



SAN DIEGO STATE UNIVERSITY

# Senate

## October 6, 2015

### AL 101: 2:00 pm to 4:30 pm

- 1. **Agenda** (Bober-Michel)
- 2. **Minutes** (Bober-Michel)  
*online at the Senate*
- 3. **Announcements** (Deutschman)  
New Structure to Minutes, Faculty Numbers, Pell and SUG numbers,  
Feedback on Financial Sustainability
- 4. **Academic Affairs** (Enwemeka)
- 5. **Officers' Report** (Ornatowski)
- 6. **New Business: Action Items**
  - 2:15 6.1 Campus Development Committee (Shinn, Schulz) *(2:15 time certain)*
  - 6.2 Search Committee Elections
    - 6.2a - 1 member, IVC Dean Search } ELECTIONS
    - 6.2b - 5 members, DUS Dean Search }
  - 6.3 Faculty Honors and Awards (Deutschman on behalf of FHA) ..... 2
  - 3:00 6.4 GE committee (Bliss) *(3:00 time certain)* ..... 3
  - 6.5 Faculty Affairs (Imazeki)..... 5
  - 6.6 Academic Calendars for 2016-17, 2017-18 (Chase) ..... 9
  - 6.7 Committees and Elections (Rhodes)..... 14
  - 6.8 APP JMS Name Change (Schellenberg)..... 17
  - 6.9 Senate Resolution: CSU Presidential Searches (Ornatowski)..... 18
- 7. **New Business: Consent Calendar (Committee Reports)**
  - 7.1 ASCSU Report (Eadie, Ornatowski, Wheeler) ..... 19
  - 7.2 University Relations and Development Report (Carleton)..... 23
  - 7.3 Undergraduate Curriculum Committee (Verity)..... 27
  - 7.4 Response to the Referral on Student Peer Evaluations  
(APP-Schellenberg and FA-Imazeki)..... 31
    - Background for 7.4 on Student Peer Evaluations..... 33
  - 7.5 CFA Report ..... 37
- 8. **Other Information Items**
- 9. **Adjournment**

To: Senate  
From: Douglas Deutschman, Chair SDSU Senate  
on behalf of the FHA committee  
Date: 10/06/2015  
Re: Action

---

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for:  
Theophilus B. Addo, Associate Professor of Management Information Systems, July 16, 2015, 28 years  
Edith Benkov, Professor of European Studies, August 18, 2015, 32 years  
Elizabeth Cobbs, Professor of History, August 18, 2015, 17 years  
Paula Kalustian, Professor of Theatre, Television and Film, July 1, 2015, 26 years  
Michael J. Sabath, Associate Professor of Public Affairs/Imperial Valley Campus, July 31, 2015, 22 years

TO: Senate Executive Committee / Senate

FROM: Laurel Bliss, Chair  
General Education Curriculum and Assessment Committee

DATE: September 9, 2015

RE: GENERAL EDUCATION PROGRAM

---

### **Action**

## **II. FOUNDATIONS OF LEARNING**

### **B. Social and Behavioral Sciences**

*New course*

#### **FIN 250. Financial Literacy (3) [GE]**

Financial health, investments, life, property and liability insurance, residence and auto purchases, retirement and estate planning, tax planning, time value of money, and use of credit.

### **C. Humanities**

#### **1. Literature**

*New course*

#### **SPAN 250. Women's Literature in the Hispanic World (3) [GE]**

Prerequisite: Completion of the General Education requirement in Communication and Critical Thinking I.2., Composition.

Literature of Hispanic women authors and the cultural, literary, historical, and sociopolitical questions raised by their texts. Not open to Spanish majors. Taught in English.

#### IV. EXPLORATIONS OF HUMAN EXPERIENCE

##### C. Humanities

*New course*

**PHIL 335. Philosophy of Business Ethics (3) [GE]**

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Philosophical examination of the moral status of various business practices. Evaluation of moral arguments and theories regarding ways to run businesses and corporations. Analysis of moral issues that arise in everyday practices of businesses. This course cannot be used in place of Management 444, which is required of College of Business Administration majors.

*Change in course description, addition to GE, prerequisite, title*

**\*REL S 315. Yoga: Theory and Practice (A) (3) [GE]**

Prerequisite: Three units of religious studies and completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Yoga introduces cultural, historical, and philosophical aspects of yogic tradition since its earliest history to modern days. Texts, traditions, and prominent figures in yogic tradition providing a conceptual basis for the yogic practice.

*Change in course title*

**REL S 350. Experiencing the Sacred (C) (3) [GE]**

Prerequisites: Three units of religious studies and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Nature and scope of religious experience; transformations of consciousness and self through altered modes of human awareness and mind-body relationships. Yogic and ascetic experience, Shamanic trance and spirit possession, ecstatic experience and mysticism. Techniques of compassion.

---

**\*Cultural diversity course**

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

October 2015

TO: Senate  
FROM: Faculty Affairs Committee  
RE: Action

-----

The Faculty Affairs Committee recommends approval of the following policy recommendations:

1. Add these new sections to the Policy File under Existing Policy File section 5.0: 5.11 to 5.15. Renumber existing sections to the new numbers 5.16 to 5.20, with one deletion to section 5.16 as noted.

#### 5.0 Written Student Evaluation of Teaching Effectiveness

5.1 All ~~class~~ course sections taught by faculty employees shall be evaluated by students unless consultation with a college has resulted in an agreement by the dean of the college and the college peer review committee to evaluate fewer sections. In cases where student evaluations are not required for all course sections, sections chosen for evaluation shall be representative of the faculty unit employee's teaching assignment, and shall be jointly determined in consultation between the faculty unit employee being evaluated and his/her department chair or program director. In the event of disagreement, each party shall select 50% of the course sections to be evaluated. The results of these evaluations shall be placed in the faculty unit employee's Personnel Action File. Results of evaluations may be stored in electronic format and incorporated by extension into the Personnel Action File provided that individuals involved in evaluations and personnel recommendations or decisions are provided secure access for these purposes. In cases where students evaluations are not required for all classes, the classes to be evaluated shall be jointly determined by the faculty employee and the department chair or school director. In the event of a disagreement, each party shall select 50 percent of the total classes to be evaluated. Results of evaluations are stored in electronic format and incorporated by extension into the faculty member's Personnel Action File.

5.11 For the purpose of clarity and comparability across campus, responses to all quantitative items shall be rated from 1 to 5, with 1 the lowest (worst) and 5 the highest (best). These numbers shall correspond to the following descriptors, in the following order: 1=Poor, 2=Below Average, 3=Average, 4=Good, 5=Excellent. Responses of "not applicable" or "does not apply" shall be placed at the end.

5.12 Each form shall contain three common quantitative questions that together constitute universal reference points or common ground across the university's faculty evaluation process. The following common quantitative questions shall be the first questions on each form:

- Rate the instructor's overall organization and presentation of the course material.
- Rate the instructor's focus on the student learning outcomes listed in the syllabus.
- Rate the instructor's teaching overall.

In addition to these quantitative items, each form shall contain at least two open-ended, qualitative items prompting students to provide written comments. The common open-ended qualitative questions shall be:

- What were the instructor's strengths?
- In what ways might the instructor improve this course?

