

2. Revise Section II E: "The PRC shall be composed of at least three full-time tenured faculty nominated and elected by the tenure-track and Lecturer Faculty in the department (or equivalent)... These procedures must follow the CBA Article 15 provisions for Periodic Evaluation of Temporary Faculty Unit Employees." 3. I observed a couple of items that could be revised as well:
3. Editorial changes will include:
  - Throughout the doc, replace "evaluation committee(s)" with "peer review committee(s)"
  - Replace "all previous levels of review" with "the previous level of review."

FAC also worked to present to the Senate a revised "Department Chair Selection Policy," which institutionalized the existing policy that included lecturers in the process, but also made some adjustments based on discussion on the Senate floor and other feedback from Senators.

FAC updated the Faculty Awards Policy to reflect the elimination of the Wang Award, and to adjust the timeline to hopefully encourage more nominations.'

FAC has been consulting with Matt Ceppi in the Office of Institutional Planning and Assessment to develop a pilot that would conduct student evaluations of teaching online in select course during summer and fall 2013 and spring 2014. Many CSU campuses are moving in this direction and FAC will update the Senate in the Fall and Spring about the progress of the pilot. It is possible that FAC would recommend that *all* students evaluations of teaching be conducted *online* starting in 2014/2015, depending on the outcome of the pilot and the sense of the Academic Senate.

<b>GENERAL EDUCATION COMMITTEE</b>
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*GEC Voting Members:* Allison Carr, Catherine Cucinella, Scott Greenwood, Katherine Hajar (Fall 2012), Reuben Mekenye (Spring 2013), Marshall Whittlesey, and Kara Witzke (Spring 2013)

*GEC Non-Voting Members:* David Barsky, Pamela Bell, Andres Favela, Sharon Hamill, Virginia Mann, and Alexander Evzerov (Fall 2012)

*Article 6.8.1: General Education Committee Duties*

The General Education Committee has general oversight of all issues related to the General Education program and the following specific graduation requirements: the U.S. History, Constitution and American Ideals Requirement, the Language Other Than English Requirement, the Computer Competency Requirement, and the Graduate Writing Assessment Requirement. The committee makes appropriate recommendations regarding the operation of the General Education program and fulfillment of the graduation requirements specified above. In compliance with State mandates, the committee shall be responsible for reviewing, approving, and evaluating all new and existing lower and upper-division courses used to meet the General Education and specified graduation requirements; make recommendations on academic and student policies impacting the General Education program and the specified graduation requirements; establish and provide for periodic internal and external reviews of General Education policies and practices in a manner comparable to those of major programs; review articulation agreements with community colleges for courses satisfying General Education and the specified graduation requirements; provide information to the Provost & Vice President for Academic Affairs regarding the General Education program and the specified graduation requirements; and be a resource for academic advising to ensure student fulfillment of General Education and the specified graduation requirements. In pursuit of these duties, the committee may create ad hoc subcommittees.

**Tasks completed**

**Curriculum Review**

Throughout the academic year, the GEC reviewed courses submitted for GE credit. This academic year the committee received 23 proposals for general education credit. The following nineteen courses were approved:

- CHEM 318 Chemistry of Wine and Beer (BB)
- GEOG 330 Applied GIS for the Social Sciences (DD)\*

ANTH 375 Money, Power and Culture (DD)  
SOC 489-5/NATV 380-1 Imagining Indians: American Indians, Mass Media, Film and Society (DD)  
WMST 300-17 The Politics of Motherhood (DD)  
LING 355 Heritage Languages and Heritage Speakers (DD)  
ANTH 360 Indigenous Anthropology (DD)\*  
LTWR 345 Native American Literatures (CC)  
VSAR 123 Ways of Seeing: Introduction to the History of Photography (C1)  
WMST 345 Gender and Violence (DD)  
BIOL 318 Plants and Society (BB)  
CHEM 316 Chocolate: A Chemical Investigation (BB)  
KINE 318 Sport, Games, and Culture (DD)  
ID 360-4 Disney Animated Films: A Small World After All? (CC)  
EDUC 496-4 Introduction to International Comparative Education (DD)  
PHIL 342 Philosophy of Technology (CC)  
WMST 351 Black Feminist Thought and Activism (DD)  
WMST/PSCI 393 Reproductive Rights (DD)  
WMST 300-19 Introduction to LGBTQ Studies (DD)

