



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Minutes

May 7, 2019

### Table of Contents

---

|      |   |    |
|------|---|----|
| 0.   | Table of Contents .....   | 1  |
| 1.   | Minutes.....  | 3  |
| 2.   | <b>Copy of Agenda</b> .....   | 14 |
| 3.   | Announcements (Bober-Michel)  |    |
| 3.1  | Aztec Shops review  |    |
| 3.2  | Teaching Excellence Award   |    |
| 3.3  | Additional faculty representation / PBAC  |    |
| 4.   | Academic Affairs (Johnson)  |    |
| 5.   | SEC Report  |    |
| 5.1  | Referral chart (Ornatowski) .....   | 16 |
| 6.   | Old Business  |    |
| 7.   | New Business: Action Items  |    |
| 7.1  | Enrollment Services (Lieu) - <b>3:45pm time certain</b>                               |    |
| 7.2  | Senate/SEC Calendar for AY 2019/20 .....  | 17 |
| 7.3  | Senate Election Results/Recognition of Outgoing Senators .....                        | 18 |
| 7.4  | Nominees for Senate Officers and Executive Members                                    |    |
| 7.5  | Nominees for HSI Committee  |    |
| 7.6  | Nominees for Strategic Planning Visioning Committee                                   |    |
| 7.7  | Constitution of the 2019/20 Committee on Committees and Elections                     |    |
| 7.8  | College of Extended Studies Advisory Council (Ely) - <b>4:00pm time certain</b> ..... | 24 |
| 7.9  | Constitution and Bylaws (Atterton) .....  | 27 |
| 7.10 | Faculty Honors and Awards (Bober-Michel, for Anderson) .....                          | 28 |

- 8. New Business: Consent Calendar (Committee Reports)
  - 8.1 Academic Calendars (Shultz) .....35
  - 8.2 Academic Policy & Planning (Abdel-Nour) .....41
  - 8.3 Academic Resources & Planning (Reed) .....42
  - 8.4 California Faculty Association (Toombs) .....47
  - 8.5 Committees and Elections (Vaughn) .....49
  - 8.6 Diversity, Equity, & Outreach (Chung) .....54
  - 8.7 Faculty Affairs (Imazeki).....65
  - 8.8 Undergraduate Curriculum (Verity) .....67
  - 8.9 University Relations & Development (Vargas).....70
  
- 9. Other Information Items
  - 9.1 Task Force to Revise the Curriculum Approval Process (Gattas and Bober-Michel)
  - 9.2 Mission Valley / Communications (Gattas and Bober-Michel)
  - 9.3 IT Security (Larson and Fitipaldi) - **3:50 time certain**
  
- 10. Other Business
  
- 11. Adjournment: 4:30pm



SAN DIEGO STATE  
UNIVERSITY

## San Diego State University Senate Minutes

May 7, 2019

AL 101

2:00 to 4:30 pm

The Senate meeting for May 7, 2019 was called to order at 2:01 pm.

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

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

**Coach:** Crawford

**Education:** Brandon, Cappello, Degeneffe, Kraemer

**Engineering:** Engin, May-Newman, Morsi, Sharma

**Fowler College of Business:** Ahsan, Gubellini, Peter

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

**Imperial Valley:** Abarbanell

**Lecturers:** Fuller, Justice, Moberly

**Library:** Bliss, Weston

**MPP I & II:**

**Parliamentarian:** Eadie

**Professional Studies & Fine Arts:** Canary, Durbin, McMills, Sasidharan, Sha

**Sciences:** Atkins, Harrison, Interlando, Love, Marx, Ponomarenko, Reeder, Schellenberg, Vaughn, Xie, Zona

**Staff:** Aguilar, Chie, Preciado

**University Services:** Sakai

**Administration:** Johnson, Dooley, Shultz, Welter

**Ex-Officio / Emeritus Faculty:** Shackelford

**Associated Students:** Estrada, Thomas

**CFA:** Toombs

**ASCSU:** Blanco (for Csomay), Butler-Byrd,

**Guests:** Brooks, Chizhik, Ely, Everett-Haynes, Fitipaldi, Larson, Lieu, Prislin, Reed, Santos-Derieg, Verity, Wood

**New AY 2019/20 Senators in attendance****Arts and Letters:**

- Kate Swanson, Associate Professor and Chair - Geography
- Betty Samraj, Professor and Chair - Linguistics and Asian/Middle Eastern Languages
- Angelo Corlett, Professor - Philosophy (completing Erin Riley's term, which concludes in May 2021; eligible after that to serve two consecutive three-year terms)

**Fowler College of Business:**

- Victoria Krivogorsky, Professor - Lamden School of Accountancy

**Engineering:**

- Yusuf Ozturk, Professor – Electrical and Computer Engineering

**Lecturers:**

- Kathleen Czech, PSFA
- Karey Sabol, Arts and Letters
- Corinne McDaniels-Davidson – Health and Human Services (completing Kris Rodenberg's term, which concludes in May 2021; eligible after that to serve two consecutive three-year terms)
- Ian Ruston, Arts and Letters – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- Robert Showghi, Fowler College of Business – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- David Fobes, PSFA – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- Narelle MacKenzie, Fowler College of Business – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)

**Professional Studies and Fine Arts:**

- Sherry Ryan, Professor - Public Affairs
- Salvador Espinosa, Associate Professor - Public Affairs
- Rachael Record, Professor – Communication

**Sciences:**

- Allen Gontz, Professor and Chair – Geological Sciences
- Jerome Orosz, Professor – Astronomy
- Brian Hentschel, Professor – Biology
- Bryon Purse, Associate Professor – Chemistry

**SSP/AR:**

- Michael Juan, Counseling and Psychological Services

**Staff:**

- Claris Teran, Student Affairs and the Division of Education (Imperial Valley)

- Todd Kennedy, Enrollment Services – 2 year term, ending in 2021; eligible after that to serve two consecutive three-year terms)
- Debra Bertram, Fowler College of Business – 2 year term, ending in 2021; eligible after that to serve two consecutive three-year terms)

1. Agenda (Attiq)

**MSP** To approve the Senate Agenda for May 7, 2019.

2. Minutes (Attiq)

**MSP** To approve the Senate Minutes for April 9, 2019.

3. Announcements (Bober-Michel)

3.1 Aztec Shops review

**Bober-Michel** informed Senate that the review will start in the Fall.

3.2 Teaching Excellence Award

**Bober-Michel** recapped the Teaching Excellence Award reception for awardee Audrey Hokoda (College of Education-Child & Family Development). It was a amazing celebration with about 100 people in attendance, including Dr. Hokoda's family and community members. Dr. Hokoda spoke about her "...wonderful career at SDSU working out in the community" with students on violence prevention, teen violence, bullying—many of those experiences made possible with grants and contracts. She and Chair Bober-Michel thanked Provost Johnson for funding the \$10,000 award (Foundation Account) as well as other units that provided assistance: Aztec Shops, Associated Students, Graduate Affairs and Athletics.

3.3 Additional faculty representation / PBAC

**Bober-Michel** noted that PBAC is seeking additional faculty to serve on the President's Budget Advisory Committee (PBAC). She provided a brief update on the final round of one-time and base requests that BRAT, AR&P and PBAC are still considering.<sup>1</sup> She explained the struggle members face in making decisions about what to fully fund, partially fund, or not fund at all—given that the requests far exceed actual resources. Obviously, cuts to Academic Affairs have lasting consequences down the road. That said, we still need and want our campus to be a safe place for students and employees, so there can't be excessive cutting on that end either. Our infrastructure is also in need of repair—the PSFA drama well illustrates what happens when serious issues are ignored year after year.

4. Academic Affairs (Johnson)

---

<sup>1</sup> See: <https://bfa.sdsu.edu/financial/budget/budfin/docs/pbac-approvedrecommendations-52319.pdf> for what was ultimately approved on Thursday, May 23, 2019.

**Provost Johnson** began by noting that it's been "... an honor and privilege to serve SDSU in the role of Interim Provost." He spoke about the 12 "what ifs" he first discussed with us back in September, focusing initially on the need for simpler and yet more concise budget overviews at the College and Department/Schools levels. He thanked AVP Prislin for developing budget formats that more accurately communicate College resources and allow Deans to be more transparent with their internal units. The Deans now have more flexibility in allocating resources -- but with flexibility comes accountability for ensuring monies are used well. The Provost is especially pleased at the growing openness and transparency around the budget approval process—including how BRAT, AR&P, and PBAC share information and communicate with the campus constituencies. We have made significant progress, but we can do even better in the future.

Colleges and Departments/Schools have more decision-making authority now; fewer decisions are made centrally. And finally, we've returned to past practices wherein Colleges retain resources from faculty separations—80%, with 20% retained in Academic Affairs for distribution by application from units with specific needs to immediately fill. Colleges also have more latitude for negotiating start-up packages.

Budget reform also means that we've eliminated the somewhat artificial lines that had been drawn between and amongst budget "types" (instructional, operational, staffing). In truth, there are only a few areas where funding is unilaterally dedicated (i.e., financial aid).

The Provost is excited about the opportunity for Colleges and Departments/Schools to use surplus CES funds and build new partnerships with CES.

The Provost believes the University can be whatever we envision it being. He is continually impressed with the talent of faculty, staff and administrators. Without doubt, we have impressive students, scholars, researchers and teachers. The image of SDSU has changed dramatically; people around the country see us as a great place for students and employees. He worries, however, that we don't always act like we have a strong University—cautioning us that what we do, or fail to do, will influence the extent to which this is a place where people want to spend their careers and students want to spend their academic years.

The strategic planning process offers us the chance to articulate our vision of what this University should be. He reminded Senators to think about what it means to be a great University for all the diverse populations that we serve. If we're going to be a great place for scholarship, we need to embrace diversity and inclusion so that those who join us feel that they can succeed and thrive here. We must create a climate and culture where people feel celebrated and know that this place is where they belong. We must think about what student success looks like for all the many groups we are privileged to serve; we must support every student we admit. This should be something we built into the fabric of the University. We have a responsibility to shape a culture where people will want to come to SDSU for who we are.

Provost Johnson closed by again noting the great honor it has been to work of us; he will be cheering for SDSU.

5. SEC Report

5.1 Referral chart (Ornatowski)

**Ornatowski** briefly recapped the Referral Chart, including SEC's decision to keep (longstanding) Referrals #1 thru 4 on the Chart for next year's members to simplify or more substantively revise. He pointed out that Referral #9 (to Faculty Affairs) is totally new, while Referral #8 is a "returning" one because of some dissatisfaction amongst members about how it was initially resolved. It calls for CBL to research the viability of adding a Senate seat for nonrepresented, non-MPP staff; what Senate approved earlier in the academic year (at CBL's request) was inclusion of a nonrepresented/non-MPP staff member on CES Dean Search and Review Committees.

6. Old Business

7. New Business: Action Items

7.1 Enrollment Services (Lieu; see attached) - **3:45pm time certain**

**Lieu** presented the list of degree candidates (both undergraduate and graduate) who had applied late and thus did not appear on the initial list sent out for faculty review and approval.

**MSP**

**Wood** updated Senators on work of the Enrollment Management Advisory Group (EMAG), including the survey of potential admissions criteria that faculty were asked to complete. The goal is to have new admissions criteria in place for the Fall 2022 admissions cycle. Among the many factors discussed to date are readiness of prospective students to engage in a diverse environment and socioeconomic status. EMAG is committed to providing regular updates to Senate as group members move forward. As important is also engaging the entire campus community in feedback processes.

**Aguilar** noted the Chancellor's Office process is online and should be shared with Senate (see: <https://tinyurl.com/ycq5w8ny>).

**Welter** wondered about the goal we are trying to achieve. **Wood** explained that it's really about fairness in the admittance process.

**Preciado** expressed concern about using analytics to determine a student's major. **Wood** explained that students will continue to choose their majors; we, however, want to think holistically and be prepared to serve diverse students.

**Shultz** noted the need to look beyond admission; it's about how we "receive" students and support them from year to year,

**Fuller** said there is a sense of loss within the Compact Scholars community; more outreach is needed.

#### 7.2 Senate/SEC Calendar for AY 2019/20

**Bober-Michel** presented the proposed meeting calendar for AY 2019/20; she noted that 2020 is a leap year and Spring Break is back to the end of March.

**MSP**

#### 7.3 Senate Election Results/Recognition of Outgoing Senators

**Bober-Michel** recapped membership election results; the document she earlier sent to Senators noted those newly-elected, re-elected, and continuing). The roster (<http://senate.sdsu.edu/senateroster.aspx>) will be updated on the Senate website after graduation.

#### 7.4 Nominees for Senate Officers and Executive Members

**Ornatowski** opened the election for Senate Chair, recognized the two nominees (Marcie Bober-Michel and Mark Wheeler), and then called for other nominations from the floor (for which there were none).

**MSP** To close nominations for Senate Chair.

**Results:** Wheeler: 41, Bober-Michel: 24 Abstentions: 3

Senate elected Wheeler for Senate Chair.

**Bober-Michel** opened the election for Senate Vice Chair, recognized the two nominees (Nola Butler-Byrd and Khaled Morsi), and then called for other nominations from the floor (for which there were none).

**MSP** To close nominations for Senate Vice Chair.

**Results:** Butler-Byrd: 41, Morsi: 24, Abstain: 3

Senate elected Butler-Byrd for Senate Vice Chair.

**Bober-Michel** opened the election for Senate Secretary, recognized the two nominees (Cyndi Chie and Vadim Ponomarenko), and then called for other nominations from the floor (for which there were none).

**MSP** To close nominations for Senate Secretary.

**Results:** Chie: 33, Ponomarenko: 30, Abstain: 6

Senate elected Chie for Senate Secretary.

**Bober-Michel** opened the election for Executive Senators (Senators-At-Large), recognized the one nominees (Brian Adams), and then called for other nominations from the floor: Espinosa (PSFA), Gontz (Sciences), Morsi (Engineering), Ponomarenko (Sciences). She reminded Senators that no College would have more than one representative.

**MSP** To close nominations for Executive Senators.

**Results:** Adams: 46, Ponomarenko: 29, Espinosa: 25.



## 7.5 Nominees for the HSI Committee

**Results:** Castaneda (SDSU IV): 54, Hernandez 22

## 7.6 Nominees for Strategic Planning Visioning Committee

**Results:** Imazeki: 39, May-Newman: 30, Ryan: 32<sup>2</sup>

## 7.7 Constitution of the 2019/20 Committee on Committees and Elections

**Bober-Michel** asked Senators to organize themselves by unit, each electing its member(s) to CCE.

Chair: Allison Vaughn

Arts & Letters: Betty Samraj and Alfredo Urzua Beltran

Fowler College of Business: Stefano Gubellini

Education: Bonnie Kraemer

Engineering: Satish Sharma

Health & Human Services: Michael Gates

Professional Studies & Fine Arts: Rachael Record and Vinod Sasidharan

Sciences: David Marx and Allison Vaughn

Imperial Valley Campus: Linda Abarbanell

Library: Wil Weston

**MSP**

7.8 College of Extended Studies Advisory Council (Ely) - **4:00pm time certain**

**Ely** presented a request for a expedited process to approve programs for delivery via CES. This “fast-tracking” is a trial to determine whether or not it truly allows Departments and Schools to more quickly launch innovative degrees or certificates likely to attract a large number of students. If successful, Senate would be asked to approve a permanent solution. **Ely** noted that for academic Departments and Schools offering self-support programs in rapidly evolving fields, remaining relevant often requires developing and implementing new programs expeditiously.