5.13 Any additional evaluative items shall be limited in number—no more than ten additional quantitative items and no more than one additional qualitative item. Additional items shall emphasize criteria that are credibly evaluated by students (such as clarity of instruction, usefulness and timeliness of feedback on assignments and exams, perceived fairness, punctuality and reliability, ability to stimulate student interest, ability to communicate one's subject matter or expertise, and problem-solving ability), rather than criteria that students are not particularly well qualified to judge (such as the instructor's knowledge of the subject matter or teaching methodology).

5.14 If included on the form, demographic items (such as class standing, major, and so forth) and student self-evaluative items (such as hours spent on the class) shall be listed last and clearly distinguished from instructor evaluation items.

5.15 The evaluation results report shall contain a composite mean of the three common questions as well as an overall average of all quantitative items.

~~5.146~~ Student evaluations collected as part of the regular student evaluation process shall be anonymous and identified only by course or section. ~~The format of student evaluations shall be quantitative (e.g., 5-point Likert scale) or a combination of quantitative and qualitative (e.g., space provided for student comments).~~

~~5.127~~ Student communications or evaluations provided outside of the regular evaluation process shall be identified by name in order to be included in the Personnel Action File.

~~5.138~~ The results of student evaluation of instruction shall be an important element of the evaluation of instruction but not the sole indicator of instructional quality.

~~5.149~~ The results of student evaluations of teaching effectiveness for temporary faculty employees shall be included in their periodic evaluations as required.

~~5.1520~~ The results of student evaluations of teaching effectiveness for probationary and tenured faculty employees shall be part of the WPAF as required.

2. Add the following as guidelines in RTP materials posted at the Faculty Affairs Web site.

### **Relevant Criteria for Interpreting Faculty Evaluations at the Department, College, and University Levels.**

The following criteria should be considered by committees and individuals who use faculty evaluations to assess the performance of faculty. They are also designed to help instructors better understand the strengths and weaknesses of their teaching.

- **Course modality (face-to-face, hybrid, online)**

Online courses might yield lower faculty evaluations than face-to-face courses because of possible difficulties raised by the use of technology (e.g. connection problems).

- **Course types (seminar/lecture/lab/studio)**

Seminars, labs, and studios have a tendency to be evaluated higher than lecture-based courses because of their relatively small class size and the interactive nature of the course type. In addition, generally speaking, the smaller the class, the higher the variance across terms.

- **Course levels (lower division/upper division/MA, MS/ PhD)**

Students' motivation may be greater in upper-division (more specific) than lower-division (more general) classes, which may affect the students' evaluation of the instructor.

- **Class function (prerequisite/major/elective)**

Students' motivation may be greater in elective/major than prerequisite classes, which may affect the students' evaluation of the instructor.

- **Class size (e.g., 7/35/150/300/800)**

The larger the class size, the more difficult it is to engage students in the course. Engagement inevitably influences the instructor evaluation. Furthermore, small sample size is highly variable and more extreme.

- **Academic discipline**

Disciplines engage students differently and therefore comparisons across disciplines should be avoided.

- **Team taught vs. single instructor**

Team taught courses may create challenges for coherence and consistency, as well as confusion about evaluation. For example, if three instructors collaborate on the teaching of a course, it may be difficult to sort out which student comments and assessments correspond with which instructor. In addition, if an instructor is in charge of a large class that includes laboratory sections, teaching assistants may be the ones supervising those labs. A distinction should be made in terms of evaluation of the instructor and evaluation of the teaching assistants.

- **Student experience with evaluation process**

Lower-division students and new transfer students have less experience with courses than seniors have and this may affect the students' evaluation of the instructor.

- **Student response rate to questions**

Low response is not necessarily an indicator of bad teaching; it simply does not allow generalizing results reliably to the whole class.

- **Difficult issues or challenging topics**

Faculty who teach courses related to cultural diversity and other challenging subjects often receive low evaluations, as do faculty of color who teach predominately Euro American classes.

Rationales:

These recommendations are based on the recommendations in the University Senate Task Force on Faculty Evaluations Final Report, January 9, 2015. A major aim of this is to create comparable metrics for the RTP process. These recommendations are designed to standardize some aspects of faculty evaluations across the campus and to provide more detailed guidelines for interpreting student evaluation scores to reflect variations among courses being evaluated. This recommendation is also intended to help instructors better understand the strengths and weaknesses of their teaching.

The Faculty Affairs Committee decided that the recommendation from the Task Force on Presentation of Statistical Results from Faculty Evaluations were potentially valuable but could not be easily adopted for universal use across the campus. The Committee recommends that consideration be given to linking course student learning outcomes to the second question in 5.12, directly through the evaluation website.



To: Senate

From: Geoffrey Chase  
Dean, Undergraduate Studies

Date: September 30, 2015

Re: Action Item

---

Action Item:

1. Approval of updated 2016/2017 and 2017/2018 Academic Calendar.

San Diego State University  
Academic Calendar FAQs

### **What is the academic calendar?**

This is the calendar that denotes the official start dates and end dates for summer, fall, and spring semesters. It thus identifies the days when faculty start work and when classes begin and end, when final exams begin and end, campus holidays, and the dates when grades are due. The academic calendar is not a employee work calendar.

### **Who determines the length of the semesters?**

The Chancellor's Office, WASC and CFA determine the length of semesters. WASC's criteria for accreditation purposes defines a semester as 17 full weeks with at least 15 full weeks of academic class work.

The Chancellor's Office gives us a specific framework to set the calendar. Instructional days equal 145 days for fall and spring, plus or minus a variance of 2 days. Academic days for fall and spring should be no less than 170. Below is a template the Chancellor's Office provides us as a guideline for the calendar.

Fall semester:	85 academic workdays and 75 instructional days
Spring semester:	85 academic workdays and 74 instructional days
Summer term:	68 academic workdays and 60 instructional days

The CFA Collective Bargaining Agreement 20.4 states that faculty cannot work more than 180 days for fall and spring.

It is also important to note that workdays and instructional days overlap but they are not the same. Workdays are when the campus is open. Instructional days are those work days when instruction is also taking place. The day before Thanksgiving break is a good example of this distinction. The university is open on that day, but since we do not hold classes that day, it does not count as an instructional day.

### **Why is the university no longer closed the entire week between Christmas and New Year's?**

In the past, we have been able to "bank" certain holidays (Veteran's Day, Columbus Day, Lincoln's Birthday, and Washington's Birthday, for example) and observe them on the days between Christmas and New Year's. However, when he was governor, Schwarzenegger signed a bill into law which states that Veteran's Day must be observed on the day designated for it. This means that starting in fall 2006, we will have to observe Veteran's Day at its regularly scheduled day in the fall and that we cannot observe the day between Christmas and New Year's. Cesar Chavez Day is another holiday that, by state law, has to be observed on the day designated for it.

**Why can't we lop a day off the calendar and just teach one day less?**

As noted above, the number of days faculty work and teach are set by the state.

**What is the 45 day rule?**

Faculty cannot work over 45 days without receiving a paycheck. The only time this rule applies is during the January –February pay period. If this pay period is over 45 days, then January has to be considered a separate pay period.

**What determines the number of days between the end of final exams and the day grades must be turned in?**

- Faculty must not work over 180 days pursuant to CFA Collective Bargaining Agreement provision 20.4.
- The Chancellor's guidelines for structuring the fall and spring calendar per coded memorandum.
- We have also, because of concerns raised by faculty teaching in the summer term, added more time for grading at the end of summer term.

