ACADEMIC SENATE MEETING

Wednesday, December 4, 2013
1 – 2:50 p.m. (approx.)
Commons 206

I.   Approval of agenda

II.   President's report: Karen Haynes

III.   Approval of minutes of 11/06/2013 meeting   *emailed on 12/02/2013*

IV.   Chair's report: Vivienne Bennett   Referrals to committees   *attached*

V.   Vice chair's report: Laurie Stowell

VI.   Secretary's report: Linda Holt   *The following Senate item has been forwarded to the administration:*

        FAC   Lecturer evaluation policy

VII.   Provost's report: Graham Oberem

VIII.   ASCSU report: Brodowsky

IX.   CFA report

X.   ASI report: Matthew Walsh

XI.   Consent Calendar *(pending EC action)*   *attached*

        NEAC   Recommendations
        UCC   Course & program change proposals

XII.   Action items   *These are items scheduled for a vote, including second reading items.*

        A.   FAC   University RTP policy: joint appointments   *attached*
        B.   UCC   MILS courses   *attached*

XIII.   Discussion items   *These are items scheduled for discussion, including first reading items.*

        A.   EC   Resolution regarding ROTC *(w/request to suspend the rules & pending EC action)*   *attached*
        B.   UCC   ANTH 360, 465 *(w/request to suspend the rules)*   *attached, plus supplemental items online*
        C.   BLP/UCC   Kinesiology Master's program   *attached*   mescobar@csusm.edu, sbeavers@csusm.edu
        D.   GEC   GE program mission statement   *attached*   mwhittle@csusm.edu
        E.   GEC   Learning outcomes on syllabi *(pending EC action)*   *attached*   mwhittle@csusm.edu
        F.   SAC   Field Trips policy, new   *attached*   edaniels@csusm.edu
        G.   LATAC   Resolution in support of CALM   *attached*   eprice@csusm.edu
        H.   BLP   Resolution on restructuring   *attached*   sbeavers@csusm.edu
        I.   EC   Resolution on presidential search process   *attached*   vbennett@csusm.edu

XIV.   Presentations

        Student Union update, Kim Clark   ***Time certain 2:15 pm***

XV.   Standing Cmte oral reports (5 mins each, max): BLP, NEAC, PAC, SAC   *written reports attached*

XVI.   Senators' concerns and announcements

Spring Assembly: January 16, 2014

REFERRALS TO COMMITTEES

Committee	Description
APC	Policy re requiring computer use for tests
FAC	Review of RTP standards for Speech & Lang Pathology
NEAC	Update Faculty Service & Voting While on Leave policy
APC/PAC	Do we need policy on curriculum originating off campus?
FAC	Faculty awards policy revision: section II.D.

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat & Term	Name(s)
Faculty Affairs Committee (FAC)	At large 13-15	Fernando Soriano
General Education Committee (GEC)	CoBA 13/14	Sheldon Lou

UCC Course & Program Change Proposals

SUBJ	No.	New No.	Course/Program Title	Form	Originator	To UCC	UCC Approved
WMST	393	347	Reproductive Rights	C	Sheryl Lutjens	3/22/13	11/7/13
HD	350		Health and Human Development	C-2	Kara Witzke	4/5/13	11/7/13
BIOL	363	463	Principles of Conservation Biology	C-2	William Kristan	4/8/13	11/7/13
BIOL	365		Computing Skills for Biologists	C	William Kristan	4/8/13	11/14/13
BIOL	420		Ecological Monitoring	C	William Kristan	4/8/13	11/14/13
BIOL	620		Advanced Ecological Monitoring	C	William Kristan	4/8/13	11/14/13
BIOL	663		Advanced Principles of Conservation Biology	C	William Kristan	4/8/13	11/14/13
BIOT	498		Stem Cell Internship	C-2	Bianca Mothe	8/26/13	11/14/13
SOC	494		Internship in Criminology & Justice Studies	C	Richelle Swan	9/5/13	11/21/13
GEOG	352		Environment, Development and Sustainability	C	Greig Guthey	9/18/13	11/21/13
GEOG	390		Topics in Geography	C	Greig Guthey	9/18/13	11/21/13
GEOG	422		Cities in Global Context	C	Greig Guthey	8/26/13	11/21/13
GEOG	499		Supervised Independent Study	C	Greig Guthey	9/18/13	11/21/13
MASS	301		Media Theory	C	Joonseng Lee	9/18/13	11/21/13
SOC	P-2		B.A. in Criminology and Justice Studies	P-2	Richelle Swan	9/18/13	11/21/13
BRST	P-2		B.A. in Liberal Studies: Border Option	P-2	Jocelyn Ahlers	9/18/13	11/21/13
LING	P-2		Minor in Linguistics	P-2	N. Bateman	9/18/13	11/21/13

FAC: University RTP policy – Joint Appointments

Rationale: FAC has considered all of the feedback received during the last Academic Senate meeting and via email. Various editorial changes have been made, but are not marked since they were not substantive. With the more detailed questions, FAC either found that the document already addressed the issue, or, in some instances, FAC added some language or changed the formatting, for better clarity, as indicated below.

1st Reading Comment	Action Taken
Should MOU Instructions explicitly state that the MOU is negotiated between the departments and NOT with the candidate?	Language was added for clarification at the beginning of the MOU Instructions, regarding the case where the MOU pertains to a new hire <u>and</u> the case where the MOU pertains to an existing tenure-track faculty member.
Should the MOU also address how workload might change if the faculty member earns course releases/buys out instructional time with a grant/etc.?	FAC added to the MOU Instructions the title for "Resources and Support" and included "reassignment of time" as one of the factors that the MOU drafters of the may address.
Does FAC want to add a caveat to the Joint Appointment RTP Policy/MOU Guidelines that revising the MOU during the probationary period can be detrimental for the joint appointment?	FAC has discussed this before, in conjunction with our reading of the report by the CHABSS "Interdisciplinary and Emerging Programs Task Force Recommendations." FAC had already decided to not include the statement in either the policy or the MOU Instructions.
How does the proposed policy address practice in CHABBS for the election of "common members" to a PRC in the situation where more than one review will take place?	FAC added language to make this more clear in the policy document: "In Department(s)/unit(s) that have elected common members, the Joint Appointment PRC member shall be selected from the two common members.
Who can initiate a change of the MOU, and who can actually make the decision?	Once the MOU is signed, the only reason it should be changed is "according to the needs of the department/unit and students following consultation with the faculty member." This is addressed at the end of the MOU instructions under "Statement about Changing the MOU." Such a change must involve consultation/collaboration with all units party to the joint appointment.

FAC thanks all senators and other readers for their input. FAC believes that this policy will serve the interests of departments/units, faculty and prospective hires involved in creating new joint appointments. And we also understand that the policy may be improved in the future based on practical experience and new understanding of best practice.