**Ponomarenko** asked if this request was based on evidence that Departments/Schools had lost out on opportunities when the Chancellor’s Office twice-yearly deadlines can’t be met; **Ely** said *yes* and provided a few examples.

**Preciado** asked if the impact on enrollment management has been reviewed; **Ely** indicated that’s it up to the units to do that research.

**MP**

---

<sup>2</sup> A few days after the meeting, Dean Ponce advised that Helina Hoyt would represent SDSU IV.

### 7.9 Constitution and Bylaws (Atterton)

**Atterton** focused on the Referral about mandatory notices to students (trigger warnings) ahead of the use of “audiovisual” materials that some students might find objectionable. This revision recommends a optional warning—rather than mandating it. Atterton noted that some professional associations—for example, the American Association of University Professors (AAUP)—see such warnings as interfering with core goals of education and infringing on free speech and academic freedom. Furthermore, many faculty members believe that institutions of higher learning should not shield students from uncomfortable messages, especially those challenging students’ own ideas.

**Abdel-Nour** motioned to amend the revised policy and end the sentence after the word *optional*. In addition, he recommended changing the word *audiovisual* to *instructional*.

#### Academic Responsibilities

##### 1.0 Instructional Materials

*1.1 Instructors shall ensure that instructional materials used in or for a course are significantly related to the announced structure and purpose of the course. Giving the audience forewarning of materials that may be deemed offensive shall be optional.*

**MP**

### 7.10 Faculty Honors and Awards (Bober-Michel, for Anderson)

**Bober-Michel** (on behalf of Chair Anderson) presented the list of faculty seeking emeritus status.

- Gregory Durbin, Professor of Theatre, Television, and Film, August 21, 2019, 30 years.
- Gangaram Singh, Professor of Management, August 31, 2014, 15 years.
- Helen Noble, Lecturer of Statistics, August 22, 2019, 35 years.
- Valerie Barker, Lecturer of Journalism and Media Studies, August 22, 2018, 17 years.

**MP**

## 8. New Business: Consent Calendar (Committee Reports)

**MSP** To receive reports on the Consent Calendar.

### 8.1 Academic Calendars (Shultz)

**Shultz** presented calendars for Academic Years 2020-21 and 2021-22, agreeing to meet shortly with the Registrar’s Office to separate out the three Summer sessions: S1 (6 weeks), S2 (six weeks), T1 (12 weeks).

To resolve the extremely short time-frame for Winter Session, **Shultz** suggested moving to a six-day academic week; this can happen only with an exception from the Chancellor's Office, and she is working on this. Winter Term is not part of the Academic Calendar since it is CES-sponsored.

## 8.2 Academic Policy & Planning (Abdel-Nour)

Only one portion of the report drew questions from Senators:

The Committee discussed the Senate's Pell Resolution of March 2019 and its relationship to the ERG Report, and began to consider how to produce or oversee a process for determining what the ERG Report data "tell us" and whether there are implications for action.

**Preciado** expressed concern about the Compact Scholars Program – given that the number of admits this year are 20% lower than last year's group.

**Fuller** wants to see a report from EMAG that fully covers results of surveys completed by partner institutions and faculty. She believes some of that data will shed light on the downturn of admitted Compact students.

**Shultz** noted that Undergraduate Council looks at every aspect of the ERG. Beginning this year, members are examining key data subsets – approaching each task as a true research project. The Compact data just came in, so she's already set to examine this data as well

## 8.3 Academic Resources & Planning (Reed)

## 8.4 California Faculty Association (Toombs)

## 8.5 Committees and Elections (Vaughn)

## 8.6 Diversity, Equity, & Outreach (Chung)

**Imazeki** encouraged everyone to closely look at the DEO report—which derived from a referral from Faculty Affairs that called for DEO members to examine possible gender and faculty of color issues. The effort was comprehensive and the data are fascinating; members definitely raised many questions that we as a learning community must dedicate ourselves to address.

## 8.7 Faculty Affairs (Imazeki)

**Imazeki** asked Senators to closely review the Faculty Affairs report. She noted that there are several upcoming changes to the Personnel Data Summary Form (PDS). They aren't revisions to policy; rather, it's about clarity in implementation of practices that ensures consistency with Policy File language. To exemplify, **Imazeki** referenced the RTP criteria section of the policy file (page 149):

*2.0 Because the university provides access to underrepresented groups as well as traditional groups, the faculty shall be responsive to diverse student populations and needs through teaching, scholarship, research, and service.*

- 8.8 Undergraduate Curriculum (Verity)
- 8.9 University Relations & Development (Vargas)

**MSP** To accept reports on the Consent Calendar.

9. Other Information Items

9.1 Task Force to Revise the Curriculum Approval Process (Gattas and Bober-Michel)

**Bober-Michel** announced that Digarc will be the subscription cloud-based service to replace CurricUNET. The new software will finally allow us to publish a true web-based (and continuously updated) Undergraduate Catalog and Graduate Bulletin, as well as a modern-appearing and responsive schedule of classes. Funding is part of the PBAC base and one-time request list that is set for a vote on May 16 or May 23; procurement begins immediately thereafter. The catalog (Aculog) will go live on or around March 1, 2020 – ahead of students registering for Summer and Fall 2020 classes. The curriculum piece (Curriculog) will go live in August 2020, slightly ahead of the Fall semester start. Thus, all the prework must be completed between now and March 1. This includes localized and vendor-provided training, finalizing the accelerated timeline for proposals to work their way from the Dept/School level to the Senate (for final approval), and selection of College liaisons to assist with development of new proposal templates and other critical processes. A CTL Fellow will also be dedicated to the initiative; he or she will be selected in Summer 2019. .

9.2 Mission Valley / Communications (Gattas and Bober-Michel)

**Bober-Michel** briefly recapped the April forum on P3 partnerships – hosted by two project managers of Innovation Districts similar to the one we’re building; it was well-attended (about 80 people) with useful question/answer exchanges. One big takeaway was that successful Districts ensure that opportunities are open to all disciplines (instructional designers, artist...), not just those that are STEM-affiliated. The [video of the session](#) is posted on the Senate website.

**Wheeler** asked if the Senate would be debating the Mission Valley project.

**Bober-Michel** explained that there was nothing yet for the Senate to debate; the EIR is in process, as well as negotiations for sale of the land and both are closed processes. She reiterated, however, that the Senate co-sponsored multiple Open Forums where attendees could learn about P3 partnership and were invited to submit partnering ideas.

9.3 IT Security (Larson and Fitipaldi) - **3:50 time certain (see appended presentation)**

**Fitipaldi** briefly detailed the (Chancellor’s Office-mandated) IT security training that will be offered on an annual basis. We have been out of compliance for quite some time, so we must quickly launch this program. It will be offered online via the same service we now use for other mandated training (e.g., Sexual Harassment).

**Larson** added that the IT Governance Steering Committee is on-board with this.

10. Other Business

11. Adjournment

**MSP** The Senate adjourned at 4:30 pm.



SAN DIEGO STATE  
UNIVERSITY

**San Diego State University Senate  
Agenda**

May 7, 2019

AL 101

2:00 to 4:30 pm

|   |                       |
|---|-----------------------|
| 1. Agenda (Attiq)   | <b>COPY OF AGENDA</b> |
| 2. Minutes (Attiq)  |                       |
| 3. Announcements (Bober-Michel)   |                       |
| 3.1 Aztec Shops review  |                       |
| 3.2 Teaching Excellence Award   |                       |
| 3.3 Additional faculty representation / PBAC  |                       |
| 4. Academic Affairs (Johnson)   |                       |
| 5. SEC Report   |                       |
| 5.1 Referral chart (Ornatowski) .....   | 3                     |
| 6. Old Business   |                       |
| 7. New Business: Action Items   |                       |
| 7.1 Enrollment Services (Lieu) - <b>3:45pm time certain</b>                               |                       |
| 7.2 Senate/SEC Calendar for AY 2019/20 .....  | 4                     |
| 7.3 Senate Election Results/Recognition of Outgoing Senators .....                        | 5                     |
| 7.4 <b>Nominees for Senate Officers and Executive Members</b>                             |                       |
| 7.5 Nominees for HSI Committee  |                       |
| 7.6 Nominees for Strategic Planning Visioning Committee                                   |                       |
| 7.7 Constitution of the 2019/20 Committee on Committees and Elections                     |                       |
| 7.8 College of Extended Studies Advisory Council (Ely) - <b>4:00pm time certain</b> ..... | 11                    |
| 7.9 Constitution and Bylaws (Atterton) .....  | 14                    |
| 7.10 Faculty Honors and Awards (Bober-Michel, for Anderson) .....                         | 15                    |
| 8. New Business: Consent Calendar (Committee Reports)                                     |                       |
| 8.1 Academic Calendars (Shultz) .....   | 22                    |

|     |  |    |
|-----|--|----|
| 8.2 | Academic Policy & Planning (Abdel-Nour)  | 28 |
| 8.3 | Academic Resources & Planning (Reed)   | 29 |
| 8.4 | California Faculty Association (Toombs)  | 34 |
| 8.5 | Committees and Elections (Vaughn)  | 36 |
| 8.6 | Diversity, Equity, & Outreach (Chung)  | 41 |
| 8.7 | Faculty Affairs (Imazeki)  | 52 |
| 8.8 | Undergraduate Curriculum (Verity)  | 54 |
| 8.9 | University Relations & Development (Vargas)                                    | 57 |
| 9.  | Other Information Items  |    |
| 9.1 | Task Force to Revise the Curriculum Approval Process (Gattas and Bober-Michel) |    |
| 9.2 | Mission Valley / Communications (Gattas and Bober-Michel)                      |    |
| 9.3 | IT Security (Larson and Fitipaldi) - <b>3:50 time certain</b>                  |    |
| 10. | Other Business   |    |
| 11. | Adjournment  |    |

## Referral Chart

|   | Committee                       | Date                   | Item   | Referred by                                  |
|---|---------------------------------|------------------------|--|--|
| 1 | Constitution and Bylaws         | May 2018* <sup>1</sup> | Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?   | SEC  |
| 2 | Constitution and Bylaws         | September 2018         | Revise the language associated with elections -- specifically, search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committees for University Administrators) -- to ensure clarity about those on which Deans, Associate Deans and Assistant Deans can or should serve <i>in a faculty capacity</i> . Rationale for CBL: Currently, Senate Officers and others must painfully wend their way through a slew of reverse references to figure this out.   | Senate Officers                              |
| 3 | Constitution and Bylaws         | September 2018         | Revise the language associated with elections -- specifically: search and review committees (UNIVERSITY POLICIES -->Administration--> Search Committee for University Administrators) -- to ensure clarity about where representation from <i>different</i> Colleges is required. Rationale for CBL: To exemplify, the Policy File section covering Presidential searches specifically notes that faculty representatives must be from different Colleges; however, the reverse reference dance (noted above) is required when determining outside faculty members on College of Extended Studies and Library Dean Search Committees (where multiple faculty are elected). | Senate Officers                              |
| 4 | Constitution and Bylaws         | November 2018          | Examine how the Senate membership would change following an increase in representation for each college (including SDSU Imperial Valley, Library and SSPAR) from 8 to 9 percent of full-time T/TT faculty. Examine potential mixed models of representation.   | Senate Officers                              |
| 5 | Academic Resources and Planning | November 2018          | Explore potential sources of funding for more faculty lines to replace the Student Success Fee after it expires.   | Senate Officers                              |
| 6 | Faculty Affairs                 | November 2018          | Investigate challenges in hiring and retention of faculty.   | Senate Officers                              |
| 7 | Diversity, Equity and Outreach  | November 2018          | Investigate the gender gap among full professors, including determining how many men/women go up for promotion from associate to full professor and what percentage are actually promoted, the average length of time that associate professors have remained in rank or percentage that have been in rank for over 7 years, broken down by gender.  | Senate Officers                              |
| 8 | Constitution and Bylaws         | April 2019             | Research the viability of adding an additional Senate seat for non-MPP staff, open to those who are non-represented. Rationale for CBL: The current membership policy, based on an indefensible and arbitrary criterion, excludes non-represented staff from participating in shared governance.   | Senate Officers                              |
| 9 | Faculty Affairs                 | April 2019             | Consider whether or not to add a statement on responsiveness to diversity as an element of the Personal Data Summary (UNIVERSITY POLICIES-->Faculty-->Reappointment, Tenure and Promotion: Criteria [Excluding Library Faculty and Student Affairs Faculty] -->Section 2.0).   | Senate (via Diversity, Equity, and Outreach) |

\* = extended timeframe for completion



## **2019-2020 Meeting Schedule**

### **Senate Executive Committee and Senate**

#### Senate Executive Committee Meetings

Time: 2:00pm – 4:30pm

Location: MH-3318

Monthly on the following Tuesdays

#### FALL

August 20, 2019

September 17, 2019

October 15, 2019

November 19, 2019

(no meeting in December)

#### SPRING

January 21, 2020

February 18, 2020

March 17, 2020

April 21, 2020

(no meeting in May)

#### Senate Meetings

Time: 2:00pm – 4:30pm

Location: AL-101

Monthly on the following Tuesdays

#### FALL

(no meeting in August)

September 3, 2019

October 1, 2019

November 5, 2019

December 3, 2019

#### SPRING

(no meeting in January)

February 4, 2020

March 3, 2020

April 7, 2020

May, 5, 2020

**Senators AY 2019/20 (new, re-elected, continuing)  
Roster (<http://senate.sdsu.edu/senateroster.aspx>)  
will be updated after graduation**

**Arts and Letters: 5 seats (14 seats total); election response rate = 34% (62/184)**

Elected

- Farid Abdel-Nour, Professor - Political Science – 2<sup>nd</sup> term
- Chris Werry, Professor - Rhetoric and Writing Studies – 2<sup>nd</sup> term
- Kate Swanson, Associate Professor and Chair - Geography
- Betty Samraj, Professor and Chair - Linguistics and Asian/Middle Eastern Languages
- Angelo Corlett, Professor - Philosophy (completing Erin Riley's term, which concludes in May 2021; eligible after that to serve two consecutive three-year terms)

