
SDSU Senate
May 7, 2013
AL 101
2:00pm - 4:30pm

1.	Agenda (Bordelon)	
2.	Minutes (Bordelon)	
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2:05pm	6.1 Enrollment Services (Lieu)	
	6.2 Committees and Elections (Ulloa)	
	<i>Senate Elections (candidate statements enclosed)</i>	5
	<i>Election of faculty member to Research Foundation Board (candidate statements enclosed)</i>	6-9
	<i>Constitution of Committee on Committees and Elections</i>	
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THE PRESIDENT

April 18, 2013

MEMORANDUM

To: Bill Eadie, Chair
SDSU Senate

From: Elliot Hirshman 
President

I acknowledge receipt of but take no action on the following item until the meet and confer process has been completed.

1. Item 7.1: Active Transportation Task Force

The Senate approved the revisions to the Policy File regarding Parking and Traffic.

I approve the following actions from the Senate meeting of March 5, 2013.

2. Item 7.3: Faculty Affairs

The Senate approved the revisions to the Policy File regarding:

Written Student Evaluation of Teaching Effectiveness, and

Departments and Schools: Creation, Merger, Transfer and Abolition and
Departments, Schools, Colleges, Formation of.

EH:rjl

Date: May 2, 2013
To: SEN
From: Senate Officers
Information: Election Results

Information:

2013-2016

Academic Senate

Bill Eadie

SDSU-IV Staff

Danielle Ingolia

Coach

Kathy Van Wyk

Staff

Barbara Evans

Lisa Thurn

College of Arts and Letters

Anne Donadey

Glen McClish

Rebecca Moore

Ghada Osman

College of Business Administration

David Ely

Robert Plice

College of Education

Luke Duesbury

College of Engineering

Asfaw Beyene

Kenneth Walsh

College of Health and Human Services

Ignatius Nip

Mitchell Rau

Larry Verity

College of Professional Studies and Fine Arts

Greg Durbin

Kurt Lindemann

Mark Testa

College of Sciences

TBD

Lecturers

TBD

Library

Gloria Rhodes

MPP

Debbie Richeson

Date: April 30, 2013
To: SEN
From: Senate Officers
Subject: Action

Action:

2013-2014 Senate Executive Committee Meeting and Senate Meeting Calendar

Senate Executive Committee Meetings

Time: 2:00pm – 4:30pm

Place: MH 3318

August 20, 2013

September 17, 2013

October 15, 2013

November 19, 2013

January 21, 2014

February 18, 2014

March 18, 2014

April 22, 2014

Senate Meetings

Time: 2:00pm – 4:30pm

Place: AL 101

September 3, 2013

October 1, 2013

November 5, 2013

December 3, 2013

February 4, 2014

March 4, 2014

April 8, 2014

May 6, 2014

Senate Officer Election Candidate Statements

Chair

Bill Eadie is Professor of Journalism and Media Studies and current University Senate Chair. He also serves as a San Diego State representative to the Academic Senate of the California State University. Bill has been a department chair and faculty member at SDSU since 2001. Prior to coming to San Diego, he served as Associate Director of the National Communication Association, the largest scholarly society in the communication discipline. His teaching focuses on media studies, particularly the roles of media in society, media use in social influence, and how media portray sexuality. His scholarship focuses on the development of communication as an area of study, and he is current writing a book titled, *When Communication Became a Discipline*. He has served as a senate officer and Executive Committee member for six of the past seven years, and he has enjoyed working with dedicated members of the university community to form effective policies and create an environment where everyone can thrive. He would like to serve as Chair for one additional year and hopes that the members of the senate will elect him to do so.

Vice Chair

Ghada Osman is Professor & Chair of the Department of Linguistics & Asian/ Middle Eastern Languages. She has served on the Senate Executive Committee for two years as Senator-at-Large, and also is a member of the Senate's Faculty Affairs committee. She is currently serving a second term on the College of Arts & Letters Policy & Planning Committee.

Secretary

Chuck Goehring

After having received my MA degree in Communication here at SDSU in 2003, I earned my doctorate in Communication Studies from the University of Iowa in 2008. For the past six years I have been the Undergraduate Advising Coordinator and a lecturer in the School of Communication here at San Diego State University. I currently reside on the Faculty Senate as a Lecturer representative. I have served as the Chair and program planner of the Rhetoric and Public Address Division of the Western States Communication Association, and have been the Chair and program planner of the Visual Communication Division of the National Communication Association. I am excited at the prospect of serving as the Faculty Senate Secretary and expanding my role at the University.

Research Foundation Board
Election
Candidate Statement #1

Robert W. Zeller, Associate Professor, Department of Biology

I was hired as an Assistant Professor in the Department of Biology in 2001. One aspect that attracted me to SDSU was its Teacher-Scholar Model, because I enjoy teaching and strive to instill a love of learning. Since arriving at SDSU I have taught nearly 4000 students and have trained approximately 36 undergraduates as well as numerous MS and PhD students in my laboratory; thus providing them with intensive research experiences, which is really the way to learn Biology. I was promoted to Associate Professor with tenure in 2007 and am currently seeking promotion to Full Professor. In addition, for over 15 years I have served as a faculty member at the internally renowned Embryology Course of the Marine Biological Laboratory in Woods Hole, MA. Thus I have extensive experience in teaching and mentoring and know how important rich research experiences are to education. Research in my laboratory is centered on understanding how the nervous system develops in the marine animal ascidian. Our research focuses on both the basic cellular mechanisms that govern development, as well as more applied experiments related to hearing loss and Alzheimer's disease. This research has been continuously funded by the National Science Foundation since 2004, starting with an NSF CAREER grant that I received that year. I have served on several grant review panels, as an ad hoc reviewer for national and international granting agencies, as well as a reviewer for a variety of journals. I am a member of many scientific societies and recently joined the editorial board for Integrative and Comparative Biology. I currently am the Program Area Coordinator for the Cell and Molecular Biology faculty of the Biology Department, which has provided an opportunity to work with numerous faculty members to maintain smooth operation of the department. Importantly, I have also interacted with the SDSU Research Foundation in a variety of capacities, including working closely with the Foundation for proposal preparation and grant administration; serving as a member of the PI Advisory Group; and working with the College of Sciences, University and SDSURF to design and build the Coastal Waters Laboratory. Thus, in my 12 years at SDSU I have had the opportunity to interact with the SDSURF in a variety of capacities that provide the necessary experiences and background required to effectively serve as a representative to the SDSURF Board. In this capacity I would strive to ensure that the SDSURF improves the resources and facilities needed by faculty and students to maintain the vibrant research program that exists on campus.

Research Foundation Board
Election
Candidate Statement #2

Alex F. DeNoble, Ph.D.

Professor of Management and Executive Director of the Lavin Entrepreneurship Center

As Executive Director of the Lavin Entrepreneurship Center, Professor DeNoble collaborates with the SDSU Research Foundation to manage grants associated with the Center for Commercialization of Advanced Technology, the Zahn Center for Engineering Innovation, the San Diego Advanced Defense Technology Cluster, the Network for Enabling Small Business Teaming, and the Energy Innovations Small Grant Technology Transfer Program. Prior to his role in the Lavin Entrepreneurship Center, Professor DeNoble served for 3 years as the Chair of the Management Department in the College of Business Administration. His primary areas of expertise include entrepreneurship and corporate innovation, technology commercialization and strategic management. He has conducted research in these areas and has taught related classes in the University's undergraduate, graduate and executive MBA programs. He has published articles in such journals as *IEEE Transactions on Management*, the *Journal of Business Venturing*, the *Journal of High Technology Management Research*, the *Journal of Technology Transfer*, *International Marketing Review*, and *Entrepreneurship: Theory and Practice*. His other professional activities encompass both executive training and strategic consulting. Recent assignments have included business plan development consulting for new and existing entrepreneurial firms, market research and analysis for technology-based companies and entrepreneurship training for Taiwanese, German, Russian, Japanese, Mexican, Middle Eastern, Finnish, Danish and U.S. executives.

Research Foundation Board
Election
Candidate Statement #3

Name: Vinod Sasidharan, Ph.D.

Faculty Rank: Associate Professor

Department: The L. Robert Payne School of Hospitality and Tourism Management,
College of Professional Studies and Fine Arts

Statement of Qualifications and Interest:

I would like to express my utmost interest in serving on San Diego State University Research Foundation's Board of Directors, as the College of Professional Studies and Fine Arts representative. As a participant in the Faculty-Student Mentoring Program, I continue to support undergraduate research, in the field of Community Sustainability and Social Responsibility, through mentoring and research design courses, both at SDSU and through Study Abroad programs. Several of my undergraduate protégés have received awards for their research work both at SDSU's Student Research Symposia as well as national conferences (including the National Conference for Undergraduate Research). Additionally, I have served as PI on several Federal and philanthropic grants, received through the SDSU Research Foundation. Funding agencies include, National Forest Service, Robert Wood Johnson Foundation, National Institutes of Health, etc. Owing to my ongoing commitment to research, both through professional grants as well as undergraduate education, my service on the SDSU Research Foundation's Board of Directors will allow me to contribute greatly to the Board's agenda, from the perspective of my involvement in promoting and implementing undergraduate research opportunities at SDSU.

Research Foundation Board
Election
Candidate Statement #4

Name: Brian H. Spitzberg (spitz@mail.sdsu.edu)
Rank: Senate Distinguished Professor
Dept: School of Communication

Qualifications/Interest:

As (co)author of 3 scholarly books, 59 scholarly articles (most based on quantitative original survey or experimental research methods), 59 scholarly book chapters or encyclopedia entries, co-editor of 6 scholarly books, and (co)author of 192 competitively selected conference papers, and having Chaired over 65 empirical theses, I have a deep and abiding interest in the process of research, and its role in higher education and society. The topics I have pursued range from the study of what constitutes communication skill, and the various ways in which communication can fail us, in contexts such as sexual and romantic relationships, conflict, jealousy, coercion, violence, stalking. More recently, my work on an interdisciplinary NSF project (geography, political science, computational linguistics, communication theory) examines the role of social media and the internet in the identification of hate and militia groups, the prediction of political election outcomes, the tracking of disease diffusion, and the spread of social movements.

April 30, 2013

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Action: Adopt Changes to the Policy File for the Student Affairs Committee

Action:

Current Policy File Language:

Student Affairs Committee

1.0 Membership (13): five faculty, one to chair; Vice President of Student Affairs, Dean of Undergraduate Studies, Dean of the Graduate Division, Director of Financial Aid, Associated Students President, one staff member, four students.

2.0 Functions: The Committee

a. Shall review items of mutual interest to faculty and students,

b. Shall recommend to the Vice President for Student Affairs when administrative responsibilities for a program or policy lie with Student Affairs,

c. Shall recommend to the Dean of Undergraduate Studies or to the Dean of the Graduate Division when administrative responsibilities for a program or policy lie with Academic Affairs,

d. Shall recommend policies and procedures for the administration of financial aid programs and to ensure that policies conform to legal requirements of agencies granting financial aid,

e. Shall advise the Director of Financial Aid regarding students whose situations warrant special consideration;

f. Shall promote university wide understanding of and assistance with the financial aid program, particularly through the assistant deans for student affairs.

Suggested Changes (underlined):

Student Affairs Committee

1.0 Membership (15): five faculty, one to chair; Vice President of Student Affairs or designee, Dean of Undergraduate Studies or designee, Dean of the Graduate Division or designee, Director of Financial Aid or designee, Associated Students President or designee, one staff member, and four students.

2.0 Functions: The Committee

a. The Committee shall set an agenda for the academic year and report regularly to the University Senate. ~~Shall review items of mutual interest to faculty and students,~~

b. The Committee shall review student services related issues of interest to the campus community.

c. Shall recommend to the Vice President for Student Affairs when administrative responsibilities for a program or policy lie with Student Affairs,

d. Shall recommend to the Dean of Undergraduate Studies or to the Dean of the Graduate Division when administrative responsibilities for a program or policy lie with Academic Affairs,

e. Shall recommend policies and procedures for the administration of financial aid programs and to ensure that policies conform to legal requirements of agencies granting financial aid,

f. Shall advise the Director of Financial Aid regarding students whose situations warrant special consideration;

g. Shall promote university wide understanding of and assistance with the financial aid program, particularly through the assistant deans for student affairs.

Rationale for changes:

To complete over two years of review and consultation, the Constitution and Bylaws Committee proposes changes to the University Policy File updating the Student Affairs Committee's charter. These changes are primarily editorial in nature, and bring the language in the Policy file consistent other Senate-appointed committees.

Changes:

1. Change membership committee number from 13 to 15. The original number is incorrect of we add up the current members listed.
2. Addition of designees. All of the ex-officio members of the committee have extensive demands on their time. It is a common practice to allow these administrative leaders to assign designees to represent their respective interests. Current policy file language for the Student Affairs Committee does not allow designees to be assigned.
3. Although it is common practice that Senate and Senate-appointed committees report to the Senate, the current Policy file does not specify to whom the Student Affairs Committee reports. The new bullet "a" of the charter clarifies the committee's reporting responsibility.
4. Bullet "b" updates the committee's primary function from reviewing "issues of interest to faculty and students" to a current conception of the University Senate including all members "Review.... issues of interest to campus community."

No additional changes would be considered until the committee meets and requests assistance in updating its charge, membership, and/or functions.

To: SEN

From: Matt Anderson, Chair of Faculty Affairs Committee

Date: April 25, 2013

Re: Action item – emeritus status

Action:

The faculty affairs committee recommends emeritus status upon the following faculty members:

Donna Beshgetoor, Associate Professor of Exercise and Nutritional Sciences, August 18, 2013, 17 years

Deborah G. Chaffin, Associate Professor of Philosophy, June 30, 2012, 28 years

Jesse T. Dixon, Professor of Hospitality and Tourism Management, June 1, 2013, 34 years

Tunc Geveci, Professor of Mathematics and Statistics, May 22, 2013, 28 years

Jacques Perrault, Professor of Biology, August 18, 2013, 29 years

Thomas Scott, Professor of Psychology, August 17, 2013, 13 years

Linda D. Smith, SSPAR III in Counseling and Psychological Services, May 27, 2013, 17 years

To: Senate

From: Heather Honea, Chair
Senate Sustainability Committee (SSC)

Date: April 30, 2013

Re: Resolution on signing the American College and University Presidents' Climate Commitment

Action:

Pass a resolution recommending to President Hirshman that San Diego State University become an American College and University Presidents' Climate Commitment (ACUPCC) signatory.

Rationale:

The American College and University Presidents' (ACUPCC) is a visible institutional commitment to create a planning process and eliminate net greenhouse gas (GHG) emissions from campus operations, to promote research, curricular, and co-curricular efforts to prepare our students and communities to address climate change and to build a more sustainable world. As of January 2013 more than 660 institutions in North America including CSU Bakersfield, CSU Chico, CSU Fullerton, CSU Long Beach, CSU Monterey Bay, and CSU Pomona; and the University of California system have signed the ACUPCC.

Introduction:

In 2011 President Hirshman charged the Senate Sustainability Committee (SSC) with developing a recommendation on whether to sign the ACUPCC. In addition, San Diego Associated Students has signed the ACUPCC and requested the SSC bring a forward a resolution to Senate that endorses the University sign the ACUPCC. To inform our recommendation the SSC has reviewed the impact of signing the ACUPCC at other institutions, the structure of the commitment these institutions developed, and identified best practices in climate action plan development. Based on two years of research to develop the recommendations offered to the President, and at the request of the Senate Executive Committee the SSC presents this resolution regarding signing the ACUPCC.

Be it resolved that the Senate Recommend that President Eliot Hirshman sign the American College and University Presidents' Climate Commitment and in so doing San Diego State University will become a signatory to the American College and University Presidents' Climate Commitment.

To: SEN

From: Stephen Schellenberg, Chair, Academic Policy and Planning

Date: 16 April 2013

Re: Information Item

**SDSU Committee on Academic Policy and Planning
2012/13 Enrollment Management Report**

Graduate Enrollment Management: 2008 – 2012

Summary: The University Senate policy file charges AP&P with an annual review of enrollment management policy and outcomes. The annual review may include specific charges from the Senate and committee directions. This year the committee focused its attention on graduate (post-baccalaureate) enrollments, admissions, and degrees awarded during the most recent five year period. The focus derives from the view that information about this student population has played a relatively minor role in recent campus discussions of enrollment management, including the 2011/12 AP&P report.

The five year study period coincides with a large reduction in state appropriations, and major changes to campus policy managing graduate enrollments. We outline these policy and other historical changes in Section I of the report. Section II provides a digest of graduate enrollments during the 2008 – 2012 period. Enrollment headcount totals, proportions by degree type, and trends are presented, as well as the profile of baccalaureate institutions supplying SDSU's graduate programs, and ethnic diversity. In Section III, the report looks closely at trends in graduate applications, admissions, and new enrollments across degree program type and applicant resident status. In Section IV, we present information on graduate degrees awarded by degree, trends by degree type and college, and median time to completion. Where the evidence permits, we have connected the presented trends in enrollment, admissions, and graduations to the policy changes outlined in Section I.

I. Introduction

Graduate enrollment targets, policies, and procedures

Graduate enrollment plans from 2008 to 2012 saw a pendulum-like swing from a managed growth during the AY 2008/2009 to a mandated 5.5% reduction in resident graduate enrollment during the AY 2010/2011. This dramatic change was one of the many measures taken in response to pressure from unprecedented reduced state funding.

AY 2008/2009 was the last year of a period of relative stability and growth in graduate enrollment, which was facilitated by funds from the President's Budget Advisory Committee (PBAC). In 2008, these funds were substantially reduced and in 2009, they were completely lost as the state began a series of drastic budget reductions. These reductions necessitated a number of measures directly affecting graduate enrollment. Most importantly, the enrollment management plan for AY 2010/11 called for a 5.5% reduction in resident graduate enrollment.

As a step toward reducing the number of California residents enrolled in graduate programs, spring admissions were restricted to only a few programs in 2010 and subsequently were eliminated. To achieve a measure of predictability necessary for enrollment management, previously mostly unstructured graduate admission procedures were revised to a) establish the first university-wide application deadline of February 1st for Fall 2010, and b) require an intent-to-enroll fee of \$400, applicable toward tuition upon matriculation but non-refundable to students who failed to matriculate. These measures were subsequently supplemented by establishing resident admission limits for each of the graduate programs based on their historical yield rates (the number of matriculated students divided by the number of admitted students) and in consultation with their college leadership. Resident admission limits remain in place today as an enrollment management tool even as a mandate to reduce resident graduate enrollment was replaced with a 5% growth target in AY 2012/13.

A single university-wide application deadline, while bringing a measure of predictability to the admission process, proved too rigid for the many idiosyncratic needs of graduate programs. Consequently, the policy was changed to add a priority application deadline of December 15th and an extended application deadline of March 30th for Fall 2012. The former enabled the most competitive programs to make admission decisions early enough to pursue their best candidates. The latter accommodated those programs that desired to broaden their applicant pools beyond the numbers observed by the regular, February 1 deadline. Based on the two-year experience with application deadlines and in consultation with all constituents, including college deans and Enrollment Services, two application deadlines were set for Fall 2013: the regular, university-

wide deadline of March 1 and a priority deadline of December 15. Graduate programs self-select a deadline that best satisfies their needs.

Other developments with implications to graduate enrollment

The severe reduction in state funding during the period covered by this report forced a number of austerity measures. Although it is hard to document the exact impact that any one of these measures had on graduate enrollment, their combined effect was likely responsible for some of the negative trends discussed later in this report. In particular, the University's ability to attract international students was impacted by the loss of two international recruiters in 2010. Moreover, the University began requiring international applicants to have their credentials verified by a professional organization at a cost that likely deterred some prospective students from applying to SDSU. Additionally impacting our ability to attract non-resident applicants, international and domestic, was a reduction in the number of non-resident tuition waivers (NRTWs). Whereas SDSU offered 256 NRTWs to graduate students in AY 2008/2009, the number decreased to 201 in AY 2011/2012, falling to a long-time low of 161 (37.1% decrease) in AY 2012/13.

An additional tool important in recruitment of all graduate students, resident and non-resident alike, graduate assistantships (GA and TA) also saw a reduction during the observed period. Specifically, the total number of GA positions fell from 462 in AY 2008/9, to 235 in AY 2012/13. Teaching Associate (TA) positions fell only slightly during the same period, from 676 in 2008/09 to 623 in 2012/13. This change is particularly important given that resident increased from \$2231 in AY 2008/2009 to \$3369 in 2011/2012 for full-time resident students, and from \$1,442 to \$1,953 for part-time students. The additional fee per unit for non-resident students increased from \$339 in AY 2008/2009 to \$372 in AY 2011/2012.

Development of new graduate programs and changes in existing graduate programs

During the period covered by this report, 13 new graduate programs (majors) were created, of which seven were master's programs (5 MS, 1 MA, 1 MBA), five were joint doctoral programs (Bioengineering, Electrical and Computer Engineering, Structural Engineering, Evolutionary Biology, Geophysics) and one was a professional doctorate program (Physical Therapy). Additionally, existing graduate programs added 33 new concentrations and 16 new certificates during the period between Fall 2008 and Spring 2012. At the same time, one MS program stopped accepting new students, and two others closed some of their multiple concentrations.