16   *In sum, FAC recommends the Academic Senate create a new section on joint appointment in the*
17   *University RTP document and also create a new document of instructions on the Joint*
18   *Appointment Memorandum of Understanding.*
19
20   *If the Senate approves this policy and the MOU Instructions, then:*
21   1. *The policy will be added to the University RTP document*
22   2. *Section IV.c.3 of the University RTP policy will be deleted*
23   ~~In the case of a faculty member with a joint appointment, the peer review committee shall~~
24   ~~include when possible representatives from both areas with a majority of members on the~~
25   ~~committee elected from the department or program holding the majority of the faculty~~
26   ~~member's appointment. If a faculty member holds a 50/50 joint appointment, the~~
27   ~~committee will have representatives from both departments.~~
28
29   3. *The CBA definition of "joint appointment" will be added to the definitions section of the*
30   *University RTP document, and*
31   4. *The RTP checklist University RTP will be changed to specify that, for faculty with a joint*
32   *appointment, the MOU is a required element.*
33   5. *The MOU Instructions will be created as a separate, university-wide document*
34
35   [New section to be added to University RTP policy: Joint Appointments]
36
37   <u>Appointment</u>
38   A "Joint Appointment" is an appointment made jointly in more than one academic department or
39   equivalent unit. [CBA 12.1] Criteria for individual Joint Appointments shall be set forth in a
40   Memorandum of Understanding (MOU), in accordance with the "Instructions—Memorandum of
41   Understanding for Joint Appointment.**"**
42
43   <u>Evaluation</u>
44   For faculty with a Joint Appointment, reviews shall be conducted by a committee with
45   representation from each department in which the individual holds an appointment. [CBA]
46
47   Election of Joint Appointment Peer Review Committee (PRC):
48   The Joint Appointment PRC shall consist of three eligible faculty members. The election of the
49   Joint Appointment PRC members shall adhere to established Department/Unit PRC election
50   procedures as much as possible.
51
52   The Joint Appointment PRC requires that one eligible faculty member be selected by the tenure-
53   track faculty in each Department/Unit party to the joint appointment, plus one eligible faculty
54   member nominated by the Candidate.
55
56   Each Department/Unit shall run an election to elect its member for the Joint Appointment PRC.
57   [Membership eligibility shall adhere to the University RTP Policy and the CBA.] In
58   Department(s)/unit(s) that have elected common members, the Joint Appointment PRC member
59   shall be selected from the two common members. In the case of insufficient eligible members,
60   the Department/Unit shall elect its Joint Appointment PRC member from a related academic
61   discipline. [CBA 15.40]
62
63   In the case where the Joint Appointment establishes that one Department/Unit has a greater
64   weight, the third member shall be nominated by the Candidate from the Candidate's "majority

Department/Unit." In the case of a 50/50 Joint Appointment, the Candidate may nominate from
either Department/Unit. In the case of insufficient eligible members, the Candidate shall
nominate a member from a related academic discipline. [CBA 15.40] The Candidate's nominee
must receive endorsement of a simple majority of the faculty in each Department/Unit in order to
be elected to the Joint Appointment PRC.

Responsibilities of Joint Appointment PRC:
Conduct a review of the Candidate's WPAF according to:
1. Departmental/Unit standards, college and the university policies
2. The Collective Bargaining Agreement
3. Memorandum of Understanding

<u>Memorandum of Understanding</u>
Criteria for individual Joint Appointments shall be set forth in a Memorandum of Understanding
(MOU) that establishes the distribution of work expected in the three areas (teaching, research
and service). The MOU shall set forth how Department/Unit RTP standards apply. [See MOU
Instructions]

The MOU shall be placed in the Personnel Action File (PAF). The MOU is a required element in
the Working Personnel Action File (WPAF). If the MOU is changed, it will be placed in the
PAF, and it, as well as all previous versions of the MOU, shall be placed in the WPAF.

INSTRUCTIONS—MEMORANDUM OF UNDERSTANDING FOR JOINT APPOINTMENT

The initial Memorandum of Understanding (MOU) must be attached to the offer of employment for a joint appointment. The MOU shall be signed after the offer of employment is made and accepted. Signatures required: Dean, Department chairs/Unit directors; faculty member accepting joint appointment.

The MOU shall be placed in the Personnel Action File (PAF). The MOU is a required element in the Working Personnel Action File. If the MOU is changed, it will be placed in the PAF, and it, as well as all previous versions of the MOU, shall be placed in the WPAF).

The following are required elements of a MOU, and shall be addressed specifically for each appointment.
1. Participating Units in the Joint Appointment and their respective weight (50/50 or other)
2. Title and Rank of Joint Appointment Faculty
3. The MOU shall set forth how Department/Unit RTP standards apply
4. Workload Distribution in Department(s)/unit(s)
   a. The workload distribution for the Joint Appointment shall not be excessive or unreasonable. [CBA 20] Expectations for workload shall be consistent with workload expectations in a single Department/Unit appointment.
   b. Teaching (percent in each department/unit and corresponding WTUs[1]):
   c. Service
      i. Minimum service expectations shall be detailed in the MOU.
   d. Research
      i. Shall not be defined by percentage;
      ii. May be disciplinary (Department(s)/Unit(s)), interdisciplinary, or both
      iii. Shall serve the university mission
5. Office location/instructional support resources/administrative support/research support
6. Role and responsibilities of Department(s)/Unit(s) chair(s)/director(s)
   a. In evaluation process
   b. Other
7. Statement about Changing the MOU:
   a. The MOU may be changed according to the needs of the department/unit and students following consultation with the faculty member.
8. Recommended Option: Include in MOU a plan for mentoring (e.g. committee consisting of representatives from each unit).

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[1] Ensure the percentage assigned to each Department/Unit correlates to whole, not fractional, WTUs that correlate numerically to courses that could be assigned in the Department(s)/Unit(s).

Military Science 101, 102, 103, and 104 are a series of 3-unit Reserve Officers' Training Corps (ROTC) courses focused on leadership, communication skills, and the structure and organization of the U.S. Army. The courses are "sponsored" by the College of Business Administration, since there is no official ROTC program at CSUSM. Currently CSUSM ROTC students must commute to San Diego State University to take these required courses.

MILS 101, 102, 201, and 202 were first examined by UCC on 4/22/13 and have been substantially revised during three rounds of review involving both the 12/13 UCC and the 13/14 UCC. Even in their current revised form, the courses differ substantially from most college-level curriculum in that they are highly repetitive and lack a typical prerequisite structure. However, their content and structure are largely standardized by the U.S. Army, with virtually identical courses taught at many CSU and UC campuses. The courses will not count toward any major, though the units may be applied toward a degree which contains free elective units. This is also true of the ROTC courses that CSUSM students currently take at San Diego State.

On 10/31/13 UCC voted to recommend the courses for Senate Approval, with a vote tally of 4 Yes, 2 No, and 1 Abstention. UCC members casting dissenting votes expressed concern at the repetitive/redundant structure of the curriculum. These courses are being brought to the Senate as Discussion Items (rather than the typical inclusion of C-forms on the Consent Calendar) based on the recommendations of the Senate ROTC Task Force (2008).

For Senate review, all C-forms, Course Syllabi, email acknowledgement/support of the courses from First Year Programs, and an email chain summarizing UCC's review comments and the responses of the course originators are all included at this link:

http://www.csusm.edu/senate/meetings/meetingdocs/1314/MILS_Cforms-syllabi-emails_AS-Nov2013.pdf

EC: Resolution Regarding Military Science (MILS) 101, 102, 201, 202 and Any Further Proposals for MILS courses and/or ROTC Activity at CSUSM

Background

In 2009, a study group was formed to engage "the CSUSM community in a wide-ranging discussion regarding ROTC…" because, at the time, the US Army had submitted a package of eight courses for consideration and review by the campus curriculum committees. At that time, ROTC course credit was already accepted at CSUSM through partnerships with other institutions. The courses submitted for review by the Army were the same courses taken by CSUSM students at the partner institutions; by offering the courses at CSUSM, ROTC students could avoid having to travel elsewhere for those units.

The 2009 Study Group found that "the over-arching issue is the conflict between the university anti-discrimination policy and the military policy excluding non-heterosexuals from military service (known as "Don't Ask, Don't Tell, or DADT). The majority of the Study Group [was] in agreement that ROTC courses should not be offered as long as the military policy of exclusion [was] in place." On September 20, 2011, "Don't Ask, Don't Tell" was repealed.

