The SEC was called to order at p.m.

1. **Agenda (Bober-Michel)**

MSP Approved the revised agenda of January 20, 2015.

2. **Minutes (Bober-Michel)**

MSP Approved the minutes of November SEC.

3. **Announcements (Ely)**

- Lori Lamb (new CSU Vice Chancellor for Human Resources) will visit SDSU, part of a plan to familiarize herself with the campuses, etc.
- Dr. Barbara Gross Davis, VP/WASC was on campus January 16; she met with Senate Officers as well as the Provost, Student Learning Outcomes Committee, WASC Steering Committee, etc.

4. **Academic Affairs (Enwemeka)**

- **Hiring for AY 2015/16.** Some positions have already been filled. One College (PSFA) requested and received extra positions, on condition of a reduction next year. Diversity was the hiring focus.
- **New Engineering building:** A contractor has been hired, and another Town Hall meeting is scheduled (Jan 23 – AL 201-2 to 4:30 pm, with refreshments served). Questions remain about where some people will be housed; for example, engineering faculty are concerned they’ll be “dominated” by the sciences. The Provost has assured everyone that any program housed in the new building will align with its objectives.
- **Decisions.** The CSU is trying to make an array of decisions centrally but without the data it needs to do so; AVPs Benkov and LaMaster are providing the specifics as necessary. We want to take the lead on many initiatives, but we’re stymied by the CSU’s approach.
- **Awards:** We submitted an application for a State of California/Dept of Finance Innovation Award (see: http://www.dof.ca.gov/innovationawards/). The focus is on partnerships, student success, etc.
- **SDSU-Georgia (Part 1):** Key ministers were on our campus in November, but there are really just three partners in this relationship: the Millennium Corporation, the government of Georgia, and SDSU. The Georgia government passed a new law that will ease the accreditation process; the president already signed it and we should expect an announcement shortly. Ken Walsh, SDSU’s Georgia Dean, is highly visible at the many meetings held about the program, which provides us with good visibility. It could be a challenge to get the 500 students “promised” for the first year, the actual number will be significantly less. We’ve produced a document that serves as a view book or bulletin (to be translated into Georgian; see: http://georgia.sdsu.edu:81/sub/brochure.html) and a promotional video. Additionally, the marketing plan calls for SDSU to be on prominent Georgian talk shows (like we have here on Sunday mornings).

**Discussion:**

**Ornatowski:** Are we the only foreign institution of higher education in Georgia?

**Provost:** There are a few others, but we’re the only ones focused on STEM. The Prime Minister recently held a conference featuring 40 universities; he wants more degrees conferred. The process could be competitive but we’re taking a watch-and-see stance. The relationship isn’t yet at a point where we can suggest our being a solo act.
Toombs: Just a reminder that the market adjustments/equity elements of the contract are all in the works right now. The CSU drafted a proposal but we’re not too far along yet.

Provost: There are so many pieces to consider: inversion, compression, etc.

Wheeler: It’s a done deal that the community colleges will offer 4-year degrees.

Provost: This first round won’t really be competition for us. Some CSUs have very low numbers for admission – and they have something to worry about; we had about 80,000 applications.

Georgia (Part 2)

Papin: Posed several questions about budgeting for the Georgia program; his concerns were mostly about the indirect.

Provost: There are two phases to the Georgia program. The first 15-month budget is easy for us; it derives from tuition. The second phase is more complicated, based on enrollments (for a 5-year period); construction work will be going on at the same time – hard buildings plus labs. Some of that building could be delayed if the tuition revenue won’t carry us.

The Provost will be going back to Georgia in April for a wide range of talks, including budget. Costs are based on the Georgian structure, not ours. Some appointments have been delayed, so the money right now is in good shape.

