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**SDSU Senate**  
**September 3, 2013**  
**AL 101**  
**2:00pm - 4:30pm**

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|--|-------|
| <b>1. Agenda (Goehring)</b>                                  |       |
| <b>2. Minutes (Goehring)</b>                                 |       |
| <b>3. Announcements (Eadie)</b>                              |       |
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| <b>6. Elections</b>  |       |
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| 6.2 VP Student Affairs Search Committee                      | 9-10  |
| 6.3 Business Dean Search Committee                           | 11    |
| 6.4 Strategic Plan Implementation Group Faculty Applications | 12-24 |
| 6.5 Strategic Plan Implementation Group Staff Applications   | 25-32 |
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| <b>11. Adjournment</b>                                       |       |



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THE PRESIDENT

June 3, 2013

MEMORANDUM

To: Bill Eadie, Chair  
SDSU Senate

FROM: Elliot Hirshman *EH*  
President

I approve the following actions from the Senate meeting on May 7, 2013.

**1. Item 6.1: Enrollment Services**

The Senate approved the 2013 spring and summer graduates.

**2. Item 6.4 Constitution and Bylaws**

The Senate approved the changes to the Policy File regarding Student Affairs Committee.

**3. Item 6.6 Sustainability**

The Senate approved to recommend to President Hirshman that San Diego State University become an American College and University Presidents' Climate Commitment (ACUPCC) signatory.

EH:rjl

DATE: August 29, 2013  
TO: SEN  
FROM: Senate Officers  
RE: Action: General Senate Agenda 2013-14

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The Senate Executive Committee moves approval of the Senate Agenda for 2013-14:

- 1) Monitor and participate in searches
- 2) Make sense of General Education
- 3) Discuss how shared governance can be more inclusive at San Diego State
- 4) Participate in implementing Strategic Plan

**TO: SEN**

**FROM: SEC**

**SUBJECT: Action: Disability Access and Compliance Committee**

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### **Action**

To insert the following Senate-appointed committee into page 65 (and associated committee charts) of the University Policy File:

### **Disability Access and Compliance Committee**

1.0 Membership (15): President, or designee; Provost or designee; Vice President for Business and Financial Affairs or designee (co-chair); Vice President for Student Affairs or designee; Director, Center for Human Resources or designee; Associate Vice President for Facilities Planning & Operations or designee; Chief Information Officer or designee; Chief of Police or designee; Director, Office of Employee Relations & Compliance; Director, Contract and Procurement Management; Director, Student Disability Services (co-chair); one faculty member selected by the University Senate; two students (one graduate, one undergraduate), selected by Associated Students, one staff member, selected by the Staff Affairs Committee with concurrence of the University Senate.

2.0 Functions: The committee shall discuss, monitor, and evaluate campus-specific issues relating to compliance with Executive Order 926, or its successors, and applicable federal and state laws and regulations.

### **Rationale**

Executive Order 926 was issued in 2004, and one of its provisions mandated the establishment of this committee. The committee was established, but it was never proposed for inclusion in the University Policy File and the faculty and staff representatives, while recruited for membership, were never confirmed by the University Senate. Inclusion of this description (which follows the provisions of EO 926 and whose membership reflects the current composition of the committee) will prompt the senate's Committee on Committees and Elections to monitor the faculty and staff membership of this committee and will rotate that membership as appropriate.

## **Provost Search Committee Applications**

### **Anne Donadey**

Professor

Anne Donadey is Professor of French and Women's Studies and chair of the department of European Studies. Her extensive participation in university governance and her commitment to academic excellence and to diversity give her an appreciation for the qualities necessary in a successful Provost. She has served on the University Senate since 2003, on the Senate's committee for Diversity, Equity and Outreach (DEO) since 2003 (she chaired the committee between 2004 and 2011, during which time she also served on the Senate Executive Committee), on CFA's Faculty Rights Committee since 2009, on the Strategic Plan Diversity Task Force in fall 2012, and on the College of Arts and Letters' Academic Policy and Planning Committee for the last two years.

### **Joanne Ferraro**

Professor and Chair  
History

Joanne Ferraro is interested in serving on the search committee for the new provost. Professor Ferraro has an extensive career of service to the College of Arts and Letters. In addition to chairing the Department of History over the last decade, Ferraro has served as the Coordinator and Chair of CAL's Professional Leaves and Research Committees for several years. She was also a member of the search committee for Paul Wong, the Dean of the College of Arts and Letters, and she has served on his Academic Planning Committee for the last three years. Ferraro has a distinguished academic record of publication in the historical discipline, has earned a number of national research grants, and has been the recipient of the Timeos Outstanding Teaching Award as well as the University Alumni Award affectionately known as the Monty (2010). Her demonstrated commitment to academic excellence would be a valuable addition to the search committee for the new provost.

### **Mel Hovell**

Director  
Center for Behavioral Epidemiology and Community Health (CBEACH)

### **Georg Matt**

Professor and Chair  
Psychology

Dr. Matt is a Professor and Chair of Psychology. He joined SDSU in 1988 and has seen it grow into a dynamic, diverse, and intellectually rich university that values scholarship, teaching, and community involvement. Dr. Matt brings experience as an active researcher, teacher, mentor and administrator in a department that serves a large and diverse population of students and that offers rigorous and nationally ranked programs at the undergraduate and graduate levels. While Psychology faculty at SDSU value teaching undergraduate students in the classroom and mentoring them in their labs, Psychology faculty are also highly productive and prominent researchers. They ranked #1 or #2 over the past five years among all of California's Psychology Departments in terms of NIH research funding (and top 10 in the U.S.). The joint doctoral program in Clinical Psychology has consistently been ranked in the top 5 among more than 350 doctoral programs in Clinical Psychology in the U.S. Our new Provost will be charged with leading our efforts to continue SDSU's trajectory to become the leading institution of public higher education that succeeds in achieving excellence in scholarship and teaching. Dr. Matt brings experience, commitment, and vision to the search committee to help identify the best candidates for the position of Provost at SDSU to achieve this goal.

**Marie Roch**

Professor  
Computer Science

Marie Roch is a Professor of Computer Science. Marie is committed to a balanced teacher-scholar model and will work to ensure that the committee takes into account the needs of both teaching and research across all colleges. Marie is committed to a diverse student and faculty body. A first generation Chicana (Mexican-American) college graduate, she has participated in outreach and university activities targeting diverse students. Marie is a strong proponent of the shared governance process and has served on several college-level committees. She is an active researcher (current grant commitments totaling \$995K) and has received several teaching awards including the College of Science Nominee for Senate Distinguished Professor.

**Bey-Ling Sha**

Professor and Interim Director  
School of Journalism & Media Studies

Paragraph: I would like to be considered for election to the search committee for the new provost. I started at SDSU in 2004 as an assistant professor, after serving as a visiting faculty member for the University of Maryland-College Park, the University of Maryland University College, and the American University of Paris. I am an award-winning teacher, researcher, and practitioner in public relations – the discipline that studies how organizations build and maintain relationships with organizational stakeholders that affect organizational success and failure. Thus, I have scholarly and professional expertise that would help me evaluate candidates for the provost's position – a job that is critical for building and maintaining relationships between SDSU and its faculty stakeholders, on whom the future success of this university depends. Thank you for considering my nomination.

**Satish K. Sharma**

Associate Professor and Director Antenna & Microwave Lab (AML)  
Associate Editor, IEEE Transactions on Antennas and Propagation  
Department of Electrical and Computer Engineering

- I am one of the first and only faculty member in the Department of Electrical and Computer Engineering to receive National Science Foundation (NSF)'s prestigious Faculty Early Career Development (CAREER) Award in year 2009 and *possibly* only one in the college of engineering.
- Have received extramural research funding from different sources totaling approx. \$800K all as single Principal Investigator (PI) since joining SDSU in Fall, 2006. Additionally, I have completed project work based on statement of work totaling \$136K, originally funded by NSF.
- Received support from local industries in addition to the College of Engineering for the development of unique Antenna Measurement Facility in San Diego area.
- Have taught several undergraduate and graduate level courses including introduction of new undergraduate and graduate courses at SDSU. I have also motivated many students to pursue research in my field.
- Have participated in the department undergraduate/Graduate Curriculum Committee and made effort with other committee members to significantly enhance graduate program, streamline comprehensive exam and increase graduate students participation in thesis research.
- Serving as members of University Undergraduate Curriculum Committee (UCC) and Student Research Symposium committee for the university.
- Have extensive research publication record: 44 published/accepted journal papers while 3 journal papers are in review stage, plus 86 conference papers.
- My graduate students have actively participated in SDSU's Student Research Symposium since its inception in year 2008. Total 36 presentations were made since 2008 and my students also received three times Dean's award for oral presentation in years 2008, 2010, 2011 (three out of five SRS events).

- Have graduated by now 22 MS (EE), 4 M. Eng. and mentoring of 6 undergraduate students. Also advised/mentored 2 Ph D, 1 MS and 2 undergraduate students and a visiting professor from Korea under exchange programs from foreign countries.
- Currently advising 11 graduate students (2 Ph D + 8 MS + 1 M Eng.) and mentoring a visiting professor from China.
- Very active and well respected in antenna research community: Second term as Associate Editor in the most reputable journal in the field (IEEE Transactions on Antennas and Propagation), Reviewers to several journals in my research field, Served on IEEE Antennas and Propagation Society's education subcommittee for two years in addition to Chairs/Co-Chairs to several IEEE International Conferences as Student Paper Contests, Served on Technical Program Committees/Organization Committees/Reviewers to conferences all around the world.
- Recently, co-edited three volumes of books on "Handbook on Modern Reflector Antennas and Feed Systems for Space and Ground Applications", published by Artech House in June 2013. Have earlier written book chapter, experiment manuals/course materials for NSF projects and hold patents.
- Have given interviews to EE Community and other agencies to showcase my research activity.

### **Samuel Shen**

Professor  
Mathematics

Statement of Interest and Qualification: Sam Shen is an applied mathematician with research interests in climate change and teaching interests in a large variety of mathematics, statistics, and climate science courses. He developed the spectral optimal averaging theory and several other mathematical methods to quantify uncertainties in the global warming assessment. With Distinguished Professor Walter Oechel (Biology), Sam Shen is a co-leader of the recently funded SDSU Climate Change and Sustainability Studies Area of Excellence. Sam Shen is Principal Investigator of research grants from many organizations, including National Science Foundation, Department of Energy, National Aeronautics and Space Administration, and National Oceanic and Atmospheric Administration. He has chaired thesis committees of 5 PhD students and over 20 MS students. Sam joined SDSU in 2006 as mathematics department chair. Formerly, he was McCalla Professor of Mathematical and Statistical Sciences at the University of Alberta, Canada and President of Canadian Applied and Industrial Mathematics Society. He also taught at Texas A&M University in his earlier career. Sam has experience in helping Alberta government develop strategic plan for energy economy for the 21st century. He consulted with Agriculture and Agri-Food Canada for digital agriculture projects. He also has experience consulting with industry. In California, he developed an initiative of asking public figures to avoid openly declaring "I'm not good at math." Sam has a strong interest in helping SDSU develop plans to achieve excellence in teaching, research and service. His rich experience in research, teaching, administration, consulting and international activities will make him a well-qualified and valuable member of the SDSU Provost Search Committee.

### **William B. Snavelly**

Professor of Communication & Director of the School of Communication

I have served as Chair of University Senate and, in that capacity, worked closely with the current provost. I am still a senator and serve as Senate Parliamentarian. At my previous institution, I worked with at least 6 different provosts. I believe I have an excellent knowledge of the role of provost, of the campus and of campus issues. I have also seen a wide variety of provosts, from very bad to very good. I prefer the latter. I trust I served the Senate well in my role on the president's search committee and I would be honored to have the opportunity to serve on this one.

### **Larry Verity**

Associate Dean  
Academic Affairs  
Health and Human Services

Larry currently serves as the faculty member who is the Associate Dean of Academic Affairs for the CHHS. He will begin service as a Senator this fall. Finally, Larry has agreed to serve if selected. In being considered as a member of the Search Committee for the Provost at SDSU, Larry is committed to assisting in the process of discerning the next leader at SDSU as the chief academic officer. Larry is commencing his 30th year at SDSU and, during those years, he has many experiences that align with the Provost's academic responsibilities. As Professor in the School of ENS, he engaged in both undergraduate and graduate instruction of both lecture and laboratory classes, coordinated an undergraduate emphasis, served as graduate advisor, facilitated curricular development and planning, focused scholarship on Type 2 diabetes, served on Peer Review and APP committees. Additional University experiences include service on the College Curriculum Committee, University Curriculum Committee, General Education Committee, Graduate Council and the Policy Committee of the Graduate Council. Currently, Larry oversees the Academic Affairs of the CHHS, all of which afford him insight into the various roles of the Provost on our campus. Besides being elected to serve on the Academic Senate, he is a member of the Academic Resources and Planning (ARP). His general familiarity with and experiences in teaching, scholarship, service, and administrative activities during his tenure at SDSU afford him the best opportunity to determine desirable characteristics and qualities for the next Provost at SDSU.

**Prof. Joseph Waters, PhD**

Coordinator of composition  
School of music and dance

As a composer, and someone who is passionately committed to preserving and nurturing the philosophical and cultural values of the arts as central to a healthy functioning culture – I believe it is critical to have someone on this very important committee, that has ramifications that will affect our decision-making as University for years to come, who has sensitivity to the unique perspective and contribution of the arts, not as a frilly nicety after the bills are paid and after sciences are funded, but that completes the human endeavor. If we want to be a world-class research University – we need this perspective at the highest levels.



## VP Student Affairs Search Committee Applications

### **Emilio C. Ulloa, PhD**

Associate Professor

Director of Undergraduate Advising and Programs, Department of Psychology  
College of Sciences Director of Curriculum and Advising

Dr. Ulloa is a Social psychologist, Associate Professor, and Director of Undergraduate Advising and Programs in the Department of Psychology at San Diego State University, and has a half-time appointment in the College of Sciences as director of curriculum and advising. His research focuses on identifying how physical, sexual, and emotional violence is mediated by different variables. In addition Dr. Ulloa is conducted funded research aimed at examining the risk factors associated with the commercial sexual exploitation of adolescent girls in San Diego County. He has supervised many undergraduate research projects, honors thesis, and has published his work with student coauthors. He received his undergraduate education in psychology at San Diego State University where he earned distinction in the major in 1997. He then completed his Ph.D. at Arizona State University in Social Psychology in 2003. Dr. Ulloa has served as a program review site visitor for different psychology programs and for the American Psychological Association Committee on Accreditation. He has chaired the San Diego State University Student Research Symposium for the past three years. Dr. Ulloa has taught undergraduate courses including Introduction to Psychology, Social Psychology, Chicano Psychology, and Careers in Psychology. Dr. Ulloa has presented and published research in the area of undergraduate student development and Dr. Ulloa has also served on advisory committees and as program director for nationally funded student research support programs. Dr. Ulloa has received awards for his teaching and mentoring and was recognized in 2009 for his advising by NACADA (The National Academic Advising Association).

