



SAN DIEGO STATE UNIVERSITY

San Diego State University Senate Agenda

February 6, 2018

AL 101

2:00 to 4:30 pm

1. Agenda (Attiq)
2. Minutes (Attiq)
3. Announcements (Bober-Michel)
 - 3.1 Update: Aztec Mascot/Identity Task Force
 - 3.2 Update: Senate websites and Policy File (including editorial)
 - 3.3 Update: Dean Searches (defer to Provost)
 - 3.4 Update: Academic Misconduct Policy / staff and faculty
 - 3.5 Update: Senate’s Excellence in Teaching Award
 - 3.6 Update: EO 1100-Revised extension request (defer to Provost)
 - 3.7 Update: Freedom of Expression Task Force
 - 3.8 Update: Council of Chairs Report (11/30/17); upcoming February meeting
 - 3.9 Update: Faculty Affairs action item from December meeting
4. Academic Affairs (Enwemeka)
5. SEC Report: Ornatowski
 - 5.1 Referral chart3
6. Old Business
7. New Business: Action Items
 - 7.1 Election / outside member (CoS Dean Search Committee)5
 - 7.2 Committees and Elections (Vaughn)6
 - 7.3 Diversity, Equity, and Outreach (Chung)11
 - 7.4 Faculty Honors and Awards (Ozturk)12
 - 7.5 General Education (Sha)13

8. New Business: Consent Calendar (Committee Reports)
 - 8.1 ASCSU (Butler-Byrd, Ornatowski)14
 - 8.2 CFA (Toombs)18
 - 8.3 Student Learning Outcomes and Program Assessment (Schellenberg).....20
 - 8.4 Undergraduate Curriculum (Verity)21
 - 8.5 University Relations and Development (Carleton).....28

9. Other Information Items

10. Other Business
 - 10.1 HERI Survey Results (Lewison).....36
 - 10.2 Shared Governance (Lewison).....69
 - 10.3 ARC Renovation (Thomas)
 - 10.4 Registration Timeline Implementation (Prislin)
 - 10.5 Update: Budget (Prislin, McCarron, Wong-Nickerson) **4:15 pm time certain**
 - 10.6 Survey Items for Dean Reviews

11. Adjournment

Committee	Date	Item	Referred by
Constitution and Bylaws	May 2018* ¹	Review Senate committee structure, specifically: duties, roles, and responsibilities of committees, length of appointment of members and chairs, and related issues. Are all the standing & other committees needed?	SEC
Constitution and Bylaws	February 2018	Eliminate the final sentence of Section 5.3(f) of the Constitution, which focuses on duties of the Senate Secretary. Subsection (f): <i>shall supervise the work of the administrative staff in the Senate Office.</i>	SEC
Constitution and Bylaws	February 2018	Part 1: Revise Section 4.13 of the Bylaws, reducing the period for casting ballots to five working days (from eight currently). Part 2: Modify Section 4.13 as follows: Only ballots received in the Senate Office or at the online polling site by the poll closing time shall be counted.	SEC
Constitution and Bylaws	March 2018 Consultation only	Review DAESA's request to move the functions of the Graduation and Retention Subcommittee into the Undergraduate Council itself, which means that (by default) Subcommittee members would become Council members.	SEC
Constitution and Bylaws	March 2018 Consultation only	Review DAESA's request for a membership change to the Undergraduate Writing Subcommittee of the Undergraduate Curriculum Committee (also a subcommittee of the Undergraduate Council)—specifically, to replace Director of Composition with Chair of Rhetoric and Writing Studies or designee.	SEC
Academic Policy and Planning	May 2018*	Consider SDSU's curriculum approval process, with particular attention to questions of efficiency and timeliness.	SEC

¹ * = extended timeframe for completion

Committee	Date	Item	Referred by
Academic Policy and Planning	May 2018*	Consider SDSU's GE course identification process, both in general and with specific attention to a) course proposals that may be perceived to cross into another department or school's disciplinary purview and b) double-counting of courses for major and GE.	SEC

Ballot: Faculty Members
Dean Search Committee / Sciences

Dr. Randolph Philip
Professor, Teacher Education
College of Education

I am a mathematics educator serving in the College of Education, and I also serve as the Director of SDSU's Center for Research in Mathematics and Science Education (CRMSE). CRMSE is an interdisciplinary research center situated between the College of Sciences and the College of Education, and so I have experience working closely with both deans.

I have served on many search committees at SDSU, including serving as chair of a recently successful search to hire a new director for the School of Teacher Education in the College of Education.

Ballot: Faculty Members
Dean Search Committee / Sciences

Dr. Eugene Olevsky
Professor, Mechanical Engineering
College of Engineering

Professor Olevsky is a Distinguished Professor of Mechanical Engineering, Associate Dean of the College of Engineering, and an internationally well know scholar in his field. He received his Ph.D. from Ukraine National Academy of Sciences in 1990.

Professor Olevsky's research activities encompass various scientific areas: materials science and mechanics applied to processing of powders and porous materials; and metal, ceramic, glass, and polymer composites, including nano-materials. Dr. Olevsky's current research activities include the development of advanced materials for solid-oxide fuel cells, thermal management of electronic circuitry, hydrogen storage, and solar cells. He has developed a continuum theory of sintering, which enables the prediction of the macroscopic behavior of porous bodies during sintering: shape distortion, density distribution, etc.

Professor Olevsky's numerous publications reflect his dual mechanics and materials science oriented research. His scientific activities have been supported by multiple grants from NSF, DOE, DARPA, and various industrial sponsors. He is the Director of the SDSU Powder Technology Laboratory.

TO: SEC/Senate
FROM: Allison Vaughn, Chair, Committee on Committees and Elections
DATE: January 31, 2018
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 open spots which need to be filled in each committee. Additionally, we provide a list of existing committee chairs and a list of committees for which no roster information could be found. Finally, we end this report with a list of Senators who are not currently serving on a committee.

EXISTING COMMITTEE CHAIRS

Academic Policy and Planning

Chair: DJ Hopkins

Academic Resources and Planning

Chair: Donna Conaty

Bookstore Advisory

Chair: Glen McClish

Campus Development

Chair: Laura Shinn

Committee on Committees and Elections

Chair: Allison Vaughn

Constitution and Bylaws

Chair: Reza Sabzehgar (Spring 2018 - Eniko Csomay on sabbatical)

Copy Rights and Patents

Chair: Douglas Grotjahn

Disability Access and Compliance

Co-Chairs: Jessica Rentto and Pamela Starr

Diversity, Equity, and Outreach

Chair: Beth Chung

Environment and Safety

Chair: Sridhar Seshagiri

Faculty Affairs

Chair: Jennifer Imazeki

Faculty Honors and Awards

Chair: Yusuf Ozturk

Fee Advisory Committee (Campus)

Chair: David Ely

Freedom of Expression

Chair: Mark Freeman

GE Curriculum and Assessment

Chair: Bey-Ling Sha (Spring 2018 - Eniko Csomay on sabbatical)

Graduate Council

Chair: Stephen Welter

Honorary Degrees

Chair: Provost Chukuka Enwemeka

Instructional and Information Technology

Chair: Mark Siprut

Intercollegiate Athletic Council

Chair: John Puttman

Liberal Studies

Chair: Virginia Loh-Hagan

Library and Information Access

Chair: Edward Beasley

SDSU Press Editorial Board

Chair: William Anthony Nericcio

Staff Affairs

Chair: Debra Bertram

Student Grievance

Chair: Estralita Martin

Student Learning Outcomes

Chair: Stephen Schellenberg

Student Media Advisory

Chair: Giselle Luevanos

Sustainability

Chair: Keven Jeffrey

Undergraduate Council

Chair: Nora Shultz

Undergraduate Curriculum

Chair: Larry Verity

COMMITTEES WITH NO ROSTER INFORMATION

Extended Studies

International Programs

Scholarships Committee

Student Affairs

Student Health Advisory Board

Teacher Education Advisory Council

FACULTY/STAFF/STUDENT APPOINTMENTS AND REAPPOINTMENTS & NEED

*reappointments or new appointments

Academic Policy and Planning (roster complete)***Academic Resources and Planning***NEED IVC facultyNEED 1 student***Bookstore Advisory***

*Larry Verity new term May 2019 (finishing term for Jessica Robinson)

*Hisham Foad new term May 2020

Campus Development (roster complete)***Committee on Committees (roster complete)******Constitution and Bylaws (roster complete)******Copyrights and Patents (roster complete)***

Disability Access and Compliance (roster complete)***Diversity, Equity, and Outreach***

*Allison Vaughn new term May 2020

Environment and Safety

*Aurora Khoo new term May 2020

*Chris Werry new term May 2020

NEED 1 member of local unit 3 collective bargaining agency

NEED 1 student

Faculty Affairs (roster complete)***Faculty Honors and Awards***

NEED 1 student

NEED 1 former recipient of alumni award

NEED 1 alumnus

Fee Advisory Committee (Campus) (roster complete)***Freedom of Expression***

NEED Provost or designee

GE Curriculum and Assessment

*Gregory Wilson new term May 2020

NEED 1 IVC faculty

Graduate Council (roster complete)***Honorary Degrees (roster complete)******Instructional and Information Technology (roster complete)******Intercollegiate Athletic Council (roster complete)******Liberal Studies (roster complete)******Library and Information Access***

*Adisa Alkebulan new term May 2020

SDSU Press Editorial Board (roster complete)***Staff Affairs (roster complete)******Student Grievance***

*David Perry (student) new term May 2018
NEED 1 full-time administrator
NEED 2 students (2 student-alternates)

Student Learning Outcomes

*Joseph Alter new term May 2020
*Mark Reed new term May 2020
NEED 2 students

Student Media Advisory

NEED 1 AS VP of Finance or designee
NEED 2 students (AS appointed)

Sustainability (roster complete)

Undergraduate Council

*Sonja Pruitt-Lord new term May 2020
NEED 1 IVC faculty

Undergraduate Curriculum (roster complete)

