physics 180A, 182A; Statistics 250 or comparable statistics course. (35 units) Major. A minimum of 38 upper division units in geography to include: Geography 395 to be taken in the student's first fall semester as a geography major (one unit) and Geography 495 to be taken during the spring semester of the calendar year in which the student expects to graduate (one unit); Fifteen units of core courses, with at least three units from each of the following groups: (a) Regional Geography: Geography 320, 321, 324, 336, 426; (b) Human Geography: Geography 312, 340, 348, 353, 354, 440 [or Political Science 440], 454, 554, 573; (c) Environmental and Physical Geography: Geography 303, 340, 348, 370, 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 509, 511, 512, 570, 572-576; (d) Methods: Geography 380, 381, 385, 484, 581, 583-593; Fifteen units of core courses listed above in group (d), if not already taken; Three units from core courses listed above in groups (a), (b), or (c), if not already taken. Geography 496, 498, 499, 590, 595, 596 or qualifying international experience may be used to satisfy units within this category when appropriate and approved by the adviser; Three units from Computer Science 310 or 320 (or comparable course approved by the adviser) to what is presented above.*

HISTORY

1. New course.

History

WORLD HIST SCIENCE TECH (C-2)

HIST 102. World History through Science and Technology (3) [GE]

Hunter-gatherers and the rise of agriculture to modern globalization of industry and global warming. Interrelationships between cultural changes, scientific theories, and technological advances.

HUMANITIES

1. New course.

Humanities

SCIENCE & THE HUMANITIES (C-2)

HUM 412. Science and the Humanities (3) [GE]

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities required for non-majors.

How developments in science and technology have informed artistic, literary, and philosophical production throughout the modern era.

LINGUISTICS

1. Change in program.

Linguistics

Linguistics Major

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

(Major Code: 15051) (SIMS Code: 114701)

Paragraphs 1-2 (*no change*)

Preparation for the Major. Linguistics 101 and one course selected from Linguistics 270, Economics 201, Philosophy 120, Political Science 201, Psychology 280, Sociology 201, Statistics 119, or 250. (6-7 units)

Remainder of description (*no change*)

Change(s): *And three units selected from Linguistics 270, Economics 201, Philosophy 120, Political Science 201, Psychology 280, Sociology 201, Statistics 119, or 250. (6-7 units) added to preparation for the major section.*

MATHEMATICS EDUCATION

1. Change to units.

Mathematics Education

MTHED 212. Children's Mathematical Thinking (1-2)

Prerequisite: Credit or concurrent registration in Mathematics 210.

Children's mathematical thinking and in-depth analyses of children's understanding of operations (addition, subtraction, multiplication, and division) and place value. Students will observe individual children solving mathematics problems. Real, compact disc, and/or web-based experience included.

Change(s): Variable units updated from *1-1.5* to *1-2*.

NURSING

1. New course.

Nursing

EXPLORING HEALTHCARE AMER (C-1)

NURS 351. Exploring Healthcare in America (3) [GE]

Prerequisite: Completion of General Education requirement in Foundations of learning II.B., Social & Behavioral Sciences.

Evolution of federal and state programs and private insurance. Roles of consumer decision-making, corporate influence, and lobbying on health service use. Ethical and social imperatives.

TELEVISION, FILM AND NEW MEDIA

1. Change to course hours description, description, and staffing formula.

Television, Film and New Media

(C-20 one unit; C-4 two units)

TFM 322. Cinematography for Television and Film (3)

Two lectures and three hours of activity.

Prerequisite: Television, Film and New Media 314.

Basic cinematography to include introduction to filmmaking activities, lighting techniques for film and television, specialized studio and location equipment. Exhibits to include broadcasts, film festivals, and special screenings.

Change(s): Course hours description updated from *Two lectures and three hours of laboratory* to what is presented above. Description updated from *Basic cinematography, including introduction to specialized studio and location equipment; lighting techniques for film and television; introduction to film labs* to what is presented above. Staffing formula updated from *C-15 one unit; C-4 two units* to what is reflected above.

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

TO: SEC/Senate
FROM: Mary Ruth Carleton, Vice President, University Relations and Development
DATE: October 16, 2018
RE: Information

Philanthropy Report:

The Great Give received 1,691 donations, raising a record \$268,469 in support of students and programs across campus.

Alumna Chinyeh Hostler made a \$10,000 gift to support students, faculty and lectures at the Charles Hostler Institute.

The BQuest Foundation made a \$25,000 gift to provide support for two pilot opportunities in the ZIP Launchpad.

