Minutes – Senate Executive Committee
April 13, 2004
Faculty-Staff Club


1. Agenda (Perkins)

2. Minutes (Perkins)
   MP Approved minutes of March 9, 2004.

3. Announcements (Papin)
   Correspondence from Provost Marlin 3/24/04) requesting a pool of 14 faculty members for two administrative reviews for the Deans of Health & Human Services and Education.
   Correspondence from Vivian Pedrin, Advising and Evaluation announcing May/August graduation candidates.
   IVC Dean Interviews are April 23 (11:30); April 30 (11:30); May 4 (1:30); and May 7 (11:30). All interviews are in CH-3318.

4. University Administration (Marlin)
   Budget. The CSU is seeking a compact-type agreement to protect the CSU in deliberations regarding tax increases, cuts and services. In the current year revenues are not meeting the projections. One hope is this will change after the tax deadline. Right now all State Agencies should plan on an additional 3% reduction. We await the May revise but I anticipate that our enrollment target will decrease. There is renewed discussion about redirecting freshmen to community colleges this year. We'll learn more about this later in the week. The Golden Handshake is still not approved, which creates a number of problems for departments who have already utilized those salaries.

   Faculty Retirements, Resignations. On hiring, we are being extremely judicious on tenure track hires, trying to maintain the academic integrity of programs. In recent years we have been bringing in about 70 tenure/tenure-track faculty; this year we don't know if we'll hit 20. This remains my priority. Right now we have fewer retirements than usual. The explanation could be people waiting to see what's going on with the Golden Handshake. What is interesting is that of the people who have filed their paperwork, the majority of those are fully retiring as opposed to FERPing. That is with the anticipation that they were getting a golden handshake. I also know of ten faculty who are resigning, half untenured. It is so distressing to lose these talented people. What is particularly disturbing is that this is disproportionately happening within our African American community. I do not have the data, but if this observation is born out I will need to request the Senate's involvement in this next year.

Sally Rousch Recipient of Wang Award 2004. VP Roush is the second SDSU person to receive such an award (first was Margaret McHerrow in Theater). More information on all the Wang recipients at the following CSU website: http://www.calstate.edu/pa/news/2004/wang04.shtml.
**Discussion:**

**Senator Lamke:** Will you be conducting exit interviews with African American faculty who are leaving? **Provost Marlin:** I invite everyone who resigns for an exit interview. Not everyone takes me up on it. We need something beyond that. **Senator Lamke:** We need to find out why. Whether it's the atmosphere, whether they are getting better offers. **Provost Marlin:** I can see a trend of those we've interviewed in the last few years. They are going to institutions where they feel they are getting more support, lower teaching loads and higher salaries. Things that we have a hard time competing with.

**Senator Cademy:** Are these faculty being recruited or are they seeking new jobs? **Provost Marlin:** Both. You don't want to be an institution where no one else is interested in hiring your faculty either.

**Senator Kish:** Are there special incentives at any of the CSU's? Is this illegal? **Provost Marlin:** It is if it has anything to do based on race.

**Chair Papin:** I will be meeting with VP Faculty Affairs Zimmerman to start a dialogue and see where the next step may be for the Senate. I will also bring in the Chairs of Academic Personnel and Diversity, Equity and Outreach.

5. **Auxiliaries and Affiliates**

5.1 **Associated Students (Obayashi)**

**Information:** The Associated Students passed a resolution in support of Gay Marriage. The Shared Governance Task Force will report back to the SEC in the Fall.

5.2 **Academic Senate (Rushall)**

**Golden Handshake.** The Golden Handshake has been sitting in the Department of Finance for two and half months for want of getting figures. We recommended that a letter go as soon as possible, in the name of CSU, CFA, and the ASCSU, saying that we'd like this to go forward and we'll provide the figures and presentation to justify its implementation. There are people who have retired on the basis of the assumption that there will be a Golden Handshake.

**Self-Support Graduate Programs.** It is not a secret that the Vice Chancellor for Academic Affairs is not rallying around graduate programs in these times of need and is taken with the idea of self-supporting graduate programs.

**45-Unit Roadmap** will go through. This is at the behest of Jack Scott and Dede Alpert to make transfers as seamless as possible. This is so complex and demanding at a time when we are limited in resources.