University Research Council (roster complete)

*reappointments or new appointments

Senators not currently represented on a committee:

EDU

Nan Hampton

MPP I & II

Jennifer Acfalle

SCI

Tao Xie

Staff

Norma Aguilar

University Services

Manuel Rivera

Carrie Sakai

1 **Resolution to Require Academic Units to have a Diversity Plan**

2 Author: Diversity, Equity, and Outreach Committee

3 WHEREAS, San Diego State University's Policy file, section 4.4 states: "The university shall
4 cultivate a campus climate that promotes human dignity, civility, and mutual appreciation for the
5 uniqueness of each member of our community. Because the university's educational goals are
6 founded on the values of intellectual honesty, appreciation for diversity, and mutual respect, it is
7 critical that our academic and co-curricular programs, scholarships, courses, workshops, lectures,
8 and other aspects of campus life reflect diverse perspectives. Freedom from discrimination,
9 harassment, and violence against persons or property is a basic right and is requisite for learning.
10 Freedom of speech shall be protected. By the same token, the campus community shall denounce
11 and confront acts of intolerance, abusive behaviors, and the beliefs and past events that have
12 separated us as a people." and;

13 WHEREAS, San Diego State University's Diversity Pledge calls on students, faculty and staff to
14 pledge "To embrace the diversity of all individuals respecting such attributes as their sex, gender,
15 race, ethnicity, age, class, citizenship, marital status, sexual orientation, nationality,
16 socioeconomic status, religion, physical ability, mental ability and expression; To strive toward
17 social justice for all people in order to create and sustain a safer, more productive, and inclusive
18 campus environment..." and;

19 WHEREAS, the message from the Chief Diversity Officer at San Diego State University states,
20 "As leaders in diversity, it is our responsibility to examine our values and develop a campus
21 culture where diversity and inclusion are central to strategy as well as to operations. We are
22 creating systems that allow every student, faculty and staff member to achieve maximum
23 potential within a diversity framework. Our progress and contributions to diversity and inclusion
24 can be measured and documented taking into consideration the specific goals of the individual,
25 unit and campus." and;

26 WHEREAS, diversity plans are now necessary for reaccreditation for many accreditation
27 agencies (e.g., Journalism and Media Studies, Accounting, Public Affairs), and;

28 WHEREAS, Universities that strive to be leaders in diversity and inclusion already have a
29 requirement for departmental diversity plans (e.g., UC Berkeley, Ohio State, University of
30 Tennessee), and;

31 WHEREAS, diversity plans help focus attention and discussion on the importance of diversity
32 especially regarding the recruitment and retention of under-represented minorities in specific
33 fields.

34 LET IT BE RESOLVED, that San Diego State University creates a campus-wide diversity plan
35 and all academic units shall have a diversity plan in order to apply for a faculty line. This
36 requirement shall be in place by the year 2020.

Friday, January 12, 2018

TO: SEC/Senate

FROM: Yusuf Ozturk, Chair, Faculty Honors and Awards Committee

SUBJECT: Emeritus Status

The Faculty Honors and Awards committee recommends that the Senate approve emeritus status for the following professors.

- Carolyn D. Baber, Librarian, December 30, 2017, 30 years
- Fatih Buyuksonmez, Professor of Civil, Construction and Environmental Engineering, August 31, 2018, 17 years
- Frederick J. Conway, Associate Professor of Anthropology, August 31, 2018, 17 years
- Melinda M. Hohman, Professor of Social Work, July 1, 2018, 22 years
- Loring P. Jones, Professor of Social Work, December 29, 2017, 28 years
- Steven J. Kramer, Professor of Speech, Language, and Hearing Sciences, May 17, 2018, 33 years
- Marilyn Newhoff, Professor of Speech, Language, and Hearing Sciences, December 30, 2017, 16 years
- Victor M. Ponce, Professor of Civil, Construction and Environmental Engineering, August 21, 2018, 38 years
- Susan Woodruff, Professor of Social Work, July 31, 2018, 10 years

Sincerely,

Yusuf Ozturk
Chair, Faculty Honors and Awards Committee

TO: Senate Executive Committee / Senate

FROM: Bey-Ling Sha, Chair
General Education Curriculum and Assessment Committee

DATE: January 17, 2018

RE: GENERAL EDUCATION PROGRAM

Action**I. COMMUNICATION AND CRITICAL THINKING****2. Composition**

New course. [EFFECTIVE FALL 2018 IN COMPLIANCE WITH CSU EO 1110.]

RWS 105B. Rhetoric of Written Argument Stretch II (3) [GE]

Prerequisite: Rhetoric and Writing Studies 105A with a grade of C- (1.7) or better.

Second of two-semester stretch sequence. Writing and reading as critical inquiry. Rhetoric of written arguments. Cohesion, rhetorical conventions, structure, and utilization of sources. Not open to students with credit in a higher-numbered composition course or Rhetoric and Writing Studies 100 [or English 100] or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Linguistics 100B.

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

TO: Senate

FROM: Nola Butler-Byrd, Cezar Ornatowski, Paula Peter
Academic Senate, CSU

DATE: February 6, 2018

SUBJECT: Information: Report from the January 24-26 plenary meeting of the Academic Senate CSU

CSU Budget

The Governor has released his initial budget proposal. Chancellor White called it “both concerning and surprising.” The proposal gives the CSU a \$92 million increase (which amounts in effect to 2.7 percent of General Fund budget, not 3 percent, as the Governor claims). In effect this amounts to a budget cut, in spite of the fact that CA fiscal outlook is unusually positive. Since the last recession, CA budget has risen by \$50 billion (of which the CSU share amounts to 1.8 percent) and the Governor’s Rainy-Day fund has reached \$13.5 billion.

The CSU General Fund totals \$1.6 billion. But only \$900 million of that is actual money for operations. The Board of Trustees submitted a request for an increase of \$283 million, which included funding for rising mandatory costs (\$31 Million), fixed expenses for facilities and infrastructure needs (\$15 million), bargained salary increases with staff and faculty unions (\$122 million), the costs for enrollment growth of 1% (\$40 million), and \$75 million to fund the *Graduation Initiative 2025*. The Governor’s proposal thus leaves a funding gap of \$171 million (\$92 million + \$20 million in tuition from the 1 percent enrollment growth, which gives a total incremental revenue of \$112 million). The gap includes \$61 million in “unavoidable costs” for things we cannot avoid paying. This funding gap presents a challenge to CSU and ASCSU lobbying efforts in Sacramento this Spring.

California Education Learning Lab

Governor Brown’s budget includes a proposal for a “California Education Learning Lab,” which appropriates \$10 million (in ongoing funds) for a faculty professional development program featuring “learning science” in online education. This proposal is a rather omnibus effort requiring all three segments of public higher education to participate jointly in “professional learning academies,” “precision education,” and an “asset library.” The ASCSU has discussed a first-reading draft of a resolution opposing the “Learning Lab” idea.

Tuition Increase Proposal

In response to the Governor’s budget proposal, the CSU Chancellor’s Office initiated the statutory process to ask for a 4 percent tuition increase (\$228 for undergraduates, \$432

for graduate students) with a written proposal to the California State Student Association (CSSA). The proposal will be an information item on the agenda of the end-of-January Board of Trustees meeting.

Meanwhile, the University of California Regents on Jan. 24 delayed a scheduled decision on the plan to raise tuition and fees by \$342, or 2.7 percent. The decision will now be made in May, potentially giving UC more time to obtain extra funding from the Legislature.

The ASCSU has two resolutions on tuition in first reading (see below): one advocating that a tuition increase at this point is premature and may compromise CSU advocacy for increased funding, and another urging the CSU Board of Trustees to develop a long-term tuition plan in order to avoid the need for sudden, dramatic tuition increases in time of financial crisis.

Executive Order 1100

Nine CSU campuses sought an extension for implementation of EO 1100 (no extension requests were permitted for implementation of EO 1110). The campuses were CSU Fullerton, Stanislaus, Sonoma, San Luis Obispo, San Marcos, San Bernardino, San Francisco, Northridge and Monterey Bay (Fullerton subsequently withdrew its request for an extension). All were granted an extension. Faculty seeking more information about student success initiatives might be interested in these websites:

Information about student success policies, informational webcasts, Q&A and chronologies of policy development are available at:

<http://www.calstate.edu/app/policywebcast/index.shtml>

An FAQ regarding EO 1100 is posted at: <https://www2.calstate.edu/csusystem/why-the-csu-matters/graduation-initiative-2025/files/academic-preparation-faq.pdf>

Resolutions

At the January 24-26, 2018 ASCSU meeting, one resolution was passed:

AS 3310-17/AA (Rev) Project Rebound Program: Support and Expansion for the Formerly Incarcerated

Recognizes Project Rebound as a valuable program at the CSU for reintegrating formerly incarcerated individuals into society, and urges the Governor and the Legislature to provide sufficient line-item funding to the CSU to support and expand Project Rebound, and requests that the CSU create a network linking Project Rebound Programs, California Department of Corrections and Rehabilitations, and California Community Colleges to facilitate the transition of formerly incarcerated individuals into Project Rebound programs. The resolution also encourages legislators to support the expansion and extension of the Second Chance Pell Grant Pilot Program

for incarcerated individuals to facilitate their transition into Project Rebound Programs at the CSU.

One resolution was tabled:

AS-3309-17/EX Shared Governance and Consultation in the CSU

The reason for tabling is that the ASCSU Executive Committee is currently discussing shared governance issues with the Chancellor's Office.

One resolution was postponed:

AS-3311-17/APEP (Rev) An Alternative Process for C-ID Review

This resolution requires further consultations.

Six resolutions received first reading:

AS-3314-18/FGA Resolution Opposing the Governor's Proposal for a State-Mandated Online Learning Lab

Opposes the Governor's proposal for a state-run higher education Online Learning lab because of its attempt to control both the curriculum and the delivery mode.