5. Officer’s Report

5.1 Officer’s Report (Ornatowski)

Information: Referral Chart

<table>
<thead>
<tr>
<th>Committee</th>
<th>Date</th>
<th>Item</th>
<th>Referred by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constitution and Bylaws</td>
<td>October 20, 2014</td>
<td>Bring the Policy File section on &quot;Fee Advisory Committee, Campus&quot; (PF p.66) in line with EO 1054 &quot;CSU Fee Policy&quot;</td>
<td>Officers</td>
</tr>
<tr>
<td>Constitution and Bylaws</td>
<td>October 20, 2014</td>
<td>Review Staff Affairs Committee proposal regarding Staff Excellence Awards</td>
<td>Officers</td>
</tr>
<tr>
<td>Environment and Safety</td>
<td>January 20, 2015</td>
<td>Evaluate the implementation plan of the &quot;smoke-free campus&quot; policy and assess how well the plan had been implemented, as well as any barriers to implementation.</td>
<td>Officers</td>
</tr>
</tbody>
</table>

6. Old Business

6.1 Task Force – Class Size

The report is posted on the homepage of the Senate website.

The Chair (Mattingly) presented the Task Force report, including what guided the group’s thinking. Members ultimately determined that interventions at the entry level (in two core areas: writing and math) were most appropriate. All recommendations are research-supported.

- Composition: Lower class size to 18 (range 18 to 24).
- Math: Lectures will remain large, but the breakout sessions will be longer, with fewer students enrolled in each one. TAs will work as tutors (and be trained). The Task Force seeks consistency with texts and activities; thus these recommendations will require curricular revisions. Rework starts with the calculus courses (for STEM majors) – since they’re so fundamental and factor into graduation rates.

Discussion:
January 20, 2015

SDSU Senate Executive Committee

Future directions: Students need more support and other math areas need to be addressed as well.

**Papin:** In terms of calculus, what’s the class size for breakout?

**Mattingly:** 20 to 30 students in breakout sessions, which will be activity based. We don’t anticipate many changes with the lectures (content or length). Also, the faculty budget is a wash; budget changes really affect the TAs.

**Polant:** Posed a question about the Dept of Philosophy TAs. Will students feel “jilted” if they’re taught by a TA rather than a faculty member?

**McClish:** In RWS: many sections are taught by TAs – but if they’re maxed out, lecturers must be hired. However, Philosophy has enough TAs.

**Deutschman:** In terms of statistics classes, there is too much variability with how courses are taught (what students “do”, texts, etc.). We need a stable foundation … and that stability will also be a win financially.

**McClish:** TAs often outperform faculty (for a variety of reasons); this shouldn’t be a worry to students.

**Packard:** Asked about the basis for 20 per class.

**Mattingly:** The research the Task Force consulted was focused less on graduate v. undergraduate… and more on teaching methodologies, etc.

**Deutschman:** The TA training component is very important; TAs will have extensive supervision/support.

**Mattingly:** The baseline assessment data are very illustrative. We already have writing data and we’ll collect in March as well.

**Provost:** Complementary … especially with the math data. How does this fit into the idea of a math center?

**Mattingly:** We need unified curriculum and datasets; then the TAs could easily fit into a center.

**Provost:** Wants to weave this into hiring.

But as to writing: the numbers are worrisome; the proposal calls for hiring 16+ lecturers, which seems to differ from the report. Benefits don’t seem to be included in the Task Force’s calculations. That could impact the # of tenure-track faculty hired. There may be too many hires in just one or two departments; folks won’t like it. He suggests that the writing courses be phased in – or perhaps students who don’t struggle with the content be placed in larger classes.

**Mattingly:** The Task Force considered this but took a more pragmatic approach.

**Provost:** Would like to have a better comparison of how classes performed as size increased.

**Mattingly:** The Task Force tackled it another way, asking faculty how they changed their assignments (fewer writing assignments as class size increased).

**Provost:** Wants to confirm that faculty will truly assign more writing if class size reduced. He reiterated the need to phase in.

**Wheeler:** Will the report be brought to Senate – what are the next steps?

**Ely:** The Senate could create referrals for APP and ARP or it could encourage the implementation of its recommendations.

**Wheeler and Papin:** We could do this from the SEC; we need to send the referrals. This is what the Provost wants given how expensive the proposal could be to implement.