II. Enrollment

This section presents a summary of the University's graduate population, including an examination of degrees or other post-baccalaureate credentials students are pursuing, and how

the budget and policy changes outlined in the previous section are reflected in recent enrollment trends. To begin, Table 1 lists the range of post-baccalaureate programs at SDSU, including the college(s) in which each is offered. Panels (A) – (C) in Figure 1 reveal in three different ways that students pursuing master’s degrees constitute a large majority of all graduate enrollments. As evident in Panel A, just less than 80% of enrolled students from 2008 – 2012 were pursuing MA, MS, or other masters degrees. The single largest category of graduate students comprises those pursuing Master of Science degrees. Enrollments in MS programs fell sharply during the most recent five-year period, from a peak headcount of 1,914 in Fall 2008 to 1,283 in Spring 2012. Enrollments recovered some of this lost ground, as did other master’s programs, to 1,513 in Fall 2012.

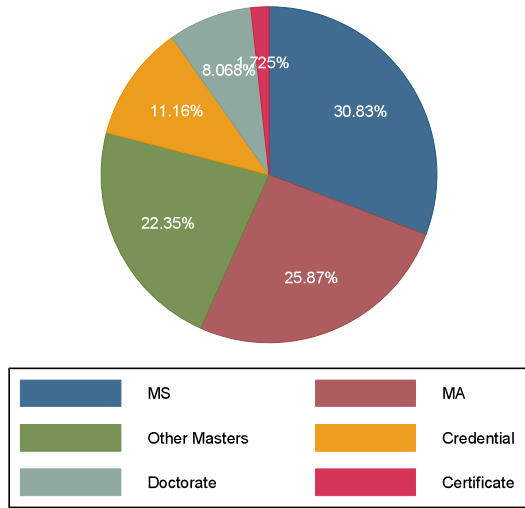
Table 1: SDSU Graduate Degrees								
Abbrev.	Degree title	Offering college(s)						
AuD	Doctor of Audiology	HHS						
Cert	Post-baccalaureate certificates	A&L, BUS, EDU, ENG, HHS, PSFA, SCI						
Cred	Teaching credentials	EDU						
DPT	Doctor of Physical Therapy	HHS (began 2012)						
EdD	Doctor of Education	EDU						
EdS	Educational Specialist	EDU						
MA	Master of Arts	A&L, EDU, ENG, HHS, PSFA, SCI						
MBA	Master of Business Administration	BUS						
MCP	Master of City Planning	PSFA						
MEngr	Master of Engineering	ENG						
MFA	Master of Fine Arts	A&L, PSFA						
MM	Master of Music	PSFA						
MPA	Master of Public Administration	PSFA						
MPH	Master of Public Health	HHS						
MS	Master of Science	A&L, BUS, EDU, ENG, HHS, PSFA, SCI						
MSW	Master of Social Work	HHS						
PhD	Doctor of Philosophy	A&L, EDU, ENG, HHS, SCI						

Teaching credential and doctoral programs accounted for similar aggregate enrollments over the entire period, but Panel B indicates that credential enrollments were falling rapidly while doctoral enrollments continued to grow. Doctoral programs were exempt from the resident admissions caps beginning in 2010, and the campus added five new doctoral programs during this period as well. In 2012, doctoral enrollments exceed credential enrollments for the first time.

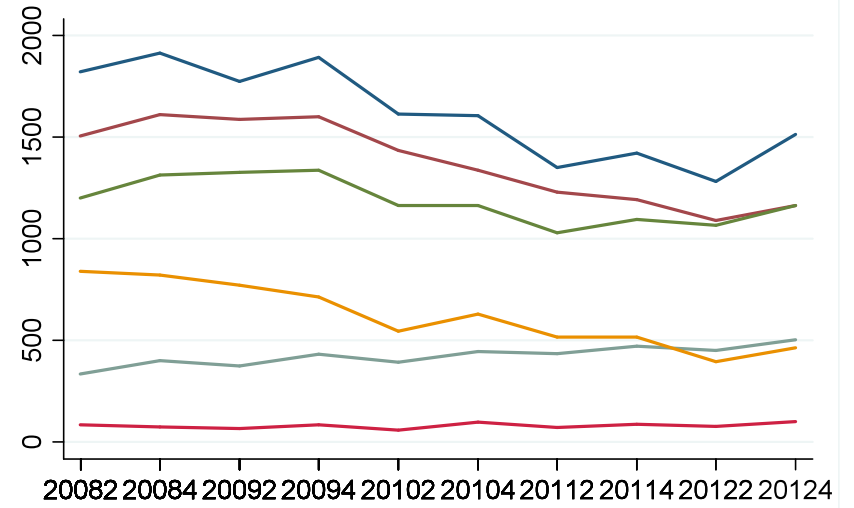
A trend not captured in Figure 1 is the relative growth in external degree and certificate programs. These programs are administered by the College of Extended Studies, have

independent fee structures, and may involve “special session” courses operating outside of the normal academic calendar. External degree programs include the Executive MBA (Business), the MS in Rehabilitation Counseling (Education), and the MS program in Regulatory Affairs (Sciences). External certificate programs include Distance Education, Instructional Design, and Web & Mobile Applications Development. While a number of new external degree programs

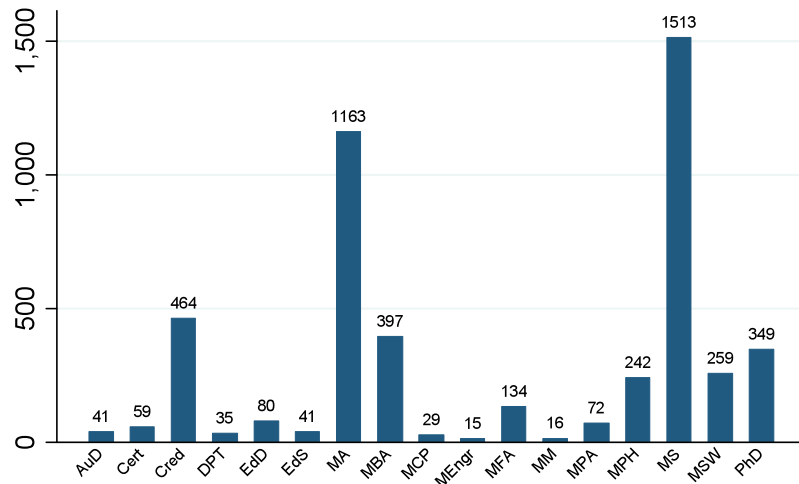
Figure 1: Graduate Enrollments



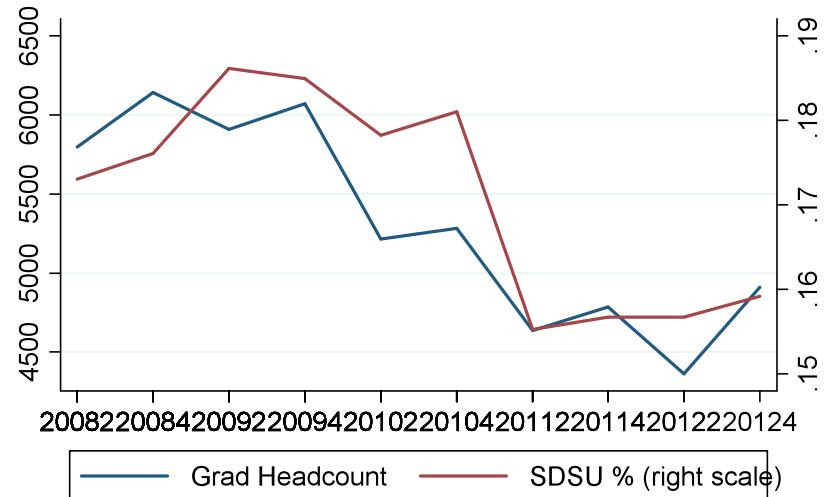
(A) 2008 - 2012 headcount shares by degree type



(B) 2008 - 2012 time series of headcounts by degree type



(C) Fall 2012 headcounts by degree objective



(D) 2008 - 2012 graduate headcounts and % of SDSU total headcount

were founded during this period, enrollment in several large programs fell along with overall campus enrollment. Enrollment in all external degree and certificate programs fell from 591 in F2010 to 476 in F2012. [These numbers do not include enrollment in “special session” courses run by the College of Extended Studies.]

Panel D in Figure 1 shows that overall graduate enrollment fell from peaks in F2008 (6,142) and F2009 (6,069) to lows of 4,786 in F2011 and 4,362 in S2012. Post-baccalaureate students, as a proportion of the total SDSU headcount, fell from more than 18% to just 15.2% in S2011. The current share remains well below the long-term target of graduate enrollments of 20% of the campus total, much less the all-time high of 24% recorded in 1970, 1975, and 1976 [*Report and Recommendations on Graduate Enrollment*; The Graduate Division, Graduate and Research Affairs, (October, 2000), p. 1].

Figure 2 addresses a different aspect defining SDSU’s graduate student profile. The chart presents students who began programs between 2008 and 2012, by baccalaureate degree-granting institution, separated by degree objective type. Not surprisingly, students with undergraduate degrees from California schools are the largest group in each category. Non-resident (U.S.) students make up 35% of entering doctoral students, 23.8% of entering MA students, 20.6% of entering MS students, 11.4% of entering credential and certificate students, and 31.4% of students entering other masters programs. International students make up 11.3% of entering doctoral students, 7.2% of entering MA students, 28.4% of entering MS students, 1.4% of entering credential and certificate students, and 11.3% of students entering other masters programs.

It is also revealing to break out the California baccalaureate degree origin of resident cohorts. Among students entering graduate programs with baccalaureate degrees from California, the share with degrees from our own campus is quite high. Just under half of those with California baccalaureate degrees entering MA (48.8%) and MS (46.0%) programs are from SDSU. This share is somewhat lower for other masters programs (38.5%), highest for credential and certificate programs (66.5%), and lowest for doctoral programs (21.2%). The next largest category of California baccalaureates (except for doctoral programs, where it is the largest) comprises degrees from UC campuses. UC graduates make up 40% of entering California-trained doctoral cohorts. The same figure is 24.8% for MA programs, 30.5% for MS programs, 33.5% for other master’s programs, and 16.5% for credential and certificate programs. In each category, other CSU campuses produce the next largest group among California cohorts, with all other California schools accounting for the remainder.

Appendix Table A1 presents the ethnic diversity profile of the graduate population in Fall semesters from 2008 to 2012. (Special thanks to Jeanne Stronach in ASIR for providing these figures.)

III. Admissions

Figure 3 details trends in graduate admissions from 2008 to 2012. The sharp drop in applications, admissions, and enrollments between 2009 and 2010 corresponds to the changes in enrollment management policy described in Section I. There is general evidence of some recovery in applications since 2010, but overall the University remains below 2009 levels for completed applications, admitted applicants, and newly enrolled students. The data reveal noteworthy variation across program types. Master of Science programs saw the sharpest reduction in applications after 2008. This change appears to be driven largely by a collapse in international applications (see Appendix Figure A3); we have seen that MS programs serve international students to a greater degree than other graduate programs. Although the shifting of international transcript evaluation to an external reviewer (at the applicant's expense) most likely contributed to this reduction, notice in Appendix Figure A3 that the decline began from 2008 to 2009, before that policy was implemented. There was a national decline in international graduate applications during this period as well (Council of Graduate Schools, International Graduate Admission Survey, 2011).

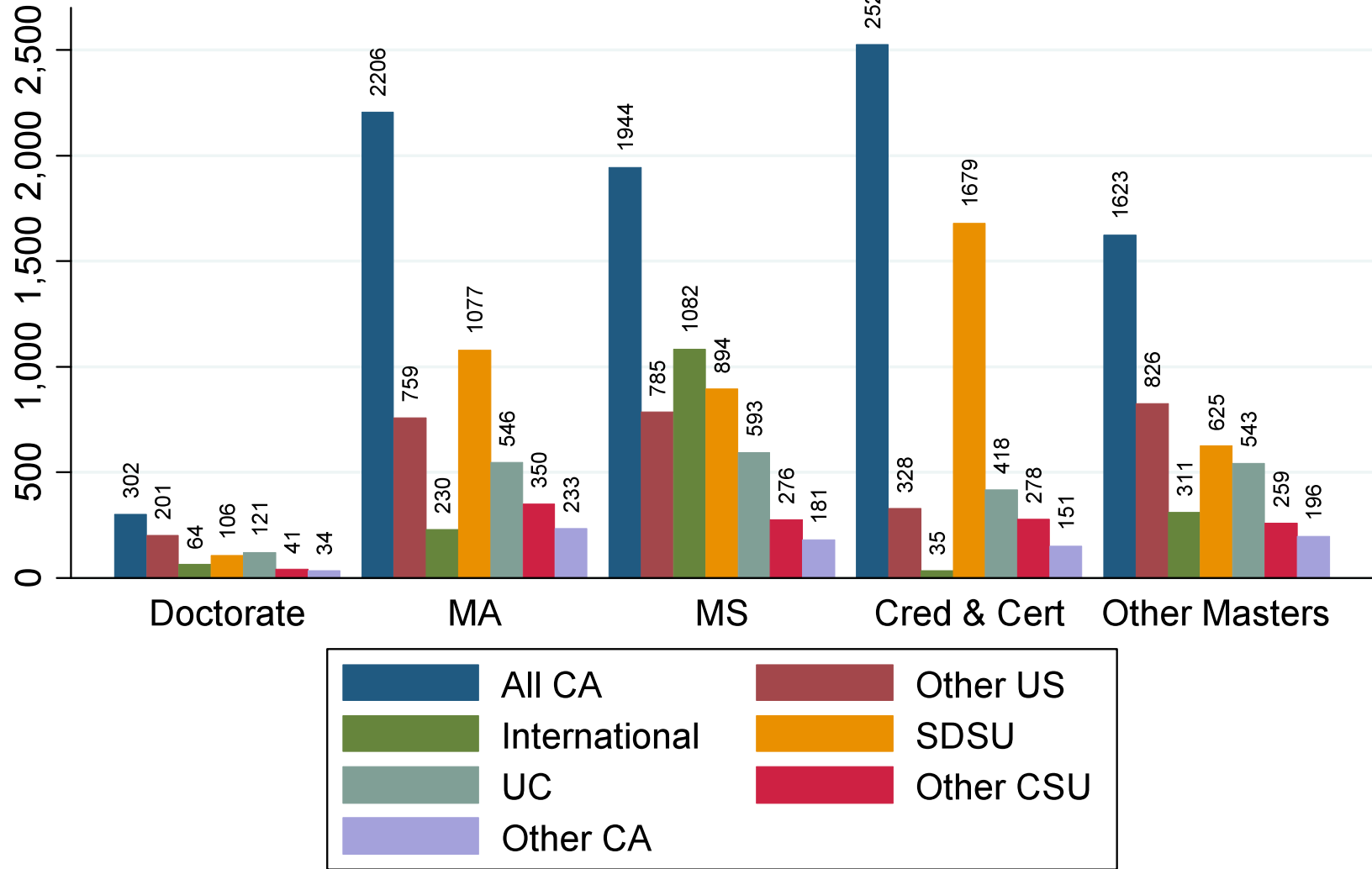
Although Master of Arts programs did not see the same reduction as MS programs in overall applications, they nonetheless accepted sharply fewer applicants in 2010 than in 2009. This period covers the introduction of resident application caps as part of an overall enrollment management plan for graduate programs. Other master's programs comprise a plurality of MBA applicants, as well as large numbers of prospective MSW and MPH students. This category saw rising applications through 2009, a very sharp decline in 2010, and somewhat stronger recovery in the two years since.

Figure 3, Panel E, reveals that doctoral programs go against this overall trend. The University added five new doctoral programs in 2010, and doctoral programs were exempt from resident admissions caps. Importantly, as evident in Panel E, doctoral programs at SDSU continue to draw strong interest among applicants; admissions to these programs are quite competitive and a high proportion of admitted students choose to enroll.

The final panel in Figure 3 (Panel F) details a steady decline in applications to post-baccalaureate programs that do not offer advanced degrees. This is entirely attributed to teaching credential programs, since certificate programs are relatively small and have actually drawn more overall students as the number of certificates offered has grown. Declining applications and enrollments to credential programs does not follow the same trend as other post-baccalaureate programs,

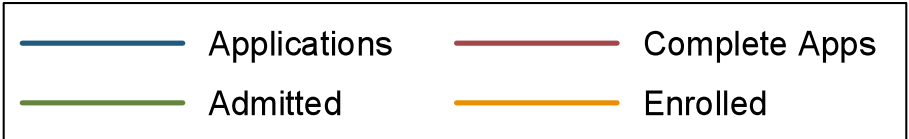
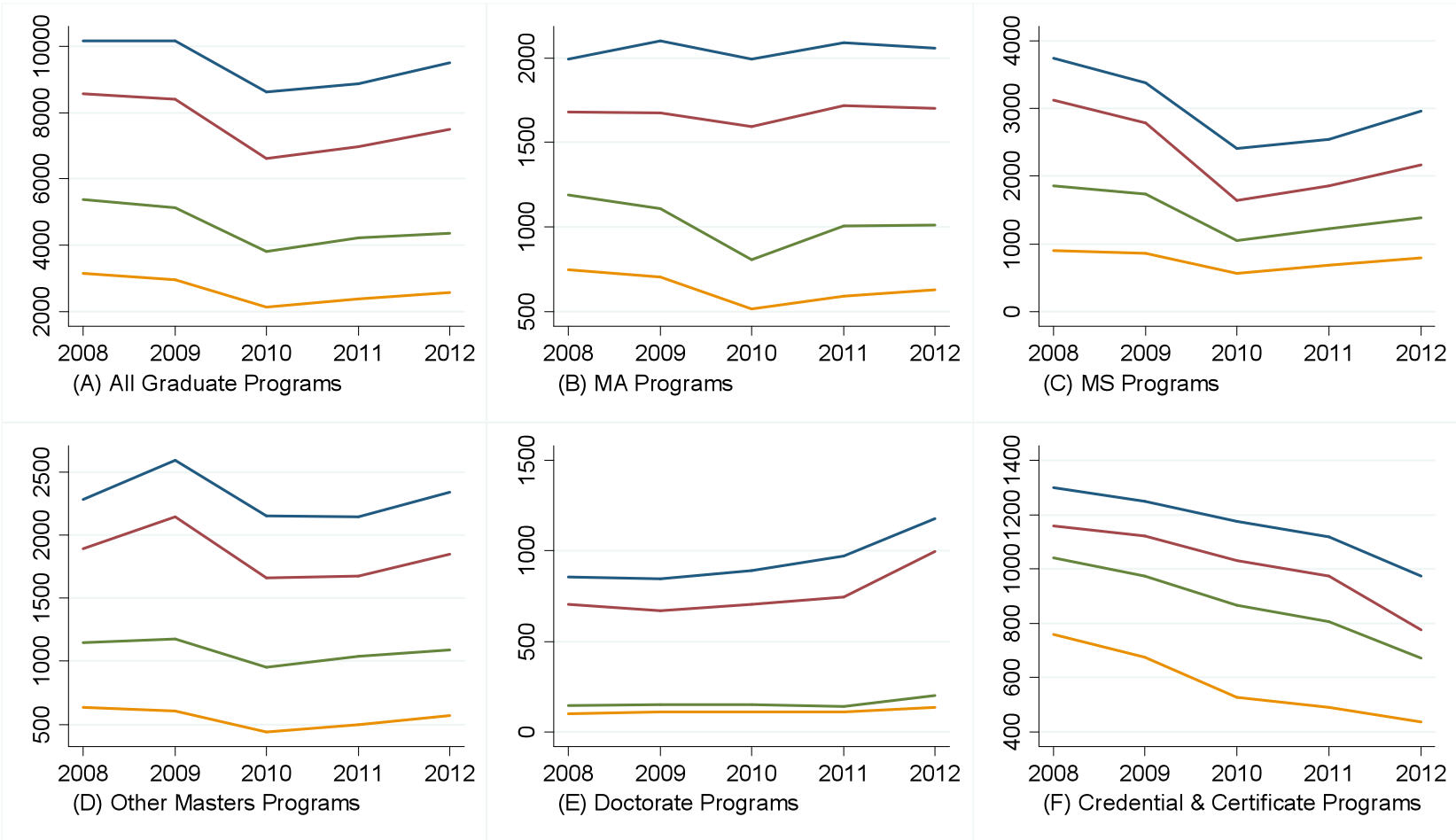
particularly in that the decline has continued (even accelerated) over the past two years. This is likely a reflection of statewide and national trends in the teaching profession.

Figure 2: Baccalaureate institution



Entering graduate students, 2008 - 2012

Figure 3: Graduate Admissions



Four Appendix Figures (A1, A2, A3, and A4) show other aspects of recent admissions trends, with more detail on California resident, non-resident (U.S.), and international applicants, and the academic credentials (baccalaureate GPA and GRE percentiles) of newly enrolled students.

IV. Degrees awarded

Figure 4 details information about SDSU graduate degrees granted from Spring 2008 to Summer 2012. (Data do not include Fall 2012 degrees.) Panel A reveals that a large majority of degrees awarded are MA, MS, and other master's degrees. Doctoral degrees (PhD, EdD, AuD) represented 4.1% of all degrees awarded during the period; 85% are MA, MS, or MBA degrees.