Continuing

- Brian Adams (2018/21)
- Adisa Alkebulan (2017/20)
- Peter Atterton (sabbatical/Fall 2019; 2018/21)
- Alfredo Urzua Beltran (2018/21)
- Ann Hua (2018/21)
- Jennifer Imazeki (2014/20-2<sup>nd</sup> term)
- Walter Penrose (2018/21)
- Mike Roberts (2017/20)
- Mark Wheeler (2018/21)

**Fowler College of Business: 1 seat (5 seats total); election response rate = 38% (26/68)**

Elected

- Victoria Krivogorsky, Professor - Lamden School of Accountancy

Continuing

- Mujtaba Ahsan (2018/21)
- David DeBoskey (2015/21-2<sup>nd</sup> term)
- Stefano Gubellini (2018/21)
- Paula Peter (2014/20-2<sup>nd</sup> term)

**Coach: 1 seat (1 seat total); election response rate = 16% (8/49)**

Elected

- Carin Crawford, Athletics - Water Polo – 2<sup>nd</sup> term

**Education: 2 seats (6 seats total); election response rate = 35% (24/69)**

Elected

- Regina Brandon, Associate Professor - Special Education – 2<sup>nd</sup> term
- **Vacant seat (2019/22)**

Continuing

- Marva Cappello (2018/21)
- Charles Degeneffe (2017/20)
- Luke Duesbery (2018/21)
- Bonnie Kraemer (2018/21-completing term for Wood)

**Engineering: 3 seats (5 seats total); election response rate = 66% (39/59)**

Elected

- Khaled Morsi, Professor - Mechanical Engineering – 2<sup>nd</sup> term
- Karen May-Newman, Professor - Mechanical Engineering – 2<sup>nd</sup> term
- Yusuf Ozturk, Professor – Electrical and Computer Engineering

Continuing

- Ege Engin (2014/20-2<sup>nd</sup> term)
- Satish Sharma (2018/21-completing term for Youssef)

**Health and Human Services: 3 seats (7 seats total); election response rate = 22% (19/87)**

- Katrina Maluf, Professor - School of Exercise and Nutritional Sciences – 2<sup>nd</sup> term
- Vacant seat (2019/22)
- Vacant seat (2017/20)

## Continuing

- Michael Gates (2017-20)
- Philip Greiner (2018/21)
- Jochen Kressler (2018-21)
- Matthew Mahar (2017/20)

**Lecturers: 8 seats (8 seats total: election response rate = 5% (56/1,240)**

## Elected

- Kathleen Czech, PSFA
- Amanda Fuller, DAESA
- Karey Sabol, Arts and Letters
- Corinne McDaniels-Davidson – Health and Human Services (completing Kris Rodenberg’s term, which concludes in May 2021; eligible after that to serve two consecutive three-year terms)
- Ian Ruston, Arts and Letters – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- Robert Showghi, Fowler College of Business – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- David Fobes, PSFA – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)
- Narelle MacKenzie, Fowler College of Business – 1 year term, ending in 2020; eligible after that to serve two consecutive three-year terms)

**Library: 2 seats (2 seats total); election response rate – 75% (18/24)**

## Elected

- Laurel Bliss, Fine Arts Librarian – 2<sup>nd</sup> term
- Wil Weston, Head of Collections Management – 2<sup>nd</sup> term

**Professional Studies and Fine Arts: 2 seats (8 seats total); election response rate = 43% (43/100)**

Elected

- Sherry Ryan, Professor - Public Affairs
- Salvador Espinosa, Associate Professor - Public Affairs
- Rachael Record, Associate Professor – Communication

Continuing

- Marcie Bober-Michel (2014/20-2<sup>nd</sup> term)
- Heather Canary (2018/21)
- D.J. Hopkins (2017/20)
- Anne McMills (2017/20)
- Vinod Sasidharan (2017-20)

**Sciences: 6 seats (13 seats total); election response rate = 20% (34/167)**

Elected

- Allen Gontz, Professor and Chair – Geological Sciences
- Allison Vaughn, Associate Professor – Psychology – 2<sup>nd</sup> term
- Tod Reeder, Professor - Biology/Associate Dean - Research and Graduate Affairs – 2<sup>nd</sup> term
- Jerome Orosz, Professor – Astronomy
- Brian Hentschel, Associate Professor – Biology
- Election ongoing for final position

Continuing

- Chris Harrison (2018/21)
- Carmelo Interlando (2015/21-2<sup>nd</sup> term)
- John Love (2017/20)
- David Marx (2018/21)
- Vadim Ponomarenko (2014-20-2<sup>nd</sup> term)
- Tao Xie (sabbatical/Fall 2019; 2014-20-2<sup>nd</sup> term)
- Donatella Zona (2018-21)

**SSP/AR: 1 seat (1 seat total); election response rate = 69% (9/13)**

Elected

- Michael Juan, Counseling and Psychological Services

**Staff: 4 seats (6 seats total); election response rate/SDSU campus = 13% (182/1,402)**

Elected

- Clarissa Teran, Student Affairs and the Division of Education (Imperial Valley)
- Cyndi Chie, Enrollment Services – 2<sup>nd</sup> term
- Jose Preciado, DAESA – 2<sup>nd</sup> term
- Todd Kennedy, Enrollment Services – 2 year term, ending in 2021; eligible after that to serve two consecutive three-year terms)
- Debra Bertram, Fowler College of Business – 2 year term, ending in 2021; eligible after that to serve two consecutive three-year terms)

Continuing

- Bann Attiq (2018-21)

**Units where no election was held this year**

- **MPP 1 and 2** – Caryl Montero-Adams
- **SDSU Imperial Valley (faculty)** – Linda Arbarbanell

## **Outgoing Senators**

### **Arts and Letters**

- George Christakos – S.M. Birch Chair and Distinguished Professor of Geography
- Clarissa Clo – Professor and Chair, Department of European Studies
- Erin Riley – Professor and Graduate Advisor, Department of Anthropology (on sabbatical AY 2019/20; term ends 2021)

### **Fowler College of Business**

- Steven Gill – Associate Professor, Lamden School of Accountancy

### **Health and Human Services**

- Mitchell Rauh – Professor and Director of Physical Therapy Program, School of Exercise and Nutritional Sciences (termed out)

### **Lecturers**

- Paul Justice – Director of Interdisciplinary Studies and Undeclared Programs, Division of Academic Engagement and Student Achievement (termed out)
- Raymond Moberly – Department of Aerospace Engineering, College of Engineering
- Kris Rodenberg – School of Teacher Education, College of Education (schedule conflicts; replacement elected to complete her term)

### **Professional Studies & Fine Arts**

- Donna Conaty – Interim Dean
- Bey-Ling Sha – Acting Associate Dean
- Greg Durbin – Professor and Area Head, School of Theatre, Television and Film (termed out)

### **Sciences**

- Cathie Atkins – Associate Dean for Academic and Faculty Affairs (termed out)
- Rebecca Lewison – Professor, Biology
- Stephen Schellenberg – Assistant Vice President for Educational Effectiveness, Division of Academic Engagement and Student Achievement (will now serve as ex-officio/non-voting)

### **SSP/AR**

- Carrie Sakai – Counseling and Psychological Services

### **Staff**

- Norma Aguilar – Student Affairs, SDSU Imperial Valley (termed out)

Date: April 30, 2019  
To: Senate  
From: CES Advisory Council  
Subject: ACTION: Proposed Campus Procedures for New Self-Support Degree Programs and Certificates: University-Level Review

---

## 1. Background: CSU Procedures for Fast-Track Degree Programs

The CSU Chancellor's Office issued the following [Procedures for Fast Track Degree Programs](#).

In the traditional proposal process, a campus must submit for Trustee approval a proposed degree projection on the campus academic plan; subsequent to Trustee approval of the projection, the campus may begin developing a degree proposal that will be submitted to the Chancellor's Office for system-level review and approval. In the traditional process, proposals are to be submitted in the academic year preceding planned implementation.

As adopted by the Board in July 1997, the fast-track process shortens the time to implementation by allowing proposals to be submitted at the same time that the projection is proposed to the Trustees. Fast-track proposals still undergo system-level review, and the fast track does not move the proposal through an expedited review process.

### Fast-Track Criteria

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project. Major capital outlay construction projects are those projects whose total cost is \$610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code §§ 10705(a); 10105 and 10108).
4. The proposed degree program is consistent with all existing state and federal law and Trustee policy.
5. The program leads to a bachelor's or master's degree.
6. The proposed program has been subject to a thorough campus review and approval process.

### Fast-Track Timeline

Fast-track proposals that are submitted to the Chancellor's Office, Office of Academic Planning, by the first Monday in January and raise no major issues can be acted on by the Board of Trustees in March, sent through system-level review, and receive Chancellor's Office approval in July.



Those proposals that are submitted by the second Monday in June and raise no major issues can be acted on by the Board of Trustees in September, sent through system-level review, and receive Chancellor's Office approval in December.

## **2. Background: CSU Procedures for Pilot Degree Programs**

A limited number of proposals that meet fast-track criteria may be implemented as 5-year "pilot programs" without prior review and comment by the Chancellor. Prior to implementation, the campus is obligated to (1) notify the Chancellor's Office of plans to establish the program, (2) to provide a program description and list of curricular requirements, and (3) to confirm that each of the six pilot criteria apply to the pilot program.

## **3. Current SDSU Approval Process**

Following department and college approvals, proposals for new degree programs are reviewed at the university level by the AP&P, AR&P, Undergraduate and/or Graduate Curriculum Committee, Academic Deans, Graduate Council (if the new program is at the graduate level), Senate, and President.

Proposals for new certificates do not require system-level approval; however, the campus approval process is similar to that for new degree programs.

### **ACTION: Trial of an SDSU Fast-Track for New Self-Support Degree Programs**

Up to seven proposals for new self-support programs offered through CES can be reviewed using the following process.

1. Proposals for new degree programs intended for the CSU Fast-Track and CSU Pilot processes and proposals for new certificate programs will undergo the campus review process at the levels of department, college, and Undergraduate and/or Graduate Curriculum Committee. At each level, committees shall endeavor to prioritize review of these proposals, given the fast-changing nature of target market for these programs and the need for CES to be as responsive as possible to these market demands so as to maximize the potential for revenue that benefits the entire campus.

Any new courses that are created for the new degree program would be reviewed concurrently with the new program proposal. Courses created through this expedited review process can only be used in self-support programs.

2. Following review by the Undergraduate Curriculum Committee or Graduate Curriculum Committee, and in lieu of separate reviews by AP&P, AR&P, and Graduate Council, proposals will advance to a CES Expedited Program Review Committee consisting of representatives from the (1) AP&P, (2), AR&P, (3) SEC and (4) CES Advisory Council. Following the approval of the CES Expedited Program Review Committee, the proposal will be forwarded to the Senate for approval.

3. A proposal's originator shall attend the meeting of the CES Expedited Program Review Committee to respond to any members' questions regarding the proposal.
4. Following the approval of the Senate:
  - CSU Fast-Track Program proposals are submitted to the Chancellor's Office for review.
  - CSU Pilot Program proposals are implemented using the Chancellor's Office Pilot Program Implementation procedures.
  - Certificate programs are implemented following SDSU campus procedures.

By December 2019, the SEC will initiate a review of this expedited process and make a recommendation to the Senate on whether it should be established as a permanent process.

### Rationale

For academic departments and schools offering self-support programs in rapidly evolving fields, remaining relevant often requires developing and implementing new programs expeditiously.

There are two submission deadlines for CSU system-level review (first Monday in January for July approval and the second Monday in June for December approval) and two submission deadlines for Cal State Apply (March and June). Long delays in program implementation arise if one of these deadlines is missed. For example, a new degree program following the CO's Fast-Track program process submitted to the CO before the June 2019 deadline could be (1) approved by the Board of Trustees and CO by December 2019, (2) entered into Cal State Apply by March 2020, and (3) accepting students for the spring 2021 semester. However, missing the CO's June 2019 deadline would cause a delay in accepting students until the spring 2022 semester. The CSU Chancellor's Office procedures for fast-track programs and Pilot programs shortens the timeline for system-level reviews. However, the campus process can be lengthy because of the number of department-, college-, and university-level committees involved.

While this proposal will shorten the review timeline at the University level, all proposals will still be reviewed by curriculum committees at the department and college levels and by either the University Curriculum Committee or the Graduate Curriculum Committee. Thus, this proposal seeks to strike a proper balance between conducting an appropriately rigorous review and the timely launch of the program. This expedited process is being proposed only for new self-support programs; thus, the normal resource concerns associated with new state programs will not arise. The process will be implemented on a trial basis; no more than seven proposals could be processed using this procedure. By December 2019, a review of the procedure will be initiated. Following that review, the expedited process could become permanent policy, abandoned, or refined.

Date: April 29, 2019  
To: SEC  
From: Peter Atterton, Chair, Constitution and Bylaws Committee  
Subject: ACTION: response to referral

The Constitution and Bylaws Committee moves the following revision to the University Policy File in response to Senate Officers' referral.

Senate Policy File p. 133

#### Academic Responsibilities

##### 1.0 ~~Audiovisual~~ Instructional Materials

1.1 Instructors shall ensure that ~~audiovisual instructional~~ materials used in or for a course are significantly related to the announced structure and purpose of the course. ~~An instructor shall advise the audience of materials that may be deemed offensive. Giving the audience forewarning of materials that may be deemed offensive shall be optional, though recommended.~~

Rationale: Various faculty have expressed concerns that the deleted statement constitutes a mandatory "trigger warning." This policy serves to recommend rather than mandate a warning. Parties concerned with trigger warnings include faculty groups such as the American Association of University Professors (AAUP), which see warnings as interfering with core goals of education and infringing on free speech and academic freedom. Furthermore, many faculty members believe that institutions of higher learning should not shield students from uncomfortable messages, especially those challenging students' own ideas.



SAN DIEGO STATE  
UNIVERSITY

Thursday Apr 18, 2019

TO: SEC/Senate

FROM: Matt Anderson, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

---

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

- Gregory Durbin, Professor of Theatre, Television, and Film, August 21, 2019, 30 years.
- Gangaram Singh, Professor of Management, August 31, 2014, 15 years
- Helen Noble, Lecturer of Statistics, August 22, 2019, 35 years.
- Valerie Barker, Lecturer of Journalism and Media Studies, August 22, 2018, 17 years.

Sincerely,

Matt Anderson

Chair, Faculty Honors and Awards Committee



SAN DIEGO STATE  
UNIVERSITY  
Fowler College of Business

**Fowler College of Business**  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-8230  
619 594 5259  
business.sdsu.edu

Date: April 9, 2019

To: Matt Anderson, Chair, Faculty Honors and Awards Committee,  
SDSU Senate

From: David Ely, Associate Dean, Fowler College of Business

Subject: Nomination of Gangaram Singh, PhD for emeritus status

---

I write to nominate Gangaram Singh, Department of Management, for emeritus status.