**Wheeler:** And it’s best for these two Committees to vet this before it moves to the Senate.

**Moore:** (to the Committee) What was the plan?

**Mattingly:** Just to present the report; the team wasn’t really focused on implementation.

**Ely:** Suggested the Committee make some revisions based on this discussion before it moves to the Senate.

**Verity:** But what happens in upper division? How can we focus only on entry level and then nothing else?

**Mattingly:** The Committee saw this as a first step to solving a big problem. This is just the beginning.

**McClish:** It’s important for the Task Force to go back and amend the report – and give accurate, realistic numbers before the Senate sees it. These are good faith numbers from working with AVP LaMaster but they may not be accurate.
Mattingly: Perhaps the Committee should not be responsible for planning phase-in; maybe that's the domain of the Deans and the Provost.

Provost: Hears complaints about tenure track hires all the time – and is concerned that hiring all those lecturers will deter the plan.

Butler-Byrd: But what about how students feel about all this?

Polant: Coming off the student success fees, students in Philosophy will resent (or at least question) how their [tuition] money is spent.

Deutschman: We can’t really compare faculty v. TAs; class size is more important sometimes than who teaches the course.

Packard: Would like to see research on graduation rates. Kathy’s staff can help us see how this proposal will truly impact graduation.

Ornatowski: Ditto … but probably best for the Committee to forego implementation (too many scenarios to deal with).

Ely: Senate Officers can work with the Committee to tackle the report before referrals to APP and ARP.

6.2 Task Force – Faculty Evaluations

Chair McClish explained the Task Force’s charge – which ranged from what central questions to pose to better ways to engage students in the process to presentation of data.

Discussion:

Deutschman: Described the scales, recommending consistency to help students stay on track. Consistency is also critical for data analysis, reporting, and presentation. The idea is that similar info will be available to RTP committees.

Provost: Said he was confused about implementation.

McClish: There are five core questions that apply to everyone … but then a College or Dept could have its own in addition.

Packard: Faculty Affairs hasn’t seen it yet – but we definitely attended to our charge. We might need to showcase the student involvement component more in the report.

Provost: Worries a bit that Depts won’t just use this stuff … not a substitute for everything else.

Several members: There are many variables to consider.

Deutschman: Student members wanted access to faculty data so they didn’t have to go to Rate My Professor; they also suggested that students run their own process. They want to institutionalize formative evaluation so that professors can improve things while in process; that data wouldn’t be used in RTP. It’s important to help students see why evaluations matter – that their role is important and helps instructors and the institutions as a whole.

Polant: AS really supports mid-semester evals … and a joint effort with Faculty Affairs to get the word out. AS is not interested in running its own forms. Students really do want faculty info like they do course info.

Ornatowski: In terms of implementation, so what happens now? Should we refer this to APP to review? Faculty Affairs?

Packard: The broader range of support the better – not just Faculty Affairs. Perhaps we need to get CFA involved … before it goes to final approval.

Toombs: Best to get all this vetted and avoid grievances.

Wheeler: Are there costs to these changes?

Deutschman: There’s some cost to get the comparisons set up.

Wheeler: Why would CFA object to a “scrubbed” version available to students?

Toombs: CFA would likely want a meet and confer.

Bober-Michel: Explained (to the Provost) that CES courses, even those that lead to a terminal degree, aren’t “counted” in the RTP process – and evaluation of those courses isn’t required either.
7. **New Business: Action Items**

7.1 **Executive Session: Naming Proposal (Carleton)**

- MSP Move to executive session.
- MSP Move out of executive session.

7.2 **Committees and Elections (Moore)**

- **Action:**

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

  - **Faculty Affairs**
    - Paula Peter, BUS (term ending May 2018)
  
  - **Graduate Council**
    - Suchi Ayala, HHS (term ending May 2018)

  - **Undergraduate Curriculum Committee**
    - Ruta Gebreyesus, AS (term ending May 2017)

- **Discussion:**

  - **Polant:** When recruiting student members, it would be useful to also know when the Committees meet and where.
  