AS-3315-18/EX Revisions to Faculty Trustee Recommendation: Criteria and Procedures

Urges the ASCSU to adopt revisions to the criteria and procedures for selection of nominees for the position of Faculty Trustee.

AS-3316-18/FGA Tuition Increases in the California State University

Encourages the Board of Trustees to develop a long-term tuition policy in consultation among relevant stakeholders, including students and faculty.

AS-3317-18/FA Counseling Support and Student Success

Underscores the need for increased mental health and counseling services on CSU campuses.

AS-3318-18/FGA 2018 Legislative Advocacy Positions of the California State University

Spells out official ASCSU positions on selected bills under consideration by the CA Legislature

AS-3319-18/FGA Call for Continued Advocacy for Adequate Funding of the California State University in Lieu of a Tuition Increase

Contends that at this point a tuition increase is premature and urges the ASCSU and the California State Student Association to work with partners across the CSU system to engage in sustained joint advocacy to secure adequate state funding for the CSU.

Additional Information

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 via our SDSU academic senators: Nola Butler-Bird (nbutler@mail.sdsu.edu), Cezar Ornatowski (ornat@mail.sdsu.edu), and Paula Peter (ppeter@mail.sdsu.edu).

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 the 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/>.

To: Senate

From: Charles Toombs, Chapter President, CFA

Date: 31 January 2018

Re: Information Item

CFA Report:

Chancellor delays vote on tuition hike

Just a week after protest led the UC Regents to postpone a vote on student tuition hikes, CSU Chancellor Timothy White announced on January 29 a decision to delay a similar vote of the CSU Trustees. In [a statement posted to the CSU web site](#), he wrote: "Trustees will not be asked to raise tuition, if it becomes necessary, until at least May. This will allow all to gain a deeper understanding of the state's financial outlook, make our case to policymakers and recognize the efforts undertaken to streamline operations across the university." A proposal to raise in-state undergraduate tuition to \$5,970 a year was discussed at the Trustees Finance Committee meeting on Tuesday, January 30, and previous announcements suggested a vote would come at the Board's meeting in March. "While this postponement is well advised," CFA President Jennifer Eagan said, "let's be clear that raising tuition on CSU students is never good policy in a public university, no matter when it's done." The threat of a tuition hike comes in context of Governor Brown's 2018-19 State Budget Plan released January 10. He proposes to increase state funding for the CSU by \$92 million, which White pointed out in a State of the CSU speech to CSU Trustees on January 30, does not even keep up with inflation. White said funding increases over the past 10 years have only gotten CSU funding back to the dollar level before the recession without considering inflation or growing enrollment.

CFA says Trustees must step up fight for needed CSU funding from governor, legislature

CFA followed up this week on a [January 4 Open Letter](#) to the Chancellor by telling CSU Trustees at their January 30 meeting it is time to step up meaningful pressure on the legislature and governor. It is the one way the CSU can get the funds it really needs to live up to its mission.

Addressing the Trustees' Finance Committee, CFA Political Action & Legislation Chair Lillian Taiz called on Trustees and the Chancellor to try something different.

She said, "The report prepared for this committee could be lifted from almost any January meeting—that if we didn't get the amount we asked for, we ask for more, but if they don't give it to us, we dig more deeply into students' pockets or cut programs. Each time, the result has been the same. Tuition increased and programs were cut or starved." Taiz challenged the notion, expressed in Chancellor White's State of the CSU speech, that the time has passed for a no-tuition model in the public university. "We hope that all of us in this room want today's diverse

student body to enjoy the same quality learning conditions enjoyed by white students in 1985,” she said. “It is their civil right.” Despite his doubts, White did call for action in his speech, saying, “With all due respect, I will say to elected leaders the moment to properly invest in the CSU is overdue,” and “it’s imperative to invest now...to fuel tomorrow.” And in talking about 2018, he predicted: “There would be a fight, a fight for resources, for our values and our university as the most diverse and inclusive and consequential university in the nation.” Taiz told the Finance Committee, “If we limit our activity to walking politely through the halls of the Capitol, quietly knocking on doors, we won't succeed. Dramatic demonstration of the needs of the system will make us more visible and more of a priority in the legislature.”

CFA Secretary Kevin Wehr followed up with comments to the Trustees’ Government Relations Committee, pointing out that nowhere on the agenda was there discussion of a plan to advocate for more CSU funding from the legislature or governor. Wehr said CFA is “calling for a more aggressive budgetary request and an action plan by the CSU administration.” He added, “It is time to get serious, clean up your house, and take a strong stand on behalf of our students and those who wish to be our students.... There is no ‘try.’” There is only ‘do.’”

In discussion, some Trustees on the Government Relations Committee entertained the idea of going to Sacramento to speak with legislators about CSU funding.

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.

Date: 1 February 2018
To: Senate
From: Student Learning Outcomes and Program Assessment Committee
Information: Program Assessment Awards for Spring 2018

The Student Learning Outcomes and Program Assessment Committee (SLOPAC), in collaboration with the Division of Academic Engagement and Student Achievement (DAESA), is pleased to announce an awards program to recognize and support program assessment in degree-conferring academic units.

We anticipate awarding up to \$20,000 of one-time DAESA auxiliary funds through the three proposal tracks outlined below. You can learn more about this opportunity and the broader program assessment, and also view the full application form, at [this link](#)*. To maximize program coordination and proposal quality, proposals must be approved by the program's Chair/Director and Program Assessment Coordinator, with the latter submitting all proposals. The deadline for submission of proposals is 5 PM on Friday, March 2nd, 2018. Awards will be announced on or before Monday, March 19th, 2018. Specific questions and concerns may be directed to Stephen Schellenberg (saschellenberg@sdsu.edu; 619.594.2132) or your college SLOPAC representative (see the University Senate website).

Track 1: Recognition of exemplary examples of program assessment “loop-closing”

Selected proposals will be recognized through a \$1,000 to \$2,000 award and showcased on the SDSU Program Assessment website. Competitive proposals will present not only what was examined and discovered regarding student achievement with respect to some *Degree Learning Outcome (DLO)*, but also clearly demonstrate that *either* program expectations were appropriate and met *or* that evidence-based *Action Plan* was developed and implemented to improve student achievement.

Track 2: Funding for implementation of an established *Action Plan* intended to improve student achievement

Proposals will be selected based on the quality of the assessment effort and the potential of the evidence-based *Action Plan* to improve student learning and development with respect to one or more *DLOs*. To promote reflection and loop-closing, proposals should include a repeat of the *Measure* after full implementation of any *Action Plan*. Awards amounts will generally be up to \$2,000 to support associated costs (e.g., professional development, curricular changes, equipment, etc.), though particularly impactful higher-cost proposals will also be considered.

Track 3: Funding for implementation of a planned *Measure* designed to assess student achievement with respect to one or more *DLOs*

Proposals will be selected based on the integrity of the planned assessment effort and how the requested funding will be instrumental in providing insight into student achievement with respect to one or more *DLOs*. To promote “loop-closing” and the impact of any curricular changes, funded proposals will be expected to repeat the *Measure* after full implementation of any *Action Plan*. Thus, funds should be requested to cover the materials costs for this re-assessment. Awards amounts will generally be up to \$2,000 to support associated costs of the *Measure* (e.g., third-party instruments, materials, etc.), though particularly impactful higher-cost proposals will also be considered.

* If you have a printout or the above hyperlink is inactive, please point your browser to:
https://sdsu.col.qualtrics.com/jfe/form/SV_2meTirZOFLGEfQh

To: Senate Executive Committee / Senate

From: Larry S. Verity, Chair
Undergraduate Curriculum Committee

Date: January 17, 2018

Re: 2019-2020 *General Catalog*

INFORMATION (11-02-18)

HISTORY

1. Change in program.

History

History Minor

(SIMS Code: 113301)

The minor in history consists of a minimum of 18 units in history to include at least 12 upper division units.

Remainder of description (*no change*)

Change(s): *Six sequential units in the lower division. Twelve units must be in upper division history, including three units at the 500-level, distributed in no more than two of the fields listed under the history major statement removed and replaced with at least 12 upper division units.*

JOURNALISM AND MEDIA STUDIES

1. Change in program.

Journalism and Media Studies

Journalism Major

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

(Major Code: 06021) (SIMS Code: 664101)

Paragraphs 1-14 (*no change*)

Major. A minimum of 36 upper division units to include Journalism and Media Studies 300, 310W, 315, 420, 430, 489, 494, 550; six units selected from Journalism and Media Studies 425, 434, 435, 441, 445, 470, 490, 495, 529; and six units of upper division coursework in either journalism and media studies or learning design and technology.

Remainder of description (*no change*)

Change(s): Added JMS 425, 434, 435, and 441 to the six unit select-from list.

2. Change in program.

Journalism and Media Studies

Digital and Social Media Studies Minor

(Minor Code: 15060) (SIMS Code: 661117)

The minor in digital and social media studies consists of 18 units to include Journalism and Media Studies 200, 210, 494, and nine units selected from Journalism and Media Studies 300, 408, 440, 460, 462, 480, 489, or Learning Design and Technology 410. Admission to the minor requires a minimum cumulative GPA of 2.0 and completion of Journalism and Media Studies 200 and 210 with grades of C (2.0) or better in each course.

Remainder of description (*no change*)

Change(s): Added LDT 410 to the nine unit select-from list.

LATIN AMERICAN STUDIES

1. Change in program.

Latin American Studies

Latin American Studies Major

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

(Major Code: 03081) (SIMS Code: 114301)

Paragraphs 1-9 (*no change*)

Group B: Cultures and Environments. Latin American Studies 320, 355 [or Chicana and Chicano Studies 355], 545, 550, 580; Anthropology 350, 439, 440, 442, 520, 529, 533, 582*, 583*; Chicana and Chicano Studies 554; Geography 324, 554*; Political Science 564; Sociology 350, 522, 554; Women's Studies 310*, 512.