Professor Gangaram Singh's service to San Diego State University spans fifteen years, from August 1999 to June 2014. He joined the Management Department faculty in August 1999 as an assistant professor. He was later promoted to associate professor in August 2002 and to professor in August 2004. During this time, Professor Singh taught courses on human resource management and labor relations, served as the department chair of the Management Department from July 2004 to May 2008, associate dean of the College of Business Administration (now the Fowler College of Business) from July 2010 to July 2013, and interim dean of the College of Business Administration from June 2013 to June 2014.

Professor Singh was a popular instructor and mentor to students. Over his career at SDSU, he was widely recognized for his contributions to student success. He was named Most Influential Professor in the Department of Management in 2004; the recipient of a College Faculty Outstanding Contribution Award in 2013, 2006, and 2004; named the Most Outstanding Professor in the Sports Management MBA in 2008, 2006; recognized for his mentorship of a McNair Scholar in 2010; and was the recipient of an Outstanding Faculty and Staff Award from the San Diego State University Jane K. Smith Cap and Gown Chapter of the Mortar Board in 2009-2010. Professor Singh also served on thesis committees and directed graduate management and MBA students on their capstone projects.

During his time at SDSU, Professor Singh was a prolific researcher. Professor Singh published 52 peer-reviewed journal articles; 6 peer-reviewed book chapters; 8 peer-reviewed proceedings; and 5 technical reports. Additionally, his research was presented in 49 conference sessions.

As Faculty Director of SDSU's Center for International Business Education and Research, he helped secure over \$2M of Department of Education grants to

internationalize curriculum, research and community engagement. He was also the PI or team member on several research grants from the San Diego Workforce Partnership. As a faculty member, Professor Singh served on numerous department, college, and university committees, including the SDSU Senate.

As Interim Dean (June 1, 2013-June 30, 2014) he built consensus among 5 departments to articulate/implement a 3-year faculty recruitment plan; stabilized operations of the College of Business Administration and mobilized faculty/staff by focusing on renovation, rankings, student success, research excellence and internationalization; worked closely with staff, chairs/directors, career services, alumni relations, academic affairs and human resources management to build a critical component of student success (Graduate Career Management Center); and implemented a consultative/consensus building approach to physically renovate the College of Business Administration, with a vision to improve student and faculty success (open space).

As Associate Dean for Academic Affairs (July 1, 2010-July 30, 2013) he contributed to the strategic renewal of the College of Business Administration (SDSU), including enrollment management, financial stability, curriculum innovation and accountability; conceived and designed an infrastructure to achieve Top 100 Rankings for the College of Business Administration's MBA Program; and designed, managed, and executed the AACSB Maintenance of Accreditation strategy for the College of Business Administration.

For these reasons and more, Gangarm Singh is eminently qualified for Emeritus status at San Diego State University.




## SAN DIEGO STATE UNIVERSITY

August 22, 2018

To: University Senate

Via: Donna Conaty, Interim Dean, College of Professional Studies and Fine Arts

From: Dr. Bey-Ling  SHIA, PROFESSOR and Director, School of Journalism & Media Studies

Re: Nomination of Dr. Valerie Barker for Faculty Emeritus Status

Long-time lecturer Dr. Valerie Barker retired this month after 17 years of service to San Diego State University's undergraduate and graduate programs in the School of Journalism & Media Studies, as well as to these programs as housed in the School of Communication prior to 2007. With the concurrence of SJMS faculty by unanimous vote on August 22, I write to nominate Dr. Valerie Barker for faculty emeritus status.

### **Alumna**

Dr. Barker is a graduate of San Diego State University, earning a Master of Science degree in Mass Communication in 1996. Encouraged and mentored by her master's thesis chair Dr. David Dozier, she subsequently pursued doctoral studies at UC Santa Barbara, earning her Ph.D. in 2001 in intergroup/intercultural communication.

### **Teaching Record**

Dr. Barker began teaching at San Diego State in 2001, when she was entrusted with one of two required courses for every M.A. student in the program, the COMM/JMS 600B Graduate Seminar in Mass Communication Methods. In the following 17 years, she taught numerous courses in the School of Communication and in the School of Journalism and Media Studies.

Her undergraduate-level teaching record includes:

- JMS 428: Digital and Social Media Analytics
- JMS 489: Research Methods in Mediated Communication
- JMS 408: Principles of Media Studies
- COM 371: Intercultural Communication

At the graduate level, she taught:

- COM 600A: Introduction to Graduate Studies
- COM/JMS 600B: Graduate Seminar in Research Methods

- JMS 620: Graduate Seminar in Quantitative Research Methods
- JMS 708: Graduate Seminar in Mass Media and Society

### **Research Activity**

Dr. Barker's research activity in the years that she served San Diego State as a valued lecturer colleague rivals the record of many tenure-line faculty, with 32 total publications in refereed journals. These include 13 articles in the area of social and digital media; 10 articles in the area of intergroup communication; and 9 articles published as part of work done for the Center on Police Practices and Communication, a worldwide and interdisciplinary research collaboration headquartered at UC Santa Barbara.

Her research has been both prolific and high quality, with her peer-reviewed conference papers winning research awards from all three major professional groups in our field: the Association for Education in Journalism and Mass Communication, the International Communication Association, and the National Communication Association.

Because of her outstanding record of scholarship and research ability, Dr. Barker was appointed in 2012 by SJMS founding director Dr. Diane Borden to chair the School's Digital and Social Media Collaborative, a leadership role that Dr. Barker served for 6 years.

### **Academic Service**

Dr. Barker's other service to the School included chairing more than 20 comprehensive examination committees for M.A. students, serving as a member on countless additional comprehensive examination committees, and serving as a member on 18 M.A. thesis committees. Of the latter, at least 5 M.A. graduates have gone on to earn the Ph.D., and 4 of those are in tenure-line faculty positions today – a direct result of the encouragement and support that they received from Dr. Barker during their time at San Diego State.

In addition to her service to the School and our students, Dr. Barker served from 2016 to 2018 in the University Senate as an elected senator representing lecturers.

In the discipline, Dr. Barker has served as a manuscript reviewer for 22 academic journals, including two on the "premier publications" list as outlined in the SJMS Governance Document: *Computers & Education* and *Journal of Communication*.

In retirement, Dr. Barker plans to finish some ongoing research collaborations with SJMS faculty colleagues, several of which are under review at refereed journals.

In short, I am honored to represent the will of the SJMS faculty in nominating Dr. Valerie Barker for faculty emeritus status as she retires from San Diego State after 17 years of service. If you have any questions regarding this nomination, please do not hesitate to contact me at [bsha@sdsu.edu](mailto:bsha@sdsu.edu).





College of Sciences  
Office of the Dean · GMCS 604 F  
San Diego State University  
San Diego, CA 92182-1010

619.594.5732 Phone · 619.594.6381 Fax

April 23, 2019

To: Faculty Honors and Awards Committee

From: Cathie Atkins, Associate Dean, College of Sciences

Re: Emeritus Status for Helen Noble, Lecturer and Undergraduate Advisor in Statistics

Starting as a TA in Statistics in 1979, Helen Noble has served in various capacities in the Department of Math and Statistics. After a stint in industry, in 1984, Professor Noble has participated as a lecturer in Statistics. She has been a very accomplished and valued member of the College of Sciences and her record of service exceeds the definition of exceptional merit required for lecturers seeking emeritus status. For the last 15 years she has been the stalwart instructor of Statistics 119 (Elementary Statistics), one of the most popular general education quantitative reasoning courses. She has also taught Statistics 250 (Statistical Principles and Practices, also a GE course) and Statistics 350A (Statistical Methods). Thus, she has demonstrated an ability to teach both freshman and upper division students in a difficult and challenging area of study. Concentrating more recently on the pedagogical development of the Statistics 119, she has been very engaged in student success in a course that is arguably a very important stepping stone for many courses in business, economics and, even psychology. She has often taught this course in large lecture sections of 500 students and she has even developed an on-line version of the course. More recently she has developed and coordinated a Statistics 119A (a popular 1-unit recitation section to facilitate success in Statistics 119) as well as developing the required 119X course that is part of the 2018 CSU Executive Order 1110 that provides necessary foundational content for students who are weak in quantitative reasoning while at the same time they earn baccalaureate credit in Statistics 119.

Her average numerical course evaluations are consistently above the departmental average and typically hover between 4 and 5 on a 5-point scale. Her average grade designations are typically between 2.2 to 2.7 suggesting that she applies a challenging metric in her courses. Even in courses with low overall grade point averages students consider Professor Noble as an excellent instructor. Student comments are almost without exception very positive. Students indicate that Professor Noble is: “Very organized and reliable” that she “made the course easy to understand because of the clear demonstrations that were shown in class as well as the access to practice material.” In addition, students indicate she “is an excellent teacher, always knew how to thoroughly explain problems if anyone was having difficulties understanding it” and that “she was super informed and taught well. Her accessibility and resources helped me pass- she was an overall excellent professor.”

Professor Noble is a student-centered instructor who clearly respects her students and wants to nurture their talents. An examination of her course materials reveals an instructor who is thorough, rigorous, organized and thoughtful about offering a course that will facilitate learning. She has designed, coordinated and shepherded the TA training for this course, developing a TA training manual and managing student issues from all sections. A few years ago, she was easily convinced to step up to the plate to work with Dr. James Frazee on a course redesign initiative to develop Statistics 119 as an online offering. As a member of the cohort she facilitated other faculty in thinking through course designs that would help students learn. She worked diligently to make that course successful. Dr. Frazee was so impressed that that he has worked with her on a number of student success initiatives, in particular, Supplemental Instruction (where she is beloved by the SI leaders) and learning analytics and pedagogy in Statistics 119. James Frazee calls her a “tremendous partner to ITS.”

Although it is unusual in the College of Sciences to appoint a lecturer as the departmental advisor, Professor Noble again stepped up to the plate to facilitate student advising. By any standard, the level of dedication that Professor Noble has had to the success of students and to her department is commendable.

In short, we feel that Professor Noble’s service to students, to the college, to her profession, and to the university are uniformly commendable and are worthy of her being honored with Emeritus status. We hope your committee and the Senate will agree that Professor Noble’s contributions to SDSU have indeed been exceptional and meritorious.

SDSU Academic/Holiday Calendar  
**2020-2021**

***Summer 2020***

| <u>Date</u>          | <u>Holiday/Activity</u>  |
|----------------------|--|
| Mon, May 25 2020     | Memorial Day (Campus closed)   |
| Tues, May 26, 2020   | First day of Summer term   |
| Tues, May 26, 2020   | First day of classes   |
| Fri, July 3, 2020    | Independence Day (Campus closed)   |
| Fri, August 14, 2020 | Last day of classes (Final examinations are the last day of classes for each summer session) |
| Wed, August 19, 2020 | Last day of Summer term, grades due from instructors (11 pm deadline)                        |

***Fall 2020***  
Draft 8/31/2018

| <u>Date</u>                                 | <u>Holiday/Activity</u>  |
|---|--|
| Thurs, August 20, 2020                      | First day of Fall semester   |
| Mon, August 24, 2020                        | First day of classes   |
| Mon, September 7, 2020                      | Labor Day (Campus closed)  |
| Wed, November 11, 2020                      | Veterans Day (Campus closed)   |
| Wed, November 25, 2020                      | No Class (Campus open)   |
| Thu, November 26 - Fri, November 27, 2020   | Thanksgiving Break: (Campus closed)<br>11/26 Thanksgiving Day<br>11/27 * Admission Day |
| Thurs, December 10, 2020                    | Last day of classes  |
| Fri, December 11 – Thurs, December 17, 2020 | Final Examinations   |
| Wed, December 23 – Mon, December 28, 2020   | Winter Break: (Campus closed)<br>12/23 * Lincoln's Birthday<br>12/24 * Columbus Day    |

12/25 Christmas Day  
 12/28 \* Washington’s Birthday

Thurs, December 31, 2020

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

Fri, January 1, 2021

New Year’s Day (Campus closed)

***Spring 2021***

**Date**

**Holiday/Activity**

Mon, January 18, 2021

Martin Luther King, Jr. Day (Campus closed)

Tues, January 19, 2021

First Day of Spring semester

Wed, January 20, 2021

First day of classes

Mon, March 29 – Fri, April 2, 2021

Spring Break

Wed, March 31, 2021

Cesar Chavez Day (Campus closed)

Thurs, May 6, 2021

Last day of classes

Fri, May 7 -Thurs, May 13, 2021

Final Examinations

Thurs, May 13, 2021

IVC Commencement

Fri, May 14 – Sun, May 16, 2021

Commencement – San Diego Campus

Fri, May 21, 2021

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

\*= Re-scheduled holiday

Draft 8/31/2018

**SAN DIEGO STATE UNIVERSITY  
ACADEMIC AFFAIRS 2020/21 ACADEMIC CALENDAR DRAFT**

SENATE MINUTES

MAY 7, 2019

| 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 | DAYS | Instructional Days |    |
|--|----|----|---|----|---|----|---|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------|-----------|----|----|----|----|------|--------------------|----|
| 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  |      | 4                  | 4  |
| JUN  |    |    | 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  |    | 22   | 22                 |    |
| JUL  |    |    | 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 |    | 21   | 21                 |    |
| AUG  |    | 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  |      | 14                 | 11 |
| <b>Total Academic Days for Summer 2020</b> |    |    |   |    |   |    |   |    |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>61</b> | <b>58</b> |    |    |    |    |      |                    |    |

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.

| 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 |   |
|--|----|----|----|---|----|---|----|----|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----------|-----------|----|----|----|----|----|------|--------------------|---|
| AUG                                      |    | 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  | X  |      | 8                  | 6 |
| SEPT                                     |    |    | 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  |    | 21 | 21   |                    |   |
| OCT                                      |    |    | 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  |    | 22   | 22                 |   |
| NOV                                      |    |    | 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  | 19   | 18                 |   |
| DEC                                      |    |    |    | 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 | X  | 20   | 7                  |   |
| <b>Total Academic Days for Fall 2020</b> |    |    |    |   |    |   |    |    |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>90</b> | <b>74</b> |    |    |    |    |    |      |                    |   |

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)

| 2021                                       | 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  |    |    | 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  |   | 9    | 8                  |    |
| FEB  |    |    | 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  | X | 21   | 21                 |    |
| MAR  |    |    |    | 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  |   | 19   | 19                 |    |
| APR  |    |    | 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  | S |      | 20                 | 20 |
| MAY  |    |    | 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  |   | 17   | 4                  |    |
| <b>Total Academic Days for Spring 2021</b> |    |    |    |   |   |    |   |    |    |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>86</b>  | <b>72</b>  |    |    |    |    |   |      |                    |    |
| <b>Total 2020-2021</b>                     |    |    |    |   |   |    |   |    |    |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | <b>176</b> | <b>146</b> |    |    |    |    |   |      |                    |    |

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 [1] First day of classes. [4] IVC Commencement - May 13, 2021  
H designates Holiday [2] Last day of classes. [5] Commencement Days - May 14, 15, 16, 2021  
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.

