

**AP&P AGENDA**  
**24 September 2019**  
**Nasatir Hall 324**

**Members in attendance**

DJ Hopkins, Chair, PSFA  
Farid Abdel-Nour, CAL  
Pamella Lach, Library  
Matthew Mahar, HHS  
Cathie Atkins, College of Sciences  
John Penrose, Fowler College of Business  
Khaled Morsi, College of Engineering

**Ex-officio**

Ed Balsdon, Graduate Affairs  
Stacey Sinclair (attending for Norah Shultz)

**Guests**

Joanna Brooks, AVP Faculty Advancement, 2:30

**Call to order - 2:04pm**

**1. Approval of Agenda**

Motion to approve: Matthew Mahar; Seconded: John Penrose

**2. Approval of Minutes from August**

Changes to make to minutes for approval: Bottom of 1st page: pending clarification from Balsdon; DJ sought separately; Last page: omit second-to-last bullet on shared governance: "Support Shared Government ideas and practices, including in AP&P meetings, deliberations, leadership, and communications." Fix spelling for Nasatir Hall. Pam will make changes.

Motion to approve: Khaled Morsi, Seconded: Matt Mahar/Cathie Atkins

**3. Membership.** Review roster, introduce any new members.

Need to fill IVC, Education, AS (2)

**4. Announcements**

**5. OLD BUSINESS:**

A) Program proposal: Construction Management  
— Additional materials provided.

Credits required for accreditation, allowed to exceed 120.

Motion to approve: Khaled Morsi; Seconded: Cathie Atkins; Motion approved unanimously.

As we transition from CurricUNET to new system, we need something that's easy and standardized for committees to review and approve new programs/classes. Processes are being refined, which can help. Construction Management curriculum map a nice template/model.

B) Program proposal: Social Science ITEP  
— Revised proposal with updated units provided.

Clarifications made based on our questions: 1 summer and fixed number of units (134).

Motion: Farid Abdel-Nour; Seconded: Matthew Mahar; Approved unanimously.

C) Discuss revised AY Agenda for the committee, esp. RTP review project.  
— Vote to approve or amend.

Agenda item #1 (RTP review) updated based on conversations with Paula Peters (incoming chair of Senate Faculty Affairs), Joanna Brooks, and Jennifer Imazeki in which the division of labor was specified: Faculty Affairs will address implementation while AP&P reviews alignment of policies. Model what colleges might do with each of their departments.

Proposed addition as second item: *As a corollary, AP&P will review Senate policy file language around University, College, and Department / School level RTP documents.*

EMAG: report finalized; campus-wide message forthcoming; Ed Balsdon will answer questions about report at next meeting. Update AY agenda: deleted this bullet and folded into ERG bullet.

Still working with Allison Vaughn on CCE committee appointment language. No changes required.

New item suggested by Farid: discuss the development of rationale and guiding criteria for appropriate class size for departments and schools. Criteria should be anchored in SLOs and pedagogy (not necessarily an action item).

ERG report agenda item update: DAESA will no longer prepare ERG report given new data dashboards; revise our relationship with ERG data in general. Policy File specifies we perform annual review of enrollment management (ERG report as stand-in for this). AP&P chair will be part of EMAG committee. New language for AY agenda: *Review the work of the Enrollment Management Advisory Group (EMAG). Discuss final EMAG report. Revise AP&P's relationship with enrollment, retention, and graduation data; explore our options for the committee's role in reviewing and reporting on enrollment management policies and outcomes.*

Motion to approve: Khaled Morsi; Second: Cathie Atkins; Agenda approved anonymously

## 6. NEW BUSINESS

**A) 2:30 Time Certain** — Joanna Brooks, AVP Faculty Advancement (moved up to top of agenda)

— Supporting document: Faculty and GI 2025

Graduation Initiative 2025 - CSU-wide set of goals to address 1.5 million shortfall in bachelor degrees to meet CA job (retention/graduation initiative) - system-wide goal to eliminate equity/achievement grants (with individual campus goals). New student success data dashboards to assist these efforts. SDSU has improved advising, new systems for tracking early indicators for successful interventions; remove some barriers (wait lists, etc.), and wraparound services. But majority of faculty largely unaware of GI 2025 and our localized efforts (entering cohort of students is the 2025 cohort). Jennifer Imazeki calls for greater faculty attention and involvement to GI 2025. Proposal to engage faculty in the process (not a matter of policy per se).