In AY 2012-13, the Army submitted a packet of four lower-division ROTC courses for review at CSUSM: MILS 101, 102, 201, and 202 (available at http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html). *The originators of these courses followed the recommendations made by the 2009 ROTC Study Group, as indicated on page 3 of the 2009 Report, available at* www.csusm.edu/senate/reports/reportsPDF/ROTC_%20Final04072009.pdf.

The four MILS courses came to Academic Senate on 11/6/13 for a 1st reading, at which time some senators raised questions about the courses. The second reading of the four MILS courses will take place at the 12/4/13 session of the Academic Senate.

The Executive Committee of the Academic Senate discussed ROTC extensively at its 11/13/13 and 11/20/13 meetings, leading to a decision to bring forward the following resolution.

WHEREAS, The US Army submitted eight ROTC courses for review in 2008 and only the four lower-division ROTC courses in 2013; and

WHEREAS, The Army has already notified CSUSM that it would like to submit the four upper-division ROTC courses to CSUSM for review in Spring 2014; and

WHEREAS, The Army has also notified the campus that it would like to have a full ROTC program at CSUSM; now, therefore, be it

RESOLVED, That should the Academic Senate at CSUSM approve the four lower-division MILS courses at the 2nd reading, this should be viewed solely as action taken on those four courses with no implication whatsoever that further ROTC courses will be approved or that the four lower-division courses constitute a precursor to any further ROTC activity on campus, curricular or otherwise; and be it further

RESOLVED, That should the Army or another branch of the U.S. military bring further ROTC courses and/or activities to CSUSM for consideration and approval, this will trigger a more extensive discussion by the Academic Senate to determine the Senate's disposition regarding a full ROTC program on our campus. Such a discussion shall solicit input from across the University's faculty, staff, and students.

Report from the University Curriculum Committee (UCC) on ANTH 360, 465

In Nov. 2012, UCC received C-forms for ANTH 360 (Indigenous Anthropology) and ANTH 465 (Indigenous Health). Both of these proposed courses are opposed by the Native Studies program. UCC initially reviewed these courses in Jan. 2013, at which point they were returned to CHABSS CAPC with a request for further clarification/summary regarding CAPC's decision to recommend the courses for approval. CAPC's summary memo, as well as a statement of opposition from NATV and a statement of support from ANTH are included in the attached review packet. Upon reconsidering the C-forms and their associated documentation in Sept./Oct. 2013, UCC attempted to mediate between ANTH and NATV to find a mutually acceptable solution to the issue. However, UCC was unsuccessful in getting all parties to the table (see attached email string). Ultimately, UCC voted to recommend ANTH 360 and ANTH 465 for Senate approval, with the understanding that they would come to the Senate floor as discussion items. This approach will provide Senators with the opportunity to ask questions of representatives from ANTH and NATV to further inform their final votes.

In brief, the position of the Anthropology Department is that these courses are necessary to further develop the Indigenous Anthropology concentration within the Anthropology major. They will be taught by a faculty member who was hired by the Department expressly to "develop collaborative health research projects and coursework with local tribal indigenous communities". Native Studies opposes the courses because the director of the program has been charged with "develop(ing) and deliver(ing) curriculum relevant to Native Studies and Native communities", and because the courses are "very similar to current and proposed Native Studies courses and as a result have the potential to supplant the growing Native Studies minor." The Native Studies program further argues that ANTH and NATV could further distinguish their curricula if NATV focuses on Tribal governments and communities in the U.S. while ANTH focuses on indigenous communities outside the U.S. It should be noted that neither ANTH nor NATV is interested in cross-listing these courses.

In a summary memo, CHABSS CAPC concluded that "ANTH and Native Studies courses and curriculum can coexist without Native Studies defining for Anthropology what the latter's fields of study should be. We are confident that the Native Studies program can develop a robust, engaging, and distinctive program without altering ANTH's curriculum".

UCC ultimately voted to bring ANTH 360 and ANTH 465 to Senate with a recommendation for approval. However, we encourage Senators to carefully review the attached packet and to prepare any questions regarding this curriculum for the Dec. 4th Senate Meeting.

BLP/UCC: MS in Kinesiology (CEHHS)

Report from BLP:
The Budget and Long Range Planning Committee (BLP) has reviewed the proposed M.S. in Kinesiology, giving attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch.

This proposed M.S. was added to CSUSM's University Academic Master Plan (UAMP) in December, 2012, to be established as a self-support program. At the proposers' request, BLP during the A-form review recommended that the Provost support launching this as a "pilot" program.   If approved by the Senate as a pilot program, the Kinesiology Department can begin offering the program in Fall 2014.

Program Demand: This 36-unit program will be run on a cohort model, with students taking 9 units/semester. With the cohort model, students can complete the program in 2 years. Both face-to-face and hybrid courses are anticipated, with most class meetings to be held in late afternoons or early evenings during the regular workweek to accommodate the schedules of working professionals and to maximize usage of CSUSM classroom space. The P-form anticipates that interest in the program will be strong among working professionals.

To balance curricular integrity, program capacity, and resource needs for this self-support program, the program is designed to recruit and admit 12 students each year, with admissions decisions to be based in part on "fit with faculty research interests" (P-form, p. 1) in order to facilitate faculty supervision of master's theses.

Extended Learning's draft budget for the program (available on BLP's Moodle page, which reaches across 5 years) estimates tuition at $485/unit for the first five years of the program. Three of the proposed courses may include some form of course-based fee, but no dollar figures were included in the P-form. Such fees will need to be submitted for review to the Student Fee Advisory Committee before they can be assessed. Additional campus fees for EL students can be found at http://www.csusm.edu/el/aboutus/fees.html.

Fifteen other CSU's offer an M.S. in KINE (as of Fall 2011). The P-form notes that SDSU's program "only accepts 25% of applicants annually and has been severely affected by the State's budget crisis" (P-form, p. 3).   The P-form distinguishes CSUSM's proposed program from those at other CSU's by noting the proposal's emphasis on "chronic disease" (P-form packet, p. 3) rather than the more common "sport science" model (P-form, p. 8). A survey conducted by proposer Todd Astorino yielded 337 responses (the response rate was not available), indicating that 64% of respondents identified themselves as "very interested" in pursuing a potential M.S. in KINE at CSUSM. Students from across a few majors (Kinesiology, Nursing, and Human Development) were included in the survey.

The P-form notes potential employment prospects for program graduates in fields such as "worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings, teaching/coaching at the community college level, independent research in the field of specialization, or continued graduate study at doctoral-granting institutions" (P-form, p. 3).