Printed  
4/16/19

SDSU Academic/Holiday Calendar  
**2021-2022**

***Summer 2021***

| <u><b>Date</b></u>     | <u><b>Holiday/Activity</b></u>   |
|------------------------|--|
| Mon, May 24 2021       | Memorial Day (Campus closed)   |
| Tues, May 25, 2021     | First day of Summer term   |
| Tues, May 25, 2021     | First day of classes   |
| Mon, July 5, 2021      | Independence Day (Campus closed)   |
| Fri, August 13, 2021   | Last day of classes (Final examinations are the last day of classes for each summer session) |
| Thurs, August 19, 2021 | Last day of Summer term, grades due from instructors (11 pm deadline)                        |

***Fall 2021***

| <u><b>Date</b></u>                          | <u><b>Holiday/Activity</b></u>   |
|---|--|
| Fri, August 20, 2021                        | First day of Fall semester   |
| Mon, August 23, 2021                        | First day of classes   |
| Mon, September 6, 2021                      | Labor Day (Campus closed)  |
| Thurs, November 11, 2021                    | Veterans Day (Campus closed)   |
| Wed, November 24, 2021                      | No Class (Campus open)   |
| Thu, November 25 - Fri, November 26, 2021   | Thanksgiving Break: (Campus closed)<br>11/25 Thanksgiving Day<br>11/26 * Admission Day |
| Thurs, December 9, 2021                     | Last day of classes  |
| Fri, December 10 – Thurs, December 16, 2021 | Final Examinations   |
| Fri, December 24 – Wed, December 29, 2021   | Winter Break: (Campus closed)<br>12/24 * Lincoln's Birthday<br>12/27 *Christmas Day    |

12/28 \* Washington's Birthday

12/29 \* Columbus Day

Thurs, December 30, 2021

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

Fri, December 31, 2021

New Year's Day Observed (Campus closed)

***Spring 2022*****Date****Holiday/Activity**

Mon, January 17, 2022

Martin Luther King, Jr. Day (Campus closed)

Tues, January 18, 2022

First Day of Spring semester

Wed, January 19, 2022

First day of classes

Fri, March 18, 2022

NCAA Tournament – Non-Instruction Day  
(Campus open)

Mon, March 28 – Fri, April 1, 2022

Spring Break

Thurs, March 31, 2022

Cesar Chavez Day (Campus closed)

Thurs, May 5, 2022

Last day of classes

Fri, May 6 -Thurs, May 12, 2022

Final Examinations

Thurs, May 12, 2022

IVC Commencement

Fri, May 13 – Sun, May 15, 2022

Commencement – San Diego Campus

Fri, May 20, 2022

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

\* = Re-scheduled holiday

SAN DIEGO STATE UNIVERSITY  
ACADEMIC AFFAIRS 2021/22 ACADEMIC CALENDAR DRAFT

SENATE MINUTES

MAY 7, 2019

| 2021                                | 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                                 |    |    | 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  | X |      | 5                  | 5 |
| JUN                                 |    |    | 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  | X  |   | 22   | 22                 |   |
| JUL                                 |    |    | TH | F | S  | S | M  | TH | W | TH | F | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  |   | 21   | 21                 |   |
| AUG                                 |    |    | S  | M | T  | W | TH | F  | S | S  | M | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | T  |   | 14   | 10                 |   |
| Total Academic Days for Summer 2021 |    |    |    |   |    |   |    |    |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 62 | 58 |    |    |    |    |   |      |                    |   |

X designates Academic Work day  
H designates Holiday

[0] First day of Summer term.  
[1] First day of classes .  
[2] Last day of classes.

[3] (\* Final examinations are the last day of classes for each summer session)  
[4] Grades due at 11:00 pm, end of summer term

| 2021                              | 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                               |    |    | 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  | X |      | 8                  | 7  |
| SEPT                              |    |    | 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 | X  |   | 21   | 21                 |    |
| OCT                               |    |    | F | S  | S | M  | TH | W | TH | F | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M | X    | 22                 | 22 |
| NOV                               |    |    |   | T  | W | TH | F  | S | S  | M | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | TH | W  | TH | F  | S  | S  | M  | T  |    | W |      | 19                 | 18 |
| DEC                               |    |    |   | 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  | X |      | 19                 | 6  |
| Total Academic Days for Fall 2021 |    |    |   |    |   |    |    |   |    |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 89 | 74 |    |    |    |    |   |      |                    |    |

X designates Academic Work day  
W designates Weekend Work day  
H designates Holiday  
NC designates no class (Campus open)

[0] First day of Fall term.  
[1] First day of classes .  
[2] Last day of classes.

[3] Final exams  
[4] Grades due at 11:00 pm, end of fall semester.

Note: Aug and Sept work days are paid in Sept

| 2022                                | 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                                 |    |    | 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  | X |      | 10                 | 9  |
| FEB                                 |    |    | 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  | X  |   | 21   | 21                 |    |
| MAR                                 |    |    |   | 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 | H |      | 18                 | 17 |
| APR                                 |    |    | 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  |   |      | 20                 | 20 |
| MAY                                 |    |    | 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  | H |      | 17                 | 4  |
| Total Academic Days for Spring 2022 |    |    |   |   |    |   |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 86  | 71  |    |    |    |    |   |      |                    |    |
| Total 2021-2022                     |    |    |   |   |    |   |    |    |    |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 175 | 145 |    |    |    |    |   |      |                    |    |

X designates Academic Work day  
W designates Weekend Work day  
H designates Holiday  
SB Spring Break

[0] First day of Spring term.  
[1] First day of classes.  
[2] Last day of classes.  
BB NCAA Basketball -No Class (Campus open)  
[3] Final exams  
[4] IVC Commencement - May 14, 2020  
[5] Commencement Days - May 15, 16, 17, 2022  
[6] Grades due at 11:00 pm, end of spring semester.

Note: Jan and Feb days are paid in Feb

Printed  
4/16/19



Date: 16 April 2019  
To: SEC / Senate  
From: Farid Abdel-Nour, Interim Chair, Academic Policy and Planning Committee  
Subject: INFORMATION: CES Name change discussion/ New minor in STSS/ dealing with the ERG Report in the future

---

The committee held a discussion with Dean Radhika Seshan over the proposed name change of CES. Dean Seshan made a presentation about the manner in which she is working to reinvent CES. Issues included CES's past focus, brand, marketing, value, new programs, expanding access, and innovating. The committee emphasized the need to communicate clearly and widely before finalizing upon a name.

AP&P approved the proposal for a new Minor in Science, Technology, and Society Studies.

The Committee discussed the Senate's Pell Resolution of March 2019 and its relationship to the ERG Report, and began to consider how to produce or oversee a process for determining what the ERG Report data "tell us" and whether there are implications for action.

To SEC, Senate and Marci Bober-Michel,

From Donna Conaty & Mark B. Reed  
Co-Chairs, Academic Resources and Planning

Date April 23<sup>rd</sup>, 2019

Re Information items from recent ARP meetings (3/26/19 & 4/16/19)

---

### **3/26/19 Meeting**

#### **One Time (1x) Spring 2019 PBAC Funding Requests**

The majority of the meeting was spent reviewing Spring 2019 1x PBAC requests. Requests came from the following Divisions: Academic Affairs, Grad/Research Affairs, URAD, and BFA.

#### *Academic Affairs Requests (Presented by AVP Prislin)*

1. 2017/18 FTES Enrollment Growth Funding (2<sup>nd</sup> installment) (Divisional Academic Affairs): Funds are being requested for the second installment of the enrollment growth funding realized in AY 2017-2018 for a total of 2,778 FTES not funded. This amounted to nearly 6M. The first installment covered \$3,349,632 during the last PBAC cycle (spring 2018). The request this year is for the remaining balance of \$2,498,623 (\$1,665,985 salary + \$832,648 fringe).
2. CES Reduction in Cost Shifting (Divisional Academic Affairs): CES is currently in a different budgetary situation than in the past driven partially from a reduction in international students. Not meeting these commitments would be detrimental to the future of existing programs. CES is requesting 800k to enable CES to respond to agreements with programs for shared revenue. This request for cost-shifted obligations is being made with the understanding CES-implemented programs will be reviewed for fiscal health.
3. Support for Office of Diversity and Inclusion (Divisional Academic Affairs): Total request 426k. Building on previous SDSU initiatives, the Office of Diversity and Inclusion strives to develop new initiatives and programs to improve diversity on campus. Emphasis will be placed on increasing diversity through engagement of our faculty. A request for 126k is being made to fund release time for faculty who support implementation of diversity/inclusion initiatives (Chairs of Faculty Diversity and Provost's Chairs). 300k is being requested for operations—employee resource groups, recruitment, etc. Efficacy of programming will be measured to ascertain whether more 1x funds are needed in the future.
4. Fund to Support Start-Up Costs for New Faculty (Divisional Academic Affairs). Startup funds vary; ex. Computer engineering is different from mechanical engineering. Chemistry and biology equipment is very expensive. Last year, the average start-up package for 77 faculty was 166k. 2M in funds is being requested for faculty start-up costs. SDSU's ability to hire outstanding new faculty depends upon the ability to provide competitive start-up packages. Current strategies to acquire start-up resources are not working well; thus a fund to

support start-up packages can increase the likelihood SDSU can attract the best faculty, support student achievement, and develop capacity to secure external grant funding.

5. AA Software Subscriptions (Divisional Academic Affairs). This is a request from the new Assistant VP of IT. A total of \$353,351 is being requested to support software subscriptions that will support improved advising, monitor and improve student learning outcomes, support faculty and student research endeavors, and improve data security.

Graduate and Research Affairs Requests (Presented by AVP Prislin)

1. Grad/Research Affairs request (Divisional GRA). Prislin presented the GRA request. Funding for Shared Equipment and Shared Facilities. GRA is requesting funding (250k) for a competitive call for shared equipment and improvement/development of shared core research facilities that serve multiple faculty. Priorities will be given to facilities that serve a large number of faculty across multiple units.

University Relations and Development Requests (Presented by Amy Walling)

1. Amy Walling presented on behalf of URAD for a 250k request for Artificial Intelligence software called Gravity/Wave. Gravity/Wave software provides tools to leverage gift officer's time and facilitates development of high rated prospects not being cultivated by fund raisers and prompts fund raisers to create strategic action on top prospects. It also automates annual giving outreach and provides feedback to development officers on performance and coverage. Case studies show 50% increased engagement of donor prospects. This will be a three-year license for 30 users.

Business and Financial Affairs Requests (All requests presented by Interim VP Agnes Wong-Nickerson-unless otherwise specified)

1. IT Request (Divisional Business & Financial Affairs): Rick Nornholm presented a request to fund the SDSU Cybersecurity Program for FY19-FY23. The total request is for \$1,425,000. This is a comprehensive cybersecurity plan for the campus. The request is to develop three new cybersecurity professionals for a period of 3 years. After three years, these positions would be absorbed in how the campus does IT (e.g., increased efficiencies over time would result in additional funds for these positions).
2. Project Management Cost Recovery for Summer Classrooms (Divisional Business & Financial Affairs). This 1x request is for \$624,837. The estimated cost for summer classroom renovation is \$1,832,311 and includes \$1,207,474 for construction, architect, and inspection costs which will be funded through AA. The remaining balance is related to cost recovery for deferred maintenance and project management associated with the summer renovation of classrooms. These funds will pay for construction/renovation of these classrooms. The current funding model for project management services relies on charging projects for these costs. A work group has been formed and is tasked with recommending a long-term, sustainable model for budgeting construction projects on campus. In the interim a 1x PBAC request is being made for these funds.

3. PSFA Fire Marshall Corrections—Pre-Construction Only (Deferred Maintenance and Capital Project). During a review of project work in PSFA by the Fire Marshall a number of non-compliant issues were identified resulting in a fire safety correction notice. A total of 350k is being requested to pay for architect design and approval for the remediation project. From the designs a rough order of estimated can be developed with a follow-up PBAC request to do the remediation work.
4. Love Library Roof Replacement (Deferred Maintenance and Capital Projects): Multiple water penetrations have been noted within the library impacting both collections and patrons. The roof has deteriorated to a point where minor repairs will not be sufficient. 600k is being requested to replace the roof.
5. ECCC—Barrier Removal (Deferred Maintenance and Capital Projects): The Enhancing Campus Culture for Persons of Varying Abilities has a goal of identifying initiatives that enhance climate and culture for persons of varying abilities. This committee has been exploring ways to remove physical barriers preventing access to those with varying abilities. 500k is being requested for summer work to address barrier removal projects throughout campus.
6. Additional Exterior Lighting (Cross Divisional). Project management and facility services are requesting 450k to fund the addition of 22 lighted area on campus following a night-time campus walk with BFA and Facility Services leadership. This project is in response to concerns raised on campus regarding safety.
7. Painting (Deferred Maintenance and Capital Projects): Facility services is requesting 500k for the summer (and an additional 500k next spring). FS plans to paint the next round of building exteriors, refreshing building interior entrances, and instructional interiors identified by AA. Time will be spend touching up interiors, classrooms, hallways, labs, stairwells and restrooms.

### **Senate Class Size Work Group Presentation**

The Senate class size work group: Mark Wheeler, Chris Werry, Gordon Schakelford, Bill Thorikachvili presented to AR&P about the Senate class size work group. Wheeler presented on how the group has been exploring how ballooning class sizes be handled and where funding can come for this. There is a misconception that AR&P can't bring requests to AR&P. AR&P can bring requests to PBAC, if Conaty/Reed wanted to bring something forward. Schackelford presented an example about building a parking structure that used AR&P to leverage more funds for parking. This is an example of how Senate, through one committee, could utilize the PBAC process. Michael Roberts provided an example of how class size affects his ability to teach theory-related class. The Senate class size work group proposes money each year for five years. Rationale for amount based on senate study of the issue. About 10M over five years. 2M for one year, then 2M for each subsequent year. The group also stated an evaluation process would be proposed to ascertain the effectiveness of smaller class sizes.