### **Dr. Satish K. Sharma**

Associate Professor and Director Antenna & Microwave Lab (AML)

Associate Editor, IEEE Transactions on Antennas and Propagation

Department of Electrical and Computer Engineering

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- Currently advising 11 graduate students (2 Ph D + 8 MS + 1 M Eng.) and mentoring a visiting professor from China.
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- Recently, co-edited three volumes of books on "Handbook on Modern Reflector Antennas and Feed Systems for Space and Ground Applications", published by Artech House in June 2013. Have earlier written book chapter, experiment manuals/course materials for NSF projects and hold patents.
- Have given interviews to EE Community and other agencies to showcase my research activity.

## **Business Dean Search Committee Application**

### **Dr. Gordon K. Lee**

Dr. Gordon K. Lee was born and raised in Hawaii. He received his B.S. degree in Electrical Engineering from the University of Hawaii in 1972, his M.S.E.E. degree from the University of Connecticut in 1974 and his Ph.D. degree from the University of Connecticut in 1978. From 1978 through 1989, Dr. Lee was at Colorado State University in the Department of Electrical Engineering where he rose to the level of Full Professor. He was also the Director of the Institute for Robotic Studies.

In 1989, Dr. Lee became a faculty member in the Department of Mechanical and Aerospace Engineering at North Carolina State University and also served as Director of Graduate Programs in the Department of Mechanical and Aerospace Engineering and later as Assistant Dean for Research Programs in the College of Engineering. Dr. Lee joined San Diego State University in December 2000 where he served as the Associate Dean and Director of the Joint Doctoral Program for the College of Engineering. He is currently a full Professor in the Department of Electrical and Computer Engineering.

His research interests are in the areas of robotics and intelligent control systems, particularly evolutionary control algorithms, fuzzy systems and neural networks, as well as in the applications of these methods to mobile robotic colonies. His research projects have been funded by government agencies as well as industry. He has published over 300 technical documents; Dr. Lee is a senior member of IEEE, a member of AIAA and a senior member of ISCA. He is also currently an Associate Editor for the International Journal on Intelligent Automation and Soft Computing.

#### **Education**

B.S.E.E., University of Hawaii 1972

M.S.E.E., University of Connecticut 1974

PhD in E.E., University of Connecticut 1978

#### **Summary of Committee Capabilities:**

Dr. Lee has served on several search committees including ECE Department faculty search committees (at Colorado State University, North Carolina State University and San Diego State University) as well as administrative position searches (at North Carolina State University) and has also served on several review committees (e.g. Dean reviews, department chair reviews). With respect to the potential of serving on the College of Business Administration Dean Search Committee, Dr. Lee has been involved with several activities with the College of Business Administration, including currently serving as the Graduate Advisor for the Master of Engineering Program, which is an interdisciplinary graduate program between engineering and business and thus is knowledgeable about this academic unit.

## **Strategic Planning Implementation Group Faculty Applications**

### **Alcohol and Other Drugs**

#### **Melinda Hohman**

Professor  
School of Social Work

I am interested in participating in the Alcohol and Other Drug (AOD) task group as part of the strategic plan. While college AOD use has not been my area of research or practice, adolescent and adult AOD use and dependency has. I have worked in the substance misuse treatment field as well have done research in this area and have taught graduate courses on the topic. Recently, I took a group of SDSU students to Dublin, Ireland for a study abroad course on alcohol and other drugs treatment and policy, with a focus on harm reduction. I am also an expert in Motivational Interviewing, a treatment intervention method and have published studies as well as a book on this topic.

#### **Khaleel Mohammed**

Associate Professor  
Department of Religious Studies

I do live in the SDSU area, and my many activities within the city of San Diego have made my name not unknown in the community. I feel that these two factors are significant. I have been on several committees over the last few years and would like to continue my service to the university and community. I am on the national Reproduction Rights Committee and, while there is no necessary relation between reproduction and alcohol and drug abuse, my training has encompassed these areas. I reiterate my desire and aptitude to serve in either or both of these committees and look forward to your kind consideration.

### **Branding and Marketing**

#### **Joanna Brooks**

Chair and Professor  
Dept. of English and Comparative Literature

I am writing to express my interest in serving on a strategic plan implementation working group. I served as a Senate-appointed representative to the Research strategic plan working group, and I would be willing to serve on several of the implementation groups listed, including research and branding and marketing. But I am especially interested in serving on the Undergraduate Research group. The group's description--"expanding opportunities for undergraduate scholarship through innovative courses, experiences, and engagements"--aligns with new initiatives I am developing as chair of the department of English and Comparative Literature. As chair, I have overseen curriculum development and redevelopment that impacts thousands of students each year in our major-dedicated and General Education courses. I have also continued to teach large lower-division General Education lecture courses and served on the College's GE assessment task force. My experience has instilled in me a love of the College's General Education mission as well as a keen sense of the need to build in high intensity and innovative learning experiences across the curriculum, particularly as the impacts of the great digital shift impacts our students' ways of

thinking and learning. This fall, with support from the VP of Research and the Dean of the College of Arts and Letters, I am initiating a pilot study / program to support faculty rethinking of humanities teaching for the digital era--not MOOCs, but innovative courses and experiences that utilize technology to improve pedagogical outcome. Research suggests that the more we direct our classrooms--including humanities classrooms--as research and development labs, the greater our impact will be on our students. I would appreciate the opportunity to participate in SDSU's broader implementation of the strategic plan.

**Donnay Conaty**

Director  
School of Music and Dance  
Chair, Center for Visual and Performing Arts

Leader of performing arts School in PSFA, board member of several local non-profits (e.g. Mainly Mozart), chaired the Center for Visual and Performing Arts in PSFA for two years, previously Associate Dean of a College of Fine Arts. Was co-chair of the creative endeavors and arts working group for strategic plan in 2012-13.

Leading the development of a new professional degree in music that combines the College of Business Administration's new Entrepreneurship minor with core music and arts curriculum. A long time interest of mine, the arts are by their nature highly entrepreneurial and can cross boundaries between numerous disciplinary practices.

Shortly after becoming director of the School of Music and Dance, I led a comprehensive communication and marketing effort that resulted in a stronger messaging and graphic identity for the School of Music and Dance within and beyond the university. In the arts graphic identity and standards are critical for peers, prospective students and others in forming an impression of the nature of the arts program. We have done so while simultaneously keeping SDSU logos and taglines integrated within all publicity pieces and marketing efforts.

**June Cummins**

Associate Professor  
Department of English and Comparative Literature

I would like to serve on the Branding and Marketing University Committee. As the Graduate Director in the Department of English and Comparative Literature, I have been developing skills of recruitment and advertising. I understand the importance of our university having a distinctive character and appearance, i.e., a brand. We are in a system of many universities, in a state filled with higher education opportunities, and it's incumbent upon us to make our institution distinctive and exciting. I truly believe San Diego State University is the best one in the entire California State University system. I wish to be involved in promoting our university not just to prospective students but also to the public at large. Everyone should know the tremendous contribution SDSU makes to the State of California, and we can go far in meeting the goal of universal recognition of who we are and what we do. I would welcome the opportunity of serving on a committee that worked to increase our visibility and publicized our value through branding and marketing.

**Campus Arts Events**

**Randy Reinholz**

PSFA Director of Community Engagement and Innovative Programs

I am the Chair of the Center for Visual and Performing Arts and we have complex plan at the President's office to raise the visibility of the arts across campus and in the region.

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**Jay Sheehan**

Faculty

School of Theatre, Television and Film

My name is Jay Sheehan and I am on the faculty in the School of Theatre, Television and Film. I would like to apply for one of the spots on the Campus Arts Events Committee.

I have been on the faculty for 13 years. I teach special event planning, stage management and production management. I also oversee all of the theatre productions being produced by the School of TTF.

I have served as the Chair of the Center for the Visual and Performing Arts, a collaborative committee of faculty that are dedicated to promoting the arts on campus. I have served as a committee member for 10 years.

I also served on the committee that contributed to the Strategic Plan in the area of Research and Creative Endeavors.

If there is room on the committee, I would gladly serve to help promote the arts on campus.

**Donna Conaty**

Director

School of Music and Dance

Chair, Center for Visual and Performing Arts

Leader of performing arts School in PSFA, board member of several local non-profits (e.g. Mainly Mozart), chaired the Center for Visual and Performing Arts in PSFA for two years, previously Associate Dean of a College of Fine Arts. Was co-chair of the creative endeavors and arts working group for strategic plan in 2012-13.

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## **Campus Internship Committee**

### **Nicole Vargas**

Internship Coordinator/Lecturer  
Journalism & Media Studies  
Digital Media

Since I stepped into this role three years ago, I have been responsible for overhauling an internship program that includes nearly 100 undergraduates in four different majors each year. I have developed a forward-thinking curriculum for the for-credit internship program that not only prepares JMS students for life after graduation, but also includes an online portfolio component. The evaluation of these student portfolios by working professionals -- many of whom are alumni returning to campus for the first time since graduation -- serves not only the students and professionals, but also has allowed JMS to further assess the learning outcomes of students in our majors. I have done extensive research in federal and state laws, and implemented high standards that fall in line with those regulations as well as the September 2011 CSU Executive Order, which established guidelines for campus internship policy and procedures. Additionally, through the growth of our for-credit program and the advising attached to it, we have seen a boost in students applying -- and receiving -- local and national awards, as well as securing some of the nation's highest profile paid internship opportunities, raising the visibility of JMS and SDSU as a whole. The success of any individual internship program on this campus in many ways is directly tied to the success of all internship programs. I would like to do what I can to help that success be realized.

### **Jennifer Imazeki**

Professor of Economics

Statement of interest: The stated Goal of this group is to "Strengthen internship and mentoring programs to foster students' professional development by working collaboratively with our alumni to create an alumni network that supports lifelong success for all alumni." This particular goal is something that I have wanted to see for a long time now. As an undergraduate advisor for the Department of Economics, I speak with many students who are not quite sure what to do with an Econ major and/or are unsure what they are going to do after graduation. I always tell them that one of the best things they can do is talk to people who are in jobs or companies that they find interesting. At my own undergraduate college (which is MUCH smaller than SDSU), there is a strong relationship between the alumni office and career services; students can go to the career services office and search the alumni database for alums who meet certain criteria (including agreeing to be contacted for informational interviews). When I was a college senior (and just after, when I was trying to decide whether to go to graduate school), the conversations I had with alums were invaluable. I've always wondered why SDSU does not have a similar service. The new Aztec Mentor Program seems like a great start but students need additional opportunities and avenues for interacting with alums.

### **Marian Liebowitz**

Professor of Music  
Music Entrepreneurship

I am offering to work on the Campus Internship Committee, in part, due to my collaboration over the years with Committee Chair James Tarbox on crafting career building opportunities for students. As a result of serving on the Campus Climate committee last year with James and

others, I am now an F-SMP mentor, for the Division of Undergraduate Studies under Jose Preciado. As such, I am assisting select music and dance students in business development for off-campus projects. For the last 22 years, I have booked student performers and instructors throughout the community and beyond under the auspices of the SDSU Adams Project Performers Network in an effort to provide significant internship experiences in the performing arts. I also teach coursework where internships are desirable, and am working with Donna Conaty and Alex DeNoble on the launching of a new music degree in music entrepreneurship. I already have many business contacts in the community, and would appreciate the opportunity to bring those connections to the committee while learning of new contacts. Creating a unified strategic approach to the business community would be of great interest to me.

### **Commuter Student Success**

#### **Martin Doucett**

Counseling & Psychological Services  
Division of Student Affairs

I am writing to submit my name for the Commuter Student Success advisory group. I am a faculty psychologist in Counseling & Psychological Services where I have worked for the past 13 years. I am a graduate of SDSU and I was a non-traditional, commuter student. Over the years that I have been here I have watched our campus change from a rather diverse commuter campus to a more traditional and competitive four year university. I work with many local students who commute from all areas of San Diego County. I know that our commuting students are very diverse in terms of age, ethnicity, and socio-economic status. What they have in common are demands (financial, work, family, transportation, etc....) that compete with their educational goals in ways that are different than those students who live on campus.

#### **Randi McKenzie**

Assistant Dean for Student Affairs

I am passionate about supporting student success. I have taught in higher education for 40 years, 34 at SDSU and 16 in the community colleges. I have worked specifically with transfer students while directing the Faculty Student Mentoring Program from 1994-2006. I have taught a transfer seminar class for 7 years which acculturates students into the SDSU community. Finally, as Assistant Dean for Student Affairs (2006-present) I created and advise the PSFA Civil Core. The Core's mission is to develop a culture of caring by networking with freshmen, transfers, international, high achieving high school and elementary school students.

#### **Glen McClish**

Professor and Chair  
Rhetoric and Writing Studies

For fourteen years I have chaired the Department of Rhetoric and Writing Studies, an academic unit that serves a wide variety of San Diego State undergraduates. Because we house both the University's developmental math and writing courses, and these courses enroll large percentages of first-generation college students, I have developed a particular interest in diverse students and issues of student diversity. For many years, I have served on the committee that selects the President's Diversity Scholars, and I have done extensive work with articulation and curriculum reform in the Sweetwater Union High School District and local community colleges. This work has allied me with the Compact for Success and other San Diego State initiatives aimed at



improving the University's diversity. In addition, my administrative work in Rhetoric and Writing Studies has increased my concern about academic integrity and the proper citation and attribution of source materials. As much as possible, I believe that discussions of plagiarism and cheating should be framed pedagogically, rather than merely in punitive terms.

### **Corporate Affiliates Group**

None

### **Incubator Group**

#### **Randy Reinholz**

PSFA Director of Community Engagement and Innovative Programs

I have been working with Cathy Pucher in the Zahn Center. We have a few PSFA projects there and I am the PSFA liaison for the Zahn Center. I have also met with Mike Rondelli in the tech transfer office through the years and have a good sense of those guidelines and opportunities.

#### **Donna Conaty**

Director

School of Music and Dance

Chair, Center for Visual and Performing Arts

Leader of performing arts School in PSFA, board member of several local non-profits (e.g. Mainly Mozart), chaired the Center for Visual and Performing Arts in PSFA for two years, previously Associate Dean of a College of Fine Arts. Was co-chair of the creative endeavors and arts working group for strategic plan in 2012-13.

Leading the development of a new professional degree in music that combines the College of Business Administration's new Entrepreneurship minor with core music and arts curriculum. A long time interest of mine, the arts are by their nature highly entrepreneurial and can cross boundaries between numerous disciplinary practices.

Shortly after becoming director of the School of Music and Dance, I led a comprehensive communication and marketing effort that resulted in a stronger messaging and graphic identity for the School of Music and Dance within and beyond the university. In the arts graphic identity and standards are critical for peers, prospective students and others in forming an impression of the nature of the arts program. We have done so while simultaneously keeping SDSU logos and taglines integrated within all publicity pieces and marketing efforts.

#### **Alex DeNoble**

Professor

Management

College of Business Administration

Alex F. DeNoble is a Professor of Management and Executive Director of the Lavin Entrepreneurship Center in the College of Business at San Diego State University. Prior to his role in the Lavin Entrepreneurship Center, he served for 3 years as the Chair of the Management Department and as Chair of the Steering Committee in the College of Business. 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.

