

2013/14 YEAR-END REPORTS OF THE SENATE STANDING COMMITTEES

Academic Policy Committee Year End Report 2013/2014

Membership

Chetan Kumar, CoBA (Chair)

Ranjeeta Basu, At-large (Chair, Sept-Oct 2013)

Open seat, CEHHS

Salah Moukhlis, CHABSS

David Barsky, CSM

Talitha Matlin, Library

Regina Eisenbach (L. Shahamiri), AVP-Academic Programs

David McMartin/Thomas Swanger, AVP-Enrollment Management Services

Gerardo Gonzalez, AVP-Research/Dean Grad. Studies

Pam Bell, Proj. & Degree Audit Coord.

Saul Serrano, ASI representative (Fall 2013), Open seat (Spring 2014)

During academic year 2013-2014 APC worked on its charge related to the creation, revision, and implementation of academic policies, procedures, regulations, and guidelines. We believe we fulfilled our mission that states APC shall articulate and implement academic standards through the creation of academic policies and shall seek to safeguard the University's institutional accreditation and the quality of its academic programs. We had a large number of policy referrals to our committee during this academic year. To accommodate this APC members spent a significant amount of time outside our regular biweekly meeting schedule of 1.5 hours working on policies. We developed a system of assigning a small group of APC members to individual policies. These groups coordinated drafting policies in the period between meetings. We had frequent email contact when needed. As a result we were able to use the APC meeting times for discussing changes to the policy drafts. This method allowed us to be more effective in dealing with the higher volume of referrals, though at the cost of increased workload for committee members. We plan to continue this system for the next academic year. For the 2013-2014 year Chetan Kumar was chair with Ranjeeta Basu serving as interim chair during Chetan's parental leave in August-October 2013. David Barsky and Chetan Kumar were elected as co-chairs for 2014-2015 academic year.

APC Policies Approved by Senate

1. Grad. Student Probation, Disqualification, and Reinstatement Policy - The policy clarifies distinctions between academic and administrative probations and procedures for implementing administrative probation and disqualification based on CSU Education Code Title 5 Sections 41300/41300.1 and CSU Chancellor's Office Executive Order 1038. This policy was approved was Senate in Spring 2014.
2. Centers and Institutes Policy - The policy set guidelines for Centers and Institutes to report administratively to the President (or the President's designee), or the Associate Vice President for Research, when applicable, pursuant to CSU Executive Order No. 751 and Chancellor's office directive. We worked closely with the Provost's office in drafting this policy which by Senate in Spring 2014 was approved by Senate in Spring 2014.
3. Dual Listing of LD and UD Courses - This policy governs the mechanism for offering lower-division and upper-division courses as dual-listed courses. We received input from Graduate Curriculum Committee on this policy. It was approved by Senate in Spring 2014.

APC carry forward items for Fall 2014

1. Policy that defines Online and Hybrid Courses - The Online Instruction policy defines traditional, online, and hybrid courses, and delineates student, faculty, and university responsibilities with regard to online instruction. APC prepared an initial draft of the policy in consultation with LATAC. This will be tabled for APC discussion as a first business item in Fall 2014.

2. Policy on Curriculum Originating Off Campus – APC prepared a first draft of this policy based on “Qualifications of Originators of Course and Program Proposals” resolution from erstwhile APP (the Academic Policy and Planning Committee).

3. Guidelines for Syllabi Policy - The requirements and recommendations found in this policy are intended to facilitate communication of course objectives to the curriculum review committees and to students who enroll in those courses. This is policy draft is being prepared in consultation with GEC.

4. Academic Freedom Policy – This policy defines that CSUSM is committed to promoting and protecting principles of academic freedom and responsibility. APC representatives participated in an ad-hoc committee for preparing a draft of this policy.

5. Policy on Winter Intersession – APC had preliminary discussions regarding this policy. More feedback is to be solicited from faculty who teach these courses in Fall 2014.

6. Credit Certificate Policy – To be carried forward in Fall 2014.

7. Extended Learning’s Roles and Responsibilities Policy - – To be carried forward in Fall 2014.

Other items

1. Scheduling and Space Task Force – APC to follow up on this with Provost in Fall 2014.

2. Arts and Lectures Task Force – APC representative contributed to this task force in Fall 2013.

Budget and Long Range Planning Committee
Annual Report for AY 2013/14
May, 2014

AA Strategic Planning & Three-Year Rolling Plans: All units reporting to the Provost submitted three-year rolling budget plans laying out possible new programs, positions, equipment purchases, etc. BLP met with AALC several times during the AY to review the plans and identify common priorities. Our conversations about these plans helped to shape Academic Affairs' proposal for anticipated CSU growth funding for AY 14-15, which were reviewed by the University Budget Committee (UBC) this Spring. UBC's recommendations remain confidential until the President makes actual budget allocations, hopefully sometime this Summer.