48 Resource Implications:
49 *Faculty*: Launching this program will require the development of 10 new graduate-level
50 courses, plus the KINE 595 Practicum and KINE 698 thesis units. Based on the program's cohort
51 model, each of these new courses (including KINE 595 and KINE 698) will be offered at least
52 every two years; KINE 502 Research Methods and KINE 503 Advanced Statistical Analysis will be
53 taught each year.   The program will admit cohorts of 12 students each year, with students in
54 each cohort taking all coursework together. After year 1, 1st-year and 2-year students will be
55 taking at least one course together each semester, so there will be some overlap of students
56 across cohorts.
57
58 KINE anticipates launching this program with its 7 current tenure-track faculty lines (one line is
59 currently vacant, and a search is underway), and all of the current tenure-track faculty
60 members are expected to contribute to this program. Lecturer support will be required to carry
61 the program at least through its early years. The P-form indicates that two courses (KINE 502
62 Research Methods and KINE 503 Advanced Statistical Analysis) may be taught at least
63 occasionally by lecturers. Additionally, assigned time (1 course release/year) is built into
64 Extended Learning's budget to allow a Graduate Coordinator from among KINE's faculty to run
65 the program.
66
67 When asked by BLP to address the potential impact of this new graduate program on KINE's
68 already-"impacted" undergraduate program, the proposer saw no negative impact on the
69 existing undergraduate program in any way, instead noting that the B.S. program should serve
70 as a promising source of applicants for a local M.S. (email of 4/8/13).
71
72 *Space*: While KINE has existing lab space in ACD and UNIV Hall that is sufficient in the near
73 term, the P-form mentions that they are open to expanding to off-campus venues as funding
74 allows and as instructional and research needs dictate (p. 15). The P-form anticipates that face-
75 to-face class sessions will typically run during the lower-demand afternoon and early-evening
76 hours. We note here that APC is considering a written policy that would formalize Academic
77 Scheduling's past practice of prioritizing state-support classes in the schedule-build process, so
78 this program's strategy of afternoon and early-evening course offerings makes practical sense.
79
80 *Staff*: All staff advising and staff assistance for this program will need to be funded by Extended
81 Learning.
82
83 *Library*: Extended Learning's draft budget (available on BLP's Moodle page) anticipates
84 contributing an annual minimum of $3000 in support to the Library to cover new Collections,
85 Interlibrary Loan, and any other resources necessary to support the program.   Any materials
86 acquired since the stateside B.S. in KINE was launched in 2004 have come out of the Library's
87 long-underfunded Collections budget; the existing undergraduate KINE program has relied
88 heavily on Inter-Library Loan (ILL), which itself strains the Library's budget (as noted in the
89 Library Dean's review of the KINE P-form, December, 2012). BLP views the figures submitted
90 here as a starting point until actual Collections needs are identified with the program's
91 implementation. EL recently informed BLP that self-support programs' Library usage will be
92 evaluated each year to ensure that EL support is adequate for its self-support programs.
93 However, it should be noted that monitoring and evaluating such usage will itself place
94 demands on Library faculty and staff resources.

95   *IITS*: The P-form specifies that the program will need software packages SPSS, GraphPad Prism,
96   and MS Office. KINE will also request Refresh computers for the various KINE labs. Per
97   Extended Learning's existing MOU with CSUSM, IITS services are funded by "Direct chargeback
98   for pre-approved services on a billed-quarterly basis (to include both instructional and
99   administrative services)," and "Added contract services are paid separately."
100
101 *Lab Equipment*:   The P-form notes the resource implications of heavy use of lab equipment by
102 students and faculty. EL's draft budget includes funding for student lab equipment ($30,000 for
103 the first year, and alternating between $15,000-$10,000/year for Years 2-5).
104
105 **Report from UCC:**
106 In Feb. 2013, UCC received a P-form for the Master's of Science Program in Kinesiology along
107 with associated C-forms to create 13 new Master's-level courses. UCC's review process was
108 focused on the academic soundness and quality of both the proposed courses and the program
109 as a whole. Following extensive review and consultation with the proposing faculty (Todd
110 Astorino, Associate Professor, KINE) during Sept. and Oct. 2013, UCC voted to recommend the
111 P-form and all associated C-forms for Senate approval.
112
113 The proposed program will admit cohorts of 12 graduate students annually. The program will
114 proceed over four semesters, with students taking 9 units of coursework each semester (36
115 total). All students will take the same series of courses, with no elective units or concentrations
116 within the program. There is some variation in the order of the courses between cohorts, but all
117 students will take the core courses KINE 502 (Research Methods) and KINE 503 (Advanced
118 Statistical Analysis) during their first two semesters in the program. A seminar series (KINE 506-
119 508) is designed to familiarize students with the primary literature in Kinesiology and will help
120 prepare students for the thesis proposal and thesis. During the second year of the program, all
121 students will participate in faculty-supervised independent research projects which will
122 culminate in the presentation of the thesis (KINE 698: Thesis).
123
124 UCC expressed some concern regarding the feasibility of a research-based Master's program
125 with a ratio of 24 graduate students (year 2 and beyond) to 7 KINE faculty. This equates to the
126 supervision of ~2-3 new graduate students and service on >5 thesis committees for each faculty
127 member annually. Annual cohort size cannot be modulated (decreased) based on current
128 budget projections from Extended Learning. It is possible that the increased faculty workload
129 associated with a new Master's degree program could have negative effects on undergraduate
130 curricular offerings in KINE (courses offered and undergraduate-level research opportunities).
131 However, at UCC's request, the Kinesiology department has provided a memo (attached) which
132 expresses unanimous KINE faculty support for the P-form and argues for the feasibility of the
133 Master's program in its current form. Based on this clear statement of departmental support,
134 UCC voted unanimously to bring the current P-form and its associated C-forms forward to
135 Senate.
136

MEMORANDUM

DATE: October 29, 2013

TO: University Curriculum Committee

FROM: Jeff Nessler, Chair, Department of Kinesiology

RE: Kinesiology Graduate Program and Faculty Workload Questions

Members of the University Curriculum Committee:

Thank you for your thoughtful and thorough review of the proposed Masters Degree program in Kinesiology. As you know, this program will be run through Extended Learning and at least 12 new students must be admitted each year in order for the program to be financially viable. By the proposed start date of Fall 2014, Kinesiology will have a total of 7 tenure track faculty, and each will need to oversee research-based theses from 12 students in their first year of the program (early thesis development) and 12 students in their second year (thesis completion and defense). On average, this will require that each faculty member supervise 3 to 4 students per year, some of which will be in their first year and some in their second. UCC has expressed concern over the ability for Kinesiology to accommodate this many students with only 7 faculty members. In addition, UCC has expressed concern over the lack of flexibility in the control of cohort size should a need for a smaller cohort arise.

The Kinesiology department acknowledges UCC's concerns. However, following discussion the department has unanimously decided to proceed with submission of the P-form in its current iteration. Research-active faculty in Kinesiology departments across the CSU often oversee 4 Master's student theses at a time, graduating 2 students per year and accepting 2 new students per year. This number is aligned with our goal of promoting productive and collaborative research groups within our department and we are therefore comfortable with this graduate student to faculty ratio. We remain hopeful that the P form will be approved at the next meeting of the UCC.

Feel free to contact me if you have any remaining concerns or wish to discuss this further.

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California State University
SAN MARCOS

Department of Kinesiology   333 S. Twin Oaks Valley Road   San Marcos, CA 92096-0001
Tel: 760.750.7352   **Fax:** 760.750.3190   www.csusm.edu/kinesiology

MEMORANDUM

DATE: Dec 4, 2013

TO: Academic Senate Executive Committee

FROM: Jeff Nessler, Chair, Department of Kinesiology

RE: Kinesiology Graduate Program and Faculty Workload Questions

Members of the Executive Committee:

The question of faculty workload has been an ongoing concern in the discussion of the proposed Kinesiology graduate program. In a previous memo to the UCC, we provided an acknowledgement of their concern but also stated our desire to move forward with the P-form. Because the department is currently stretched very thin, the question of additional workload that will come with offering new graduate courses and advising student theses is a valid concern. The purpose of this memo is to provide senators with additional information regarding how the additional workload will be managed by the department.