**Martina Musteen**

Associate Professor  
Department of Management  
College of Business Administration

This is to express my interest in joining the Incubator Group which has been identified as strategic for SDSU mission. I already serve as a Liaison for the Zahn Center Incubator for the College of Business Administration and have been working with the Zahn Center Director, Cathy Pucher, to develop a communication campaign raising the awareness of the Incubator, especially the Social Innovation initiative, among CBA students. Entrepreneurship is my area of expertise and I have an active research agenda reflecting this. I teach classes on International Entrepreneurship and have been actively mentoring students on their projects that were included in the ZC Incubator.

None

**Integrative Diversity**

**Doreen Mattingly**

Associate Professor  
Department of Women's Studies

I would like to serve on the Integrative Diversity Committee because of my longstanding interest in a meaningful campus-wide approach to teaching students about both their own identities and the wide diversity of people and cultures. As a Women's Studies professor with a focus on international issues, my courses address not only gender, but racial, ethnic, religious, and sexual diversity as well. Seventeen years of teaching this material has taught me a great deal about our students' perspectives, concerns, and needs with respect to diversity. My institutional experience also prepares me to serving in this capacity. I have been the chair of the College of Arts and Letters curriculum committee, led numerous travel study programs, and been the advisor for several campus organizations. Finally, I am very familiar with the Center for Intercultural Relations, as the Department of Women's Studies collaborates with them frequently.

**Nola Butler-Byrd**

**Associate Professor, Community-Based Block Program  
Chair, Department of Counseling & School Psychology**

**Nola Butler Byrd** is a multicultural education scholar, counselor and community-based social justice activist. She holds an appointment as Associate Professor in the Community-Based Block (CBB) Counselor Preparation and Social Justice Education Program at San Diego State University. Dr. Butler-Byrd is Chair of the Department of Counseling and School Psychology, which houses the CBB Program, in addition to the School Counseling, School Psychology, Marriage and Family Therapy Programs and the Counseling and Social Change Undergraduate Minor Program. She currently serves as a Senator in the SDSU University Senate and as Chair of the SDSU University Senate's Diversity Equity and Outreach (DEO) Committee. The DEO reviews University-wide programs for the recruitment and retention of faculty, staff, and students

and advises the administration regarding prohibited discrimination, equal opportunity, outreach, and related matters. Her research interests include: experiential multicultural counseling and community practice for social justice, indigenous healing and world view, somatic body work, multicultural identity development, and multi-ethnic faculty retention. Currently she is Primary Investigator on a student examining the **Effects of Caregiver-Child Hair Combing Support Groups on Attachment, Well-Being and Behaviors**. For over 25 years, Dr. Butler-Byrd has served as community-based activist for several multicultural social justice organizations, including the National Conference for Community and Justice, San Diego and Planned Parenthood of San Diego and Riverside Counties. Currently, Dr. Butler-Byrd is President of the San Diego Chapter of the Association of Black Psychologists, which is dedicated to promoting and advancing the profession of African Psychology, influencing social change and developing programs where psychologists and other mental health professionals of African descent can assist in solving the problems of communities and diverse ethnic groups. Current projects include developing a curriculum for the award winning documentary, **Gang Girl: The Story Of A 22-Year-Old Girl In The LA Bloods Gang** to support community-based efforts to decrease violence and promote well being in girls in urban communities.

Dr. Butler-Byrd is the 2013 recipient of the SDSU Faculty Diversity Award, which celebrates SDSU's long standing commitment to diversity, inclusion, and social justice.

## **Learning Analytics**

### **Richard Levine**

Professor of Statistics and Chair of the Dept of Mathematics and Statistics

I am a statistician, notably a Fellow of the American Statistical Association and Past-Editor of the Journal of Computational and Graphical Statistics. I have research interests in educational data mining, developing data mining tools and constructing predictive models for student success outcomes.

On campus, I was lead statistician in our calculus success study in Fall 2012, looking at factors that affect success and persistence in our first semester calculus course. This coming year, I am principal investigator and analytics lead in our Promising Course Redesign grant from the Chancellor's Office. In this role, I will lead, with Statistics PhD student Kelly Spoon, assessment of pedagogical reforms and innovations in our Pre-calc, Calc I, and Elementary Statistics courses, with an eye on interventions that promote success among at-risk students. Over the past year-and-a-half, I have been part of a learning analytics team, including ITS Director James Frazee, ASIR Director Jeanne Stronach, and Biology Vice Chair Andy Bohonak, brainstorming on an analytics infrastructure for SDSU through analysis of institutional, Blackboard Analytics for Learn, and course/program specific databases.

## **International Programs Council**

### **William Snavelly**

Professor of Communication  
Director, School of Communication

I have a career-spanning interest in international education. I currently serve as the SDSU representative to the CSU-ACIP. We consider all aspects of CSU-sponsored international exchanges and we select those students who are approved to study abroad in these programs. I served on the PSFA International Studies Committee that created our International Studies Minor. I have led summer study abroad programs to Western Europe, China, and Russia at two

universities since 1990 and created a successful Study Abroad in Europe program in the School of Communication, now in its 5th year. I have also taught and published in topics related to intercultural communication and international business.

### **Neighbor/Community Relations**

#### **Khaleel Mohammed**

Associate Professor  
Department of Religious Studies

I do live in the SDSU area, and my many activities within the city of San Diego have made my name not unknown in the community. I feel that these two factors are significant. I have been on several committees over the last few years and would like to continue my service to the university and community. I am on the national Reproduction Rights Committee and, while there is no necessary relation between reproduction and alcohol and drug abuse, my training has encompassed these areas. I reiterate my desire and aptitude to serve in either or both of these committees and look forward to your kind consideration.

#### **Margaret Field**

Professor  
American Indian Studies

As a professor in American Indian Studies, I have been involved in ongoing recruitment and outreach efforts in relation to the American Indian community in San Diego since I came here in 1999. I have served on mayor Dick Murphy's American Indian Advisory committee representing our department, as well as chaired the department's Community Advisory board for several years. I have also assisted our student organization (NASA) in organizing their annual "high school conference" for several years now, collaborating with educators at various schools in the region. I am very interested in being part of a larger university conversation about how to conduct community relations as well recruitment and retention of under-represented students.

#### **John Putman**

Associate Professor  
History

I would like to nominate myself to serve on the University's Neighborhood/Community Relations Committee. Not only did I grow up in the College Area and attended nearby Crawford High School, but I also attended San Diego State University for my undergraduate degree. Moreover, for the last decade I have lived only four blocks from the campus and thus I am quite aware of the issues and concerns between the surrounding neighborhood and the University. Likewise as an alumnus and longtime San Diego resident, I possess a good deal of knowledge and understanding about the University's image, relationships, and role in the large San Diego community. I believe I can bring a unique and broad perspective to this committee and would love to participate in the committee's work.

#### **Randy Reinholz**

PSFA Director of Community Engagement and Innovative Programs

seems a natural with the Community Engagement work I am currently engaged. Particularly in light of the CES and PSFA collaborations we have had this past year and how we intend to expand those efforts to better serve the San Diego region.

## **Recruitment and Retention of Underrepresented Faculty**

### **Anne Donadey**

Professor

College of Arts and Letters

Anne Donadey is Professor of French and Women's Studies and chair of the department of European Studies at San Diego State University. Her research interests revolve around representations of race, gender, and colonialism in contemporary literature and film. She is committed to advancing social justice and shared governance on campus. She has served on the University Senate since 2003, on the Senate's committee for Diversity, Equity and Outreach (DEO) since 2003 (and chaired the committee between 2004 and 2011), on CFA's Faculty Rights Committee since 2009, and on the Strategic Plan Diversity Task Force in fall 2012. As DEO chair, she oversaw the preparation and writing of several documents, including "Helping Faculty Teach Diverse Students and Diverse Topics Effectively: Principles and Guidelines" (received by the Senate September 2008, available at <http://senate.sdsu.edu/sendoc/Teaching%20Diversity%20DEO%202008.pdf>) and "Report on African American Faculty Diversity at SDSU" (May 2005, available at [http://senate.sdsu.edu/committees/deo/deo2004\\_2005/deo\\_aa\\_maysen2005.pdf](http://senate.sdsu.edu/committees/deo/deo2004_2005/deo_aa_maysen2005.pdf)). Some of the recommendations made in that report regarding best practices to hire diverse faculty are included in the University's Chairs' Handbook (available on the Faculty Affairs website at [http://fa.sdsu.edu/handbooks/chairs\\_handbk\\_chapter4\\_1.html](http://fa.sdsu.edu/handbooks/chairs_handbk_chapter4_1.html)). Professor Donadey is the 2012 recipient of SDSU's Faculty Diversity Award. Her long-standing commitment to diversity and to hiring, retaining, and mentoring faculty through the tenure and promotion process and beyond make her a particularly strong candidate for membership in the Recruitment and Retention of Underrepresented Faculty working group.

## **Recruitment and Retention of Underrepresented Students**

### **Glen McClish**

Professor and Chair

Rhetoric and Writing Studies

For fourteen years I have chaired the Department of Rhetoric and Writing Studies, an academic unit that serves a wide variety of San Diego State undergraduates. Because we house both the University's developmental math and writing courses, and these courses enroll large percentages of first-generation college students, I have developed a particular interest in diverse students and issues of student diversity. For many years, I have served on the committee that selects the President's Diversity Scholars, and I have done extensive work with articulation and curriculum reform in the Sweetwater Union High School District and local community colleges. This work has allied me with the Compact for Success and other San Diego State initiatives aimed at improving the University's diversity. In addition, my administrative work in Rhetoric and Writing Studies has increased my concern about academic integrity and the proper citation and attribution of source materials. As much as possible, I believe that discussions of plagiarism and cheating should be framed pedagogically, rather than merely in punitive terms.

**Tita Gray**

Lecturer  
Management Department  
College of Business Administration

My name is Tita Gray and I am a full-time lecturer in the Management department. I am interested in serving on the "Recruitment and Retention of Underrepresented Students" committee.

My interest in this committee stems in part from a decade of work in human resources, particularly in Diversity & Inclusion, where I was tasked with developing programs and policies, analyzing workforce trends and industry best practices, and implementing employee engagement programs for diverse constituents of a 20,000+ employee base company. I also did a stint as a senior recruiter working primarily in the area of recruiting a more diversity workforce. In my role as a professor and advisor to the Afrikan Student Union, I feel a sense of responsibility to lend my expertise in any way that will assist SDSU in its efforts to increase the recruitment and retention of under-represented students.

**Jennifer Imazeki**

Professor  
Economics

Statement of interest: I have been an undergraduate advisor for the Department of Economics for ten years. During that time, I have talked with many students who were unaware of the resources that are available to them around campus, particularly students from underrepresented background. There clearly is a strong need for better outreach and communication with these students. In addition, last year, I was responsible for an effort to market a substantial scholarship that is available to incoming Economics majors; although the scholarship can potentially cover up to the full cost of tuition and is targeted to low-income students, we had never received more than a few applications. As I reached out to area high schools, I repeatedly encountered surprise (though delighted surprise) from the counselors, many of whom mentioned that they rarely hear from anyone at the University other than admissions staff. Clearly, there is an opportunity for additional outreach to students even before they arrive on campus. On a personal note, I believe that the retention of students who are first-generation college attendees is one of the most important issues that SDSU can tackle.

**Andrew Bohonak**

Professor  
Biology

I am the Vice Chair of Biology, and the Director of Undergraduate Advising and Curriculum for our department. We are one of the largest majors on campus, with approx. 1500 undergraduate majors. Because our department has a staff member for routine advising, I spend a large proportion of my time meeting with students in academic trouble. I have a good sense of the early warning signs for Biology and Microbiology majors, as well as the sciences more generally. Many of our students from underrepresented groups participate in projects designed to increase retention, or entrance to PhD programs, or entrance to medical professions. Complex data analysis is an area of great interest, and I sometimes request large data sets from Institutional

Studies to do my own analyses of our majors' progress. Consequently, I am very interested in being part of team that will look more specifically at recruitment and retention in underrepresented groups using a quantitative, data-driven approach.

**Margaret Field**

Professor

American Indian Studies

As a professor in American Indian Studies, I have been involved in ongoing recruitment and outreach efforts in relation to the American Indian community in San Diego since I came here in 1999. I have served on mayor Dick Murphy's American Indian Advisory committee representing our department, as well as chaired the department's Community Advisory board for several years. I have also assisted our student organization (NASA) in organizing their annual "high school conference" for several years now, collaborating with educators at various schools in the region.

I am very interested in being part of a larger university conversation about how to conduct community relations as well recruitment and retention of under-represented students.

**Anne Graves**

Department Chair and Professor

Special Education

Senator College of Education

I would like to apply for a seat on the "Recruitment and Retention of Underrepresented Students" to support the agenda against "abelism" at SDSU. Having had the the opportunity to serve on the Disability as Diversity Committee here at SDSU and working closely with Dr. John Johnson, I am concerned about making SDSU a welcoming place for individuals with disabilities. Access and accommodations beyond the legal requirements are central to the agenda of changing this campus for the better. I attended both the Intercultural Relations Conference in 2012 and the Disability Symposium in 2013 in which Dr. Johnson was a keynote speaker. I have met with students with Student Ability Network and have fought against "abelism" and struggled as an able bodied person to understand all of the deep connotations of its impact. I would be honored to contribute to the agenda on how to better empower, recruit, and retain individuals with disabilities at SDSU.

**Undergraduate Research**

**Satchi Venkatamaran**

Associate Professor & Graduate Advisor, Dept of Aerospace Engineering

Associate Director, Computational Science Research Center

I have previously participated in the FSMP program at SDSU. I currently have a NSF scholarship grant for undergraduate research participation. I have mentored over 15 undergraduates in my time at SDSU of which, 4 have gone to doctoral programs and 4 others have gone to master's programs. I have currently 8 undergraduate students in my research group.

This is something I am interested and passionate about. I can serve on this as either my College's representative or the Academic Senate's representative.

**Joanna Brooks**

Chair and Professor

Dept. of English and Comparative Literature

I am writing to express my interest in serving on a strategic plan implementation working group.

I served as a Senate-appointed representative to the Research strategic plan working group, and I would be willing to serve on several of the implementation groups listed, including research and branding and marketing. But I am especially interested in serving on the Undergraduate Research group. The group's description--"expanding opportunities for undergraduate scholarship through innovative courses, experiences, and engagements"--aligns with new initiatives I am developing as chair of the department of English and Comparative Literature. As chair, I have overseen curriculum development and redevelopment that impacts thousands of students each year in our major-dedicated and General Education courses. I have also continued to teach large lower-division General Education lecture courses and served on the College's GE assessment task force.

My experience has instilled in me a love of the College's General Education mission as well as a keen sense of the need to build in high intensity and innovative learning experiences across the curriculum, particularly as the impacts of the great digital shift impacts our students' ways of thinking and learning. This fall, with support from the VP of Research and the Dean of the College of Arts and Letters, I am initiating a pilot study / program to support faculty rethinking of humanities teaching for the digital era--not MOOCs, but innovative courses and experiences that utilize technology to improve pedagogical outcome. Research suggests that the more we direct our classrooms--including humanities classrooms--as research and development labs, the greater our impact will be on our students. I would appreciate the opportunity to participate in SDSU's broader implementation of the strategic plan.