**Why do we sometimes start classes in the middle of the week?**

- The new semester start date is determined by the last day of the previous semester. From there, we count days stipulated by the Chancellor's guidelines stated in their coded memorandum.
- At the beginning of fall semester, however, since students move into residence halls on a Friday, we schedule classes to begin on the following Monday.
- Faculty request preparation days before the start of classes. If the calendar allows, we include these days before the start of classes.

**Who has input into the construction of the academic calendar?**

As noted above, the Chancellor's Office and the State of California both have a say in the general parameters for the calendar. On campus, a number of offices and committees comment on drafts of the calendar. These include representatives from Enrollment Services, Payroll, Student Affairs, Human Resources, Residence Life, Academic Affairs, Housing, and Business and Financial Affairs. Once the calendar has undergone review by these committees and groups, it is brought to Senate Executive Committee and then it is forwarded to Senate for approval. From there, it goes to the President who has the final responsibility for approving the calendar.

SAN DIEGO STATE UNIVERSITY  
ACADEMIC AFFAIRS 2016/17 ACADEMIC CALENDAR DRAFT 9/9/2015

2016	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
MAY			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		6	6	
JUN			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			22	22	
JUL			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		21	21
AUG			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			14	11
<b>Total Academic Days for Summer 2016</b>																												<b>63</b>	<b>60</b>								

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

2016	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
AUG				T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		8	3
SEPT			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F			21	21
OCT			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		21	21
NOV			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			19	18
DEC			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		19	10
<b>Total Academic Days for Fall 2016</b>																												<b>88</b>	<b>73</b>							

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

2017	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
JAN			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		11	10
FEB			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH			21	21
MAR			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F			17	17
APR			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M		21	21
MAY			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W			13	3
<b>Total Academic Days for Spring 2017</b>																												<b>83</b>	<b>72</b>							
<b>Total 2016-17</b>																												<b>171</b>	<b>145</b>							

X designates Academic Work day  
W designates Weekend Work day  
H designates Holiday  
SB Spring Break  
This is not to be construed as an employee work calendar.  
[0] First day of Spring term.  
[1] First day of classes.  
[2] Last day of classes.  
[3] Final exams  
[4] IVC Commencement - May 11, 2017  
[5] Commencement Days - May 12, 13, 14, 2017  
[6] Grades due at 11:00 pm, end of spring semester.  
**Note: Jan and Feb days are paid in Feb**

SAN DIEGO STATE UNIVERSITY  
ACADEMIC AFFAIRS 2017/18 ACADEMIC CALENDAR DRAFT 9/9/2015

2017	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days	
MAY				T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	X[0][1]	X	X	X	X	F	S	S	M	T	W		7	7
JUN			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		22	22	
JUL			S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		21	21
AUG				W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		14	11	
Total Academic Days for Summer 2017																												64	61								

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

2017	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
AUG				W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		8	4
SEPT			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		20	20	
OCT			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		22	22
NOV			W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH		19	18	
DEC			F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S		18	10
Total Academic Days for Fall 2017																												87	74							

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

2018	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	DAYS	Instructional Days
JAN			M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		11	10	
FEB		W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		21	21
MAR			TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		17	16
APR			S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T		21	21
MAY			T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W		14	3	
Total Academic Days for Spring 2018																												84	71							
Total 2017-18																												171	145							

X designates Academic Work day  
W designates Weekend Work day  
H designates Holiday  
SB Spring Break  
This is not to be construed as an employee work calendar.  
[0] First day of Spring term.  
[1] First day of classes.  
[2] Last day of classes.  
[3] Final exams  
[4] IVC Commencement - May 10, 2018  
[5] Commencement Days - May 11, 12, 13, 2018  
[6] Grades due at 11:00 pm, end of spring semester.

TO: Senate  
FROM: Gloria Rhodes, Chair, Committee on Committees and Elections  
DATE: October 6, 2015  
RE: Action Items

**Action:**

---

The Committee on Committees and Elections moves approval of the following appointments, reappointments or replacements to committees with terms to begin and end as noted:

**COMMITTEE CHAIRS**

***Academic Resources and Planning***

Cheryl James-Ward, COE- Co-Chair

Donna Conaty, PSFA- Co-Chair

**Committees and Elections**

Gloria Rhodes, LIS – Chair

**Faculty Affairs (term ending May 2016)**

Jennifer Imazeki, CAL

**Committee Chairs (term ending May 2016)**

Library, Peter Herman, CAL

**FACULTY/STAFF APPOINTMENTS/REAPPOINTMENTS/REPLACEMENTS**

**Committees and Elections**

Arlette Baljon, SCI (term ending May 2016)

June Cummins, A&L (term ending May 2016)

David DeBoskey, BUS (term ending May 2016)

Hisham Foad, A&L (term ending May 2016)

Tonika Green, EDU (term ending May 2016)

Ignatius Nip, HHS (term ending May 2016)

Gregorio Ponce, IVC (term ending May 2016)

Gloria Rhodes, LIA (term ending May 2016)

***Diversity, Equity, and Outreach***

Anne Donadey, A&L- Chair

**Faculty Honors and Awards**

Matt Anderson, SCI (term ending May 2018)

***Freedom of Expression***

Jonathan Graubart, A&L (October 2015-May 2016)

**Graduate Council**

Chris Glembotski, SCI (September 2012-May 2018)

Richard Levine, SCI (term ending May 2018)

**Library**

Peter Herman, A&L (term ending May 2018)

**Student Grievance**

Paul Justice, S&L (term ending May 2018)

***Intercollegiate Athletic Council***

Fred Kolkhorst, (September 2012 -May 2018)

Jessica Barlow (October 2015-May 2018)

***Undergraduate Council***

Zoe Jarocki, LIB (October 2015- May 2016)

**STUDENTS APPOINTMENTS AND REAPPOINTMENTS (one year appointment -Oct. 2015-May 2016)**

***Academic Policy and Planning***

Keagan Casey

Nancy Nguyen

***Academic Resources and Planning***

Sergio Cisneros

Rachel Tisdale

***Campus Development***

Brandon Weber

***Diversity, Equity, and Outreach***

Anthony Lee

Kyle Ruiz

***Environment and Safety***

Stephanie Hernandez

***Fee Advisory Committee, Campus (CFAC)***

Blaire Ward (President, Associated Students)

Leo Carillo

Tyler Aguilar

Dominic Billot

Andrea Byrd

Sergio Cisneros

Keagan Casey

***Freedom of Expression***

Nathan Honeycutt, (A.S. President Designee)

***Honorary Degrees Advisory Committee***

Blaire Ward, President Associated Students

***Intercollegiate Athletic Council***

Chris Thomas (A.S. President Appointee)

***Student Media Advisory Committee***

Clayton Bishop

Paige Nulliner

***Sustainability***

Stephanie Hernandez



Date: 06 October 2015  
To: Senate  
From: Academic Policy and Planning  
Information: Approval of JMS New Program Proposal

---

### **Action**

APP unanimously approved the New Program Proposal (2A-08-15) from Journalism and Media Studies, which essentially elevates an existing concentration (i.e., *M.A. in Communication with a specialization in Mass Communication and Media Studies*) into a degree program (i.e., *M.A. in Mass Communication*). This proposed name change is supported by the School of Communication.

**San Diego State University Senate Resolution  
California State University (CSU) 2015-16 Presidential Searches**

**Resolved:** That the San Diego State University Senate support calls for open and transparent search processes for the four CSU presidential searches in 2015-16, in which finalists' names are publicly announced and official campus visits for them are scheduled; and be it further

**Resolved:** That this resolution be distributed to the Chair of the Board of Trustees, the Chancellor, the Chairs of the 2015-16 Trustees Committees for the Selection of the President (TCSPs), the Senate CSU and campus senate chairs.