### Discussion

Two-pronged outreach approach: broad audience of all faculty (communication); smaller cohort of faculty who teach courses of interest where there are larger gaps where extra training may be needed. Challenge of incentivizing teaching when research weighted more heavily. How to value teaching so that faculty buy-in? More broadly: remind all faculty of pedagogical tools and support available, start nudging faculty to look at dashboards and consider using some of these tools to improve outcomes.

Target those slated to teach courses of interest for Spring 2020 (preliminary list of courses pulled from the dashboard). Data dashboard broken down by course; should it be broken down by individual faculty members? Still need to dig into the data further (e.g. face-to-face vs online) in partnership with Deans and college student success teams.

Provide guidance to chairs and directors about best practices for talking to their faculty and encouraging positive interventions (mid-November 2019 in the draft timeline).

Low-to-medium interventions suggested in the proposal (p 1) - e.g. early-status assessments, taking attendance - sensible interventions that would be easy to implement.

Feedback: reiterate value of EAB-Navigate (<http://sdsu.campus.eab.com/>) for faculty and advisors to track students; encourage partnership between faculty and advisors. No plan to orient or train faculty to this system (training not trivial). Encourage DAESA to bring faculty into the conversation; Joanna's office can work on this via CTL. Integrate EAB-Navigate into Web Portal to encourage faculty participation. More longitudinal data analysis to look at how interventions such as supplemental instruction (SI) might have helped over time.

B) Fac. Affairs Committee guidance document for RTP review committees.

Rationale: Introducing a tool to support a fair and transparent RTP process.

Discussion of RTP “Guidelines” document for first meeting of each committee level of review. Discussion about whether to watch video separately or together as committee, and whether to read university, college, and departmental policies together or independently. Discussion about how to generate a shared understanding of policies. Discussion about whether committee chair should affirm on behalf of the committee, or whether individual committee members affirm that they’ve watched the video, read the criteria, and discussed (similar to DDI Acknowledgment of Commitment Form that each member of a college’s Diversity Planning Committee is required to complete in advance of developing their diversity plans this year). Add acknowledgement of confidentiality to this.

C) Mark Wheeler asks our committee to consider a name change: from “academic” to “university.”

Discussion about whether this is a superficial change or signifies a different sort of committee that can address broader university planning (and would thus require a different committee membership). What are the unintended consequences of such a change? “Academic” is quite broad; things such as business affairs, athletics, and parking are beyond our purview and expertise. Examples of past activities of committee that are broader than “academic”? Current consensus is to leave the name as is.

D) SEC Referral: Four new seats for faculty are being added to PBAC (President’s Budget Advisory Committee). In the short term, the positions will be filled by interim appointees. AP&P has been tasked by SEC to propose a policy for selecting PBAC members “with all deliberate speed.”

Constant tension between academic affairs and BFA. Increase faculty voice on PBAC is important. What is current faculty representation on PBAC? Few dedicated faculty lines (Senate chair and co-chair and chair of AR&P officially serve, plus VPs).

PBAC faculty reps need not be senators and should be elected via nomination process, whether faculty-wide vote or senate vote. Limit representation: while each college can’t be represented, no single college should have disproportionate representation. Longer terms preferred to shorter. In call for nominations, include lengthy explanation of skills and qualifications recommended for a representative, including experience with complex budgets and statement about leadership and advocacy. Three-year term with possible renewal; staggered terms (cycle interim reps out gradually). Did not have time to discuss nomination process.

E) SEC Referral: Policy for Service Learning course designation. (Norah Shultz)

Stacey Sinclair (for Shultz) will send policy document for review in advance of next meeting.

F) Consider proposing a change to the policy file to give the Senate a deciding role in determining the length and structure of summer and winter sessions.

Did not discuss – ran out of time.

**Next meeting:**

October 22 at 2pm — location TBA

Move to adjourn: Ed Balsdon; Second: Khaled Morsi

Adjourn at 4:05pm