A gift of \$31,500 from the David L. George Family Trust will benefit the Political Science department in the College of Arts and Letters.

Hilton Worldwide made a \$10,000 gift to the National Society of Minorities in Hospitality to support student experiential learning for the NSMH annual conference.

A \$15,000 gift from Alumnus L. Robert Payne and his wife, Patty, will support Athletics.

Real World Academics, LLC made a \$52,500 gift to the China Hospitality Education Initiative in the College of Professional Studies and Fine Arts.

Rudy and Cheryl Zavalani made gifts totaling \$39,000 which will support Athletics.

A \$10,000 gift from Keith Jones will support Aztec Adaptive Sports in the College of Health and Human Services.

Michael Shores and his wife, Alumna Nua Shores, made a \$10,000 gift to the Shores Endowed Scholarship which supports students in the School of Nursing and the School of Social Work in the College of Health and Human Services.

Gifts-in-kind totaling \$33,285 from Mr. Robert T. Reese will benefit the College of Sciences.

The Northrop Grumman Foundation made a \$50,000 gift to support the Troops to Engineers Program in the College of Engineering.

Alumni Alan and Debbie Gold made a \$15,000 gift to support Athletics.

Andrew Mundt and Davida Hutchel made a \$12,000 gift to the William R. Mundt Scholarship for International Internships in Peace and Security which provides support to SDSU students participating in service-oriented internships outside the United States.

A \$25,000 gift from the Hornik Family Trust will support the Marie Hornik Scholarship for Study Abroad in the Czech Republic.

Gifts totaling \$40,000 from the Alumni Peter and Kathie Davis will support Athletics.

Ed Marsh made a \$10,000 gift to the Edward Marsh Golden Age of Science Fiction Room in the Love Library.

Faculty emeritus Joan F. Curry made a \$10,000 gift to the SDSU Literacy Center in the College of Education.

Daniel and Ann E. Brown made a \$55,092 gift in securities to provide support for faculty salaries, research, education, travel and graduate assistant support in perpetuity within the College of Engineering.

Campaign, Presidential & Special Events:

On Wednesday, September 5, President de la Torre addressed over 80 University Relations and Development staff members and shared her vision for San Diego State. This visit with the division of University Relations and Development is part of the President's 100 Day Plan.

An All-University Pep Rally was hosted by President de la Torre on Thursday, September 6 to launch the new "I Am SDSU" television spot. Over 2,000 "I Am SDSU" scarves were distributed to faculty, staff and students. Aztec fans are encouraged to wear their scarf, take photos and share it on social media at #IAMSDSU.

President de la Torre hosted an appreciation reception for campus advisory board members, volunteers and auxiliaries on Thursday, September 13. Nearly 200 guests attended, representing over 30 different volunteer groups.

A welcome reception for Y. Barry Chung, Dean, College of Education was held at the University House and hosted by President de la Torre and Interim Provost and Senior Vice President Joe Johnson on Thursday, September 27. Over 50 guests, including members of The Campanile Foundation board, College of Education donors, members of the Improving Futures Advisory Board, members of the search committee as well as campus leaders were in attendance.

The Great Give:

Please see the attached infographic.

