



SAN DIEGO STATE
UNIVERSITY

SENATE September 6, 2016

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SAN DIEGO STATE
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San Diego State University Senate

Minutes

September 6, 2016

2:00 pm to 4:30 pm

AL-101

The Senate was called to order @ 2:08 p.m.

Members present:

Officers: Bober-Michel, Ornatowski, Cadiero-Kaplan

Arts and Letters: Blanco, Perez, Esbenshade, Imazeki, Foad, McCall, Putman, Csomay, Mattingly, Abdel-Nour, Clo

Business Administration: Fleming, Gill

Coach: Crawford

Education: Brandon, James-Ward, Green, Bresciani

Engineering: Engin, Ozturk, May-Newman, Morsi

Health and Human Services: Kressler, Rauh, Maluf

Imperial Valley:

Lecturers: Barker, Lozada-Santone, Justice, Moberly

Library: Weston

MPP I & II: Acfalle

Parliamentarian: Eadie

Professional Studies & Fine Arts: Sha, Cirino, Conaty, Humphrey, Durbin, Sasidharan

Sciences: Reeder, Lewison, Atkins, Vaughn, Baljon, Interlando, Ponomarenko, Xie

Staff: Chie, Preciado, Attiq, Aguilar (IV)

University Services: Rivera, Sakai

Administration: Shultz, Enwemeka, Balsdon (for Welter)

Associated Students: Ebiriekwe

CFA: Toombs

ASCSU: Butler-Byrd

1. Agenda (Cadiero-Kaplan)
MSP
2. Minutes (Cadiero-Kaplan)
MSP
3. Announcements (Bober-Michel)

- 3.1 Dean searches and reviews, program reviews, etc.
Bober-Michel provided an overview of the three outside member elections scheduled for today's meeting (IV Dean Search, Business Dean Search, HHS Dean Search) and other reviews on the agenda for this year (Aztec Shops and Dean Maloy—both to begin later in the Fall). In addition:
- one faculty member on the IV Dean Search Committee was replaced (Boime for Cordero, currently on sabbatical).
 - Christine Miller, Chair of the CSU Academic Senate, will be a guest at the Senate's December meeting.
- 3.2 (Freedom of Expression) Task Force (w/Eadie)
Eadie briefly reprised the Spring poster incident – which resulted in discussions that led to an agreement to form a Task Force focused on freedom of expression issues, including the clarity with which they are spelled out in the Policy File. SEC was convened in June and approved formation of the Task Force on the Senate's behalf. The list of Task Force members (representing a broad constituency) will be included in the minutes. The group's official launch was Friday, Sept 2 – which focused on the group's charge (also approved by SEC) and ways to organize members in order to tackle several different but interrelated areas of interest
- 3.3 Strategic Preparedness Group (SPG): Bober-Michel stated that administrators developed a plan that outlines lines of communication in case of a campus emergency. That document will be included in the minutes.
4. Academic Affairs (Enwemeka)¹ Enwemeka shared both individual and program/department/school accomplishments over the past academic year; highlights include the following:
- The 6-year graduation rate is projected to be a record 74%, up from 68.5%; the transfer graduation is also up—from 83.7% to 85.6%.
 - The WASC review resulted in reaccreditation for 10 years; SDSU received nine commendations and four recommendations.
 - The student computing hub is a success with newly renovated library space; 54% of student-users received tutoring.
 - We hired 54 new faculty.
 - The fundraising campaign now stands at \$725 million; in 2015-16 donations hit \$107.3 million, not including funds raised by Academic Affairs (\$63.4 million).

See the attached PowerPoint slides for additional details.

Baljon raised concerns about rumored budget cuts in the College of Sciences that could result in higher workloads for teaching assistants. The **Provost** explained that the budget was not cut; rather, the College has been overspending its budget over a multiple-year period – and a 3-year strategy is now in place to remedy the situation.

Humphrey: Asked the Provost for the name of the specific software SDSU is considering

¹ PowerPoint slides to be included in the September minutes.

for use by advisors. One product under consideration, according to the **Provost**, is *u.achieve* but there are others. The goal is to have a software tool that will make advising vivid and clear for students. Software will be discussed at the Advising Forum set for September 16.

Aguilar: Asked how GE reforms will affect community college transfer students. The **Provost** noted that faculty control curriculum – so they will determine this.

Shackelford: Asked that the Provost revisit the budget issue in Sciences; perhaps the budget isn't actually sufficient for the work faculty have undertaken. The **Provost** agreed about the high costs to run biology and chemistry labs, but reiterated overspending is the problem—not the lab costs; the College deficit of a few years ago was eliminated with additional permanent funding but the very next year, the College was in deficit again. The Provost plans to meet with the Dean and other key staff to develop a solution.

Preciado: Acknowledged the accomplishments and success in fund raising. He asked that Senate officers prepare a referral to examine budget allocations and prioritization, concerned that our budget strategies don't reflect the spirit of shared governance. **Bober-Michel** suggested we begin with a "Budget 101" presentation from senior administrators so that the Senate as a whole has a better understanding of revenue streams and the areas with which those streams are associated or aligned.

5. Officers' Report (Ornatowski)

- 5.1 There are no new referrals to date; the chart shows the one outstanding to AP&P on academic misconduct.
- 5.2 Update: Class Size Task Force: A draft progress report should be presented at the September SEC meeting. Chair Bresciani had not yet had a chance to review it with all Task Force members.
- 5.3 Pool of 14 faculty: Ornatowski thanked all faculty who volunteered to be part of the pool and read their names aloud.
- 5.4 SEC report – Senate's AY 2016-17 Agenda: Every fall we review and approve the Senate's general agenda for the current academic year. After reading it, Ornatowski moved to approve the agenda as recommended by SEC.

Mattingly: Asked the Officers to launch a discussion about the budget. **Bober-Michel** felt it was premature to do so, but agreed to bring up the issue at the September SEC meeting. **Esbenshade** recommended that a budget-oriented item be added to the Senate agenda before its approval. **Mattingly** asked that we consider forming a budgeting process group within the Senate but the **Provost** reminded her that we already have budget mechanisms in place including PBAC (the President's Budget Advisory Committee) and the Senate's own AR&P. He suggested that these groups present to the Senate at a future meeting. **Conaty**, AR&P co-chair, noted that VP Tom McCarron is already slated to speak to her committee (re budget

processes) at its 9/29 meeting. **Eadie** ultimately reminded Senate members that the item under discussion is something appropriate to append to the Senate agenda and someone should rephrase it as such. **Bober-Michel** recommended this statement: *Senate will initiate a discussion on the budget process.* **Bresciani** suggested a friendly amendment (to add the phrase *and allocation*) but **Bober-Michel** declined to do so since a broad conversation about budgeting necessary includes that topic.

MSP To adopt the 2016/17 Senate Agenda with the additional bullet: *Initiate discussion on the budget process.*

5.5 **Emeritus status:** Bober-Michel reported that the listed faculty were approved by SEC on the Senate's behalf.

6. Elections

6.1 Dean Search Committee / Health and Human Services (outside member)

6.2 Dean Search Committee / Business Administration (outside member)

6.3 Dean Search Committee / IV campus (outside member)

The Committee on Committees and Elections (Green, Chair) managed the three elections. Results:

- SDSU – IVC Sandra Wawrytko
- HHS: Sascha Longstreth
- COB: Bey-Ling Sha

7. New Business: Action Items

7.1 Committee on Committees and Elections (Green)

Bober-Michel shared Green's report since she was managing the elections. She also emphasized the need for all committees to advise Green of their meeting dates and times so students can participate; they can commit only with this information. She noted that Green is also charged with ensuring committees are in compliance with their membership distributions, per the Policy File; Green, in fact, is still seeking a faculty Senator to serve on the Freedom of Expression Committee.

MP To approve various appointments or reappointments to Senate Committees.

7.2 Constitution and Bylaws (Csomay)

Change in DEO composition (first reading; vote in October)

Csomay reminded us that the same Senate must be in place when a change in Senate policy requires two readings; thus, the first reading back in May had to be discounted. DEO plans to include the Director of Student Disability Services as a member; in addition, Csomay will update the document to replace *Dean of Undergraduate Studies* with the actual position title: *Associate Vice President for Student Achievement*.

8. New Business: Consent Calendar (Committee Reports)

MSP To receive reports on the Consent Calendar.

MSP To adopt the Consent Calendar.

- 8.1 AR&P
- 8.2 ASCSU (Ornatowski)
- 8.3 Update / Associated Students Review (Atkins)
- 8.4 CFA (Toombs)
- 8.5 Diversity, Equity, and Outreach (Chung)
- 8.6 Faculty Affairs (Imazeki)
- 8.7 General Education Curriculum (Bliss)
- 8.8 Graduate Council (Bohonak)

8.9 Update / SDSUId, etc. (Xanthos/Fraze) – **3:00 pm time certain**

Xanthos: Shared information on features of SDSUId as outlined on pages 41-44 of the agenda. **SDSUId** is our name for the system we’re using for single sign-on; over time, it will provide access to all the major programs/tools used on campus—including the Portal, Blackboard, Zoom, and more. Our current active directory structure is cumbersome, with systems that don’t talk to one another – which means sharing information is virtually impossible; it also makes us vulnerable to hacking (no encrypting) and is very costly to maintain.

Moving to single sign-on was part of the process of moving students to university-provided email; this Fall the change was optional but we strongly encouraged students to make the switch.

As noted earlier, SDSU’s current wireless solution is not encrypted; the new system will allow us to have access to one that is (Eduroam); it some something many of our sister institutions have long had in place. It will let us access wifi at many locations worldwide that support it.

SDSUId also features Microsoft 365 – free to students and faculty. As a reminder, students had to opt in to SDSU email (during orientation) and SDSUId in order to access it; the same process applies to faculty. The rollout was communicated to Deans, Associate Deans, advisors, and new students ahead of the start of orientation in July. We’re already starting to see many early-adopting faculty.

Nothing has changed about Google; we remain a Google institution though our Google products are not yet part of SDSUId. Having SDSUId ensures better compliance with HIPPA—in particular, when staff or faculty separate from the university.

Fraze reiterated that SDSU is behind when it comes to encryption, etc. Another benefit of “claiming” one’s SDSUId account is access to Zoom – our new web conferencing tool (to fully replace Collaborate at the close of the academic year). The ITS website features Zoom “getting started” tutorials.

Weston: Mentioned that library staff are fielding questions from students regarding SDSUId; the person at the Public Service Desk is particularly overwhelmed. Are there other service points on campus where students can get answers to their questions?

Ponomarenko: Requested clarification on phase out of the Rohan server. **Chie** explained that Rohan is being partitioned into three servers to better meet people's needs.

Csomy requested clarification regarding CSU and Microsoft. **Xanthos** explained that Microsoft does indeed drive SDSUId; we're working with a CSU-level contract (which he will share if allowed to do so). Microsoft has an entire division devoted to security, and she (and others) should not be concerned with loss of personal information due to the switchover; he again discussed the vulnerabilities associated with our "old" ways of managing wireless and other facets of our virtual presence. **Csomy** also expressed concern with how these changes were rolled out; she feels the Senate should have been consulted ahead of time rather than informed after the fact. **Bober-Michel** noted that she has now been meeting routinely with Xanthos and others to ensure we're always in the loop.

8.10 Staff Affairs (Attiq)

8.11 Undergraduate Curriculum (Verity)

8.12 University Relations and Development (Carleton)

8.13 WASC update (Schultz)

9. Other Information Items

9.1 Update / Facilities (McCarron) – **2:45 pm time certain**

McCarron discussed many ongoing projects; highlights include:

- **South Campus Plaza.** Students now housed in Tenochca Hall will move to South Campus Plaza for the Spring 2017 term; renovation of Tenochca will then begin. Anchor tenant Trader Joes should open before Summer. Delays are largely associated with Fire Marshal issues and a few other technicalities.
- **EIS.** The building is on-track for a 2018 completion.
- **Campanile Gateway.** The signage is going up; the project, which will help delineate the line between campus and the larger community, is nearly completed.
- Road repaving, crosswalk upgrades, increased ADA parking.
- **Campanile walkway.** This should open by the end of September – providing shade, more comfortable seating and a more welcoming environment.

Preciado: Expressed appreciation to the facilities planning group for their support for ADA spaces, initiatives such as this improve our quality of life at work. However, he also raised questions regarding our investment in EIS; while he understands the financial modeling for it (including use of one-time funds) he is unsure how construction/improvement projects can be sustained in the long term. **McCarron**

reiterated that funding EIS was based the following: 1/3 from the CSU, 1/3 from SDSU (including fund-raising via naming donations), and 1/3 via CES. He emphasized that philanthropic funding is not predictable—we can't count on it from one year to the next.

Butler Byrd: Wanted to confirm that gender-neutral bathrooms are part of new buildings we erect. **McCarron** assured her that such restrooms are indeed the norm – but the focus is as much on their location as on the total number.

9.2 Update / Enrollment Services: Wait List (Cook) -- 3:15 pm time certain

Cook: Provided background on how a) the Wait List Task Force was convened and b) its members determined the business rules for the system. Members included student, faculty and staff. The system first launched last Spring.

It appears to have made things easier for all students, especially those in ALI and Open University; all the old forms are gone. The system doesn't use majors as a filter, but a dept/school coordinator can control registration by coding a class as *priority registration to majors*. The system does check for prerequisites—but acts on the coding a coordinator inputs (ignore, put in warning or stop students from registering). Most departments use *warning* for a Fall semester since some students could have taken the class in the preceding Summer session. Faculty do need to verify. This aspect of the system seems to be working well.

Most feedback has been positive, though there is always room for improvement.

Sha: Inquired about students with double majors and whether or not the system could manage that.

Ornatowski: Noted that CAL faculty would like to see more faculty control—for example, is it possible to drop students who miss the first two class meetings so they can add others? **Cook** explained that faculty can drop anyone who doesn't attend the class, *but they must first admit them to do that*. They can't be directly removed from the Wait List.

Bresciani: Wondered if the Wait List will integrate with the new advising tools.

Cook: Clarified that the Registrar will always look at exceptions—for example, if a student needs a class to graduate. The faculty member or chair/director would simply forward a memo detailing the situation.

Shackelford: Acknowledged that the system is working and appreciates the work that has been done.

10. Other Business

Provost Q & A (continued from his earlier report):

Aguilar: Expressed interest in the advising programs/software shared in the Provost's presentation—asking for assurance that IV would be included in the implementation plan (and the timeline for it). The **Provost** confirmed IV's involvement and spoke again about each College (IV included) having a central advising structure in place; deans were responsible for leading this effort. The next step is to provide colleges with data; this is where the software comes into play.

Butler Byrd: Wanted to know about the sophomore housing initiative – and whether or not students would be mandated to live on campus. The **Provost** said participation would be voluntary, and that Student Affairs would inform the Senate about all aspects of the project at its October meeting. **Preciado** expressed concern about the decision-making process for sophomore housing—and questioned the business model. He reminded the Senate of an earlier housing initiative (2010) – and wondered why specific Senate committees hadn't been consulted this time. The **Provost** explained that few universities make money from housing—it's not about making money (most such projects are self-supporting) but improving student life.