Remainder of description (*no change*)

Change(s): Added LATAM 545 to Group B.

2. Change in program.

Latin American Studies

Latin American Studies Minor

(SIMS Code: 114301)

Paragraphs 1-2 (*no change*)

Group B: Cultures and Environments. Latin American Studies 320, 355 [or Chicana and Chicano Studies 355], 545, 550, 580; Anthropology 350, 439, 440, 442, 520, 529, 533, 582*, 583*; Chicana and Chicano Studies 554; Geography 324, 554*; Political Science 564; Sociology 350, 522, 554; Women's Studies 310*, 512.

Remainder of description (*no change*)

Change(s): Added LATAM 545 to Group B.

LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

1. Change in program.

Lesbian, Gay, Bisexual, and Transgender Studies

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

All candidates for a degree in liberal arts and sciences must complete the graduation requirements listed in the section of this catalog on “Graduation Requirements.” Students majoring in lesbian, gay, bisexual, transgender, queer, and plus (LGBTQ+) studies must complete a minor in another field to be approved by the program director or major adviser of LGBTQ+ studies.

Remainder of description (*no change*)

Change(s): *Queer and plus (LGBTQ+)* added to program title and description.

2. Change in program.

Lesbian, Gay, Bisexual, and Transgender Studies

**Lesbian, Gay, Bisexual, Transgender, Queer, and Plus (LGBTQ+) Studies Minor
(Minor Code: 49991) (SIMS Code: 119505)**

Paragraph 1 (*no change*)

The interdisciplinary minor in lesbian, gay, bisexual, transgender, queer, and plus (LGBTQ+) studies consists of a minimum of 15 units to include Lesbian, Gay, Bisexual, and Transgender Studies 321, 322 [or Humanities 322], and nine units selected from Lesbian, Gay, Bisexual, and Transgender Studies 598, English 450, 550, General Studies 340, History 406, 583, Journalism and Media Studies 410*, Psychology 355*, Sociology 320, 420, Television, Film and New Media 470*, Women’s Studies 360, 535, or any department 499 or upper division course with appropriate content with approval of minor adviser. Additional courses are acceptable with approval of minor adviser.

Remainder of description (*no change*)

Change(s): *Queer and plus (LGBTQ+)* added to program title and description.

MUSIC

1. Change to description and repeatability.

Music

MUSIC 170. Chamber Music (1)

Three hours. Four hours for opera.

Prerequisite: Consent of instructor.

Sections for string, woodwind, brass, piano, vocal, and mixed ensemble groups of three or more players. Maximum credit eight units.

Change(s): *May be repeated with new content. See Class Schedule for specific content statements removed from description. Maximum credit increased to eight units from four.*

1. Change in program.

Music

Music Major

With the Bachelor of Music Degree in Applied Arts and Sciences

(Major Code: 10041)

Paragraphs 1-14 (*no change*)

Language Requirement.

2. Performance – vocalists only – competency (equivalent to that which is normally attained in two years high school, or one semester of college study) in each of French, German, and Italian with a grade of C (2.0) or better.

Remainder of description (*no change*)

Change(s): *Grade of C (2.0) or better* statement added.

RHETORIC AND WRITING STUDIES

1. New course. [EFFECTIVE SUMMER 2018 IN COMPLIANCE WITH CSU EO 1110.]

Rhetoric and Writing Studies

RHET WRIT ARG STRETCH I (C-4)

RWS 105A. Rhetoric of Written Argument Stretch I (3)

Prerequisite: Open to students who have not satisfied the SDSU Written Communication Assessment requirement.

First of two-semester stretch sequence. Writing and reading as critical inquiry. Rhetoric of written arguments. Cohesion, rhetorical conventions, structure, and utilization of sources. Not open to students with credit in a higher-numbered composition course or Rhetoric and Writing Studies 100 [or English 100], 105B or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Linguistics 100A or 100B.

2. New course. [EFFECTIVE FALL 2018 IN COMPLIANCE WITH CSU EO 1110.]

Rhetoric and Writing Studies

RHET WRIT ARG STRETCH II (C-4)

RWS 105B. Rhetoric of Written Argument Stretch II (3) [GE]

Prerequisite: Rhetoric and Writing Studies 105A with a grade of C- (1.7) or better.

Second of two-semester stretch sequence. Writing and reading as critical inquiry. Rhetoric of written arguments. Cohesion, rhetorical conventions, structure, and utilization of sources. Not open to students with credit in a higher-numbered composition course or

Rhetoric and Writing Studies 100 [or English 100] or Africana Studies 120 or American Indian Studies 120 or Chicana and Chicano Studies 111B or Linguistics 100B.

SPANISH

1. Change to title.

Spanish

SPAN LIT AND CULT STUDIES

SPAN 401. Spanish Literature and Cultural Studies (3)

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382, and 395; and completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Spanish writers and works in a variety of literary genres.

Change(s): Title updated from *Spanish Prose and Poetics* to what is reflected above.

2. Change to title.

Spanish

SPAN AMER LIT & CULT STUD

SPAN 402. Spanish American Literature and Cultural Studies (3)

Prerequisites: Spanish 301 and 302, or Spanish 381 or 382, and 395; and completion of the General Education requirement in Foundations of Learning II.C., Humanities required for nonmajors.

Spanish American writers and works in a variety of literary genres.

Change(s): Title updated from *Spanish American Prose and Poetics* to what is reflected above.

3. New course.

Spanish

SPAN LEGAL/CRIM JUST PROF (C-2)

SPAN 410. Spanish for Legal and Criminal Justice Professionals (3)

Prerequisites: Spanish 301 and 302, or 381.

Spanish oral and written communication in criminal justice and legal fields within United States and Spanish-speaking countries. Rule of order terms and court protocols.

4. New certificate.

Spanish

**Spanish for the Professions Certificate
(SIMS Code: 117151)**

The Department of Spanish and Portuguese Languages and Literatures offers a certificate in Spanish for the professions. The program enhances the language skills and

cultural competencies for a broad array of professions to include business, education, health, law and criminal justice, and translation and interpretation.

The admission requirement for the certificate is the completion of Spanish 301 and 302, or 381, and Spanish 350. After meeting the basic requirements for admission, the student must complete 15 units of course work to include Spanish 307, 408, 409, 410, and 491. Students must obtain a grade of C (2.0) or better in each of the certificate courses. Up to nine units in the certificate program may be counted toward the major in Spanish and six units may be counted toward the minor in Spanish.

Contact the certificate adviser in the Department of Spanish and Portuguese for more information.

SUSTAINABILITY

1. Change in program.

Sustainability

Sustainability Major

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

(Major Code: 49101) (SIMS Code: 117001)

Paragraphs 1-8 (*no change*)

Field A, Human-Nature Interface: Anthropology 355, 402, 510, Comparative Literature 570, Economics 455, English 305, 491 (with relevant content), History 441 (if not applied to the core), 584, International Security and Conflict Resolution 310, Philosophy 496 (with relevant content), Religious Studies 376, Sustainability 334 [or Political Science 334] (if not applied to the core), Women's Studies 580, 582. (3-12 units)

Field B, Applied and Regional Studies: Anthropology 532, Asian Studies 320, Environmental Engineering 320, Geography 340, 354, 426, 440 [or Political Science 440], 554, 572, 575, Latin American Studies 545, Oceanography 320, Political Science 564, Recreation and Tourism Management 305, 470, 487, Sociology 350, Women's Studies 580. (3-12 units)

Field C, Scientific and Analytical Thinking: Biology 315 (if not applied to the core) 324, 327, 354, 517, 538 [or Environmental Science 538], 540, 544 [or Environmental Science 544], Economics 455, 456, Geography 370 (if not applied to the core) 375, 401, 409, 440 [or Political Science 440], 454, 506, 507, 512, 554, 570, 572, 573, 574, Geological Sciences 305, Public Health 304, 362. (3-12 units)

Remainder of description (*no change*)

Change(s): ANTH 355 and 402 added to field A. Units updated from 3-9 to 3-12 in all fields.

THEATRE, TELEVISION, AND FILM

1. Change in program.

Theatre, Television, and Film

Theatre Arts Major
With the B.A. Degree in Applied Arts and Sciences
(Major Code: 10071)

Emphasis in Performance
(SIMS Code: 662595)

To declare an Emphasis in Performance, in addition to the criteria for admission to the General Theatre Arts program, students must complete the following:

Remainder of description (*no change*)

Change(s): Deleted *Acting and Musical Theatre* from emphasis title.

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

TO: SEC/Senate

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

DATE: January 23, 2018

RE: Information

The Campaign for SDSU:

The following are gifts received since our last report:

A \$558,405 gift-in-kind from Ed Marsh will support the Love Library Special Collections.

Additional gifts-in-kind for the Library Special Collections include: \$251,879 from alumnus Thomas Hanchett and his wife, Emily; \$143,374 from Susan Bernay; \$123,168 from Harrison Ellenshaw and \$52,895 from Gordon Melton.

A \$150,000 gift from the Gilbert J. Martin Foundation will support various university initiatives.

Alumnus Justin Halpern made a \$15,792 pledge to provide scholarship support to students in the Television, Film and New Media Program in the School of Theatre, Television, and Film within the College of Professional Studies and Fine Arts.

Roger Dishong, and alumnus, and his wife, Barbara, made a \$12,099 gift to support Athletics.

Gifts of \$21,463 from Frank and Jill Polese and \$10,000 from Jeffrey Harper will support various programs in the College of Engineering.

Pledges totaling \$21,000 from the Society of Illustrators will provide Instructional support and scholarships to students within the School of Art, Design and Art History in the College of Professional Studies and Fine Arts.

A \$20,000 pledge from Westpak, Inc. will provide scholarships to students in the College of Engineering.

A \$50,000 gift from Edward and Jean Wedbush will support The Campanile Foundation Endowment.