**Rationale**

In 2015-16, the California State University will conduct searches for new presidents at four campuses, Sonoma State University, San Jose State University, CSU Channel Islands and CSU Chico. CSU presidential searches are governed by the Board of Trustees Policy for the Selection of Presidents. The Trustees Committee for the Selection of the President (TCSP) recommends final candidates to the Board. The campus Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) participates in the search process, including interviews and deliberations that lead to the selection of a final candidate(s). On the one hand, the policy expresses a welcome "deep commitment" to consultation with campus and community representatives. On the other hand, rather than mandating an open search process, the policy provides that the Chancellor and the Chair of the TCSP together decide whether to schedule campus visits for presidential finalists.

The SDSU Senate strongly urges that campus TCSPs conduct open and transparent search processes. Forgoing announcing finalists' names publicly and scheduling official campus visits for them would mean less transparent search processes and less confidence in the outcomes on the part of the university community and the public. The thoughts of CSU Sacramento's new president are instructive in this regard. In his Fall 2015 Address, President Robert S. Nelsen frankly expressed his dislike for the search process for new presidents. He spoke to the absence of an on-campus interview and who actually selects the president. In his words, "I hate that I didn't get the opportunity to meet all of you during the search and that I am only meeting you now. And I don't like it that you are only meeting me now and that the huge majority of you had no say in whom [sic] your next president would be."

[http://csus.edu/sacstatenews/Articles/2015/08/documents/FallAddress2015\\_AsPrepared.pdf](http://csus.edu/sacstatenews/Articles/2015/08/documents/FallAddress2015_AsPrepared.pdf)

Meaningful consultation means open campus visits where all members of the university community have the opportunity to meet finalists and ask them questions in a public forum. Such visits give the university and public insight into finalists' knowledge of the campus and their ability to unify and lead students, faculty, staff and administrators. They also give finalists insight into the university community they aspire to lead.

October 6, 2015

TO: Senate  
FROM: Cezar Ornatowski  
Bill Eadie  
Mark Wheeler, SDSU Representatives to ASCSU  
SUBJECT: Report on September 2-4, 2015 ASCSU plenary meeting

### **Various Items of Interest**

**RSCA:** Chancellor White has approved \$2.5M for the Research, Scholarly and Creative Activities Award (RSCA) program for the 2015-2016 academic year. Campus allocations will be based on reported fall 2014 full-time equivalent faculty.

Jennifer Eagan, CFA liaison: expressed disappointment with Chancellor White's 2% salary proposal. 5% is the "going rate" for recovering from the recession. UTLA teachers are getting it; Chabot College instructors are getting it. Many public employees are getting it. CSU faculty deserve it.

Chancellor White's reported:

- Working on a new CSU mission statement.
- Will be on campuses for 4 new presidential searches, 2 to be concluded by January, 2 by March. Will take suggestions about how presidential searches are conducted. Wants to make sure that search advisory committees are reflective of a campus.
- The question of open presidential searches in a "delicate" matter. Many high-profile administrators at other institutions, "80% of them won't apply" if they know they'll have to go public during the search. So the searches are closed, with respect to the goal of finding the best candidate possible. If all candidates were to agree to campus visits, then it could open. But that's a very low probability. So is the search "secret"? No, it's "confidential."

Lou Monville, CSU BOT Chair:

- The CSU was relatively successful in the last budget go-round at the legislature, and the Senate deserves a good bit of credit for that.

Steve Relyea, Executive Vice Chancellor, CFO:

Health care and insurance costs are rising rapidly. Demand for admission to the CSUs is higher than ever. In general, the system faces many challenges, on both the expenses and the revenues sides. Question time included comments that the CO seems to be pursuing all revenue sources *except* a restoration of state funds, which seems like the wrong message to send.

Loren Blanchard, the new Executive Vice Chancellor of Academic and Students Affairs: Introduced his vision regarding student success and how the campuses can nurture it. In accepting the job, he was particularly impressed with the CSU's graduation initiative. Took questions and provided responses, including on the issue of the increase of non-resident / international students, the diversity of (differences among) the various far-flung CSU campuses, and certain CSU practices and policies.

Steven Stepanek, Faculty Trustee reported on the summer meeting of the CSU Board of Trustees on July 20-21, 2015, which discussed the following, among other items:

The compensation challenges faced by the CSU as background for future proposals. For 2012-2013, 41% of the CSU budget was spent on salaries and wages, 18% on employee benefits and 41% on all other operational expenses. Healthcare employer paid costs increased 10.2% in calendar year 2011, 4.3% in 2012, 9.8% in 2013, 3.0% in 2014 and 2.6% in 2015 for a total 5-year increase in CSU costs of \$110,825,000. The breakdown of total compensation expense for 2014-2015 by employee types: Faculty \$16.1 million (49.1%), Staff \$12.6 million (38.1%), Management (MPP) \$4.0 million (12.5%) and Executives \$100,000 (0.3%).

One graph on CSU base salary presented to the BOT showed that while the increases in CSU salaries during the past two years are consistent with increases in education salaries and local (L.A.) and national salaries, the CSU has a three-year lag behind education salaries and a four-year lag behind local and national salaries. In the report to the Board the following appeared under graph: "In summary, the data offers a compelling story for the need to continue addressing compensation issues in the CSU. Despite efforts in the past three years, the gap between CSU compensation and other relevant markets continues to grow."

A joint meeting of the committees on Governmental Relations and Finance received an update on legislation bills and the Report on the 2015-2016 Support Budget. Regarding the CSU support budget, by the time the Governor signed the state budget the CSU was receiving its total request for a \$269.0 million increase in funding, bringing state support for the CSU to \$3.0 billion out of a \$115.4 billion state General Fund budget. This is the first time in nearly a decade that the CSU funding request to the state is being fully met. The increases to the CSU support budget include the following:

2% Compensation Pool Increase \$65.5 million  
 3% Enrollment Demand (10,400 FTES) \$103.2 million  
 Student Success and Completion Initiatives \$38.0 million  
 Academic Facilities Maintenance & Infrastructure Needs \$25.0 million  
 Information Technology Infrastructure Upgrade & Renewal \$14.0 million  
 Mandatory Costs \$23.1 million  
 Center for California Studies – cost increases \$0.2 million  
 Total \$269.0 million

In addition, the following one-time funding was provided:

Deferred Maintenance \$25 million  
California Dream Loan Program (unspecified matching of state and CSU funds)  
Basic Skills Partnership Pilot Program (\$10 million in CCC budget)

## **Resolutions**

At the September 2-4 2015 ASCSU plenary meeting, four resolutions were passed:

### **AS-3222-15/FGA Support for SB 707 (Wolk) Gun-Free School Zone**

Supports legislation that would prohibit a person with a concealed weapon permit from bringing a firearm onto K-12 school grounds or higher education campuses (the bill makes exception for certain law enforcement personnel).

### **AS-3224-/FGA Support for SB 172 (Liu) Pupil Testing: High School Exit Examination: Suspension**

Supports legislation that would temporarily remove *the California High School Exit Examination, or CAHSEE* (which assesses proficiency in English language arts and mathematics) as a condition of high school graduation for the academic years 2015-2016 through 2017-2018.