# **Strategic Planning Implementation Group Staff Applications**

## **Branding and Marketing**

### **Polly Sipper**

Lead Creative Designer  
Enrollment Services Communications  
Staff

As we move forward with the strategic plan, it's becoming increasingly important that we as a campus know and understand what it means to be an SDSU Aztec; how what we are doing is making an impact in the San Diego community and beyond (way beyond); and what the future of SDSU looks like. Over the past 11 years, I have had the opportunity to build my career within Enrollment Services in many different roles and adapt to the ever-changing needs of the university. I have also been able to experience SDSU as a student while completing my master's degree in Educational Technology. A major component of my current job is to effectively communicate with prospective and admitted students, parents and counselors about SDSU. Five years ago, the Enrollment Services Communications department was charged with increasing the number of out-of-state applications and admitted students. My role in this initiative was to create effective marketing and communication to these students and today we have the highest number of out-of-state applications and admitted students than we have ever had before. This is a great time to work with the rest of the campus to create effective branding and marketing that will apply to not only the groups that I work with, but all of the audiences that see and hear SDSU's branding. I appreciate this opportunity to be considered for a seat on the Branding and Marketing working group. Thank you.

## **Campus Internship Committee**

### **Suzanne Finch**

Chief Communications Officer  
College of Business Administration

I currently serve on the Rankings Committee for the College of Business and we have consistently found that internships are one of the most important means to finding students real-world experience that lead to good paying jobs after graduation. This is the information publications want to know when considering rankings, so I see on a first hand basis the importance of internships – not only from a student perspective, but from a university perspective as well.

Also, I have consistently supported the Career Centers internship and mentoring programs with photographic and article coverage and I can for myself see how important this is for our students and how much the employers/mentors enjoy working with the students.

Therefore, I would appreciate your consideration of using any resources I can bring to the table by being a part of this committee.

### **Paul Salce**

Staff

## Career Services

I am very interested in joining this committee as I bring a unique perspective having worked for 20+ years as a corporate college recruiter working for Arthur Andersen and Unisys before joining SDSU. In those roles I hired summer interns and also hired students from formal co-op programs like Drexel University. Each year I hired between 10-40 interns, and then worked with the hiring managers to ensure the interns/co-ops received the work experience they needed to fulfill their academic requirements. In my current role as part time STEM Employment Analyst in Career Services, I work with my employer network to bring employers to SDSU for special STEM events offering our students additional opportunities to network with employers. This experience is also relevant as many of the internship opportunities fall within the STEM field.

### **Jeanette Meliska-Romero**

WorkAbility IV Internship Specialist  
Career Services/Student Disability Services

I am writing to express my interest in joining your team. The reason why I am particularly interested in this opportunity is because I want to assist in your efforts to strengthen internship and mentoring programs for SDSU students. As the Internship Specialist for the WorkAbility IV program, I guide and counsel students with disabilities towards their professional development goals. This includes teaching them how to search, apply, interview and obtain internships in their field of study. Being a part of the Committee will help me to develop important employer and alumni relationships, as well as, provide me an opportunity to connect with other internship coordinators on campus. My knowledge of disability issues could also be of use to this committee when developing new internship opportunities that include this specific population.

### **Patricia Reily**

Veteran's Internship Coordinator  
College of Engineering  
Staff

As the Director of the Troops to Engineers SERVICE Program and the advisor to the Student Veterans Organization (SVO) I work with our student veterans on campus—an under represented group. Since veterans come from a very diverse military many of them are also from other under-represented groups. I work with our student veterans in Engineering to place them in paid internships and new graduate positions and so far we have a 100% placement rate. We have placed over 125 student veterans in paid internships and new graduate positions since 2011. We recently reached out to student veterans in Geosciences and Computer Science to place them in paid internships and new graduate positions as well. I would be happy to serve on either of the sub-committees listed above.

## **Commuter Student Success**

### **Marsha Morgan**

Student Health Services  
Pharmacy Technician / Cashier

I would be very interested in serving on either of the above groups as I feel like I am very much a Team Player and am very interested in Our Students and Building Bridges and Relationships with them and helping to strategize with others on the Best way to Recruit and Retain Underrepresented Students as well as make Commuter Students feel at Home and Welcome while they are here on Campus. I feel like I am very strong at Promoting and talking to Our Students and making them feel at home here on Campus and would love the opportunity to share in this opportunity to work with others on one of these groups.

### **Jose Preciado**

Chair

Staff Affairs Committee

I am interested in serving on this important committee representing staff interests.

### **Faculty/Staff Morale and Celebratory Experiences Advisory Group**

#### **Suzanne Finch**

Chief Communications Officer  
College of Business Administration

I currently serve on the SDSU Staff Affairs Committee and have previously served on the Presidential Staff Excellence Awards Committee in 2011. The service that I've done with those two committees, along with my extensive communications work with our faculty at the College of Business, has given me some valuable insight on the awards processes here at SDSU.

Additionally, my communications experience might be of great use in publicizing faculty and staff recognition, both on and off the campus.

One more thing: Last year I was awarded the Presidential Staff Excellence Award for Service to the University. I understand first-hand how it felt to be recognized by the university and my colleagues and the importance of that recognition.

With all that said, I'm hoping that my area specialization could be used as an asset for both the committee and the university as a whole.

#### **Christina Pablo**

Administrative Analyst  
Resource Management  
College of Business Administration

Christina Pablo, and I would like to apply for a seat on the Faculty/ Staff Morale and Celebratory Experiences Advisory Group. I am currently an Admin. Analyst for Resource Management in the College of Business Administration.

What I feel qualifies me for this seat is, I am currently the chair of the College of Business Staff Morale Committee, and have held this position for the past 5 years. I was on the University Staff Awards Committee for 3 years. I have also worked with the Gaslamp Quarter Association in assisting with several of their large scale events as Media Assistant, Volunteer Coordinator, and as an Intern while I was a student at SDSU.

I enjoy event planning, as well as finding different ways to boost morale amongst our staff here in the college. I believe it would be a great experience and honor to carry forward this knowledge and background to the Faculty/ Staff Morale and Celebratory Experiences Advisory Group.

#### **John Baxter**

Executive Coordinator  
College of Professional Studies and Fine Arts

I am and have been for some time very concerned with the direction in which morale has suffered during the last 6 to 7 years in particular. I've witnessed a high number of faculty and staff change from taking pride in what they do to one of "it's just a job" attitude. This is not good in academia nor corporate environments. Prior to my current position I have been involved with managing staffs of up to 200 in various positions withing the hospitality industry and as a Naval officer.

## **Learning Analytics Task Force**

### **Jose Preciado**

Chair  
Staff Affairs Committee

I am interested in serving on this important committee representing staff interests.

Heylin Ramirez Carvajal

I has been working 12+ years with Information Technology Systems, I just joined SDSU Research Foundation, but I believe that I can help to analyze data collected and promote ideas from IT perspective that can help the students to success in their courses.

## **International Programs Council**

### **Teresa Donahue**

Director, Study Abroad  
Business Advising Center  
College of Business Administration

The goal of the **International Programs Council** is to increase the rate of undergraduate student participation in approved international experiences to 30% within five year. I believe that my work experience will allow me to make a contribution towards this goal. For the past 20 years I have work at SDSU towards the goal of increasing the number of students studying abroad, first as the Director of study abroad for both the International Business (IB) program and currently at the College of Business Administration (CBA). The study abroad program that I directed for IB won the Andrew Heiskell Award for the Best Study Abroad Program in the nation in 2002 by the New York-based Institute of International Education (IIE). In my current position, as the Director of Study abroad for CBA, I have increased the number of students going abroad from an average of 11 per year, in 2005, to 244 for AY 2012-13. I am confident that I can apply my experience in the operational leadership, relationship building and curriculum development to enhance the internationalization efforts at SDSU. Please allow me the opportunity to join this working group. You can contact me at (619) 594-3902 or at [tdonahue@mail.sdsu.edu](mailto:tdonahue@mail.sdsu.edu). Thank you very much for your consideration. I look forward to hearing from you.

## **Neighbor/Community Relations**

### **Doug Case**

Testing Coordinator  
Student Testing, Assessment and Research

I have been a staff member in the Division of Student Affairs at SDSU since 1979 and have lived in the College Area since 1981. During that time, I served three nine-year terms on the College Area Community Council, and served as President of the College Area Community Council and Chair of the College Area Community Planning Board from 2007 through March of this year. I also serve on the Viejas Area Events Management Advisory Committee. Over the years, I have strived to improve town/gown relationships, and I am pleased that considerable progress has been made. Having a large urban university adjacent to single-family neighborhoods creates inherent problems, but also many unique opportunities. I would like for the working group to explore ways to get more local residents involved in the life of the campus as well as innovative ways to mitigate any negative impacts of the university on the adjoining neighborhoods.

Additionally, developing strategies to encourage faculty and staff to live in College Area would be a mutually beneficial goal for the campus and the community.

**John Crockett**

Director, Research Project Development  
Adjunct Professor, Department of Geosciences  
Staff

I would like to be considered for the Neighbor/Community Relations Working Group.

As a resident of El Cerrito, and a parent of a child at the Language Academy, I feel I can offer a realistic perspective of our community neighbors while also understanding the complex missions of the university.

I am familiar with the strategic planning process and I have contributed text for the Economic Development Working Group, and submitted comments to Ric Hovda under the K-12 Partnership Strategic Plan.

In particular, I am interested in continuing to explore how SDSU can leverage the special resources and opportunities within our local community to advance the research and education missions articulated within the strategic plan. As an example, the Language Academy (located between Art Street/64th, Catoctin and Montezuma) is a magnet public school (K-8) that supports language immersion programs in both Spanish and French. Early language learning has been shown to lead to long-term educational success. Some of my former colleague at the University of Washington Institute for Learning and Brain Science (ILABS - <http://ilabs.washington.edu/>) pioneered Functional-MRI work that shows increased neural connectivity as a result of dual language learning. In addition, new research is beginning to suggest that dual-language learners are more likely to persist and succeed in STEM careers – relevant to my work in Research Advancement and part of what we see as the engine to our future innovation economy. The current collaboration between one of SDSU’s key neighborhood schools (the LA) is sporadic at best, and there may be near-term positive impacts that could be achieved through an exploration of the existing programs. As a magnet school, the Language Academy draws students to our (SDSU’s local) community from across the county – and has a regional impact. With 999 students, 479 qualify for free or reduced lunch, and 8 ethnic groups are represented in the student body (African American, Asian, Filipino, Hispanic, Indochinese, Native American, Pacific Islander, and White).

As a resident of El Cerrito, and contributor to the El Cerrito Community Council, I am familiar with neighborhood concerns of El Cerrito (both north and south of El Cajon Blvd), including traffic, parking and mini-dorm issues, and also active with the College View Estates community.

I am pleased to have this opportunity to contribute to SDSU’s continued growth, and I appreciate the consideration of my service.

**Youxian Wu**

Director, Environmental Engineering Laboratory  
Department of Civil, Construction & Environmental Engineering

I am a research technician working as laboratory director of Environmental Engineering Program at the College of Engineering. I have been smoothly working for over 7 years since I excitedly joined SDSU in April 2006. My current work has irresistibly induced me deeply involving various research, local service, and teaching/student mentoring besides the routine laboratory management for research and teaching. My work has also brought me into the management of research resources including laboratory spaces and instruments. I always explore how the appropriate management of research resources could significantly improve the efficiency of our investment.

I obtained my PhD degree in Environmental Engineering at The University of Sheffield, England in 2002 after visiting as an environmental scientist in the University of Paris VI (1996), the Queen’s University of Belfast, Northern Ireland (1997), and The University of Freiburg, Germany (2000). Then I worked as a

post-doctoral fellow in the University of Missouri-Columbia from January 2002 to December 2004 and as a visiting assistant professor in the City University of New York (Jan. 2005 – Jan. 2006). I hope my experience as a staff member will be a valuable addition to the work groups. I will highly appreciate your time and consideration.

## **Recruitment and Retention of Underrepresented Faculty**

### **John Baxter**

Executive Coordinator  
College of Professional Studies and Fine Arts

While I would like to have had a more descriptive vision statement for this working group, I see this as an opportunity to investigate, recommend and support initiatives which would enhance the current low numbers of underrepresented qualified faculty (and staff) within the SDSU community. I am a strong believer that through diversity an institution such as SDSU builds strength thus attaining and sustaining a position of leadership among other institutions of its kind.

## **Recruitment and Retention of Underrepresented Students**

### **Azizi James**

Admissions Counselor

Working Group: Recruitment and Retention of Underrepresented Students

Statement: For the last 5 years, I have served as the Admissions Counselor who is solely responsible for the recruitment and retention of the Presidential Scholars program, under the direction of Dr. Sandra Cook.

The Presidential Scholars program is an initiative to help increase the underrepresented students at SDSU.

I serve on various committees across campus, including Harambee Weekend, Aztec Scholars Initiative, and Super Sunday, which all focus on the recruitment of African American Students. I believe that my role within Enrollment Services is directly related to this goal of the strategic plan, and I would be an asset to this working group.

### **Barbara Evans**

Counselor  
Student Disability Services

Having worked at SDSU for thirty-five years in various professional positions in student affairs, I am familiar with many of the existing barriers that might discourage students from underrepresented groups from starting and/or completing their degrees at SDSU. Although the majority of my time here has been in disability services, I have a long-standing interest in all aspects of diversity including students from diverse cultural and ethnic backgrounds and students who identify with LGBTQ concerns as well. I served on the Diversity Committee for the Visions project in the mid-1990s and have seen our recommendations come to fruition and SDSU make progress in this area. As a doctoral student in the joint-PhD program with Claremont Graduate School, I undertook formal study of diversity in higher education and am particularly interested in the area of retention. As a recently elected staff representative to the University Senate, I would hope to make a contribution in furthering our collective efforts to be sensitive to diversity concerns and to welcome and retain all qualified students.

### **Marsha Morgan**

Student Health Services  
Pharmacy Technician / Cashier

I would be very interested in serving on either of the above groups as I feel like I am very much a Team Player and am very interested in Our Students and Building Bridges and Relationships with them and

helping to strategize with others on the Best way to Recruit and Retain Underrepresented Students as well as make Commuter Students feel at Home and Welcome while they are here on Campus. I feel like I am very strong at Promoting and talking to Our Students and making them feel at home here on Campus and would love the opportunity to share in this opportunity to work with others on one of these groups.

**Patricia Reily**

Veteran's Internship Coordinator  
College of Engineering  
Staff

As the Director of the Troops to Engineers SERVICE Program and the advisor to the Student Veterans Organization (SVO) I work with our student veterans on campus—an under represented group. Since veterans come from a very diverse military many of them are also from other under-represented groups. I work with our student veterans in Engineering to place them in paid internships and new graduate positions and so far we have a 100% placement rate. We have placed over 125 student veterans in paid internships and new graduate positions since 2011. We recently reached out to student veterans in Geosciences and Computer Science to place them in paid internships and new graduate positions as well. I would be happy to serve on either of the sub-committees listed above.