Given the admissions trends identified in the preceding section, we should expect a reduction in the number of degrees awarded to follow with a two- to four-year lag from 2010 for most programs. The available data end with degrees granted in Summer 2012, so that expectation cannot yet be evaluated. The number of degrees awarded by type (Panel B) and college (Panel D) suggest relative stability, with the possible exception of other master's degrees (primarily MBA) and the College of Business. Panel C details the median years to completion for the full range of degrees awarded over the period. Time to completion is measured from the first term of a student's graduate record at SDSU. This measure will be distorted for individual students pursuing a second graduate degree or a degree after a credential or certificate. These typically few cases should not distort the median among all students, with the likely exception of EdD programs, where the share of such cases is larger. Master of Arts degrees require a median of 2 13 years (2 years plus one additional semester, including summer) to complete; Master of Science programs require a median of 2 23 years, and MBA programs 2 years.

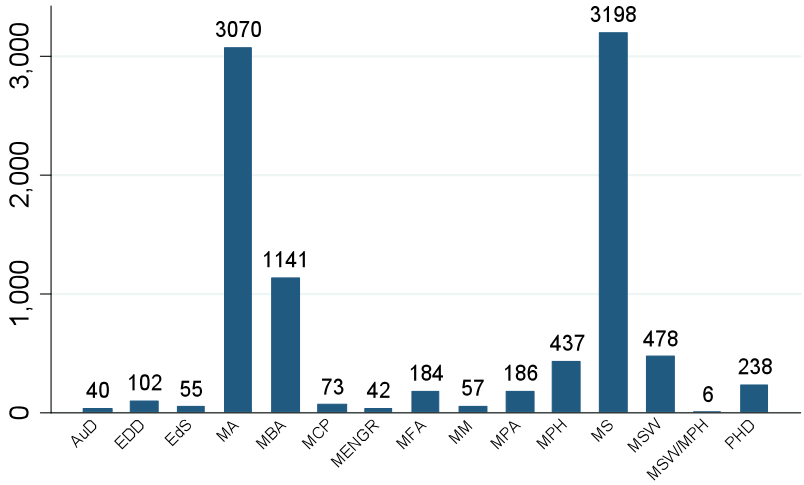
The six year median time to completion for PhD programs is generally consistent with national averages. The EdD median time to completion of more than 10 years may reflect the population of working educators enrolled in these programs, but also the fact that the measure captures time from the beginning of a graduate record.

V Conclusion

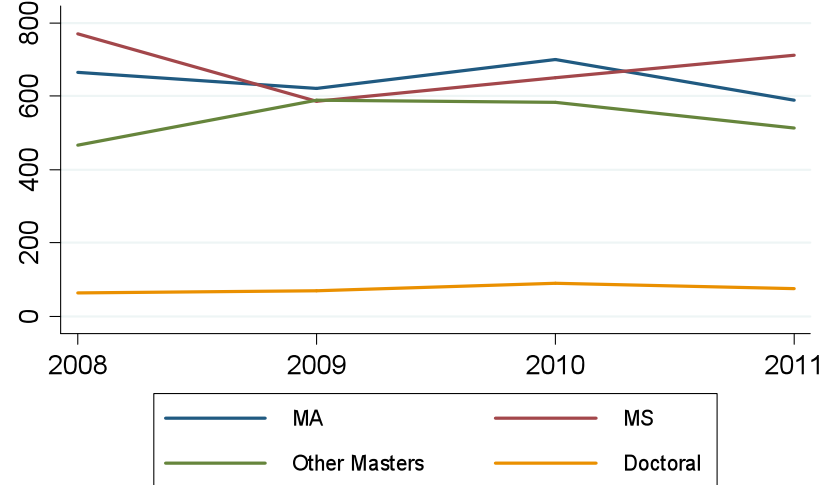
SDSU offers 17 different types of graduate degrees, though MA, MS, and other master's programs still account for a large majority of enrollments and degrees awarded. Between 2008 and 2012, California residents (for tuition purposes) comprised 86.7% of graduate enrollments. Non-resident tuition was paid by out-of-state (4.3% of total) and international (9.0%) students. This proportion of non-resident tuition paying students is lower than the diversity of baccalaureate institutions (Figure 2) would indicate. The difference is explained by students with out-of-state degrees who establish residency prior to enrollment

or following a required year in residence, and by the granting of non-resident tuition waivers to approximately 25% of the nonresident population. Among graduate students with undergraduate degrees

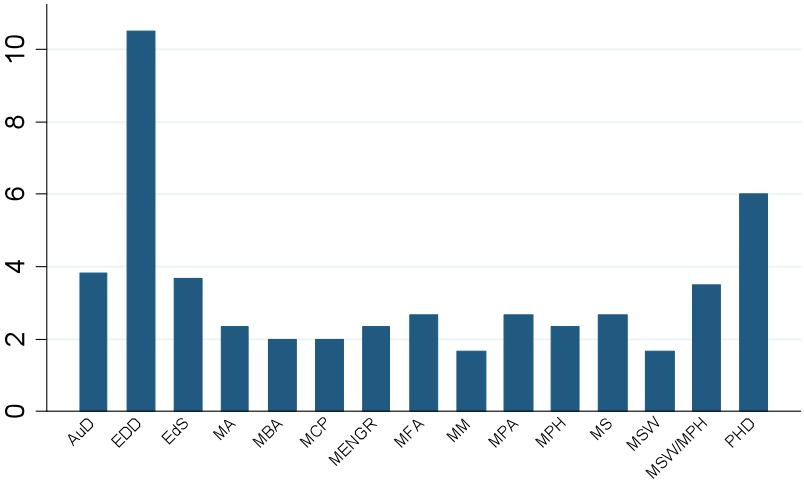
Figure 4: Degrees Awarded



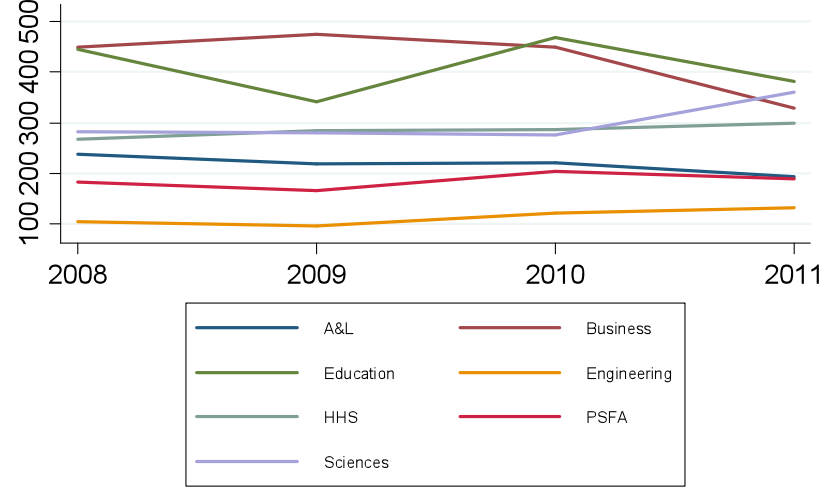
(A) Degrees awarded, Spring 2008 to Summer 2012



(B) Graduate degrees awarded by degree type



(C) Median years to completion for degrees awarded 2008 - 2012



(D) Graduate degrees awarded by college

from California, close to one-half hold an SDSU baccalaureate, with graduates of the UC system the next largest group.

Graduate enrollments at SDSU were far from immune from the state budget reductions and enrollment management policy response of 2008 – 2011 which led to a 15% reduction in undergraduate FTES (see AP&P 2011/12 enrollment management report.) A combination of admissions policy changes implemented beginning in 2010 sharply reduced the level, international diversity, and overall share of graduate enrollments on campus. The recent disruption did not affect all programs uniformly. Master of Science programs were hit particularly hard by the outsourcing and cost-shifting of international transcript evaluation, and credential programs are enduring a longer term trend, while doctoral programs continued to grow throughout the period.

As the much smaller 2010 and 2011 graduate cohorts move toward graduation, the legacy of this disruptive period will remain evident in the data on enrollments and degrees awarded. Adaptation to new policy and procedures continues, with admissions and overall enrollments recovering since 2011. With the March 3 close of graduate applications for Fall 2013 on March 3, total applications counted 7,945, a 9% increase from the prior year. Resident applications rose by 5.7%, while out-of-state applications fell by 9.6%. The total increase was therefore provided by a large recovery, 43.1% over the prior year, in international applications, the category was the hardest hit in 2010 – 2012. While this most recent increase does not return international applications to the levels observed in 2008 – 2009, it is an encouraging sign of recovery for our graduate programs.

Table A1: Graduate Enrollment, by Ethnicity (Fall 2008 – Fall 2012)

SD Campus	Fall 2008		Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	#	%	#	%	#	%	#	%	#	%
American Indian	38	0.6%	27	0.4%	26	0.5%	21	0.4%	21	0.4%
African American	169	2.8%	165	2.7%	157	3.0%	152	3.2%	149	3.1%
Mexican American	687	11.3%	652	10.8%	655	12.4%	693	14.4%	696	14.3%
Other Hispanic	201	3.3%	225	3.7%	201	3.8%	197	4.1%	211	4.3%
Asian	290	4.8%	307	5.1%	265	5.0%	243	5.1%	260	5.3%
SE Asian	86	1.4%	87	1.4%	69	1.3%	75	1.6%	87	1.8%
Pacific Islander	22	0.4%	15	0.2%	12	0.2%	5	0.1%	6	0.1%
Filipino	182	3.0%	167	2.8%	148	2.8%	128	2.7%	128	2.6%
Multiple Ethnicities		0.0%	75	1.2%	134	2.5%	161	3.4%	178	3.7%
White	2,671	43.8%	2,636	43.8%	2,336	44.2%	2,142	44.6%	2,192	45.1%
Other/Not Stated	754	12.4%	747	12.4%	642	12.1%	516	10.8%	459	9.4%
International	1,005	16.5%	918	15.2%	641	12.1%	467	9.7%	474	9.8%
SD Campus Total	6,105	100.0%	6,021	100.0%	5,286	100.0%	4,800	100.0%	4,861	100.0%

Source: SDSU Office of Analytical Studies and Institutional Research (ASIR)

Figure A1: CA Resident Admissions

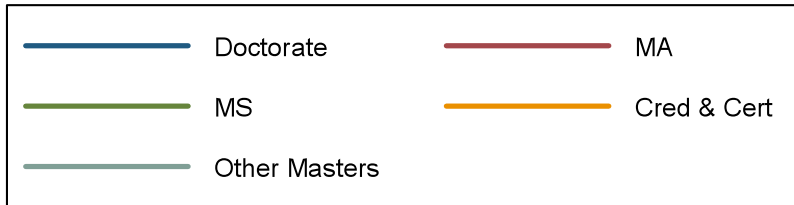
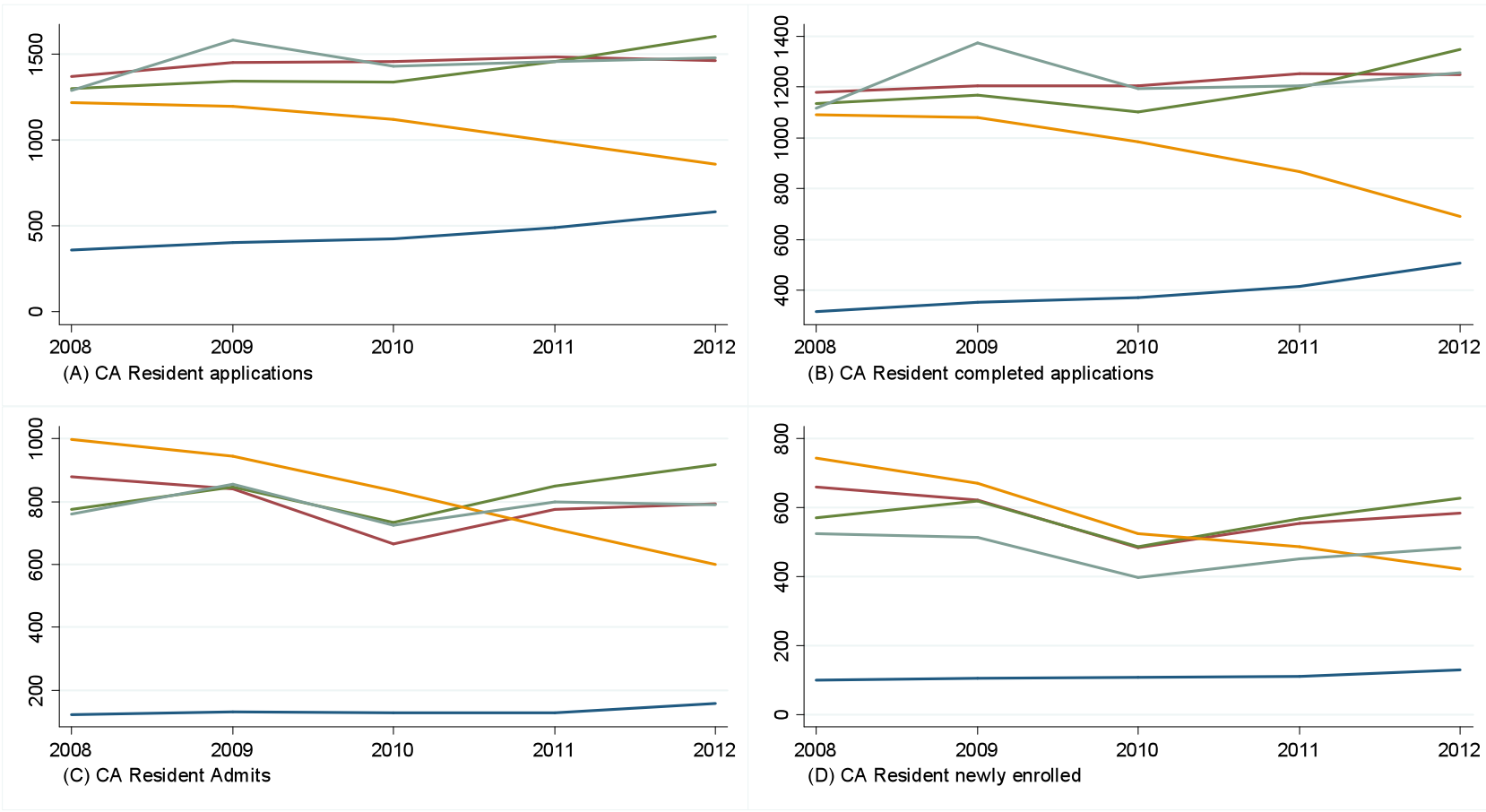


Figure A2: Non-resident (US) Admissions

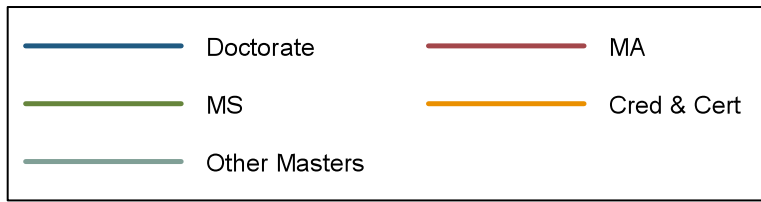
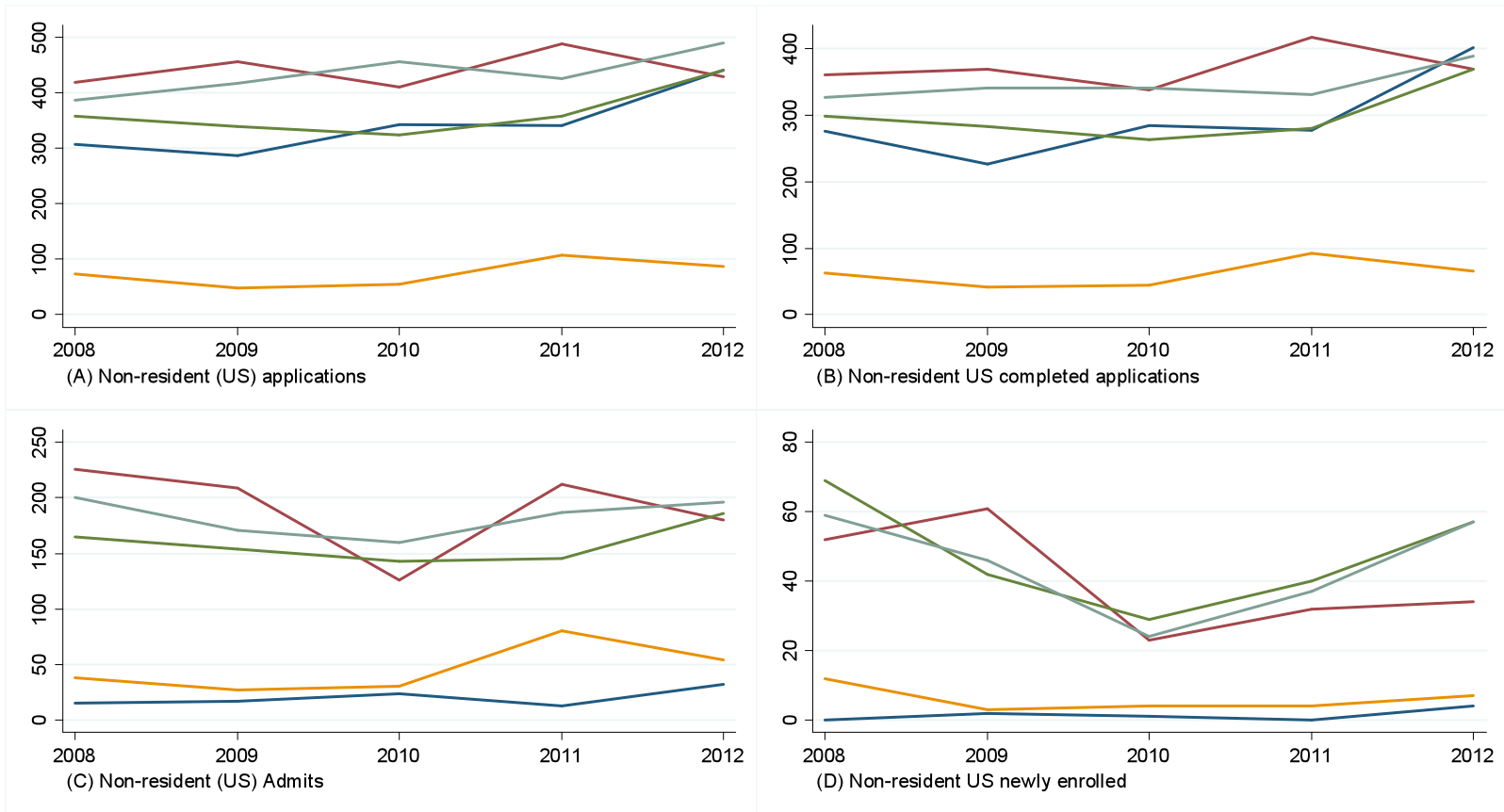