  - **Moore:** This is certainly a legitimate request but a challenge to immediately implement.
  
  - **Ely:** Yes, and agenda and minutes are a challenge to collect as well. The committees that have standard meeting times are easy to do, but not those with times arranged around members’ schedules.
  
  - **Moore:** There are some we could add right now, but not for all.
  
  - **Ely:** This was a lot of work; [Moore] had sketchy and inaccurate information to start with.

7.3 **Faculty Affairs (Packard)**

- **Action Item #1:**

  The Faculty Affairs Committee recommends the following changes to the Policy File:

  In the Policy File section on Endowed Chairs, 3.0 Appointment of Faculty to Endowed Positions, eliminate 3.2 entirely and revise 3.3 to say:

  "It is the expectation that holders of an endowed chair fulfill the expectations of the position. In cases where this ceases to apply, on recommendation of the department, the dean and the Provost to the President, the President may revoke of the title of the endowed chair. In such cases the faculty member shall retain professorship status under normal pay and workload if tenured."

  Renumber the revised section to 3.2.

  We note that this does not exempt the holder of a chair from a regular 5-year post-tenure review.

  The current language is:
3.2 The term of appointment of an endowed chair shall be not less than three (3) years and not more than five (5) years, renewable. Exceptions may be made to scholars identified as Visiting Distinguished Professors, who may be appointed to shorter time periods up to one year by the normal personnel appointment process but who otherwise come under the procedures of this policy.

3.3 Faculty appointed to endowed chairs or professorships shall undergo a performance review or periodic evaluation in the last year of the term of appointment. Chairied professorships may be reassigned or terminated at the convenience of the university on recommendation of the college dean and of the department or school to the Provost and to the President consistent with the provisions of sec. 3.2. Persons holding positions so reassigned or terminated shall continue to hold their professor status under normal pay and workload status if they have received tenure.

Rationale:

The 5-year appointment limit should be eliminated because it may discourage candidates

Action Item #2:

The Faculty Affairs Committee recommends the following changes to the Policy File:

Assigned time for exceptional levels of service to students

1. Purpose
To provide a process for all unit 3 faculty to apply for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and support San Diego State University’s Mission and Strategic Plan pursuant to Article 20, Section 20.37 of the 2014-2017 Collective Bargaining Agreement (CBA) between CSU and the faculty.

2. Assigned time budget and application process
Pursuant to the above-referenced article of the CBA the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students based on the number of full-time equivalent students at that campus.

2.1. Accountability and Expenditures
2.1.1. SDSU shall expend all funds allocated to them under this program. Funds will be allocated to each college in proportion to the number of full-time equivalent faculty. No college will receive less than the equivalent of 1 3 unit course release per year.
2.1.2. SDSU shall provide an accounting of expenditures for this program for the prior fiscal year by no later than November 1 of the subsequent year to the Academic Senate, and the CSU.
2.1.3. Any unused funds shall roll over for use in the following academic year for the 2014/2015 academic year and the 2015/2016 academic year. All funds must be expended in the 2016/2017 academic year.
2.1.4. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for assistant professor.

3. Eligibility and restrictions
3.1. Eligibility
3.1.1. All unit 3 faculty employees are eligible to submit a proposal to request assigned time up to 3WTUs for exceptional levels of service to students.
3.1.2. Faculty who have previously received assigned time under this program and have not filed a final report on their activities are not eligible to apply again until their final report has been received.
3.1.3. Faculty members already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.
3.2. Restrictions
3.2.1. Assigned time can only be utilized during the academic year (August – May) during which the activity is performed with the exception of assigned time granted in the 2014/2015 academic which may be utilized in the 2015/2016 academic year.