Long-Range Academic Master Planning (LAMP) Process: The Academic Senate endorsed BLP's proposal for the continuation of the LAMP process in Fall 2014, but the process was postponed by the Provost due to the continuing vacancy of the Vice Provost position within Academic Affairs. The LAMP process should begin again in Fall 2014, with the new Vice Provost to serve as co-chair.

BLP submitted the following documents to the Senate this year, all of which were approved:

- Resolution on restructuring within Academic Affairs
- Resolution renewing LAMP
- Policy/Procedures document on expanding existing stateside programs to EL
- Policy/Procedures document for moving EL programs to the stateside budget

Program Proposals:

P-forms reviews: P-forms provide a comprehensive vision of a proposed degree program, including resource needs for initiating and sustaining the degree program. Proposals are reviewed by both UCC and BLP before being submitted to the Academic Senate. BLP submitted reports on the following proposed programs in AY 2013-14, all of which were approved by the Academic Senate:

- Minor in Computational Biology/Biostatistics (CSM) (state support)
- M.S. in Kinesiology (CEHHS) (self-support)
- Post-master's certificate in Applied Behavior Analysis (CEHHS) (self-support)
- B.S. in Speech Language Pathology (CEHHS) (self-support)
- M.S. in Speech Language Pathology (CEHHS) (self-support)
- Post-bac certificate in Pre-Health Professions (CSM)(self-support)

A-form reviews: BLP approved the following A-forms (recommending that they be placed on the University Academic

- Master Plan and that p-forms be prepared):
- M.S. in Cybersecurity (CSM and COBA)(to be proposed as self-support)
- M.S. in Health Information Management (COBA)(to be proposed as self-support)
- M.S. in Speech-Language Pathology (CEHHS)(approved Spring 2014 as self-support)

Self-support program proposals continue to dominate the agenda; EC requested during the Spring term that the Provost make clear to all Deans and faculty that the CO's "embargo" on stateside program development no longer stands and that state-support program proposals are eligible for review and for launch. We urge that all new program proposals follow EL's example by providing a transparent proposed budget that will allow BLP and the Senate to better understand specific program proposals. Such costs as Library collection and staff/faculty needs, space and equipment needs, and other anticipated program necessities should be laid bare so that informed decisions on pursuing programs can be made. Such detailed information will allow well-informed decisions about the best mechanism by which to offer new programs (self-support or the stateside budget).

Commission on Extended University Grants: CSUSM once again this year received two separate grants from this CSU-wide program: for an M.S. in Health Information Management (COBA) and Cybersecurity (joint effort by CSM and COBA). EL's Dean Schroder credits the campus' success in part to the vetting process we have implemented, through which both BLP and AALC review applications after a campus-wide call for proposals. Dean Schroder took the lead in building the local process for soliciting and vetting proposals, which is grounded in CSUSM's existing shared governance model

Committee Members: Voting Members: Staci Beavers (at-large, chair), Linda Holt (CSM), Pat Stall (CEHHS), Kathleen Watson (COBA), Bob Yamashita (CHABSS), and Hua Yi (Library). Administrative Representatives (non-voting): Janet Powell (CEHHS Dean), Mike Schroder (Dean, Extended Learning), Wayne Veres (Dean, IITS). Student Representative (non-voting): Mike Betancourt (COBA).

Recommendations for AY-2014/15:

- The following P-forms await BLP and UCC review: Professional Certificate in Accounting, Certificate for Cultural Competency in Health Care, Minor in Convergent Media, Global Business Management, Advanced Study in Teacher Leadership in Middle Level Education (SOE), Master's in Public Health, B.A. in Music. NOTE: Pat Stall, BLP's incoming chair, should coordinate with UCC chair Sue Moineau on the schedule for review (including scheduling for Senate agendas after both committees have completed their reviews).
- An ongoing issue with new program proposals has been considering space needs. Past practice has been that EL courses are assigned space only after stateside classes are accommodated, though this is not a universally popular practice. BLP waited to make any recommendations until the new Vice Provost has a chance to review the situation; we recommend that BLP follow up on the issue with the start of the Fall 2014 term.
- BLP has a joint referral with LATAC to develop a policy and procedures document on how existing stateside programs can be expanded to online offerings via EL. A draft document with this year's committee recommendations will be forwarded to incoming chair Pat Stall, and the work on this document should be coordinated with the new LATAC chair (yet to be named).
- Proposals to delete several options within two CEHHS Departments (Human Development and Kinesiology) have been submitted pursuant to the policy available at http://www.csusm.edu/policies/active/documents/Academic_program_discontinuance.html. Due to objections raised against each program discontinuance proposal, an ad hoc task force has been seated to review each proposal, in accordance with the standing policy. Work was put on hold this Spring due to leadership transitions in both the Senate committees and the Human Development Department, so all task force work will begin in the Fall. The UCC and BLP Chairs (Sue Moineau and Pat Stall, respectively) will coordinate to convene each task force next Fall.

Task Force Membership:

Human Development (both Children's Services and Adult Services concentrations)

UCC representative (Sue Moineau)
BLP representative (Pat Stall)
PAC representative (Linda Shaw)
Department faculty rep (Fernando Soriano)
Department Chair (yet to be named)
CEHHS Dean (Janet Powell)

Kinesiology (Physical Education option)

UCC representative (Sue Moineau)
BLP representative (Pat Stall)
PAC representative (Linda Shaw)
Department faculty representative (Paul Stuhr)
Department Chair (Jeff Nessler)
CEHHS Dean (Janet Powell)

BLP Voting Members for AY 2014/15: Linda Holt (CSM, 13-15), Toni Olivas (at-large), Bruce Rich (COBA, 12-14), Pat Stall (CEHHS, 13-15), Hua Yi (Library, 13-15); CHABSS: vacant

BLP's Fall 2014 meeting time will be Tuesdays, 2:30-4 p.m. The location is still pending.

Submitted by Staci Beavers

Faculty Affairs Committee
Annual Report 2013-2014

Membership

Chair: Carmen Nava, At large 13-14
Fernando Soriano, At large 13-15
Marion Geiger, At large 12-14
Open seat, CoBA 13-15
Patricia Prado-Olmos, CEHHS 13-15
Sheryl Lutjens, CHABSS 13-15
Ahmad Hadaegh, CSM 12-14
Sue Thompson, Library 12-14
Laura Makey, Lecturer 12-14
Michelle Hunt, AVP-FA
Mayra Besosa, CFA

During academic year, FAC met weekly for 1.5 hours. Even with considerable homework done outside of the meetings, using liaisons and task groups, FAC members could not complete all of committee's work. Partly in response to this, FAC decided to schedule a two-hour weekly meeting time for AY 2014-2015. FAC urgently needs to fill all its seats in order to have full representation and to share the work required of the committee. In an attempt to fill all of the committee's seats, and also to facilitate continuing committee member's schedule planning, FAC established a meeting time for the entire AY 2014-2015: M 10am-12pm.

Unfinished Business from AY 2012/2013

University-Wide Lecturer Evaluation Policy updates--completed

Part-Time Faculty Development¹--not completed

¹ Concern has been expressed that there is too much variation in expectations across departments and colleges. Some departments support faculty development for their PT instructors, others do not; some expect PT instructors to take advantage of campus workshops, others do not. Now, with online instruction picking up steam, there is concern that this range of expectations will negatively impact some PT faculty. Check with CFA if they are addressing this for the next contract. This is a real challenge here because we hire PT faculty solely to teach. We can't require them to take training workshops on online teaching, yet the increase in online teaching definitely means that it behooves PT

Referrals to FAC Completed in AY 2013-2014

University RTP Document—Joint Appointment article added
University RTP Document—Table of Contents added
Faculty Award Policy (Brakebill)—revision
Sabbatical Leave Policy—revision
CEHHS RTP document —revision
Post Tenure Periodic Evaluation Policy—revision
CHABSS Lecturer Evaluation Policy—revision
CEHHS Speech Language Pathology Department RTP Standards—new
CHABSS Psychology Department RTP Standards—new

Referrals Discussed then Tabled

Question of Timetable for Lecturer Evaluation from CFA (also referred to as Careful Consideration of New Contingent Faculty)