**Melissa Abeyta**

Program Coordinator  
College of Extended Studies

Through my coursework and personal experiences, I would like to support underrepresented students at the university. Participating in a working group focused on the recruitment and retention of underrepresented students would align with my professional goals. As an underrepresented student myself, I feel I could share personal experiences from being a minority student, transfer students and a first generation student. During my undergraduate studies I double majored in Communication and in Chicana/o Studies, I was an active member of Lambda Sigma Gamma Sorority, Inc., a multicultural organization and presently I am the National Director of Scholarship. Lastly, I am a master of education candidate, entering the second year of the Postsecondary Educational Leadership program here at SDSU. Thank you for your consideration.

**Shakerra Carter**

Admissions Counselor

I am interested in serving on the strategic planning committee for the Recruitment and Retention of Underrepresented Students. In my position as the lead transfer admissions counselor in the Prospective Student Center, I coordinate all of our recruitment and outreach efforts to the California community colleges. While I work with all prospective transfer students in California, I am particularly interested in improving transfer rates for underrepresented students. Students from underrepresented ethnic and socio-economic backgrounds attend community colleges at a much larger rate than those who attend four year universities; which is why it is especially important to consider transfer students while designing our recruitment efforts. There is currently a gap that exists between services transfer students receive from their community college and those they can receive at SDSU. We must address this gap in services in order to successfully recruit students from this targeted population. Before becoming the lead transfer counselor in my office, I lead our recruitment efforts in the Sweetwater Union High School District which has a disproportionately large amount of underrepresented students. Additionally, I coordinate the planning of the CSU Counselor Conference and the College Expo when they are hosted at SDSU. I have also participated as a member of the Super Sunday and Harambee committees, which are recruitment initiatives targeting prospective and admitted African American students. I earned a Masters of Arts degree in Student Affairs/Educational Leadership in which my research focus was the success of underrepresented students at four year institutions. My work so far has been committed to designing and implementing recruitment strategies to improve access for underrepresented students. I would like to continue that work by participating in this committee. I am familiar with the unique challenges faced by underrepresented students and I am

authentically committed to the success of these students. My experience as a first generation college student, my knowledge of Student Developmental Theory as it relates to underrepresented students and my work in recruitment at SDSU will bring a unique contribution to this committee.

**Christen Loomis**

Program Administrative Assistant  
Student Affairs

Hello my name is Christen Loomis and I currently work in the Educational Opportunity Program and Ethnic Affairs (EOP) office under the Student Affairs division. In EOP we recruit low income, first generation and underrepresented students to San Diego State University. Our goal is to provide counseling and additional resources to these students through their academic career to help them matriculate from SDSU. I have a passion in assisting our campus in creating more diversity while helping students to be successful at SDSU.

Most recently I have begun working on our Harambee Mentoring Program and Eylmash Yuuchaap mentoring program. The goal for these programs is to recruit African American and Amercian Indian students, In addition to retaining them by providing a support group through mentors, faculty and staff. By bringing more components of support to students will not only increase their connectedness at the University but also allow other perspective students to be affected and want to attend the University.

I would like the opportunity to work in the recruitment and retention working group because I have experience working in the capacity of recruitment and retention and want to continue to build in assisting these underrepresented groups at SDSU. It is my hope that these underrepresented groups will become our future leaders and leave a legacy for their families.

**Undergraduate Research**

**Lisa Thurn**

Biology Department  
Staff Senator

I am interested in volunteering as a staff representative on two working groups: Undergraduate Research and the University Research Council. I am interested in these two groups because as a staff person I manage an analytical laboratory that supports both the teaching and research components in Ecology Program Area in the College of Sciences. I have held this position since March 1999 and have experience interacting with both the state side and the Foundation side including participating in writing MUI proposals for instrumentation and managing a charge back system such that this laboratory is largely self-supporting independent from the biology department or COS budgets. I am also aware of the obstacles and challenges that are forthcoming including the impact of federal budget cuts, the state of infrastructure with respect to instrumentation, equipment, and staff in the College of Sciences, and a general understanding of the facility and administration needs connected with scientific research and how education can be and has been integrated into research in the Teacher-Scholar Model here at SDSU. I also have prior work experience in biotechnology, first in the administration offices of SIBIA and then as a Research Associate in their chemistry department. I will be serving as a Staff Senator in the University Senate for the next academic year.



**To: SEN**

**From: Chair, Committee on Committees and Elections**

**Date: 20 AUGUST 2013**

**Re: Action**

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The following official student nominations have been received from A.S. and hereby submitted for appointment via senate.

**University Senate**

A.S. President's Designee: Javier Gomez, A.S. Vice President of External Relations  
Morgan Chan, A.S. Vice President of University Affairs  
Brandon Kim (Graduate Rep)

**University Senate Executive Committee**

A.S. President's Designee: Morgan Chan, A.S. Vice President of University Affairs

TO: SEN

FROM: Laurel Bliss, Chair  
General Education Curriculum Committee

DATE: August 14, 2013

RE: GENERAL EDUCATION PROGRAM

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Action

## II. FOUNDATIONS OF LEARNING

### C. Humanities

#### 5. Foreign Language

##### **Hebrew 101. Elementary Hebrew I (4) [GE]**

Four lectures and one hour of laboratory.

Beginning reading, writing, and conversational skills. Essentials of grammar. First course in Hebrew, intended for those without prior knowledge of Hebrew. Students who speak some Hebrew should consult with the faculty for correct placement before classes begin.

##### **Hebrew 102. Elementary Hebrew II (4) [GE]**

Four lectures and one hour of laboratory.

Prerequisite: Hebrew 101

Continuation of Hebrew 101.

## IV. EXPLORATIONS OF HUMAN EXPERIENCE

### B. Social and Behavioral Sciences

##### **Women's Studies 310. Global Cultures and Women's Lives (3) [GE]**

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

Comparative study of social, economic, political, and ideological aspects of women's position in local and global contexts. Women's status as impacted by modern, indigenous, transitional, and/or border cultures.

## **C. Humanities**

### **Chicana and Chicano Studies 450. Chicano and Latino Theatre (3) [GE]**

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

Contemporary Chicano theatre including works by people of Puerto Rican, Cuban American, and other Latin American origins in the United States.

### **Philosophy 305. Philosophy's Greatest Hits: Mind, World, and Community (3) [GE]**

Analysis of major texts selected from diverse periods in history of philosophy. Texts will illustrate world views (e.g., theism, secular humanism, existentialism), different concepts of mind and human community. Emphasis placed on relation of philosophical ideas to other disciplines.

### **Religious Studies 337. Asian Religions in America (B) (3) [GE]**

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

History, development, and study of Asian American religions. Issues and problems particular to predicaments and situations of Asian Americans and Pacific Islanders in the U.S.

### **Women's Studies 340. History of Women and Sexuality in Modern Europe (3) [GE]**

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

Experiences, participation, and influence of European-descended women and women of color in Europe and in European colonies from the sixteenth to the twentieth century. Intersections of gender, race, class, sexuality, and power during the modern period.

**September 3, 2013**

**TO: Senate**

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

**SUBJECT: Information**

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**Information**

1. The committee met May 30, 2013 to discuss the President's Budget Advisory Committee (PBAC) recommendations for Strategic Planning Funding and Critical Support Needs. A representative from each division presented their requests and there was an opportunity for questions by the committee. ARP supported the divisional requests. PBAC voted on this item June 13 and the President accepted the committee recommendation on June 28, 2013. Specifics can be found on budget central in the June 13, 2013 PBAC minutes at this link

<http://bfa.sdsu.edu/~budfin/pdf/PBAC06132013.pdf>

TO: SEN

FROM: Cezar Ornatowski  
Academic Senate, CSU

DATE: August 20, 2013

SUBJECT: Information

Various items

- SB 440 (Padilla) passed the senate on August 6; however, the language changed enough since its inception to be more acceptable to the CSU.
- SB 520 (Steinberg) (the “MOOCS bill”) was defeated on the senate floor, but is “waiting in the wings” to be perhaps revived next year.
- Academic Technology Director Gary Henley gave the ASCSU a depressing presentation on “Libraries of the Future,” all focused on “deselection” according to patterns and frequency of use of books (it appears that the more popular items will thus will become more popular and the less popular will vanish, so the library will be in effect a repository of the most “popular” stuff).

Resolutions

At the May 15-17, 2013 ASCSU plenary, twenty five resolutions were passed.

In addition to nine resolutions commending retiring senators, seven resolutions were passed without a second reading due to their urgency/timeliness:

**AS-3125-13/FGA Conditional Support for SB 547 (Block): Public Post-Secondary Education: Online Courses**

Supports the bill and commends the author’s intent while recognizing that the CSU faculty are already engaged in the activities called for regarding online education.

**AS-3126-13/APEP Commendation of the Undergraduate Science Education Project: *Preparing Future Elementary Teachers for the Next Generation Science Standards***

Commends the S.D. Bechtel, Jr. Foundation, the project work group, participating CSU faculty, and Chancellor’s Office leaders for the contributions to this very important and successful project.

**AS-3127-13/AA A Call for the Equitable Visibility of All Online Degree Programs Offered by CSU Campuses on the Calstateonline.com and Calstateonline.net Websites**

Calls for listing all online programs and that there be no charge for listing state-supported programs.

**AS-3128-13/FGA In Support of SB 241 (Evans): Oil Severance Tax Law**

Supports the bill due to its potential to provide additional funding for higher education, despite the Governor's apparent opposition.

**AS-3129-13/APEP Commendation of Assistant Vice Chancellor Beverly L. Young for Her Activities in Common Core State Standards (CCSS) and Smarter Balanced Assessment (SBA) Development**

**AS-3130-13/FGA SB 440 (Padilla): *Public Post-Secondary Education: Student Transfer Achievement Act*, Oppose Unless Amended**

Expresses continued support of the goal of SB 1440 of improving transfer but opposes SB 440 due to likely unintended consequences of its provisions that would in fact work against those goals.

**AS-3131-13/AA A Modified Process for Approval of California State University/University of California (CSU/UC) Joint Doctoral Degree Programs**

Requests that the CSU/UC Joint Doctoral Board charge be adjusted to avoid unnecessary duplication of effort.

Nine resolutions were passed following their second reading:

**AS-3116-13/EX Academic Senate of the CSU Calendar of 2013-2014 Meetings**

**AS-3117-13/FA Change to the Bylaws of the Academic Senate Section 4d(2) Charge to the Faculty Affairs Committee**

**AS-3118-13/FGA AB 386 Conditional Support for AB 386 Postsecondary Education: Cross-Enrollment in CSU Online Courses**

Supports the bill while listing ongoing concerns. It also commends the author for working collaboratively with the ASCSU during the amendment process.

**AS-3119-13/AA Clarifying the Changing Expectations for General Education.**

Requests that a joint task force (between the ASCSU and CSU Chancellor's Office) be established to address the movement towards outcome-focused assessment, greater alignment of co-curricular activities with learning outcomes, and the need for systematic assessment of GE through program review, and requests a preliminary report at the September 2013 ASCSU meeting.

**AS-3120-13/EX Re-instituting the Annual CSU Academic Conference**

Refers to a prior resolution confirming the value of the annual CSU Academic Conference to shared governance within the CSU.

**AS-3121-13/FGA In Support of AB 387 (Levine): Public Postsecondary Education: California State University: Online Education**

Reverses the original intent of the resolution opposing the bill because of the deletion of troublesome provisions. Supports the periodic assessment of online programs and commends the author for working closely with the faculty to perfect the bill.

**AS-3122-13/AA Reaffirming the Importance of Graduate Programs and Access to Those Programs**

Focuses on the preservation of State University Grants (fee waivers) for graduate students.

**AS-3123-13/AA Enhanced Support of Student Mental Health and Counseling Services**

Supports EO1053 dealing with student mental health.

**AS-3124-13/AA Recognition of Clarification Provided by Executive Order 1047, Extended Education and Self-Support Courses and Programs**

Expresses gratitude for the clarification provided by the new EO.

Copies of this and other resolutions can be found at <http://www.calstate.edu/AcadSen/Records/Resolutions/>. Faculty are encouraged to provide feedback on the above resolutions as well as on any other relevant matters to their academic senators (Bill Eadie, Cezar Ornatowski, Mark Wheeler).

To: Senate  
From: Charles Toombs, Chapter President, CFA  
Date: 27 August 2013  
Re: Information Item

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CFA Report:

### **Welcome Back**

CFA is pleased to welcome faculty, librarians, coaches, and counselors to the 2013-2014 academic year and to thank all of you for your support during the 2012-2013 academic year. This year, for the first time in many years, the CSU's budget has been increased, due in large part to the efforts of faculty, staff, and students who helped to pass Prop 30. This initiative, combined with a brightening economic outlook in California, all signal the prospect of a fresh start for the CSU. Additionally, Chancellor Timothy P. White has shown significantly more interest in working with faculty than his predecessor.

### **Fall Kickoff**

Faculty from campuses up and down California gathered in Sacramento August 9-10 to begin preparations for what is shaping up to be another important year in the California State University. "It is the goal of CFA," CFA President Lillian Taiz told the Fall Kickoff crowd, "that this academic term we finally move beyond the morass of the budget cuts years and achieve significant progress both in our contract and for the quality of education we are able to provide our students."

### **Bargaining**

#### **Message regarding Reopener Bargaining Agreement, from CFA Statewide President Lil Taiz and Bargaining Team Chair Andy Merrifield:**

"On August 23, 2013, CFA and CSU management reached an agreement on reopener bargaining and the distribution of funds set aside by the Chancellor for salary increases. Of the \$125.1 million budget augmentation due to the passage of Prop 30, the Chancellor set aside \$38 million for compensation. Pending approval by CFA's Board of Directors, Unit 3 members will share a total of \$19,234,400.

Given the modest size of this compensation pool and the magnitude of the need among our faculty we thought it best, this one time, to distribute the money as a flat dollar amount General Salary Increase (GSI) instead of as a percentage. The goal is to get at least some money into every faculty member's base salary. We estimate that the raise will be approximately \$960 for full time faculty and pro rata based on



time base for part time faculty. Our raises will be retroactive to July 1 and we expect that they will be distributed before December 1.

A Q&A on this reopener agreement will be available by the end of the week. If you have any immediate questions please contact [bargainingideas@calfac.org](mailto:bargainingideas@calfac.org) with a subject line of "Reopener Bargaining."

In addition to negotiating over salary, the administration made several proposals designed to increase faculty contributions for healthcare. CFA rejected these proposals and made it clear that, given the modest size of the compensation pool and the number of years since faculty have received raises, any discussion of increasing health care contributions was inappropriate at this time.

CFA sees these modest increases along with the payment of Equity Year Two as a small down payment on long-overdue pay raises for our faculty. Now, with reopeners behind us, we must turn our attention to preparing for our next contract.

Although the current contract will expire on June 30, 2014, it is our intention to begin bargaining well before this date. Bargaining surveys will be available to you online or in hard copy by mid-September. Your participation in the survey will send a message to the administration that faculty will be paying very close attention to negotiations; the results of these surveys will help the bargaining committee develop its contract priorities.