4. Application process and materials
4.1. Application process
4.1.1. Faculty will submit applications to their department chair or school director.
4.1.2. Department chairs or school directors will verify in writing that the applicant is not currently receiving assigned time for the same general activity.
4.1.3. Department chairs or school directors shall forward the application to the appropriate college committee
4.1.4. Applications will be evaluated by each College’s Policy and Planning Committee, or equivalent. The College Committee may refer this evaluation to another relevant College-level Committee. The Committee shall submit a ranked list of applicants to the Dean
4.1.5. The Dean shall decide on the final awards. Denials shall specify the reasons.
4.1.6. For activities in the 2014/2015 academic year, applications will be due by XXX and awards announced by May 1. Awards shall consist of WTUs and may be banked for use in the 2015/16 academic year.
4.1.7. For activities planned for the 2015/2016 and 2016/2017 academic years, applications will be due February 1 of the previous academic year and awards announced by May 1.

4.2. Application materials
4.2.1. An application for assigned time to support exceptional levels of service to students shall consist of: 1) a narrative proposal, not to exceed two pages, describing how the service activities meet the criteria outlined in section 5.2; and 2) an updated curriculum vitae (CV)

5. Supported activities and review criteria
5.1. The following activities may be supported:
5.1.1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students;
5.1.2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success;
5.1.3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty;
5.1.4. Assignment to courses where increases to enrollment have demonstrably increased workload;
5.1.5. Other extraordinary forms of service to students.

5.2. Priority will be given to applications that clearly meet the following criteria:
5.2.1. Demonstrated or hypothesized impact on student success and/or educational experience;
5.2.2. Demonstration that the impact on and/or quality of student experience could not be maintained without an increase in workload;
5.3. Consideration shall be given to the items listed in 20.3 (b) and (c) of the CBA.

6. Conditions of Assigned Time
6.1. A faculty unit employee granted assigned time under this program shall provide a final report to their College Dean no later than one semester following the award of assigned time. The report shall provide evidence that the proposed activities were completed and that the impact on the students was as claimed in the original application. Faculty are ineligible to receive further assigned time from this program until their report is received.

7. Appeals
7.1. Appeals Committee
If needed, the Senate Committee on Faculty Honors and Awards shall serve as the Appeals Committee.

7.2. Timeline and Notification of Decisions

Appeals shall be made, in writing, to the Chair of the Academic Senate and shall be filed no later than ten working days after the date upon which applicants are notified of College Committee decisions. The Appeals Committee shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the appellant and College Dean notification of its decision. Decisions made by the Appeals Committees shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

Rationale:

This language addresses language from section 20.37 in the new contract, which calls for funds to be distributed in spring 2015.

RE: “2.1.1 No college will receive less than the equivalent of 1 3 unit course release per year”: This is included because IVC would have less than 3 units based on pure FTES. This follows the way Senators are allocated.

Discussion:

Packard: There are two items to cover. The first is an action item changing the policy file regarding endowed positions. The new language (review at five years, rather than a five-year limit) is more appealing.

Ornatowski: The original query came from the President’s Office, as our endowment grows. The old language was a disincentive for faculty to apply for endowed-chair positions.

Ely: We’ll move this item on to the Senate.

Packard: The next item: (dated January 14) emerged from the new contract: assigned time for exceptional levels of service to students. The CSU-Fullerton model was used for this but simplified.

Ely: The pool is $1.3 million across the system; we’ll likely get around $100,000. While this is a small amount, the Senate must still create a process. Some campuses have gone overboard on this.

Faculty Honors and Awards would be designated to hear appeals. Important to note is that we’re too late to use the money this year; we’ll run the process this year for next year.

Papin: Is this going to go to advisors? Why are we using FTEFs to allocate funds across the campus while the allocation of funds to campuses is based on FTEs? What about the nonteaching units (counselors and coaches)? There are a lot of functional and logistical issues.

Packard: Not sure about using the time for advisors. It would have to be exceptional cases.

Ornatowski: And the appointment can’t supplant time already allocated.

Packard: Is it necessary to have everything in place to move forward? The idea wasn’t to put it in the policy file, just work through procedures for now. There probably shouldn’t be a policy file change maybe until the next contract cycle.

Toombs: This policy should come out of the Senate, not Faculty Affairs.

Packard: We’ll follow up with us.