**Fee Increases.** The position of the ASCSU is crystallized. We have two levels of education. Undergraduate degrees and everything else. We want to separate out graduate degrees, undergraduate degrees, and certificate/credential type of education. There should be differential funding from the State.

5.3 **California Faculty Association (Champion)**

**Coalition to Save the CSU.** CFA Board met on April 6 and discussed ways to continue to implement the statewide initiative designed to prevent further budget cuts. It involves meeting with legislators, community members; a letter writing campaign; a few town hall meetings. Professors
Schulze, Wood and myself met with Denise Duchaney and Senator Dede Alpert and will be meeting with Assemblywoman Kehoe.

**CFA Sponsored Events** include purchasing a table for the Annual Labor Council banquet in June. A lecturer seminar is being organized to help those who won't be rehired to file for unemployment.

**CFA End of the Year Party will be held on May 6.**

5.4 **WASC Update (Chase)**

_Draft Preparatory Review Report is completed._ See [http://wasc.sdsu.edu/](http://wasc.sdsu.edu/)

Senate Committee Reports

6.1 **Officers’ Report (McClish)**

_The SEC will move approval of the following Proposed Senate Calendar 2004-2005:_

**Senate Executive Committee (Faculty Staff Club, 2:00-5:30pm):**

Fall, Tuesdays 2004: Aug 24, Sep 21, Oct 19, Nov 23

Spring, Tuesdays 2005: Jan 25, Feb 22, Mar 22, Apr 19

_The Senate (Hepner Hall 221, 2:00-5:30pm):__

Fall, Tuesdays 2004: Sep 7, Oct 5, Nov 9, Dec 7

Spring, Tuesdays 2005: Feb 8, Mar 8, Apr 5, May 3

_A list of outstanding referrals was included in the Agenda._

6.2 **Academic Policy and Planning (Ornatowski)**

_The Committee moves Senate approval of the following change to the Policy File:_

Existing Senate Policy:

FACULTY—Academic Responsibilities (p. 59)

FACULTY, 2.0 Course Syllabi: Instructors shall inform students of the conduct and design of courses, including grading policies, methods of testing, scope, objectives, and expectations. The syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design; however, major departures from the syllabus, especially in performance expectations and grading policies, shall be made only for compelling reasons.

Proposed Revised Language:

FACULTY—Academic Responsibilities

FACULTY, 2.0 Course Syllabi: The syllabus for each course shall describe the course’s purpose, scope and expected student learning outcomes. In addition, each syllabus shall describe the design, conduct, and grading policies, which may vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, however, especially with regard to learning outcomes and grading policies, shall be made only for compelling reasons.
2.1 **Instructors shall provide students with copies of the syllabus at or before the first class meeting, except when circumstances beyond the control of the instructor prevent such distribution.**

2.2 **Instructors shall make available to their department the most recent version of each syllabus. Departments shall maintain and make accessible the most recent versions of syllabi.**

**Discussion:**

**Senator Ornatowski:** The intention was to get the students information while addressing faculty concerns regarding academic freedom and intellectual property. Another concern was that there be a record kept by the department, but we did not go into detail about how it should be kept.

**Senator Rushall:** It would be better not to use the word "copies" as some departments will choose to go completely electronic. A better wording would be “instructors shall provide students with access to the syllabus.” **Senator Ornatowski:** Copies also mean electronic copies.

**Senator McClish:** I support this change. There aren't course and section syllabi. There are some things common to syllabi across course sections. The structure of the first two sentences distinguishes that which is common and that which is unique.

**Senator Shackelford:** I am concerned about expected student learning outcomes. It's almost like it's setting up a parallel structure to exam and grading. A lot of students could read this and take it very seriously, saying they did poorly on the exam but good on the outcomes. It requires not only good work but a level of participation. You are making a guarantee which you are not responsible for. This could tangle it up even more.

**Senator Cademy:** Learning outcome is different than the description of the course in the general catalog and not meant to be set up as a grading standard. According to Professor Brock Allen there is a word limit. This is something we may want to revisit when we go to an electronic catalog, but we're not there yet.

**Senator Ornatowski:** This goes back to the ways courses originate and evolve over time. The way a course proposal is structured now, one composes a course not based on content and what textbooks will be used, since text gets out of date. After a while the course taught hardly resembles the proposal. Our committee discussed searching for some core for the course. The best way to define a course is by what it is trying to do.