It is our intention to sunshine our successor bargaining contract proposals in the fall so that we can begin negotiations before the first of the year. When you receive your contract development survey, be sure to fill it out and let your voice be heard.

In union,

Lillian Taiz, CFA President

Andy Merrifield, Chair, CFA Bargaining Team"

### **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.

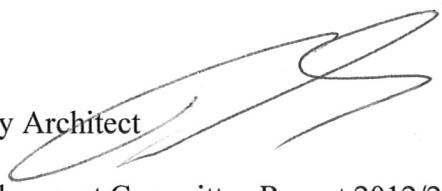


SAN DIEGO STATE  
UNIVERSITY

**Operations**  
*Business and Financial Affairs*  
5500 Campanile Drive  
San Diego CA 92182 · 1620  
Tel: 619 · 594 · 5901  
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TO: Senate

DATE: August 12, 2013

FROM: Bob Schulz, University Architect 

SUBJECT: Annual Campus Development Committee Report 2012/213

The Campus Development Committee met 6 times during the academic year; September 12, October 9, December 11, March 12, and May 8, to receive updates on active projects.

**Action Items:**

May 2013, Approved the naming of southwestern building of the Storm/Nasatir complex as Charles Hostler Hall.

**Project Status Report:**

Aztec Student Union - The anticipated completion date is December 2013.

Storm/Nasatir Renovation –Phase I, the academic buildings, will be completed December of 2013 and Phase II, the food service building, will be completed by August of 2015.

BioScience - 2<sup>nd</sup> Floor Build Out – This project is complete. It completes the first completely research funded building in the CSU system.

University Towers - This building will open Fall of 2014. The project completely renovates the food service area, with changes to the first floor and site work and landscape.

Aztec Culture Project – This project proposes to construct a garden area located at the PSFA Seep Site. The project cost is estimated at approximately \$2M. This Associated Students project is currently on hold while they assess their budget for the coming year.

Plaza Linda Verde - We have acquired all of the parcels needed and do not have an anticipated start date yet. This is a two-phased, mixed-use project, including retail and student apartments.

Don Powell Theater Access Improvements - This project is complete. It provided accessible seating within the theater, adding exterior restrooms.

To: SEN  
From: Steven L. Barbone, Chair  
Undergraduate Curriculum Committee  
Date: August 14, 2013  
Re: 2014-2015 General Catalog

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**INFORMATION (11-09-13)**

**BIOLOGY**

1. Change in course description.

Biology

BIOL 327. Conservation of Wildlife (3)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.A.2. Life Sciences. If a biological sciences course is not taken to satisfy General Education II.A.2. Life Sciences, a college course in biological sciences is required.

Global ecosystems and their dynamics, with emphasis on sustainable human use and preservation of biodiversity. Not applicable to biological sciences majors. Not open to students with credit in Biology 540.

Change: Course not open to students with credit in Biology 540 to prevent redundancy.

2. Change in course description.

Biology

BIOL 341. The Human Body (3)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.A.2. Life Sciences.

Survey of human body with emphasis on intricacy of design and integration of various organ systems. Not open to nursing or exercise and nutritional sciences majors, or to students with credit in any college-level human physiology or anatomy course. Not applicable to biological sciences majors.

Change: Change from “not open” to “not applicable” to biological sciences majors.

## CHICANA AND CHICANO STUDIES

1. Change in program.

**Chicana and Chicano Studies Major  
With the B.A. Degree in Liberal Arts and Sciences  
(Major Code: 22131) (SIMS Code: 114905)**

**Major.** A minimum of 33 upper division units to include 27 units selected from Chicana and Chicano Studies 301, 303, 306, 310, 320, 335, 340B, 350A, 350B, 355, 375, 380, 396W, 400, 450, 480, 496, 497, 499, 596, and Women's Studies 512; and an additional six units selected from Chicana and Chicano Studies 340A, 376, and 410.

Change: Major is no longer divided into subsections. Minimum units for major were reduced from 36 to 33.

## LEARNING DESIGN AND TECHNOLOGY

1. Change in course rubric.

Learning Design and Technology  
LDT 296. Experimental Topics (1-3)

Selected topics. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. (Formerly numbered Educational Technology 296.)

Change: New course prefix to reflect departmental name change.

2. Change in course rubric.

Learning Design and Technology  
LDT 350. Going Global: Designing Your International Learning Experience (3) [GE]  
Prerequisite: Completion of the General Education requirement in Foundations II.B., Social and Behavioral Sciences.

Transforming study abroad into personal odyssey. Using telecommunications tools and educational technology to assess personal, academic, career opportunities, arrange meaningful learning experiences, develop global awareness and cross-cultural communication skills, manage logistics of living abroad, record, and communicate growth. (Formerly numbered Educational Technology 350.)

Change: New course prefix to reflect departmental name change.

3. Change in course rubric.

Learning Design and Technology

LDT 470. Technologies for Teaching (1-3)

One unit: One-half hour of lecture and one hour of activity. Two units: One hour of lecture and two hours of activity. Three units: One and one-half hours of lecture and three hours of activity.

Application of computer and video technologies to practice of teaching. Meets computer literacy requirement for Level I teaching credential. (Formerly numbered Educational Technology 470.)

Change: New course prefix to reflect departmental name change.

4. Change in course rubric.

Learning Design and Technology

LDT 496. Experimental Topics (1-4)

Selected topics. May be repeated with new content. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree.

Change: New course prefix to reflect departmental name change.

5. Change in course rubric.

Learning Design and Technology

LDT 499. Special Study (1-3)

Prerequisites: Consent of instructor. Open only to senior and graduate students in education who have shown ability to work independently.

Individual study. Maximum credit six units.

Change: New course prefix to reflect departmental name change.

## PHILOSOPHY

1. New course.

Philosophy

*LOGIC AND THE LAW (C-3)*

PHIL 341. Logic and the Law (3)

Prerequisite: Completion of the General Education requirement in Foundations of Learning II.C., Humanities.

Logic in legal contexts. Inductive reasoning methods applied to legal briefs, case studies, LSATs. Construction, presentation, and evaluation of written and oral arguments, using both historical and contemporary legal decisions.

2. Change in program.

### **Philosophy Major**

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

**(Major Code: 15091) (SIMS Code: 115301)**

**Major.** A minimum of 30 upper division units in philosophy to include Philosophy 521 and at least six units selected from each of the following three main areas of philosophy. No more than six units of 300-level philosophy courses will count toward the major.

*History of Philosophy:* Philosophy 305, 411, 412, 413, 414, 506, 507, 508, 575, 576, 577 (maximum credit three units).

*Metaphysics and Epistemology:* Philosophy 310, 351, 353, 523, 525, 531, 535, 536, 537, 565, 577 (maximum credit three units), 578.

*Ethics:* Philosophy 329, 330, 332, 334, 340, 341, 344, 348, 510, 512, 528, 542, 543, 577 (maximum credit three units).

Change: To reflect addition of new courses.

### POLITICAL SCIENCE

1. Change in course description.

Political Science

POL S 101. Introduction to American Politics in Global Perspective (3)

Politics and basic political concepts as applied to the American political system. American political system as a constitutional democracy viewed in historical and comparative perspectives and within context of the global system. When taken with Political Sciences 102 will satisfy graduation requirement in American Institutions.

Change: More concise description.

2. Changes in course description and prerequisite.

Political Science

POL S 335. Public Policy (3)

Prerequisite: Political Science 102.

Principles and practice of American policy making, including analysis of social problems and the policies developed to address them.

Change: More concise description. POL S 101 not preparatory for POL S 335.

3. Change in course description.

Political Science

POL S 346. Law and the Political System (3)

Courts as political institutions and judges as political actors. Dynamics of civil and criminal litigation. Law and politics, judicial selection, and the impact of political factors on judicial decisions.

Change: More concise description.

4. Changes in course title and description.

Political Science

*CON LAW:POWERS CONSTRAINT (C-2)*

POL S 347A. American Constitutional Law: Institutional Powers and Constraints (3)

Substantive principles of American constitutional law. Constitutionally provided powers of and constraints on government action as defined by the United States Supreme Court. May include study of judicial review, commerce clause, federalism, and separation of powers. Satisfies graduation requirement in United States Constitution.

Change: Revisions better reflect course content.

5. Changes in course title and description.

Political Science

*CON LAW:RIGHTS LIBERTIES (C-2)*

POL S 347B. American Constitutional Law: Civil Rights and Civil Liberties (3)

Substantive principles of American constitutional law. Civil rights and liberties protected by the Constitution against government action. May include discussion of freedom of speech, religion, press, assembly, as well as defendants' rights and protection from discrimination. Satisfies graduation requirement in United States Constitution.

Change: Revisions better reflect course content.

6. Changes in course title and description.

Political Science

*INTL REL THEORY & PRACT (C-2)*

POL S 375. International Relations: Theory and Practice (3)

Prevailing and critical theories of international relations and application to historical developments and contemporary issues in global affairs.

Change: Revisions better reflect course content.

7. Changes in course title and description.

Political Science

*HOSTLER INST WORLD AFFAIR (C-2)*

POL S 393. Hostler Institute on World Affairs (3)

Exploration of a particular theme in global politics, such as global justice.  
Selected weeks of guest lectures from prominent scholars, diplomats, and activists.

Change: Revision to course title to reflect naming rights; clarification of frequency of guest speakers.

8. Change in course description.

Political Science

POL S 406. Democracy and Mass Society (3)

Origins and development of democracy as an idea and political reality. Historical and ongoing struggles for mass democracy to include the English Civil War, the Haitian and Russian Revolutions, and the Spanish Civil War.

Change: More concise description.

9. Change in course description and delete prerequisite.

Political Science

POL S 422. Urban Politics (3) [AI]

Politics and policy issues in urban areas to include both central cities and suburbs. Urban sprawl, suburbanization, local/state/federal relations, regional governance, and local electoral dynamics. Urban policy issues such as public safety, housing, and transportation. Meets graduation requirement in California state and local government. Will satisfy all requirements in American Institutions when taken with Political Science 102, 305, or 320.

Change: More concise description. Deleting prerequisites, POL S 101 and POL S 102, so this course can be offered to non-majors to meet American Institutions requirement.



10. Change in course description and add prerequisite.

Political Science

POL S 497B. Senior Thesis (3)

Prerequisite: Political Science 497A and consent of department thesis adviser.  
Limited to senior political science majors with a cumulative 3.0 GPA in upper division political science courses.

Completion of written thesis. Satisfies capstone requirement for political science majors. Can only be taken following successful completion of Political Science 497A.

Change: Adding POL S 497A as a prerequisite ensures students received adequate research preparation for their theses.

## PSYCHOLOGY

1. New course.

Psychology

*STRESS TRAUMA COMBAT EXPE (C-1)*

PSY 353. Stress, Trauma, and the Psychological Experience of Combat (3)

Prerequisite: Psychology 101.

Physiology, psychological experience, historical context, and measurement of stress, including family and workplace stress, large scale traumatic events and disasters, combat and war. Coping with stress, loss, emotional wounds, and bereavement. Treatment, diagnosis and potential for personal growth.

## SOCIOLOGY

1. New course.

Sociology

*HUMAN TRAFFICKING (C-2)*

SOC 447. Human Trafficking and Modern Day Slavery (3)

Prerequisite: Sociology 101 or 102

Examine complex phenomena of transporting, harboring, and employing human beings through use of force, fraud, or coercion for labor and sexual exploitation. Analyze root causes of this modern day slavery and explore possible solutions.

## WOMEN'S STUDIES

1. Change in program.

### **Women's Studies Major**

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

#### **(Major Code: 49991) (SIMS Code: 119501)**

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on "Graduation Requirements." No more than 48 units in women's studies courses can apply to the degree.

Students majoring in women's studies must complete a minor in another field to be approved by the chair or major adviser of the department.

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

**Language Requirement.** *(No change)*

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

**Internship/International Experience Requirement.** All Women's Studies majors are required to complete either Women's Studies 598 or satisfy an international experience requirement. The internship (Women's Studies 598) can be completed any semester after prerequisites are met and must be approved by the internship director. To meet the international experience requirement, majors must complete one of the following with the preapproved and written consent of the undergraduate adviser:

1. International Field Trip;
2. International Internship;
3. International Student Exchange;
4. CSU Study Abroad Program

Scholarships are available for the international experience.

**Major.** A minimum of 27 upper division units to include nine units from Group I; 12 units from Group II; and Women's Studies 536 and 590.

*Group I:* Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332\*, Chicana and Chicano Studies 340A\*, Lesbian, Gay, Bisexual, and Transgender Studies 321\*, 322\*, Political Science 336\*, Religious Studies 370\*.

*Group II:* Women's Studies 512, 515, 520, 522, 530, 535, 540, 545, 553, 560, 565, 570, 572, 580, 581, 582, 596, 598. A maximum of 3 units of Women's Studies 598 can count toward the major.

\*No more than three units may be applied to the major in women's studies.

Change: Requires major students to complete internship or international experience. Only three units of internship will count toward major even if the student completes six units.

2. Change in program.

**Women's Studies Minor  
(SIMS Code: 119501)**

The minor in women's studies consists of a minimum of 18 units in women's studies, of which 12 units must be upper division to include:

Women's Studies 101, 102, and six units selected from Women's Studies 310, 320, 325, 331, 336, 340, 341A-341B, 352, 360, 370, 375, 382, 385; Africana Studies 332\*, Chicana and Chicano Studies 340A\*, Lesbian, Gay, Bisexual, and Transgender Studies 321\*, 322\*, Political Science 336\*, Religious Studies 370\*.

Six units selected from Women's Studies 512, 515, 520, 522, 530, 535, 536, 540, 545, 553, 560, 565, 570, 572, 580, 581, 582, 590, 596, 598. A maximum of three units of Women's Studies 598 can count toward the minor.

Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and general education requirements, if applicable. A minimum of six upper division units must be completed in residence at San Diego State University.

\*No more than three units may be applied to the minor in women's studies.

Change: Students will be able to enroll in the internship class for six units, but only three will count toward the minor.

3. Change in program.

**Lesbian, Gay, Bisexual, and Transgender Studies Major  
With the B.A. Degree in Liberal Arts and Sciences  
(Major Code: 22990) (SIMS Code: 119506)**

**Major.** A minimum of 27 upper division units to include Lesbian, Gay, Bisexual, and Transgender Studies 321, 322; History 406; English 563 (LGBT Literature) or Television, Film and New Media 470\*\*; Lesbian, Gay, Bisexual, and Transgender Studies 598 or an international study abroad course\*\*; and 12 elective units selected from English 450, 550; General Studies 340; History 583; Journalism and Media Studies 410\*; Psychology 355; Sociology 320, 420; Women's Studies 360, 535; or any department 499 course (with approval of major adviser). Additional courses are acceptable with approval of the adviser. No more than two elective courses may be taken from the same department.

\*Additional prerequisites required.

\*\*If both of these courses are completed, one will count as an elective.

Change: Clarifies if students take both English 563 and TFM 470, then one of these courses counts as an elective, and if students take both LGBT 598 and a study abroad course, then one of these courses counts as an elective.