\*pending C-form approval by UCC

*The following courses are still under review at GEC:*

ANTH 379 Environmental Health and Justice (DD)  
SOC 489-6/NATV 380-2 Contemporary American Indian Health and Wellness (DD)  
GBST 390-3 Urban Geography: Cities in Global Context (DD)

### **New All-University Writing Requirement Policy**

This policy was approved at Senate on April 10, 2013. The new policy pro-rates the number of words required in writing assignments according to the number of units in the course. Thus,

3 units and up: 2500 words

2 units: 1700 words

1 unit: 850 words

### **GE Revision**

New Course Proposal Forms for the following lower-division general education areas were approved at Senate on April 24, 2013:

- Area A: Basic Skills
  - A1: Oral Communication
  - A2: Written Communication
  - A3: Critical Thinking
- Area B: Scientific Inquiry and Mathematical Reasoning
  - B1: Physical Sciences (with B3: Lab Component)
  - B1: Physical Science (No Lab Component)
  - B2: Life Science (with B3: Lab Component)
  - B2: Life Science (No Lab Component)
  - B3: Physical Science (Lab Only)
  - B3: Life Science (Lab Only)
  - B4: Mathematics and Quantitative Reasoning
- Area C: Arts and Humanities
  - C1: Arts
  - C2: Humanities
  - C3: LOTER
- Area D: Social Sciences
  - D: Disciplinary Social Science
  - D7: Interdisciplinary Social Science

- Dc/g: American Institutions – Constitution and Government
- Dh: American Institutions -- History
- Area E: Life-long Learning, Self-Development and Information Literacy

In addition, the committee created a course proposal evaluation rubric for each of the eighteen areas listed above.

### **Upper-Division General Education Learning Outcomes (GELOs)**

These GELOs were approved at Senate on April 24<sup>th</sup>, 2013.

- Area BB: Mathematics, Quantitative Reasoning, Physical and Life Science
- Area CC: Humanities and the Arts
- Area DD: Social Sciences

### **“Closing Loopholes” in the General Education Curriculum and WASC Accreditation**

Learning about diversity and global perspectives are fundamental values in the CSUSM General Education Philosophy Statement. In order to be able to demonstrate that all CSUSM students, native and transfer, receive adequate exposure to diverse and global perspectives the GEC chose to define learning about diversity as the 2<sup>nd</sup> learning outcome in Area DD. In addition, the GEC chose to define learning about global perspectives as completion of LOTER. Thus, all CSUSM students who successfully complete LOTER and a DD course will receive exposure to diverse and global perspectives.

### **Interim Policy on Upper-Division Credit for Students Who Have Not Yet Acquired Junior Standing**

The GEC approved an interim policy where students will be able to gain UDCG credit if they have attained at least 50 units by the semester in which they are enrolled in an upper-division GE course.

### **CONTINUING ITEM**

#### “Golden Four” Grade Minima

On April 4<sup>th</sup>, 2013 the GEC voted to recommend raising the minimum grade to C from D minus in the Golden Four areas of general education (Written Communication/English Composition, Mathematical Concepts/Quantitative Reasoning, Oral Communication and Critical Thinking). In response to concerns raised by several Senators at the April 10<sup>th</sup> and 24<sup>th</sup> Academic Senate meetings regarding the potential negative implications that raising the minimum grade held for departments offering B4 courses the GEC decided to forego its original proposal to raise the minimum grade in the Golden Four. At its Apr. 25<sup>th</sup> meeting the GEC voted to recommend the formation of a task force in Fall 2013 to study the challenges that raising the minimum passing grade in area B4 from a D minus to a C poses for academic departments offering B4 courses. In addition the GEC recommended that this task force be charged with discovering strategies what will help 80% or more of the students in B4 courses meet the minimum passing grade of C. The task force will report its findings to the 2013-14 Academic Senate.