Ebiriekwe: Wanted to confirm that any GE reform effort would include student representation (and the **Provost** assured him this was indeed the case). **Shultz** added that we'll begin with a small working group this Fall and move to a larger group (more like a steering committee) in the Spring.

Provost: Emphasized that all of the things accomplished in the presentation today happened because of the faculty and staff in this university; no one person or subset of the campus is solely responsible. We've been successful because we all worked together. We need to spend time to acknowledge what has been accomplished.

11. Adjournment

MSP The Senate adjourned @ 4:30 pm.



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San Diego State University Senate Agenda

September 6, 2016

2:00 pm to 4:30 pm

AL-101

Copy of
Agenda

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DRAFT

Freedom of Expression Task Force

Members

- Co-chair
 - Bill Eadie
 - Marcie Bober-Michel
- DEO
 - Anne Donadey / European Studies
 - Beth Chung / Management
 - Vitaliano Figueroa / AVP Student Affairs
- Freedom of Expression Committee
 - Mark Wheeler/ Theatre, Television & Film*
 - Mark Freeman / Philosophy*
 - Steve Barbone / Philosophy
- Staff Affairs Committee
 - Lisa Thurn / Sciences
 - Jessica Brubaker / Library
 - Cindi Chie / Enrollment Services/IT
- Student Affairs
 - Christy Samarkos / AVP Student Affairs
 - Antionette Marbray / AVP Student Affairs
 - Randy Timm, Dean of Students
- Open-letter signer
 - Rebekah Fuganti, International Programs Coordinator in International Programs
- Students
 - Jamie Miller
 - Chloe Sension
 - Dylan Colliflower
- Jessica Rentto / AVP Business and Financial Affairs
- Megan Collins / President's Chief of Staff
- Marc Mootchnik / CSU Attorney/advisory
- Josh Mays / Interim Chief of Police/advisory

Charge

Senate Officers -- with approval of the *Senate Executive Committee* (SEC), acting on behalf of the Senate itself -- are providing Task Force members with the following charge:

Review relevant university policies and practices to identify changes, if any, that need to be made to ensure a) freedom of expression while protecting student safety and b) principles of community that foster respect for the diversity of peoples and ideas that comprise a healthy university community.

The *Task Force itself is responsible for generating the specific goals that derive from the charge.* To exemplify ... at its June 28th meeting, SEC members seemed genuinely interested in:

- creating guidelines that, in both a legally permissible and ethically responsible way, respond to future incidents in which freedom of expression is threatened,
- engaging our university community (students, staff, faculty, administrators) in informational events on this important issue, and
- building a website of shared resources.

DRAFT

Strategic Preparedness Group---DRAFT 9-2-16

San Diego State has a long tradition of cross-divisional cooperation to proactively foster, prepare for, and respond to, campus discussions of important social issues. In the wake of recent events on CSU campuses and in the context of the current political climate, Chancellor White has asked each CSU campus to formalize administrative structures to optimize this proactive process.

In this context, San Diego State's Strategic Preparedness Group (SPG) will operate to proactively prepare for campus dialogue, ensure student safety and well-being, enhance freedom of expression, support our tradition of shared governance and promote productive, meaningful dialogue on topics of interest to our community. The SPG will have responsibility for ensuring these outcomes and that administrative actions follow university policy. It will not set policy.

The Vice President for Student Affairs (VPSA) will convene the SPG. Members will include:

Student Affairs leadership as designated by the VPSA;
Chair, University Senate;
President, Associate Students;
Associate Vice President for Administration;
Chief of Staff, Office of the President;
Chief Communications Officer
Campus Counsel
Chief of Police (as necessary).

To ensure broad communication, the members of the SPG will have specific responsibilities to contact and inform university leadership regarding the SPG's proactive initiatives, as well as its responses to issues that arise.

The following are the briefing responsibilities:

Chief of Staff---President, Provost, Vice President for University Relations & Development
Associate Vice President for Administration---Vice President-Business & Financial Affairs
Vice President, Student Affairs---Chief Diversity Officer
President, Associated Students---AS Officers
Chair, University Senate---Senate Executive Committee
Chief Communications Officer –Media (as necessary)

Traditional after-action reporting will continue with the SPG providing briefings as described. The SPG will also have a liaison relationship to the Emergency Operations Committee (EOC) through its shared membership. Decisions to convene the EOC will be independent of the convening of the SPG.



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**2015-16 Academic Affairs
Highlights/ Achievements**

~ 2016-17 Strategic Initiatives

Committee	Date	Item	Referred by
Academic Policy and Planning	December 2015	Propose revisions to the Policy File that would clearly articulate university policies and procedures regarding academic misconduct.	Officers

DRAFT

August 23, 2016

List of the Pool of 14 Faculty:

<u>First</u>	<u>Last</u>	<u>College</u>
Joseph	Thomas	Arts and Letters
Adelaida	Del Castillo	Arts and Letters
John	Penrose	Business
Fred	Raafat	Business
Luke	Duesbery	Education
Asfaw	Beyene	Engr
Satchi	Venkataraman	Engr
Stephanie	Brodine	HHS
Linda	Salem	Library
Bey-Ling	Sha	PSFA
Andrew	Cooksy	Science
Douglas	Deutschman	Sciences
Risa	Kohn	Arts and Letters
Peter	Cirino	Professional Studies and Fine Arts

Senate Annual Agenda – as approved by the Senate on 9/6/16
Memorandum

To: SEC
From: Senate Officers
Date: August 23, 2016 (SEC); September 6 (Senate)
Re: General Senate Agenda 2016-17

The Senate Officers present the Senate Agenda for 2016-17, for approval by the Senate Executive Committee:

- Monitor the progress of the Class Size Task Force
- Monitor the progress of the Freedom of Expression Task Force
- Participate in implementing recommendations of the WASC Review Panel – including issues associated with the SDSU general education program, assessment, graduate education, etc.
- Participate in the ongoing periodic review of Associated Students, per the Policy File (Review of Auxiliaries)
- Initiate a review of Aztec Shops, per the Policy File (Review of Auxiliaries)
- Initiate a discussion of all facets of university budgeting
- Track CSU regulations relating to the educational quality of courses and programs offered online

Emeritus Status for the following Faculty:

Nancy J. Farnan, Professor of Teacher Education, June 30, 2016, 27 years

Randall German, Professor of Mechanical Engineering, August 21, 2016, 8 years

Wilburn Hansen, Associate Professor of Religious Studies, August 26, 2016, 9 years

Paul T. Kolen, Professor of Electrical and Computer Engineering, May 21, 2016, 29 years

Robert Leach, SSPAR in Astronomy, August 31, 2016, 28 years

Benjamin Ricardo Nemirovsky, Professor of Mathematics and Statistics, August 15, 2016, 11 years

Thomas R. Packard, Professor of Social Work, August 21, 2016, 33 years

Patrick Papin, Professor of Physics, August 22, 2016, 31 years

One request to submit the following name from Counseling and Psychological Services for emeritus status.

Sandra E. Jorgensen-Funk, SSPAR in Counseling and Psychological Services, December 31, 2014, 15 years

DRAFT

TO: Senate
FROM: Tonika Duren Green, Chair, Committee on Committees and Elections
DATE: September 1, 2016
RE: Action Items

The Committee on Committees and Elections moves approval of the following appointments, reappointments or replacements to committees (marked with an asterisk along with committee chairs) with terms to begin and end as noted below. Additionally, we provide a list of terms that need reappointments or new appointments. We expect to provide a more finalized report in October once vacancies have been filled.

NEW COMMITTEE CHAIRS

Committee on Committees

*Tonika Duren Green, Chair

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Academic Resources and Planning

Co-chairs: Donna Conaty and Cheryl James-Ward

AS Facilities

Chair: Patty Masengale

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Campus Fee

Chair: Lisa Thurn

Committee on Committees

Chair: Tonika Green

Constitution and Bylaws

Chair: Eniko Csomay

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Chair: Jessica Rentto

Disability Access and Compliance

Jessica Rentto and Pamela Starr (Co-Chairs)

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Extended Studies

roster under construction

Faculty Advancement

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Fee Advisory

Chair: Kim Reilly

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: not yet assigned

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Chukuka Enwemeka

Instructional and Information Technology

Chair: Mark Siprut

International Programs

Chair: roster under construction

Intercollegiate Athletic Council

Chair: Fred Kolchorst

Liberal Studies

Chair: Sharon Bendall

Library and Information Access

Chair: Peter Herman

Scholarships Committee

Chair: roster under construction

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Affairs

Chair: roster under construction

Student Grievance

Chair: Patricia Lozada-Santone

Student Health Advisory BoardChair: No chair identified
(member(s) Kurt Lindemann)Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: not identified

Sustainability

Co-chairs: Jessica Barlow and Heather Honea

Teacher Education Advisory Council

Chair: roster under construction

Tenure-Track Planning

Chair: no Chair Assigned

Undergraduate Council

Chair: no chair assigned

Undergraduate Curriculum

Chair: Larry Verity

**FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS
NEED**

Academic Policy and Planning

Donna Castenada (IVC) term ended May 16
2 students needed

Academic Resources and Planning

Need IVC Rep
Jose Preciado (Staff) term ended May 2016
2 students needed

AS Facilities

Kathy Van Wyk (Senate Member) term ended May 2015

Bookstore Advisory

*Jessica Robinson, CHHS new appointment (term ending May 2019)
Risa Levitt Kohn (A&L) term ending May 2017
1 student needed

Campus Development

Ed Aguado term ended May 2016
Elisa Sobo term ended May 2016
1 student needed

Committee on Committees

Risa Kohn (A&L) term ending May 2017
Steve Gill (BUS) term ending May 2017
Elizabeth Cordero (IVC) term ending May 2017

Constitution and Bylaws

Khaled Morsi term ended May 2016
1 student needed

Copy Rights and Patents

Douglas Grotjahn (Senate Appointed) term ended May 2015
Samuel Kassegne (Senate Appointed) term ended May 2015
Georg Matt term ended May 2015
Karen May-Newman term ended May 2015
Yusuf Ozturk term ended May 2015
William Tong term ended May 2015
Ruprecht von Buttlar term ended May 2015

Disability Access and Compliance

2 students needed

Diversity, Equity, and Outreach

Faculty-IVC needed

2 students needed

Environment and Safety

Rebecca Egipto term ended May 2016

Sherry Ryan term ended May 2016

Eunha Hoh term ending May 2017

2 students needed

Extended Studies

roster under construction

Faculty Advancement

*Nellie Tran appointed August 2016 (replaced Brent Taylor)

Larry Beck term ended May 2015

Faculty Honors and Awards

Jennifer Imazeki (Former Rec of Alumni Award)

Need 1 student

Need 1 Alumnus (voting on Alumni Award Subcommittee)

Fee Advisory

Need 6 students

Freedom of Expression

Jonathan Graubart term ended May 2016

4 students needed

GE Curriculum and Assessment

Jaynie Lee (undergrad student) term ended May 2016

Bey-Ling Sha (PFSA) term ended May 2015

Larry Verity (HHS) term ended May 2016

Need Faculty-IVC

Graduate Council

Marva Cappello (EDU) term ended May 2016

Caren Sax (EDU) term ended May 2016

Steve Kramer (HHS) term ended May 2016

Chris Glembotski (SCI) term ended May 2015

2 students

Honorary Degrees

Elsa Romero (President of SDSU Alumni Association) need replacement or reappointment

Instructional and Information Technology

Yusuf Ozturk term ended May 2016

Bob Hoffman term ended May 2015

Need rep from Academic Affairs Information Technology Coordinator (or designee)

Intercollegiate Athletic Council

Fred Kolkhorst term ended May 2015 need reappointment

Jessica Barlowe term ended May 2015

Ben Bagnas term ended May 2015

Susan Cayleff term ended May 2015

Joyce Gattas term ended May 2015

Patrick Papin term ended May 2015

Doug Stow term ended May 2016

Liberal Studies

1 student needed

Library and Information Access

David Engstrom (HHS) term ended May 2016

Kevin Delgado (PFSA) term ended May 2016

Leslie Seiters (PFSA) term ended May 2016

Faculty IVC

Edward DiBella (Nonprofessional Library Staff) term ended May 2016

2 students needed

Scholarships Committee-roster under construction***Staff Affairs***

*Frederick Conway, Anthropology (CAL) appointed term ending May 2019

*John Mercurio, Staff (CAL) appointed term ending May 2019

Student Affairs-roster under construction***Student Grievance***

Rayanne Williams (Admin Full time) term ended May 2015

Mark Wheeler (Fac Full-time) term ended May 2016

Julie Williams (Fac Full-time) term ended May 2016

6 students needed

Student Health Advisory Board

Senate member needed

Student Learning Outcomes

Larry Verity (HHS) term ended May 2016

Mike Sabath (IVC) term ended May 2016

Stephen Schellenberg (Chair) term ended May 2016

Student Media Advisory-new appointments

*Alexander Shapiro Associated Students - Vice President for Finance (or designee)

* Christina Brown Associated Students - Executive Director (or designee) (nonvoting)

Barbara Mueller (Member of Journalism Program) term ended May 2016

Rebecca Coates Nee term ended May 2016

Amy Schmitz Weiss term ended May 2016

4 students needed

Sustainability

Bruce Appleyard term ended May 2015

2 students

Teacher Education Advisory Council-roster under construction***Undergraduate Council***

Juan Carlos Ramirez-Pimienta term ended May 2016

Undergraduate Curriculum

Steve Barbone (A&L) term ended May 2016

Tita Gray (BUS) term ended May 2016

Regina Brandon (EDU) term ended May 2016

Cathie Atkins (SCI) term ended May 2016

Magdalena Altamirano (IVC) term ended May 2016

2 students needed

University Research Council

Marilee Bresciani (EDU) term ended May 2016

Eugene Olevsky (ENG) term ended May 2015

Tracy Love-Geffen (HHS) term ended May 2016

Donna Castaneda (IVC) term ended May 2016

*reappointments or new appointments

March 18, 2015

To: University Senate/Senate Executive Committee
 From: Eniko Csomay, Chair of Constitution and Bylaws Committee
 Action: Adopt proposed changes in language to the Policy File concerning the addition of the Director of Student Disability Services as a new member to the Committee on Diversity, Equity and Outreach

Anne Donadey, Chair of Committee on Diversity, Equity and Outreach asked the Constitution and Bylaws Committee to review the proposal to change language in the Senate Policy File pertinent to the addition of a new member to the committee.

Rationale: To guarantee that the DEO has standing expertise on disability as diversity so we can give disability issues full consideration in our deliberations. SDSU is including a disability as diversity (DiversAbility) model more centrally; inclusivity of people with varying abilities is part of the Strategic Plan, and it is important for the DEO to have such expertise represented in our membership. The Director of Student Disability Services has been attending our meetings regularly and has requested to formalize that participation. VP for Student Affairs Eric Rivera and the DEO membership are also in favor of this change.