Faculty Athletics Representative Report  
University Senate  
September 3, 2013

This report focuses on three general areas:

- I) NCAA legislation related to academics and eligibility,
- II) NCAA legislation related to financial aid,
- III) Academic performance of our student-athletes

## **I. NCAA Board of Directors Actions – Update on Academic Legislation**

Academics/Eligibility. The NCAA Board of Directors adopted legislation in the following areas:

### **1. Initial Eligibility (Effective Fall 2016)**

- The NCAA Board of Directors reversed their action from last year that would introduce a new sliding scale for first-year student-athletes to be eligible for competition. This new scale required a high school core grade-point average to be approximately 0.5 grade-point average units **higher** for a given test score compared to the current qualifier standard. Therefore, now the current standard will remain.
- Effective Fall 2016, for students to compete in their first year, the High School Core Course GPA minimum must be 2.3. Students with GPAs less than 2.3 will be classified as “Academic Redshirts.” They remain eligible to practice and may also receive athletically related financial aid.
- To be eligible for competition during the first year, students must successfully complete 10 of the 16 required core courses before the start of their senior year in high school.
  - 7 of the 10 core courses must be English, math, and natural/physical science.
  - All 10-core courses (and grades) must be used in calculating the core GPA.
- If the 2.3 GPA minimum to compete rule was applied to our incoming Fall 2012 class (n=190) only three students would have been required to redshirt--one each in women’s lacrosse, women’s water polo, and men’s tennis.

## 2. **Two-Year College Transfer Eligibility (Effective Fall 2012)**

- Increased the minimum GPA to 2.5 for two-year college transfers to be eligible for competition. Current 2.0 GPA requirements will remain for eligibility to practice and receive athletic aid during first academic year.
- No more than 2 Physical Education activity courses may be used to meet the two-year transfer requirements.
- Nonqualifiers at two-year college will need 3 units of transferrable science to be eligible to compete (in addition to the current requirements of 6 units of transferrable English and 3 units of transferrable math, 48 total transferrable units, and AA degree).

## **II. NCAA Board of Directors Actions – Newly Adopted Financial Aid Legislation**

To help put numbers in perspective--For 2012/13, at SDSU the Athletics Scholarship, Grant-in Aid (GIA) was \$19,140 (resident) and \$30,300 (non-resident). The University Cost-of-Attendance (COA) was \$26,014 (resident) and \$35,522 (non-resident).

### **Additional Stipend: Cost of Attendance or \$2,000**

*NOTE: although approved by the Board in 2012 this legislation was defeated by vote of the NCAA membership. A major cause of concern to many institutions was that this legislation would only allow the additional stipend to go to SAs on full scholarship. More than likely this legislation will return with modifications. But, still no progress has been made in the past year.*

## **III Academic Performance of our Student-Athletes.**

1) Freshman Graduation Rate. The freshman rate indicates the percentage of freshman that entered during a given academic year and graduated within six years. See *chart below*.

2) Six-year Graduation Success rate (GSR). Different from the above freshman rate by including mid-year freshman and transfer students during a given year and have graduated within six years. Also these graphs exclude students who leave school to join the military, foreign services, and church missions. These graphs represent data from different years, by sport, and also by ethnicity.

**SDSU Student-Athlete 6-yr graduation rates (with exhausted eligibility) are over 90%.**

### 3) Academic Progress Rate (APR).

The APR is calculated as follows.

Each semester (F&Sp) a student can earn their team 2 points. One point for ending the previous semester eligible to compete the following semester. The second point is earned if the student continues on to the next semester. Earned points are added into the team total. The team total is then divided by the total possible for the team. This fraction is then multiplied by 1000. Anything under 930 will be problematic for the team. Penalties include loss of scholarships and postseason competition. The 930 critical point has been determined by the NCAA to represent when a team will graduate at least 50% of the members. *See charts below.*

**The NCAA requires institutions to submit Academic Improvement Plans when a team falls under an APR score of 930. During this past academic year we were required to submit a plan for Women's Track. As you can see on the graph the outdoor portion of that sport fell just below 930.**

4) Team GPA. Data over the last 5 years is presented starting with AY 08/09. Thirteen of the eighteen teams in the past year have seen an increase in GPA. Five of the six men's teams have improved and eight of the twelve women's teams have improved. Lacrosse data is only for 2 years since they were introduced in AY 11/12. *See charts below.*

5) Approaches to improving student-athlete success. An on-going practice of developing specific academic improvement plans for students on-probation continues to be successful. But to address overall team academic performance --

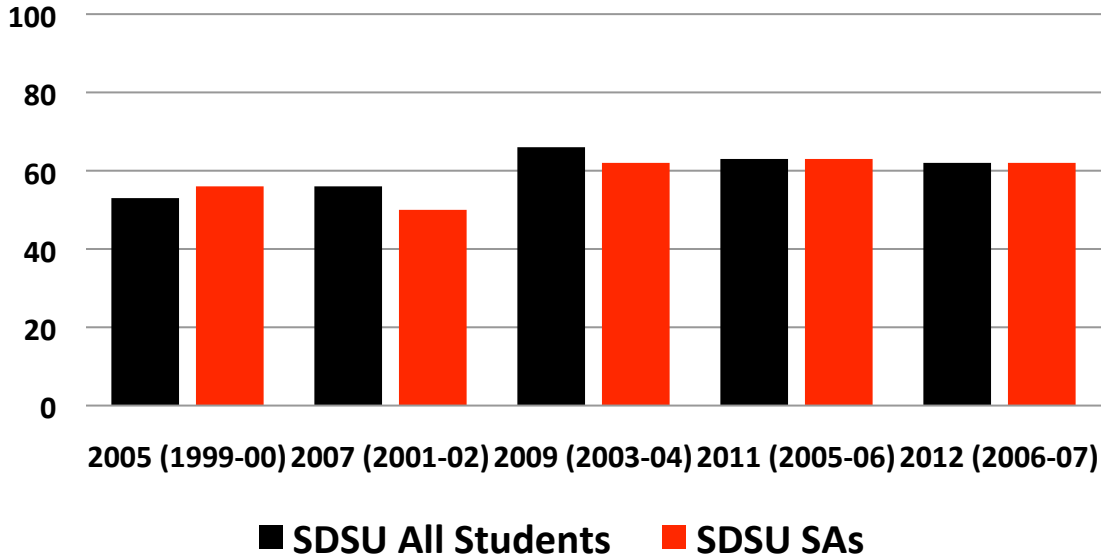
**Last Spring we have instituted a new proactive practice that identifies teams where the academic performance or retention is showing signs of slipping. We are no longer waiting for the NCAA to require an Academic Improvement Plan. We recently prepared six proactive Academic Improvement Plans for the following sports.**

**Men's: basketball and golf.**

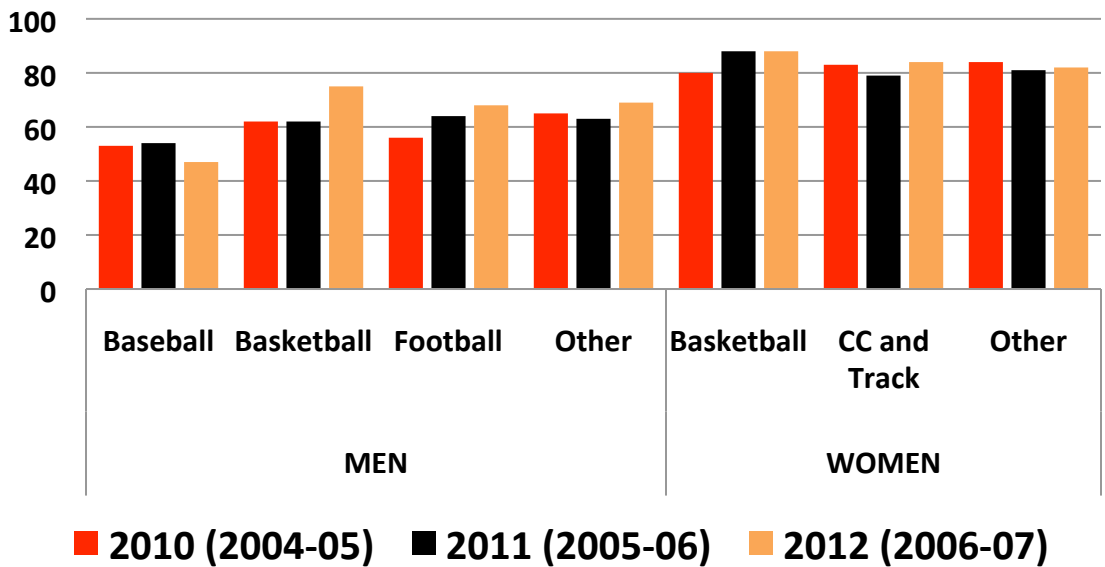
**Women's: basketball, golf, lacrosse, and volleyball.**

Plan designers include the: Associate Athletic Director of Student-Athlete Academic Support Services, and the Faculty Athletics Representative. The plans include active monitoring of student academic performance and general welfare. The plans also include an evaluation identifying specific issues for that sport. They also include a list of specific action items and general best practices. Also, mid-year progress reports will be prepared.

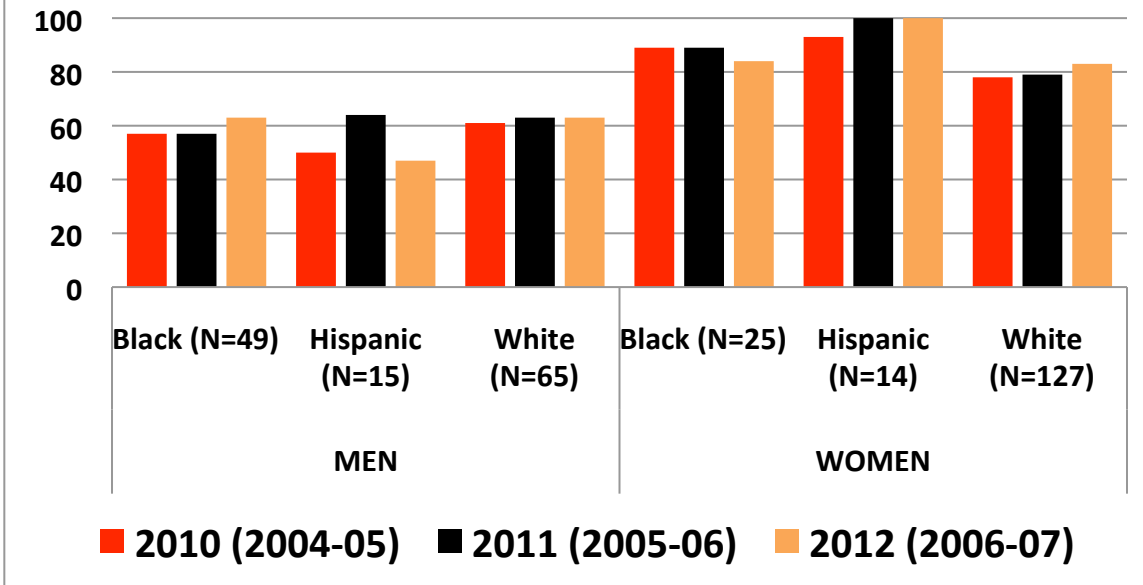
## Freshman Graduation Rate (Within 6 years)