Since its inception, Kinesiology has been in growth mode. However, enrollment spikes over the past two years have resulted in the Department accepting more undergraduate majors than we can optimally serve. To provide context, there were over 800 Kinesiology majors registered for classes in Fall 2013 (350 KINE and 480 pre-KINE). Based upon current data and comparison with other departments across the CSU, a realistic size for a department with 6-7 tenure track faculty is approximately 560 students (280 KINE majors and the equivalent of 280 pre-KINE majors). Our excess enrollment has created problems in offering sufficient sections of existing core courses for timely graduation, and is threatening the Department's ability to offer vital laboratory experiences with fixed resources. Clearly, our current trajectory is unsustainable, and does not optimally serve the interests of our students. Without additional faculty, this has recently required a shift in thinking away from growth and toward optimal management of fewer students in the major.

A reduction from over 800 students to a sustainable level of 560 students will likely begin in the Fall of 2014. *This reduction will need to occur regardless of the addition of the graduate program.* We intend to manage enrollment by modifying current impaction criteria to limit entrance in the major to students that meet program requirements. We have also recently submitted plans to re-structure the curriculum to require fewer sections

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of high demand, core courses. Together, these plans will bring the number of Kinesiology majors in line with the resources currently available to the department.

On top of this reduction, we are proposing an additional reduction of 60-80 undergraduate students to support course offerings in the new graduate program. This will require fewer sections of undergraduate courses normally taught by tenure track faculty, and will free these faculty to teach graduate-level courses.

A second concern revolves around the ability of faculty to oversee Master's theses with relatively few faculty members. This concern will be addressed in two ways. First, funds have been designated in the graduate program budget to support faculty in thesis supervision. These funds can either be used by the faculty as overload pay, or used to buy out time to support graduate student thesis advising. The precedent in CEHHS (SoE) for chairing a thesis committee is 0.25 WTUs per thesis. Second, there are currently 4 seminar/practicum courses built into the graduate curriculum. These courses are intended to promote a culture of scholarship in our program and will require that students read and discuss current research in their fields, practice presenting their own research to their peers, and refine, develop, and carry out their thesis research. Faculty who are advising multiple graduate students can be assigned to teach one of these classes and can utilize this time to provide additional support of student theses.

Overall, the Kinesiology department is confident that we will be able to offer a quality graduate program and successfully manage faculty workloads while still maintaining the rigor and high quality of our undergraduate program. Five of our tenure track faculty have previous experience advising graduate students and are familiar with the commitment required. Our preliminary data suggest that this graduate program will be in high demand, as there currently is nothing of its kind in North County. While this proposal involves some replacement of undergraduates with graduate students (60-80 undergraduates with 24 graduate students), inclusion of graduate students in the Department will substantially improve the educational experiences of the 560 students enrolled (through contributions to activity courses, laboratory experiences, and overall mentorship and scholarship). We consider the proposed combination of graduate and undergraduate students to be the best use of our limited resources in response to the needs of our region.

Catalog Copy
Master of Science in Kinesiology
Graduate Coordinator: Todd A. Astorino Ph.D

The M.S. Program in Kinesiology is a 36-unit, two-year cohort-based Program characterized by innovative coursework and robust laboratory experiences. The Program will prepare graduates to enter careers requiring a Master's Degree or initiate doctoral study in Allied Health (e.g. Physical Therapy), Exercise Physiology, Biomechanics, or other related fields. Students will actively participate in hands-on learning in the classroom and laboratory, with special emphasis on examining incidence of chronic disease and how exercise and physical activity can be used to diminish deleterious effects of an unhealthy lifestyle. The program requires students to complete a research-based thesis and is designed to strengthen the breadth and depth of students' content knowledge, their critical thinking and writing proficiency, and their applied skills in Kinesiology and its subdisciplines.

Graduates will be prepared for work in various fields, including worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings, teaching/coaching at the community college level, independent research in the field of specialization, or continued graduate study at doctoral-granting institutions.

The faculty in the Department of Kinesiology at CSU San Marcos are innovative, productive scholars dedicated to student-centered instruction as well as scientific investigation in various settings. Our state-of-the-art laboratories maintain all equipment needed to sustain the program and provide students with various "hands-on" opportunities. The faculty includes experts in exercise physiology, motor learning, biomechanics, physical education, and public health. Overall, this program will produce graduates who are independent learners prepared to initiate doctoral study, seek careers in health care or health and fitness, and become leaders in addressing health outcomes.

Program Student Learning Outcomes: Upon completion of this program, students will be able to:
1. Understand the role of exercise and physical activity to reduce onset and severity of chronic disease through examination of evidence-based content.
2. Demonstrate and master applied laboratory and measurement skills commonly used in Kinesiology.
3. Demonstrate proficiency in public speaking, data analysis, and scientific writing.
4. Understand the origins of human movement and its relation to health and physical activity.
5. Design, acquire, and disseminate results as demonstrated by successful completion of a thesis.
Admission Requirements and Application Materials:

Students will be required to submit official transcripts to the Graduate Coordinator describing all college coursework, three letters of recommendation, as well as a letter of intent describing their rationale for applying to the program, career goals, and desire to work with a specific faculty member.

Applicants will also have an undergraduate GPA > 2.80, GRE verbal and quantitative score > 140, and analytical writing score > 3, as well as an undergraduate degree in Kinesiology/Exercise Science or related field with prior coursework in Anatomy and Physiology, Exercise Physiology, Motor Learning or Biomechanics, and Statistics.

Please send all materials to:
Todd A. Astorino Ph.D, Graduate Coordinator
Department of Kinesiology, CSU—San Marcos
333 S. Twin Oaks Valley Road

189   San Marcos, CA 92096-0001
190
191   Application Deadlines:
192   The Program accepts students on an annual basis every fall semester, with the application
193   deadline on March 1. However, applications may be accepted for review as long as vacancies exist
194   in our program.
195
196   Degree Requirements:
197   Students are required to take 36 units of graduate-level coursework, including completion of a
198   research-based thesis to complete all requirements for the M.S. degree in Kinesiology. Coursework
199   will include:
200   KINE 500: Advanced Biomechanics (4)
201   KINE 501: Advanced Motor Control (4)
202   KINE 502: Research Methods (3)
203   KINE 503: Advanced Statistics in Kinesiology (3); prerequisite = KINE 502
204   KINE 506-508: Seminar I-III in Kinesiology (2) to be taken 3 times for total of 6 units
205   KINE 510: Physical Education Methods (3)
206   KINE 524: Public Health (3)
207   KINE 526: Advanced Exercise Physiology (4)
208   KINE 595: Practicum (3); prerequisite = KINE 502 and 503
209   KINE 698: Thesis (3)
210
211   Continuation:
212   Students will be required to maintain a minimum GPA > 3.0. Students will be required to retake
213   coursework in which a grade less than B – is earned. If students retake courses and are still unable
214   to achieve a grade of B- or higher, they will be dropped from the program.
215   Students must be continuously enrolled unless they apply for a leave of absence. Students who
216   are not continuously enrolled or who have a leave of absence longer than two semesters will be
217   dropped from the program and must reapply.
218   All degree requirements are to be completed within five years after acceptance into the graduate
219   program. Authorized leaves of absence do not extend the time limit for completion of the degree.
220
221   Advancement to Candidacy:
222   By the end of year 1 of the program, students must select a primary advisor from the Kinesiology
223   faculty whose interests align with their own. Students will choose two additional faculty members,
224   at least one of whom must be Kinesiology faculty, to serve on his/her committee. Students will
225   typically advance to candidacy during Fall semester of year 2 of the program. In order to advance to
226   candidacy, the student must:
227   1. Form a thesis committee and submit a thesis committee approval form to each member of the
228   committee and the Graduate Coordinator.
229   2. Submit a thesis proposal to committee members during the Fall semester of year 2. The thesis
230   proposal should describe the topic of research, discuss initial aims and anticipated results, and
231   demonstrate that the project can be successfully completed by the end of year 2 of the program.
232   3. Receive written approval of the thesis proposal form from all committee members.
233   4. Maintain a GPA > 3.0 in all coursework, with a grade of B- or higher in all classes.