Recommended changes: Deletions are crossed out, and additions are underlined.

3.9 Committee on Diversity, Equity, and Outreach

3.91 Membership ~~(21)~~: nine faculty, one of whom shall chair, including one from each college, the Library, and the SDSU-IV Campus, at least one of whom shall be a Senator; two students, including a representative from the Associated Students; one staff representative; the Assistant Vice President for Academic Affairs / Enrollment Services or designee; the Director of the Office of Employee Relations and Compliance; the Chief Diversity Officer; the Chair of the Senate or designee; the Provost or designee; the Vice President for Student Affairs or designee; the Dean of Undergraduate Studies or designee; the Director of the Center for Human Resources or designee; and the Director of Student Disability Services or designee.

Deleted: 20

Deleted: and

3.911 The appointed faculty members shall serve three-year, staggered terms.

3.912 Membership on the committee shall include representation from diverse campus groups.

3.913 The chair of the Committee, in consultation with the President, may request the service and advice of educational and community leaders.

3.92 The Committee shall report to the Senate and advise the President.

3.93 Functions

3.931 The Committee shall review university-wide programs for the recruitment and retention of faculty, staff, and students.

3.932 Subject to the approval of the President, the Committee shall advise the university administration regarding prohibited discrimination, equal opportunity, outreach, and related matters.

3.933 Additional duties of the Committee shall be: (a) to advise the President regarding the university's conformity or potential lack thereof with California State University policies and with legislation on nondiscrimination and equal opportunity in admissions and employment, (b) to recommend policies and procedures to recruit students for matriculation and to retain students for graduation, (c) to work with Enrollment Services, diverse student organizations, and interested community persons and groups to coordinate activities to enhance the recruitment of diverse students, (d) to review and assist in coordination of programs for advising and mentoring diverse students, (e) to assist departments in reviewing and modifying their curricula in order to incorporate multicultural materials, (f) to promote faculty and staff involvement in addressing the educational needs of diverse students, (g) to disseminate information concerning funding for equity programs within the university, (h) to advise the Office of Employee Relations and Compliance and the Chief Diversity Officer regarding policies, procedures, and outcomes of the university's diversity programs.

August 18, 2016

TO: Marcie Bober-Michel, Senate Chair

FROM: Donna Conaty, AR&P co-chair
Cheryl James-Ward, AR&P co-chair

RE: 2015-16 AR&P Committee Report

Throughout the 2015-16 academic year, the Academic Resources and Planning committee was engaged in considering matters pertaining to the SDSU budget.

During the initial fall meeting, Crystal Little presented an overview of the budget structure and committee members, many of whom were new to the committee, were able to ask questions about the various types of categories and sources for funding.

Agenda items throughout the year included curricular proposals that were determined to need full committee feedback (it is left to the chair to decide which proposals have potential budget impact and which might be categorized as housekeeping or minor program changes), consideration and discussion regarding budget requests that were moving to PBAC, and general budget updates.

The Building on Inclusive Excellence proposal (BIE) was discussed at length, including a response to the DEO committee that requested additional consideration of questions that AR&P believed to be important for the proposal to be as successful as possible. As a result of AR&P's feedback, along with other key Senate committees, we believe the BIE to be an important new initiative representing an institutional commitment to advancing diversity among tenure track hires.

TO: SEC

FROM: Cezar Ornatowski
Academic Senate, CSU

DATE: August 23, 2016

SUBJECT: Information

Various Information

The CSU has instituted an online Chair Institute for department chairs. Over 240 chairs system-wide have signed up for it.

In response to ASCSU concerns about tenure track density (the ratio of tenure/tenure-track faculty to non-tenure track faculty) across the CSU, the Chancellor's Office, in consultation with the ASCSU, is convening the Tenure-Track Density Task Force. The Task Force will be composed of 3 ASCSU Representatives, 3 CFA Representatives, 1 Campus President, 2 Provosts, 1 AVP Faculty Affairs, 2 CO HR, and 1 CO ASA. The charge of the Task Force is to

- 1) Analyze and review data necessary to understand the problem and possible solutions, including system budget and state funding,
- 2) Develop and review best practices or tools for campuses to utilize as they seek to improve tenure track density,
- 3) Identify principles that may guide campuses as they work to improve tenure track density.

The CSU Background Check Policy has been revised in response to feedback from campuses and the ASCSU. Some of the most significant revisions are:

- Background checks are required for current employees only if they are moving into sensitive positions
- Student workers and volunteers are only required to undergo a background check if one is required by law
- Any employee or volunteer with direct contact with minor children must undergo a background check; CSU policy requires fingerprinting for these individuals
- Student workers and volunteers are exempt unless they are in a position that requires a background check by law
- Employment verification was changed from past 10 years of employment to past 5 years
- A separate section detailing fingerprint checks was created; it will apply only to those who have direct contact with minor children
- CSU may conduct periodic sexual offender registry checks

- CSU will not consider a conviction unless the candidate was convicted of the crime, released from prison or released from parole within seven (7) years before the assessment
- Language was added prohibiting the CSU from subscribing to subsequent criminal records updates (unless required by law)
- Credit checks are performed for candidates for positions that have been authorized under the CA Labor Code Section 1024.5 *and* the campus determines the check to be job related
- Campuses may not conduct credit checks if employees have regular access to less than \$10,000 cash

The CSU Board of Trustees appointed Erika D. Beck, Ph.D., president of California State University, Channel Islands and Gayle E. Hutchinson, Ed.D., president of California State University, Chico.

The BOT Committee on Educational Policy received a report on academic preparation. The report suggested that the Fall 2015 freshman class was the largest entering class in CSU history at just over 64,000 students and was the best prepared class at Fall entry.

Highlights from the CSU Board of Trustees Meeting on July 19, 2016

The CSU Board of Trustees meeting heard a report on the state support budget for the CSU. The CSU allocations in the 2016-2017 state budget plan are below the overall requests the CSU made to the state. The CSU request for increased continuing funds above its base funding level was for:

- 2% compensation pool increase \$69.6 million
- 3% enrollment increase (10,700 FTES) 110.0 million
- Student success and completion initiatives (hiring of faculty and advisors) 50.0 million
- Academic facilities maintenance and infrastructure needs 25.0 million
- Mandatory cost increases (health, retirement, new facilities maintenance) 43.0 million

Total 297.6 million

The 2016-2017 state budget calls for the CSU to receive the following increases in continuing funds above its base funding:

- 2% compensation pool increase \$69.6 million
 - 1.46% enrollment increase (5,200 FTES) 57.4 million
 - Student success and completion initiatives 10.2 million
 - Academic facilities maintenance and infrastructure needs 0.0 million
 - Mandatory cost increases (health, retirement, new facilities maintenance) 43.0 million
-

Total 180.2 million

The 2016-2017 state budget also calls for the CSU to receive supplemental, one-time funding in the following areas:

- Graduation rate goal setting 35.0 million
- Student success and completion initiatives and Graduation Initiative 2015 15.0 million
- Deferred Maintenance 35.0 million

Additional 85.0 million

Providing some perspective: in 2007-2008 the state provided \$9,686 (inflation adjusted) per Full-Time Equivalent Student (FTES); in 2016-2017 the state will provide \$7,858 per FTES. Without taking into consideration inflation, in 2016-2017 community colleges will receive 34.23% more money than they received in 2007-2008; K-12 will receive 20.74% more; corrections will receive 17.32% more; health and human services will receive 13.30% more; UC will receive 1.43% more; and CSU will receive 0.05% less than the amount it received in 2007-2008.

The initial draft CSU budget for 2017-2018 will be presented to the Board during its September 2016 meeting.

The BOT Committee on Educational Policy presented a report on Graduation Initiative 2025. At the May 2016 Board meeting, a report on CSU efforts to increase student success was presented. Members of the Board asked what the next phase of the Graduation Initiative would look like. In late May 2016, the Division of Academic and Student Affairs invited the CSU presidents to nominate advisors to help the division revise its 2015 targets. Several trustees and representatives from ASCSU and CSSA were also invited to participate in the advisory committee. Over the last 8 weeks the advisory committee convened multiple full-day meetings to review national and state literature and best practices, evaluate graduation rates, and discuss revised freshman and transfer graduation rate targets for the year 2025. The work of the advisory group is continuing and during the September 20-21, 2016 Board meeting a new set of goals for Graduation Initiative 2025 will be presented. Immediately following the Board meeting, the CSU will convene a systemwide Graduation Initiative 2025 Symposium over September 21- 22, 2016 in Long Beach.

At the May 18-20, 2016 ASCSU Plenary Meeting, Seven Resolutions Were Passed

AS-3250-16/FGA Resolution Regarding Evaluation of Online Teaching

Recommends that the ASCSU, in conjunction with the Chancellor's Office of Academic Technology review the 2012 ASCSU and 2014 California State Student Association (CSSA), report data on the use of online teaching, with respect to testing efficacy and cost effectiveness.

AS-3251-16/FA In Support of Increased Funding For the Research, Scholarship and Creative Activities (RSCA) Program

Urges the Chancellor's to increase funding for the RSCA program to a level commensurate with the original intent behind the program, the recognized value of faculty and student research as a significant factor in the quality of education, the amount of external funding faculty research brings to the CSU and the fact that lecturers, as well as tenure-track faculty, are now eligible to receive RSCA funding.

AS-3252-16/EX Academic Senate of the CSU Calendar of 2016-17 Meetings**AS 3253-16/APEP Call for a Center for Advancement of Instruction in Mathematics**

Encourages the CSU to establish a center to support mathematics instruction, analogous to the CSU Center for the Advancement for Reading (CAR).

AS-3254-16/AA Basic Subject Courses and the Grade of C-

Executive Order (EO)1100 "General Education Breadth Requirements" set the parameters for General Education requirements in the CSU. In Section 2.2.2, the EO sets a minimum grade of "C" for satisfactory completion of the "Golden Four" basic subject GE courses, critical thinking, quantitative reasoning, and written and oral communication. In April 2016, the division of Academic and Student Affairs, after consultation with the CSU General Counsel, issued Coded Memorandum AS-2016-08 "Basic Subjects and the Grade of C-." The resolution expresses concern that the memo was issued without consultation with, or formal notification to, the ASCSU.

AS-3255-16/FGA Commendation in Honor of Lou Monville**AS-3256-16/ASCSU The Role of Faculty and Campus Academic Senates in Recommending Campus Strategic Plans**

Calls upon all CSU campus administrations to honor and reaffirm the authority of faculty in the creation, revision, or affirmation of strategic plans in keeping with the principles and practices of shared governance, in particular those codified in campus policies.

Copies of these and other resolutions may 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 matters of potential concern to the CSU Academic Senate to the SDSU academic senators Bill Eadie (weadie@mail.sdsu.edu), Cezar Ornatowski (ornat@mail.sdsu.edu), and Nola Butler-Bird (nbutler@mail.sdsu.edu).

Additional Information

The ASCSU website (<http://www.calstate.edu/AcadSen/?source=homepage>) includes committee information, approved agendas/minutes, reports, resolutions, and current senator contact information.

Faculty-to-Faculty, the ASCSU Newsletter, is published approximately two weeks after each plenary. It includes ASCSU chair's report, committee reports, invited articles on current events, and committee recommendations. To have the newsletter delivered automatically via email, subscribe at <http://www.calstate.edu/AcadSen/Newsletter/>

DRAFT

Review of the Associated Students 2015/2016

Overview of Review Process:

Initial meeting and charge was provided on 10/16/15. The Self-Study with appendices was received 10/23/15. As the chair of the committee, I asked the reviewers to read the report with respect to the charges and asked them to respond to the following: How well does AS, programs and services support the mission and goals of SDSU; How do the programs and services advance SDSU strategic plan—in particular with respect to 1) increasing student engagement, 2) Increasing high Impact and transformational Educational experiences, 3) Engaging the SDSU campus community and 4) Integrative diversity (from self study page 4). Are there other things that AS could be doing to advance the university's strategic plan? Recommended changes? What can we find out from the self-study about day-to-day management, administrative processes? What questions do we have about the new government structure and how it works. Finally we need to look at the challenges that AS faces or may face in the future.

The first meeting of the reviewers took place on 11:00 AM on Friday November 6. I asked each reviewer to send me questions to focus on for the interviews along with suggested AS groups to respond to their questions. In the interim I met with the executive director, Christina Brown and secured Dr. David Ely to help us with the financial aspect of AS and, after reading the self-study, he provided questions on the financial aspects of the self-study. The review committee met again on November 30th to finalize questions and groups to be interviewed. We decided to delay student group interviews until after winter break.

Following are the groups and individuals who were interviewed:

Meetings with Associated Student Groups

November 9, 2015: Initial Meeting with Christina Brown:

December 11, 2015: Financials with Tom McCarron, Agnes Wong and Crystal Little (with Dr. David Ely)

December 14, 2015 @ 9AM: Campus Culture/Climate with Randy Timm, Christy Samarcos, Christy Quiogue

December 14, 2015 @ 2PM: Facilities and General Administrative Operations with Cristina Brown and Jennifer Esquivel Parker

March 7, 2016: 11 Board of Directors including AS executive officers

March 9, 2016: University Council

March 14, 2016: Student Diversity Council (Postponed-April 4)

March 16, 2016: Campus Life Council

March 21, 2016: Judicial Affairs Council

April 4, 2016: Student Diversity Council

TRANSITION ACTIVITIES

June 23, 2016: Introduction meeting with Josh Mays Chief of Police and Executive Officers

June 30, 2016: You Don't Get a Second Chance to Make a First Impression with Patty Rea

July 14, 2016: IRA and Student Success Fee Workshop with Radmila Prislina and Crystal Little

August 16, 2016: Strength Based Leadership with Sean Kashanchi and Larry Emunds of Gallup

August 31, 2016: AS Orientation

Summary

Written Report:

- Excellent, comprehensive written report.
- Took most if not all recommendations from 2002 Review.
- There is a shift to greater collaboration with Student Affairs.
- New governance structure seems more efficient although may be more intense for the executive officers.
- Suggestion to move from 2.0 GPA to 2.5 GPA for officers is excellent.
- Committee felt the support for Study Abroad at \$300 to \$400K per year helps to advance the university's strategic plan.

Financials: (David Ely):

- Reserves stand at \$12m. This meets long-term planning needs. AS does not feel that they are sacrificing to fund reserves.
- AS is good at managing expenses.
- ARC is out of date and the facility most in need of replacement/upgrades. Students expect more. A feasibility study needs to be conducted.

Overall:

- Excellent management by the Executive Director and Staff
- More students get to participate in that there are both elected and appointed positions.
- High impact practices include study abroad, student employment, fitness and recreation.
- AS has become more vocal and aware in handling protests, sexual assault.
- AS will continue to have challenges with protests and issues around divestment. Seemingly had some very constructive conversations. Will need to work closely with Senate leaders to facilitate a common understanding of freedom of speech.
- Executive director and staff do an excellent job of helping new officers transition into their leadership roles and how to work as a team.
- The level of respect that AS leaders have for each other and for campus leadership in general is commendable.