**AS President Salas:** Learning outcomes and grades walk hand in hand. We can correlate the syllabi and the learning outcomes to the evaluation of a professor. Students often evaluate based on their grade. We can benefit from outcomes in the syllabi.

**Assoc Dean Patterson:** The inclusion of the words student learning outcomes was very intentional and part of a shift of education on the campus to move away from objectives, i.e., discussing what the course will cover, to describing what you want the students to know and be able to do. That was a critical part of the language that we talked about in this subcommittee. Grading policies are part of assessment procedures. One wouldn't know an outcome unless you can find how to measure that. They do go together. It's also a very intentional and explicit way to align the assignments, exams, to make sure they are focused toward the student learning outcomes. In my experience in the classrooms, the more explicit I am on outcomes the fewer questions I have from my students. They do know what's expected of them.
Senator Hohman: Individual student learning outcomes for each course has to be tied to the departments over all student learning outcomes. We have to produce measurable outcomes for us and for accreditor as well. This is important because they all tie together.

The Committee also presented the following information:
Nominated Cezar Ornatowski as AP&P chair for 2004/5.

6.3 Academic Resources and Planning (Shackelford)

Budget. AR&P has been trying to determine what it is we don't know. We think we know what we don't know. Chair Papin: How do you know? Senator Shackelford: We're not sure.

6.4 Curriculum (Dintrone)

The Undergraduate Curriculum Committee moves approval on the following for the 2005-06 catalog.

HEBREW
1. New course.
   Hebrew
   471. Kabbalah as a Symbolic System (3)
Prerequisites: Upper division standing and completion of the General Education requirement in Foundations II.C. Humanities.
Concepts of kabbalah in English, including Tree of Life and the sphirot; masculine and feminine aspects, sex and sexuality; alef-bet of Creation and “meanings” of Hebrew letters. Not open to students with credit in Hebrew 470. Taught in English.

6.5 Academic Personnel (Benkov)

Survey of Large Classrooms. Results of the survey will be brought to the Senate as information.

For the second survey, a total of 30 courses (28 instructors) were included in the group and we received responses for 12 of these, in three colleges. Two main differences from our earlier survey are worth noting. For some instructors this was the second time they taught a very large course at SDSU (16 of 28). Enrollment patterns varied significantly from Fall to Spring. (See appendix). The fact that Spring ’03 enrollment was down overall might account for the shift from a larger number of higher enrollment courses to a trend towards middle and lower enrollment “large” courses. That many instructors were teaching very large sections for a second time possibly reflects a coincidence of departmental needs and instructor preference.

The distribution of faculty teaching these courses did not vary significantly from F’03. In S’03, full professors taught the greatest number of large sections followed next by lecturers, then assistant professors and associate professors. S’03 did evidence an increase in assistant professors teaching matched by a decrease in full-professors. (See appendix) Of the full-time tenure track faculty teaching, the majority teaches only the very large class or two courses, one of which is an advanced level or graduate course, with a lower enrollment cap. Full-time lecturers may be teaching two very large courses as well as other courses. Only one new discipline, ENS, added a course with a cap over 240; returning disciplines were: Accounting, Art, Biology, Chemistry, Economics, English, Geology, IDS, History, Humanities, Political Science, Psychology, and Sociology. As in F’03, courses with GA graders are more common than courses with breakout sessions. A variety of testing and evaluation formats are used, from scantrons to essays. Technological enhancements, both in
terms of smart classroom use and systems such as Blackboard are regularly incorporated into the courses.

Observations and Recommendations:

Responses from both semesters revealed no clear consensus on the following issues:

- Impact on research and service
  - For some faculty, research and, less frequently, service was negatively impacted. Generally, however, these concerns were voiced by faculty teaching the course for the first time.
- GA involvement according to student enrollments
  - Faculty needs for GA / TA varied according to testing and evaluation formats and course format (breakout sessions).
- Faculty training (technology/pedagogy)
  - Desire for training in technology and some sort of pedagogical discussion frequently appears in the first-timers comments.

Based on the surveys, as well as our discussion with faculty teaching very large courses, we make the following recommendations:

GA or TA support should be made available to all faculty teaching very large courses. The type of support will perforce be discipline specific and in conjunction to the needs of the faculty member.

Regular training in technology and the pedagogy of very large courses should be available each semester. While the returnees may not need this type of support, faculty teaching a very large section for the first time would benefit from it. Such interactions would also help those colleagues who may be considering teaching very large classes.