## 4/16/19 Meeting

### **2019 PBAC Funding Requests (1x and base funding): Business and Financial Affairs, President's Office, Student Affairs, Information Technology**

#### **President's Office Requests (Presented by Brittany Santos-Derieg)**

1. Campus Photography Initiative (Divisional President's Office/Cross Divisional): A total of 25k is being requested in 1x funds to support the hiring of several freelance photographers to generate a total of approximately 2k images for campus-wide use. This is part of a strategic web alignment effort requiring an updated visual aesthetic of the SDSU website. Stratcomm would serve as the lead project coordinator (e.g., determining photography needs, aesthetic style, etc.) and would collaborate with campus partners to prepare for staged photo shoots and consent for photo release. This pool of 2k interior and exterior images would represent the following areas: research, instruction, campus life, campus beauty shots, buildings, and campus events. The projects will provide SDSU with full licenses and rights to use the images for any purposes. All images would be available to use for StratComm and all campus partners for university purposes.
2. Web Developer—two positions (Divisional President's Office): A request for 81K in base funding (54k salary/27k fringe), per position, for web developer positions is being made by the President's Office. These positions would be housed within StratComm and would be a core team member responsible for offering campus-wide support during the university's adoption of Omni Update (OU). These positions would be responsible for building new webpages, maintaining OU sites, implementing design layouts, assessing ATI issues, and would provide technical assistance and expertise to campus-wide teams.
3. Strategic Planning Consultant (Divisional President's Office): The University will soon be embarking on a strategic planning process and as part of this process, funds are being requested to hire a strategic planning consultant to assist with the initial stages of plan development. A total of 300k in 1x money is being requested for this purpose.

#### **Information Technology Requests**

1. ATI Coordinator for SDSU ATI Compliance (Divisional Information Technology): A position for a campus Accessible Technology Initiative (ATI) coordinator is being requested (150k base funding; \$72k to 91k salary + 50% benefits). The California State University ATI initiative states, "It is the policy for the CSU to make information technology resources and services accessible to all CSU students, faculty, staff, and the general public regardless of disability." ATI compliance was previously managed through ETS until the recent retirement of the Campus Web Services Director. The ATI coordinator will ensure SDSU's continued and updated ATI compliance. This position will lead project management support for all campus software purchase assessments, monitor web and instructional material accessibility assessment and campus-wide collaborations and implementations aimed at increasing access

to the SDSU IT environment. This position will also provide consultative assistance for all adaptive technology for students, faculty, and staff.

2. Campus Chief Information Officer (Divisional Information Technology): A request for 246k (salary + benefits) of base funding is being requested. The Chief Information Officer (CIO) will serve as SDSU's principal technology strategist and leader. The CIO will shape the IT vision of the university and will provide oversight to IT operations, security, and application services.

**Business and Financial Affairs (Presented by Kim Carnot)**

1. Project Delivery Team (Deferred Maintenance and Capital Projects): A request for 750k is being made to provide project management, scheduling, estimating, project oversight, inspection, and contracting support for projects performed by Facility Services. These are critical functions to help Facilities Services provide more accurate and timely response to work order requests and to provide consistent and compliant project delivery that is on time and within budget. Because of the amount of work deemed critical on campus and the risks associated with dilapidated infrastructure, these positions will provide oversight to contractor and trades projects. Facilities Services is requesting funding for three positions:

Construction Manager --- 250k (salary and fringe)

Two Inspectors of Record --- 180k (salary and fringe)

Job Order Contracting (JOC) Contract Administrator (continuing existing) --- 140k (salary and fringe)

To: SEC

From: Charles Toombs, Chapter President, CFA

Date: 18 April 2019

Re: Information Item

---

CFA Report:

**CFA Spring Assembly**

The following is from CFA Headlines, April 17, 2019:

“CFA delegates welcomed in new faculty leaders, including President Elect Charles Toombs, this weekend at CFA’s 89th Assembly in Los Angeles. The three-day meeting included the election of officers, board members, and council, caucus, and committee chairs, as well as the passage of resolutions and renaming a council to reflect our social justice unionism.

Assembly delegates elected the following officers: Charles Toombs (President), Kevin Wehr (Vice President), Diane Blair (Secretary), Susan Green (Treasurer), Margarita Berta-Ávila (AVP North), Darel Engen (AVP South), Meghan O’Donnell (AVP Lecturers – North), Leslie Bryan (AVP Lecturers – South), Chris Cox (AVP Racial & Social Justice – North), and Sharon Elise (AVP Racial & Social Justice – South).

Faculty also paid tribute to outgoing CFA President Jennifer Eagan, who was elected to serve as chair of CFA’s Political Action/Legislation Committee. Toombs, who currently serves as Vice President of CFA, said Jen’s leadership was integral to our recent successes, from our Fight for Five contract campaign to increases in state funding for the CSU.

‘Jen has long been a fearless advocate for faculty, and while at the helm of our union, has led us through a fierce contract fight, and helped secure huge gains for faculty,’ Toombs said. ‘I have learned a lot from Jen over the years, and in my tenure as president, I plan to continue the great work that we’ve started with our anti-racism and social justice transformation. We are truly a mighty union, and my fellow officers and I will work tirelessly to secure wins for faculty and wins for our students.’

Congratulations to all of those elected to new posts within our union!

Delegates also passed a handful of resolutions intended to strengthen the union and our mission to uphold anti-racist and social justice values, as well as support key issues in the CSU and among our labor allies.”

**Campus-based Salary Equity Program**

CFA and the administration continue to have discussions regarding a campus-based salary equity program. When we have information to report, we will do so.

Please feel free to contact our campus California Faculty Association office at any time if we can provide assistance, whether on a contract rights issue or other matter. Our campus CFA chapter has a Faculty Rights Committee, composed of faculty volunteers, and we are available to talk with faculty colleagues about individual situations and assist in resolving issues. We can be reached at [cfa@mail.sdsu.edu](mailto:cfa@mail.sdsu.edu) or x42775.



TO: SEC/Senate  
FROM: Allison Vaughn, Chair, Committee on Committees and Elections  
DATE: April 18, 2019  
RE: Information Item

---

The Committee on Committees and Elections provides a list of open spots which need to be filled in each committee; however, we will wait to fill these until the new academic year. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found.

---

### **NEW COMMITTEE CHAIRS**

#### **EXISTING COMMITTEE CHAIRS**

##### Academic Policy and Planning

Chair: Farid Abdel-Nour (Spring 19, DJ Hopkins on sabbatical)

##### Academic Resources and Planning

Co-Chairs: Donna Conaty and Mark Reed

##### 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

Extended Studies Advisory Council

Chair: David Ely

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Matt Anderson

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

Scholarships Committee

Chair: Michelle Lopez

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

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***NEED 2 students***Academic Resources and Planning (roster full)******Bookstore Advisory (roster full)******Campus Development (roster full)******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*

NEED 1 student

*Environment and Safety*

NEED 1 faculty

NEED 1 student

*Extended Studies Advisory Council (roster full)*

*Faculty Affairs (roster full)*

*Faculty Honors and Awards*

*Fee Advisory Committee (Campus)*

NEED 2 students

*Freedom of Expression (roster full)*

*GE Curriculum and Assessment*

NEED 1 IVC faculty

*Graduate Council (roster full)*

*Honorary Degrees (roster full)*

*Instructional and Information Technology (roster full)*

*Intercollegiate Athletic Council (roster full)*

*Liberal Studies (roster full)*

*Library and Information Access (roster full)*

*Scholarships Committee*

NEED 2 administrators

NEED 2 faculty

NEED 2 students

NEED 1 Campanile Foundation Member

*SDSU Press Editorial Board (roster full)*

*Staff Affairs (roster full)*

*Student Grievance (roster full)*

*Student Learning Outcomes (roster full)*

*Student Media Advisory*

NEED 1 University President designee

*Sustainability (roster full)*

*Undergraduate Council (roster full)*

*Undergraduate Curriculum*

NEED 2 students

*University Research Council (roster full)*

\*reappointments or new appointments

To: Senate Executive Committee / Senate

From: Diversity, Equity, and Outreach Committee

Re: Referral from Faculty Affairs on Possible Gender and Faculty of Color Issues

Date: April 18, 2019

INFORMATION

**Data we examined:**

1. College RTP representation vs % of Male faculty in College. In general, there were more males on the College RTP committee than the % of males in the College (e.g., in CAL, 55% are male, 73% of the College RTP committee is male). See Appendix A.
  - a. Suggested Action: Encourage College RTP committees to be more representative of their college's faculty population. This may be restricted by percentage of full professors of each gender available to serve, however, this practice should still be encouraged.
  - b. Suggested Action: Raise awareness of the gender and ethnic composition of the University RTP committee as well.
2. Gender gap among full professors (including how many men/women go up for promotion from associate to full and what percentage are actually promoted). The average percentage of men and women promoted fluctuates each year. In 2015-2016: % of women promoted exceeded men, in 2016-2017, the same trend occurred, in 2017-2018, the % of men promoted exceed women. See Appendix B.
  - a. Suggested Action: Continue to monitor trend.
3. Average length of time that associate professors by gender have remained at that rank or percentage that have been in rank over 7 years. In general, women remained as Associate professors 7.4 years, while men remained an average of 8.4 years. Men and women in rank over 7 years was around 15-16 years with men having a higher number of years. These men and women over 7 years are on average 10% of their respective faculty in terms of gender. See Appendix C.
  - a. Suggested Action: None at this time, continue to monitor as this average may differ by department.
4. Average length of time that associate professors by race/ethnicity have remained at that rank or percentage that have been in rank over 7 years. In general, African American (11.2) and Latinx (9.4) associate professors are in rank a higher average number of years than Caucasian associate professors (8.2). The percentage of professors in rank over 7 years is higher for African Americans (33%), Latinx (17%) than Caucasians (11%). See Appendix D.
  - a. Suggested Action: Do qualitative interviews to understand situation. Faculty Advancement has already been conducting these interviews.

5. Policies needed to support and retain faculty of color, identifying reasons for separation and role of workload, campus culture, and costs of living. Reviewing separations across 6 years, we found that separations by gender fluctuate from year to year. Some years more women leave (e.g., 2015-2016) while other years more men leave (e.g., 2017-2018). There is no particular trend at this time. The most frequency cited reasons for leaving from 2015-2018 include “inadequate salary” and “better offer elsewhere”. See Appendix E.
  - a. Suggested Action: Ask the Diversity and Inclusion Council or create a task force to explore these issues and make recommendations to the DEO and Faculty Affairs committee.
6. Retention Rates for Under-Represented Faculty (URF)\* vs Caucasian Faculty: Retention rates are similar for both group; slightly lower in year 4 and 5. See Appendix F.
  - a. Suggested Action: None at the is time, continue to monitor.
7. Student to Tenured Faculty Ratio for different ethnic groups: Ratios for Asians, African Americans, Latinx, and Two + races are all higher than for Caucasians. See Appendix G.
  - a. Suggested Action: Ask the Diversity and Inclusion Council or create a task force to explore these issues and make recommendations to the DEO and Faculty Affairs committee.
8. Stress Index based on HERI for SDSU (49% response rate): The group most stressed was Assistant Professors that are female and URF. The group with the highest stressors in individual categories were Associate Professors that are male and URF. The stressors they were highest on were: discrimination, committee work, red tape, time, increased work. See Appendix H.
  - a. Suggested Action: Ask the Diversity and Inclusion Council or create a task force to explore these issues and make recommendations to the DEO and Faculty Affairs committee.
9. Faculty counts where time devoted to committee and work meetings is greater than or equal to time devoted to research and scholarly writing by race/ethnicity and gender. In general, URF especially African Americans seem to be higher than Caucasians. In terms of gender, females seem to be saying they are spending more time on committee work/meetings than males (39% to 29% respectively). See Appendix I.
  - a. Suggested Action: Ask the Diversity and Inclusion Council or create a task force to explore these issues and make recommendations to the DEO and Faculty Affairs committee.

\* General Faculty demographics; 43% Female, 57% Male. URM is 14% of the Faculty population.

\*URF includes American Indian, Latinx, African American, Pacific Islander, 2+ races.

APPENDIX A

Information on College RTP representation

| College RTP Committee by gender |         |             |         |             |
|---------------------------------|---------|-------------|---------|-------------|
|                                 | 16 - 17 |             | 17 - 18 |             |
| CAL                             |         | 70% male    |         | 73% male    |
| BUS                             |         | 80% male    |         | 80% male    |
| EDU                             |         | 66% male    |         | 60% female  |
| ENG                             |         | 100% male   |         | 100% male   |
| HHS                             |         | 100% female |         | 100% female |
| IVC                             |         | 80% male    |         | 80% male    |
| LIBR                            |         | 50% male    |         | 75% female  |
| PSFA                            |         | 70% male    |         | 71% male    |
| SCI                             |         | 100% male   |         | 80% male    |

| Male % T/T faculty by college (Spring 2018) |     |
|---|-----|
|   | 55% |
|   | 65% |
|   | 29% |
|   | 88% |
|   | 40% |
|   | 59% |
|   | 36% |
|   | 59% |
|   | 71% |





# ASSOCIATE PROMOTIONS

## YOY

### APPENDIX B

Table 5

*Associate Promotions by Gender and Academic Year*

| Gender       | 2015-2016 |           |            | 2016-2017 |           |            | 2017-2018 |           |            |
|--------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|
|              | Applied   | Promoted  | % Promoted | Applied   | Promoted  | % Promoted | Applied   | Promoted  | % Promoted |
| Female       | 14        | 12        | 86%        | 15        | 12        | 80%        | 11        | 6         | 55%        |
| Male         | 17        | 14        | 82%        | 11        | 7         | 64%        | 7         | 5         | 71%        |
| <b>Total</b> | <b>31</b> | <b>26</b> | <b>84%</b> | <b>26</b> | <b>19</b> | <b>73%</b> | <b>18</b> | <b>11</b> | <b>61%</b> |

*Note:* Headcounts include associate librarians promoted to full.

Gender and race/ethnicity distributions of faculty promoted to full professor and/or receiving tenure. Headcounts include associate librarians promoting to full.

Table 6

*Associate Promotions by Ethnicity and Academic Year*

| Race/Ethnicity          | 2015-2016 |           |            | 2016-2017 |           |            | 2017-2018 |           |            |
|-------------------------|-----------|-----------|------------|-----------|-----------|------------|-----------|-----------|------------|
|                         | Applied   | Promoted  | % Promoted | Applied   | Promoted  | % Promoted | Applied   | Promoted  | % Promoted |
| African American/Black  | 4         | 2         | 50%        | 1         | 1         | 100%       | 0         | 0         | --         |
| Asian                   | 5         | 4         | 80%        | 2         | 1         | 50%        | 0         | 0         | --         |
| Hispanic/Latino         | 3         | 3         | 100%       | 1         | 1         | 100%       | 1         | 0         | 0%         |
| Two or More Ethnicities | 0         | 0         | --         | 0         | 0         | --         | 1         | 1         | 100%       |
| Not Specified           | 1         | 1         | 100%       | 1         | 1         | 100%       | 2         | 1         | 50%        |
| White                   | 18        | 16        | 89%        | 21        | 15        | 71%        | 14        | 9         | 64%        |
| <b>Total</b>            | <b>31</b> | <b>26</b> | <b>84%</b> | <b>26</b> | <b>19</b> | <b>73%</b> | <b>18</b> | <b>11</b> | <b>61%</b> |

*Note:* Headcounts include associate librarians promoted to full.