### **AS-3230-15/APEP Establishing a Task Force on the Requirements of CSU General Education (GE) Mathematics / Quantitative Reasoning (B4) Credit**

### **AS-3232-15/APEP On the California High School Exit Examination**

Acknowledges and applauds the efforts of Senator Hancock and Assembly Member O'Donnell, which culminated in *SB 725, Hancock. Pupil testing: high school exit examination: exemption.*

Three resolutions received their first reading

### **AS-3223-15/FA Suspension of CSU Background Check Policy (HR-2015-08)**

Calls for a suspension of the new CSU Background Check Policy (HR-2015-08) and asks the ASCSU and the Chancellor's Office to establish a task force to study the policy and make recommendations regarding appropriateness of background checks for specific areas of faculty responsibility on campuses.

### **AS-3228-15/ FA Addition of an Emeritus/Emerita Faculty Member to the CSU Board of Trustees**

Calls on the ASCSU to advocate for the addition of an emeritus or emerita faculty member to the CSU Board of Trustees. It also requests that the Chancellor's Office support legislation amending the Education Code to that effect.

**AS-3229-15/FGA California State University 2016-17 Support Budget Preliminary Plan**

Commends the CSU preliminary plan for the 2016-17-support budget. It also urges the Board of Trustees to seek additional funding to provide a compensation pool increase for all employees beyond the administration's proposed 2%.

TO: SEC

FROM: Mary Ruth Carleton, Vice President, University Relations and Development

DATE: September 15, 2015

RE: Information

---

**Over \$628M has now been raised for The Campaign for SDSU. The following gifts have been received since the last report:**

Alumni Linda and Tom Lang have pledged \$500,000 to support the College of Business Administration, the College of Engineering and the Veterans Program.

Alumna Cheryl Hintzen-Gaines has bequeathed \$100,000 to support Veterans Programs at San Diego State University.

Alumnus Floyd W. Pickrell, Jr. has pledged \$250,000 to support the Fowler Challenge Fund for Athletics.

Hal and Debby Jacobs made a gift of \$125,000 to support athletics.

Alumnus Joseph Fisch made a gift of \$36,000 to support Friends of Music and Dance in the College of Professional Studies and Fine Arts.

ASHRAE San Diego has made a gift of \$26,050 to support an endowment in the College of Engineering.

A gift of \$22,000 from the Filanc Family Trust will support athletics.

Faculty Emeritus Kenn Ulrich and his wife Joyce have increased their initial bequest by \$243,750 for a total of \$393,750. Their gift will create the Lee Rae Ulrich Costume Design Memorial Fund in the College of Professional Studies and Fine Arts.

Alumni Dennis and Janet Cruzan have made a gift of \$30,000 to support athletics.

The Price Philanthropies Foundation made a gift of \$15,000 to support scholarships in the College of Health and Human Services.

The James Hervey Johnson Trust has made a gift of \$100,000 to support the College of Arts and Letters.

A gift of \$15,000 from the Sigma Pi Educational Fund of San Diego will support the Aztec Club.

Alumnus Art Flaming and his wife Gwen have gifted \$30,000 to support athletic scholarships and \$20,000 for the Fisher Basketball Endowment.

**Alumni Association:**

Strive is SDSU's first crowdfunding platform and the mission of the site is to promote university fundraising initiatives through alternative channels. The site modernizes annual fund giving and focuses on projects conceived by San Diego State University students, faculty, and staff. The goal of crowdfunding at the university is to diversify giving options, raise funds for our campus partners, and ultimately increase alumni participation and donors to the university. Through Strive, alumni and friends of the university are given the opportunity to choose the causes they are most passionate about, and then spread the word through their network(s) about their contribution(s) and the importance of the cause(s).

To date Strive has launched 12 projects. Highlights for our first month are as follows:

- 5 of our initial 7 projects which premiered at launch funded before the campaign end date.
- A \$2,500 gift to the Thresher project was received to close out the campaign. This gift was from a first time donor.
- A \$2,015 gift to the Comic Archive project was also received from a first time donor to close out the campaign. This gift was matched by the donor's company making the total for the gift \$4,030.00.

Project Name	Date Launched	Goal	Money Raised	Unique Donors	Notes
Comic Archive in the Library	7/21/2015	\$5,000.00	\$6,391.00	24	
Thresher Project through Zahn Center	7/21/2015	\$5,000.00	\$5,250.00	34	
Science Alumni Network Scholarships	8/31/2015	\$2,500.00	\$840.00	6	
Aztec Mural Project	9/3/2015	\$3,500.00	\$50.00	1	
Athletics Nutrition Plan	7/21/2015	\$5,000.00	\$1,108.00	24	
Compact Scholars Graduation Support	7/21/2015	\$5,000.00	\$3,488.00	48	
Marching Band Support	7/21/2015	\$1,500.00	\$1,528.00	34	First Project to fully fund through Strive.
Student Philanthropy Aztec Proud	7/21/2015	\$10,000.00	\$13,125.00*	1,057*	Strive used to increase awareness. Donors and dollars came in via campus tabling.
Rock and Roll Mural Support	7/21/2015	\$5,000.00	\$5,126.00	9	Funds mostly raised through direct mail in Spring 2015. Strive used to close out campaign.
Arts and Letters Alumni Scholarship	9/9/2015	\$5,000.00	\$0.00	0	
Center for Surf Research Internship Support	9/9/2015	\$5,000.00	\$0.00	0	
Aztec Football Cal Game Project	9/12/2015	\$3,500.00	\$0.00	0	Project only launches on an Aztec victory.



**Campaign, Presidential & Special Events:**

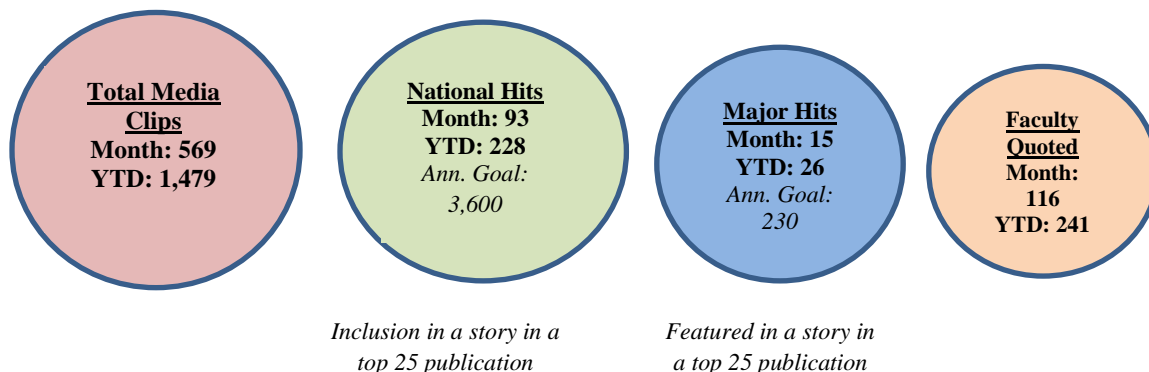
President Hirshman and Vice President Carleton hosted several stewardship lunches and dinners for key donors to the Campaign for SDSU.

On Thursday, August 13, a reception for the *Presidential Staff Excellence Zuma Award* recipients was held at the Parma Payne Goodall Alumni Center. The Zumas recognize the contributions and efforts made by staff in support of the University, the community and their fellow employees.