Pledges totaling \$22,500 from alumnus Fred Pierce and his wife, Christine, will provide support for the Ash Hayes Volunteer Scholarship and the Peyton Pierce Greek Life Leadership Programs Grant in the Division of Student Affairs.

A \$70,000 gift from the Boeing Company will support the Troops to Engineers Program in the College of Engineering.

Jeanne Gold made a \$15,000 pledge to provide support for scholarships to students in the Modern Jewish Studies Program in the College of Arts and Letters.

TCF Board Member and alumnus, John Wills and his wife, Jane, made a \$40,000 pledge to provide scholarship support in the Fowler College of Business.

Gifts totaling \$20,000 from Thomas Beers, Jr. will support scholarships for graduate students in the School of Social Work in the College of Health and Human Services.

Athletics received the following gifts: \$23,955 from alumni Ken and Mollie McCain, \$13,000 from Judy Rosa and \$7,070 from Robert Schroeder.

A \$15,000 pledge from Judith White will provide scholarship support to students in the Musical Theatre Program in the College of Professional Studies and Fine Arts.

Alumnus Robert Abramson and his wife, Amy, made a \$15,000 gift to support the Abramson Fowler College of Business Fund.

A \$100,000 gift from alumnus Craig McKasson will provide scholarship support to students in the Charles W. Lamden School of Accountancy in the Fowler College of Business.

The Crankstart Foundation made a \$50,000 pledge to provide scholarship support to California Community College undergraduate transfer students in the Division of Academic Engagement and Student Achievement.

Alumni Keith Behner and Cathy Stiefel made a \$45,000 pledge to provide scholarship support to students within the Department of Political Science in the College of Arts and Letters.

Faculty Emeritus Richard Riedman and his wife, Kathleen Hoffer, an alumna, made a \$20,000 gift to support the Speech Language and Audiology Clinic Operations Fund in the College of Health and Human Services.

A \$13,000 gift from Beverly Bowers will provide scholarship support in Athletics.

An \$80,000 gift from the Spruance Foundation II will provide salary support for the Personalized Medicine for Cystic Fibrosis Program in the College of Sciences.

The College of Engineering received a \$50,000 gift from Richard Woodcock to fund scholarships and provide materials for students pursuing Rocket Projects and AIAA space design projects and competitions.

Alumna Chutaphin Yeager and her husband, William, made a \$38,130 gift-in-kind to support the College of Professional Studies and Fine Arts.

A \$25,000 pledge from alumni Robert and Jessica Hickey will provide support to the Engineering and Interdisciplinary Sciences Complex.

Alumnus Fred Solomon, Sr. and his wife, Doreen, made a \$22,500 pledge to provide scholarship support to students in the Fowler College of Business.

Gifts totaling \$53,000 from San Diego Gas & Electric will support Athletics, the Moxie Foundation Zahn Center and the Mesa Engineering Fund in the College of Engineering, the Dean's Administration and Strategic Initiative Funds in the Fowler College of Business and the University Excellence Fund.

Bill Schairer and his wife, Wendy Maruyama, an alumna and faculty emerita, made a \$15,000 gift to provide support in the Furniture Design and Woodworking Program in the School of Art and Design in the College of Professional Studies and Fine Arts.

A \$50,000 pledge from Stephen and Caroline Chinn will support the Confucius Institute Endowment in the College of Arts and Letters.

The Land of the Free Foundation made a \$40,000 gift to support the Veterans Academic Advisory Fund in the Division of Academic Affairs.

Alumnus Leon Parma and his wife, Barbara, made a \$30,000 gift to support the Aztec Club Director's Cabinet in Athletics.

The Whale Beach Foundation made a \$75,000 gift to support to the L. Robert Payne School of Hospitality and Tourism Management in the College of Professional Studies and Fine Arts.

A gift of \$21,000 from the Doris A. Howell Foundation will support the CSUPERB CSU Ed Research Biotech Fund in the College of Sciences.

The Windgate Charitable Foundation made an \$89,888 pledge to provide support for the Artist in Residency Program in the College of Professional Studies and Fine Arts.

Alumna Nua Shores made a \$50,000 gift to provide scholarship support to students in the School of Nursing and the School of Social Work in the College of Health and Human Services.

A \$30,000 gift from Patrick Kilkenny will support the Aztec Club Director's Cabinet in Athletics.

The Johnson Family Trust made a \$30,000 gift to provide scholarship support for the School of Nursing in the College of Health and Human Services.

The Stephen and Lynne Doyle Family Foundation made gifts totaling \$25,000 to support the Engineering and Interdisciplinary Sciences Complex and the Civil Engineering Fund in the College of Engineering.

A \$13,750 gift from the Jimmy Neal and Loretta Revocable Trust will support The Campanile Foundation Endowment.

A \$16,000 gift from the SD Kiwanis Club Foundation will support Athletic scholarships.

Alumni John and Diane Robinson made a \$50,000 gift to support scholarships for students in the Geological Sciences Program in the College of Sciences.

Gifts totaling \$25,292 from alumnus Stephen Nielander and his wife, Dominique Alessio, will support programs in Athletics and the Fowler College of Business.

The following stories illustrate how donors are inspired to support SDSU:

A gift of \$170,749 from the estate of Loch and Claire Crane will support endowed scholarships for students majoring in liberal studies and social sciences. This gift brings the total gifts from their estate to \$786,275.

Mr. Crane was a retired architect and attended SDSU and was an apprentice under Frank Lloyd Wright. He did a number of meaningful projects and was a valuable architect to the community; practicing for over 40 years. He served in the Army Air Corps in World War II. He owned a yacht and sailed around North America and Europe. He and Claire traveled for many years on European rivers and canals until her death. Mrs. Crane was a '58 history alumna and had a doctorate in history from UCSD. Claire was a participant in Path to Paradise, a documentary series on land use and urban planning in the San Diego region; she wrote articles for the Journal of San Diego History. They were members of the Heritage Society, Friends of Classics, and were Lifetime Members of the Alumni Association.

A \$385,000 pledge from Mark and Debbie Lindner will provide support for the Fowler Scholars Internship in the Fowler College of Business.

Mark and Debbie Lindner, while not SDSU alumni, are passionate about San Diego State, and particularly internships. Mark--despite living in Pennsylvania--provides regular seminars for SDSU students on personal branding and Debbie serves on the TCF Athletics Committee. Their support for the Fowler Scholars Internship Endowment is a critically significant piece of the Fowler Scholars program. They hope to become even more involved with the college in serving as professional mentors to students in the Fowler Scholars Program.

Regional Initiatives

SDSU participated in California State University alumni events in Taipei and Hong Kong, the first ever system wide alumni events outside the United States. Chancellor Timothy White was pleased to report the impressive impact our alumni have, noting that one out of 20 college degrees earned in the US is through a CSU campus.

The SDSU alums who attended were very appreciative of the opportunity to connect, and were enthusiastic to help build communities of SDSU Alumni throughout China.

Campaign, Presidential & Special Events:

Over 225 donors along with community and campus leaders attended the dedication of the Donor Wall on Saturday, November 4, 2017. The 615 lines on the wall honor the individuals, families, organizations and companies that contributed to San Diego State’s first-ever comprehensive campaign. More than 60 of the names are faculty and staff who contributed nearly \$32 million.

Tuesday, January 16, 2018 was a historic day for San Diego State University with the dedication of the Engineering & Interdisciplinary Sciences Complex (EIS). The ribbon-cutting ceremony was attended by over 750 guests, including donors, faculty, staff, campus leaders, and elected officials. Adam Day, Vice Chair, Board of Trustees, The California State University attended and congratulated SDSU for the effort to build the EIS.

Media Relations:

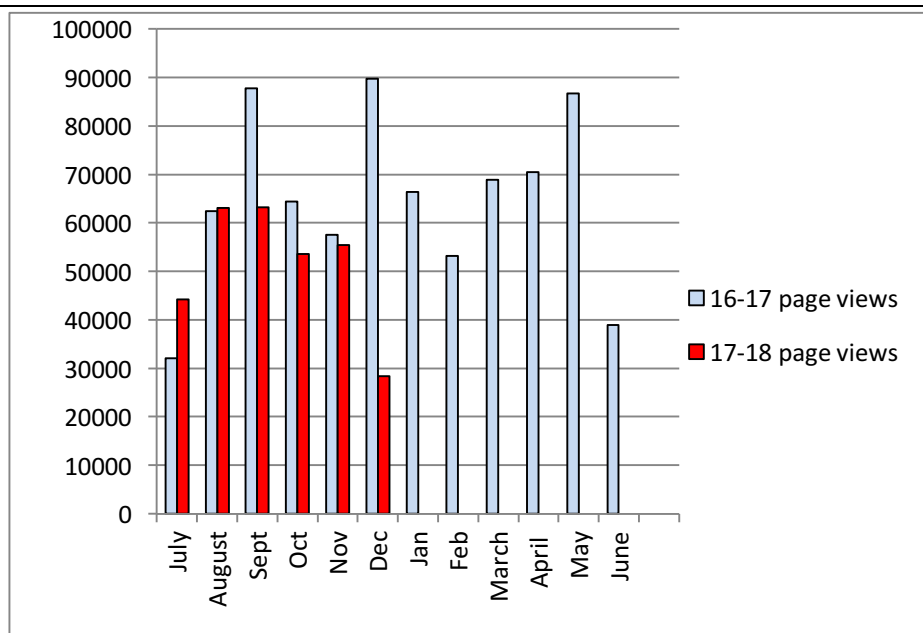
2017-18 Marketing and Communications Key Metrics Goals

	<i>December 2017</i>	<i>Year to Date</i>
SDSU NewsCenter		-
Visitors	44,714	223,824
Page Views	28,330	307,959
Twitter		
Followers	1,126	6,977
Impressions (paid)		
Clicks (organic)	1,716	16,270
Clicks (paid)		
Facebook		
Fans	338	120,962 (Total fans)
Impressions (paid)		
Likes/Comments (organic)	13,429	102,221
Clicks (paid)		
YouTube		
Views (organic)	7,255	50,042
Views (paid)		