TIME IN RANK OF ASSOCIATES  
FALL 2018

APPENDIX C

Tables 7 and 8 display a snapshot of associate professors and associate librarians in Fall 2018. The Total column on the left shows the count and average number of (academic) years for all faculty currently holding an associate level position broken out by gender and ethnicity/race. The columns on the right show only those who have remained at the associate rank for more than 7 years.

As of Fall 2018, the average time in the associate rank for all current associates is approximately 8 years, however these figures may be skewed due to recent hires in at the associate level.

Table 7

*Average number of Years in Associate Rank by Gender*

| Gender | Total |       | >7 years in rank |       |
|--------|-------|-------|------------------|-------|
|        | n     | Years | n                | Years |
| Female | 102   | 7.4   | 37               | 15.1  |
| Male   | 129   | 8.4   | 50               | 16.4  |

APPENDIX D

Table 8

*Average number of Years in Associate Rank by Ethnicity/Race*

| Race/Ethnicity                | Total |       | >7 years in rank |       |
|-------------------------------|-------|-------|------------------|-------|
|                               | n     | Years | n                | Years |
| African American/Black        | 14    | 11.2  | 10               | 14.3  |
| American Indian/Alaska Native | 1     | 1.0   | 0                | --    |
| Asian                         | 38    | 5.9   | 10               | 13.8  |
| Hispanic/Latino               | 24    | 9.4   | 10               | 18.1  |
| Two or More Ethnicities       | 0     | --    | 0                | --    |
| Not Specified                 | 8     | 2.4   | 0                | --    |
| White                         | 146   | 8.2   | 57               | 16.1  |

APPENDIX E

Table 12  
*Separations by Gender*

| Gender       | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Female       | 19        | 31        | 17        | 19        | 13        | 7         |
| Male         | 20        | 28        | 12        | 29        | 24        | 6         |
| <b>Total</b> | <b>39</b> | <b>59</b> | <b>29</b> | <b>48</b> | <b>37</b> | <b>13</b> |

Table 13  
*Separations by Ethnicity/Race*

| Ethnicity/Race                | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| African American/Black        | 1         | 3         | 1         | 1         | 1         | 1         |
| American Indian/Alaska Native | 1         | 2         | 0         | 1         | 0         | 0         |
| Asian                         | 5         | 5         | 4         | 3         | 5         | 0         |
| Hispanic/Latino               | 2         | 4         | 0         | 5         | 0         | 0         |
| Other or Not Specified        | 0         | 1         | 2         | 1         | 0         | 0         |
| White                         | 30        | 44        | 22        | 37        | 31        | 12        |
| <b>Total</b>                  | <b>39</b> | <b>59</b> | <b>29</b> | <b>48</b> | <b>37</b> | <b>13</b> |

| CSU Faculty Recruitment Responses |                         |           |           |       |                          |                 |
|-----------------------------------|-------------------------|-----------|-----------|-------|--------------------------|-----------------|
| Position Filled                   | Counts by Academic Year |           |           |       | Total                    | Position Filled |
|                                   | 2015-2016               | 2016-2017 | 2017-2018 | Total |                          |                 |
| Yes                               | 53                      | 44        | 72        | 169   | Yes                      |                 |
| No                                | 19                      | 17        | 15        | 51    | No                       |                 |
| Total                             | 72                      | 61        | 87        | 220   | Total                    |                 |
| Was the Position Filled?          | No                      |           |           |       | Was the Position Filled? |                 |
| Reason                            | 2015-2016               | 2016-2017 | 2017-2018 | Total | Reason                   |                 |
| Better offer elsewhere            | 3                       | 3         | 1         | 7     | Better offer elsewhere   |                 |
| Family/personal reasons           | 1                       | 2         | 1         | 4     | Family/personal reasons  |                 |
| High cost of housing              | 1                       |           |           | 1     | High cost of housing     |                 |
| High teaching load                |                         | 1         |           | 1     | High teaching load       |                 |
| Inadequate salary                 | 3                       | 3         | 5         | 11    | Inadequate salary        |                 |
| Lack of spousal employment        |                         | 2         | 1         | 3     | Lack of spousal employme |                 |
| Other (Please specify)            |                         | 3         | 3         | 6     | Other (Please specify)   |                 |
| (blank)                           | 11                      | 3         | 4         | 18    | (blank)                  |                 |
| Total                             | 19                      | 17        | 15        | 51    | Total                    |                 |

## APPENDIX F

### Retention Rates for URF vs White Faculty

Retention stats for underrepresented faculty (American Indian / Latinx / Af-Am / Pacific Islander / 2+ races)--includes all faculty hired since 2000.

2 year retention rate: 96%  
3 year retention rate: 93.9%  
4 year: 82.4%  
5 year: 79.5%  
6 year: 76.3%  
7 year: 72.5%

Compare to rates for white faculty hired since 2000:

2 year: 96.6%  
3 year: 91.1%  
4 year: 86.7%  
5 year: 81.1%  
6 year: 76.9%  
7 year: 71.4%

**Ratios of Tenured Faculty to Students by Ethnicity/Race for Fall 2018**

| Ethnicity/Race                    | Faculty | Undergraduate Students | "Students/Faculty" |
|-----------------------------------|---------|------------------------|--------------------|
| American Indian/Alaska Native     | 6       | 103                    | 17.17              |
| African American/Black            | 29      | 1,197                  | 41.28              |
| Asian                             | 134     | 4,040                  | 30.15              |
| Hispanic/Latino                   | 77      | 9,462                  | 122.88             |
| White                             | 510     | 10,084                 | 19.77              |
| Two or More Ethnicities/Race      | 7       | 1,976                  | 282.29             |
| Not Specified                     | 39      | 1,235                  | 31.67              |
| Pacific Islander, Native Hawaiian | NA      | 69                     | NA                 |
| International                     | NA      | 2,227                  | NA                 |
| Total                             | 802     | 30,393                 | 37.90              |

<sup>1</sup> Faculty includes FERP/tenured/tenure-track faculty in rank of assistant, associate or full professor.

<sup>2</sup> Temporary Faculty, Librarians, SSPARs and MPPs excluded from faculty headcounts.

<sup>3</sup> Students categorized as "Multiple Ethnicities" paired with faculty categorized as "Two or More Ethnicities/Races."

<sup>4</sup> Asian includes students and faculty categorized as Filipino.

APPENDIX H

| ACADRANK                      | HOUSEHOLD | CHILD CARE | HEALTH | RTP | DISCRIM | COMMITTEE | MEETINGS | STUDENTS | RESEARCH | RED TAPE | TEACHING LOAD | TIME | JOB SEC | PERFECTION | INCREASED WORK | BUDGET | STRESS INDEX |  |
|-------------------------------|-----------|------------|--------|-----|---------|-----------|----------|----------|----------|----------|---------------|------|---------|------------|----------------|--------|--------------|--|
| PROFESSOR MALE URF            |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.2       | 1.2        | 2.6    | 2.4 | 2.4     | 2.6       | 2.8      | 2.8      | 2.6      | 2.8      | 3.2           | 2.8  | 2.0     | 3.4        | 2.6            | 3.2    | 42.6         |  |
| PROFESSOR MALE WHITE          |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 2.7       | 1.9        | 2.6    | 2.0 | 2.0     | 2.9       | 2.8      | 2.8      | 3.1      | 3.4      | 2.9           | 3.1  | 2.0     | 3.3        | 3.1            | 3.3    | 43.9         |  |
| PROFESSOR FEMALE URF          |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 2.8       | 1.5        | 2.4    | 1.8 | 2.4     | 2.8       | 2.2      | 2.6      | 3.0      | 3.2      | 3.4           | 3.4  | 2.0     | 3.0        | 3.2            | 3.6    | 43.3         |  |
| AVERAGE--STEM                 |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        | NA           |  |
| PROFESSOR FEMALE WHITE        |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.0       | 2.3        | 2.7    | 1.9 | 2.4     | 3.2       | 2.7      | 2.7      | 3.1      | 3.1      | 3.0           | 3.3  | 1.9     | 3.4        | 3.2            | 3.3    | 45.4         |  |
| AVERAGE--STEM                 | 3.2       | 2.6        | 2.4    | 2.0 | 2.6     | 3.1       | 2.9      | 2.8      | 3.0      | 3.2      | 2.9           | 3.3  | 1.9     | 3.6        | 3.2            | 3.5    | 46.1         |  |
| ASSOC. PROFESSOR MALE URF     |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 2.0       | 2.0        | 2.0    | 3.0 | 4.0     | 4.0       | 2.0      | 3.0      | 3.0      | 4.0      | 2.0           | 4.0  | 2.0     | 3.0        | 4.0            | 3.0    | 47.0         |  |
| ASSOC. PROFESSOR MALE WHITE   |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 2.9       | 2.0        | 2.7    | 3.0 | 2.2     | 3.2       | 3.0      | 3.0      | 3.5      | 3.3      | 3.2           | 3.3  | 2.3     | 3.3        | 3.2            | 3.1    | 47.1         |  |
| ASSOC. PROFESSOR FEMALE URF   |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 1.6       | 2.4        | 3.0    | 3.4 | 3.1     | 3.0       | 2.9      | 3.4      | 3.3      | 2.8      | 3.7           | 2.1  | 3.1     | 3.3        | 3.5            | 1.0    | 45.4         |  |
| AVERAGE--STEM                 |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        | NA           |  |
| ASSOC. PROFESSOR FEMALE WHITE |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.2       | 2.9        | 2.6    | 3.0 | 2.5     | 2.9       | 2.6      | 2.7      | 3.5      | 3.0      | 2.9           | 3.5  | 2.3     | 3.2        | 3.2            | 3.1    | 47.2         |  |
| AVERAGE--STEM                 | 3.0       | 2.7        | 2.9    | 2.9 | 2.9     | 2.9       | 2.4      | 2.6      | 3.3      | 2.9      | 2.8           | 3.4  | 2.3     | 3.2        | 3.1            | 3.0    | 46.3         |  |
| ASSISTANT PROFESSOR MALE URF  |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.1       | 2.7        | 2.7    | 3.6 | 2.7     | 2.9       | 2.7      | 2.7      | 3.3      | 3.1      | 3.3           | 3.3  | 3.0     | 3.5        | 3.2            | 2.9    | 48.5         |  |
| ASST. PROF MALE WHITE         |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 2.6       | 1.9        | 2.5    | 3.3 | 1.8     | 2.4       | 2.5      | 2.8      | 3.5      | 3.0      | 3.0           | 2.9  | 2.7     | 3.5        | 3.0            | 2.7    | 44.1         |  |
| ASST. PROF. FEMALE URF        |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.3       | 2.5        | 2.3    | 3.5 | 3.8     | 3.3       | 3.3      | 3.5      | 3.8      | 3.5      | 3.0           | 3.8  | 3.0     | 3.0        | 3.3            | 2.8    | 50.3         |  |
| AVERAGE--STEM                 |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        | NA           |  |
| ASST. PROF. FEMALE WHITE      |           |            |        |     |         |           |          |          |          |          |               |      |         |            |                |        |              |  |
| AVERAGE                       | 3.2       | 2.0        | 2.7    | 3.4 | 2.6     | 2.9       | 2.6      | 3.2      | 3.8      | 3.1      | 3.2           | 3.4  | 2.7     | 3.4        | 3.4            | 2.7    | 48.1         |  |
| AVERAGE--STEM                 | 3.1       | 1.8        | 2.9    | 3.4 | 2.6     | 2.9       | 2.8      | 3.3      | 3.8      | 3.2      | 3.3           | 3.5  | 2.5     | 3.5        | 3.6            | 2.5    | 48.9         |  |

| Race/Ethnicity      |                 |            |            |                        |          |            |                               |          |            |            |           |            |          |          |            |                          |           |            |                                  |          |            |          |           |            |             |          |            |              |           |            |              |          |             |             |          |            |                 |          |            |
|---------------------|-----------------|------------|------------|------------------------|----------|------------|-------------------------------|----------|------------|------------|-----------|------------|----------|----------|------------|--------------------------|-----------|------------|----------------------------------|----------|------------|----------|-----------|------------|-------------|----------|------------|--------------|-----------|------------|--------------|----------|-------------|-------------|----------|------------|-----------------|----------|------------|
| Rank                | White/Caucasian |            |            | African American/Black |          |            | American Indian/Alaska Native |          |            | East Asian |           |            | Filipino |          |            | Mexican American/Chicano |           |            | Native Hawaiian/Pacific Islander |          |            | Other    |           |            | Other Asian |          |            | Other Latino |           |            | Puerto Rican |          |             | South Asian |          |            | Southeast Asian |          |            |
|                     | Count           | Total      | % of Total | Count                  | Total    | % of Total | Count                         | Total    | % of Total | Count      | Total     | % of Total | Count    | Total    | % of Total | Count                    | Total     | % of Total | Count                            | Total    | % of Total | Count    | Total     | % of Total | Count       | Total    | % of Total | Count        | Total     | % of Total | Count        | Total    | % of Total  |             |          |            |                 |          |            |
| Assistant Professor | 15              | 54         | 28%        | 1                      | 1        | 100%       | 0                             | 0        | --         | 4          | 9         | 44%        | 1        | 2        | 50%        | 3                        | 8         | 38%        | 0                                | 0        | --         | 0        | 1         | 0%         | 1           | 2        | 50%        | 1            | 4         | 25%        | 0            | 0        | --          | 0           | 1        | 0%         | 1               | 4        | 25%        |
| Associate Professor | 22              | 63         | 35%        | 5                      | 6        | 83%        | 0                             | 1        | 0%         | 1          | 4         | 25%        | 0        | 1        | 0%         | 2                        | 2         | 100%       | 0                                | 0        | --         | 2        | 6         | 33%        | 0           | 1        | 0%         | 1            | 1         | 100%       | 1            | 1        | 100%        | 1           | 1        | 100%       | 0               | 0        | --         |
| Professor           | 42              | 101        | 42%        | 0                      | 0        | --         | 0                             | 2        | 0%         | 3          | 7         | 43%        | 0        | 0        | --         | 2                        | 4         | 50%        | 0                                | 0        | --         | 2        | 7         | 29%        | 1           | 1        | 100%       | 4            | 6         | 67%        | 0            | 0        | --          | 1           | 6        | 17%        | 0               | 1        | 0%         |
| <b>Total</b>        | <b>79</b>       | <b>218</b> | <b>36%</b> | <b>6</b>               | <b>7</b> | <b>86%</b> | <b>0</b>                      | <b>3</b> | <b>0%</b>  | <b>8</b>   | <b>20</b> | <b>40%</b> | <b>1</b> | <b>3</b> | <b>33%</b> | <b>7</b>                 | <b>14</b> | <b>50%</b> | <b>0</b>                         | <b>0</b> | <b>--</b>  | <b>4</b> | <b>14</b> | <b>29%</b> | <b>2</b>    | <b>4</b> | <b>50%</b> | <b>5</b>     | <b>11</b> | <b>45%</b> | <b>1</b>     | <b>1</b> | <b>100%</b> | <b>2</b>    | <b>8</b> | <b>25%</b> | <b>1</b>        | <b>5</b> | <b>20%</b> |