**Engineering and Interdisciplinary Sciences Complex:**

The Engineering and Interdisciplinary Sciences Complex (EIS) received approval by the CSU Board of Trustees in May and demolition began this month, with construction scheduled to begin in October. Since April, the EIS Campaign has raised almost \$3.49M with 7 namings and two \$1M gifts. Engineering alumnus, Bill Leonhard, has pledged \$1M to name the Entrepreneurial Center and Cymer, Inc. has pledged \$1M to name the entry plaza of the complex. Communications regarding the EIS Complex have ramped up as, earlier this month, the EIS Campaign website was launched and the EIS-dedicated issue of the 360 Magazine was mailed to thousands of alumni, donors and friends of San Diego State.

**Media Relations:**



**Media Relations:** Major media coverage this month included:

- KFMB’s Move-In Day segment picked up by Yahoo News and Yahoo Sports;
- The latest Kepler discovery in Huffington Post, Yahoo News, CNET, Science Daily;
- News about SDSU once again being named one of the most LGBT friendly colleges in the country picked up by Washington Post, Huffington Post, Out Magazine and LGBT Weekly

**Experts Quoted:** Faculty experts were quoted by media all over the country including:

- Dan Eaton on CNBC talking about parental leave rights;
- Carl Winston talking about Anaheim’s tourism (Los Angeles Times, MSN Travel);
- Rebecca Lewison on KGTV about how the drought is affecting wildlife;
- Tanis Stark on the 10<sup>th</sup> anniversary of Hurricane Katrina on KPBS.

**National Markets:** Key San Diego media coverage included:

- Move-In Day and the opening of Zura Hall (KUSI, KSWB, KFMB, KGTV);
- The first day of school with Brad Perry from KUSI;
- and a live KUSI interview with President Hirshman.

**Additional coverage in our target markets this month included:**

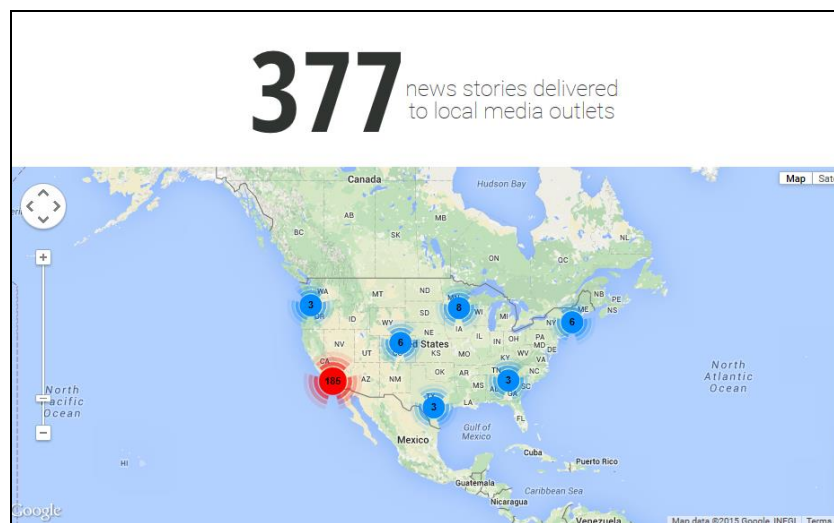
- Zahn Innovation Platform announcement (San Diego Union-Tribune, KNSD,
- the re-opening of the Joan and Art Barron Veterans Center (The San Diego Union-Tribune, KPBS, FOX5 and KFMB);
- a San Diego Union Tribune feature on the success of SDSU Strive;
- a feature on linguistics professor Douglas Bigham in San Diego Magazine, talking about his unique course offerings;
- a feature in the San Diego Union Tribune about the \$2.5 million grant awarded to SDSU to improve care for older Americans.

**Merit Student Achievements**

*Recognizing individual student accomplishments and sharing with their friends, families and home towns via social media and traditional media.*

August Achievement	Total Students	Student Open Rate	Student Click Rate	Media Outlets
Robosub Participants	12	92%	73%	10
	243	93%	83%	312

Year to Date		Annual Goal
Students with Merit Pages	7,967	8,500
High Schools Reached		
Social Media Impressions	400	49,000



To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair  
Undergraduate Curriculum Committee

Date: September 9, 2015

Re: 2016-2017 *General Catalog*

**INFORMATION (3I-09-15)****ART**

1. Change in program.

**Art Major****With the B.A. Degree in Applied Arts and Sciences****(Major Code: 10021) (SIMS Code: 660501)****Emphasis in Graphic Design****(Major Code: 10091) (SIMS Code: 660557)****Impacted Program.** *(no change)***Preparation for the Major.** *(no change)***Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 33 upper division units in art to include Art 341, 342A, 345; six units selected from Art 313, 441, 442, 450, 454; six units selected from Art 445B, 445C, 541, 542, 545; six units of upper division art electives; six units of art history (Art 371, 557 through 578, and 593); Art 577 recommended.

Change(s): Addition of Art 313 as optional required elective.

2. Change in program.

**Art Major****With the B.A. Degree in Applied Arts and Sciences****(Major Code: 10021) (SIMS Code: 660501)****Emphasis in Painting and Printmaking****(Major Code: 10021) (SIMS Code: 660573)****Impacted Program.** *(no change)***Preparation for the Major.** *(no change)***Graduation Writing Assessment Requirement.** *(no change)*

**Major.** A minimum of 30 upper division units in art to include six units of art history (Art 371, 557 through 578, and 593); six units selected from Art 340, 346, 403, 404, 406, 407, 410; three units selected from Art 500, 503, 504, 511; nine units selected from Art 344, 407, 408, 410, 411, 416, 443, 446, 506; six units of upper division art electives.

Change(s): Total upper division units reduced by three units to 30 units and required upper division electives reduced from 12 to nine units.

### FINANCE

1. New course.

Finance

*FINANCIAL LITERACY (C-1)*

FIN 250. Financial Literacy (3) [GE]

Financial health, investments, life, property and liability insurance, residence and auto purchases, retirement and estate planning, tax planning, time value of money, and use of credit.

### KINESIOLOGY

1. Change in program.

**Athletic Training Major**

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

**(Major Code: 08375) (SIMS Code: 556522)**

Paragraphs 1-3 (*no change*)

**Preparation for the Major.** (*no change*)

**Graduation Writing Assessment Requirement.** (*no change*)

**International Experience.** (*no change*)

**Major.** A minimum of 44 upper division units to include Exercise and Nutritional Sciences 303, 304, 304L, 305, 306, 307, 365, 367, 367L, 368, 368L, 389A, 389B, 389C, 389D, 401A, 434, 463, 463L, 465, 466; Biology 336. Biology 336 will also satisfy three units of the General Education requirement in IV.A. Recommended: Students should take Sociology 355 to satisfy the General Education requirement in IV.B.

Change(s): Removal of Nutrition 304 reduces upper division units from 47 to 44.

### PHILOSOPHY

1. New course.

Philosophy

*PHIL OF BUSINESS ETHICS (C-2)*

PHIL 335. Philosophy of Business Ethics (3) [GE]

Prerequisite: Upper division standing and completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Philosophical examination of the moral status of various business practices. Evaluation of moral arguments and theories regarding ways to run businesses and corporations. Analysis of moral issues that arise in everyday practices of businesses. This

course cannot be used in place of Management 444, which is required of College of Business Administration majors.