Figure A3: International Admissions

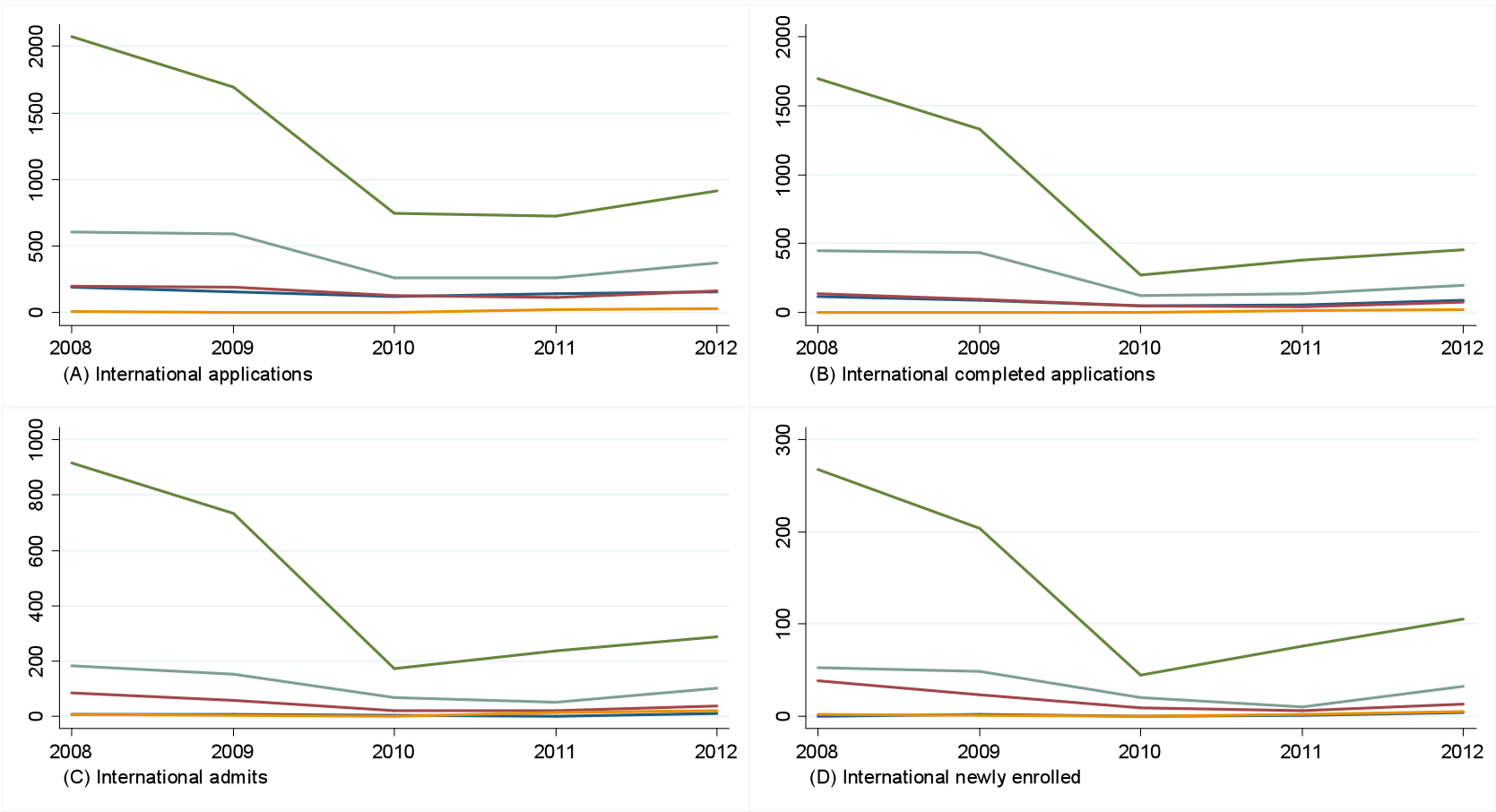
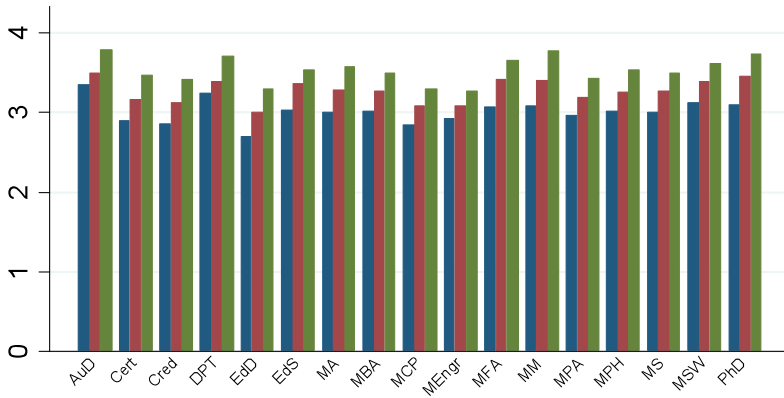
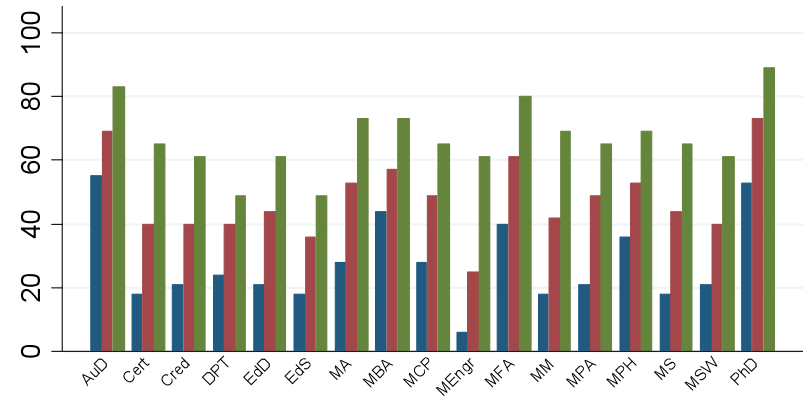


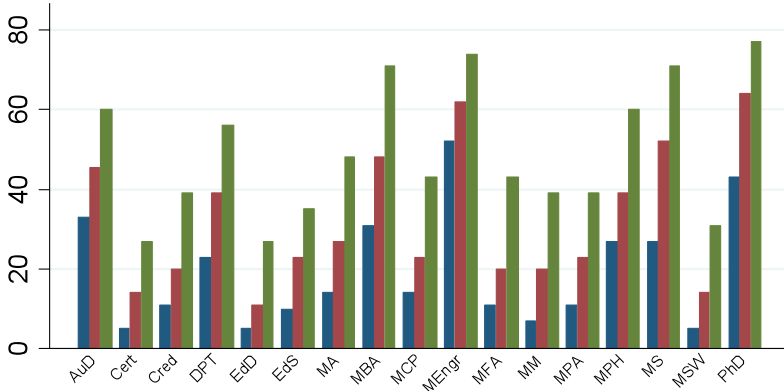
Figure A4: Academic Credentials, by Degree Objective



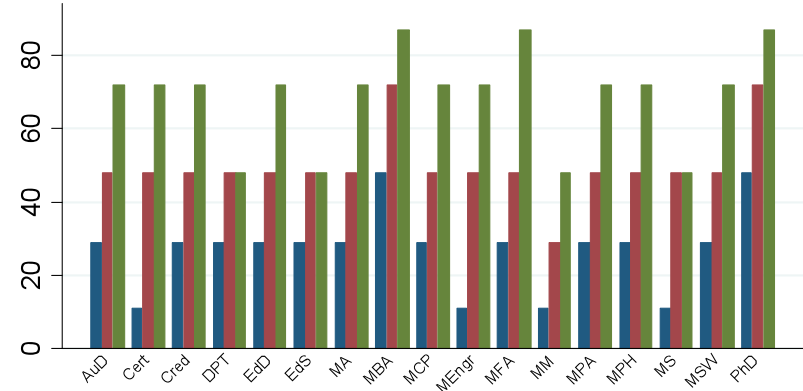
(A) Baccalaureate GPA



(B) GRE Verbal



(C) GRE Quantitative



(D) GRE Analytical Writing



Newly Enrolled Graduate Students, 2008 - 2012

April 30, 2013

TO: Senate

**FROM: Kathy LaMaster, Chair
Academic Resources and Planning Committee**

SUBJECT: Information

1. Referral Item - American Colleges and Universities President's Climate Commitment

The Senate officers issued a referral to the Academic Resources and Planning Committee, asking the committee to consider the proposal of the sustainability committee on signing the American Colleges and Universities President's Climate Commitment and report on the resource implications for SDSU should the president agree to take such an action. The officers ask AR&P to provide its best estimate of the effects of signing onto the commitment for campus budgeting processes (for example, could anticipated costs be absorbed by careful budgeting or by spreading out payments over a number of years, or would the cost have to be put ahead of other spending priorities that SDSU might have). If possible, the officers ask AR&P to advise the Senate on the advantages and disadvantages of agreeing to the commitment so that senators will have an adequate background for making a decision on this matter.

AR&P invited Dean Geoff Chase and Robert Schulz, Associate Vice President for Operations, to the March 12, 2013 meeting to provide input on the components of the report and associated costs. We were informed that the initial costs (year 1 & 2) would be minimal and would include \$4000 to join the organization, staff support and small internal costs. However, full implementation for our campus would be at least \$250 Million over 20 or so years. With such a wide range of numbers and variables, AR&P does not believe actual costs can be determined with the available information.

Our committee identified the advantage to signing the document as a public statement for the campus acknowledging the importance of climate change and the need for a campus plan. The disadvantage was identified as a commitment to an organization that would involve an unknown fiscal commitment by the campus. In summary, AR&P would recommend that the campus develop a preliminary plan that has specific goals and associated costs prior to committing to this initiative.

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 1 May 2013
Re: Information Item

CFA Report:

Online Education

CFA hosted a lunch-time program about Online Education on April 15, in Love Library 430. The presentation was on the different forms of Online Education already in place in the CSU and the new types being proposed -- from MOOCs to CSU Online and everything in between. CFA's Statewide Director of Representation, Kathy Sheffield, was the guest speaker for an overview of the Online Education landscape. She answered questions on "What is the role of faculty members in the move toward offering more courses online?" and "What are the implications in areas like intellectual property, workload, and privatization?"

CFA is a sponsor of Assembly Bill (AB) 895 which is authored by Assemblymember Anthony Rendon. This bill seeks to evaluate the usage of online tools in public higher education and was passed by the Assembly Higher Education Committee last week. (AB) 895 would establish the California Postsecondary Online Education Task Force. This task force would be composed of stakeholders from the three public segments of higher education, including faculty, staff, administrators and students. The Task Force would evaluate the status of postsecondary online education in California, identify best practices for implementing online education programs, examine the impact of online education on students and faculty, and establish guidelines to ensure quality online education. "It is imperative that we deliver education based on sound practices and principles and follow a successful vetting process that has proven effective for our students," said CFA President Lillian Taiz, a professor of history at Cal State Los Angeles.

CFA opposes Senate Bill (SB) 520 which is authored by Senate Pro Tem Darrell Steinberg. A strong letter of opposition was sent April 18 to the bill's author by a coalition including CFA, the California Teachers Association, the California Federation of Teachers, the California School Employees Association, the Community College Association and the Faculty Association of California Community Colleges. The coalition points out that this flawed bill creates more problems than it solves as targeting lower-division courses for online delivery puts at-risk students at even greater risk. The California Legislative Analyst's Office has found that community college students, for example, have lower course completion rates when they take

them online. (SB) 520 will lead to the contracting out of instruction to private companies by shifting public dollars needed to support faculty and staff providing instruction and mentoring – face-to-face interaction, hybrid classes, blended learning, computer labs for students without high speed Internet at home, and academic advising – to new administrative costs and private corporations that are seeking a revenue model for their online products.

CFA is also keeping watch on several other online bills as they move through the legislative process.

Lobby Days

Seventy-five faculty members – representing 21 of the 23 CSU campuses – converged on Sacramento on April 2-3, for CFA’s annual Lobby Days event at the State Capitol. Union members logged 82 meetings with legislators to support the Governor’s proposed increase in funding for the CSU and to discuss the problems associated with some of his budget policy proposals, including changes to CSU employee health care. Faculty members also discussed their on-the-ground experiences with the pros and cons of online education.

CFA Spring Assembly

The Spring Assembly was held in the Bay Area, April 26-28. Important discussions at the Assembly included a workshop presenting research on online learning, another in which participants worked on talking publicly and effectively about the online phenomenon as well as a discussion of how to build this union’s strength by increasing membership.

Two SDSU faculty members were elected to the Board of Directors. Charles Toombs was elected Associate Vice President, South, and Angela McIntosh was elected Council of Affirmative Action Representative.

CFA Contact Information

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 or x42775.

Report to the Membership
The Steering Committee of the Coalition on Intercollegiate Athletics
March 2013

Executive Summary

The Context of College Sports, 2012-13. Over the past year, many of the major problems facing intercollegiate athletics have persisted, among them the growing fiscal imbalance in athletics, and trends towards professionalization, alongside some continuing positive trends concerning rising NCAA minimal academic standards for athletes. At the present moment, however, three factors dominate the landscape of college sports from COIA's perspective: the O'Bannon class action lawsuit against the NCAA, which threatens to undermine the "Collegiate Model" of amateur sports; conference realignment, which has highlighted the strength of economic forces driving the behavior of FBS schools and the growing strength of conference consortia as major driving forces; increasing calls for the end to the NCAA, prompted both by advocates of professionalization and by dissatisfaction with the NCAA's regulatory enforcement conduct. These factors have particular impact on COIA as an alliance of faculty senates at schools within the NCAA FBS, crossing conference boundaries.

The Coalition in 2012. COIA continued to lay stress on working closely with national partner groups this past year, including the FAR associations and the Knight Commission. However, the Coalition's focus has been on its relationship with the NCAA, particularly in light of the NCAA's decision to decentralize many aspects of its regulatory structure, beginning a shift of policy and enforcement features to the campus level. The NCAA, recognizing that economic and competitive forces on campuses increase the challenge of maintaining integrity in a decentralized regulatory environment, approached COIA about developing standards and structures for increased faculty engagement in athletics governance at the local level. Responding to this invitation has been COIA's focus for the past six months.

2013 COIA National Meeting. The issue of increased campus faculty engagement in athletics governance was the major topic at COIA's tenth anniversary meeting in Tampa, in February 2013. Through a series of work sessions over two days, participants worked with NCAA officials to develop practical proposals that could be adapted to individual FBS campuses to increase the capacity of representative faculty to contribute constructively to athletics policy formation, implementation, and assessment. The plan places emphasis on the need to extend this capacity to the conference level, given the growing impact of conferences on the shape of college sports.

Preliminary Agenda, 2013. The Coalition's agenda for the coming year is likely to be dominated by the ongoing dialogue with the NCAA concerning deregulation and faculty engagement. The initial step has been the formulation of a prospectus delivered to NCAA President Mark Emmert in February, conveying the Tampa plan. In that document, the COIA Steering Committee proposed that the NCAA convene a summit of university presidents, athletics directors, faculty athletics representatives, and COIA members representing faculty senates to develop a coordinated approach. Much of COIA's activity in the coming year will depend on the NCAA response to this prospectus. Whatever that response may be, COIA member senates will need to prepare for Fall discussions of the appropriate role campus faculties will need to play in the context of the increasing deregulation of athletics policy formation and enforcement.

Introduction

The Coalition on Intercollegiate Athletics marked the completion of a full decade of activity during the 2012-2013 year. COIA remains the first and only formal alliance of university faculty senates. This past year, COIA added three new member senates: Baylor University, The University of Massachusetts – Amherst, and The University of Nevada – Las Vegas. This brings the total number of faculty senates that are members of COIA to 61, representing the faculty at OVER half the NCAA Football Bowl Subdivision (FBS) schools with faculty senates (see Appendix 1).

COIA is recognized as a national faculty voice on issues of college sports, and consults with such groups as both the national and FBS NCAA Faculty Athletics Representatives Associations (FARA and FBS FARA), the National Association of Academic Advisors for Athletes (N4A), the Knight Commission on Intercollegiate Athletics, and the NCAA administration itself.

In 2012-13, the NCAA asked COIA for input on a major NCAA restructuring proposal designed to transfer aspects of its centralized regulatory regime to individual campuses. Their proposed changes have been the dominant issue for COIA during the past year and formed the main agenda for the Coalition’s 2013 annual meeting, held February 1-3, at the University of South Florida, in Tampa.

This report from the COIA Steering Committee to the representatives of COIA member senates is intended to summarize the context and content of that meeting, and set an agenda for the coming year. It includes the following sections:

1. The national context for intercollegiate athletics, 2013: COIA and the NCAA
 2. Coalition activities in 2012-13
 3. The 2012-13 annual COIA meeting, February 1-3, University of South Florida
 4. Coalition leadership changes
 5. The agenda for 2013-14 and the role of COIA member senates
- Appendix 1: Current COIA member Senates
Appendix 2: 2013 Annual Meeting schedule
Appendix 3: 2013 Annual Meeting work session agendas
Appendix 4: 2013 Annual Meeting work product: “Increasing Faculty Engagement”

1. The national context for intercollegiate athletics, 2013: COIA and the NCAA

One year ago, the COIA Steering Committee’s report to the membership emphasized the growing fiscal imbalance in athletics, with FBS athletics operating at a deficit of over \$1 billion amid heightened calls for professionalization. On the positive side, we noted the NCAA’s decision to substantially enhance academic standards for initial eligibility, starting in 2016. These factors continue to shape the context of college sports; however, three additional elements have come to the fore: 1) The O’Bannon class action lawsuit against the NCAA; 2) Conference reorganization; 3) Increasing calls for the end to the NCAA.

1) O'Bannon Case. The O'Bannon case is a class-action suit alleging that the NCAA is not sharing with student-athletes the significant proceeds from the use of student-athlete images in commercial ventures such as video games. The potential monetary damages are exceedingly high and could impact the viability of the NCAA. Even more important is the impact that a judgment against the NCAA would have on the amateur status of athletics under the "Collegiate Model," the current policy underpinning all of intercollegiate athletics.

2) Conference reorganization. The past year has seen over 20 FBS institutions announce their intention to move to a different conference. The primary rationale for these decisions is financial, to generate enhanced institutional revenue from intercollegiate athletics. These moves, combined with ever rising tuition, feed the growing public perception that higher education is more interested in athletics than academics.

3) Calls to end the NCAA. During 2012, the NCAA came under repeated public attacks for its handling of the Penn State, North Carolina and Miami scandals. These criticisms, coupled with increased understanding that the NCAA has no leverage to control major athletics matters, such as conference reorganization, athletic coaches' salaries, and post-season football, have created a widespread sense that the NCAA is in crisis. In response, the NCAA has proposed a decentralized and deregulated policy creation and enforcement structure referred to above in the Introduction.

These issues, together with the increasing concern about sport-induced brain injuries, have raised questions about the appropriate stance COIA should take with regard to the NCAA.

From its inception, COIA's strategy has been to work as closely as possible with the NCAA. This approach is a product of COIA's structure as an alliance of FBS faculty senates, whose institutions constitute a significant part of the NCAA's membership. It is also the result of a decision reached by COIA members to work within the system rather than from outside. COIA is committed to the position that intercollegiate athletics should be regulated by a national body constituted by the schools that engage in college sports and for now the NCAA is that body. Therefore, with regard to issues of national regulation, COIA's policy is that problems should be addressed in the context of reforming the NCAA, and that any move to "dissolve" the NCAA would merely require its reconstitution in another form.

2. COIA activities in 2012-13

During 2012, COIA co-chairs John Nichols (Penn State) and Mike Bowen (South Florida) worked on strengthening COIA's relationships with its many "partner" organizations, including FARA and the FBS FAR Association, the Knight Commission, the N4A, the National Association of College and University Business Officers (NACUBO), and the Drake Group. Improving the coordination between COIA and the FAR groups was a particular focus, and COIA co-chairs led a session at the November 2012 FARA Annual Meeting and Symposium, dedicated to strengthening the working relationship between COIA and FARA.

To further strengthen COIA's relationship with the NCAA, in August, Mike Bowen visited the NCAA offices in Indianapolis to meet with the NCAA's leadership. In those meetings, the

NCAA administrators discussed their decentralization initiatives, and indicated the need to expand the role of faculty in campus athletics governance as a consequence. They requested COIA's help in designing a process to bring this about effectively. This latter topic became the centerpiece of COIA's 2013 annual meeting, as discussed below, leading to the Steering Committee proposal to the NCAA: "Increasing Faculty Engagement in a Deregulated Athletics Context," appended to this report.

During 2012 the COIA co-chairs responded to high demand for comment on intercollegiate athletics issues from the national print, broadcast, and online press. Interviews and information requests came from such print national news organizations as *The New York Times*, *The Wall Street Journal*, *USA Today*, *The Chronicle of Higher Education*, *the Associated Press*, ESPN, CBS Radio, CNN, Bloomberg News, and *The Huffington Post*, as well as many other national and local sources.

Beyond this, 2012 saw the Steering Committee acting on behalf of the Coalition on three occasions. At the request of the Knight Commission on Intercollegiate Athletics, the Steering Committee endorsed two Commission documents: the Knight Commission's "Proposal on Bowl Revenues" and its "Recommendations on Financial Transparency". In addition, the Steering Committee voted on and issued a statement in full support of the FBS FAR Association's "Statement on the Football Post Season."

Although COIA does not generally comment on developments at individual campuses, the Steering Committee did issue a statement responding to University of Kentucky basketball coach John Calipari's statement that the UK basketball program was adopting a policy of moving all non-conference games to off-campus venues in order to focus the mission of the program on winning national championships. Although off-campus venues have long been scheduled for individual games by many schools, the Steering Committee believed that the elevation of this practice to policy status at UK and the shift in program focus signaled a significant departure from the NCAA Collegiate Model of amateur sports, and indicated yet another sharp turn towards the professionalization of college basketball.

3. The 2012-13 annual COIA meeting, February 1-3, University of South Florida

COIA's Tenth Anniversary Annual Meeting was held in Tampa on the campus of the University of South Florida. Fifty-one individuals attended the meeting, including representatives from 27 member senates. Speakers on the meeting's main day included representatives of a number of national partner organizations, including FARA (President-Elect Scott Benson), the N4A (Past-President Gerald Gurney), and The Drake Group (President Allen Sack). Other presenters included Molly Ott (Arizona State) and Janet Lawrence (Michigan), who discussed their research on faculty attitudes towards athletics. As mentioned above, the meeting also featured a panel discussion on the major legal challenges facing athletics, discussed in more detail below. Evening speakers included Clark Power (Notre Dame), who introduced his organization, "Play Like a Champion," which is devoted to improving the training of sports personnel who work with young athletes, and John Carroll, a former editor of such newspapers as the *Los Angeles Times* and *Baltimore Sun*, who reflected on his long experience observing the impact of intercollegiate sports on colleges and communities, from the perspective of local journalist,

responsible for investigating and reporting controversial events. (The full meeting schedule is included below as Appendix 2.)

The focus of the meeting, however, was the NCAA's invitation to propose a set of "best practices" whereby faculty engagement in college sports governance could be increased; this, in response to the initiative to move aspects of athletics regulation from the national to the campus levels. All attendees received a précis of this issue prior to the meeting (Attached below as Appendix 3).

The first keynote address of the meeting, delivered by Wally Renfro, former Vice-President and Chief Policy Advisor of the NCAA, focused on the decentralization issue directly. Mr. Renfro called on faculty to assert their traditional prerogative to protect the academic mission against external challenges to its integrity, and to preserve the principles of the Collegiate Model of intercollegiate athletics.

Other NCAA personnel attending the meeting included Vice-President for Membership and Academic Affairs Kevin Lennon, and his colleagues Diane Dickman and Jenn Fraser. Mr. Lennon spoke at the meeting and outlined the scope of the NCAA initiative for partial deregulation. Diane Dickman and Jenn Fraser participated in all aspects of the ensuing discussion, joining break-out and plenary work sessions that occupied a total of six hours over the course of two days.