Mission Statement

The GE Program has been developed in the context of the University's Mission, Vision and Values, and American Association of Colleges and Universities' Essential Learning Outcomes from the LEAP initiative, as per Executive Order 1065.

The General Education curriculum supports the development of CSUSM students as effective communicators, critical thinkers and life-long learners. It also promotes their development into responsible adults and informed citizens capable of functioning in, and contributing to, a rapidly changing world. The University encourages students to examine moral and ethical issues; the historical past and its relationship to the present; human behavior, culture and language, values and institutions; modern sciences and technology; human diversity and issues that are both global and local.   To this end, the GE program has been designed to facilitate students' interactions with these fundamental values.

The General Education program at CSUSM has four foundational goals. First, students will develop competency in the basic skills characteristic of an educated person: critical thinking, quantitative reasoning, information literacy, and communication, with an emphasis on developing clear, coherent, and effective writing skills. Second, students will cultivate their knowledge of human cultures and the natural and physical world. To this end, students will be exposed to and think critically about diversity; the interrelatedness of peoples in local, national and global contexts; the interaction of science, technology and society; and how organisms interact with their environments. Third, the GE program will foster students' growth in personal and social responsibility. Fourth, students will integrate this knowledge through their exposure to both disciplinary and interdisciplinary approaches to academic fields of study.

The aim of CSU San Marcos is to instill in its students the enthusiasm and curiosity, the healthy skepticism, and the habit of continuing inquiry that are central to all truly educated men and women. The goal is to enable them to realize their potential as enlightened individuals and productive members of society in a world of change.

GEC: GE Learning Outcomes Placement on Syllabi

Rationale: *The WASC 2013 Handbook of Accreditation Criterion for Review 2.3 states the following:*

> The institution's student learning outcomes and standards of performance are clearly stated at the **course, program, and, as appropriate, institutional** level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. (Emphasis added.)

Criterion for Review 2.4 states the following:

> The institution's student learning outcomes and standards of performance are developed by faculty and **widely shared** among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

> **GUIDELINE: Student learning outcomes are reflected in course syllabi.** (Emphasis added.)

The WASC "Rubric for Assessing the Quality of Academic Program Learning Outcomes" says of a "Developed" program that

Students are well-acquainted with program outcomes and may participate in creation and use of rubrics. They are skilled at self-assessing in relation to the outcomes and levels of performance. ***Program policy calls for inclusion of outcomes in all course syllabi, and they are readily available in other program documents****.*

The stratification of learning objectives at the course and program level is a matter with which our campus has been busy for several years. Most faculty have been closely involved with development of learning objectives/outcomes in the programs of their own departments. The GE program is also a "program" with learning objectives and outcomes which the GEC has been composing. In GE, learning outcomes at the Area level (e.g., Area A2, B2, C3, D, E) were completed and approved by Academic Senate in 2012 and 2013. It has been agreed that all GE learning outcomes in a given area apply to all courses in that area – hence the policy specifies that area learning outcomes should all be listed in the syllabus. The course will be asked to assess these learning outcomes periodically, so the course should be presented in such a way that it will be possible to assess the area learning outcomes.

GE learning outcomes at the program level are partially developed. It is expected that a given GE course will only do some of the program level learning outcomes, so the policy specifies that ***only program level outcomes relevant to the course*** *should appear in the syllabus. As a university, we will have to demonstrate via assessment to WASC that these learning outcomes are achieved somewhere in the GE program, so it is important for us to have documentation for what learning outcomes are occurring in which courses.*

49 *It is completely clear that WASC sees it as important that student learning outcomes be widely*
50 *and easily accessible to the students and faculty, using course syllabi as a primary tool for*
51 *dissemination. In order for these learning outcomes to meet the criteria for review of WASC, the*
52 *GEC sees it as necessary to make it policy that these learning outcomes be posted in syllabi of*
53 *all GE courses.*
54
55 **Policy:**
56
57 The syllabus or first-day handout of a general education course at CSUSM must include the
58 following:
59   1. A list of the GE Program learning outcomes relevant to the course (when available);
60   2. A list of the GE learning outcomes of the GE area for which the course is certified.
61
62 The campus syllabus guidelines shall be updated to include this directive.
63
64 The GE learning outcomes at area and program levels shall be posted in a public place on the
65 campus web server in a format which is easily copied and pasted for use in individual syllabi.
66

Rationale: *Per Executive Order 1062, campuses are required to establish policy and procedures designed to maximize the educational experience, mitigate risk to participants and minimize the university's liability exposure.*

DEFINITION: A policy governing any university course-related, off-campus activity led by a
                      faculty or staff member and designed to serve educational purposes.

AUTHORITY: Executive Order 1062

SCOPE: This policy applies to all employees involved with field trips, as such term is defined
                      herein.

I.   DEFINITION

A field trip is a university course-related, off-campus activity organized by a faculty member, and designed to serve educational purposes. The travel must occur concurrently with enrollment in the course and the faculty must provide an alternative assignment for students unable and/or unwilling to participate. A field trip may include a museum visit, participation in a conference or competition, or visits to an event or place of interest. The duration of a field trip may be a class period or longer, and could extend over multiple days. This definition does not apply to activities or placements in the context of a teacher preparation program, intercollegiate sports, internships, student activities or service-learning placements, all of which are governed under separate policy.

II.   REQUIREMENTS

The appropriate CSUSM administrator(s), faculty and/or staff shall:

1. Identify all courses that involve off-campus field trips.
2. Require the use of the approved liability waiver. See Executive Order 1051.
3. Ensure student emergency contact information is obtained prior to the field trip. The campus must have emergency contact information readily available. Emergency contact information will be kept by the sponsoring faculty member and provided to a designated department contact and the University Police Department.
4. Provide students with an instructional agenda, health and safety information, emergency procedures, and the student code of conduct prior to the field trip.
5. Require a pre-trip evaluation that might include a site visit, review of online materials, and research on travel logistics to and from the site that demonstrate and document sufficient knowledge of the field trip site.
6. Include a plan to accommodate students with special needs.
7. Provide training for any equipment that may be used on the activity.
8. Provide for an alternative assignment for students unwilling to accept the risk of participation.
9. Comply with the California State University Use of University and Private Vehicles Policy Guidelines and the California State University student travel policy, where applicable. See Executive Order 1041.
10. Retain documents related to the field trip consistent with system-wide and campus document retention guidelines. See Executive Order 1031.
11. Administer regular reviews to monitor and document compliance with the field trip policy and update requirements as necessary at regular intervals.