The question of assigned time for teaching very large classes must be addressed, both in terms of what type of assigned time can be reasonably expected for teaching very large courses and how this assigned time is reflected in percentage of appointment for lecturers, both full and part-time.

Discussion:

Senator Benkov: Two great differences that we had this semester were faculty who had taught in large classrooms before and a major shift in enrollment. There were fewer sections over 400; most were 300 or fewer. Many were still under 240. Because we didn't have any means to survey the students, it may be overall enrollment, or it could be that students who took large courses last semester decided they didn't want to again.

Provost Marlin: It is not necessarily true that instructors can increase their FTEs if they have large classrooms. The same patterns continue. If in the last 20 years you've had 70-80 students in the class, you may continue to have 70-80 regardless of the room.

Senator Donadey: Even though there has been a decrease in enrollment, there has been an increase in large classroom courses from 24-29. We need to make sure there is some kind of procedure in place to make sure that lecturers are not bearing the brunt of this process in terms of increased workload.

Senator Benkov: Our original survey had many more issues, but many were resolved. The issue that consistently came up was support. People want to be trained in technology when they're moving
in that area. We discussed assigned time and how does it shift for lecturers, both part-time and full-time. We don't have an answer yet

**Senator Rushall:** I was originally very critical of large classrooms but I have changed my stance. I have talked to professors and students about the large rooms. First, it doesn't appear to have 500 chairs; it's deceiving. Students didn't note any difference and everyone is getting used to it. The downside is having to mark so many papers.

**AS President Salas:** Was this only done with faculty? **Senator Benkov:** Yes, coming through the Academic Personnel Committee. **AS President Salas:** How many courses does a lecturer or tenured professor have to teach and how does teaching in a 500-seat classroom impact that? **Senator Benkov:** That's one of the major questions. In theory, a professor is responsible for 12 weighted units, which could be four courses; 15 for full-time lecturers. How that plays out varies from department to college. Some may have one graduate course and assigned time for other activities.

### 6.6 Committees and Elections (Hohman)

**Apppointments to Committees.** The Committee on Committees and Elections moves the approval of the following committee appointments and reappointments, with terms to end as noted:

**Academic Personnel**
Tom Packard, HHS, replacing Marilyn Newhoff, May 2007

**Academic Policy & Planning**
Dan Finnegan, HHS, replacing Mike Peddecord, May 2007

**Academic Resources & Planning**
Mike Seitz, HHS, reappointment, May 2007
Gene Lamke, PSFA, reappointment, May 2007

**Constitution & Bylaws**
Richard Berry, Science, reappointment, May 2007

**Faculty Honors & Awards**
Jan Heineken, HHS, replacing Barbara DuBois, May 2004

**Graduate Council**
Lucinda Rasmussen, HHS, replacing Dan Finnegan, May 2005
Behzad Samimi, HHS, reappointment, May 2007
Patricia Geist, PSFA, reappointment, May 2007
Judy Price, Sciences, reappointment, May 2007
Allison Rossett, Education, reappointment, May 2007

**Instructional Technology**
Kris Stewart, Sciences, replacing Terry Frey, Dec 2006

**Intercollegiate Athletic Authority**
Russell Block, Business, reappointment, May 2007
Mike Seitz, HHS, reappointment, May 2007
International Programs Council
Laura Hall, Education, reappointment, May 2007
Govindarajalu Krishnamoorthy, Engineering, reappointment, May 2007
Martha McPhail, Library, reappointment, May 2007
Annalisa Berta, Sciences, reappointment, May 2007

Library
David Engstrom, HHS, replacing Winnie Willis, December 2006

Research Council
Jeanette McCarthy, HHS, replacing Louise Hofherr, May 2007
Donna Casteneda, IVC, replacing Carlos Herrera, May 2007
Brock Allen, Education, reappointment, May 2007

Student Affairs
Albert Chang, HHS, replacing Tom Packard, December 2004

Student Learning Outcomes
Cathie Atkins, Sciences, May 2007
Karen Coleman, HHS, May 2007
Emilio Ulloa, Sciences, May 2007
Pat Dintrone, Business, May 2007
Susan Hellweg, PSFA, May 2007
Gloria Rhodes, Library, May 2007
Pat Patterson, Undergraduate Studies, May 2007
Jim Banks, Chair, GE Committee, May 2007