### RELIGIOUS STUDIES

1. Change in course description, GE, prerequisite, title.

Religious Studies

*YOGA THEORY AND PRACTICE (C-2)*

REL S 315. Yoga: Theory and Practice (A) (3) [GE]

Prerequisite: Three units of religious studies and completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Yoga introduces cultural, historical, and philosophical aspects of yogic tradition since its earliest history to modern days. Texts, traditions, and prominent figures in yogic tradition providing a conceptual basis for the yogic practice.

Change(s): Course now offered for GE. Title updated from *Sacred Texts of Yoga* to what is reflected above. Description updated to better align with course content. Prerequisite updated to reflect GE expectations.

2. Change in course title.

Religious Studies

*EXPERIENCING THE SACRED (C-4)*

REL S 350. Experiencing the Sacred (C) (3) [GE]

Prerequisites: Three units of religious studies and completion of the General Education requirement in Foundations of Learning II.C., Humanities for nonmajors.

Nature and scope of religious experience; transformations of consciousness and self through altered modes of human awareness and mind-body relationships. Yogic and ascetic experience, Shamanic trance and spirit possession, ecstatic experience and mysticism. Techniques of compassion.

Change(s): Title updated from *Varieties of Religious Experience* to what is reflected above.

### SPANISH

1. New course.

Spanish

*WOMEN'S LIT HISPANIC WRLD (C-4)*

SPAN 250. Women's Literature in the Hispanic World (3) [GE]

Prerequisite: Completion of the General Education requirement in Communication and Critical Thinking I.2., Composition.

Literature of Hispanic women authors and the cultural, literary, historical, and sociopolitical questions raised by their texts. Not open to Spanish majors. Taught in English.

2. New course.

Spanish

*SPAN FOR EDUCATORS (C-2)*

SPAN 408. Spanish for Educators (3)

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

Project-based collaborative analysis of linguistic and cultural competencies in Spanish required to interact with K-12 schools and their Spanish-speaking communities.

Date: 06 October 2015  
To: Senate  
From: Faculty Affairs and Academic Policy and Planning  
Information: Joint-response to senate referral regarding use of student peer evaluations in formulating student grades

---

On 1 April 2015, Faculty Affairs (FA) and Academic Policy and Planning (APP) received the following joint-referral from senate officers accompanied by the attached memo from the Student Grievance Committee.

*“Advise the Senate on the recommendation of the Student Grievance Committee that: any “peer evaluations” or peer estimations of coursework completed shall be based on a clear rubric and shall not account for more than 5% of the final grade of the course.”*

We would like to thank the Student Grievance Committee for their work on this and other issues, and their efforts to raise this issue for broader consideration and discussion across the university. After thoughtful consideration and discussion of the referral and memo, both committees view the use of peer evaluations in the determination of grades to be an important issue, but not one that rises to the level of a formal policy change. In the committees’ view, the provided grievance examples likely could have been avoided through better communication and clearer expectations on the part of the instructor, echoing the Student Grievance Committee’s consistent findings in favor of the students and their admonitions to the involved faculty. However, precluding such grievances through a “global” limiting percentage for this practice was viewed as overly restrictive to “local” situations where effective peer evaluation is a core component of a course’s structure and goals. Thus, faculty should retain the right to structure their courses in the most effective manner that promotes student achievement, but appreciate their intrinsic responsibility for providing an effective, productive, and inclusive learning environment for all students<sup>1</sup>.

We strongly endorsed the SGC’s consistent recommendations that instructors provide clear syllabus language and peer evaluation rubrics. Such rubrics are an obvious component of an effective grading policy (as required for all syllabi<sup>2</sup>), and provide an explicit means to establish clear student expectations and responsibilities. We also encourage faculty to design a strong formative component for any peer evaluations, which provides multiple “low-stakes” opportunities for (1) evaluators to build their capacity for effective feedback, (2) evaluatees to “up their game” if merited, and (3) instructors to identify and resolve potential issues.

Peer evaluation can be an effective means for formative and summative assessment of collaborative learning, which is an established “High Impact Practice” that promotes student proficiency in at least three of our seven Essential Capacities for General Education (i.e., *Negotiate differences*, *Integrate global to local perspectives*, and *Evaluate consequences of actions*). We encourage faculty that currently include, or are interested in developing, peer evaluations (and collaborative learning in general) to explore resources on the Center for Teaching and Learning website. In addition, faculty are welcome to contact the Director of the Center for Teaching and Learning for additional discussion. In addition, we suggest that a future edition of the SDSU Curriculum Guide would be an appropriate venue to provide recommendations and resources for such pedagogical endeavors, particularly with respect to their integration into courses and communication within syllabi. More broadly, we encourage the entire university community to embrace a reflective approach in their design of effective courses, with a focus on ensuring a productive and inclusive learning environment for all students.

---

<sup>1</sup> This issue of academic freedom is a central and cherished tenet of higher education, but is not a shield from broader educational responsibility. The Association of American Colleges and Universities (AACU) addresses this issue in their Statement on Academic Freedom and Educational Responsibility (2006):

*“There is, however, an additional dimension of academic freedom that was not well developed in the original principles\*, and that has to do with the responsibilities of faculty members for educational programs. Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students’ achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students – through whole college programs of study – to acquire the learning they need to contribute to society.”*

(\* “original principles” refers to AACU’s Statement of Principles on Academic Freedom and Tenure (1940), which can be accessed through the digital “Redbook” at <http://www.aaup.org/reports-publications/publications/redbook>.)

<sup>2</sup> From Section 2.0 of the Academic Responsibilities section of University Senate Policy File: “The syllabus for each course **shall describe** . . . the course design, required materials, schedule, and **grading policies**, which may vary by section.”



**MEMORANDUM**

DATE: March 27, 2015

TO: Dr. David Ely, Chair – University Senate  
University Senate Academic Policy and Planning Committee

FROM: Dr. Patricia Lozada-Santone, Chair, Student Grievance Committee  
Marit Bessesen, Ombudsman

RE: Student Grievance Committee Recommendation – Summary of Cases

This memo describes some of the cases that have come forward to the Office of the Ombudsman and to the Student Grievance Committee which prompted members of the Student Grievance Committee to recommend a change in University Policy in regards to the use of “peer evaluations” to assess a student’s course grade.

In order to protect the confidentiality of the student and the faculty, no names will be included in this memo.

**Case A:**

Student felt that the group evaluation was not a fair representation of his work in the group/class and this reduced his points in the course so low that he earned a grade of D-. During the semester there were no issues with his group and he attended every meeting. At no point during the semester did any member of the group indicate that the student was not performing satisfactorily. There was no rubric for group grading nor were there any group check ins to evaluate how each member was performing on an ongoing basis. At the end of the term he felt as though the group had “turned” on him and gave him a low evaluation and did not understand why. He felt he worked hard in the course and the grade of D- is not reflective of the work he did. Student did meet with the instructor right after the final grades were posted and during that time the instructor did not show him his grades/points in the course.

*Student Grievance Committee Recommendation:*

The Student Grievance Committee (SGC) held a formal hearing for this case and unanimously voted to change the student’s grade. The SGC was concerned with the weight that peer evaluations had on the student’s overall grade, which was deducted 20% or 21 points due to negative peer evaluations. This was stated on the faculty’s syllabus, which stated only that “*the grades of low contributors will be reduced based on these evaluations*” and provided no explanation as to how it was factored into the final grade.

The SGC unanimously agreed that grades should be awarded based on the faculty's assessment of the student's work. The SGC asked that if the faculty did choose to use evaluations, to please consider having them after every major presentation to give students an opportunity to address problems early. The student stated at the hearing that he was not aware of his group members' dissatisfaction with his participation and contribution and that he attended every group meeting and completed his assigned tasks. The student was not given the opportunity to refute his peer's arguments. His assumption based on his group's performance and grades (which had been A's and B's), was that he was doing well in this course.