Table 1. Faculty counts where time devoted to committee and work meetings is greater than or equal to time devoted to research and scholarly writing by race/ethnicity.

| Race/Ethnicity      |                 |            |            |            |           |            |          |           |            |             |          |            |             |          |            |                 |          |            |           |           |            |
|---------------------|-----------------|------------|------------|------------|-----------|------------|----------|-----------|------------|-------------|----------|------------|-------------|----------|------------|-----------------|----------|------------|-----------|-----------|------------|
| Rank                | White/Caucasian |            |            | East Asian |           |            | Other    |           |            | Other Asian |          |            | South Asian |          |            | Southeast Asian |          |            | URM       |           |            |
|                     | Count           | Total      | % of Total | Count      | Total     | % of Total | Count    | Total     | % of Total | Count       | Total    | % of Total | Count       | Total    | % of Total | Count           | Total    | % of Total | Count     | Total     | % of Total |
| Assistant Professor | 15              | 54         | 28%        | 4          | 9         | 44%        | 0        | 1         | 0%         | 1           | 2        | 50%        | 0           | 1        | 0%         | 1               | 4        | 25%        | 6         | 15        | 40%        |
| Associate Professor | 22              | 63         | 35%        | 1          | 4         | 25%        | 2        | 6         | 33%        | 0           | 1        | 0%         | 1           | 1        | 100%       | 0               | 0        | --         | 8         | 12        | 67%        |
| Professor           | 42              | 101        | 42%        | 3          | 7         | 43%        | 2        | 7         | 29%        | 1           | 1        | 100%       | 1           | 6        | 17%        | 0               | 1        | 0%         | 6         | 12        | 50%        |
| <b>Total</b>        | <b>79</b>       | <b>218</b> | <b>36%</b> | <b>8</b>   | <b>20</b> | <b>40%</b> | <b>4</b> | <b>14</b> | <b>29%</b> | <b>2</b>    | <b>4</b> | <b>50%</b> | <b>1</b>    | <b>8</b> | <b>25%</b> | <b>1</b>        | <b>5</b> | <b>20%</b> | <b>20</b> | <b>39</b> | <b>51%</b> |

Table 2. Faculty counts where time devoted to committee and work meetings is greater than or equal to time devoted to research and scholarly writing by race/ethnicity as URM.

Note: Underrepresented Minorities include African American/Black, American Indian/Alaska Native, Filipino, Mexican American/Chicano, Native Hawaiian/Pacific Islander, Other Latino, and Puerto Rican.

| Rank                | Gender    |            |            |           |            |            | Total      |            |               |
|---------------------|-----------|------------|------------|-----------|------------|------------|------------|------------|---------------|
|                     | Female    |            |            | Male      |            |            | Count      | Total      | % of Total    |
|                     | Count     | Total      | % of Total | Count     | Total      | % of Total |            |            |               |
| Assistant Professor | 21        | 61         | 34%        | 7         | 49         | 14%        | 28         | 110        | 25.45%        |
| Associate Professor | 25        | 58         | 43%        | 17        | 45         | 38%        | 42         | 103        | 40.78%        |
| Professor           | 27        | 69         | 39%        | 32        | 100        | 32%        | 59         | 169        | 34.91%        |
| <b>Total</b>        | <b>73</b> | <b>188</b> | <b>39%</b> | <b>56</b> | <b>194</b> | <b>29%</b> | <b>129</b> | <b>382</b> | <b>33.77%</b> |

Table 3. Faculty counts where time devoted to committee and work meetings is greater than or equal to time devoted to research and scholarly writing by gender.

SOURCE: 2016 UCLA HERI Faculty Survey at SDSU; 382 / 773 tenured & tenure-track faculty responding; 49.4% response rate.



April 2019

TO: Senate Executive Committee / Senate

FROM: Faculty Affairs Committee

RE: Information item from April 15 2019 Faculty Affairs meeting

---

- The Committee has been working collaboratively with AVP for Faculty Advancement Joanna Brooks to draft a new version of the Personnel Data Summary form. At the meeting we finalized our recommendations so that AVPFA Brooks can discuss the changes with candidates in the RTP workshops that will begin this month. Some of the notable changes include:
  - Adding the specific language from the RTP section (pages 149-150) of the Policy File on the criteria for evaluation in teaching, professional growth and service;
  - Asking candidates to provide both the median and mean of their teaching evaluation scores;
  - Revising the language about “significant items” to be consistent with the Policy File which states, “Candidates shall present in their Personnel Data Summary (PDS) a limited listing and discussion of *no more than* five of their important achievements in each of the three categories” (emphasis added); and
  - Adding a section to the narrative where candidates can discuss how they have been responsive to diversity.

The last item satisfies the referral from the DEO Committee regarding that section of the Policy File. The Committee is optimistic that these changes will help reduce the mixed messages candidates sometimes receive about what the criteria for evaluation actually are.

- The Committee also discussed the proposal from the Constitution and By-Laws Committee to change the Policy File language related to verification of the WPAF. Only a few months ago, the Faculty Affairs Committee had a lengthy discussion about that section of the Policy File and ultimately proposed changes that removed the word ‘validation’ (changes that were approved by the Senate). In doing so, we hoped to clarify that the approach to the verification process should be supportive (i.e., helping candidates to ensure that their files are complete and everything is properly identified) rather than suspicious (i.e., looking for evidence that candidates are being dishonest). The Committee agreed that the proposed CBL changes seem to reverse what we had intended. AVPFA Brooks compiled an extremely helpful [summary of the history of validation at SDSU](#) which also prompted further discussion. The Committee agreed that although there seems to be a concern from some faculty that candidates are being dishonest about their records, such dishonesty is likely an extremely rare occurrence and any benefit of a policy crafted to catch such cases does not, in our opinion, justify the cost of the negative climate such an approach can create for our junior colleagues. Moreover, in those rare cases where there is misconduct, any inquiry into such misconduct should be pursued through the disciplinary process outlined in the Policy

File. The FA Committee therefore does not support the proposed changes and recommends that the Senate vote against it.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: April 17, 2018

Re: 2020-2021 *General Catalog*

## **INFORMATION (4I-05-19)**

### ACCOUNTANCY

1. Change to description and prerequisite.

#### Accountancy

#### ACCTG 432. Cost Management (3)

Prerequisites: Accountancy 333 with a minimum grade of C and Business Administration 323. **Proof of completion of prerequisites required:** Copy of transcript.

Use of accounting information and data analytics to facilitate business decisions; cost management and ethics in managerial accounting. (Accountancy 431 and 432 formerly numbered Accountancy 421.)

Change(s): Description updated from *Use of accounting information to facilitate managerial business decisions; cost management and ethics in managerial accounting* to what is presented above. Prerequisites updated from *Business Administration 323. For accounting majors, a minimum grade of C in Accountancy 331. For finance majors, a minimum grade of C in Accountancy 326 and Rhetoric and Writing Studies 290. Proof of completion of prerequisites required: Copy of transcript* to what is presented above.

### ASTRONOMY

1. Change to prerequisites.

#### Astronomy

#### ASTR 350. Astronomical Techniques (3)

Prerequisite: Astronomy 201, Mathematics 342A, Physics 197.

Astronomical observation and optics. Data acquisition and reduction for modern astronomical instrumentation including photometry, direct imaging, and spectroscopy. Techniques for obtaining precise measurements and determining measurement uncertainties.

Change(s): Added MATH 342A and PHYS 197 as prerequisites.

### CIVIL ENGINEERING

1. Change to prerequisites.

Civil Engineering

CIV E 218. Surveying for Civil Engineering and Construction (3)

Two lectures and three hours of laboratory.

Prerequisites: Civil Engineering 160. For civil and construction engineering majors: Mathematics 150. For construction management majors: Statistics 119.

Principles of plane surveying. Measurement of horizontal distance, difference in elevation, and angles. Traverse surveys and computations. Horizontal and vertical curves. Principles of stadia. Topographic surveys. Earthwork.

Change(s): Prerequisites updated from *Civil Engineering 160 and Mathematics 151* to what is presented above.

2. Change to prerequisites.

Civil Engineering

CIV E 301. Introduction to Solid Mechanics (3)

Prerequisites: Aerospace Engineering 200 [or Mechanical Engineering 200]. For civil, construction, and environmental engineering majors: Civil Engineering 225.

Mechanics of solid deformable bodies involving analytical methods for determining strength, stiffness, and stability of load-carrying members. Not open to students with credit in Mechanical Engineering 304.

Change(s): Prerequisites updated from *Aerospace Engineering 200 [or Mechanical Engineering 200]* to what is presented above.

## MANAGEMENT INFORMATION SYSTEMS

1. Change to description.

Management Information Systems

MIS 482. Information Technology Projects (3)

Prerequisite: Completion of at least 18 units of upper division management information systems courses. **Proof of completion of prerequisite required:** Copy of transcript.

Contemporary technologies in a business context to include artificial intelligence, cloud computing, data science tools, internet of things, mobile programming, and robotics. Implementation with client organizations and/or in-depth research analysis resulting in proof of concept of applications.

Change(s): Description updated from *Projects with San Diego area client organizations related to information technologies; topics may include: development life cycles, rapid application development, managing teams, client management, group interaction and conflict resolution, software metrics, and quality assurance techniques* to what is presented above.

MATHEMATICS

1. New course.

Mathematics

*PRECALCULUS ALEKS LAB (C-15)*

MATH 141A. Precalculus ALEKS Laboratory (1)

Three hours of laboratory.

Prerequisite: Concurrent registration in Mathematics 141.

ALEKS-based laboratory to assist students in achieving success in precalculus.

2. New course.

Mathematics

*CALCULUS I ALEKS LAB (C-15)*

MATH 150A. Calculus I ALEKS Laboratory (1)

Three hours of laboratory.

Prerequisite: Concurrent registration in Mathematics 150.

ALEKS-based laboratory to assist students in achieving success in calculus I.

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

TO: SEC/Senate

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

DATE: April 23, 2019

RE: Information

---

**Philanthropy Report:**

The following are notable gifts received since March 19, 2019:

Alumna Patti Roscoe pledged \$342,799 to support the Patti Roscoe Meetings & Events Professorship-Institute for Meetings & Events in the College of Professional Studies and Fine Arts.

Hollister, Inc. pledged \$100,000 to provide support for student athletes that participate in the Adapted Athletics Program in the College of Health and Human Services.

A \$50,000 bequest from Darcy A. LaBelle and Timothy C. Burkart will provide support to the Aztec Parents' Fund in the Division of Student Affairs.

Stan Clark pledged \$12,500 to support the Center for Communication, Health and the Public Good in the College of Professional Studies and Fine Arts.

Gifts totaling \$35,000 from SDG&E will benefit the SDSU Alumni Association, the Cesar Chavez Commemorative Scholarship, Athletics and Project Lead the Way and the Mesa Engineering Fund in the College of Engineering.

Faculty Emeriti Thomas and Randi McKenzie made a \$20,000 gift to the Thomas and Randi McKenzie Fund for Experiential Theatrical Opportunities.

Peter and Elaine Shaw made a \$17,552 gift to support Athletics.

A \$10,000 bequest from alumna Rhona M. Gorder will support the Hospitality and Tourism Management Alumni Fund in the College of Professional Studies and Fine Arts.

A gift of \$11,375 from Gia Jacques will go toward the Scott Guhin Art and Design Scholarship in the College of Professional Studies and Fine Arts.

Alumni Travis and Darline Pearson made a \$1.5 million bequest to support the greatest needs of the University.

Gifts totaling \$470,969 from trustee Jack McGrory will benefit the Harrison Archaeology Dig Field Project, the Jack McGrory Veterans' Program Fund, the Jack McGrory School of Public Affairs Community Engagement Fund, the Jack McGrory Institute for Innovative Governance Research Fellowships, and the Jack McGrory Public Administration Graduate Program Development.

Alumnus Michael Gay made a \$30,048 gift to support Athletics.

Sony Electronics, Inc. made a \$10,000 gift to support the Zahn Innovation Platform Launchpad.  
Alumnus Tom Ryskamp made a \$30,000 gift to support Athletics.

Colleen Guhin made a gift of \$18,120 to the Scott Guhin Art and Design Scholarship.

A gift of \$25,000 from the Jeannie and Rick L'Heureux will provide support to students in the Weber Honors College in the Division of Academic Engagement and Student Achievement.

A gift of \$20,000 from the California Health Care Foundation will provide support for upper division undergraduate and graduate students to study abroad through the College of Health and Human Services International Experience Program.

Gifts totaling \$10,000 from alumni Jim and Janet Sinegal will support the Fowler College of Business.

The Hervey Family Fund made gifts totaling \$185,000 gift to support the Guardian Scholars Program and the Consensus Organizing Center Fund.

Alumna Lisa Belott and her husband, Peter, made a \$10,000 gift to support Athletics.

The Whale Beach Foundation made a \$75,000 gift to provide support for experiential learning for students in the L. Robert Payne School of Hospitality and Tourism Management.

The Marathon Petroleum Foundation made a gift of \$11,505 to the Aztec Science Camp at SDSU, exposing kids to hands on science and developing their curiosity about the world around them.

A gift of \$13,500 from Justin Halenza will support Athletics.

Gifts totaling \$10,000 from Brian Devine will support the Fowler College of Business.

#### **Campaign, Presidential & Special Events:**

On Tuesday, March 12, President de la Torre and Lance Nail, Thomas and Evelyn page Dean, Fowler College of Business hosted the President's Lecture Series in conjunction with the Charles W. Hostler Institute on World Affairs featuring Admiral Eric Olson, U.S. Navy (Retired) who gave a presentation titled, "The World at Night." Admiral Olson explored how dynamic demographics, economies, technologies, ideologies, and requirements for natural resources are shaping a minor revolution in military thinking. Nearly 300 faculty, staff, students and community members were in attendance.

On Thursday, March 21, President de la Torre and Joseph F. Johnson Jr., Interim Provost and Senior Vice President hosted reception at the University House for Radhika Seshan, Dean, College of Extended Studies to welcome her to the campus community. Over 60 campus representatives, members of the search committee and colleagues from the College of Extended Studies welcomed Dr. Seshan to SDSU.

Thursday, April 11, was a historic day for San Diego State University as President de la Torre was installed by California State University (CSU) Chancellor Timothy White at Viejas Arena in a

ceremony attended by nearly 2,000 faculty, staff, students, California higher education leaders, regional elected officials and tribal members, community members and other guests. It was SDSU's first presidential inauguration in more than 20 years. The day began with a showcase of student research at the Parma Payne Goodall Alumni Center where hundreds of visitors listened to oral presentations and spoke to students with poster presentations. Following the investiture, a campus and community reception was held outside Hepner Hall with music and an array of internationally-themed desserts, all selected from recipes submitted by students.