Administrative Review Pool 2004-2005
Anita Harbert, HHS; Stephanie Brodine, HHS; Elizabeth Klonoff, Sciences; Sergio Elizondo, IVC;
Frank Medeiros, IVC; Mike Perkins, Library; Russell Young, Education;
Anne Turhollow, Library; Tom Roberts, PSFA

Chair Appointments. The Committee on Committees and Elections moves the following Chair appointments, to expire in May 2005:

Academic Policy and Planning: Cezar Ornatowski

Information, Committee Vacancies:

Academic Resources and Planning: Business
Bookstore Advisory: Staff
Communications Authority: Staff
Diversity, Equity, and Outreach: IVC
Environment and Safety: Chair; PSFA
Faculty Honors and Awards: Library
Instructional Technology: Business
Student Affairs: Business
6.8 Constitution & Bylaws

The C&BL committee recommends that the limit of two consecutive terms in the Senate not be changed to allow a Senate chair to serve a second term as chair (information).

Rationale: Changes to the Constitution should be made only for compelling reasons. The term of office for the chair is set at 1 year. While it has been common practice for SDSU Senate chairs to serve 2 terms, there is no reason to conclude that a 2-year period is the most appropriate length of service. Besides the 1-term chair, other qualified candidates for the office are surely to exist among the Senate’s membership. We need not depend on any one individual for leadership. Other means already exist to accommodate a senator close to the end of her or his second term in the Senate seeking to serve multiple terms as chair. An individual could be elected to the Senate after sitting out one year, then running for the Senate office.

Discussion:

Senator Roeder: It may be valuable for continuity in a budget crisis to have two terms.

Senator Rushall: I can see a concern over the next three years in terms of tenure/tenure-track. We don't have enough people. Rather than changing the policy, we should change the restrictions until the number gets back up.

Senator Shackelford: We have not recovered from the loss of tenure/tenure-track faculty. I think a two-year appointment is worthwhile.

Senator Cademy: We haven't had a one-term chair since VP Andersen in 1991-92. Maybe we've just gotten used to it. We also haven't hired many permanent staff in the last four years.

VP Andersen: There are two pieces of the constitution here that converge, not necessarily purposefully or rationally, and there's probably a number of different ways to get at that. No one was suggesting that two consecutive terms is a problem. It's a good thing. And it's good for people to stop out, otherwise you have this incumbancy that goes on forever and people would feel they don't have a chance to run for the Senate. The chair of the Senate has to be a member of the Senate. That wouldn't have to be true if you didn't want to mess with the terms, because the Senate is a representative of the faculty. There is quite a learning curve and advantage for having a person serve a second year. We have one rule for chairs and another for members.

The C&BL committee recommends that the policy file not be changed to add the past Senate chair to the SEC membership (information).

Rationale: The benefits of Senate chairs serving on the SEC the year after the end of their terms are outweighed by the potential costs. Much of the institutional memory that a past chair could bring to the SEC can also be provided by other SEC members. Collectively, other members have years of service in the Senate and on its committees, and, it is not uncommon for the SEC membership to include former Senate chairs. If the past chair’s unique insights are needed, she or he can be consulted without being an SEC member. A past chair may view the additional year of service as a burden, preferring to use his or her time in other ways. Potential candidates may be reluctant to serve as chair given the longer obligation. If the past chair wishes to serve on the SEC, other means currently exist to allow that individual to do so. The past chair might serve as a committee chair or be elected by the Senate as one of the members at large. The inclusion of past chairs on other CSU
executive committees is not a compelling reason to change SDSU policy. Finally, SEC is already a large committee, adding an additional member would make it more so.

**Discussion:**

**Senator Shackelford:** I don't see the cost. If they wish to serve that could be optional. **Senator Ely:** It is a cost of their time. Our referral would be creating a different position and there would be no option. It is possible to simply consult with the past chair.

**Secretary Perkins:** Wisdom can be afforded to the Executive Committee without permanently instituting a position.

**Senator Rushall:** How many institutions have a past chair on their executive committee?

**Secretary Perkins:** We are one of two that don't. We are also the largest SEC.

**The committee recommends the following editorial change to the policy file:**

Bylaws
1.2 Times of Nomination and Appointment
1.21 Within two weeks after its election in April, the Committee on Committees and Elections shall nominate for Senate action members to serve on the Committees on Academic Policy and Planning, Academic Resources and Planning, Academic Personnel, and Constitution and Bylaws. Appointments shall begin with the new Senate year.