The final plenary session generated strong consensus on a process to increase and institutionalize faculty engagement in campus governance in ways that would prepare campuses and conferences for the increased responsibilities that would fall to them under the NCAA's new regulatory structure. Using this discussion as basis, the COIA Steering Committee crafted a document titled, "Increasing Faculty Engagement in a Deregulated Athletics Context," which was delivered to NCAA President Emmert on February 14, 2013 after brief review by Tampa meeting participants.

That document appears as Appendix 4, below. It proposes enhanced structures for campus and conference level faculty engagement and oversight of aspects of college sports to maintain the integrity of the academic mission. Perhaps its key proposal is that the NCAA mandate that the elected faculty senates of NCAA FBS member schools each appoint a colleague to represent, along with the FAR, campus faculty in the administration of faculty athletics oversight on campus and at the conference level. The ultimate vision is for a community of Senate Athletics Representatives who can share information and experience on conference and national levels, and allow faculty senates to fulfill their roles cooperatively in the sphere of athletics governance. The COIA report also proposes the immediate step of convening a summit of Presidents, Athletics Directors, FARs, and COIA representatives to discuss the design of a more sustainable system for athletics governance.

In addition to the COIA report, meeting attendees listened to a panel on several legal issues that have the potential to reshape all intercollegiate athletics. Aptly entitled "Elephants in the Room: Legal Issues Facing Intercollegiate Athletics," the panel addressed two important and timely issues: (1) the effect of concussions and other forms of brain trauma on NCAA sports, and (2) the effects of the current litigation against the NCAA on its future. The panel was organized by

Steering Committee members and COIA legal advisors Will Berry (Mississippi) and Charlie Wilson (Ohio State). The four panelists were Dr. Chris Kaeding, the team physician for Ohio State University; Tom Bowen a lawyer from the Michigan firm of Bowen, Radabaugh & Milton, with an expertise in liability and sports law; Richard Southall, a sports management professor from the University of North Carolina; and Scott Bearby, the General Counsel of the NCAA.

Dr. Kaeding explained the risk of concussions and the processes that Ohio State currently uses to assess athletes who suffer head injuries. He indicated that there is no NCAA standard practice and medical knowledge about the long-term concussions is not yet well-developed. Mr. Bowen addressed the liability risks inherent in the injuries suffered by student-athletes. Specifically, he emphasized the breadth of the legal duty of universities to care for their students during their participation in intercollegiate activities, and the corresponding liability that accompanies it. As the concussion issue increases in prominence, universities need to be thoughtful about the litigation risks accompanying student injuries.

Professor Southall pivoted the panel to the second topic, pending litigation against the NCAA, focusing on the pending O'Bannon class action lawsuit, which claims that the NCAA's use of athlete images without financial compensation to athletes is a violation of basic economic rights. At the core of Professor Southall's presentation was a discussion of whether student-athletes truly have a choice to participate in the "Collegiate Model" in lieu of the "commercial professional model," and how that question could affect the outcome in the O'Bannon case. Scott Bearby offered the NCAA's perspective on the issues of concussions and the pending litigation. He likened the O'Bannon case to the Board of Regents case in its scope and suggested that the case turned on the acceptance or rejection of the NCAA's principle of amateurism.

4. Coalition leadership changes

The leadership of COIA underwent changes both of personnel and of structure at the Tampa meeting. John Nichols, a member of COIA's founding group, stepped down as COIA co-chair after completing a two-year term. During his tenure, John strengthened COIA's ties to partner national organizations, maintained and broadened COIA's media contacts, recruited four additional COIA member senates, and helped organize two annual meetings. For a full year of his tenure, John bore the co-chair title despite having no second chair with whom to share the burden. COIA is very grateful for his service.

Mike Bowen was appointed COIA co-chair in March 2012, and in addition to sharing the administration of COIA with John Nichols from that time, his role included the strengthening of contacts with the NCAA administration and the hosting of COIA's tenth anniversary meeting in February. Mike is the first colleague in many years to undertake the task of hosting the annual meeting while serving as co-chair. It is appropriate to note that the role of COIA co-chair, like all COIA roles, involves absolutely no form of compensation or release time. The Steering Committee continues to be very appreciative of Mike's efforts on behalf of COIA.

Mike will continue to lead COIA; however because running COIA cannot be done by one person, especially without compensation or staff, the Steering Committee has elected to provide

Mike with increased assistance by appointing three past co-chairs (Bob Eno, Indiana; Ginny Shepherd, Vanderbilt; and Nathan Tublitz, Oregon) to serve as associate chairs.

5. The agenda for 2013-14 and the role of COIA member senates

Given the volatility in intercollegiate athletics, it is difficult to predict the challenges that the coming year will bring. We fully expect the NCAA will respond to COIA's recommendations for increasing faculty engagement, and whatever that response may be, it will be important that COIA and its individual member senates be prepared to initiate action. If the NCAA agrees to the Steering Committee's proposal for a summit on building faculty capacity to assume the burdens that deregulation will create, then the COIA participants in that summit will need to learn as much as possible about the readiness of member senates to contribute to this initiative on their campuses, and their views of how the principles of faculty engagement should be realized in their local contexts. If the NCAA does not follow up on COIA proposals, but continues its process of deregulation, then it will be up to senates themselves to ensure that the faculty is prepared to play an appropriate role on their campuses.

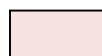
With either outcome, given the enormous economic and reputational promise and risk that sports poses for every school and for higher education nationally, the NCAA's shift from a rule book-based to a principle-based regulatory structure significantly raises the stakes of faculty inattention to athletics. While the Steering Committee cannot yet know the specific shape that this issue will take in the coming year, our anticipation is that at some point during the late spring or summer we will be asking every member senate to place on its Fall term agenda detailed discussion of how it will respond to this issue on its own campus, and as a member of a community of senates dedicated to articulating a national faculty voice on key issues such as this one.

Bob Akin (Texas Christian University)
Jane Albrecht (Wake Forest University)
Chris Anderson (University of Tulsa)
Mike Bowen (University of South Florida)
Billy Campsey (San Jose State University)
Sue Carter (Michigan State)
Gary Engstrand (University of Minnesota)
Larry Gramling (University of Connecticut)
David Kinnunen (California State University - Fresno)
Dan Orlovsky (Southern Methodist University)
Jerry Peterson (University of Colorado)
Ginny Shepherd (Vanderbilt University)
Ben Taylor (New Mexico State University)
David Turnbull (Washington State University)

Football Bowl Subdivision, March 2013 By Conference



COIA Member Senates



Schools without faculty senates

ACC	Big East	Big Ten	Big 12	C-USA	MAC	Mt. West	Pac-12	SEC	Sun Belt	WAC	Ind.
Boston College	Cincinnati	Illinois	Baylor	Alabama - Birmingham	Akron	Air Force	Arizona	Alabama	Arkansas State	Idaho	Army
Clemson	Connecticut	Indiana	Iowa State	Central Florida	Ball State	Boise State	Arizona State	Arkansas	Florida Atlantic	Louisiana Tech	Brigham Young
Duke	Louisville	Iowa	Kansas	East Carolina	Bowling Green	Colorado State	Cal - Berkeley	Auburn	Florida International	New Mexico State	Navy
Florida State	Pittsburgh	Michigan	Kansas State	Houston	Buffalo	Fresno State	Colorado	Florida	Louisiana - Lafayette	San Jose State	Notre Dame
Georgia Tech	Rutgers	Michigan State	Oklahoma	Marshall	Central Michigan	Hawaii	Oregon	Georgia	Louisiana - Monroe	Texas - San Antonio	
Maryland	South Florida	Minnesota	Oklahoma State	Memphis	Eastern Michigan	Nevada - Reno	Oregon State	Kentucky	Middle Tennessee	Texas State	
Miami (FL)	Syracuse	Nebraska	TCU	Rice	Massachusetts Amherst	Nevada - Las Vegas	Stanford	LSU	North Texas	Utah State	
North Carolina	Temple	Northwestern	Texas	SMU	Miami (OH)	New Mexico	UCLA	Mississippi	South Alabama		
N.C. State		Ohio State	Texas Tech	Southern Mississippi	Northern Illinois	San Diego State	USC	Mississippi State	Troy		
Virginia		Pennsylvania State	West Virginia	Texas - El Paso	Ohio	Wyoming	Utah	Missouri	Western Kentucky		
Virginia		Purdue		Tulane	Toledo		Washington	South Carolina			

Tech								na			
Wake Forest		Wisconsin		Tulsa	Western Michigan		Washington State	Tennessee			
								Texas A&M			
								Vanderbilt			

Total number of FBS schools: 123; number with senates: 119

Total number of COIA member senates: 61

10th Annual National Meeting of the Coalition on Intercollegiate Athletics (COIA)
“Expanding the Role of Faculty in the Governance of Intercollegiate Athletics at Both the National and Campus Levels”

February 1-3, 2013
 The University of South Florida
 Tampa, Florida
 USF College of Business building (BSN)

Schedule of Events

Friday, February 1, 2013		
Time	Session	Speaker(s)/Facilitator(s)
1:00 – 4:00pm	COIA Steering Committee Meeting Location: College of Business Boardroom (BSN 221)	Mike Bowen and John Nichols
4:00- 6:00pm	Dinner on own	
6:30-7:00pm	Meeting registrations/information: BSN Atrium	
7:00 – 9:00pm	Official welcomes, Introductions, Meeting Overview and Kick-off Speaker <u>Location:</u> BSN Auditorium (BSN 115)	John Nichols: COIA Co-Chair Mike Bowen: COIA Co-Chair Dean Moez Limayem, USF COB Doug Woolard: USF Athletics Director Jenn Fraser: NCAA - Membership and Academic Affairs Diane Dickman: NCAA – Membership and Academic Affairs Kevin Lennon: NCAA – VP Membership and Academic Affairs Wally Renfro (Speaker) NCAA Vice President and Chief Policy Advisor (now very newly retired)
Saturday, February 2, 2013		
8:00-9:30am	<u>Setting the stage</u> “Elephants in the Room”: Legal issues facing Intercollegiate Athletics <u>Location:</u> BSN Auditorium	<u>Facilitators:</u> COIA Steering Committee advisors/consultants Charlie Wilson (Ohio State) and Will Berry (Ole Miss) <u>Panelists:</u> Scott Bearby (NCAA general counsel’s office); Dr. Chris Kaeding (Ohio State), Thomas Bowen (Attorney); Richard Southall (UNC Chapel Hill)
9:30am – 10:00am	<u>Setting the stage</u> Research report and discussion on “Faculty Perceptions of Organization Politics.” A discussion of current research on faculty attitudes towards athletics and university governance. <u>Location:</u> BSN Auditorium	Janet Lawrence, Univ. of Michigan Molly Ott, Arizona State University
10:00am – 12:00pm	Working Sessions : Developing best practices <u>Locations:</u> BSN Auditorium, BSN 120, BSN 123, BSN 124	COIA Steering Committee members; Diane Dickman, Jenn Fraser, Kevin Lennon from the NCAA; FARA; and other invited facilitators
12:00 – 1:00pm	Working lunch: BSN Atrium	
1:00 – 3:00pm	Working Sessions : Developing best practices <u>Locations:</u> BSN Auditorium, BSN 120, BSN 123, BSN 124	COIA Steering Committee members; Diane Dickman, Jenn Fraser, Kevin Lennon from the NCAA; FARA; and other invited facilitators
4:00 - 5:00pm	Update and comments from Partner	Scott Benson, FARA; Gerald Gurney, N4A; Allen Sack,

	Organizations <u>Location:</u> BSN Auditorium	Drake Group
5:00 – 6:30pm	Dinner: USF Champion’s Club , and break	
6:30 - 7:00pm	Information session <u>Location:</u> BSN Auditorium	Clark Power: “Play Like a Champion.org”
7:00 – 8:30pm	Speaker <u>Location:</u> BSN Auditorium	John Carroll: Commentator on the state of Intercollegiate Athletics, is a former editor of the LA Times, Baltimore Sun, and other papers that won 15 Pulitzer Prizes under his leadership
Sunday, February 3, 2013		
8:00 – 10:00am	Working sessions (cont.), and reports to the group <u>Locations:</u> BSN Auditorium, BSN 120, BSN 123, BSN 124	COIA SC and NCAA leadership
10:00am – 12:00pm	COIA at 10 years: past, present and future perspectives on our role in intercollegiate athletics at our universities <u>Location:</u> BSN Auditorium	COIA Steering Committee and founding members, institutional partners. etc.

Preparing for NCAA Partial Deregulation of Intercollegiate Athletics Ensuring a Faculty Role in a New Regulatory Structure

COIA National Meeting, February 2-3 Overview of Plenary and Break-Out Group Sessions

Basic Agenda

The NCAA has begun a two-year process of redesigning the way it regulates college sports. It is moving away from devising an ever more elaborate code of uniform rules, an approach that has not proved successful. The new approach will shift towards a uniform set of governing principles, which campuses are charged to realize through local rules and self-regulation. This shift entails abandoning the standard of “competitive equity,” or a strictly level playing field, as a measure of regulatory success. Differences in campus cultures and resources will have greater impact on the conduct of athletics within Divisions. The new goal is “fairness of competition,” which would be reflected by a uniform commitment to abide by the defining principles of the “Collegiate Model” of athletics. An overview statement from the NCAA is included as Document 1.

The governing principles of this Collegiate Model are described in a revision of Bylaw 20.9.1, a 1000-word description of the terms of Division I membership [included as Document 2]. A key theme is that within this model, “athletics competition is an integral part of a student-athlete’s effort to acquire a degree in higher education.”

The initiative to shift much of athletics regulation from the national to more local levels reflects an assessment that the current regulatory structure has not been successful in many of its aims, has entailed great overhead cost, and has generated inevitable tension between the detail of its uniform requirements and the diversity of campus cultures in Division I. The shift of many regulatory functions to the local level provides an opportunity to address the problems of athletics regulation from a different direction. However, it can only succeed to the degree that local actors are, in fact, committed to the principles of the Collegiate Model and devise and maintain regulatory regimes that reflect that commitment.

Given the intense pressures on college sports to grow in the direction of professional/Olympic models, a major challenge of the new regulatory initiative will be to build capacity on campuses, in conferences, and among national collegiate groups (e.g., the DIA FARs, the N4A, the DIA Athletics Directors Association, etc.) to carry out the tasks of creating effective structures to support the Collegiate Model through local regulation.

The 2013 COIA meeting is a response to the NCAA’s request that COIA assist in devising a framework that will build faculty capacity to participate in and support the new regulatory regime. This will entail identifying, for example:

- 1) the types of roles campus faculty can and should play;
- 2) the tools campus faculty need in order to play these roles effectively;

- 3) potential resistance to full faculty participation that must be addressed;
- 4) requirements needed to empower and motivate faculty to participate effectively;
- 5) structures to link participating campus faculties on conference and national levels.

Break-Out Discussions

NCAA Vice-President Kevin Lennon will begin our consideration of the NCAA deregulation initiative in the Saturday plenary session, scheduled for 10:00-11:00. Following this, participants will move to smaller break-out groups to begin discussion. The first break-out session (11:00-12:00) will focus on local impacts of changes in regulatory structure and appropriate ways for faculty to respond. NCAA representatives will join the break-out groups.

Session 1:

The impact of deregulation on campuses and the campus faculty response

The NCAA initiative towards partial deregulation will affect many areas of athletics, and faculty concern is likely to extend to all or most of them. For policy areas that do not have close connection to athletics, there are likely to be local debates over the appropriateness of faculty involvement. COIA has traditionally viewed virtually all areas of intercollegiate athletics policy to be legitimate areas of faculty concern. However, for the purposes of the task at hand, the COIA Steering Committee proposes that participants focus discussion on policy matters that have a direct impact on academics, since the appropriate involvement of faculty in those areas should represent initial common ground among all parties, which can best permit discussion to focus on the specific agenda of this meeting.

What will deregulation mean concretely on individual campuses?

The NCAA is proposing to eliminate many prescriptive rules that directly or indirectly relate to academic issues, such as limits on budgetary commitments to athletes' academic success and the types of support that may be offered, limits on non-competition travel time intended to minimized classes missed, limits on team activities to exclude recreation without academic purpose, and so forth. As directive rules of this sort are eliminated, it will be up to campuses to decide whether and how to replace them with local policies.

An example to illustrate the changes underway is the proposed change to NCAA Bylaw 16.3.1.1, which is provided on a separate sheet [Document 3]. (The NCAA has provided information on many proposed changes, and additional examples are included in the general information packets. However, to avoid redirecting discussion to specific proposals, we cite only one example to clarify the overall nature of the types of tasks that deregulation will shift to campuses.)

1. How should faculty involvement be structured?

Assuming that there is agreement that faculty should be involved in the development and maintenance of local policies to replace abrogated NCAA policies relevant to academics:

- What should be the extent and form of that involvement (from minimal forms such as receiving notice of policy, to consultative or determinative roles)?
- What types of campus governance structures would be minimally required, and how can their satisfactory function be assured?
- What aspects of such governance structures (in form, function, or performance) should be universally mandated through minimal-standards legislation binding on all NCAA FBS members?

What would an optimal/acceptable solution entail?

What elements already exist?

What new structures are needed?

Background. In its previous work on campus athletics governance, COIA has focused on the issues binding rules and best practices for three governance components:

- The Faculty Governance Body (FGB – comparable to a faculty senate)
- The NCAA Faculty Athletics Representative (FAR)
- The Campus Athletics Board (CAB – named variously on campuses)

A selection of previous COIA positions concerning these components and governance issues appears on a separate sheet [Document 4].

Additional campus personnel relevant to these issues may be important to consider: e.g., athletics directors, compliance officers, offices of academic advising for athletes, etc.

2. What obstacles must be overcome to reach an optimal or acceptable outcome?

Aspects to consider here might include two broad areas:

a) Obstacles external to the faculty

These might include: highly mobilized state/community/campus cultures unsupportive of meaningful regulation; unfavorable administration or governing board relations with faculty or habits of operation; problematic patterns of athletics department operation or governance; lack of transparency or unwillingness to share information necessary for current or expanded faculty participation, etc.

b) Obstacles internal to the faculty

These might include: lack of adequate faculty governance structures; low faculty interest in or knowledge about campus and/or athletics governance; poor functionality in faculty committee/senate performance, etc.

3. What are the priority issues in building capacity so that faculties, administrations, and campuses are prepared to perform new regulatory functions effectively?

Following the initial working sessions and a break for lunch, we will reconvene in plenary session to share ideas from the break-out sessions and develop an initial list of priority issues related to local athletics governance under the new regulatory regime. Participants will then move to a second round of break-out sessions (3:00-4:00) to address the implications on conference and national levels.

Session 2:

Building structures for faculty athletics governance beyond the campus

Campus faculties and their senates have few or no inter-campus avenues of communication. In a deregulated environment, where presidents, ADs, FARs, and groups such as compliance offices and academic advisors for athletes all have venues within and outside the NCAA to share information and participate in national-level planning, the lack of inter-school representative faculty contact will have the consequence of isolating senates in terms of both information and action. Campus athletics policies will always be under pressures created by the competitive conference and national environments, and with the NCAA eliminating the “level playing field” objective in favor of “fairness of competition,” schools and faculties will need to understand how other schools are interpreting “fairness” in concrete policies and implementation. This work session is devoted to issues concerning forums for information sharing and articulating the faculty voice on conference and national levels, so that campus faculties are not rendered irrelevant by isolation.

What models of inter-campus and inter-senate communication exist?

Several existing models of inter-campus governance may help provide a starting point to the discussion.

1. Existing conference-level structures

Despite the fact that the instability of conferences has been amply illustrated in recent years, conferences have created or maintained inter-campus faculty structures. Many or all conferences provide venues for their FARs to meet at intervals. Since conferences are already a source of athletics regulation beyond the NCAA, these contacts can provide the FARs a very meaningful role in shaping policies and procedures informed by a faculty perspective. In addition, in at least two conferences, member schools sponsor annual meetings of conference senate leaders to discuss a self-determined agenda of issues of concern to faculty, including athletics. (COIA is, in fact, a product of such meetings.)

2. Existing national-level structures

As noted above, many individuals with appointed functional roles in campus athletics governance belong to national associations of their peers. In the case of faculty, FARs in the FBS are members of two national groups: FARA and the D1A FAR Association. These associations share information through websites, newsletters, and national meetings. Funding is provided through the NCAA as part of general association governance support.

3. Existing structures within the NCAA

Despite its initiative towards relative deregulation, the NCAA will continue to be a dominant force in regulating athletics, continuing its roles in oversight, enforcement, and many aspects of principle and policy design. Currently, faculty are represented in the NCAA structure through FARs, who participate in meetings and who are among the many groups represented in the NCAA committee and legislative structures. This level of national FAR participation ensures that knowledge and values shared at the conference and national levels can be informed by and conveyed within the decision making processes of national athletics regulation.

1. What types of conference-level structures should be created for representative faculty voices?

The new regulatory environment within conferences will provide much greater leeway for variance among conference schools. In some cases, this may reflect (as the NCAA already envisions) different levels of resources among schools, but it may also reflect different interpretations of the Collegiate Model and “fairness of competition.” Do conference senates need, in order to fulfill their campus roles, a formal mechanism to participate in information sharing, policy creation, and oversight of competitive fairness on the conference level? If so, what form should this take? To what degree might conference-level senate-based participation be focused on the senate chair, the FAR, some additional faculty appointee.