1 **LATAC: Resolution in Support of the CSUSM Affordable Learning Solutions Initiative**

2 WHEREAS, CSU San Marcos students face economic challenges in completing their degrees, and
3 the 2008 California Bureau of State Audits Report indicates that the average CSU student pays an
4 estimated $812 per year for textbooks; and many studies have shown book prices have risen at least
5 6% a year yielding a 2013 cost estimate of over $1000; and

6 WHEREAS, The growing availability of low or no cost, high-quality online or open access
7 instructional content, as well as lower-cost commercially published content, has provided a possible
8 alternative to traditional textbooks in many disciplines; and

9 WHEREAS, New technologies are becoming available that make it possible for CSU San Marcos
10 faculty, staff and students to discover, choose, create, and use digital or open access content; and

11 WHEREAS, The Affordable Learning Solutions program is an initiative launched by the CSU
12 Chancellor's Office in 2010 to assist faculty in choosing and providing quality affordable
13 educational content for students; and

14 WHEREAS, The goal of the Affordable Learning Solutions initiative campaign is to make a CSU
15 degree more affordable while protecting quality learning experiences for students; now, therefore, be
16 it

17 RESOLVED, That the Academic Senate support CSU systemwide efforts that encourage CSU
18 faculty to consider using high quality, low cost or no cost, accessible textbook alternatives, such as
19 those promoted by the Affordable Learning Solutions initiative, while also preserving academic
20 freedom; and be it further

21 RESOLVED, That the Academic Senate support the Cougars Affordable Learning
22 Solutions Initiative (CALM) initiative developed by IITS and urges faculty to consider participating
23 in the CALM initiative; and be it further

24 RESOLVED, That the Academic Senate urge faculty to assist in this effort by utilizing existing
25 procedures to keep costs down such as complying with textbook request due dates in order to give
26 the bookstore time to provide lower cost options such as buyback, used books, rentals, etc.; and be it
27 further

28 RESOLVED, That the Academic Senate urge all faculty to continue exploring ways to increase the
29 use of high quality, low cost or no cost, accessible instruction materials alternatives.

BLP: Resolution on restructuring

WHEREAS, An institution's relevance to its constituencies sometimes dictates that its structure must adapt to meet changing needs; and

WHEREAS, The goal of any such structural change must be to enhance the institution's ability to fulfill its mission, vision, and values and to meet the needs of its constituents, now, therefore be it

RESOLVED, That the Academic Senate expresses its commitment to the principles and guidelines provided below.

I. Principles

The goal of Academic Affairs' organizational structure is to facilitate employees' performance of their duties and responsibilities in an effective and efficient manner in achieving the overall mission of Academic Affairs. These principles were originally presented to the campus in the Final Report of the Academic Affairs Structure Task Force (January, 2009). We continue to view these as the criteria against which any restructuring proposals should be evaluated.

1. Any change in the organizational structure needs to be consistent with the mission, vision, core values, and goals of Academic Affairs.

2. The organizational change needs to be consistent with the Division's human, fiscal and physical resources. There must be sufficient resources to sustain the new unit(s), and the change should produce a net positive benefit for the entire division.

3. The organizational change should result in more effective and efficient decision-making and operation in terms of effective communications, coordination and integration of efforts across and within units.

4. The organizational change should provide for clear authority, responsibility, and control/accountability.

II. Recommended Process

We urge a collaborative consultation process to ensure that any restructuring is carried out in a manner consistent with the principles of shared governance. We would anticipate that any proposals for reorganization or new structures would include consultation with the relevant Departments, Schools, and Colleges as well as with the Academic Senate, including the Senate's Budget & Long Range Planning committee.

We include the following flow charts simply as examples of consultative processes. These flow charts were also first put forward by the Final Report of the Academic Affairs Structure Task Force (January, 2009), which was endorsed by the Senate in Spring, 2010.
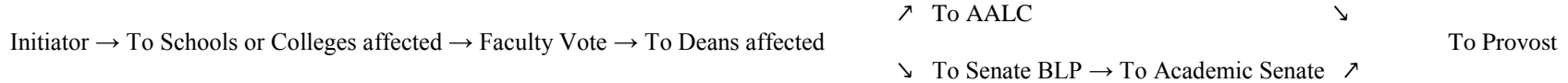
Academic Affairs Structure: Recommended Process for Structuring Academic Units
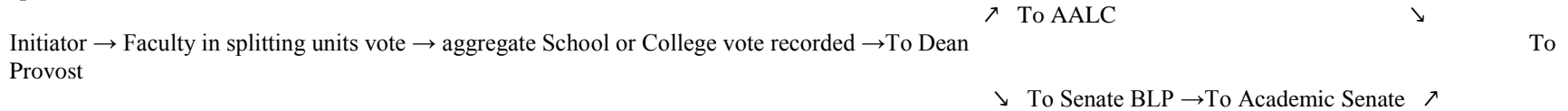
_____

Create[2]

The appropriate administrator may hire an outside consultant to prepare the proposal when sufficient expertise in the subject matter is deficient internally.
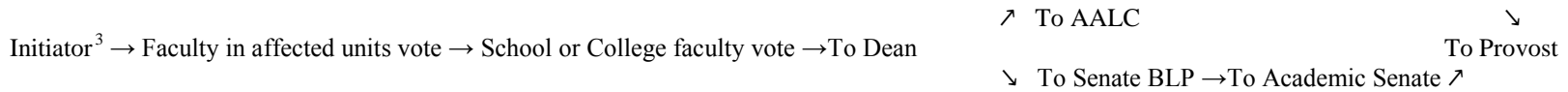
      ↗ To AALC   ↘

Initiator   To Provost

      ↘ To Senate BLP → To Academic Senate ↗

_____

Merge

                          ↗ To AALC   ↘

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected   To Provost

                        ↘ To Senate BLP → To Academic Senate ↗

_____

Split

                    ↗ To AALC   ↘

Initiator → Faculty in splitting units vote → aggregate School or College vote recorded →To Dean   To
Provost

                    ↘ To Senate BLP →To Academic Senate ↗

_____

Transfer

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected → To Provost

_____

Abolish

                    ↗ To AALC   ↘

Initiator[3] → Faculty in affected units vote → School or College faculty vote →To Dean   To Provost

               ↘ To Senate BLP →To Academic Senate ↗

_____

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[2] If the process requires a curriculum change, the proposal is sent to the University Curriculum Committee (UCC) concurrent with Budget and Long-Range Planning (BLP) review.

[3] The Program Assessment Committee (PAC) of the Academic Senate may initiate the formation of an Ad Hoc Program Review Committee (AHPRC) when "the PAC finds that the Program Review report fails to document satisfactory program viability." Thus the PAC may be the initiator, and the process outlined in Appendix C of the PAC policy on Program Review will be followed.

1
2 **EC: Resolution Endorsing the California State University, Long Beach, Academic Senate's**
3 **'Resolution on Presidential Search' (adopted 9/19/13)**
4
5 WHEREAS, On September 19, 2013, the Academic Senate at California State University, Long Beach,
6 adopted a 'Resolution on Presidential Search,' now, therefore, be it
7
8 RESOLVED, That the Academic Senate of California State University San Marcos endorse the CSULB
9 'Resolution on Presidential Search' as well as the Rationale; and be it further
10
11 RESOLVED, That this resolution be sent to Governor Brown, the CSU Board of Trustees, Chancellor
12 White, the ASCSU, all CSU campus Academic Senates, and to the CSUSM campus community.
13
14   **CSULB: RESOLUTION ON PRESIDENTIAL SEARCH**
15   **(Adopted September 19, 2013)**
16 WHEREAS, the CSU Board of Trustees will be conducting a search for a new president of California
17 State University, Long Beach (CSULB) in the academic year 2013/14;
18
19 WHEREAS, the Academic Senate of the California State University, Long Beach (ASCSULB)
20 recognizes that the CSU Board of Trustees' Policy for the Selection of Presidents of September 20-21,
21 2011 states that "the Chancellor and the Chair of the TCSP [Trustees Committee for the Selection of the
22 President] determine whether to schedule campus visits, which are optional, or to schedule campus visits
23 on a modified basis, depending on the circumstances of the search";
24
25 WHEREAS, that same Policy affirms a "deep commitment throughout the process to the principles of
26 consultation with campus and community representatives";
27
28 WHEREAS, the omission of the official campus visits would mean less transparency in the search and
29 hence possibly less trust from the University and the public in the outcome of said search;
30
31 WHEREAS, the presidential candidates' official campus visits give the CSU Board of Trustees and the
32 TCSP as well as the University and the public important insight into the candidates' knowledge of, and
33 ability to lead, the students, faculty, staff, and administration of CSULB; and
34
35 WHEREAS, the ASCSULB wishes to affirm that the incoming president of CSULB will of course
36 ultimately be judged *not* on the procedures by which he or she was selected *but* on his or her performance
37 as president;
38
39 *be it therefore*
40
41 RESOLVED, that the ASCSULB strongly encourages the Chancellor and the TCSP to schedule official
42 campus visits for the finalists in the search for a new president of CSULB in the academic year 2013/14;
43 and
44
45 RESOLVED, that the ASCSULB strongly encourages the CSU Board of Trustees to revisit their Policy
46 for the Selection of Presidents of September 20-21, 2011 and once again make official campus visits for
47 finalists in presidential searches mandatory.