1.22 Before its February meeting, the Committee on Committees and Elections shall nominate for Senate action members to serve on the Graduate Council, Intercollegiate Athletic Authority, Research Council, Faculty Honors and Awards Committee, and Campus Fee Advisory Committee. Appointments to these committees shall begin with the new Senate year.

1.23 Before its February last meeting of the calendar year, the Committee on Committees and Elections shall nominate for Senate action members to serve on all other Senate-appointed committees. Appointments shall begin in January.

7. **Senate-Appointed University Committee Reports**

7.1 **Undergraduate Council (Patterson for Chase)**

**Summer Reading Program.** The first book has been chosen for the summer reading program: The Spirit Catches You and You Fall Down by Anne Fadiman. You may read more on the program at [http://dus.sdsu.edu/srp/](http://dus.sdsu.edu/srp/)

**Regline Waiting Lists.** Sandra Cook has a small group working on this.

7.2 **Graduate Council (Andersen)**

**Information from the Graduate Council (minutes were included in the Agenda):**

Graduate Student Enrollment and FTE Projections. We could not find anything that would suggest a major downward shift in admission decisions that would be different next fall. Programs weren't telling us they were admitting few students. There will be fewer seminars next Fall, less choice.
Approval of Two New Concentrations to Imperial Valley Campus’ Master of Arts Degree in Education.

Approval of MBA External Specialization in Sports Business Management.

Approval of two courses for the new pilot program in Biomedical Quality Systems.

WASC Presentation by Glen McClish.

Approval of Change to Senate Policy File Regarding Course Syllabi.

Report on Coded Memorandum Regarding Undeclared/Unclassified Students by Penny Wright.

**Discussion:**

**VP Andersen:** The Chancellor's office is eliminating the undeclared post-baccalaureate students. We've been exploring where those students fall and what provisions we'll make for them. The simple answer is any of those students will be mentored into a degree program. We do have some students who are taking undergraduate courses who have their degree, so they have to attend as post-baccalaureate students. They're pre-med, etc. They will no have to be admitted through Open University. This is a code of memorandum from the CSU to get admission alignment into certain categories.

**Senator Donadey:** The Chancellor wants us to decrease FTE but everything he's been telling us for the past year is that we need to work on improving Graduate FTE. **VP Andersen:** The percentage of Graduate degree-seeking students is about 13%, which is terribly low. It's below the CSU mean as well. We want to increase graduate FTE so that we're in a better balance. While we are decreasing overall FTE at the university level, we want to be increasing at the graduate level.

7.3 **General Education (Banks)**

**The Committee on General Education moves approval on the following item:**

1. **American Institutions Requirement.**

The 2005-06 General Catalog will be revised to address the question of the number of American Institutions units that will be allowed to count for General Education. Refer to new bolded text at end of paragraph.

**IV. EXPLORATIONS**

*(No change to first two paragraphs.)*

Complete one course each in areas A, B, and C (9 units). One course must be a course in cultural diversity, designated by an *. (Majors in the departments of Astronomy, Biology, Chemistry and Biochemistry, Computer Science, Geological Sciences, Mathematics and Statistics, Natural Science, Nursing, and Physics may replace the area A course with an additional course from area B or C or an upper division American institutions course.)

**Discussion:**
Chair Banks: Because of the reduction of units to 120 units, the college of Sciences was looking for some relief other than merely dropping units in the majors. The first suggestion was that it simply be something that allowed all six units of American Institutions to count as General Education. We found that some campuses do this, but if they did, they were requiring at least 52 units of GE and not 48. Then there was some discussion of possibly letting people test out of this, but there was some objections to that as some felt it was being impractical as very few would be able to test out. Also this would have rather devastating implications for the departments that are offering most of the American Institutions courses currently, in that all of the impact of this would be in those areas and there would be no way you could make that statement and restrict it just to majors in Science. Finally we came up with the change above which we felt was the least disruptive.

Senator Dintrone: Right now, there is a restriction that students can't use more than seven units from one department in GE above the level of basic writing. Most students take a history/humanities course in Foundations. They may very well take a history course as their lower division American Institution that counts for GE. A student who then chooses to complete their upper division GE in history will be in violation of the seven-unit rule, unless you are waiving that rule. Chair Banks: So far, no. I am not sure if there are packages that allow you to mix history and political science. Yes, there could be a problem.