2. What types of national-level structures should be created for representative faculty voices?

Should FBS faculty senates have a national association dedicated to the faculty role in athletics governance? What would be its tasks and who would represent senates in such an organization (again, senate chairs, FARs, some additional faculty appointee)? How could it appropriately be funded?

Should the views of senates and the recommendations they make concerning campus (and perhaps conference) regulation be represented formally within the NCAA structure?

Next Steps

As we come towards the close of Saturday work sessions, the following two topics should become part of the conversation:

3. Given the inevitable gap between the current state of faculty governance with regard to athletics and the capacity that it will need to have once deregulation is in place, what steps

should COIA, as the sole existing inter-senate alliance, take immediately to mobilize for change?

4. Given the limited leverage that faculties themselves - campus by campus or nationally - presently have over issues of athletics governance, what steps should the NCAA be prepared to take, immediately and in the long term, to ensure that the faculty voice is appropriately represented in a deregulated environment?

The Saturday work sessions will end about 4:00. Saturday evening, members of the COIA Steering Committee will develop materials for the Sunday morning continuation of discussions on the new NCAA approach and its consequences for faculty. The Sunday meeting will begin (8:00-9:00) with plenary discussion of ideas from Saturday's second break-out groups; the second hour, from 9:00 to 10:00, will focus specifically on identifying concrete steps that COIA and the NCAA need to take immediately.

NCAA Information Sheet

Breakdown of Division I rules changes

One of the key elements of NCAA President Mark Emmert's reform agenda is the deregulation of the Division I rulebook. January 19, the Board of Directors approved a series of proposals designed to make the rules meaningful, enforceable and supportive of student-athlete success.

Over the years, the Division I manual has grown to include rules that many in the membership believe are best left to individual schools and conferences. The Rules Working Group is identifying those rules that are less national in scope and refocusing the rules-making process on a group of commitments that speak to the values and principles of Division I members.

"Some of our rules are counterintuitive, outdated and just unenforceable. They don't make sense in the world we live in," Emmert said. "We are refocusing on the things that really matter, the threats to integrity, and the biggest issues facing intercollegiate athletics."

Emmert emphasized that the goal is to shrink the manual by simplifying rules and focusing on student-athlete well-being. The following Q&A provides more details on the deregulation effort:

Why is the NCAA changing its rules?

The goal of deregulation is to protect and enhance the student-athlete experience, shift the regulatory focus from competitive equity to fair competition and allow schools to use the natural advantages of geography, a talented student-athlete or deeper pockets. Over time, the rulebook has expanded to include rules designed to limit those things. The deregulation effort hopes to shift the focus from limiting the advantages of individual schools to making sure all schools compete within the framework of the collegiate model, in which athletics competition is an integral part of the student-athlete's education.

Why focus on fairness of competition instead of competitive equity?

The current justification for rules as creating a level playing field has produced too many rules that are not meaningful, enforceable or contributory to student-athlete success. The shift to a fair competition model acknowledges that natural advantages exist between campuses that cannot – and should not – be regulated. The changes are intended to better define what fairness means in terms of eligible student-athletes, scholarships, the length of the playing and recruiting seasons, and the number of coaches. Ultimately, retaining the current rules will not impede the competitive shift.

Why rely more on campus-level policies and procedures than rules for everybody in Division I?

[APPENDIX 3 / Document 1]

The Rules Working Group recognizes that some schools will be pressured to adopt policies and procedures to not place their program at a competitive disadvantage. The new rulebook would require that policies be in place in specified areas, that they address key components or campus values and that they will be followed. NCAA violations would occur if policies are not developed or followed.

When will the rulebook be reduced in size?

The deregulation process began January 19, when the Board of Directors approved the first round of proposals from the Rules Working Group. These proposals will make major changes in the way the NCAA views personnel, amateurism, recruiting and benefits for student-athletes. The working group will have a second round of concepts for membership feedback and review this spring. The result of these efforts may not necessarily be a significant smaller rulebook, but the rules will be vastly more meaningful and enforceable.

Why does the NCAA have to do it this way?

The NCAA is a membership organization. The Division I membership includes 346 schools and 31 conferences, representing a divergent group of missions, resource levels, public profile and student populations. Preserving this diversity is important to leaders within the division, and in order to do that, the working group strives to build consensus around its approach and the ultimate proposals it recommends to the Board for adoption.

How will the NCAA make sure the rulebook doesn't get back to the way it was?

Part of the Rules Working Group's goal is to develop a process by which each new piece of proposed legislation must pass a three-part test of being meaningful, enforceable and supportive of student-athlete success. The working group is taking this charge seriously and is in the early stages of developing a new process for rules-making.

What if some of the deregulation turns out to have unforeseen consequences?

The working group has proposed a two-year period in which the membership can digest the new rules. After that period, if some areas are identified in which the working group went too far toward deregulation – or didn't go far enough – changes will be considered.

Publish date: January, 2013

Proposed NCAA Bylaw 20.9.1

20.9 Division I Membership

20.9.1 Commitments to the Division I Collegiate Model. In addition to the purposes and fundamental policy of the National Collegiate Athletic Association, as set forth in Constitution 1, members of Division I support the following commitments in the belief that these commitments assist in defining the nature and purposes of the division. These commitments are not binding on member institutions but serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.

20.9.1.1 The Commitment to Value-Based Legislation. Bylaws proposed and enacted by member institutions governing the conduct of intercollegiate athletics shall be designed to foster competition in amateur athletics, promote the Association's enduring values and advance the Collegiate Model as set forth in the NCAA Constitution. In some instances, a careful balancing of these values may be necessary to help achieve the purposes of the Association.

20.9.1.2 The Commitment to Amateurism. Member institutions shall conduct their athletics programs for students who choose to participate in intercollegiate athletics as a part of their educational experience and in accordance with NCAA bylaws, thus maintaining a line of demarcation between student-athletes who participate in the Collegiate Model and athletes competing in the professional model.

20.9.1.3 The Commitment to Fair Competition. Bylaws shall be designed to promote the opportunity for institutions and eligible student-athletes to engage in fair competition. This commitment requires that all member institutions compete within the framework of the Collegiate Model of athletics in which athletics competition is an integral part of the student-athlete's effort to acquire a degree in higher education. The commitment to fair competition acknowledges that variability will exist among members, including facilities, geographic locations and resources, and that such variability should not be justification for future legislation. Areas affecting fair competition include, but are not limited to personnel, eligibility and amateurism, recruiting, financial aid, the length of playing and practice seasons and the number of institutional competitions per sport.

20.9.1.4 The Commitment to Integrity and Sportsmanship. It is the responsibility of each member institution to conduct its athletics programs and manage its staff members, representatives and student-athletes in a manner that promotes the ideals of higher education and the integrity of intercollegiate athletics. Member institutions are committed to encouraging behavior that advances the interests of the Association, its membership and the Collegiate Model of athletics. All individuals associated with intercollegiate athletics programs and events should adhere to such fundamental values as respect, fairness, civility, honesty, responsibility, academic integrity and ethical conduct. These values should be manifest not only in athletics participation, but also in the broad spectrum of activities affecting the athletics programs.

[APPENDIX 3 / Document 2]

20.9.1.5 The Commitment to Institutional Control and Compliance. It is the responsibility of each member institution to monitor and control its athletics programs, staff members, representatives and student-athletes to ensure compliance with the Constitution and bylaws of the Association. Responsibility for maintaining institutional control ultimately rests with the institution's campus president or chancellor. It is also the responsibility of each member institution to report all breaches of conduct established by these bylaws to the Association in a timely manner and cooperate with the Association's enforcement efforts. Upon a conclusion that one or more violations occurred, an institution shall be subject to such disciplinary and corrective actions as may be prescribed by the Association on behalf of the entire membership.

20.9.1.6 The Commitment to Student-Athlete Well-Being. Intercollegiate athletics programs shall be conducted in a manner designed to enhance the well-being of student-athletes who choose to participate and to prevent undue commercial or other influences that may interfere with their scholastic, athletics or related interests. The time required of student-athletes for participation in intercollegiate athletics shall be regulated to minimize interference with their academic pursuits. It is the responsibility of each member institution to establish and maintain an environment in which student-athletes' activities, in all sports, are conducted to encourage academic success and individual development and as an integral part of the educational experience. Each member institution should also provide an environment that fosters fairness, sportsmanship, safety, honesty and positive relationships between student-athletes and representatives of the institution.

20.9.1.7 The Commitment to Sound Academic Standards. Standards of the Association governing participation in intercollegiate athletics, including postseason competition, shall be designed to ensure proper emphasis on educational objectives and the opportunity for academic success, including graduation, of student-athletes who choose to participate at a member institution. Intercollegiate athletics programs shall be maintained as an important component of the educational program, and student-athletes shall be an integral part of the student body. Each member institution's admission and academic standards for student-athletes shall be designed to promote academic progress and graduation and shall be consistent with the standards adopted by the institution for the student body in general.

20.9.1.8 The Commitment to Responsible Recruiting Standards. Recruiting bylaws shall be designed to promote informed decisions and balance the interests of prospective student-athletes, their educational institutions, the Association's member institutions and intercollegiate athletics as a whole. This commitment includes minimizing the role of external influences on prospective student-athletes and their families and preventing excessive contact or pressure in the recruitment process.

20.9.1.9 The Commitment to Diversity and Inclusion. The Division I membership believes in and is committed to the core values of diversity, inclusion and equity because realization of those values improves the learning environment for all student-athletes and enhances excellence within

[APPENDIX 3 / Document 2]

the membership and in all aspects of intercollegiate athletics. The membership shall create diverse and inclusive environments, promote an atmosphere of respect for and sensitivity to the dignity of every person, and include diverse perspectives in the pursuit of academic and athletic

excellence. Member institutions, with assistance from the National Office, are expected to develop inclusive practices that foster positive learning and competitive environments for student-athletes, as well as professional development and opportunities for athletics administrators, coaches and staff from diverse backgrounds.

Proposed Changes to Bylaw 16.3.1.1 on Academic Counseling & Support Services

The following is one example of the way in which the regulatory approach of the NCAA is changing. Boldface additions and indicated deletions suggest the changes; the stated NCAA rationale is appended. The basic thrust of these changes is to remove limitations, which had been expressed in terms of detailed specifics, and leave to campuses decisions concerning what sorts of academic support should be provided to athletes and what limitations shall apply. This would cover support commonly provided to all students, and also support to athletes that may involve university commitments beyond those provided to all students. Issues that may inform campus policy making in this specific area might include, for example:

Ensuring that athletics participation commitments do not put athletes at an academic disadvantage; ensuring that athletes receive academic support comparable to non-athletes; ensuring that excess academic support does not provide an unearned advantage interfere with development of academic skills; principles of budgetary responsibility and fairness to tuition-paying non-athletes. Other issues could concern the external environment: e.g., principles of how to campus policies limiting academic services may affect recruitment and competitiveness.

16.3.1.1 Academic Counseling/Support Services. Member institutions shall make general academic counseling and tutoring services available to all student-athletes. Such counseling and tutoring services may be provided by the department of athletics or the institution's nonathletics student support services. In addition, an institution, **conference or the NCAA** may finance other academic ~~and~~ support, **career counseling or personal development** services that ~~the institution, at its discretion, determines to be appropriate and necessary for~~ **support** the academic success of its student-athletes.

~~16.3.1.1.1 Specific Limitations. An institution may provide the following support services subject to the specified limitations. [R]~~

~~(a) Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student athlete is enrolled;~~

~~(b) Use of copy machines, fax machines and the Internet, including related long-distance charge, provided the use is for purposes related to the completion of required academic course work;~~

~~(c) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus or the course instructor indicates in writing that the supplies are required;~~

~~(d) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and~~

~~(e) Nonelectronic day planners.~~

Rationale: As a result of the Presidential Retreat in August 2011, the Collegiate Model – Rules Working Group was formed and charged with reviewing current Division I rules with a view toward reducing the volume of unenforceable and inconsequential rules that fail to support the NCAA's enduring values, and emphasizing the most strategically important matters. This proposal is part of a package recommended by the Rules Working Group designed to accomplish those objectives. This proposal will provide institutions and conferences with the flexibility to provide student-athletes with services that support their success and will enhance the student-athlete experience. Given the recent emphasis on academics and the various

support services available, deregulating this area will allow institutions and conferences to further support the academic and personal success of student-athletes.

Existing COIA Positions Concerning Campus Athletics Governance

Faculty Athletics Representative

Overview Statement from “Framing the Future” (2007)

[see: <http://blogs.comm.psu.edu/thecoa/wp-content/uploads/FTF-White-Paper2.pdf>]

The Faculty Athletics Representative (FAR) should be appointed by the University President based on recommendation by the campus faculty governance body. The FAR appointment should be made for a specific term and a review of the performance of the FAR should take place prior to reappointment. Such a review should include meaningful participation by the campus faculty governance body, or the Campus Athletics Board.

In “Campus Athletics Governance: The Faculty Role” (2004), COIA formulated over 30 best practice guidelines for the FAR position. Among these are the following examples [for the full list, see: <http://blogs.comm.psu.edu/thecoa/wp-content/uploads/FTF-White-Paper2.pdf>]:

- The appointment of the Faculty Athletics Representative shall be made by the President; the process of appointment shall involve meaningful consultation with the elected body that exercises campus-level faculty governance; the appointment shall be made for a specified term; a review of the performance of the Faculty Athletics Representative that includes meaningful participation by the elected faculty governance body shall take place prior to any reappointment. If no elected faculty governance body exists on a campus, the campus athletics board shall be the consulting body. *(proposed as an NCAA bylaw)*

The FAR:

- position is defined by a written job description, which has been reviewed and approved by the President, in consultation with the Campus Athletics Board (CAB), Faculty Governance Body (FGB), and Athletics Director.
- has regular access to the President or Chancellor of the institution or campus.
- operates from an office that is located outside both the department of intercollegiate athletics and the academic athlete advisement center.
- ensures that all procedures and roles related to student eligibility are fulfilled.
- is available to meet with athletes on an individual basis.
- reports regularly to the Faculty Governance Body.
- sits on the Campus Athletics Board.
- sits on search committees for athletic administrators and head coaches.
- serves as a leader or committee member for NCAA Athletic Certification.
- serves on conference and/or NCAA committees.

Faculty Governance Body

Overview Statements from “Framing the Future” (2007)

Leaders of campus faculty governance body should report annually to the University President (1) that the faculty has been able to fulfill its responsibilities in regard to athletic governance, or (2) that it has not, in which case the report should specify the obstacles that have prevented it from doing so. These reports should be made available to the NCAA during re-certification.

The Athletics Director, Faculty Athletics Representative and the Campus Athletics Board chair should report orally and in writing at least once a year to the campus faculty governance body. Their reports should include a focus on academic benchmarks including the APR, GSR, graduation rates and the percentage and progress of student athlete special admits.

In “Campus Athletics Governance: The Faculty Role,” COIA formulated 12 best practice guidelines for the FGB. Among these are the following examples:

- The FGB elects members to the CAB or nominates a stipulated number of individuals for appointment to each faculty position on the CAB, from among which the President selects appointees.
- The faculty chair or president of the FGB consults regularly with the FAR and chair of the CAB to learn of issues that may be of concern to the faculty.
- The faculty leader of the FGB consults at least annually with the President concerning the success of the faculty in fulfilling its athletics governance responsibilities.

Campus Athletics Board

Overview Statement from “Framing the Future” (2007)

Each NCAA member institution should establish a Campus Athletics Board. The charge of this Board should be to monitor and oversee campus intercollegiate athletics. A majority of Board members should be tenured faculty who should be appointed or elected through rules established by the campus faculty governance body. The Faculty Athletic Representative should be an *ex officio* voting or non-voting member of the Board. The chair of the Board should be a senior (tenured) faculty member. An Athletics Director should not be chair.

Major athletic department decisions (*e.g.*, hiring of the athletic director and key athletic department personnel, changes in the total number of intercollegiate sports, initiation of major capital projects, *etc.*) should be made in consultation with the Campus Athletics Board and leaders of the campus faculty governance body and appropriate faculty committee(s).

In “Campus Athletics Governance: The Faculty Role,” COIA formulated 12 best practice guidelines for the FGB. Among these are the following examples:

- The Board has clearly established functions and responsibilities that are acknowledged by the president of the institution.
- The Board includes faculty and academic administrators (including the AD) who are highly respected by peers for their research, teaching, service, or administrative work outside intercollegiate athletics.
- The Board has a specified relationship to the Faculty Governance Body.
- The Board reviews data on admissions decisions, including progress and graduation success rates by admission category.
- The Board, by FGB policy or in tandem with the FGB, establishes policy for normal progress and grade point average that meets or exceeds NCAA and conference requirements, where this is consistent with the institution’s standards for other students.
- The Board, by FGB policy or in tandem with the FGB, guides athletics program decisions by establishing policy for excused absences and maximum amount of missed class time for athletic competition.
- The Board reports activities, on at least an annual basis, to the FGB.
- The Board coordinates informational reports to the FGB, given by the Chair of the Board and/or the Faculty Athletics Representative.

Coalition on Intercollegiate Athletics, Steering Committee**INCREASING FACULTY ENGAGEMENT IN A DEREGULATED ATHLETICS CONTEXT****February 2013**

The Coalition on Intercollegiate Athletics, an alliance of Football Bowl Subdivision (FBS) faculty senates, appreciates the initiative taken by the NCAA to consult on issues related to the imminent decentralization and deregulation of many areas of college sports. The proposed deregulation includes a shift from a centrally administered rules-based system that enforces competitive equity to a local, values-based system; the reduction of the scope of NCAA enforcement; and replacement of the NCAA's ten-year recertification process with an annual Institutional Performance Program (IPP). The result is that schools will have to adhere to standards of fair competition that to a significant degree they themselves define and implement. For the athletics enterprise to retain integrity over time, schools will need to monitor and enforce campus adherence to the core values of the NCAA Collegiate Model.

Faculty engagement in athletics governance must play a critical role in this new deregulated world. Faculty maintain a unique commitment to academic standards that will support values adherence, and the institution of tenure, on campuses where it is granted, allows faculty to speak with independence not practically available to others. These factors are strong institutional bases for seeking an increased faculty role in a less regulated environment.

The NCAA's new decentralized structure requires increased institutional commitment to the values of the Collegiate Model through stronger checks and balances among campus groups who share responsibility for the academic mission and for the enhancement that athletics can bring to that mission. This will mean a change in the status quo on many campuses, and it will not happen without the support of administrations and governing boards, and the active participation of athletics department leaders, FARs, and faculty.

- Because these issues are not ones that the NCAA can fully legislate top-down, we strongly recommend that the NCAA seek to convene a broader summit of Presidents, Athletics Directors, FARs, and COIA representatives to discuss the design of a more sustainable system for athletics governance. We offer our ideas here as an initial contribution to such a discussion, focusing on the particular issue of more productively engaging faculty.

The model proposed in this document is based on COIA's belief that if the faculty contribution to athletics governance is to be effective, it must be present on three levels: campus, national, and conference. What follows is a model for how faculty engagement can be constructively enhanced at each level. This model is strictly conceptual: the specific operational forms will vary according to the diverse systems and traditions among the 125 campuses and eight conferences of the FBS.

1. Campus level faculty engagement in athletics governance

There are three current athletic governance components at the local institutional level in which faculty play a role:

- The Faculty Athletics Representative (FAR). By NCAA legislation, all FBS campuses have an institutionalized faculty presence in athletics governance in the form of the FAR. The FAR is an indispensable component of good governance, and must remain the key element of any strengthened governance structure.
- The Faculty Governance Body (FGB). Approximately ninety-five percent of FBS campuses organize the governance functions of the campus-level faculty through some form of FGB, such as a faculty senate or a university senate with predominant faculty membership. The form of the FGB varies greatly across campuses; however, its near-universality makes it an available and essential tool to incorporate the faculty perspective on athletics governance under a less regulated regime.
- The Campus Athletic Board (CAB). Most campuses also have a CAB with a degree of faculty presence. Like the FGB, the CAB is different on every campus; however, where it performs a serious oversight role, it can be important part of effective local athletic governance.

The FAR, FGB, and CAB function with varied degrees of effectiveness on FBS campuses. * On individual campuses there may be a need to improve the capacity and performance of some of these components, but any approach to developing a strong system of balanced athletics governance at the campus level should begin with these existing tools.

New Local Components:

The Academic Integrity Group (AIG) & Senate Athletic Representative (SAR)

Deregulation creates the need for individual campuses to set and monitor athletic policies in new areas, including those bearing on academic integrity, which is the responsibility of campus faculties at most or all institutions. For campus faculty to perform this function constructively and consistent with the faculty's historic independence and commitment to academic integrity, a fourth component is needed: a new committee or subcommittee that we will call here the Academic Integrity Group (AIG), chaired by a tenured faculty member whom we will here call the Senate Athletics Representative (SAR).