#### **GEC Items Needing Completion in 2013-14**

Creation of New Forms for the Three Upper-Division General Education Areas (BB, CC and DD). Once the new UDCG forms are complete, begin certification of UDCG courses using the new GELOS. During the certification process collect information on course content dealing with diversity and global learning in order to assess the strengths and weaknesses in how CSUSM students are currently taught about diversity and global perspectives.

Certify LDGE courses using the new GELOS. During the certification process collect information on course content dealing with diversity and global learning. During the certification process collect information on course content dealing with diversity and global learning in order to assess the strengths and weaknesses in how CSUSM students are currently taught about diversity and global perspectives.

Creation of formal definitions of “diversity” and “global learning” based on the 2<sup>nd</sup> learning outcome of Area DD for “diversity” and learning outcomes C3.3, C3.5 and C3.6 from LOTER for “global learning” for the purpose of assessing student learning about diversity and global perspectives.

Coordination and cooperation with efforts by the Office of Diversity, Equity, and Inclusion and the College of Humanities, Arts, and Behavioral and Social Sciences to promote higher quality learning about diversity and global perspectives at CSUSM.

Map the GE curriculum to LEAP goals

Completion of the General Education Handbook

Approve annual assessment plan for GE

Begin annual assessment in LDGE areas

#### LIBRARY & ACADEMIC TECHNOLOGY ADVISORY COMMITTEE

Membership: Edward Price (chair), Ian Chan, Shaoyi He, Rong-Ji Chen, Greig Guthey, Wayne Veres, Bill Ward, Barbara Taylor, Lourdes Shahamiri, Steven Espinoza, Dominica Ranieri, Jairo Leon

A major topic during AY12-13 was online instruction. The committee monitored developments with Cal State Online, SJSU's partnership with Udacity, and MOOCs (massively open online courses). Currently, the nature, purpose, and mechanics of online instruction in higher education are areas of contention and experimentation. This makes a coherent campus response difficult. A major development with Cal State Online was the CSU Board of Trustee's decision to relax the original constraint that Cal State Online handle online programs. It now appears that Cal State Online will handle individual courses. Another important development was the awarding of an exclusive contract to Pearson to provide technical and LMS (learning management system) support for Cal State Online.

The committee also discussed [open access](#). "Open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions." Many universities have instituted open access policies to promote open access to faculty scholarship. Depending on campus interest, CSUSM could develop a similar policy. Carmen Mitchell, Institutional Repository Librarian, is our campus expert on open access issues.

Three current campus policies were relevant to the committee's discussions: Online Instruction, Extended Learning's Roles and Responsibilities, and Intellectual Property Policy. Given the rapid developments in online instruction, these policies should be reviewed frequently to ensure their continued relevance.

#### NOMINATIONS, ELECTIONS, APPOINTMENTS, & CONSTITUTION COMMITTEE

##### **Members during 2012-13:**

David Chien (CSM); Vassilis Dalakas, chair (CoBA); Ana Hernandez (CEHHS); Carmen Mitchell (Library); Robert Sheath (At-large); Richelle Swan (CHABSS)

##### **Activities during 2012-13:**

NEAC's major focus during the year was filling seats for committees; six calls were issued throughout the year on the vacancies, NEAC evaluated the volunteers who showed interest in each seat and it made recommendations accordingly.

Number of vacant seats: 51 (Call 1); 23 (Call 2); 24 (Call 3); 23 (Call 4); 19 (Call 5); 15 (Call 6)

Number of people volunteering for seats: 44 (Call 1); 4 (Call 2); 9 (Call 3); 9 (Call 4); 3 (Call 5); 24 (Call 6)

Number of seats filled: 33 (Call 1); 3 (Call 2); 7 (Call 3); 8 (Call 4); 2 (Call 5); 14 (Call 6)

In addition, NEAC oversees the Academic Senate Spring Elections, which occurred in April 2013.

Other activities included: discussion on the process of faculty selection for the Long-term Academic Master Plan committee, discussion on recommending official policy regarding temporary replacements on non-Senate committees, rulings on election-related and appointment-related issues, and evaluation of new composition of Senate