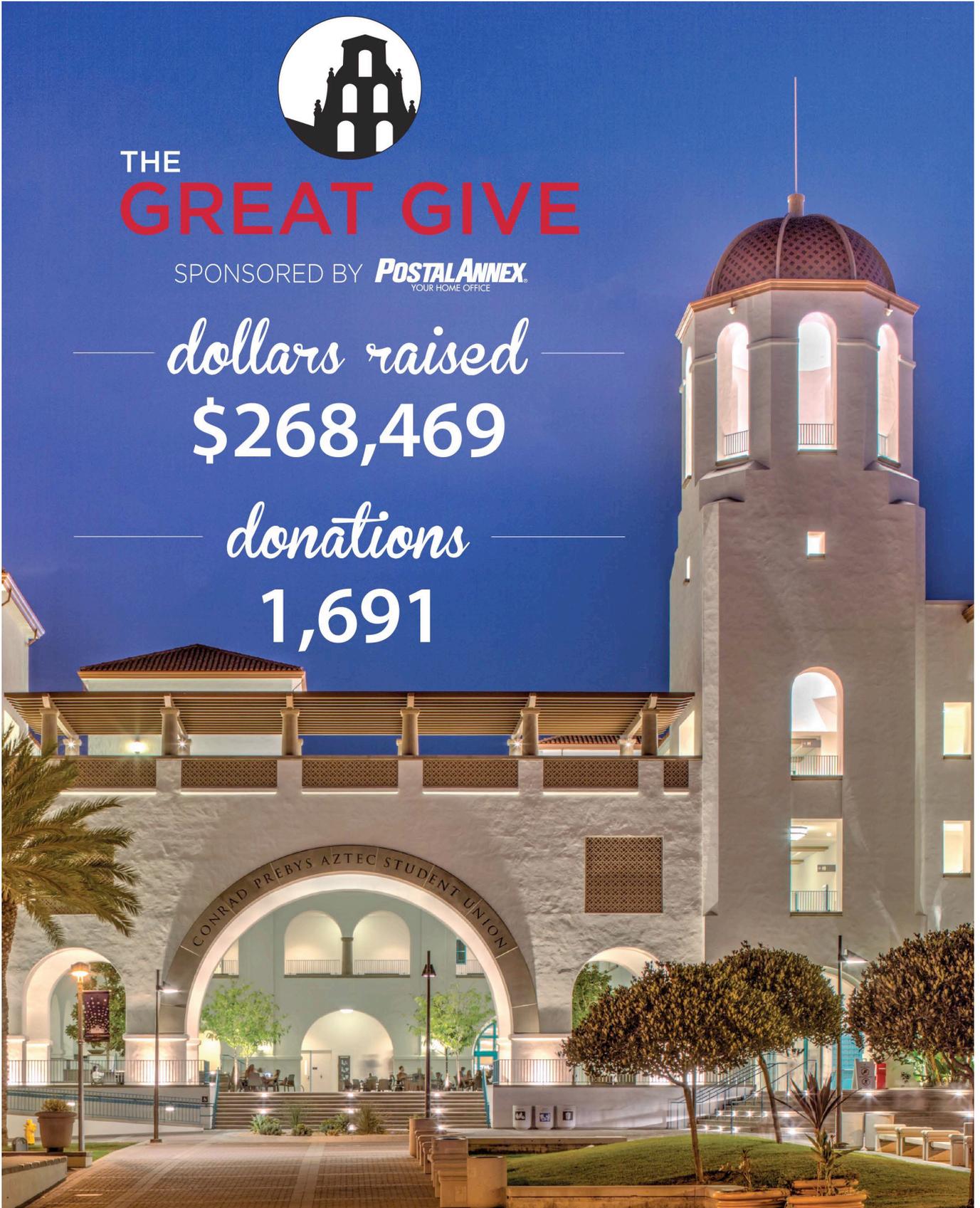


THE GREAT GIVE

SPONSORED BY **POSTALANNEX**
YOUR HOME OFFICE

dollars raised
\$268,469

donations
1,691





MONTHLY METRICS

Department of Marketing and Communications

SEPTEMBER 2018



SDSU.EDU HOME PAGE

Counts for traffic to the sdsu.edu front page are lower than usual due to migration to a new content management system, server and updated security settings.

Total Visitors

116,027

Total Page Views

242,377

Month Diff. Aug. 2018 - Sept. 2018: -0.5%
Year Diff. Sept. 2017 - Sept. 2018: -19%