**Case B:**

The student felt blindsided by his group's assessment of his contributions to the final project. He stated that there was no indication from his group of a problem. He also stated that the group did not utilize the option of "firing" him from the group, thus giving him an opportunity to complete his project alone. The student stated that he did not know that he would not receive full credit on the project until he saw his final grade on Blackboard after the end of the semester. The student stated that he did everything that was asked of him by fellow group members. He also stated that he was not able to attend some meetings as they were held when he was at work, which the other group members were aware from the beginning of the project of his work times.

*Student Grievance Committee Recommendation:*

The SGC was concerned that the student was not given the opportunity to resolve any internal conflicts with his group members before peer evaluations and that no indication of such concerns were brought up until after the fact. The committee agreed unanimously that it is the professor's obligation to communicate with students when concerns arise, especially in group collaborations. In an effort to be inclusive, faculty must ascertain that a student is not forced out of a group, and/or given the opportunity of dialogue, and/or an individual project. Group contracts should not supersede the professor's grading policy for the final grade of an individual student. To avoid more cases of this nature, the SGC suggested that the faculty implement a system of "checks and balances" throughout the semester.

Members of the committee strongly recommended that the faculty assign a team leader to each group and meet with team leaders regularly to review group concerns and project expectations. The SGC also recommend that the faculty reinforce firing protocols as stated in the course syllabus. Concerns brought to the faculty's attention by team leaders/members should be addressed immediately and all parties involved should have the right to defend themselves. In this student's case, he was denied the opportunity to work on his own and receive an individual grade.

Additionally, the SGC was concerned with the weight that peer evaluations had on the student's overall grade. The SGC unanimously agrees that grades should be awarded based on the faculty's assessment of the student's work. Student's should not be given

the high responsibility (and emotional burden) of determining their peer's final grade in a course.

**Case C:**

The student stated that he had been marked down on his group project grade due to the evaluations by his team members. This caused a two grade level reduction of his final grade in the course which he felt was not fair. The student claimed during the course of the project, none of his group members or the instructor informed him of any concern regarding his work in the group. There was also no policy given to the students of exactly how the scores received from team members would affect one's grade (i.e. how many low scores would cause a grade to be marked down 1 grade level versus 2). The student also expressed concern about how the professor determines if a student loses 1 grade level or 2. The evaluations that he received for participation were rated high and a medium and for quality, a high, a medium, and a low. He did not understand how the scores he received caused him to lose 2 grade levels.

*Student Grievance Committee Recommendation:*

The SGC was concerned that the student did not receive notice of underperformance in his group project until viewing his peer evaluations after the fact. Per the course syllabus, if a team member is "not contributing at the desired level," you need to be notified right away to address the issue; however, the student was not provided with any notice of poor performance throughout the group project. The Committee felt that at this point, the faculty did not follow the syllabus. As a result, the student did not have the opportunity to discuss concerns with you or his teammates to modify his contributions.

The SGC strongly recommends that the course syllabus be changed in order to eliminate any subjectivity and clarify how peer evaluations affect the overall grade in the course.

The SGC unanimously recommended that the faculty develop a peer evaluation rubric and specifically state what "high," "medium," and "low" performance and quality of work mean. Students evaluating their peers must have a clear understanding of how much their evaluation affects their peers' grades on the project and the entire course. In this regard, the SGC is concerned that students are given the power to influence the overall grade of their peers. Had the syllabus procedures been implemented, the student could have met with you to address the concerns and avoid losing two letter grades.

The committee suggests you reconsider how peer evaluations contribute to a student's final grade. The SGC discussed during deliberations the option of eliminating peer evaluations as the determinant of final grades. The Committee felt that students should not, unknowingly, impact the final grade of their peers.

**Case D:**

The student was not given any warning that he was going to be removed from his group. Once he was notified that he was removed from the group he was not given an opportunity to rectify the situation. The course syllabus clearly states that the maximum penalty for team members that do not contribute adequately to their team is a reduction of up to two grade levels on the project. The student claims that he tried to be an active member of the group but was “locked out.”

*Student Grievance Committee Recommendation:*

The SGC was concerned that the student did not have an opportunity to explain himself to the faculty or his group members before being removed from the team project. Per the student’s statement at the hearing, he had been removed from the team but was not given an opportunity to explain nor any other “equivalent” projects to complete. The due date for the project was approximately three weeks away, and if given the opportunity, the student may have been able to work out any concerns with his teammates. The committee agreed unanimously that it is the professor’s obligation to communicate with students when concerns arise, especially in group collaborations. In an effort to be inclusive, faculty must ascertain that the “fired” student(s) was not forced out of a group or not given the opportunity of dialogue or individual project.

**Final Student Grievance Committee Recommendations:**

Any “peer evaluations” or peer estimations of coursework completed shall be based on a clear rubric and shall not account for more than 5% of the final grade of the course.

The above cases are the most recent (2012-2015) involving peer evaluations as a determining component of the course grade – further details of other cases can also be provided upon request<sup>1</sup>.

---

<sup>1</sup> A subsequent APP email request for more detail regarding peer-evaluations issues resulted in the following email response from Marit Bessesen, Ombuds:

*We have three current cases that have gone to a formal grievance involving peer evaluations that were not included in the memo from last year as they were filed during the summer.*

*Additionally, there at least eight separate cases that occurred between 2012-2015 that were not included in the initial number as they did not result in a formal grievance: I was able to achieve a resolution with the faculty involved before that point.*

*Finally, there are a number of cases (approximately twenty) of student contacts with my office where the student has mentioned difficulty with peer evaluations in a meeting with me but those students have not pursued any further contact with my office.*

*I hope this information is helpful - please let me know if you have any other questions.*

To: Senate  
From: Charles Toombs, Chapter President, CFA  
Date: 22 September 2015  
Re: Information Item

---

CFA Report:

### **Bargaining Update**

A second Mediation session, in the negotiations over a faculty salary increase, is scheduled for October 8. The CFA Bargaining Team and CSU management are engaged in non-binding Mediation, as proscribed by state statute, because we are at an impasse in negotiations. CFA is proposing a 5% raise for all faculty members for 2015-16, plus a 2.65% SSI ("step increase") for all eligible faculty members.

### **Mediation and the right to Strike**

CFA is bargaining in good faith and we hope a resolution can be reached. But it is important for us to be realistic and to put Mediation in a historical context: an agreement has never been reached in Mediation in our previous negotiations with CSU management. In our current negotiation, the Chancellor has not budged one inch from his first and only offer of 2%.

If Mediation fails, the salary dispute goes to Fact-finding. We would not have the right to strike until after the Fact-finding process is complete. In the meantime, we CAN increase pressure on the Chancellor and let him know that faculty members are prepared to act if a fair settlement is not reached.

Many of you have already filled out the "Commitment Card" supporting the effort for a 5% salary increase. If you have not filled out the "Commitment Card," please do so at:

<http://www.calfac.org/form/we-need-your-support-5-percent-faculty-salary-increase>

As we have done in previous negotiations, we must increase faculty pressure on the Chancellor. Showing the Chancellor that we are prepared to act is necessary if we are to get the CFA proposal from the CSU.

### **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](mailto:cfa@mail.sdsu.edu) or x42775.