Recommendations:

- May need to utilize data and assessment to guide its work and evidence-based decisions on student success initiatives. How can AS be more involved in the student success fee process?
- Continue outreach to underrepresented and diverse students; continue to try and engage graduate students.
- Strengthen process/transparency to fund student organizations.
- Continue to develop the strategic vision for the Student Union.

To: Senate
From: Charles Toombs, Chapter President, CFA
Date: 31 August 2016
Re: Information Item

CFA Report:

Welcome Back

The SDSU CFA Chapter welcomes all to the 2016-2017 academic year. We thank all who helped with the tremendous work required for our Fight for Five campaign. We could not have done it without you. Below is a message from Jennifer Eagan, CFA President, which outlines our continuing work and activism for this academic year.

“We hope you’ve enjoyed the summer months, and the salary increase that was included in our Aug. 1 paychecks thanks to your tireless efforts during our Fight for Five.

Our work isn’t done, however. This academic year, we are turning our attention to building our power as a union and strengthening the California State University system. Some of the ways we plan to improve the CSU include helping secure more state funding for the CSU, advocating for increased tenure density, and defending academic freedom and shared governance.

This fall, we also are asking that you vote YES on Prop 55, and please help us spread the message that Prop 55 is critical for education in California. Prop 55 is a ballot measure that would result in an estimated \$8 billion to \$11 billion in protected revenue for K-12 schools. The measure would only tax the wealthiest Californians, and without it, the CSU could lose an estimated \$250 million each year from its budget. We need you to work with your campus CFA chapter to help educate your colleagues, family members, and all voters about the importance of Prop 55.

Our union is embarking on an anti-racism and social justice transformation project this year as well. For years, CFA has been a fierce advocate of racial and social justice, including our pioneering work on Unconscious Bias. Our goal in this work is to be a model for faculty in the CSU and beyond, as well as for our students and higher education unions nationwide.

CFA will be heading back to the bargaining in summer 2017 to begin negotiating the collective bargaining agreement. In the coming months, CFA chapters will be holding meetings to talk to faculty about issues we’ll take up during bargaining with CSU management. Information about those meetings will be coming from your chapter and will be posted on calfac.org.

Please stay connected with CFA this coming year, and encourage colleagues who aren’t members to join CFA today.

Together, we won the Fight for Five. Together, we will continue to win.

In Solidarity,

Jennifer Eagan”

CFA Contact Information

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

DRAFT

SDSU Committee on Diversity, Equity and Outreach Annual Report 2015-16

The committee met four times during Fall 2015 and four times during Spring 2016. Activities undertaken by the DEO during the year included:

- Proposed a revision to the Senate Policy File bylaws to include the Director of Student Disability Services as a bona fide DEO member
- The DEO Chair participated on the Tenure-Track Planning Committee (making recommendations regarding allocation of faculty positions to the Provost)
- Continued to monitor student, faculty, staff, and administrator diversity:
 - AVP Joanna Brooks shared faculty diversity data
 - Director of Human Resources Thom Harpole shared staff and administrator diversity
 - AVP Sandra Cook shared student enrollment and diversity
 - The DEO will present a general report to the Senate in Fall 2016
- Received reports on various diversity-related initiatives:
 - Laura Shinn, Director of Facilities Planning and Construction, presented the Office of Civil Rights Resolution Agreement regarding accessibility at SDSU
 - Todd Kennedy, Veterans Coordinator, presented the SDSU Military Ally program
 - Cynthia Torres, Assistant Director of EOP (staff adviser to EWB) and four student members presented the Education without Borders student organization and issues facing undocumented students
 - AVP Jessica Rentto presented the Sexual Violence Prevention Initiative at SDSU
 - Jessica Nare, Coordinator of the Women's Resource Center, presented the WRC programs and sought feedback from the DEO
- Provided consultation to the Strategic Plan working group on recruitment and retention of underrepresented faculty, especially regarding a proposal to enhance recruitment

September 2016

TO: Senate Executive Committee
FROM: Jennifer Imazeki, chair, Faculty Affairs Committee
RE: 2015-16 Faculty Affairs Committee report

The committee met monthly during the year and worked on several issues including:

- Proposed revisions to the Senate Policy File related to student evaluations, based on the suggestions of the Task Force on Student Evaluations. The new policy was passed and the chair of the committee worked with AVP of Faculty Advancement, Joanna Brooks, on implementation (on-going into AY1617).
- Provided input to AVP Brooks on the Provost's Department Excellence award, the changes in timeline of RTP reviews and the Building Inclusive Excellence hiring program.
- Drafted and submitted the annual report on University faculty.
- At the request of a faculty member, the committee discussed the issue of transparency in the RTP process at the level of college Deans, and proposed revisions to the Policy File to require that if any administrators other than the Dean are involved in review at that level, their names should be included in the evaluation letter.
- Proposed revisions to the Senate Policy File related to RTP criteria. Specifically, added language about reflection and adjustment of teaching strategies to the criteria for effective teaching, and added scholarship of teaching and learning to the evidence of professional growth. In addition, the committee submitted a memo to the Senate with suggestions for decreasing the emphasis that RTP reviews put on the numeric student evaluation scores and increasing the emphasis put on other evidence of teaching effectiveness.

TO: Senate Executive Committee / Senate

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

DATE: August 17, 2016

RE: GENERAL EDUCATION PROGRAM

Action

II. FOUNDATIONS OF LEARNING

C. Humanities

5. Foreign Language

Change to description, title, and units.

FRENC 221. Speaking and Writing French (4) [GE]

Prerequisite: French 210 with a grade of C (2.0) or better.

Prose models, tone, and register; speaking practices, written composition and oral expression.

IV. EXPLORATIONS OF HUMAN EXPERIENCE

B. Social and Behavioral Sciences

Addition of course to GE and change to prerequisite.

SOC 436. Sociology of Health and Illness (3) [GE]

Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Social, cultural, and political factors in definitions of health, disease, healing, and provision of services. Comparative study of medical practices and organizational structures in America and selected international settings. Emphasis on change, socialization of practitioners, relationships between health related occupations.

C. Humanities

New course.

***REL S 352. Jainism (3) [GE]**

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

Historical development of Jainism from its origins to modernity. Jainism in North America. Jain architecture, art, myths, philosophies, rituals, sacred geographies, and theology.

New course.

***REL S 357. Sikhism (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.

Sikh articles of faith, culture, history, identity, practices, and theories. Sikh attitudes on class, gender, race, and sexual orientation. Development of Sikh religious institutions in America.

***Cultural diversity course**

DRAFT

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

To: The Senate
 From: The Graduate Council
 Date: May 6, 2016
 Re: 2017-2018 *General Catalog and Graduate Bulletin*

INFORMATION (2I-04-16.500)

RHETORIC AND WRITING STUDIES

1. Change to description, prerequisite, and title.

Rhetoric and Writing Studies

WRNG CTR PRAC RSRC THRY

RWS 512. Writing Center Practice, Research, and Theory (3)

Prerequisite: Rhetoric and Writing Studies 200 with a grade of C (2.0) or better or satisfaction of Graduation Writing Assessment Requirement or graduate standing.

Practice, research, and theory of coaching writing in various settings. Individual and small group writing projects and research. Maximum credit six units.

Change(s): Description updated from *[t]heory, practice, and methods of tutoring written composition in post-secondary settings, to include various approaches to one-on-one student conferencing and responding to student writing to what is reflected above.* Rhetoric and Writing Studies 200 or graduate standing added to prerequisite. Title updated from *Writing Tutor Theory and Practice* to what is reflected above.

SPANISH

1. Change to prerequisites.

Spanish

SPAN 501. Genre Studies in Spanish Literature (3)

Prerequisites: Spanish 401 and 402.

A specific literary genre: overview of the genre's development in Spanish literature (Spanish novel, short story, theatre) or focus on a narrower period (contemporary narrative, modern poetry). May be repeated with new title and content. See *Class Schedule* for specific content. Maximum credit six units.

Change(s): Prerequisites changed from *Spanish 405A-405B* to what is reflected above.

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

To: The Senate
 From: The Graduate Council
 Date: May 6, 2016
 Re: 2017-2018 *Graduate Bulletin*

INFORMATION (2I-04-16)

GEOGRAPHY

1. Change in program.

Geography

**Specific Requirements for the Master of Science Degree
 (Major Code: 22061) (SIMS Code: 112991)**

Paragraph 1 (*no change*)

Concentration in Geographic Information Science (SIMS Code: 112990)

1. (*no change*)
2. (*no change*)
3. (*no change*)
4. Fifteen units from the following list of geographic information science courses:
 Geography 581 through 585, 589, 591 through 593, 683 through 688L, 780.
5. (*no change*)

Change(s): Addition of Geography 593 to listing of available course options.

JOURNALISM AND MEDIA STUDIES

1. Change to prerequisite.

Journalism and Media Studies

JMS 620. Seminar: Quantitative Methods in Media Research (3)

Prerequisites: Journalism and Media Studies 600A and 600B.

Research, design, computer statistical analysis, and reporting of survey, content analysis, and experimental studies in media contexts.

Change(s): Removal of Communication 601 as prerequisite option.

RHETORIC AND WRITING STUDIES

2. Change to course number.

Rhetoric and Writing Studies

RWS 607. Writing Project Management (3)

Prerequisite: Rhetoric and Writing Studies 504.

Managing technical documentation projects. Collaborative writing. Managing writing teams. Conducting task analysis, estimating cost and schedule, preparing document plans, gathering information, testing documents, and managing project documentation. (Formerly numbered Rhetoric and Writing Studies 505.)

Change(s): Course number changed from 505 to 607.

3. Change in program.

Rhetoric and Writing Studies

**Specific Requirements for the Master of Arts Degree
(Major Code: 15013)**

**Specialization in the Teaching of Writing
(SIMS Code: 112202)**

Required courses (9 units):

RWS 512 Writing Center Practice, Research, and Theory (3)

RWS 609 Theory and Practice of Teaching Composition (3)

RWS 796A Teaching Internship (3) Cr/NC

or

RWS 798 Special Study (based on work experience, where appropriate and with the approval of the Department of Rhetoric and Writing Studies graduate adviser) (3) Cr/NC/RP

Electives (6 units)

Six units of thematically focused electives selected with the approval of the Department of Rhetoric and Writing Studies graduate adviser.

Change(s): Addition of Rhetoric and Writing Studies 512 to required courses; reduction of electives by three units.

3. Change in program.

Rhetoric and Writing Studies

**Specific Requirements for the Master of Arts Degree
(Major Code: 15013)**

**Specialization in Professional Writing
(SIMS Code: 112203)**

Required courses (12 units):

RWS 504 Advanced Professional Writing (3)

RWS 513 Visual and Information Design (3)

RWS 607 Writing Project Management (3)

RWS 796B Writing Internship (3)

or

RWS 798 Special Study (3) Cr/NC/RP (Based on work experience, where appropriate and with the approval of the Department of Rhetoric and Writing Studies graduate adviser.)

Electives (3 units)

Three units of thematically focused electives selected with the approval of the Department of Rhetoric and Writing Studies graduate adviser.

Change(s): Addition of Rhetoric and Writing Studies 513 and 607; removal of 505; reduction of electives by three units.

4. Change in program.

Rhetoric and Writing Studies

**Advanced Certificate in the Teaching of Writing
(SIMS Code: 112299)**

Paragraphs 1-2 (*no change*)

Students in the program must complete 12 units of coursework with a minimum of six units at the 600-level or above. A minimum grade point average of 3.0 or better must be maintained in certificate coursework, with no less than a C grade in any course.

Required courses (6 units):

(*no change*)

Electives (6 units)

Three units selected from:

LING 550 Theory and Practice of English as a Second Language (3)

LING 652 Second Language Acquisition (3)

LING 653 ESL Reading and Writing (3)

Three units selected from:

RWS 512 Writing Center Practice, Research, and Theory (3)

RWS 601A History of Rhetoric I (3)

RWS 601B History of Rhetoric II (3)

RWS 602 Modern Rhetoric and Composition Studies (3)

RWS 640 Research Methods in Rhetoric and Writing Studies (3)

The certificate adviser in the Department of Rhetoric and Writing Studies is responsible for evaluating applications and advising students.

Up to 12 units of coursework taken as part of the certificate program, with the approval of the graduate adviser, may be applied to the Master of Arts degree in rhetoric and writing studies with a specialization in the teaching of writing.

Change(s): Addition of the *minimum of six units at the 600-level or above* statement. Removal of Linguistics 530; addition of Rhetoric and Writing Studies 512 to elective options.

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

To: The Senate
From: The Graduate Council
Date: May 6, 2016
Re: 2017-2018 *General Catalog* and *Graduate Bulletin*

INFORMATION (3I-05-16.500)

COMPUTER SCIENCE

1. Change to prerequisite.

Computer Science

CS 560. Algorithms and Their Analysis (3)

Prerequisites: Computer Science 310 and Mathematics 245.

Algorithms for solving frequently occurring problems. Analysis techniques and solutions to recurrence relations. Searching and sorting algorithms. Graph problems (shortest paths, minimal spanning trees, graph search, etc.). NP complete problems. Not acceptable for the M.S. degree in Computer Science.

Change(s): Addition of MATH 245 to prerequisite.

2. Change to prerequisite.

Computer Science

CS 574. Computer Security (3)

Prerequisites: Computer Science 310; Mathematics 245; and credit or concurrent registration in Computer Science 570.

Principles of computer security and application of principles to operating systems, database systems, and computer networks. Topics include encryption techniques, access controls, and information flow controls.

Change(s): Removal of STAT 550 from prerequisite.

ELECTRICAL ENGINEERING

1. Change to prerequisite.

Electrical Engineering

E E 502. Electronic Devices for Rehabilitation (3)

Two lectures and three hours of laboratory.

Prerequisite: Electrical Engineering 330 with a grade of C- (1.7) or better.

Recent developments in electronic assistive devices and microcomputers for persons with various disabilities; assessment of disabled persons for suitable technological assistive devices.

Change(s): *With a grade of C- (1.7) or better* statement added to prerequisite.

2. Change to prerequisite.

Electrical Engineering

E E 503. Biomedical Instrumentation (3)

Prerequisites: Aerospace Engineering 280 with a grade of C- (1.7) or better; Electrical Engineering 410 and 430 (or for Mechanical Engineering majors, Electrical Engineering 204 and Mechanical Engineering 330).

Instrumentation systems to monitor, image, control, and record physiological functions.

Change(s): *With a grade of C- (1.7) or better* statement added to A E 280 prerequisite.

3. Change to prerequisite.

Electrical Engineering

E E 584. Power Electronics (3)

Prerequisites: Electrical Engineering 380 and 430 with grades of C- (1.7) or better.