Instagram			
Followers	400	28,100	(Total followers)
Likes (organic)	18,359	116,111	
Impressions (paid)			
Video views (paid)			
Media Relations			
Total Clips	2,515	13,406	
National Hits	302	1,526	
Major Hits	35	177	
Merit			
Students with Merit Pages	-	9,992	(Total pages)
High Schools reached		39	
Social Media Impressions		42,926	
Community Relations			
Community Members brought to campus for event or activity	9	58	
Significant individual meetings and interactions in the community	51	291	

Detail

SDSU NewsCenter Top Stories This Month	
SDSU Reveals Detailed Plan for Mission Valley Site (5,109), More Than 93,000 Apply to SDSU (3,093), Stadium Details Announced for Mission Valley (2,313)	
Traffic Sources to SDSU NewsCenter this month	
Google (13,742), Facebook (4,987), Twitter (2,199)	



Media Relations National Hits

SDSU secured several major media hits in the month of December, including coverage of John Ayers’s study about increased suicide risks in LGBTQ youth on CNN, The Huffington Post, Reuters, Business Insider and Newsmax; The Atlantic and Science Magazine ran a story on Jeremy Barr’s phage virus research which discovered that the human body absorbs billions of viruses daily through our bloodstream which, in turn, keep us healthy; and Psychology Today and The New Yorker highlighted Jean Twenge’s

Media Relations Local Hits

Local media coverage this month included coverage of the university’s record application numbers on KUSI, KGTV, KPBS, KFMB and Times of San Diego; the signature effort for SDSU Mission Valley, which reached the required number to be placed on the November 2018 ballot, was covered by the Union Tribune, KUSI, KFMB and KSWB; and the Los Angeles Times featured the SDSU Mission Valley proposal in their “Business Stories to Watch in 2018” article.

Merit Monthly Achievements	Total Students		Student Open Rate	

Community Relations

In December SDSU attending various community holiday events including, the College Area Business District holiday mixer and the Rolando Community Council Potluck. Community relations also attended the District 0 State of the District, where various community members were honored for their work in the community. Additionally, Senator Atkins, Assemblymember Gloria, and Assemblymember Weber hosted a joint legislative holiday gift raiser that Community relations also attended.

POSITIONING SDSU AS A LEADER IN THE FUTURE OF STEM INNOVATION

THE ROLE OF DIVERSITY AND INCLUSION IN STEM

Rebecca Lewison, Biology

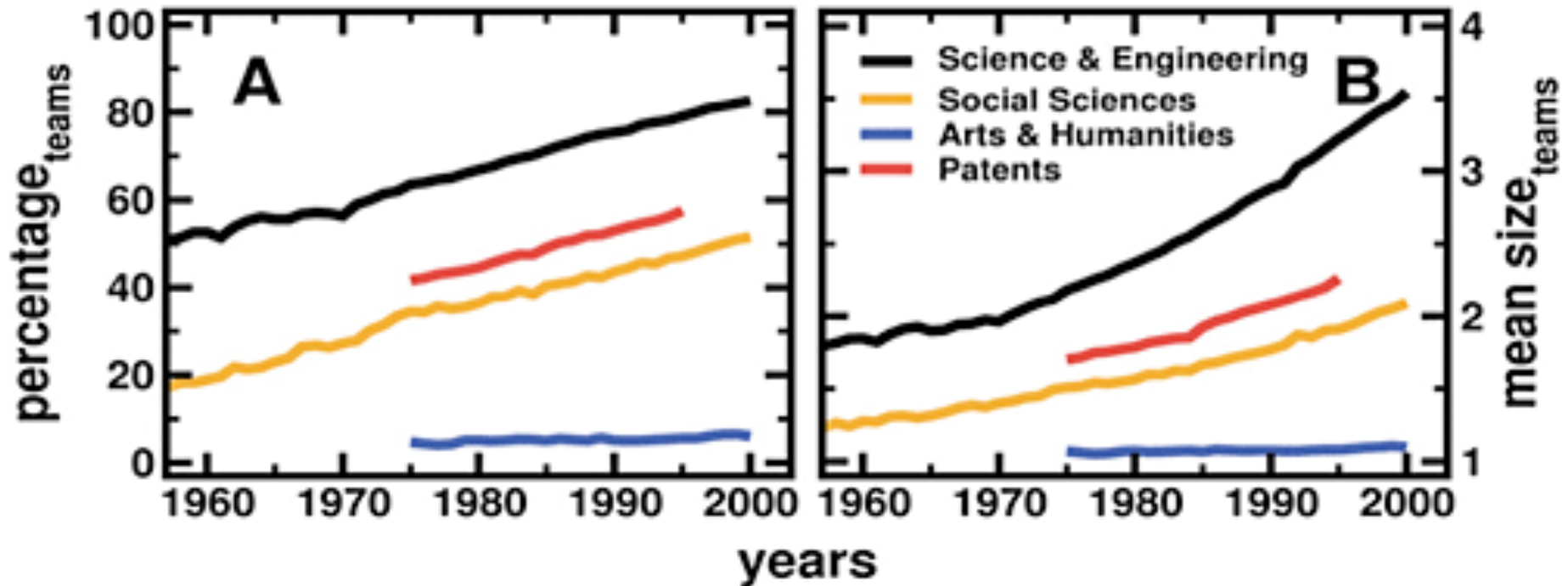
Roadmap

- The science of why we need a diverse/inclusive STEM faculty
- National picture of representation/equity in STEM
- Current climate/status at SDSU
(HERI survey)
- Recipe for change³⁷

There is a current and growing body of literature that provides clear evidence that to be a leader in STEM:

- Support collaborative/team science
- Create a diverse and inclusive faculty
- Leadership to this goal is shared responsibility

Collaborative/Team Science dominates



Wuchty S, Jones BF, Uzzi B. (2007). The increasing dominance of teams in production of knowledge. *Science*.

Collaborative/Team Science

Interdisciplinary, collaborative research in which team members integrate their perspectives and methods in a single research endeavor.

- Increasingly the **norm** in STEM (Wuchty et al. 2007; Englander 2014)
- Solve most **complex and intractable** scientific and social problems
- Needed to **accelerate** scientific and technological **innovation**, and provide a mechanism for **translating** scientific research into practices and policy (Uzzi et al. 2013).

Team science: measures of success

- Attracts more funding
- Yields greater pub productivity
- Leads to higher impact publications

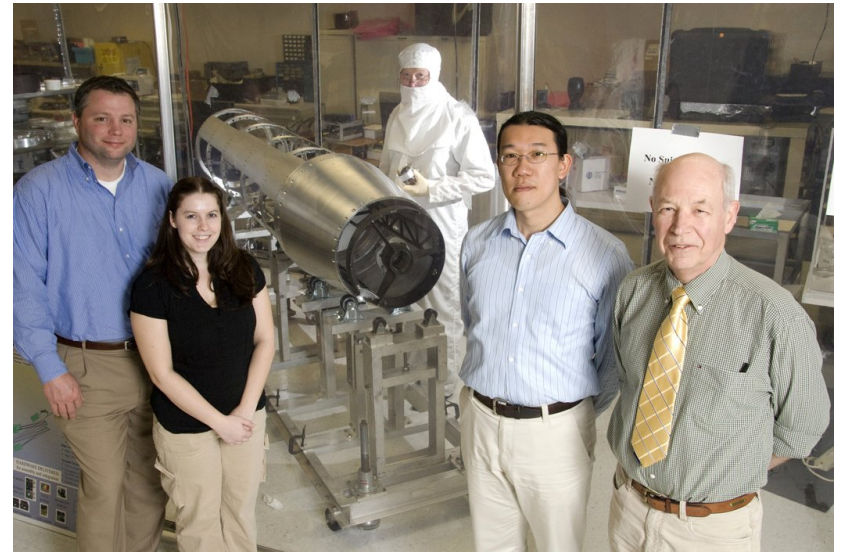
Hitchcock et al. 1995; Bozeman & Corley 2004; Bland et al. 2005; Stokols et al. 2008; Haslam & Laham 2009; Elfner et al. 2011; Falk-Krzesinski et al. 2011; Hall et al. 2012; Salazar et al. 2012; Haller & Welch 2013; Uzzi et al. 2013; Seibert et al. 2014

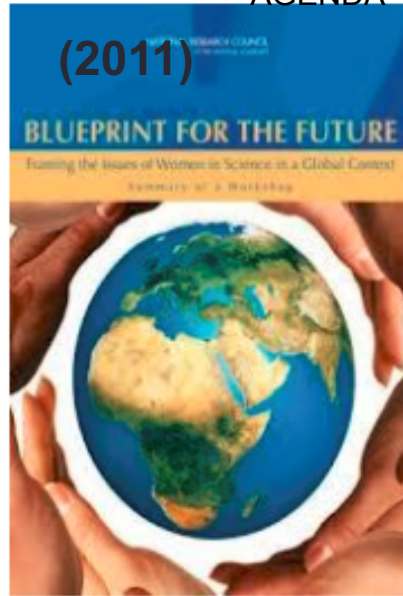
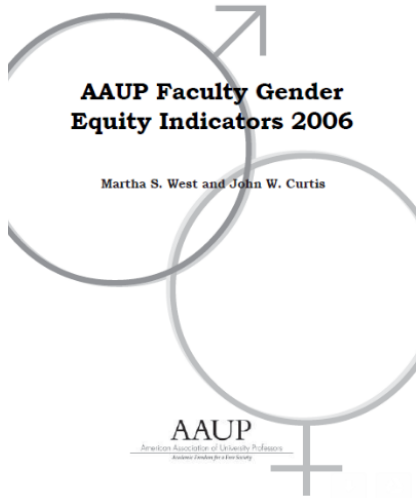
Diverse STEM teams do more

- Diversity on teams has positive effects on **creativity, innovation, and productivity**
Hong & Page 2004; Woolley et al. 2010; Bear & Woolley 2011; Campbell et al 2013
- Scientific **research enhanced** when informed by diverse (and thus often broader) viewpoints and research questions.
Margolis & Fisher 2003
- **Women and URM scientists** have made scientific discoveries because of their particular gendered and racialized perspectives experiences.
Melo-Martín & Intemann 2010; Freeman & Huang 2014

Campbell, L. G., Mehtani, S., Dozier, M. E., & Rinehart, J. (2013).
Gender-heterogeneous working groups produce higher quality science.
PloS one, 8(10), e79147.