The charge of the AIG would be to set new policy concerning athletics matters that bear on academic integrity, to monitor the campus implementation of all such policies, to report on a regular basis to the FGB, and to provide the NCAA with an annual report confirming the due diligence of the AIG and its ability to perform its assigned role. Although the specific form of the AIG would be determined by each campus, each AIG should share these features:

- Voting members shall be tenured faculty without administrative appointments
- Voting members shall be appointed by the FGB for multi-year terms

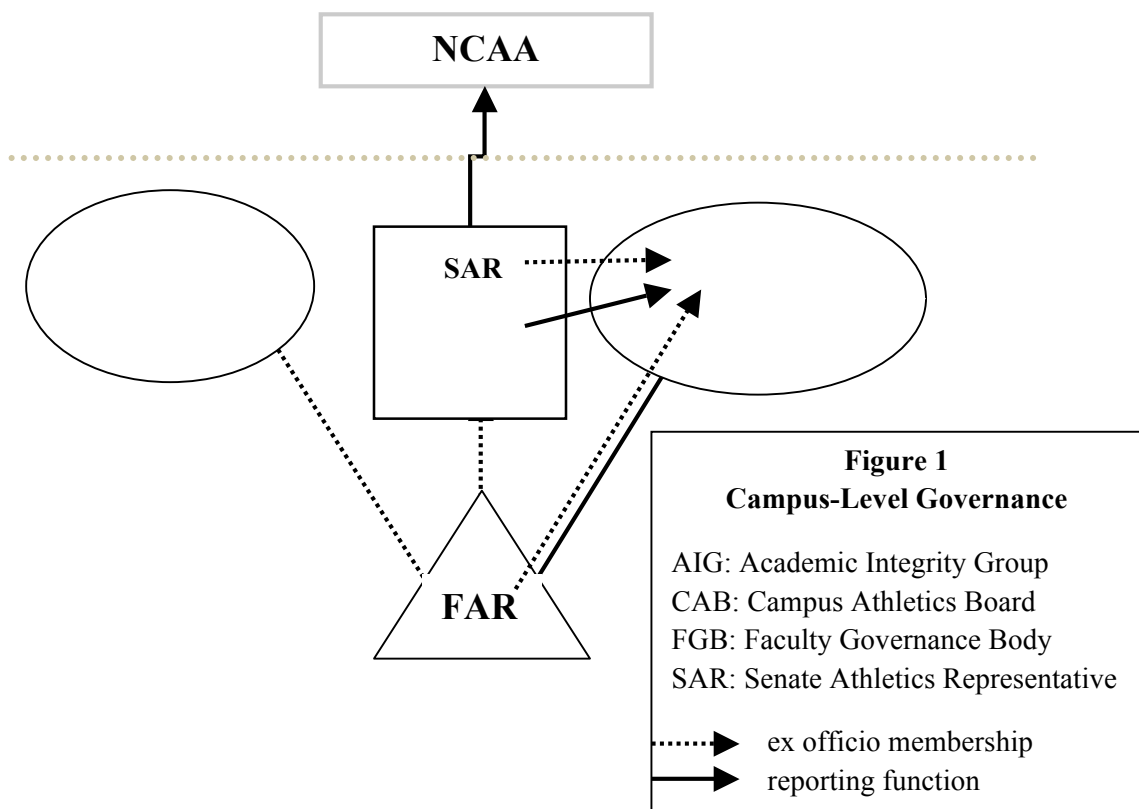
* COIA has developed detailed best practice guides concerning the structure and operation of all three ("[Campus Athletics Governance: The Faculty Role](#)" [2004]). These best practice standards can help form the basis for a "tool kit" to strengthening capacity in these critical components, where necessary.

- Voting members shall not receive any form of athletics perquisite
- The SAR shall be appointed by the FGB for a term exceeding that of other AIG members
- The FAR shall serve as a non-voting ex officio member

We also recommend that the SAR and FAR serve as non-voting ex officio members of the FGB. For both practical and principled reasons, the goals of this model cannot be accomplished by fusing the roles of SAR and FAR in a single individual. The functions of the two roles are distinct in terms of developing and implementing policy; moreover, the SAR’s role in enabling the independent perspective of the faculty to serve as an institutional balance under a deregulated system requires a principal reporting line to the FGB, while the FAR is and should continue to be a Presidential appointee.

We envision the AIG as a faculty governance committee whose focus and competence will encourage university administrations to provide full transparency with regard to information necessary to the proper function of the AIG, including data that will allow it to effectively monitor for potential cases of academic fraud on campus. In this regard, it will be critical that the AIG, along with the FAR, participate in preparing materials for the NCAA IPP, and that the IPP report from the NCAA be shared with the AIG and the FGB to enable the AIG to be successful. We also envision the SAR as a key component of a strengthened faculty role beyond the campus, as will be discussed in the following sections.

The following diagram is a schematic outline of the relations among these four campus elements, as envisioned in this document (the AIG, pictured separately here, could on many campuses be an all-faculty subcommittee of the CAB):



This structural scheme depends on regular communication between all local components, including the FAR, FGB, CAB and AIG. We wish to emphasize that the Athletic Director and University President must also be regular contributors to these interactions.

2. National level faculty engagement in athletics governance

Strengthening the FBS FAR Organization. For COIA, the national level means the FBS, as organized through the NCAA. The keys to effective faculty engagement at this level include the continued strengthening of the FBS FAR Association, which is an established and effective forum for information sharing and a faculty voice at the national level.

Senate Athletic Representative (SAR) Reports and Orientation. From the national perspective, one major change we propose in campus-based governance is the addition of an FGB-appointed Senate Athletics Representative, and in this respect we have two proposals. One is that the annual certifications and reports sent by SARs to the NCAA on faculty due diligence and the state of governance from the faculty perspective, be reviewed by an NCAA committee of FARs, appointed by the FBS FAR Association to address such academic integrity issues.

We also propose that the NCAA provide orientation seminars for new SARs, similar to its current orientation for newly appointed FARs. Our goal here goes beyond education: in the same way that college presidents, athletics directors, and FARs escape the insularity of single-campus perspectives through regional and national meetings, SARs, as the chief representatives of campus faculty governance in athletics oversight, need opportunities to share experiences and build social networks essential to escaping campus particularism. This orientation will help faculties develop the capacity to contribute to their campuses from a broader perspective.

We understand that the decentralization and deregulation on the national level is an experiment, the success of which is to be reviewed after a period of two years. We urge the NCAA to include faculty governance representatives meaningfully in the assessment of deregulation and in the design of any further deregulatory steps.

3. Conference level faculty engagement in athletics governance

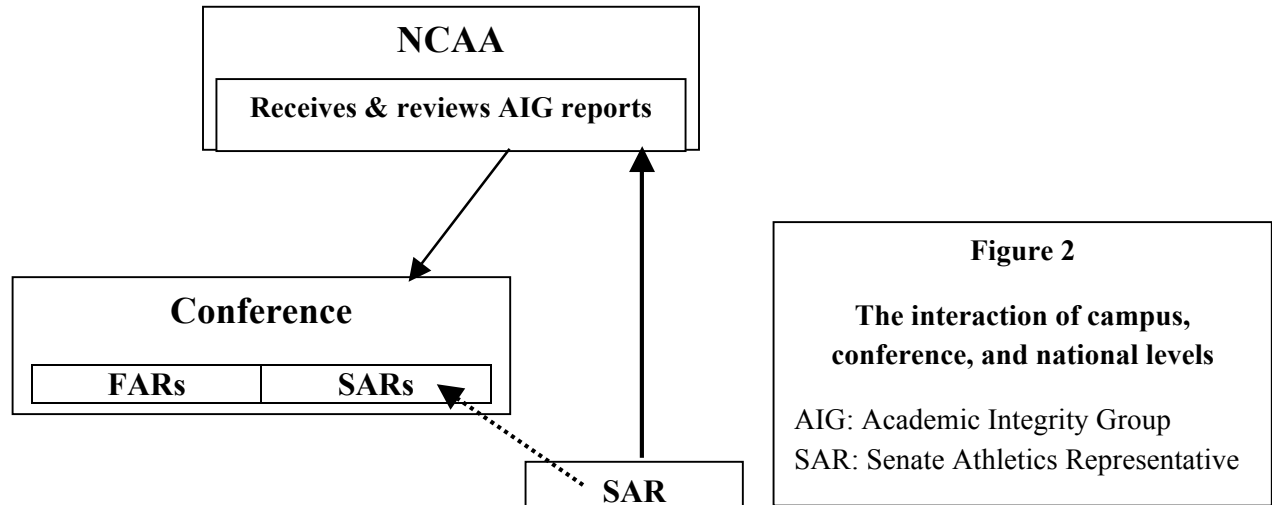
Conferences perform certain types of regulatory functions as a product of specific agreements among their member schools. These functions are likely now to become far more critical. With the NCAA shift to a fair competition standard, the conference will become the sole level with a critical stake in level-playing-field criteria and the power to sanction deviations from accepted conference norms if campus-level governance fails to enforce them.

Information Sharing at the Conference Level. We recommend, therefore, that the NCAA, which receives annual reports from AIGs on conference school policies and implementation, provide these reports to the conferences. As conference FARs typically meet on a regular basis and have input into conference-regulated aspects of athletics, so should SARs meet to review the work of their policy making committees on matters concerning academic integrity. SAR groups will be charged with reviewing policy initiatives by campus AIGs, both in response to initial NCAA deregulation and then ongoing, and with developing and maintaining best practice guidelines that

express conference norms from the standpoints of both fairness in competition and competitive equity.

Conference SARs, meeting periodically as a multi-campus faculty group, will benefit in escaping the parochial perspective of a single campus in ways described earlier regarding national gatherings. They will be able to convey these more broadly based views to their campus FGBs, just as FARs currently inform CABs on many campuses.

The following diagram represents the concept we propose at the conference level:



COIA recognizes current and long-term strength of the economic forces that have destabilized conference-based cohorts of academically committed faculty concerned with issues of academic integrity.

Summary

The proposals developed here are designed to increase faculty engagement in intercollegiate athletics at the campus, conference, and national levels. Only a set of checks and balances that actively engages the commitment and independence of faculty can adequately respond to the new deregulatory environment. The models we propose make use of existing structures with only a small number of new features. The changes are modest, but depend on a change in attitudes on many campuses on the part of administrators and faculty alike. COIA representatives look forward to discussing these and other approaches with FAR colleagues, members of the NCAA administration, and with the presidents and athletics directors at our institutions.

April 30, 2013

To: University Senate

From: Eniko Csomay, Chair of Constitution and Bylaws Committee

Information: Review proposed change to the Policy File concerning membership for the Tenure Track Planning Committee

Senate Chair, Bill Eadie, asked the Constitution and Bylaws Committee to review the proposal below, which he had received from the Chair of Diversity, Equity and Outreach, Nola Butler-Byrd. After consultation, the CBL committee decided that given the short time-frame, we did not have sufficient time to give this proposal appropriate consideration. CBL would be happy to continue deliberations at its next meeting, if the proposers so wish.

Current Policy File Language:

Tenure-Track Planning Committee

1.0 Membership (5): Provost, Chair of the Senate, Chair of Academic Policy and Planning, Chair of Academic Resources and Planning, Chair of Faculty Affairs.

2.0 Function: The Committee shall annually consider programming initiatives and recommend to the Provost the allocation of new and vacated tenure-track faculty positions.

Suggested Changes (underlined):

1.0 Membership (7): Provost, Chair of the Senate, Chair of Academic Policy and Planning, Chair of Academic Resources and Planning, Chair of Faculty Affairs, Chair of Undergraduate Curriculum Committee, Chair of Diversity, Equity and Outreach Committee.

Rationale for change:

The Tenure-Track Planning Committee plays an important role at SDSU, because it advises the Provost regarding which tenure-track requests to approve through the regular tenure-track process. This year, they are involved in judging the Areas of Excellence proposals as well.

In the composition of the current committee membership, only two colleges are represented on this committee. To expand the possibility of representation from other colleges on campus, DEO proposed to include two more members whom they thought were most relevant to this committee, and whom they selected from the Standing Committees of the Senate.

Proposed changes:

1. Change the committee membership from 5 to 7.
2. Add two more members selected from the Standing Committees of the Senate, namely, the Chair of Undergraduate Curriculum Committee, and the Chair of Diversity, Equity and Outreach Committee.

To: San Diego State University Senate

From: Penelope J. E. (Jenny) Quintana, Chair, Environment & Safety Committee

Date: April 15, 2013

Re: Leaf blowers on campus, potential ban.

The committee investigated the issues with leaf blowers on campus through the following avenues: meetings with Facilities Services, affected faculty/staff, Environmental Safety and Health, and others.

The committee agrees that leaf blowers pose potential hazards to operators and passersby, primarily through the following mechanisms:

1. Emissions from 2-stroke gasoline/oil engines,
2. Resuspension of particulates from the blowing action,
3. Noise.

The committee was asked to investigate a potential action: the banning of leaf blowers on campus (see appendix).

In consultation with an Environmental Health and Safety representative, the committee has found at this point that a ban on leaf blowers also poses safety and environmental hazards, namely,

1. Increased potential for slip and fall accidents if walkways are not cleared in a timely manner, (especially following events and in the mornings when walkways may be slippery when covered with leaves and trash)
2. Ergonomic concerns for landscapers. Moving to methods other than leaf blowers would significantly increase the time required to do the same work, and electric leaf blowers currently available are heavy, hold a short charge and are unwieldy.

The following steps are currently in place to reduce exposures to leaf blowers on campus: cleanup is expected to take place between 6 and 8 am, except for unusual circumstances, and staff are instructed to shut off blowers when near passersby.

Replacement of current leaf blowers with more advanced models is a potential avenue to reduce emissions associated with two stroke engines. Certain new 4-stroke models are currently available with significantly reduced emissions. Electric models investigated cause ergonomic concerns, but other improved models may be available currently or very soon.

The committee concluded that banning of gas leaf blowers was premature, due to safety concerns about slipping on leaves and trash, especially near busy walkways, and also due to ergonomic concerns for landscapers. The committee however also concluded that the issue required on-

going efforts to monitor and reduce exposures. To this end the committee has formed a subcommittee to investigate ways to reduce exposure to leaf blowers on campus.

This subcommittee currently consists of

Penelope (Jenny) Quintana, E and S committee, GSPH, Zohir Chowdhury, E and S committee, GSPH, Kristen Ross, E and S committee, EHS, John Rodriguez, Facilities Services, Peter Anderson, Communications.

Current subcommittee charge is to

1. Investigate hours for leaf blowing, and whether earlier hours (e.g. 6 – 7 am) would be possible,
2. Develop a clear protocol regarding use, including finding an MPH in Environmental Health thesis student to investigate magnitude of emissions, how long emissions stay suspended, and what distance these travel,
3. Continue investigation into alternatives to leaf blowers, both 4-stroke gas/oil models with reduced emissions and electric models,
4. Develop procedure for reporting complaints and providing for a record to be kept of complaints, to be reviewed once a year by the E and S committee.

To: Senate
From: Nola Butler-Byrd, Chair of Committee on Diversity, Equity and Outreach
Date: April 30, 2013
Re: **Information Item**

The Committee on Diversity, Equity and Outreach expresses its serious concern that recommendations from the Diversity Task Force regarding cultural competency and disability issues are not included anywhere in the final version of the strategic plan. The DEO recommends that cultural competency and disability issues be integrated in the articulation and implementation of the strategic plan.

To: Senate

From: Heather Honea, Chair
Senate Sustainability Committee (SSC)

Date: April 10, 2013

Re: Information

Information: Senate Sustainability Committee Report

Information on the American College and University Presidents' Climate Commitment and Climate Neutrality Planning Feasibility

Introduction:

In 2011 President Hirshman charged the Senate Sustainability Committee (SSC) with developing a recommendation on whether to sign the ACUPCC. In addition, San Diego Associated Students has signed the ACUPCC and requested the SSC bring a forward a resolution to Senate that endorses the University sign the ACUPCC. To inform our recommendation the SSC has reviewed the impact of signing the ACUPCC at other institutions, the structure of the commitment these institutions developed, and identified best practices in climate action plan development. The following document provides a summary of our findings.

Excerpt from American College and University Presidents' Climate Commitment:

We, the undersigned presidents and chancellors of colleges and universities, are deeply concerned about the unprecedented scale and speed of global warming and its potential for large-scale, adverse health, social, economic and ecological effects. We recognize the scientific consensus that global warming is real and is largely being caused by humans. We further recognize the need to reduce the global emission of greenhouse gases by 80% by mid-century at the latest, in order to avert the worst impacts of global warming and to reestablish the more stable climatic conditions that have made human progress over the last 10,000 years possible.

While we understand that there might be short-term challenges associated with this effort, we believe that there will be great short-, medium-, and long-term economic, health, social and environmental benefits, including achieving energy independence for the U.S. as quickly as possible.

We believe colleges and universities must exercise leadership in their communities and throughout society by modeling ways to minimize global warming emissions, and by providing the knowledge and the educated graduates to achieve climate neutrality. Campuses that address the climate challenge by reducing global warming emissions and by integrating sustainability into their curriculum will better serve their students and meet their social mandate to help create a thriving, ethical and civil society. These colleges and universities will be providing students with the knowledge and skills needed to address the critical, systemic challenges faced by the world in this new century and enable them to benefit from the economic opportunities that will arise as a result of solutions they develop.

We further believe that colleges and universities that exert leadership in addressing climate change will stabilize and reduce their long-term energy costs, attract excellent students and faculty, attract new sources of funding, and increase the support of alumni and local communities. Accordingly, we commit our institutions to taking the following steps in pursuit of climate neutrality.

Climate Commitment Signatory Requirements:

In signing the commitment institutions agree to undertake the following in the next two years:

1. Take immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions.
2. Within one year of signing this document, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, commuting, and air travel) and update the inventory every other year thereafter.
3. Integrate sustainability into the curriculum and make it part of the educational experience.
4. Within two months of signing this document, create institutional structures to guide the development and implementation of a Climate Action Plan (CAP).
5. Within two years, set a target date and interim milestones for becoming climate neutral.
6. Make the action plan, inventory and progress reports publicly available.

SDSU has already fulfilled the requirements of items 1-4.

(Item 1) We are currently pursuing several short-term actions to reduce greenhouse gas emissions that meet criteria for achieving two tangible actions in the first two years after signing the ACUPCC .

(Item 2) We have completed a GHG inventory (see summary of the Cadmus report Appendix I).

(Item 3) The Faculty Institute for Sustainability (FIS) is on-going campus effort to facilitate the integration of sustainability into curriculum.

(Item 4) In our recommendation to President Hirshman the SSC detailed a potential institutional structure, the Climate Action Plan Council, to guide the development and implementation of the plan (see Appendix II).

To develop and implement the CAP (item 5-6) there will be short-term challenges and costs but there will be short, medium-, and long-term economic, health, social and environmental benefits. SDSU's leadership in addressing climate change will serve to stabilize and reduce long-term energy costs for the university. Emissions-reduction initiatives can lower operational costs and capacity issues. Initiatives already in place to promote sustainability in operations, curriculum, research, and community engagement, as well as reduce our greenhouse gas emissions have saved an estimated \$43,000,000 over the last decade. As energy insecurity increases and the impacts of climate change become more extreme, the costs of inaction are likely to exceed the costs of foresighted planning and investment.

The costs of plan implementation cannot be specifically known until a CAP is created and may change as technology, opportunities for efficiencies, and regulations change, however this does not mean it is irresponsible to sign a commitment. **“Signatories have two years to create these plans, and complete flexibility to determine their own targets and timetables, ensuring that actions are feasible, cost-effective, and achieve real reductions over the long-term.”** (ACUPCC) The Cadmus Group Climate Feasibility Study estimates the cost of achieving climate neutrality with current technology in the range

of \$100 to \$180 million and with savings of \$8 million per year and a payback period of 20 years (see Appendix I for details). This estimate however, *does not fully account for the costs SDSU will incur to reduce GHG emissions between 2013 and 2020 as required by existing state climate change and greenhouse gas mitigation legislation* that impacts all state entities. AB 32 the “Global Warming Solutions Act” requires campuses to reduce GHG emissions levels to 1990 levels by 2020 and reduce emissions to 80% below 1990 levels by 2050. An example of these costs which went into effect in January 2013 is GHG emissions permitting for the co-generation plant, which will cost SDSU between \$600,000 and \$1.2 million in 2013 according to the Chancellor’s Office assessment.

Institution Review

In our review we found that some institutions set neutrality dates that were aspirational while others under-promise and intend to over-deliver. The key finding was that while setting a climate neutrality date is in many cases considered aspirational it serves to create the necessary institutional momentum and positive engagement from the community to create significant impact toward reducing carbon emissions.

The ACUPCC 2010 Best Practices Report indicates that institutional plans vary in terms of mitigation strategies and climate action plans (CAP) (see a summary of the CAP best practices in Appendix III). As part of their commitment a climate action plan can be designed to be iterative, so more detail on certain components and actions can be developed over time, through subsequent updates to the plan. Most institutions develop their plans in many incremental steps and include provisions for revising the plan as circumstances change over a 20-40 year time period (see Appendix IV). Many ACUPCC universities are also engaging students in the CAP process to keep costs down, which also provides a valuable educational experience and engages the campus. Other institutions have used CAP planning as an opportunity to raise funds. Finally, a Climate Action Plan Council is a responsible and widely accepted mechanism for developing a CAP and determining the appropriate path to reduce global warming emissions (see Appendix V).