## Graduation Success Rate (Within 6 years)

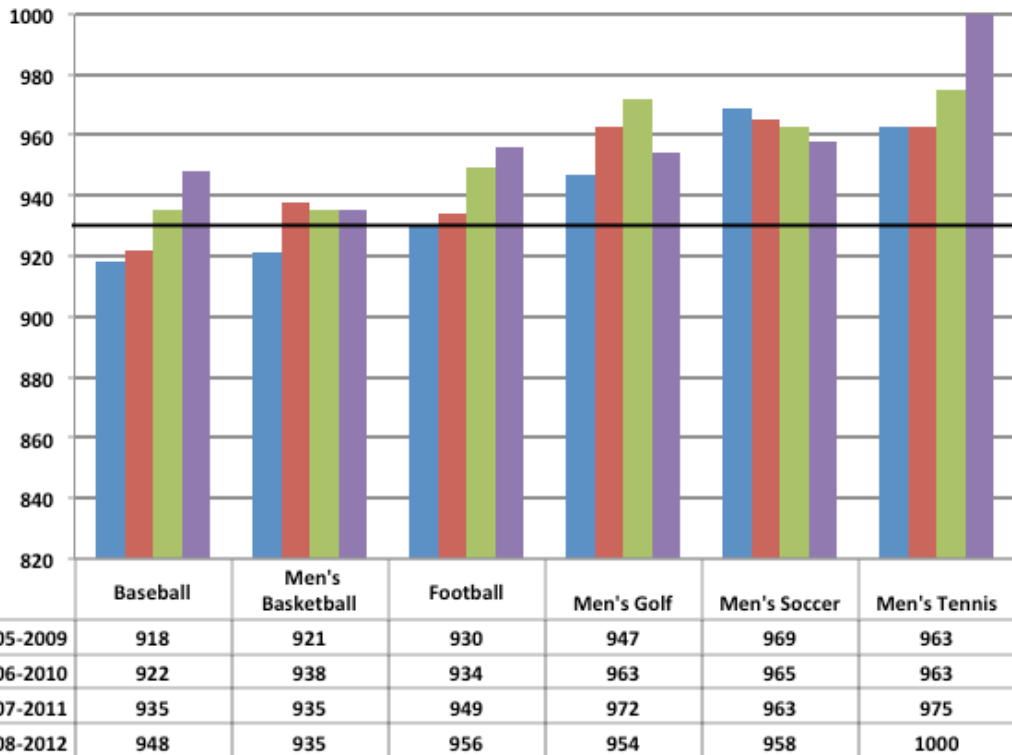


## Graduation Success Rate (Within 6 yr by Ethnicity)

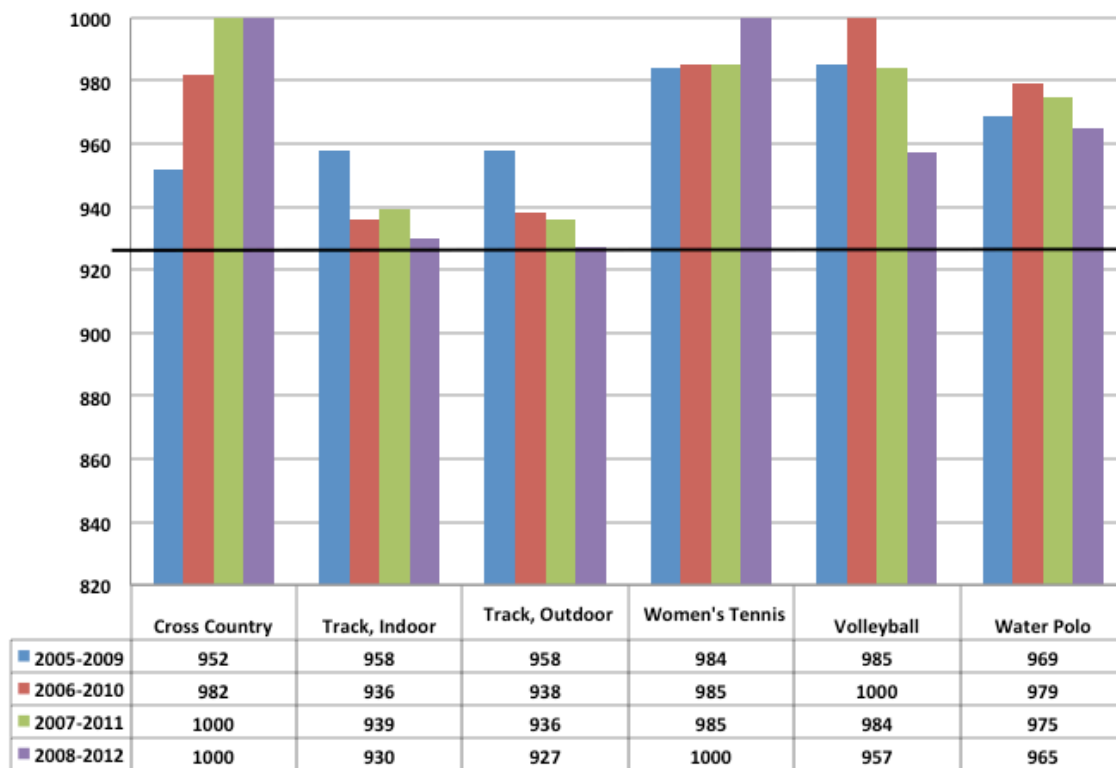


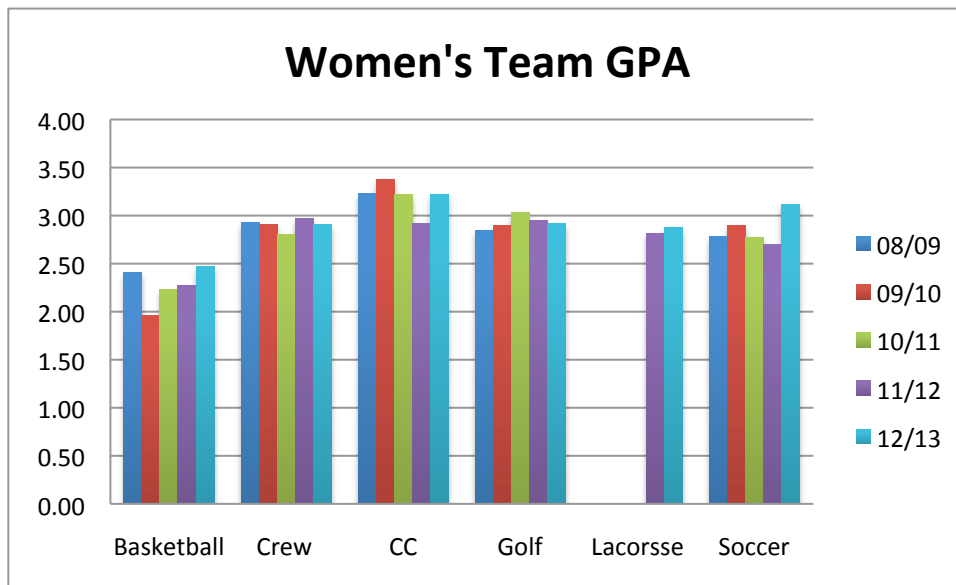
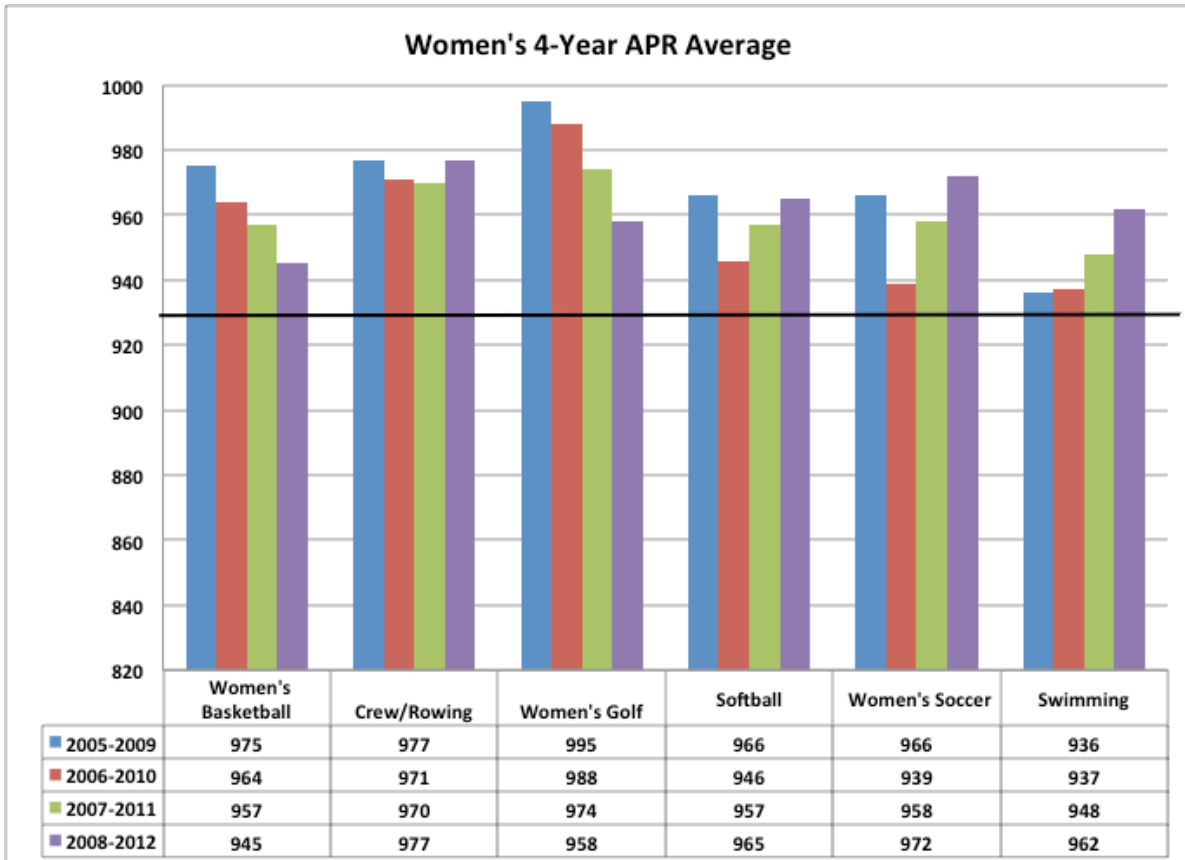


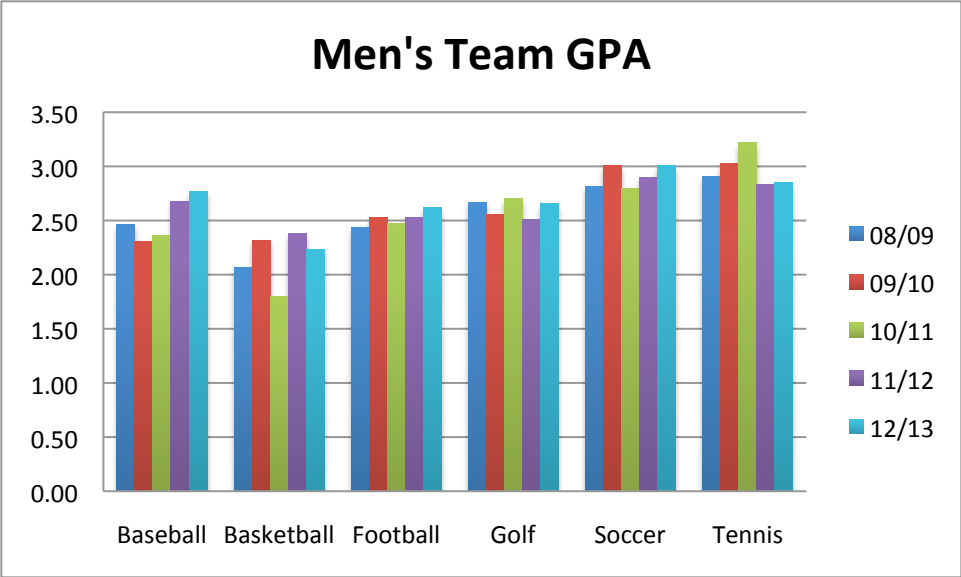
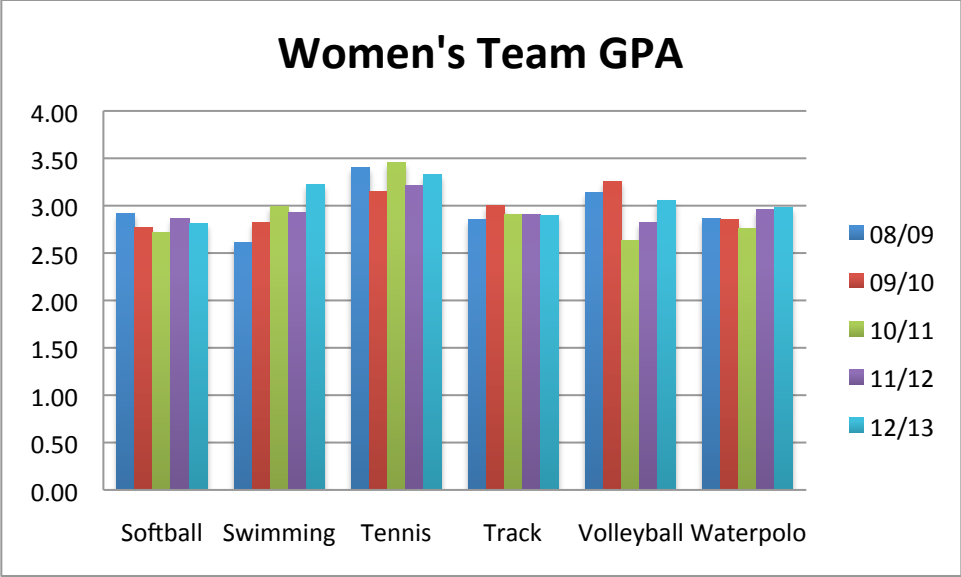
### Men's 4-Year APR Average



### Women's 4-Year APR average







Date: August 19, 2013  
To: The Senate  
From: Gretchen N. Vik, Chair  
SDSU Bookstore Advisory Committee  
Subject: **2012-2013 ANNUAL REPORT**

The SDSU Bookstore Advisory Committee met twice each semester this year to discuss issues facing the Bookstore. All Colleges, the Library, IVC, and Associated Students are represented, but class schedules make it difficult for everyone to attend every meeting. Our primary goal is to help keep prices down for students by making faculty aware of how book orders affect prices.

#### Keeping Course Materials Prices Down for Students

Rentals: The SDSU Bookstore rented 44,000 books to students Fall 2012 (saving students over \$1.5 million) and 34,000 (saving students another \$1.0 million) in Spring 2013. The industry leading program saves full-time students between \$100 and \$200 each semester. Students have the option of renting or purchasing nearly any book in the store. Excluded from the rental program are books with required codes for online homework, workbooks, and most custom textbooks (there was an increase in custom books this past year).

The Bookstore was awarded a \$1.1 Million Department of Education grant for textbook rental that began on October 1, 2010 and ended June 30, 2013. The grant has allowed the store to add titles to the program and reduce pricing for students with the greatest financial need. Surveys done by the Social Science Research Lab over four semesters showed overwhelming subjective evidence of improved student learning with the lower priced rental option being available.

Used Books: Early requisitions save students money because more used books can be made available to students. It is more cost-effective for faculty to order books for planned classes even if they are not absolutely certain that they will be assigned to the class or if the class may be cancelled (and thus the books would be returned to the vendor) than to order books late when there is a much lower chance of getting used books for students. For a class of 100 with a \$100 textbook, a requisition sent to the bookstore prior to buyback, instead of after buyback, could mean savings of up to \$7,500 for students. Typically, SDSU has 50% used books to sell or rent compared with a national average of 30-35%. They hope to get to 60% used books to sell or rent.

#### Meeting Higher Education Opportunity Act Requirements

Academic Affairs notifies faculty about the importance of early book requisitions through the bookstore. The Higher Education Opportunity Act (HEOA) went into effect July 1, 2010. To meet HEOA provisions, faculty should supply all course material information to the bookstore even if some course materials will not be available from the bookstore, such as open source materials, readers from providers other than Montezuma Publishing, materials provided on Blackboard, and more..

Adherence to bookstore deadlines for book orders from faculty also allows the bookstore to supply information to Disabled Student Services so that alternative formatted materials can meet the CSU Accessible Technology Initiative requirements. If we do not comply with HEOA, our students could lose an estimated \$51 million in Federal student assistance.

#### Costas Lyrintzis Donation

Aztec Shops continues to donate \$1,000 annually (and will increase this to \$1,500 this upcoming academic year) to the library for titles facilitated by Wil Weston, Head of Collection Development, in honor of Costas Lyrintzis, former chair of the committee. The books chosen are used in undergraduate courses except in the College of Education, where titles are for graduate student books.

#### Other Services Available to the Campus Community

Computer Repair: The SDSU Bookstore has partnered with Laptop Repair. Faculty, staff, and students can request a repair estimate from [LaptopRepair.com/sdsu](http://LaptopRepair.com/sdsu) for a 10% discount, drop the computer off at the bookstore, authorize the repair, and pick up the repaired computer at the bookstore. The whole process usually takes just a few days.

Inkjet Refill Machine: A new RIS inkjet refill machine on the mezzanine can refill most print cartridges. This saves customers money and helps the environment, plus provides same-day service.

Increased Web Presence: In addition to designing a new website, the bookstore is using Facebook, Twitter, Pinterest, and Instagram to offer specials to students/faculty/staff who follow the bookstore.

#### Success of Gradfest

Gradfest was March 26-28. Although 200 fewer students were expected to walk in May's commencement, Gradfest unit sales increased 3 percent over last year.

To: The Senate

From: The Graduate Council

Date: 8/20/13

Re: Graduate Council AY 2012-2013 Report

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The Graduate Council met eight times in 2012-13. The Council addressed curricula and policy issues working closely with all constituents involved in SDSU graduate education. Its members relied on three subcommittees - Curriculum, Policy, and Student Affairs to provide relevant historical and current data that have informed Council's discussions and decision-making. The Council has evaluated and approved a Joint Doctoral Program in Information Systems. Additionally, the Council has considered information about curricular changes in 38 graduate programs. The Council has addressed a number of policy issues. Specifically, it approved a) adjunct faculty members with expertise beneficial to master's students to serve on master's theses committees, b) priority in reviewing master's theses of military students enrolled in the 12-month master's program in the College of Engineering, and c) change in the policy on concurrent advanced degree credit to make the policy consistent with that specified for undergraduate students. In collaboration with the Enrollment Services, the Council has monitored graduate applications, admissions, and enrollment for domestic (resident and out-of-state) as well as international students. The Council considered and upheld the existing criteria for distribution of non-resident tuition waivers (NRTWs) and approved their distribution in two rounds. Additional issues that the Council has considered include admission cycles, thesis review, thesis and dissertation storage in ProQuest, graduate protocol for 799B classes, and strategic planning issues pertaining to graduate education.