- Among ecology and environmental scientists, **authorship teams with at least one woman received 34% more citations** than publications produced by homogeneous teams, and that peers perceive the publications produced by gender-diverse groups to be of higher quality.





U.S. Department of Commerce
Economics and Statistics Administration

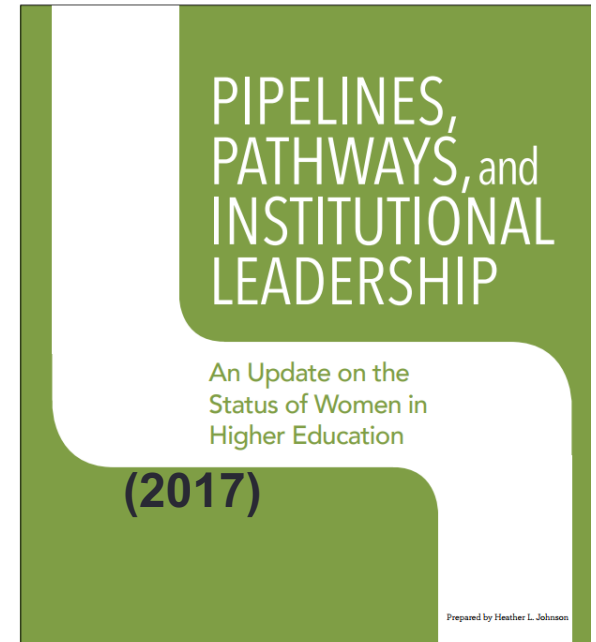
(2011)



Women in STEM: A Gender Gap to Innovation



Higher Ed Spotlight
Infographic Brief



HOW WELL IS SDSU POSITIONED TO BE A LEADER IN STEM SCIENCE AND INNOVATION?



HERI Survey
March 2016

Elsevier New Scholars Program – Woman as Agents of Transformation in Academia
June 2014

Elsevier – CSU Transforming Academia
Sept 2014

UC Team Science - Asilomar
Sept 2015

NSF Advance Institutional Transformation – Supporting Women in Faculty Transformation
Jan 2016

NSF Advance Institutional Transformation – ONE SDSU Faculty
April 2017

Build observational, research, and analytical capacities--to assess and develop new collaborative knowledge about how to navigate leadership opportunities in their fields and on campus.

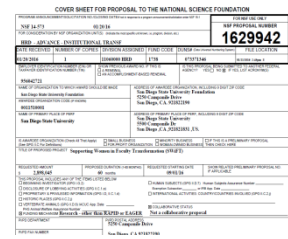


Guided exploration of implicit bias and institutional climate

Collaborative, interdisciplinary, team science-based research has become increasingly central in scientific discovery. Yet, women are less likely to participate in team science collaborations, and their participation in these networks develops later in their careers



Assets-based approach for mid-career women faculty

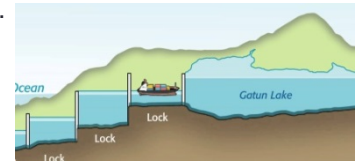
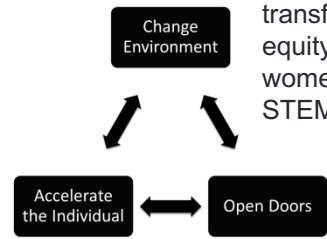


UC/CSU Center for Research Excellence and Diversity in Team Science (CREDITS)
Oct 2016

UC/CSU Center for Research Excellence and Diversity in Team Science (CREDITS)

NSF Advance Adaptation ONE SDSU Faculty
Sept 2017

Identify equity gaps and promote and sustain a transformative change in equity for white women and women of color in STEM fields at SDSU.



HERI

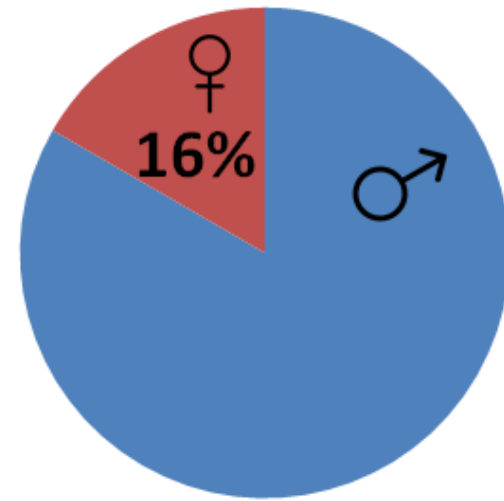
[ADMINISTER SURVEY](#) ▾[ACCESS DATA](#) ▾[PUBLI](#)

HIGHER EDUCATION RESEARCH INSTITUTE & COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

HERI FACULTY SURVEY

The HERI Faculty Survey provides institutions with a comprehensive, research-based picture of key aspects of the faculty experience. Since 1989 over 1,100 two-and four-year institutions have used results from this survey to connect faculty practices, values and priorities to institutional success and drive improvement efforts.

- Research and service activities
- Institutional and departmental climate
- faculty experience
- faculty's engagement
- faculty's level of stress,
- satisfaction with their institution

HERI

- Data shows that women in STEM spend .8 years longer at associate professor rank than their male colleagues.
- Women and URM are underrepresented in campus leadership and in STEM leadership
- Evidence of unequal salary advancement for more senior STEM women faculty

Have you been sexually harassed at this institution?

4.5% of respondents said yes

Consensus Study on The Impacts of Sexual Harassment in Academia



<http://nationalacademies.org/SHstudy>

#SHSTEMstudy

SHstudy@nas.edu



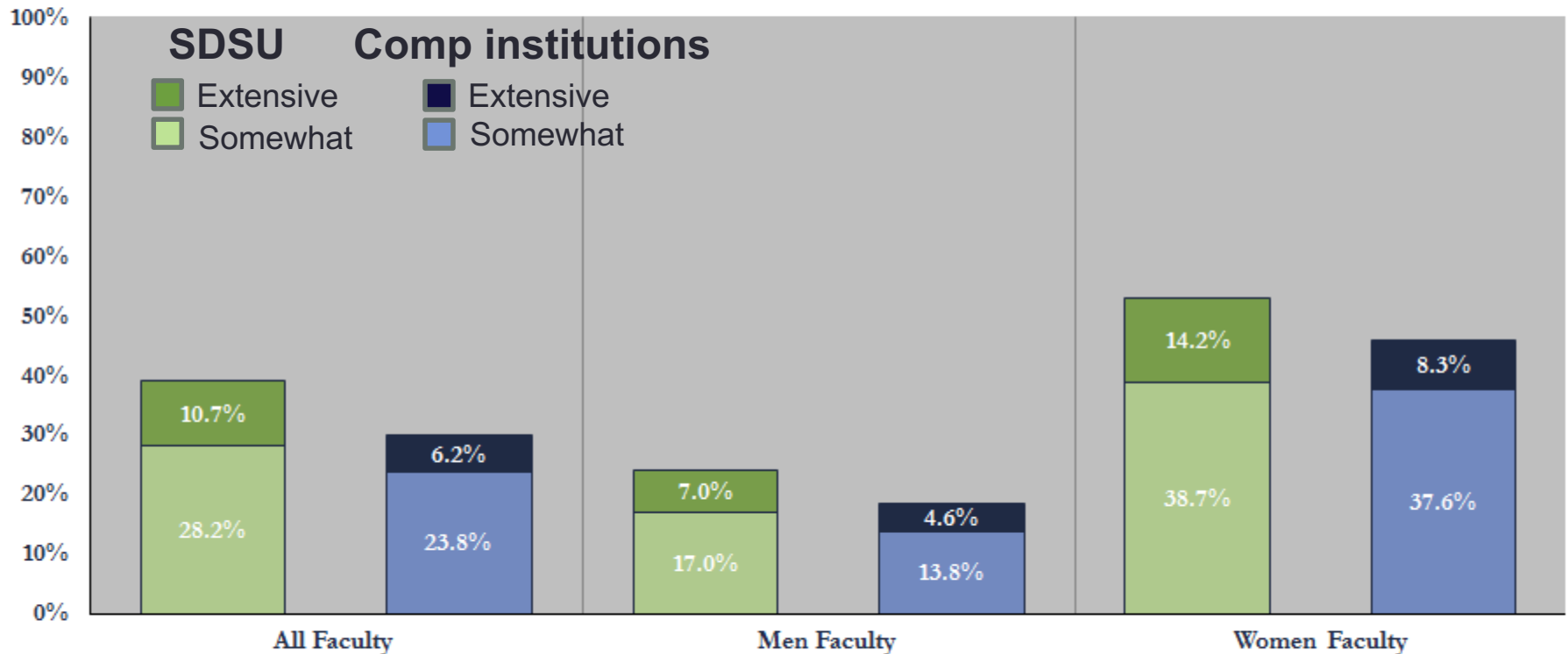
STRESS AS AN INDICATOR

Stress is indicator

- Negative impacts on advancement
(Nelson et al., 1990)
- Negative impacts on productivity
(Donald et al., 2005)
- Related to separation/attrition
(DeTienne et al., 2012).