Institutional Returns

Climate action initiatives can competitively distinguish the university and help to attract students and faculty as well as increase alumni and local community support for the university. Currently, SDSU places in the middle third of the top two major sustainability rating and ranking instruments for higher education institutions, the Association for the Advancement of Sustainability in Higher Education’s Sustainability Tracking and Rating System (STARS) and Sierra Club’s “Coolest Schools” ranking. Our ranking position is in large part because SDSU does not have a CAP and associated institutional structures in place. A CAP would likely improve SDSU’s standing in the Coolest Schools ranking to the top third. It would also earn critical points to help SDSU achieve a Gold rating in the STARS system (SDSU received a Silver rating in 2012). Additionally adopting a CAP positions SDSU in to compete with peer institutions for a place on the Princeton Review Green College Honor Role in the Green College Guide.

Based on the committee’s review of the evidence, signing the commitment now is important for the following reasons:

Improves SDSU's competitive position and branding. The Princeton Review recently reported that over 25% of applicants said that commitment to the environment would “very much” impact their decision on a college or university. The ACUPCC provides a venue for powerful leadership-by example, which is widely-recognized because of the national profile of the initiative.

Addresses Three of SDSU's Campaign Goals. Actions that demonstrate SDSU's commitment to sustainability on campus also address campaign three major priorities: Engaging the Region, Leading Innovation and Discovery and Competing Globally. Sustainability projects connected to the ACUPCC will create opportunities for donor support around these campaign initiatives.

Generates strategic investment opportunities and cost savings. Investments in time and capital now will benefit SDSU immediately and in the long-term by building student and staff capacity, improving reputation, lower operational costs, and generating innovative new solutions.

Provides a community-wide framework and strategic perspective that is both concrete and effective, and at the same time flexible and feasible. A comprehensive, strategic plan can enhance existing sustainability activities and inspires new ones, without which, *ad hoc* efforts in academics and operations may cost more and be less effective. New regulations such as AB 32 and AB 2 which will require investments to meet carbon emissions goals, volatile energy costs, and increasing student demand for sustainability education make the potential costs of inaction far greater than opportunity costs associated with foresighted, proactive planning and investing today.

Additionally the committee identified the following as commonly reported benefits ACUPCC signatories:

Helps to avoid “re-inventing the wheel” while taking steps to address climate change. As one of seven CSUs to sign the ACUPCC, SDSU would benefit from the experiences of other CSUs that have adopted Climate Action Plans. Additionally, SDSU will have access through the ACUPCC to resources including research on best practices that can help us identify the savings and projects that best meet our campus needs and goals.

Creates opportunities for purposeful, collective action for SDSU. The ACUPCC fosters new modes of collaboration, both within the University to connect projects with faculty research and students, and with other institutions. The PCC network's collective voice is prompting government, industry, and the public to take notice that the academic community sees climate disruption as a critical issue, opening up new opportunities that would not have otherwise occurred.

In concordance with *American College and University President Climate Commitment* the SSC believes “Higher education has a moral and social responsibility to rise to the global warming challenge a challenge of massive proportion which will require transforming our economy, our institutions, our daily lives within a generation, and hence requires the active leadership of higher education to overcome. No other institution in society has the influence, the critical mass and the diversity of skills needed to be successful.”

Appendix I Feasibility and Costs

At the request of the SSC, Business and Financial Affairs contracted with the Cadmus Group to complete a comprehensive Climate Neutrality Feasibility Study and to analyze the financial costs and benefits of achieving climate neutrality. The GHG report was reviewed by BFA and a final version was released in October 2012.

Executive Summary: The ACUPCC contains five distinct requirements which must be met. In general, SDSU should have no problem meeting the first four requirements: create institutional structures to develop a comprehensive climate neutrality plan; initiate two or more specific tangible actions; create a **GHG inventory and maintain biennial updates**; and develop a plan for achieving climate neutrality. The real challenge is attaining the primary goal of the commitment, “climate neutrality.” (page 2)

Summary Assessment: “While SDSU will ultimately have to decide what is feasible for the campus, The Cadmus Group believes there is a feasible and long-term cost effective path towards climate neutrality. This path is certainly not without risk and uncertainty; it relies in part on nascent technologies just entering the market (e.g., electric vehicles, plug in hybrids and conventional vehicles with dramatic efficiency gains), continued decreases in PV prices, and key state policies such as low carbon fuel standards, renewable portfolio standards, etc. This risk is mitigated by the fact that the ACUPCC is a voluntary agreement with no penalties and little risk if the ambitious climate neutrality goals are not able to be met. The Cadmus Group believes there are significant benefits for participating in the ACUPCC, even if the campus is only able to get partway towards climate neutrality.” (page 5 Revised Cadmus Study 10/12)

Cost: “To achieve climate neutrality, SDSU will need to pursue all available strategies (outlined in a table on page 3 and available in the full report online). The entire package of measures including the aggressive building efficiency measures can reduce the total campus GHG footprint, including both SDSU’s Scope 1 and Scope 2 emissions, as well as commuting and travel-related Scope 3 emissions by 87%. Additional on-site or off-site renewable energy systems, or carbon credits can be used to net-out the remaining GHG emissions. These measures have significant costs, \$100 - 180 million implemented over a 25-30 year implementation period. However, they also have significant savings of ~\$8 million per year. The entire package has a simple payback of 20 years.” (page 3)

The full report is available at <http://crs.sdsu.edu>

Appendix II Climate Action Plan Council Structure

The SSC provided a recommendation to President Hirshman for a potential structure *for a Climate Action Plan Council (CAPC) responsible for assessing the feasibility of solutions and commitments regarding carbon emissions and climate change.*

A potential CAPC institutional structure is as follows:

- Alumni advisors (for intermittent feedback)
- 50% staff Liaison

Representative from:

- Associated Students
- Aztec Shops
- VP Student Affairs or designee
- Academic Affairs
- Business Affairs (at least 1 representative, maximum 3: Physical Plant, Finance, Facilities Planning)
- SSC representative
- VP University Relations and Development

Appendix III Summary ACUPCC Best Practices on Developing a CAP

Taken from pages 1-20 of the ACUPCC Best Practices Guide, which reviews strategies for the development and implementation of CAPs at 50 PCC institutions available here: www.presidentsclimatecommitment.org/files/documents/best_practices_cap.pdf

I. Climate Action Plan (CAP) Overview

Definition: A CAP includes a GHG inventory, which is snapshot of a school's carbon footprint as it currently exists, and *plots out how a school will progress from its current state to carbon neutrality by reducing the specific emissions sources identified in the inventory*. It is not just the inventory itself. The added value of a CAP comes in its ability to facilitate the integration of climate change and sustainability concepts into the curriculum. Broader sustainability issues, such as water conservation, have a complementary place in a CAP, but should not distract from the discussion of the largest emissions sources.

Purpose: a CAP (or broader campus sustainability plan) is a roadmap for achieving carbon neutrality and works as leverage for even greater support.

Function: According the ACUPCC a Climate Action Plan (CAP) should:

- Frame the climate commitment in the context of the school's mission and existing initiatives (such as CSU wide and campaign goals)
- Identify the school's current carbon footprint (SDSU currently tracks scope 1 and 2 emissions data)
- Cataloging the school's current climate-related efforts (SDSU has done this with STARS)
- Set concrete target dates for carbon neutrality and interim reduction goals
- Identify short-term and long-term strategies for achieving carbon neutrality and expanding educational, research, and outreach activity
- Selecting metrics that will track and measure progress (STARS metrics are widely accepted and used for this purpose)
- Establishing responsibility for implementation
- Incorporating flexibility for future iterations of the CAP
- Being publicly available (much of the information needed for a PCC/ CAP will be STARS data will be available when we submit this year)

Target: schools determine appropriate carbon neutrality targets. ACUPCC signatories vary in all aspects of their institutions and carbon neutrality target dates vary accordingly from 2010 to 2075

- *“Aspirational” vs. “Under-promise and Over-deliver”*
Selection of a carbon neutrality date is one of the most critical decisions a school will make during its CAP development and has as much to do with its campus culture as it does with the actual mitigation potential on campus.

II. **Fundamental Steps** followed by most schools:

1. Sign the ACUPCC
2. Assemble a climate planning committee
 - Identify individual(s) to drive the process
 - Map out a timeline
3. Construct a GHG inventory:
 - contact stakeholders across campus for data collection
 - assemble data and input into modeling software
 - publish inventory
4. Create a CAP:
 - Analyze inventory to identify emissions sources for priority action
 - establish subcommittees to address different sources of emissions or themes (mitigation, education, research and outreach)
 - Engage key stakeholders
 - Brainstorm climate strategies
 - Develop evaluation criteria and metrics for climate action strategies
 - Map out a timeline
 - Evaluate and prioritize climate action strategies
 - Vet ideas with appropriate stakeholders and broader campus community
 - Write the CAP
 - Obtain senior administrative approval
 - Publish CAP
5. Begin implementation
6. Periodically update and revise GHG inventory and CAP

III. **CAP Development Structure:** Nearly all school representatives emphasized that one person should be designated to oversee the process and ensure that other individuals are meeting their obligations. Two models:

- One Champion to write the CAP with 3-5 key helpers (approach used by large and small schools)
 - Pro: has the advantage of being centralized and fast
 - Con: limited planning circle means limited perspective, may not include some stakeholder
- Multi-stakeholder committee headed by one point person, with multiple sub committees
 - Pro: distributes work burden, leverages campus expertise, fosters buy-in across campus
 - Con: lengthy and potentially unwieldy CAP development process

IV. **Best Practices** for Developing a CAP

- Identify and engage stakeholders early including: Operations, Facilities, or Utilities; Procurement/Purchasing; Budget/Business and Finance; Advancement/Development; Provost/Curricular Dean; Faculty Experts; Students; Athletics; Marketing; Senior Administration
- Incentivize staff participation and get the support of senior leadership

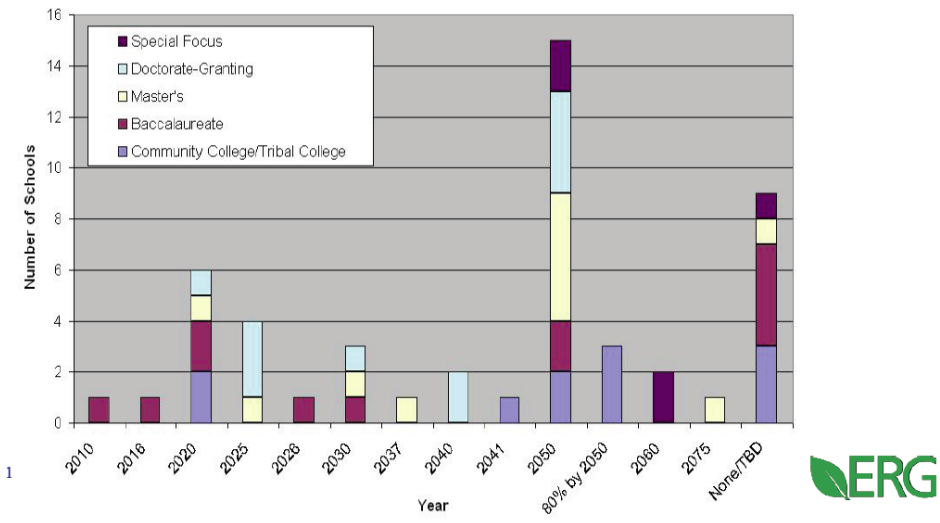
- Establish interim emissions reductions targets to benchmark progress along the way, especially if the target is distant
- Engage the campus community through research and curriculum. Integrate the CAP into the broader educational experience for students to equip them to help all of society lessen the impacts of climate disruption, prep for careers etc.
- Leverage skills and resources such as: faculty/ student/ staff expertise; CSU/ Chancellor's Office, peer signatories, ACUPCC website

V. Other Points

- Most schools needed 18-24 months between signing the ACUPCC and adopting their CAP
- CAP development process works best if it can be compressed into an academic year
- Failure to **Communicate Achievements to Stakeholders** jeopardizes the support and buy-in needed to implement a CAP

Appendix IV

Climate Neutrality Dates



Appendix V Institutional Climate Action Planning Structures

CAP Implementation Structure for Selected Peer Institutions with the Same Carnegie Classification as SDSU (RU/VH)						
Institution		Implementation Structure	Implementation Liaison's dept.	Implementation Narrative	# of Individual	Stakeholder Groups
SDSU	Large city ,	TBD	TBD	TBD	TBD	TBD
Colorado State	Mid-sized city, climate zone 5	Task Force and existing Committee	Facilities	Existing campus Environment and Sustainability Committee serves as an overall advisory group and a recently formed task force is charged with implementation.	22	Faculty, Students, Executive, Staff
Clemson	Urban fringe of mid-size city, Climate zone 7	Committee	University Planning & Design	The committee was proposed to the President by the Sustainable Universities Initiative, a group of interested faculty working on promoting sustainability considerations in teaching, research, public service and university operations. The President charged the committee and	26	Faculty, Students, Staff
Cleveland State	Large city, climate zone 5	Committee	Finance and Business Affairs	The Campus Sustainability Coalition (CSC) grew out of several on-campus efforts that began in divergent operational and academic units beginning in fall 2008. A steering committee was formed and charged with finalizing the draft mission and vision statement, draft goals, and an overall outline	20	Faculty, Students, Executive, Staff
Georgia Tech	Large city, climate zone 4	Center- or Institute-Led	Environmental Stewardship	Georgia Tech began a program of institutional transformation in the 1990's, to incorporate concepts of sustainable technology and development into every academic program, to promote innovation through research and economic development programs, and to model and	9	Board, Community Leaders, Faculty, Students, Executive, Community Members, Staff, Alumni
Arizona State	Mid-size city , climate zone 2	Center- or Institute-Led	Global Institute of Sustainability	9 Working Group Network structure focused on nine different areas of the University, in addition to five Resource Groups. The Network areas include: Energy, Water, Building/Campus Operations, Campus Design and Planning, Solid Waste, Information Technology, Transportation, Campus		
NYU	Large city, climate zone 4	Task Force	Operations	Established in October 2006, when Executive Vice President Michael Alfano announced the launch of a university-wide initiative	n/a	Faculty, Students, Please see http://www.nyu.edu/sustainability/campus.projects/task.force.html for full Task Force ros, Executive, Staff, Alumni
Portland State	Large city, climate zone 3	Committee	Campus Sustainability Office	A Sustainability Council was formed at the request of the Provost and the V.P. of Finance & Administration during an interim period between presidents. Council members were selected with input from leaders within operations, academics, and student leadership.	11	Faculty, Students, Executive, Staff
Oregon State	Large town, climate zone 3	Committee	Campus Sustainability Office	Provost's Sustainability Council in Nov. 2004 to find ways to make OSU a leader in sustainability teaching and research. The Sustainability Coordinator, hired in Nov. 2005, addresses sustainability campus-wide, with a focus on operations.	12	Board, Community Leaders, Executive, Community Members, Alumni
Ohio State	Large city, climate zone 5	Committee	Facilities Operations and Development	President's and Provost's Council on Sustainability (PPCS) was formed to oversee the development of a plan to meet this objective and to research and coordinate all sustainability initiatives on campus.	10	Faculty, Students, Executive, Staff
Rice	Large city, climate zone n/a	Multiple Committees and Sustainability Office		several levels of action: long-term planning, policy development, immediate implementation of conservation measures, and curriculum tie-in. Long-term planning will occur with the oversight of the Energy Master Plan Steering Committee through the development of an energy master plan for the university. Related policy development is handled by the	30	Faculty, Students, Executive, Staff

Rice	Large city, climate zone n/a	Multiple Committees and Sustainability Office		several levels of action: long-term planning, policy development, immediate implementation of conservation measures, and curriculum tie-in. Long-term planning will occur with the oversight of the Energy Master Plan Steering Committee through the development of an energy master plan for the university. Related policy development is handled by the Campus Energy Policy Committee. Day-to-day implementation of conservation measures occurs through an energy task force convened by Facilities, Engineering and Planning. Students are engaged in the development of the campus greenhouse gas inventory in the classroom via a class called Engineering Solutions for Sustainable Communities, and they also develop and assess solutions for the climate action plan in that class. Rice's Director of Sustainability participates in all of these activities, including co-teaching the course and chairing the Campus Energy Policy Committee	30	Faculty, Students, Executive, Staff
UCSD	Large city, climate zone 3	Committee	Auxiliary & Plant Services	UCSD has an Advisory Committee on Sustainability (ACS). The campus climate action plan will be developed via a subcommittee designated by the ACS and approved by the campus administration. As with the ACS, this subcommittee will be representative of faculty, students, operations and administration, and staff.	20	Faculty, Students, Staff
UC Berkley	Mid-sized city, climate zone 3	Steering Committee, Subunits	Office of Sustainability	The Cal Climate Action Partnership (CalCAP) Steering Committee advises CalCAP research and provides a forum for stakeholders from across campus to provide input to CalCAP. The Steering Committee has more than twenty active members from student organizations, staff, faculty and administration. The Committee membership and reviews have kept the research interdisciplinary and pragmatic. The Office of Sustainability staffs the Steering Committee and has day-to-day responsibility along with other campus departments for implementation.	20	Community Leaders, Faculty, Students, Executive, Community Members, Staff, Alumni
University of South Florida	Urban fringe of large-size city, climate zone 2	Steering Committee, Subcommittees	Office of Sustainability	2007, Dr. Whiteford convened a Sustainability Initiative Steering Committee consisting of 30 faculty, staff, and students from across the university serving on 14 different subcommittees engaged in a wide array of sustainability initiatives on campus. In 2008, USF President Dr. Judy Genshaft signed the ACUPCC during the first annual Going Green Tampa Bay EXPO. In 2009, the Office of Sustainability was created by Provost Wilcox to manage USF's climate impact assessment and reporting, as well as to serve as the single point of contact for sustainability programs and activities for USF.	30+	Faculty, Students, Executive,
University of Denver	Large city, climate zone 5	Committee		The University of Denver has created a Sustainability Council that consists of 23 members. Ex officio status is held by the Provost, the Vice Chancellor for Business and Financial Affairs, the Vice Provost for Graduate Studies and Research. Voting status is held by one representative each from Facilities, the Architect's office, University Communications, and Planning and Budget. In addition, voting status is held by up to five representatives each from University staff, University faculty, and graduate and undergraduate students. The Council will also include one Trustee.	23	Board, Faculty, Students, Staff
University of Maryland College Park	Urban fringe of large city, climate zone 3	Task Force		The University President and VP of Administrative Affairs appointed the Task Force after consultation with the Office of Sustainability, the Office of Undergraduate Studies, and key staff and students involved in climate change and campus sustainability. The Task Force will be Chaired by Dr. Matthias Ruth, Professor of Public Policy and Director of the UM Center for Integrative Environmental Research. Dr. Ruth is a member of the Maryland Climate Change Commission and CIER recently released a national report	30	Faculty, Students, Staff

To: SEN

From: Geoffrey Chase
Dean, Undergraduate Studies

Date: April 8, 2013

Re: Information

Information:

1. Update on the 2013-2014 Academic Calendar (December 11, 2013 last day of Fall classes, December 12 – 18 Fall final exams and May 8, 2014 is last day of Spring classes).

Date: May 1, 2013
To: SEN
From: Mary Ruth Carleton, VP University Relations and Development
Subject: Information

Information:

Campaign Update:

The Campaign has raised nearly \$395 million in gifts and pledges. \$214 million is dedicated to supporting our faculty through programs, endowments and chairs.

Recent gifts of note:

Henry Janssen, faculty emeritus, has made an estate gift of \$1 million to support the honors endowment.

A planned gift of nearly \$800,000 from John Jester will establish a scholarship endowment.

Diane Denkler, an alumna in engineering, has made an estate gift of \$750,000, to support an engineering endowment.

Union Bank pledged \$250,000 to support the College of Business and Guardian Scholars.

The College of Arts and Letters has received a gift of \$200,000 for international programs.

To find out more about the gifts being made to support our students, faculty and programs, please visit:
<http://campaign.sdsu.edu>.

Marketing, Communications and Alumni Engagement:

The Campaign is now reaching out across the nation to establish regional councils of alumni. The council members are being asked to support SDSU and hire students for internships and jobs. Councils have been established in San Francisco, Seattle, New York, Orange County and Los Angeles so far.

On May 14, President Hirshman will lead SDSU's delegation to Sacramento for **CSU Legislative Advocacy Day**. This will be in follow up to the visit on March 12th and will be one day after the May Revise for the California Budget.

The **Curiosity Team Lecture** was held on April 19th featuring seven of our fantastic alumni who played significant roles in the mission of landing the Curiosity rover on Mars. Jordan Evans ('93), Joey Brown ('05), Doug Clark ('85), Brandon Florow ('05), Mark Ryne ('80), Bonnie Theberge ('86) and Amanda Jeremiah Thomas ('97) described their various roles in the operation and detailed some of the science and engineering behind the mission.

This year's **Montys** were held on April 20th at the Hyatt Aventine and featured the aforementioned Mars Rover group along with: Ron Roberts ('65), Catherine Stiefel ('92), Sherrill Amador ('64), Larry Banegas ('87), Terry Atkinson ('69), Kristan Brown ('00), Margaret Calvin ('86), Edward Blessing ('60), and Bryan Ransom ('93).

URAD Updates:

Megan Collins is the new Director of Government and Community Relations
Brian Andrew is the new Assistant Director of Gift Administration and Reporting
Ryan DeLong is the new Parma Payne Goodall Alumni Center Facilities Manager