Month Diff. Aug. 2018 - Sept. 2018: -1%
Year Diff. Sept. 2017 - Sept. 2018: -11%



PRESIDENT.SDSU.EDU

Total Visitors

1,332

Total Page Views

4,545

Month Diff. Aug. 2018 - Sept. 2018: 12%

Month Diff. Aug. 2018 - Sept. 2018: 10%

Sep 1, 2018 - Sep 30, 2018: ● Users
Aug 1, 2018 - Aug 31, 2018: ● Users



SDSU.EDU/ MISSIONVALLEY

Live date November 28, 2017

Total Visitors

2,125

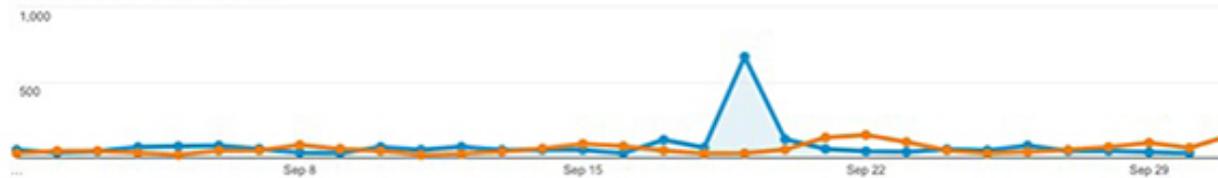
Total Page Views

5,120

Month Diff. Aug. 2018 - Sept. 2018: 29%

Month Diff. Aug. 2018 - Sept. 2018: 13%

Sep 1, 2018 - Sep 30, 2018: ● Users
Aug 1, 2018 - Aug 31, 2018: ● Users



SDSU.EDU/ NEWSCENTER

Total Visitors
44,675

Month Diff. Aug. 2018 - Sept. 2018: 1%
Year Diff. Sept. 2017 - Sept. 2018: 14%

Total Page Views
74,062

Month Diff. Aug. 2018 - Sept. 2018: 3%
Year Diff. Sept. 2017 - Sept. 2018: 17%

Sep 1, 2018 - Sep 30, 2018: ● Users
Sep 1, 2017 - Sep 30, 2017: ● Users



Top #1 News Story



[SDSU Alert: Water Main Break Affecting SDSU](#)

Published: Sept. 12, 2018 | Views: 6,278

Top #2 News Story



[SDSU Continues Rise in U.S. News Rankings](#)

Published: Aug. 7, 2018 | Views: 5,857

Top #3 News Story



[SDSU Football Announces 2018 KGB SkyShow Game](#)

Published: June 11, 2018 | Views: 5,497

Top #4 News Story



[Meningococcal Meningitis Case Reported on Campus](#)

Published: Sept. 28, 2018 | Views: 3,581



Examples of Secured Media in Major Markets

A new study by SDSU that looks at adolescent development and how sexual orientation and gender identity play a role.



Jennifer Imazeki, director of the SDSU's Center for Teaching and Learning's contribution to "Getting Down to Facts II," a report that analyzes the state of California's public schools.





NEWSCENTER NEWSLETTER

Opens and Average Open Rate

3,062 (27%)

Clicks and Average Click-through Rate

1,154 (10%)

Week 9/5/18

Highest Click-through



[Arts Alive SDSU Announces Fall 2018 Signature Events](#)

Published: Aug. 30, 2018 | Views: 134

Week 9/12/18

Highest Click-through



[SDSU Continues Rise in U.S. News Rankings](#)

Published: Sept. 10, 2018 | Views: 306

Week 9/19/18

Highest Click-through



[Views of "S" Mountain Stoke Memories for '51 Aztec](#)

Published: Sept. 14, 2018 | Views: 112

Week 9/26/18

Highest Click-through



[SDSU Insists SoccerCity Refrain From Inaccurate and Misleading Statements](#)

Published: Sept. 24, 2018 | Views: 299



Total Engagement

10,679

Month Diff. Aug. 2018 - Sept. 2018: -11%

Total Fans

124,300

Month Diff. Aug. 2018 - Sept. 2018: 1%

Most Engaged Post



Total Reach

449,675

Month Diff. Aug. 2018 - Sept. 2018: 11%

[SDSU Continues Rise in U.S. News Rankings](#)

Published: Aug. 7, 2018

Engagements: 1,042



Total Engagement

6,440

Month Diff. Aug. 2018 - Sept. 2018: 3%

Total Followers

97,627

Month Diff. Aug. 2018 - Sept. 2018: 1%

Most Clicked Link



[SDSU Continues Rise in U.S. News Rankings](#)

Published: Aug. 7, 2018 | Likes: 601

Total Link Clicks

2,200

Month Diff. Aug. 2018 - Sept. 2018: -34%



Total Engagement

22,737

Month Diff. Aug. 2018 - Sept. 2018: 36%

Total Followers

32,183

Month Diff. Aug. 2018 - Sept. 2018: 6%

Most Liked Post



[Baxter wearing #IAMSDSU scarf](#)

Published: Sept. 14, 2018 | Likes: 1,756

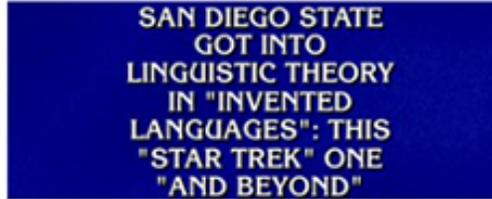


Top YouTube Video



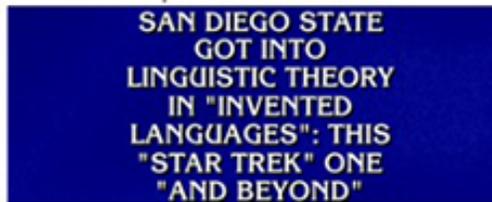
[Aerial Tour of San Diego State University](#)
Published: May 10, 2018 | Views: 1,291