Stress Due to Discrimination, by Gender

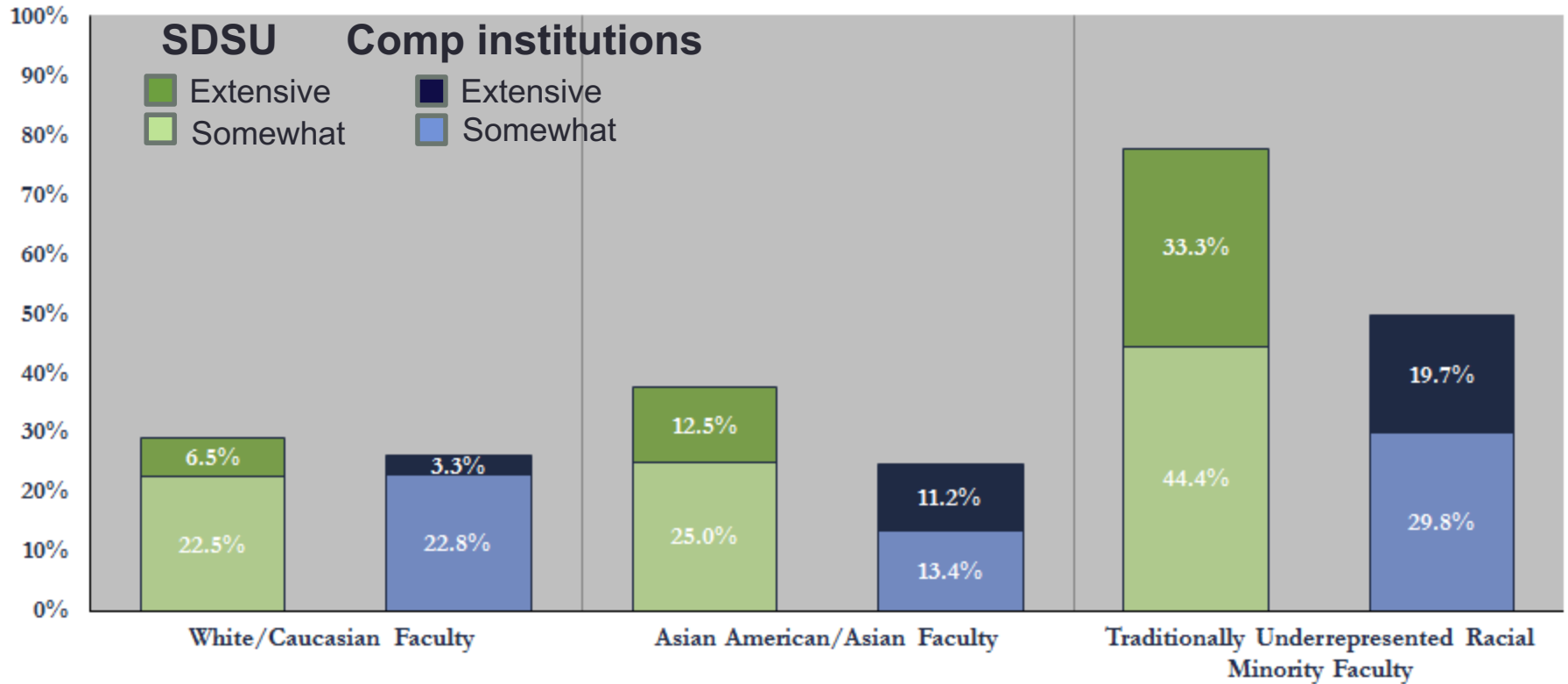


The question: “Please indicate the extent to which each of the following has been a source of stress for you during the past year:”

Discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)



Stress Due to Discrimination, by Race



CREATING AND SUPPORTING A MORE DIVERSE AND INCLUSIVE ACADEMY

Creating a diverse and inclusive academy

Broad institutional change is a requirement and precondition for achieving diversity and inclusion





DIVERSITY IN SCIENCE

A recipe for change: Creating a more inclusive academy

Using data, selecting leaders, and changing rules

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Although there has been a welcome increase in discussion about gender disparities in science, technology, engineering, and mathematics (STEM), broad participation of women from all backgrounds in academic STEM will not be achieved until institutions are transformed. A long-range view is needed to change the rules of the game, such that institutional culture and practices create work-

places where all scientists and engineers want to be. We lay out a six-point plan of what needs to change, who should participate, and how actors outside of the academy should have direct involvement in the process.

We focus on gender but recognize the importance of attending to gender identity, ability, race and ethnicity, class, sexual orientation, and other important intersections. Changes that bring about inclusion for one group, we argue, can have far-reaching benefits for everyone.

Learn the social science research. The entire campus community must be better informed about hurdles to hiring, retaining, and promoting women, especially women of color. Decades of social science research

show processes through which explicit and subtle bias operate (1, 2) including within academic science (3, 4). Subtle bias is especially problematic, as it operates without awareness, particularly when people are cognitively taxed and busy (2). Biases must be disrupted in order to prevent the status quo from inevitably reproducing itself. Yet even with the best intentions, the bias “habit” is hard—but not impossible (5, 6)—to break. Breaking the habit at one level does not necessarily mitigate bias at another level of evaluation or experience (7).

You cannot stop at just documenting bias, as those data can be met with suspicion (8); arm yourself with an understanding of the myriad ways in which bias contributes to stereotype threat, belonging uncertainty, work-life imbalance, and a host of other negative outcomes (9, 10). Transformation cannot begin until people understand that bias in all shapes and sizes exists within faculty, leaders, and the structures therein (for a list of resources about bias in all its guises, see: wiseli.engr.wisc.edu/library.php).

Leaders must understand the context and be accountable for diversity and inclusion. It is not a good idea to try to change an institution with which you are not highly familiar. Outside consultants and new leaders have a place, but the unique history and sociopolitical dynamics of an academic institution must be considered when selecting and enacting change strategies (11). We need to select leaders from all levels of the institution who understand the context, are accountable for implementing change, and make it their mission to promote diversity and inclusion. Leaders must be ready for and able to withstand pushback. A president or provost does not have to lead the transformation but does need to be a visible, vocal part of the change process and set up an accountability system (e.g., including successful diversity outcomes as part of how their effectiveness as leaders is evaluated).

Every type of leader should be represented in change efforts. Inclusion of faculty members and thought leaders from all genders and backgrounds makes for a more effective process, because people are more likely to process information with an open mind if the communicator is someone with whom they typically agree or identify (12). It is essential to have leaders who communicate in ways that faculty can hear.

Seek external catalyzing resources. Funding agencies and private foundations that partner with universities add legitimacy to institutional transformation. The U.S. National Science Foundation (NSF) has committed well over \$130 million to increase the participation and advancement of women in academic science and engineering careers

Mitchnick et al 2016, Science

Downloaded from <http://science.sciencemag.org/> on February 15, 2017

ILLUSTRATION: DAVID BRONSTEIN/ISTOCKPHOTO

A RECIPE FOR CHANGE FOR SDSU

Leadership is a shared responsibility

- Consistent, coherent messaging
- Demonstrable leadership support
- Diverse and strategic champions

Campus activity

- BIE/spousal hires
- Consistent messaging
- Coordinate activities across Dept.
- Work with UCSD, CSU San Marcos, UC Riverside for professional development/training opportunities for admin and faculty
- Women in Science seminar series

Department activity

- Diversity Plans (for BIE)
- Equity report cards
- Equity advisors
- Professional development

Individual activity

- Equity awareness & education
- Professional development
- Leadership training
- Engagement/joining the conversation

Collect and Share Campus Data

- Transparency
 - Demonstrates commitment to change
 - Show short term gains
- Track and monitor progress
 - Accountability

External Funds to support campus change

- Prestige speaks to academicians
- NSF, NIH, private foundations (Elsevier, L'oreal)
- Takes pressure off internal resources
- Allows for faster progress



Policy Change is Critical

- RTP to reward collaborative/team science
- Family leave
- Teaching and service loads
- Child-care
- Mentorship and menteeship
- Spousal hires



Advancing women's careers in science, technology, engineering, mathematics and medicine: evaluating the effectiveness and impact of the Athena SWAN Charter

Dr Fehmidah Munir, Dr Carolynne Mason, Dr Hilary McDermott, Dr John Morris, Professor Barbara Bagilhole and Professor Mary Nevill

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STEM EQUITY ACHIEVEMENT (SEA) CHANGE AWARDS

WHITE PAPER

Submitted by:

Dr. Shirley Malcom, AAAS and Prof. Paula Rayman, UMass Lowell
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POSITIONING SDSU AS A LEADER IN THE FUTURE OF STEM INNOVATION

THE ROLE OF DIVERSITY AND INCLUSION IN STEM

PROPOSAL: SDSU Shared Governance Discussion Process

The University Senate Executive Committee, working in collaboration with President Rousch, proposes a campus discussion process that will

- (1) Support dialogue among a representative group of faculty, staff, and administrators
- (2) Reaffirm and delineate the culture of shared governance at SDSU

What will the discussion process entail?

Through an iterative process, the charge will be to brainstorm and discuss

- Campus-specific values, principles, objectives and practices for effective shared governance
- A vision and framework for SDSU shared governance and enhanced communication throughout campus

What are the intended outcomes of these discussions?

The discussion process is expected to result in findings that will support and inform efforts to strengthen existing practices and policies surrounding shared governance.

How will participants be selected?

The discussion group will include faculty, staff, administrators, and the President. Members of the Senate will be invited to participate in the discussion group through a nomination process. The President, in consultation with the Senate chair, will determine final composition of the group.

What is the duration of the process?

We envision the discussion process to continue through Spring 2019. Its duration will be dependent upon ongoing evaluation by the President and the University Senate Executive Committee throughout the 2018-19 academic year.

How will the process work?

During early to mid spring 2018, the discussions will identify key principles and practices that support effective shared governance across all levels of the university. The group's findings will be shared with the campus community for feedback. Campus feedback will be incorporated into an outline to be used by each division and sub-unit to create more specific action plans for shared governance. Ideally these action plans would be identified and shared by Fall 2018.