7.4 Graduate Council (Balsdon)

Action:

BIOMEDICAL QUALITY SYSTEMS
1. Change in program.

Biomedical Quality Systems
Master of Science Degree in Biomedical Quality Systems
(Major Code: 09994) (SIMS Code: 771491)
Change: Deletion of degree program.

EDUCATION

1. Change in program.

Education
Joint Doctor of Education Degree in Education (SDSU/USD)
(Major Code: 08011) (SIMS Code: 331902)
Change: Deletion of degree program.

2. Change in program.

Education
Master of Arts Degree in Education
Concentration in Educational Research
(Major Code: 08241) (SIMS Code: 331928)
Change: Deletion of concentration.

3. Change in program.

Education
Multiple Subject Credential (Elementary Education)
Integrated Multiple Subject Preparation Program
Change: Deletion of credential program.

7.5 Undergraduate Council (Verity)

Action:

1. Change in program.

Exercise and Nutritional Sciences
Kinesiology Major
Emphasis in Physical Education
(SIMS Code: 556565)
Change: Emphasis has been deleted.

HOSPITALITY AND TOURISM MANAGEMENT

1. Change in program.

Hospitality and Tourism Management
Hospitality and Tourism Management Major
Emphasis in Global Tourism Management
(SIMS Code: 663104)
Change: Emphasis has been deleted.

INTERNATIONAL BUSINESS

1. Change in programs.

   International Business
   SanDiQué Dual Degree
   SanParaíso Dual Degree
   CaMexUS Triple Degree
   PanAmerica Triple Degree

   Changes: Dual and triple degree programs have been deleted.

MANAGEMENT

1. Change in program.

   Management
   Project AMIGOS Dual Degree

   Change: Dual degree program has been deleted.

MARKETING

1. Change in program.

   Marketing
   SanMediterranée Dual Degree

   Change: Dual degree program has been deleted.

MATHEMATICS

1. Change in program.

   Mathematics
   Mathematics Major
   Emphasis in Mathematical Finance
   (SIMS Code: 776330)

   Change: Emphasis has been deleted.

8. New Business: Consent Calendar (Committee Reports)

   8.1 Graduate Council (Balsdon)

   See Senate website.

   8.2 University Relations and Development (Carleton)

   Information:

   The Campaign for SDSU:
The Campaign for SDSU has now reached the $550 million benchmark. The following are gifts of note through December 2014:

The Osher Foundation has gifted $1M to SDSU to establish an endowment for the Osher Program in the College of Extended Studies. An additional $50,000 gift provides the first year of funding.

Alumna Kathleen Kennedy has made a gift of $50,000 for the TV-Film Fund in the College of Professional Studies and Fine Arts.

Irwin Zahn has made a new gift to support the Zahn Center. This gift is for $100,000 to support the Success Fund.

The Stephen and Mary Birch Foundation has made a gift of $100,000 for the Birch Endowed Chair in the College of Arts and Letters.

Faculty Emerita Deborah Dexter has made a gift of $47,000 for an endowed scholarship fund for international studies.

The Gilbert Martin Foundation made three gifts: (1) $200,000 to the President's Leadership Fund; (2) $50,000 to the Basketball Performance Center; (3) $100,000 to the SDSU Alumni Association.

The College of Education is the recipient of a $2M planned gift to support scholarships.

A $50,000 gift from the Karakin Foundation will support Guardian Scholars.

The Johnson Family Trust has made a $25,000 gift for Nursing Scholarships in the College of Health and Human Services.

The Confucius Institute has received a new gift of $450,000 from Hanban China.

Solar Turbines has made a $37,500 gift to support the Mesa Schools Program.

Aztec Athletics has received a gift of $250,000 from Derek Aberle to support athletic scholarships and the Basketball Performance Center.

The William and Judith Garrett Trust has gifted $300,000 to establish an endowment to support Aztec men's basketball scholarships.

The Windgate Charitable Foundation has made a gift of $44,944 to support the Furniture Studio and the Visiting Artist Program in the College of Professional Studies and Fine Arts.