Top Facebook Video



[SDSU on Jeopardy! Clip](#)
Published: Sept. 27, 2018 | Views: 4,261

Top Twitter Video



[SDSU on Jeopardy! Clip](#)
Published: Sept. 27, 2018 | Views: 6,598

Total YouTube Views

13,359

Month Diff. Aug. 2018 - Sept. 2018: -1%

Total Facebook Video Views

17,209

Month Diff. Aug. 2018 - Sept. 2018: 103%

Total Twitter Video Views

18,400

Month Diff. Aug. 2018 - Sept. 2018: 113%

[Metrics Defined](#)

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SAN DIEGO STATE
UNIVERSITY

Department of Marketing and Communications Metric Terms Glossary

WEB TRAFFIC

Total Visitors

A visitor is someone who did not have Google Analytics cookies when they hit the first page in this visit. If a visitor deletes their cookies and comes back to our site, the visitor will be counted as a new visitor.

Total Page Views

An instance of a page being loaded or reloaded in a browser. Page views is a metric defined as the total number of pages viewed.

Top News Stories

The stories on Newscenter with the most page views within the report month. Publish date may be outside of the month.

MEDIA RELATIONS

Total Hits

Total number of times SDSU is mentioned throughout news sources.

Total National Hits

Total number of times SDSU is mentioned throughout national news sources defined as an appearance in the top 10 national media markets with more than 1M visitors per day.

Total Major Hits

Total number of times SDSU is mentioned throughout news sources that are identified as major defined as an appearance in a top-25 metro daily or online site with more than 200,000 visitors per day

Pitches

The number of story pitches made by the Media Relations team to media outlets.

Placements

The number of pitches made to a media outlet that resulted in a story or media inquiry and were leveraged for a positive story.

EMAIL

Our Newscenter email newsletter is sent to the campus community of faculty and staff, as well as some

alumni, students and friends of SDSU. This email is sent weekly.

Average Open Rate

The open rate is a measure of the average number of people on the email list that open or view a particular email campaign. As a mathematical equation, it's the total number of email opens divided by the number of emails delivered.

Average Click-through Rate

The percentage of our audience that advances ("clicks through") from our email to our website or the next step of our marketing campaign. As a mathematical equation, it's the total number of clicks that our email receives divided by the number of opportunities that people had to click (e.g., emails sent, emails opened etc.).

Week Highest Click-through Newsletter stories

The stories within the approximately four newsletters sent with the most clicks within the report month.

SOCIAL CHANNELS**FACEBOOK****Total Engagement**

The total number actions performed on our Facebook content, including reacting to, liking or commenting on a post.

Total Fans

A fan is a Facebook user who has followed our page.

Most Engaged Post

The Facebook post with the most actions performed, including reactions, likes and comments.

Total Reach

The number of people who saw a post from our Facebook page.

TWITTER**Total Engagement**

The number of times a user interacted with our tweets (a post in Twitter). This includes likes, retweets and clicks.

Total Followers

A follower is another Twitter user who has followed us to receive our tweets in their feed.

Most Clicked Link

The tweet with the most clicks.

Total Link Clicks

The total number of link clicks from our tweets.

INSTAGRAM**Total Engagement**

The total number of times followers or non-followers engaged with our Instagram account (e.g. likes, comments).

Total Followers

Total number of followers of SDSU's Instagram account.

Most Liked Post

The post with the most likes.

Total Story Impressions

The number of times an Instagram Story was displayed to an Instagram user during the month.

VIDEO**Top YouTube Video**

Our YouTube video with the most views.

Top Facebook Video

Our Facebook video with the most views.

Total YouTube Views

The number of times our YouTube videos were viewed.

Total Facebook Video Views

The number of times Facebook videos posted this month were viewed.

SOURCES

<https://megalytic.com/blog/understanding-google-analytics-channels>
<https://support.google.com/analytics/answer/2731565?hl=en>
<https://support.google.com/analytics/answer/2992042?hl=en>
https://support.google.com/analytics/answer/6086080?hl=en&ref_topic=6083659
<http://www.analyticsmarket.com/blog/google-analytics-definitions>
<http://help.campaignmonitor.com/topic.aspx?t=89>
<http://blog.hubspot.com/marketing/inbound-marketing-glossary-list>
<https://www.facebook.com/business/help/447834205249495/>
<https://support.twitter.com/articles/166337>
<https://business.twitter.com/help/twitter-adsglossary?lang=en&location=na>