Design and analysis of power electronic devices. Permanent-magnet and pulse-width modulation ac-to-ac converters, dc-to-ac inverters, power electronics applications, power semiconductor switches, and switch-mode power supplies. (Formerly numbered Electrical Engineering 484.)

Change(s): *With grades of C- (1.7) or better* statement added to prerequisite.

HUMANITIES

1. New course.

Humanities

TOPICS IN THE HUMANITIES (C-4)

HUM 580. Topics in the Humanities (3)

Prerequisites: Three units of humanities and upper division or graduate standing.

Advanced systematic study of a motif or theme in the humanities. See *Class Schedule* for specific content. May be repeated with new content. Maximum credit six units.

LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology
VIRT REALITY WORLDS LRNG (C-4)

LDT 525. Virtual Reality, Imaginary Worlds, and the Future of Learning (3)

Prerequisite: Upper division standing or admission to a graduate program in Learning Design and Technology or Journalism and Media Studies.

Analyzing and designing learning experiences using virtual reality and worlds. Cognitive load in novel environments, sensory perception, and theories and models of social interaction. Implications of virtual interaction.

RHETORIC AND WRITING STUDIES

1. Change to prerequisite.

Rhetoric and Writing Studies

RWS 501. Editing (3)

Prerequisite: Graduate standing or Rhetoric and Writing Studies 200 or 250.

Fundamentals of professional editing. Functions of an editor. Document development, style, and style guides. Editing tools and technologies. Preparing text for publication and production.

Change(s): Prerequisite update from *Rhetoric and Writing Studies 305W or 500W* to what is reflected above.

To: The Senate
From: The Graduate Council
Date: May 6, 2016
Re: 2017-2018 *Graduate Bulletin*

INFORMATION (3I-05-16)

CHEMISTRY

1. New course.

Chemistry

BIOPHYSICAL CHEMISTRY (C-4)

CHEM 761. Biophysical Chemistry (3)

Prerequisites: Chemistry 410A and 560.

Theoretical and practical characterizations of biological macromolecules to include absorption/circular dichroism/emission spectroscopy, calorimetry, centrifugation, electrophoresis, light/small-angle x-ray/neutron scattering, mass spectrometry, and x-ray crystallography.

2. Change to units.

Chemistry

CHEM 763. Cellular Regulation (1-3)

Prerequisite: Chemistry 563.

Biochemistry of cellular regulatory mechanisms in eucaryotic cells. Regulation of gene transcription, in mRNA translation and post-translational processes, including the mechanism and regulation of intracellular protein turnover.

Change(s): Units changed from two to variable 1-3.

COMPUTATIONAL SCIENCE

1. New course.

Computational Science

ADV PARALLEL COMPUTING (C-4)

COMP 705. Advanced Parallel Computing (3)

(Same course as Computer Science 705)

Prerequisite: Computational Science 605 or Computer Science 605.

Applications using parallel tools and concepts to include libraries, numerical methodology, optimization tools, visualization of results, MPI and GPU computing

models. Applications conducted on both the CSRC student cluster and NSF XSEDE computing resources.

COMPUTER SCIENCE

1. New course.

Computer Science

ADV PARALLEL COMPUTING (C-4)

CS 705. Advanced Parallel Computing (3)

(Same course as Computational Science 705)

Prerequisite: Computer Science 605 or Computational Science 605.

Applications using parallel tools and concepts to include libraries, numerical methodology, optimization tools, visualization of results, MPI and GPU computing models. Applications conducted on both the CSRC student cluster and NSF XSEDE computing resources.

ELECTRICAL ENGINEERING

1. New course.

Electrical Engineering

DIGITAL ASIC DESIGN (C-2)

E E 670. Digital ASIC Design (3)

Prerequisite: Computer Engineering 572.

High-performance and low-power digital application-specific integrated circuit (ASIC) chips.

LEARNING DESIGN AND TECHNOLOGY

1. New course.

Learning Design and Technology

CAPSTONE SEMINAR IN LDT (C-5)

LDT 795. Capstone Seminar in Learning Design and Technology (3)

Prerequisites: An officially appointed thesis committee and advancement to candidacy. Learning Design and Technology 690.

Learner and content analysis, needs assessment, and product design, development, and evaluation for authentic learning design and performance problems and opportunities.

2. New course.

Learning Design and Technology

THESIS OR PROJECT (C-25)

LDT 799A. Thesis or Project (3) Cr/NC/RP

Prerequisites: An officially appointed thesis committee and advancement to candidacy.

Preparation of a project or thesis for the master's degree.

3. New course.

Learning Design and Technology

THESIS PROJECT EXTENSION (S-78)

LDT 799B. Thesis or Project Extension (0) Cr/NC

Prerequisite: Prior registration in Thesis or Project 799A with an assigned grade symbol of RP.

Registration required in any semester or term following assignment of RP in Course 799A in which the student expects to use the facilities and resources of the university; also student must be registered in the course when the completed thesis or project is granted final approval.

PSYCHOLOGY

1. Course deactivation.

Psychology

PSY 765. Seminar in Cognitive and Behavioral Neuroscience (3)

Prerequisite: Advanced master's and doctoral standing in psychology. Consent of master's program adviser for students in other programs.

Issues of contemporary importance in the field. See *Class Schedule* for specific content. Course may be repeated provided it is offered by a different instructor and the subject matter is substantially different. To enroll in the seminar for the second time, the student must submit a petition to be approved by the instructor of the course and the master's program adviser. Maximum credit six units applicable to a master's degree.

Change(s): Course is being deactivated due to it being a duplicate of PSY 767.

2. Change in program.

Psychology

Specific Requirements for the Master of Arts Degree

(Major Code: 20011) (SIMS Code: 778301)

The Master of Arts degree requires the completion of a minimum of 30 units in psychology to include Psychology 610, 670A-670B or 770A-770B, 675, two units of 600, one unit of 797, and 799A. Students must also complete Psychology 561 or 760; one course selected from Psychology 587, 632, 740, 751; and two elective courses. In special cases, and by petition to the department's graduate committee, students may take up to six units of the required 30 units in 500-level and above courses in other departments.

Remainder of description (*no change*)

Change(s): Reduction of electives from two to one. Addition of PSY 675 to required courses.

SPEECH, LANGUAGE, AND HEARING SCIENCES

1. Change in program.

Speech, Language, and Hearing Sciences

Specific Requirements for the Master of Arts Degree

(Major Code: 12203)

Concentration in Speech-Language Pathology: Bilingual Specialization
(SIMS Code: 550183). Paragraph 1 (*no change*)

Graduate Program. Students must complete a minimum of 51 academic units and a minimum of 19 clinical practicum units. The following courses are required: Speech, Language, and Hearing Sciences 570, 600A, 600B, 606, 607, 608, 609A, 609B, 613, 614, 617, 672, 673, 675, 794. Students must also complete three units of Speech, Language, and Hearing Sciences 707, 750, 790, or 793. An additional six units must be selected from Speech, Language, and Hearing Sciences 707, 750, 790, 793, 795, 797, 798, or 799A with approval of adviser. A minimum of 19 units in the following clinical practicum courses are required: Speech, Language, and Hearing Sciences 525 (4 units); 521 and/or 618A and/or 619 (1-3 units); 618B (1-2 units); 626A, 626B, and/or 626C (3-5 units); 627 (3 units), 929 (1 unit); and 933 (4 units). For students lacking transcript credit in aural rehabilitation, Speech, Language, and Hearing Sciences 546 (2 units) is also required. It is school policy that all students maintain a 3.0 grade point average in their program coursework.

Change(s): 672 or 673 changed to 672 and 673 under required courses A. 750 or 795 or 798 changed to 707 or 750 or 790 or 793 under required courses B. Six units of electives will now be required instead of three units.

THEATRE

1. Change to two course descriptions and titles.

Theatre

SEM HIST THEATRE PERFORM

THEA 647. Seminar in History of Theatre and Performance (3)

Prerequisite: Admission to M.A. or M.F.A. theatre arts program.

A. Before 1900

B. After 1900

Change(s): Titles changed from *Seminar in History of Theatre and Drama A. British and Continental Theatre; B. American Theatre*, to what is reflected above.

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

To: The Senate
From: The Graduate Council
Date: May 6, 2016
Re: 2016-2017 *Graduate Bulletin*

INFORMATION (6I-04-16)

COUNSELING AND SCHOOL PSYCHOLOGY

1. Change to description and unit value.

Counseling and School Psychology

CSP 670. Theory and Process of Group Counseling (2-3)

Prerequisites: Counseling and School Psychology 600 and 600L.

Group process, theories of group interaction, and group leadership techniques with children, adolescents, adults, couples, and families. Fulfills requirements for licensed professional clinical counselor and marriage and family therapy licensure.

Change(s): Change unit value from 2 to variable 2-3. Addition of last sentence to course description.

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

**Senate Executive Committee Briefing
SDSUid, Student Email, Office and Zoom
August 23, 2016**

The following new optional services are being provided to new and returning students:

- **SDSUid**
 - An identity management solution to provide a single sign-on solution to mitigate the multiple user names and passwords that faculty, staff and students are currently burdened with and to improve security and account management.
 - An integrated Active Directory environment to include servers, computers, devices and printers that could be accessed with a single set of credentials.
 - Will relieve local areas of credential management and allow students / faculty to access labs and classrooms with a single set of credentials across campus.
 - Provides Anti-Virus and Desktop Management tools to campus departments at no additional charge.
- **Official Student Email Accounts**
 - Requested by Associated Students and Research & Graduate Affairs.
 - Email accounts currently provided by some students go back to high school and are not being monitored.
 - Optional – Students do not have to use them.
 - Will provide the students with an SDSU association for internships, research and career networking and provides a more reliable email address for faculty and staff to contact students.
- **Eduroam**
 - Currently no secured wireless at SDSU.
 - A secured / encrypted wireless network used by higher education in the United States and internationally. It has been adopted across the CSU.
 - Has existed for years but SDSU lacked an identity management solution to deploy it. With SDSUid, we now have that capability.

- **Free Microsoft Office**
 - Can be downloaded and installed on up to 5 personal computers / devices plus on-line version.
 - Previously available to all students in the CSU but SDSU has not been able to deploy it. Identity management solution is required, which SDSU now provides.
- Communication has been sent to all Students, Deans, Associate Deans, Department Chairs, School Directors and Advisors requesting that they share this information with their respective faculty and department staff.
- **Nothing changed for faculty and staff.**
 - Access to SDSU Web Portal, Blackboard, Google, PeopleSoft HR, etc.. is unchanged.
- **SDSUid, Eduroam and free Office can be made available to faculty & staff.**
 - There are early adopters in some colleges and departments that have been helping us with design and testing.
 - Office will not replace Google. It will be offered as an additional application platform for faculty and students to utilize free of charge on up to 5 personal devices and on-line.
 - Email / Calendar (Exchange) will be disabled for faculty and staff.
 - Would like to engage the Senate to discuss a potential rollout along with timing and method.
- **A platform to support a single sign-on environment.**
 - SDSUid provides the potential for a complete single sign-on solution.
 - Would like to engage the Senate to discuss this potential along with possible roadmaps and timelines to migrate existing systems to SDSUid.
- **Zoom**
 - A web and video conference service that allows users to connect via video and audio from any location, now available through a master agreement with the CSU.
 - Students and early adopters of SDSUid will have access to Zoom.
 - Faculty can use Zoom to teach an entire class live online, or to facilitate breakout meetings with one or more students. Additionally, students and staff can utilize Zoom to facilitate meetings with peers, colleagues, and other campuses locally, nationally, or internationally.

As we begin a new academic year, we are pleased to announce new services for SDSU students.

SDSUid

This academic year, SDSU is launching SDSUid for students. Instead of having to manage a variety of usernames and passwords to access campus IT services, students will be provided with a single username and password that, in the future, can be used to authenticate to most of the IT services currently offered at SDSU. In addition, it will provide self-service tools to help students safely manage their digital identity. SDSUid has been introduced to new students at orientation and returning students will receive SDSUid information to claim their accounts beginning on August 18.

How does SDSUid Work?

SDSU currently manages access to campus PCs, Macs, servers, and printers through Microsoft Active Directory Domain Services. Most universities in the United States use this device authentication platform.

SDSUid will introduce a portal, which is integrated with Active Directory, to provide self-service credential management. This portal and an expanded version of Active Directory exists within Microsoft's Office 365 services, which integrates with approximately 4,000 software and hardware vendors to enable seamless authentication to most of the applications we currently use today at SDSU.

Since the portal uses widely adopted, open standards for authentication, it is possible to integrate all campus applications to use SDSUid as the single credential for access.

Faculty and staff do not yet have access to SDSUid. This fall, we will engage the Senate and other university stakeholders to solicit input on the best way to extend SDSUid to faculty and staff.

Until faculty and staff have adopted SDSUid, students will be limited to using SDSUid for new services only.

New Services Provided to Students via SDSUid

- **SDSU student email accounts:** SDSUid will allow the campus to provide each student with an optional official SDSU email account. Currently, the campus relies on personal email account information voluntarily provided by each student to deliver official notices, including communications from course instructors. Students have requested official campus accounts to provide them with an SDSU identity and support more reliable communications to students from faculty and staff.
- **Expanded Wi-Fi access:** SDSUid will provide students access to Eduroam, an encrypted / secured wireless network used by many colleges and universities around the world, including all campuses of the CSU system.

- **Access to Microsoft Office:** Because SDSUid utilizes the Microsoft Active Directory platform, students will be able to install Microsoft Office on up to five (5) devices, PC or Mac, at no charge, as well as Office 365, which provides an on-line version of Office. Both platforms are also provided to all campuses of the CSU system. Students will not be required to use Microsoft products.

SDSUid and Faculty / Staff

SDSUid access is currently limited to students and some early adopters for new services. Faculty, staff and student access, where applicable, to SDSU WebPortal, Blackboard, SDSU Wireless, Google and other existing campus services are unchanged. We look forward to engaging with the faculty through the Senate and with other university stakeholders to discuss the potential expansion of SDSUid campus-wide for all IT services offered at SDSU.

For more information

We ask that deans, associate deans, department chairs and school directors help distribute this information to their faculty. If you have any questions regarding student SDSUid accounts, please contact the student help desk at hub@mail.sdsu.edu / x43189.

Additional information about SDSUid and these new services can be found at <http://sdsuid.sdsu.edu>.

Thank you for your assistance.

Chris Xanthos
Associate Vice President
Business Operations & CIO

To: University Senate
Senate Executive Committee

From: Debra Bertram
Chair, Staff Affairs Committee

Date: August 16, 2016

SUBJ: Staff Affairs Committee Information Item

REMINDER to all Senate and Senate Appointed Committee Chairs – Staff (particularly those represented by CSUEU – Bargaining units 2, 5, 7 & 9) are not allowed to participate in negotiations with management that affect the wages, hours of employment and working conditions of represented employees.

This reminder stems from a cease and desist letter written by Brian Young, Lead Labor Relations Representative dated June 23.