Longtime supporters and alumni Jeff and Sheila Lipinsky have made gifts totaling $32,000 to support the Lipinsky Fellowship and the Lipinsky Internship in Language and Communicative Disorders, the President's Leadership Fund and the Lipinsky Institute for Judaic Studies.

Barbara K. Polland has made a gift in kind valued at $52,000 to Love Library Special Collections.

SDSU Vice President for Business and Financial Affairs Tom McCarron has pledged $25,000 to establish a scholarship endowment.

The Imperial Valley Campus has received a $25,000 gift from Jack Hart for the scholarship endowment in his name.

Alumnus Terry Maxey has notified SDSU that he is designating a planned gift of $750,000 to support scholarships.

Alumnus Donald Knight has also notified us of a planned gift. It is for $2M and is for unrestricted support of SDSU.

Peter and Elaine Shaw made a gift of $75,000 to endow a scholarship in entrepreneurship in the Lavin Center.
Northrup Grumman is gifting $65,000 to support the College of Engineering, Associated Students, MESA, and the Society of American Military Engineers.

Former VP of Student Affairs Jim Kitchen and his wife Sandra Williams, Director of Advising and Evaluation in Enrollment Services, have made a new gift commitment. Their new gift of $17,400 will support the Office of Advising and Evaluations and Men's and Women's Basketball Tutoring.

An anonymous donor has made a gift of $22,000 to the University Police Equipment Fund and $15,000 to Emergency Medical Transportation Services.

Alumnus and Major League Baseball Pitcher Stephen Strasburg has made a $20,000 gift to support the Aztec Baseball Fund.

SDSU received $630,000 from the Estate of Betty Worm to support the Dale and Betty Worm Endowment in the College of Professional Studies and Fine Arts.

Jim and Marilyn Brown have made gifts totaling $80,000 to support the Athletic Director Excellence Fund, the Basketball Performance Center and Athletic Scholarships.

Conrad Prebys has made a new gift to SDSU with a pledge of $2.5 million to establish the Conrad Prebys Endowed Chair in Bio-medical Research.

Alumni Engagement:

Among the goals of our Strategic Plan, Building on Excellence, is a goal to strengthen internship and mentorship programs by creating an Aztec alumni network to support lifelong success.

Alumni Engagement teamed up with Career Services to build the Aztec Mentor Program (AMP) and began to recruit alumni and students in the summer of 2013. Fall 2013 yielded 101 matched pairs. Spring semester 2014 yielded 240 matched pairs. Fall 2014 yielded 370 pairs of alumni and students-- with over 90 percent of participating SDSU alumni reporting that they would take part again in AMP.

With more student need and interest, along with equally interested alumni, there is an expectation that these numbers will continue to grow in 2015.

Campaign, Presidential & Special Events:

The second “Scholarship Fund for Poetry” stewardship dinner was held at President and Mrs. Hirshman’s home on Wednesday, November 19. This event is hosted by a graduate of the MFA Program in Poetry who is also the founder of the Excellence Fund for the MFA Program in Poetry.

On Sunday, December 7, President Hirshman and Dean Gattas hosted over 100 donors and prospects to the Les Miserables Musical Performance and Reception. After the production, guests were able to visit with the cast and production staff.

In November, the Commencement 2015 website was finalized and is up and running.

Media Relations & New Media Team Highlights

November 2014

This report shows the level of engagement SDSU has with its various audiences through online media. We measure the value and impact of our efforts to support The Campaign for SDSU, recruiting of high achieving students, alumni engagement and significant rankings, via traffic to our websites, clicks on
the links we are posting, growth of our social media audiences, and comments and dialogue with our social media properties.