STANDING COMMITTEE REPORTS

Academic Policy Committee (APC)

New referrals to APC:
1. Convene Arts & Lectures task force
2. Convene Academic Freedom Policy task force
3. Grad. Student Probation, Disqualification, and Reinstatement policy re immediate disqualification for egregious conduct
4. LOTER Catalog wording
5. Credit Certificate Policy
6. Policy for Student Representation on University Committees
7. Policy on Curriculum Originating Off Campus

APC is currently working on:
1. Policy that defines Online and Hybrid Courses
2. Dual Listing of LD and UD Courses
3. Policy for Demonstrating English Language Competence for International Students
4. Challenge Exam Policy Revision
5. Guidelines for Syllabi

Budget & Long-Range Planning Committee (BLP)

P-form Review: BLP's review of the P-form for KINE's M.S. is on today's Senate agenda. If approved by the Senate as a "pilot" program, the program can launch in Fall 2014 without undergoing prior review by the Chancellor's Office.

A-form Review: BLP has recommended that CoBA's proposed new master's-level degree in Health Information Management be added to the University Academic Master Plan (UAMP). This program will be based on stackable certificates: a new 18-unit certificate in Health Information Management (HIM) will combine with an existing 12-unit certificate in Health Information Technology (HIM) to lead students to the master's degree. The program will include courses from CoBA, CEHHS (from Nursing), and from CSM (from Computer Science).

Extended Learning Commission Grants: Per procedures developed last year to ensure faculty input on program development, BLP will once again this year review and rank CSUSM faculty proposals submitted for the CSU's annual grants from the Commission on the Extended University. The RFP can be found at www.gateway.calstate.edu/ceu.   Contact Dean Schroder (mshroder@csusm.edu) with any questions.

Faculty Affairs Committee (FAC)

During this semester, FAC has worked intensively on the highest priority charge we received from the Executive Committee—to develop an RTP policy for Joint Appointments. This policy is before the Senate today as a second reading.

We are currently working on:
1. Post Tenure Periodic Evaluation (Referred 8/14/13)
2. Brakebill Policy (Referred 11/25/13)
3. Sabbatical Leave Policy (Referred 11/2/13)

Other items pending on our agenda are:
1. Emeritus Policy (Referred 8/14/13)
2. CEHHS RTP Policy (Referred 10/26/13; on hold 11/14/13)
3. CHABSS Lecturer Evaluation Policy (Referred 10/14/13)
4. CSM Policy and Procedures for the Nomination and Election of Peer Review Committees (Referred 11/4/13)
5. CEHHS RTP standards for Speech Language Pathology (Referred 11/11/13)

Additionally we are informed that the following departments/units are working on departmental RTP standards and may attempt to secure approval from their college and from FAC this year:

1. Psychology
2. History
3. Political Science
4. Sociology
5. Liberal Studies
6. Women's Studies

For all units and committees working on department RTP standards, we encourage them to consult the FAC Guidelines for Departmental RTP Standards.

General Education Committee (GEC)

- New GE Mission statement, to replace the introduction to the 1994 GE Philosophy statement on today's agenda, as it was in November.
- Preparing new policy on inclusion of GE learning outcomes in syllabi of GE courses
- Review of the lower division GE curriculum with the 2013 lower division GE forms: departments should have indicated by Nov. 15 what courses will be submitted for continuing certification; due date January 29 for filling out new GE forms. Departments should also submit for recertification upper division area E courses.
- Draft LEAP student learning outcomes nearly complete. Matrices connecting these learning outcomes to GE areas will be built next.
- Studying what GE areas should articulate with CLEP exams.
- Planning to issue call for membership in Golden Four Task Force; to study challenges surrounding raising the minimum grade in Golden Four courses from D- to C.
- Approved for DD credit: ID 370-12; several other courses considered but not approved.
- Directions for filling out GE forms to be made available.

Library & Academic Technology Advisory Committee (LATAC)

LATAC has continued discussing revisions to its charge, and expects to have a draft to circulate soon. The committee is providing input to Teresa Maclin on the development of a campus policy on social media use. The committee has done research on definitions of online, hybrid, and face to face courses and will share this material with APC. Finally, LATAC has begun work (with Carmen Mitchell from the Library) on an open access policy for faculty publications.

Nominations, Elections, Appointments & Constitution Committee (NEAC)

NEAC has worked to help recruit and recommend faculty through its fifth and sixth calls for volunteers. In addition, we have gathered feedback from interdisciplinary units across campus about the possibility of an interdisciplinary seat on the Program Assessment Committee and forwarded it to PAC and to the Senate Leadership. We also recommended changes to the Constitution and Bylaws related to conflicts of interest (general language and language specifically related to the Program Assessment Committee), as well as changes to the Faculty Service and Voting While on Leave policy to the Executive Committee. At the request of the Senate leadership, NEAC and the Faculty Affairs Committee have formed a small joint taskforce to consider lecturer representation issues on Senate, the various university committees, and the Executive Committee.

Program Assessment Committee (PAC)

PAC is nearing completion of its response to the Program Reviews for the Literature and Writing Studies B.A. degree and the Professional Master's degree in Biotechnology. PAC also met with the external reviewers for the Doctorate in Educational Leadership and the M.A. in Education.

Student Affairs Committee (SAC)

SAC has completed revisions to the field trip policy and by-laws and is currently waiting for feedback from the Executive Committee. Once we receive that feedback, we will incorporate it and finalize the field trip policy and by-laws. The next task on our priority list is to work on the internship policy. Because the President convened a task force to streamline policies for placing students in internships, service learning, and other off campus experiences. Currently we are working with Scott Gross from Community Engagement who is serving as chair of

the task force to identify experiences that might fall under the umbrella of Engaged Education. We will spend December drafting definitions for each experience.

University Curriculum Committee (UCC)

Work completed since the Nov. Senate meeting: Following review and consultation with proposing faculty, UCC recommended approval of 11 C-forms (new course), 3 C-2 forms (course change), and 3 P-2 forms (program change), all of which are reflected on the Senate consent calendar or as discussion items. Specific discussion items on the agenda for the current Senate meeting are a P-form for a Master's of Science in Kinesiology Program (first reading), C-forms for ANTH 360 and ANTH 465 which are being opposed by the Native Studies Program (first reading), and four C-forms for new lower-division ROTC courses: MILS 101, 102, 201 and 202 (second reading). Separate UCC reports have been provided for each of the discussion items.

Continuing work: UCC is currently reviewing curriculum which was originally submitted to UCC in Sept. 2013. Curriculum is typically reviewed in the order received (i.e. the earlier the submission date, the higher the review priority). UCC encourages faculty to submit any curriculum forms for courses which they plan to implement in AY 14-15 as soon as possible. Current status of curriculum review can be monitored by faculty at the Academic Programs Curriculum Review Website at:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html