Additionally Mr. Young's letter erroneously classifies the Staff Affairs Committee (SAC) as a staff advisory group. As the charge of the Staff Affairs Committee is 'to encourage participation of permanent SDSU/CSU employees in all related and appropriate matters concerning the interest of staff as part of the shared governance philosophy of the SDSU Campus community' (policy file p.120, SAC sect 2.0) and not issue any opinions or recommendations to either the University Senate or University Administration, the existence of the SAC does not meet criteria necessary for classification as an 'advisory' group.

Further clarification has been received from the Public Employment Relations Board General Council regarding allegations made in Mr. Young's letter that CSUEU represented staff was not permitted to serve on campus committees follows: "I am responding to your question about whether section 3571 prohibits a CSUEU member from participating in a campus committee. The answer is, no. Section 3571 only prohibits a group, other than the recognized exclusive representative, from meeting with CSU management to discuss subjects within the scope of representation. " This means that as there are, at the most, two CSUEU staff members on any given senate or senate appointed committee, all current committees are operating within the law.

Requests to Mr. Young and CSUEU to determine which Senate and Senate Appointed Committees may consider policies that include 'working conditions' have not as of today been responded to. In lieu of any correspondence clarifying his request, this memorandum serves as a reminder to all committee chairs that staff representation must comply with bargaining agreement guidelines.

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: August 17, 2016

Re: 2017-2018 *General Catalog*

INFORMATION (4I-09-16)

COMMUNICATION

1. New course.

Communication

PERFORMANCE AS COMM (C-4)

COMM 405. Performance as Communication (3)

Prerequisites: Communication 300 and 350.

Performance as a tool to investigate aspects of identity. Approaches and concepts in performance as communication to include performance ethnography, performance in everyday life, and personal narrative.

COMPUTER SCIENCE

1. Change to prerequisite.

Computer Science

CS 310. Data Structures (3)

Prerequisites: Computer Science 108.

Representations and operations on basic data structures. Arrays, linked lists, stacks, queues, and recursion; binary search trees and balanced trees; hash tables, dynamic storage management; introduction to graphs. An object oriented programming language will be used.

Change(s): Removal of MATH 245 prerequisite.

2. Change in program.

Computer Science

Impacted Program

Paragraph 1 (*no change*)

a. Complete preparation for the major. Computer Science 107, 108, 237; Mathematics 150, 151, 245, 254; and Statistics 250 must be completed with a minimum grade of C (2.0) and cannot be taken for credit/no credit (Cr/NC);

b. (*no change*)

c. *(no change)*

Remainder of impaction description *(no change)*

Computer Science Major

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

(Major Code: 07011) (SIMS Code: 773801)

(SIMS Code: 773804 - Georgia)

Paragraphs 1-2 *(no change)*

Preparation for the Major. Computer Science 107, 108, 237; Mathematics 150, 151, 245, 254; Statistics 250. These courses must be completed with a grade of C (2.0) or better and cannot be taken for credit/no credit (Cr/NC). (26 units)

Additional Lower Division Coursework Required. Twelve units of science courses selected with approval of adviser. Courses must include one of the following two-semester sequences with laboratory: Biology 203, 203L, 204, 204L; or Chemistry 200, 201; or Physics 195, 195L, 196, 196L. The remainder of the 12 units must be science courses or courses that enhance the student's ability to apply the scientific method.

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Master Plan. *(no change)*

Change(s): Redefinition of the preparation for the major to include only required lower-division courses in Computer Science, Mathematics, and Statistics; requiring a grade of C or better in each course in the preparation for the major; placing required and elective science courses under "additional coursework required" to complete the major.

DANCE

1. Change to grading method.

Dance

DANCE 398. Dance Internship (1-3) Cr/NC

Prerequisites: Upper division standing and consent of dance director. Open only to dance majors and minors.

Supervised practical experience in dance studio management and instruction. Maximum credit three units.

Change(s): Change to grading method, from +- Letter (C/N OK) to Cr/NC.

ELECTRICAL ENGINEERING

1. Change to prerequisites.

Electrical Engineering

E E 490. Senior Design Project (4)

Two lectures and six hours of laboratory.

Prerequisites: Computer Engineering 375 and Electrical Engineering 330L with a grade of C- (1.7) or better in each course. Electrical Engineering 410 and 430.

Supervised capstone design projects to provide integrative design experience for seniors to include ethics, professionalism, cost-effectiveness, and project management.

Change(s): Addition of *with a grade of C- (1.7) in each course* statement to COMPE 375 and E E 330L prerequisites.

EXERCISE AND NUTRITIONAL SCIENCES

1. Change to number and title.

Exercise and Nutritional Sciences

BEGINNING BASKETBALL (C-11)

ENS 108A. Beginning Basketball (1)

Basketball. (Formerly numbered Exercise and Nutritional Sciences 108.)

Change(s): Course number changed from 108 to 108A. *Beginning* added to full title.

2. New course.

Exercise and Nutritional Sciences

INTERMEDIATE BASKETBALL (C-11)

ENS 108B. Intermediate Basketball (1)

Prerequisite: Exercise and Nutritional Sciences 108A.

Intermediate basketball.

3. Change to description, number, and title.

Exercise and Nutritional Sciences

ENS 110A. Beginning Volleyball (1)

Introduction of volleyball etiquette, history, rules, and skills. (Formerly numbered Exercise and Nutritional Sciences 110.)

Change(s): Description updated from *volleyball* to what is reflected above. Course number changed from 110 to 110A. *Beginning* added to full title.

4. New course.

Exercise and Nutritional Sciences

INTERMEDIATE VOLLEYBALL (C-11)

ENS 110B. Intermediate Volleyball (1)

Prerequisite: Exercise and Nutritional Sciences 110A.

Intermediate volleyball.

5. New course.

Exercise and Nutritional Sciences

INTERMEDIATE TENNIS (C-11)

ENS 118B. Intermediate Tennis (1)

Prerequisite: Exercise and Nutritional Sciences 110A.

Intermediate tennis.

6. Change to prerequisite.

Exercise and Nutritional Sciences

ENS 438. Psychosocial Aspects of Disease and Injury Rehabilitation (3)

Prerequisite: Exercise and Nutritional Sciences 388A, 388B, or 389A.

Psychosocial factors related to disease and injury and effects on treatment and rehabilitation processes. Theoretical mechanisms through which psychosocial factors are affected by and influence disease, injury, and treatment and rehabilitation outcomes.

Change(s): Addition of ENS 389A to prerequisite options.

7. Change in program.

Exercise and Nutritional Sciences

Athletic Training Major

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

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

Paragraphs 1-3 *(no change)*

Preparation for the Major. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. A minimum of 53 upper division units to include Exercise and Nutritional Sciences 303, 304, 304L, 305, 306, 307, 332, 333, 365, 367, 367L, 368, 368L, 389A, 389B, 389C, 389D, 401A, 434, 438, 463, 463L, 465, 466; Biology 336. Biology 336 will also satisfy three units of the General Education requirement in IV.A. Recommended: Students should take Sociology 355 to satisfy the General Education requirement in IV.B.

Change(s): Upper division unit requirements increased from 44 to 53. ENS 332, 333, and 438 added as required courses for the major.

FINANCE

1. Change to prerequisite.

Finance

FIN 435. Real Estate Investment Analysis (3)

Prerequisite: Finance 331.

Theories and methods of investment analysis applied to real estate. Integration of various aspects of real estate from the investors perspective. Use of computer models for investment decision making.

Change(s): Prerequisite updated from *Finance 431 or 433. Proof of completion of prerequisite required: Copy of transcript* to what is reflected above.

2. Change to prerequisite.

Finance

FIN 437. Real Estate Development (3)

Prerequisite: Finance 331.

Real estate development process. Fundamental real estate market behavior. Project level proforma and master schedule development. Project financing. Shifting priorities and perspectives in due diligence, entitlement, construction, closeout, leasing and occupancy phases. Case studies for multiple property types.

Change(s): Prerequisites updated from *Finance 431; or Finance 325 and 327. Proof of completion of prerequisites required: Copy of transcript* to what is reflected above.

FRENCH

1. Change to description, title, and units.

French

SPEAKING & WRITING FRENCH (C-3)

FRENC 221. Speaking and Writing French (4) [GE]

Prerequisite: French 210 with a grade of C (2.0) or better.

Prose models, tone, and register; speaking practices, written composition and oral expression.

Change(s): Description updated from *Emphasis on written composition: study of a variety of prose models and practice in writing. Note: French majors, minors, and International Business majors are encouraged to enroll concurrently in French 220* to what is reflected above. Title updated from *Writing French* to what is reflected above. Units updated from three to four.

JOURNALISM AND MEDIA STUDIES

1. New course.

Journalism and Media Studies

MEDIA WRITING FOR SCIENTISTS (C-4)(C-12)

JMS 312W. Media Writing for Scientists (3)

Two lectures and two hours of activity.

Prerequisites: Journalism and Media Studies 200 or 210. Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in Rhetoric and Writing Studies 280, 281, or Linguistics 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Writing science research for general audiences. Finding news angles, gathering information, and interviewing scientists. Writing with accessibility, accuracy, and creativity across digital, mass, niche, and social media platforms.

2. New course.

Journalism and Media Studies

MEDIA & SPORTS (C-2)

JMS 416. Media and Sports (3)

Prerequisites: Upper division standing and Journalism and Media Studies 200 or 210.

Influences and relationships between the media, professional sports, and social issues.

3. New course.

Journalism and Media Studies

MEDIA & IDENTITY (C-2)

JMS 452. Media and Identity (3)

Prerequisites: Upper division standing and Journalism and Media Studies 200 or 210.

Disability, ethnicity, gender, race, sexual orientation, and other identity markers in various facets of mass and social media to include audience reception, employment, niche marketing, ownership/control, and production. Historical and contemporary issues of representation and identity formation and maintenance.

4. New course.

Journalism and Media Studies

MEDIA AND BRAZIL (C-2)

JMS 454. Media and Brazil (3)

Prerequisite: Upper division standing.

Media industries and professions in Brazil. Digital and social media impacts on Lusio-Brazilian cultures and portrayals of those cultures in domestic and global media. Theories of media adoption, diffusion, effects, and systems. Course offered in English.

5. Change to grading method and prerequisite.

Journalism and Media Studies

JMS 492. Creative Uses of Emerging Media (3)

Prerequisites: Journalism and Media Studies 472 and either Journalism and Media Studies 418, 428, Learning Design and Technology 410, or 432 with grade of C (2.0) or better in each course. **Proof of completion of prerequisites required:** Copy of transcript.

New and often unexpected convergence of media institutions, technology, and content. New economic and social alliances, entrepreneurial opportunities, uses, and effects. Capstone course for media studies majors. Completion of course with grade of C (2.0) or better required for majors.

Change(s): Removal of C/N OK from grading method to +-LETTER. Addition of JMS 418, 428, LDT 410, 432 as prerequisite options.

LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies

Latin American Studies Minor
(SIMS Code: 114301)

Paragraph 1 (*no change*)

Group A: History, Politics, and Economics. Latin American Studies 340, 366 [or Political Science 366], 370, 415 [or History 415], 420, 430 [or Political Science 430], 498, 580; Chicana and Chicano Studies 340A, 350A, 375; Economics 365, 464, 565; Health and Human Services 350; History 416, 550, 551, 557, 558, 580*; Political Science 361, 482, 566, 567, 568; Public Health 362.

Group B: Cultures and Environments. (*no change*)

Group C: Arts and Literature. Latin American Studies 307 [or Portuguese 307], 310 [or Chicana and Chicano Studies 310], 380 [or Chicana and Chicano Studies 380], 400 [or Chicana and Chicano Studies 400], 580; Art 561, 563; Chicana and Chicano Studies 376; Comparative Literature 445, 580*; English 519*; Portuguese 443; Spanish 341, 342, 402, 502, 515.

Remainder of description (*no change*)

*Acceptable when of relevant content with consent of adviser.

Change(s): Add HIST 557 to the list of courses in Group A of the upper-division electives for the Latin American Studies major and minor. Add SPAN 402 to the list of courses in Group C of the upper-division electives for the Latin American Studies major and minor, and delete SPAN 406B.

LEARNING DESIGN AND TECHNOLOGY

1. Change in program.

Learning Design and Technology

Learning Design and Technology Minor

(Minor Code: 08999) (SIMS Code: 664645)

The minor in learning design and technology consists of a minimum of 15 units to include Learning Design and Technology 540, 544, and nine units selected from Learning Design and Technology 515, 525, 532, 561, 570, 572, or 596 (when applicable).

Reminder of description (*no change*)

Change(s): Addition of LDT 515 and 525 as minor elective options.

MARKETING

1. Change to prerequisite.

Marketing

MKTG 470. Marketing Research (4)

Prerequisites: Completion of lower division courses in the major or minor. Business Administration 370 with a grade of C (2.0) or better and Management Information Systems 301 with a grade of C- (1.7) or better. **Proof of completion of prerequisites required:** Copy of transcript.

Marketing research process. Research design and data collection principles for qualitative and quantitative research techniques in marketing practice. Analysis, data visualization, and reporting of primary and secondary marketing research.

Change(s): Update prerequisites from *Completion of lower division courses in the major or minor. A minimum grade of C (2.0) in Business Administration 370 and Management Information Systems 301. Proof of completion of prerequisites required: Copy of transcript* to what is reflected above.

2. Change to prerequisite.

Marketing

MKTG 480. Marketing Analytics (4)

Prerequisites: Business Administration 370 with a grade of C (2.0) or better and Management Information Systems 301 with a grade of C- (1.7) or better.

Analysis and interpretation of large, complex data sets (Big Data). Theory, analytical approaches to solve marketing problems, utilizing software tools for marketing and sales decision making.

Change(s): Update prerequisites from *Business Administration 370 and Management Information Systems 301 with a minimum grade of C (2.0)* to what is reflected above.

MATHEMATICS

1. Change in program.

Mathematics

Impacted Program

Paragraph 1 (*no change*)

- a. Complete preparation for the major. Refer to the individual program for specific impactation criteria;

Remainder of description (*no change*)

Mathematics Major

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

(Major Code: 17011) (SIMS Code: 776301)

Paragraphs 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24 units)

Graduation Writing Assessment Requirement. (*no change*)

Major. (*no change*)

Master Plan. (*no change*)

Auxiliary Area. (*no change*)

Change(s): Preparation for the major section updated from *Mathematics 150, 151, 245, 254. Mathematics 150 and 151 must be completed with a minimum grade of C and cannot be taken for credit/no credit (Cr/NC). (14 units) Additional Lower Division Coursework Required. Mathematics 252, Computer Science 107, Statistics 250. (10 units)* to what is reflected above. Individual programmatic impactation section added.

2. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Applied Mathematics

(SIMS Code: 776313)

Paragraphs 1-2 (*no change*)

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The

cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Master Plan. *(no change)*

Auxiliary Area. *(no change)*

Change(s): Preparation for the major section updated from *Mathematics 150, 151, 245, 254. Mathematics 150 and 151 must be completed with a minimum grade of C and cannot be taken for credit/no credit (Cr/NC). (14 units) Additional Lower Division Coursework Required. Mathematics 252, Computer Science 107, Statistics 250. (10 units)* to what is reflected above. Individual programmatic impaction section added.

3. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

Emphasis in Computational Science

(SIMS Code: 776322)

Paragraph 1 *(no change)*

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Computer Science 107, 108, and Statistics 250. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Computer Science 107, 108, and Statistics 250. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be C+ (2.3) or better. (27 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Master Plan. *(no change)*

Change(s): Preparation for the major section updated from *Mathematics 150, 151, 245, 254. Mathematics 150 and 151 must be completed with a minimum grade of C and cannot be taken for credit/no credit (Cr/NC). (14 units) Additional Lower Division Coursework Required. Mathematics 252, Computer Science 107, 108, Statistics 250. (13 units)* to what is reflected above. Individual programmatic impaction section added.

4. Change in program.

Mathematics

Mathematics Major

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

(Major Code: 17031)

**Emphasis in Science
(SIMS Code: 776348)**

Paragraphs 1-2 *(no change)*

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better.

Preparation for the Major. Mathematics 150, 151, 245, 252, 254, Statistics 250, and either Mathematics 242 or Computer Science 107. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). The cumulative GPA in Mathematics 245, 252, and 254 must be a C+ (2.3) or better. (24 units)

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Master Plan. *(no change)*

Auxiliary Area. *(no change)*

Change(s): Preparation for the major section updated from *Mathematics 150, 151, 245, 254. Mathematics 150 and 151 must be completed with a minimum grade of C and cannot be taken for credit/no credit (Cr/NC). (14 units) Additional Lower Division Coursework Required. Mathematics 252, Computer Science 107, Statistics 250. (10 units)* to what is reflected above. Individual programmatic impaction section added.

5. Change in program.

Mathematics

Mathematics Major

In preparation for the Single Subject Teaching Credential

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

(Major Code: 17011) (SIMS Code: 776303)

Paragraphs 1-3 *(no change)*

Impacted Program. Complete with a grade of C (2.0) or better: Mathematics 150, 151, 241, 245, 252, 254, Statistics 250, and Teacher Education 211A. These courses cannot be taken for credit/no credit (Cr/NC).

Preparation for the Major. Mathematics 150, 151, 241, 245, 252, 254, Statistics 250, and Teacher Education 211A. These courses must be completed with a grade of C (2.0) or better, and cannot be taken for credit/no credit (Cr/NC). (23 units) Recommended: Mathematics 242 or Computer Science 107, Physics 195, 195L, 196, 196L, 197, 197L.

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

Major. *(no change)*

Master Plan. *(no change)*

Change(s): Preparation for the major section updated from *Mathematics 150, 151, 245, 254. Mathematics 150 and 151 must be completed with a minimum grade of C and*

cannot be taken for credit/no credit (Cr/NC). (14 units) Additional Lower Division Coursework Required. Mathematics 241, 252, Statistics 250, Teacher Education 211A. (9 units) Recommended: Computer Science 107, Physics 195, 195L, 196, 196L, 197, 197L. to what is reflected above. Individual programmatic impact section added.

PSYCHOLOGY

1. Change to description and title.

Psychology

COGNITIVE PSYCHOLOGY (C-2)

PSY 211. Cognitive Psychology (3)

Prerequisite: Psychology 101.

Basic principles and research in animal and human cognition.

Change(s): *Learning* replaced with *cognition* in description. Title updated from *Learning* to what is reflected above.

2. Change to description.

Psychology

PSY 230. Developmental Psychology (3)

Prerequisite: Psychology 101. **Proof of completion of prerequisite required:**

Copy of transcript.

Psychological development of normal individual from conception through childhood, adolescence, and maturity. Emphasis on interdependence of various periods of the individual's life. Not open to students with credit in Child and Family Development 270.

Change(s): Last sentence of description updated from *Not open to students with credit in Child and Family Development 170, 270, or Teacher Education 170* to what is reflected above.

RELIGIOUS STUDIES

1. New course.

Religious Studies

JAINISM (C-2)

REL S 352. Jainism (B) (3) [GE]

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

Historical development of Jainism from its origins to modernity. Jainism in North America. Jain architecture, art, myths, philosophies, rituals, sacred geographies, and theology.

2. New course.

Religious Studies

SIKHISM (C-2)

REL S 357. Sikhism (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.

Sikh articles of faith, culture, history, identity, practices, and theories. Sikh attitudes on class, gender, race, and sexual orientation. Development of Sikh religious institutions in America.

3. Change in program.

Religious Studies

Religious Studies Major

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

(Major Code: 15101) (SIMS Code: 116101)

Paragraphs 1-2 *(no change)*

Preparation for the Major. *(no change)*

Language Requirement. *(no change)*

Graduation Writing Assessment Requirement. *(no change)*

International Experience. *(no change)*

Major. *(no change)*

Area A, Texts: (no change)

Area B, Traditions: Religious Studies 320, 325, 328, 330, 335, 337, 338, 339, 340, 342, 345, 351 [or Africana Studies 351], 352, 357, 458 [or Asian Studies 458], 470 [or American Indian Studies 470], 507 [or History 507], Asian Studies 351 [or Philosophy 351], History 538*, Philosophy 353, 401A, 565*. (9 units)

Remainder of description *(no change)*

Change(s): Addition of REL S 352 and 357 as options for upper division Area B.

4. New certificate.

Religious Studies

Global Religious Literacy Certificate

(SIMS Code: 116107)

The Department of Religious Studies offers a basic certificate in global religious literacy, which allows students to explore various religious traditions. Students completing the certificate program will attain:

1. A basic understanding of the beliefs, central texts (where applicable), contemporary manifestations, history, and practices of several of the world's religious traditions as they arose out of and continue to be shaped by particular cultural, historical, and social contexts.

2. The ability to discern and explore the religious dimensions of cultural, political, social, and expressions across time and place.

The certificate requires completion of 15 units to include Religious Studies 103 and 12 units selected from Religious Studies 320, 325, 328, 335, 338, 340, 341, 342, 345, 352, or 357.

Students must obtain a C (2.0) or better in each of the certificate courses.

In order to enroll, students must contact the certificate adviser in the Department of Religious Studies. Courses may be used towards the major but may not count towards a religious studies minor. Students may obtain a certificate in global religious literacy without majoring in religious studies.

5. New certificate.

Religious Studies

**Indian Religions, Cultures, and Traditions Certificate
(SIMS Code: 116106)**

The Department of Religious Studies offers a basic certificate in Indian religions, cultures, and traditions. The certificate requires 15 units to include Religious Studies 339 and 12 units selected from Religious Studies 315, 338, 342, 352, 357, 379, or Philosophy 565.

Students must obtain a grade of C (2.0) or better in each of the certificate courses. Courses in the certificate may be used toward the major but may not be used towards the religious studies minor. Students may obtain a certificate in Indian religions, cultures, and traditions without majoring in religious studies. To register in the certificate program, contact the certificate adviser in the Department of Religious Studies.

RHETORIC AND WRITING STUDIES

1. New course.

Rhetoric and Writing Studies

WRITING BUSINESS SETTINGS (C-2)

RWS 390W. Writing in Business Settings (3)

International students are advised to take Linguistics 305W.

Prerequisites: Rhetoric and Writing Studies 290. Satisfies Graduation Writing Assessment Requirement for students who have completed 60 units; completed Writing Placement Assessment with a score of 8 or higher (or earned a C or higher in Rhetoric and Writing Studies 280, 281, or Linguistics 281 if score on WPA was 7 or lower); and completed General Education requirements in Composition and Critical Thinking. **Proof of completion of prerequisites required:** Test scores or verification of exemption; copy of transcript.

Composing effective texts and presentations for a wide range of audiences, business purposes, genres, and settings. Enhancing critical reading and writing skills by exploring how content contributes to meaning and effectiveness in business documents.

2. Change in program.

Rhetoric and Writing Studies

Rhetoric and Writing Studies Minor

(Minor Code: 15013) (SIMS Code: 112220)

Paragraphs 1-2 (*no change*)

The minor in rhetoric and writing studies consists of a minimum of 15 upper division units. Six units must be selected from the core courses, Rhetoric and Writing Studies 411, 500W, 510. The additional nine upper division units must be selected from courses in the Rhetoric and Writing Studies Department.

Remainder of description (except for footnote deletion) (*no change*)

Change(s): Elimination of specific course specifications for upper division elective units in the minor and replacing that language with a simple unit amount that mirrors the upper division language of the major.

SOCIAL WORK

1. Change in program.

Social Work

Social Work Major

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

(Major Code: 21041) (SIMS Code: 558201)

**Specialization in Community
Corrections Case Management
(SIMS Code: 558202)**

Paragraph 1 (*no change*)

Requirements for specialization. A minimum of nine units in the criminal justice major in lieu of social work electives. Required courses are Criminal Justice 300 and two of the following: Africana Studies 380, Criminal Justice 321, 330, 531, 543, or 596 (with approval of adviser).

Change(s): Requirements for specialization section updated from *A minimum of nine units in the criminal justice major in lieu of social work electives. Required courses are Criminal Justice 300 and two of the following: Africana Studies 380, Criminal Justice 330, 431, 531, or 543.* to what is reflected above.

SOCIOLOGY

1. Addition of course to GE and change to prerequisite.

Sociology

SOC 436. Sociology of Health and Illness (3) [GE]

Prerequisites: Sociology 101 and completion of the General Education requirement in Foundations of Learning II.B., Social and Behavioral Sciences required for nonmajors.

Social, cultural, and political factors in definitions of health, disease, healing, and provision of services. Comparative study of medical practices and organizational structures in America and selected international settings. Emphasis on change, socialization of practitioners, relationships between health related occupations.

Change(s): Course added to GE and *completion of the General Education requirement* statement added to prerequisites.

2. New course.

Sociology

URBAN SOCIOLOGY (C-2)

SOC 448. Urban Sociology (3)

Prerequisite: Sociology 101.

Cities and neighborhoods as they pertain to day-to-day life. Location's importance for life outcomes and what social forces can shape location.

SPANISH

1. Change to prerequisites.

Spanish

SPAN 496. Selected Studies in Spanish (3)

Prerequisites: Spanish 401 and 402 or 448.

Topics in Spanish or Spanish American language, literature, culture, and linguistics. See *Class Schedule* for specific content. Limit of nine units of any combination of 296, 496, 596 courses applicable to a bachelor's degree. Maximum credit six units.

Change(s): Addition of prerequisites to course.

TELEVISION, FILM AND NEW MEDIA

1. Change in program.

Television, Film and New Media

Television, Film and New Media Major

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

(Major Code: 06031)

Emphasis in Production

(SIMS Code: 667304)

Paragraph 1 (*no change*)

Impacted Program. The emphasis in production is designated as an impacted program. To be considered for admittance to the television, film and new media major with an emphasis in production, students must meet the following criteria:

- a. Complete with a grade of B or higher: Theatre 100 and Television, Film and New Media 160. Complete with a grade of C or higher: Television, Film and New Media 110, Theatre 120, and three units from Art 157, 258, 259, Music 151, Theatre 115, or 130. *These courses cannot be taken for credit/no credit (Cr/NC);*

Remainder of impacted program section (*no change*)

Preparation for the Major. Television, Film and New Media 110, 160; Theatre 100, 120; and three units from Art 157, 258, 259, Music 151, Theatre 115, or 130. (15 units) Television, Film and New Media 160 and Theatre 100 must be completed with a grade of B or higher and cannot be taken credit/no credit (Cr/NC). Television, Film and New Media 110, Theatre 120, and three units from Art 157, 258, 259, Music 151, Theatre 115, or 130 must be completed with a grade of C or higher and cannot be taken for credit/no credit (Cr/NC).

Graduation Writing Assessment Requirement. (*no change*)

Major. A minimum of 42 upper division units to include 30 units from Television, Film and New Media 310, 314, 330, 361, 362, 364A or 364B, 401, 510, 540, 560; six units selected from Television, Film and New Media 321, 322, 327, 350, 465, 490, 499, 522, 550, 551, 559, 561, 590, or Theatre 359; six units selected from Television, Film and New Media 363, 364A or 364B, 430, 470, 530, 563, 571 or 573. A minor is not required with this major.

Change(s): THEA 115 was added to the list of lower division electives. TFM 401 was added to the list of requirements. The unit requirement for electives is reduced to six to accommodate the additional units required.

2. Change in program.

Television, Film and New Media

**Television, Film and New Media Minor
(Minor Code: 06031) (SIMS Code: 667306)**

The minor in television, film and new media is designed for students in business, English, music, prelegal, theatre, or other majors related to the writing, production, and distribution of media. The minor consists of a minimum of 24 units to include Theatre 100; Television, Film and New Media 110, 160, 310, 330; six units selected from Television, Film and New Media 363, 364A, 364B, 430, 563; and three units selected from Television, Film and New Media 470, 530, 571, 573. Admission to the Television, Film and New Media minor requires completion of at least 30 units with a minimum grade point average of 3.0 overall and completion of Theatre 100 and Television, Film and New Media 160 with grades of B or better.

Remainder of description (*no change*)

Change(s): TFM 330 is being moved from an elective to a required course.

THEATRE

1. Change to title.

Theatre

ACTING III (C-4)

THEA 332. Acting III (3)

Prerequisites: Theatre 130, 231, and by audition.

Continuation of Theatre 130 and 231, emphasizing analysis of literary text in process of creating characters. Scene study and role preparation of significant texts by modern playwrights. May be repeated once with consent of instructor.

Change(s): Title updated from *Advanced Acting* to what is reflected above.

DRAFT

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

TO: SEC

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

DATE: August 23, 2016

RE: Information

The Campaign for SDSU:

The Campaign for SDSU now stands at \$717M, with \$107M raised in the last fiscal year alone. The following are some of the gifts raised since the last report:

A \$100,000 gift from Alumnus William Wade will fund the William R. Wade Endowed Scholarship in Undergraduate Studies.

Alumni Jeanni Harrison and Rene Paul de Charon have made a planned gift of \$1.3M to establish the Harrison and de Charon Financial Planning Program in the College of Business Administration.

A planned gift of \$200,000 from David Gubser will support the Pride Center and establish the David Gubser Endowed Scholarship for Lesbian, Gay, Bisexual and Transgender Studies in the College of Arts and Letters.

A \$276,600 gift from Peter Shaw will support the College of Business Administration and Athletics.

A \$100,000 planned gift from Ken and Patricia Locati will support endowed scholarships for Aztec Athletics basketball and football programs.

A pledge of \$100,000 from Alumnus Patrick Theodora will support the Fund for the Digital Future in the College of Business Administration.

Gifts-in-kind totaling \$184,188 from Alumnus Jack Sword and Laura Gordon will support the Love Library Special Collections.

Alumnus Jeff Sherman and his wife, Bonnie, made a \$100,000 planned gift to support endowed student scholarships in the College of Professional Studies and Fine Arts.