**SDSU NewsCenter:** (The number of people reading stories in SDSU NewsCenter, and the ways they are finding those stories)

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<td><strong>Page Views</strong></td>
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<td><strong>Top Stories (page view)</strong></td>
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</tbody>
</table>

**Online Publications/Social Media:** (Organic social media activity, and traffic to key SDSU websites – proactive engagement with our audiences)

<table>
<thead>
<tr>
<th></th>
<th>SDSU.edu visitors</th>
<th>SDSU.edu page views</th>
<th>SDSU Events Calendar page views</th>
<th>Twitter Followers*</th>
<th>Clicks on links we posted to Twitter</th>
<th>Facebook Fans*</th>
<th>Facebook comments &amp; likes</th>
<th>YouTube Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 14</td>
<td>171,863</td>
<td>360,227</td>
<td>27,456</td>
<td>30,091</td>
<td>320</td>
<td>65,937</td>
<td>47,104</td>
<td>8,499</td>
</tr>
<tr>
<td>Year to Date</td>
<td>918,361</td>
<td>2,069,864</td>
<td>181,033</td>
<td>(+1,474)</td>
<td>3,262</td>
<td>(+1,837)</td>
<td>166,590</td>
<td>118,163</td>
</tr>
<tr>
<td>Ann. Goal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>26,000</td>
<td>10,300</td>
<td>61,000</td>
<td>390,000</td>
</tr>
</tbody>
</table>

*YTD number shows month-to-month change*
National Branding and Marketing Campaign: (Paid advertising to brand the university, targeting audiences in specific markets)

<table>
<thead>
<tr>
<th></th>
<th>Facebook Impressions (saw our ads)</th>
<th>*Facebook Clicks (Clicked on our ads)</th>
<th>Twitter Impressions (saw our ads)</th>
<th>Twitter Clicks (Clicked on our ads)</th>
<th>YouTube Views</th>
<th>Google AdWords Impressions (saw our ads)</th>
<th>Google AdWords Clicks (Clicked on our ads)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 14</td>
<td>3,173,032</td>
<td>1,659</td>
<td>224,643</td>
<td>2,103</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Year to date</td>
<td>8,677,504</td>
<td>15,055</td>
<td>1,271,959</td>
<td>11,612</td>
<td>38,784</td>
<td>549,731</td>
<td>2,866</td>
</tr>
<tr>
<td>Ann. Goal</td>
<td>10,670,000</td>
<td>25,620</td>
<td>3,520,000</td>
<td>37,000</td>
<td>271,000</td>
<td>2,860,000</td>
<td>12,700</td>
</tr>
</tbody>
</table>

Traditional Media Relations: (Local, regional and national media. A national publication is a Top 25 metropolitan daily or an online publication with more than 1 million impressions a day. A Major hit is a story where the primary focus is about SDSU)

<table>
<thead>
<tr>
<th></th>
<th>Total Clips</th>
<th>National</th>
<th>Major hit</th>
<th>Faculty Experts Quoted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 14</td>
<td>2,166</td>
<td>362</td>
<td>22</td>
<td>527</td>
</tr>
<tr>
<td>Year to date</td>
<td>8,528</td>
<td>1,536 (Ann. Goal = 2,100)</td>
<td>76 (Ann. Goal = 170)</td>
<td>3,211</td>
</tr>
</tbody>
</table>

See Senate website, for second part of URAD report.

8.3 Undergraduate Council (Verity)

Information:

MUSIC

1. Change in program.

   Music
   Music Major
   Music Contemporary Culture: World Music Specialization
   (SIMS Code: 665315)

   Change: Specialization has been deleted.

PUBLIC HEALTH

1. Change in program.

   Public Health
   Health Science Major
   Emphasis in Public Health
   (SIMS Code: 552841)
   Major.
A. Twelve units of electives from Public Health 331, 345, 353, 362, 450, 451, 452, General Studies 330, 340. Other electives as selected and offered by the Graduate School of Public Health, with approval of academic adviser.

Change: Public Health 451 and 452 were added as elective course options.

TEACHER EDUCATION

1. Change in program.

Teacher Education

Integrated Multiple Subject Preparation Program

Change: Credential program has been deleted.

9. Other Information Items

10. Other Business

11. Adjournment

The SEC adjourned at 4p.m.

Respectfully submitted:

Allison Bobrow
Administrative Analyst

Marcie Bober-Michel
Senate Secretary