The Committee on General Education moves approval on the following items:

2. Policy File Change to General Education Section (bolded).

2.0 Functions

2.1 The Committee shall (a) coordinate General Education policies and their implementation, (b) review and evaluate current and proposed courses for General Education, and (c) review and evaluate student learning outcomes assessment reports about General Education, and (d) monitor and recommend changes for the improvement of the General Education program. The Committee shall report to the Senate.

3. Add new course to General Education program.

IV. EXPLORATIONS

C. Humanities

*Hebrew 471. Kabbalah as a Symbolic System (3)

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

Concepts of kabbalah in English, including Tree of Life and the sphirot; masculine and feminine aspects, sex and sexuality; alef-bet of Creation and “meanings” of Hebrew letters. Not open to students with credit in Hebrew 470. Taught in English.

7.4 Campus Development Committee (Hornbeck)
**Master Plan 2005 Advisory Committee.** Discussions are being held on what the new FTE cap should be, as the Trustees have lifted the 25K cap, and how to accommodate that. The answer was the cap would go from 25K to 35K FTEs, a 40% increase. We have been dealing with enrollment pressures in a variety of ways. One was summer sessions (mandated); off campus centers, which are gone now. were another. They aren't very likely to come back. The other approach is to grow the main campus. One notion is that SDSU acquire Foundation property, specifically Alvarado Park.

**Discussion:**

Senator Roeder: I hope the Committee will keep an open mind about the potential of off campus centers. Senator Hornbeck: There are some problems achieving Senate-specified criteria. One was comparability of the instructional academic experience, which means the same ratios of tenure/tenure-track, lecturers; the same academic services, etc. It's not dead but it's not very healthy. The focus is on doing a proper job here. Chair Papin: The focus of this plan right now has even excluded IVC. That is the charge. Senator Hornbeck: The immediate goal is to get an Environmental Impact Report together.

Senator Rushall: When you look at the new Brawley campus, donated land, privately funded buildings, and we provide service to a remote population that seems to be a good thing. We shouldn't lose site of opportunities like that where the property is owned by SDSU. Senator Hornbeck: It was recommended that the building at Brawley be named the Brandt building, not because Brandt paid for the building. Aztec Shops did. Senator Shackelford: We will be renting that building from Aztec Shops for 15 years, and then it's ours. We have other rentals that have gone on over 30 years and they're not ours.

**Executive Session Rise and Report**

7.5 Research Council (Scott)

The University Research Council moves approval of the following change to the Policy File:

Research Council

1.0 Membership (46-17): 15 faculty, one to three from each college and the Imperial Valley Campus; Dean of the Graduate Division/Associate Vice President for Research, who shall chair; one librarian and one representative from the Division of Undergraduate Studies.

2.0 Functions: The Council shall promote, encourage, and publicize the research activities necessary to carry out the educational mission and improve the instructional programs of the University. The Council shall carry out these responsibilities after appropriate deliberations and consultations with other interested segments of the University. These responsibilities shall include but not be limited to the following:

a. To recommend the needs for research resources,
b. To recommend policies for the creation of interdisciplinary research bureaus and institutes and to review their activities,
c. To develop and recommend University policies on patents and copyrights,
d. To develop fellowship and grant-in-aid programs for faculty research and to recommend the allocation of dedicated funds;
e. To encourage the development of interdisciplinary research facilities and activities,
f. To promote University-wide research lectureships on topics of general interest,
g. To publicize and recognize research accomplishments of the faculty and to promote publication of the results,
h. To assist faculty in obtaining fellowships and grants from appropriate sources;
i. To establish policies to protect the rights of parties concerned in experiments involving human subjects,

j. To establish policies for the care and use of laboratory animals,

k. To review procedures for the administration of research proposals and grants,

l. To report annually to the Senate and the administration.

7.6 Student Affairs (Smith)

The Student Affairs committee will present information on financial aid and student fees.

7.7 Other Committees

8. Old Business

None.

9. New Business

None.

10. Minutes, Reports and Agendas.

Minutes can be found on the Senate website: http://www-rohan.sdsu.edu/dept/senate/.

11. Adjournment

The SEC adjourned at 5:25pm.

Respectfully submitted:

Michael Perkins
Secretary of the Senate

Jackie Jones
Administrative Coordinator