Mario and Susie Woo made a \$100,000 pledge supporting the Fowler Challenge Fund in Athletics.

Vince Meades made a \$100,000 planned gift to create an endowment that will increase, maintain and preserve the Vencil Meades Sheet Music Collection in the Love Library.

Alumnus and TCF Board Member, Mike Pack and his wife, Christine, an alumna, pledged \$200,000 to name the Mike and Christine Pack Creative Design Studio in the Engineering and Interdisciplinary Sciences Building.

An anonymous Alumnus has made a planned gift of \$250,000 to the Entrepreneurial Management Center in the College of Business Administration.

A \$100,000 planned gift from Alumnus James Henry and his wife, Pamela, will establish the James and Pamela Henry Endowed Scholarship in the College of Business Administration.

Alumnus Jack Goodall has made the following pledges: \$100,000 to Athletics, \$50,000 to the Coach Fisher Basketball Scholarship Endowment and \$50,000 to the Thomas B. Day Quad.

A \$350,000 planned gift from Alumnus Frank Barnhart will support Athletics.

A \$700,000 planned gift from an anonymous donor will support the University Excellence Fund and establish an endowed scholarship in the College of Health and Human Services.

Alumni Richard and Sharon Fogg have made a \$1.5M planned gift to support the President's Leadership Fund, Athletics and the Richard and Sharon Fogg Family Financial Services Endowed Scholarship in the College of Business Administration.

William Scripps has pledged \$250,000 to the Scripps Cottage Renovation Fund.

A planned gift of \$681,130 from the Estate of Alumna Frances C. Quon will establish the Stanley and Frances Quon Endowed Scholarship.

Campaign, Presidential & Special Events:

The previously named Geo Annex was renamed Atkinson Hall in honor of Alumnus and TCF Board Member, Terry Atkinson. The new name was unveiled in a special event in June. Atkinson has donated \$3.5M to SDSU for study abroad, Guardian Scholars, CBA faculty support, athletics, and research. Atkinson has also helped raise support for SDSU in a number of areas.

Also in June, President Hirshman hosted the **President's Leadership Fund Faculty and Staff Excellence Award** luncheon. The President's Leadership Fund provides SDSU with the discretionary resources to underwrite a wide variety of projects that would otherwise go unfunded, which includes awards distributed to outstanding faculty and staff. There were six awards given – three to faculty and three to staff.

A reception to celebrate **College of Business Administration Honorary Doctorate** recipient, Susan Salka, was held at the University House on Saturday, June 18 for over 60 guests. Salka is a TCF Board Member and SDSU alumna. Salka is CEO of AMN Healthcare and has been recognized by numerous organizations for her leadership.

Engineering and Interdisciplinary Sciences Complex:

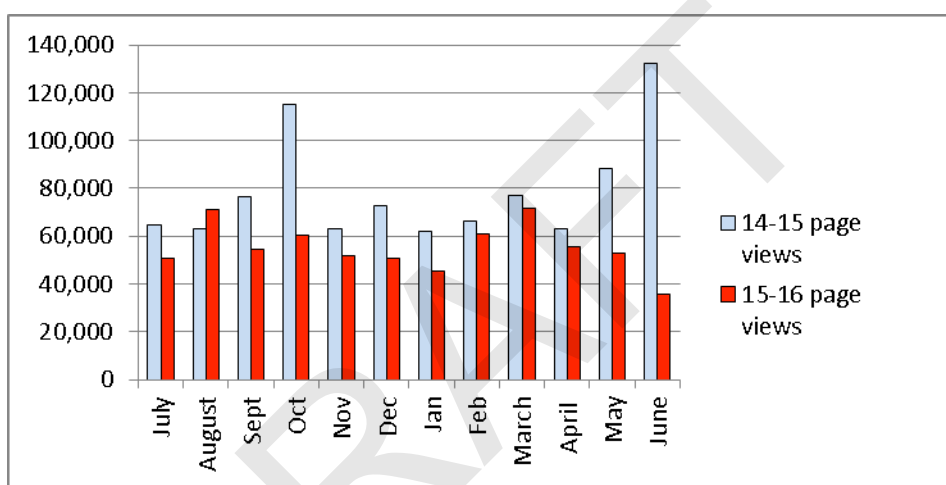
The EIS Complex campaign is gaining momentum as the building emerges on the construction site. The campaign has attracted over \$5M in philanthropic support, with some \$1M of that support for the Thomas B. Day Quad. Currently, there are sixteen named spaces throughout the Complex, ranging from labs to conference rooms to outdoor spaces. The last beam is scheduled to be put into place in October, signaling the "topping off" of the construction project, a major milestone in the project's completion, scheduled for 2017.

Regional Send-Offs:

At five locations around the country between August 4th and August 9th, freshmen students bound for SDSU participated in special send-off celebrations involving their families, SDSU alumni, current students and university administrators. The gatherings welcomed new Aztecs and strengthened the nationwide Aztec network. Locations included New York, Portland, Seattle, the San Francisco Bay Area and Orange County and convened over 350 Aztecs nationwide.

SDSU Marketing Communications Activity Report for June 2016

Web Communications



SDSU NewsCenter Traffic

NewsCenter	Month	YTD	Annual Goal
Page Views	35,473	661,292	1.1 Mill
Visitors	22,579	400,425	625,000
Top Stories	New Planet Is Largest Discovered That Orbits Two Suns (3,847), \$10 Million Endowment for Health Disparities (2,961), Teens More Materialistic (789)		
Traffic Sources	Google (12,905), Facebook (11,100), SDSU (2,778), Twitter (1,205)		
SDSU Homepage	238,873 page views	3,933,560	
SDSU Events Calendar	3,118 page views	73,617	

Media Relations: Major media coverage included: William Welsh’s and Jerome Orosz’ discovery of a new circumbinary planet on **MSN.com**, **USA Today**, **Forbes.com** and **Science Daily**; Jean Twenge’s research on Americans’ same sex encounters in **MedicineNet**, **US News and World Report**, **the Huffington Post**, **the New York Post**.

Experts Quoted: Faculty experts were quoted by media all over the country including: Pablo Ben who was quoted in the **Washington Post** about Coming Out as LGBTQ; Valerie Pang who was quoted on collecting data about Asian-American students in the **Miami Herald**; and Martha Lauzen who was quoted in **Breitbart** about the backlash over the new Ghostbusters movie.

National Markets: Local media included KPBS covering the **Project Lead The Way Core training session**; Doug Leonard who was quoted in the San Diego Union Tribune **about NASA’s Juno spacecraft mission**; coverage of the **\$200,000 gift for the Pride Center** by LGBT Weekly, KUSI, CW6, CBS 8 and Times of San Diego; and the **\$10 million endowment for health disparities research** in HighBeam Research, the Union Tribune and KPBS.

Coverage in our target markets included Jeff Conte being quoted on things people use to judge your personality in the **San Antonio Express**; Pat Abbot quoted on the magnitude 5.2 earthquake in the **NYSE Post**; and William Nericcio quoted in **LA Weekly** on the use of the term ‘La Raza’ during this election cycle.



Social Media

Organic

TWITTER	Month	YTD
Followers		59,905
<i>Annual Goal</i>		45,000
Clicks	894	5,921
<i>Annual Goal</i>		7,500
FACEBOOK		
Fans		102,071
<i>Annual Goal</i>		85,000
Likes & Comments	8,382	554,706
<i>Annual Goal</i>		550,000
YOUTUBE		
Views	13,124	119,260
<i>Annual Goal</i>		150,000
Instagram		
Followers		19,000
Likes	26,584	NA

Paid

TWITTER	Month	YTD
Impressions	211,685	4,616,294
<i>Annual Goal</i>		4.7 Mill
Clicks	9,202	55,847
<i>Annual Goal</i>		49,000
FACEBOOK		
Impressions	11,206,367	39,214,657
<i>Annual Goal</i>		22 Mill
Clicks	15,366	122,635
<i>Annual Goal</i>		88,000
YOUTUBE		
Views	104,143	524,161
<i>Annual Goal</i>		286,000
Instagram		
Impressions	26,064	501,453
Video Views	5,772	104,902

	= Annual Goals Met
	= Annual Goals Not Met <i>Though combining paid and organic metrics we hit all of the digital marketing goals.</i>

Merit Student Achievements - Recognizing individual student accomplishments and sharing with their friends, families and home towns via social media and traditional media.

Monthly Achievement	Total Students	Student Open Rate	Student Click Rate	Media Outlets
Honors Graduates	846	93%	70%	458

Year to Date		Annual Goal
Students with Merit Pages	9,329	8,500
High Schools Reached	706	

Community Relations:

On Campus Activities:

Aztec Recreation Center:

In addition to our presence at the CVEA Block Party, ARC selected College View Estates residents for their Member Spotlight this month. Links to this article were posted on the Community Relations website. We worked together to ensure the article highlights the benefit of living close to campus. This feature was a great way to engage longtime residents who really enjoy living near SDSU.

Campus Event Promotion/Participation:

Planned Giving and Estate Planning:

We used Nextdoor.com as an additional channel to promote Estate Planning 101. This event in particular is a good example of SDSU’s collaboration with other institutions to bring a valuable educational opportunity for area residents.

College of Extended Studies:

The following events and educational opportunities were posted on Nextdoor.com and the Community Relations website.

- SDSU Business of Wine Information Session—June 1
- DevelopU Professional Development Conference—June 17
- Learn to Play Guitar in A Day Workshop—June 17
- The Changing Face of Landscape Media—June 24

Year-to-Date

- People brought to campus: 339
- Significant off-campus neighbor interactions: 157

DRAFT

Date: 25 August 2016

To: Senate

From: Stephen Schellenberg, Chair of WASC Steering Committee

Info: SDSU Reaffirmation of Accreditation

On 24 June 2016, the WASC Senior College and University Commission reaffirmed SDSU accreditation for ten years, the maximum allowed under federal regulations. I would like to thank the members of the steering committee for their service, and all the faculty, staff, administrators, and students who contributed to this important process. Interested parties may review the timeline and all documents at wasc.sdsu.edu. Provided below are the four major recommendations from the Team Report (bold) and relevant sections of SDSU's Response Letter (italics). I look forward to working with all of you through our shared governance structure to address these recommendations in service to our students and the broader public.

1. Review the general education program to (a) strengthen its alignment with institutional goals, (b) enhance its integration into the overall curriculum, (c) improve understanding among students as to its purposes, and (d) create an effective infrastructure to support coordination across academic programs (CFR 2.2a). The Commission is pleased to learn that SDSU will be re-examining the general education curriculum, course options, and the experience for students.

Regarding Recommendation 1, we agree on the need to re-examine our General Education program to ensure the curriculum is rigorous and relevant, the number of course options are manageable for students and the institution, and that the experience has clear value and meaning to our student body. We plan to explore best practices in General Education on other campuses of comparable scale and ranking, with an eye toward considering a thematic pathways approach, among other approaches. Given SDSU's strong commitment to shared governance and curriculum designed by the faculty, any recommendations and implementations would be considered by the University Senate and relevant Senate committees. We are currently working with incoming Senate Chair Marcie Bober-Michel to include this broad re-examination of General Education on the 2016-17 Senate agenda- a process that will likely involve referral to standing Senate Committees or a representative Task Force. The process will involve reviewing and potentially revising the charges of General Education-related committees, as these Senate General Education-related committees must be involved not only in approval of new curriculum but also in designing a meaningful process for assessing outcomes for student learning. In parallel with any structural changes and moving forward, we will make a concerted effort through academic advising to publicize General Education options, including the value and relevance of the curriculum, to undergraduate students.

2. Develop or strengthen systems, organizational relationships, and governance infrastructure involved in both information technology and data management such that faculty and staff have ready access to reliable and consistent information and shared analytical tools -perhaps via a data warehouse -that can enhance student success (CFRs 1.2, 3.5, 4.2). The Commission is pleased to learn that a working group led by the CIO will be reviewing enterprise and data management systems and will make recommendations for improvement as needed.

Regarding Recommendation 2, we agree that improved access to reliable data and shared analytical tools would enhance our student success efforts and effectiveness, particularly as they pertain to real-time advising, assessment of student learning and predictive analytics. In response to this

recommendation, a group of senior administrators, led by the CIO, has been appointed by the Vice Presidents to assess the university's current state and availability of data, enterprise information systems, business practices and reporting capabilities. The group also will explore alternatives that could provide more consistent, robust, reliable, and readily available data. The group will provide its findings and recommendations to the Vice Presidents within six months and a proposed implementation plan shortly thereafter.

3. Develop, via an appropriately consultative process, a plan for allocating faculty and staff positions to address multiple and competing needs, among them: a commitment to student success; the enhancement of diversity; support of existing graduate programs; and the development of new initiatives. Enhance efforts to retain faculty and staff through professional development opportunities (CFRs 3.1, 3.2, 3.3).

Regarding Recommendation 3, we believe that recruiting and retaining a high quality, diverse body of faculty and staff in adequate numbers to support institutional needs is essential to student success at SDSU. Of note in relation to the issue of faculty and staff working conditions is that, after the review team's visit, the California Faculty Association and the California State University system came to an agreement on substantial salary increases for tenured/tenure track faculty and lecturers. This agreement also will result in salary increases for many staff members through parity clauses in their collective bargaining agreements. Relevant to Recommendation 3, the campus also recently implemented its Building on Inclusive Excellence hiring program, the first up-front commitment by this campus to allocate additional lines for new tenure-track faculty, identified through regular search processes, who demonstrate expertise, commitment and experience that aligns with our campus commitment to diversity. The BIE proposal was developed by our strategic plan working group on recruitment and retention of under-represented faculty as part of a suite of initiatives aimed to boost our under-represented faculty from 23 percent to 30 percent of incoming cohorts. The proposal has been endorsed by the Senate and will be implemented beginning with the 2016-17 faculty recruitment cycle.

4. Sustain and enhance progress in the assessment of educational effectiveness through the development of a manageable process of assessment:

- a. Prioritize outcomes of greatest concern to the campus, for example, underrepresented student success, student success in courses with high rates of D's, F' s, or Withdrawals, and the quality of high-impact practices.**
- b. Facilitate the full participation of all units and programs in the assessment process, including general education, graduate programs, and the Imperial Valley Campus.**
- c. Establish a platform (WEAVE or an alternative) that documents outcomes, results, and actions taken, that makes expectations and outcomes explicit and public, and that facilitates sharing (CFRs 2.2a, 2.2b, 2.3, 2.4, 4.2).**

Regarding Recommendation 4, we agree that robust educational programs require a high-quality, yet manageable, process of assessment. The process must be understood and applied consistently across campus and rooted in a clear context of best practices and explicit institutional expectations. In addition to the aforementioned plan to assess data availability and data analytics, we are reviewing our current assessment process with the overall goal of streamlining it and making it more transparent, evidence-based and action-focused. These improvements may involve revisiting the utility and continuation of our current WEAVE software, centralizing organizational units responsible for institutional effectiveness and increasing campus-wide capacity for assessment through professional development opportunities for staff and faculty.