Referrals Discussed but Not Completed; Forwarded to AY 2014-2015

Emeritus Policy²; Draft Survey on Emeritus Criteria
CEHHS Social Work Department RTP Standards
CEHHS School of Nursing Department RTP Standards
CSM Policy and Procedures for the Nomination and Election of Peer Review
Applicability of Department RTP Standards
Task force for lecturer inclusion (FAC Chair, FAC Lecturer representative, NEAC Chair, NEAC member)
Conferring with the Office of Institutional Planning and Assessment regarding their Pilot Project on all-online student evaluation this semester

FAC Business Forwarded for AY 2014-2015

CHABSS Department of History RTP Standards
CHABSS Department of Economics RTP Standards
Beavers/Avalos letter re: opening presidential awards to lecturers
Campus-wide PRC policy and procedures

faculty to carry out professional development in that area. FAC needs confirmation of referral.

² General Question: is "emeritus" status meant to honor for relatively few distinguished full professors OR is it a less-formal recognition to give to longtime faculty who retire? Specific questions have been raised: (1) What is the accepted process for the nominations? (2) Why are Lecturers able to get emeritus status but not associate professors? (3) Shouldn't the Emeritus policy have a timeline, including each step of the process?

Other Matters

FAC Review of Department RTP Standards--

In its review of department/program RTP standards this year, FAC relied on the "FAC Guidelines for Department RTP Standards" (2009) as it carried out its review for clarity and coherence with the CBA. In attempting to devise an effective approach to reviewing the documents already received as well as the large number of department RTP documents anticipated from CHABSS and other units, FAC determined that two additional requirements are necessary. First, to assist individuals from different units on campus (faculty and administrators) who will participate in evaluations including department RTP documents, FAC will ask each department/program to add a table of contents at the beginning of the document to inform the reader of the different sections to be found in the document. Second, FAC will ask that each department/program employ in their headings the exact same phrasing for the three areas of faculty evaluation that appears in the university RTP document, so as to avoid confusion. In no case is FAC addressing the substance of the standards, which each department/program is free to construct as they see fit. In the next AY, FAC may request that the Executive Committee charge the committee with updating the FAC Guidelines for Department RTP Standards.

Lastly, the members of FAC congratulate its member, Laura Makey (lecturer in the department of Liberal Studies) for having been awarded the 2014 "President's Faculty Award for Outstanding Lecturer."

Academic Senate 2013-2014 Faculty Grants Committee - Annual Report

Pamela Stricker (chair), CHABBS-BSS 13-15, Robert Sheath, At-large 13-14 Qi Sun, CoBA 12-14 Eun Kang, CoBA 13-15 Rong-Ji Chen, CEHHS 13-15 Zhiwei Xiaou, CHABSS-HA 13-15 Youwen Ouyang, CSM 13-14 Melanie Chu, Library 13-14, Kimber Quinney, Lecturer 13-15, Gerardo Gonzalez, AVP-Research (*ex-officio*).

Scope:

The Committee prepares a call, leads a Graduate Studies-sponsored workshop, and reviews and recommends grant proposals for University Professional Development grants (UPD). Chancellor's office funds for the Research, Scholarship, and Creative (RSC) Activity Grant program were not available for AY13-14. The process is administered and supported by the Office of Graduate Studies and Research.

The committee meets twice in fall to revise and send out the call for proposals, facilitates a faculty grant proposal workshop in early spring, and meets four times in spring to review and recommend proposal awards to the Dean of Graduate Studies and AVP for Research.

Accomplishments:

Thanks to the Office of Graduate Studies and Research the UPD/RSC grant submission process is paperless. Links to the call and proposal submission are on the Faculty Research page of the Office of Graduate Studies and Research website, as well as links from the Faculty Center website. All of the forms were revised this fall by the committee chair, committee and in conjunction with AVP Gonzalez. The Committee uses a Cougar Community Courses managed by Graduate Studies and Research. Proposals were due a few weeks into the spring semester on Feb 17th. A review period for College Deans was built into the schedule which replaces the "dean's signature" requirement. The Committee Chair led a Faculty Center UPD proposal writing Workshop Feb 4, from 12-1 p.m. attended by 10 faculty. The Committee reviewed proposals totaling \$142,437.90 in requests for funds. The Committee recommended 27 proposals for awards totaling approximately \$83,651 the approximate UPD limit for AY2013-2014.

Challenges:

The Committee appreciates the continued support of the President and Provost for the Professional Development Grants and has been concerned over recent years that the Chancellor's Office (under Chancellor Reed) withheld research funding for the Research and Creative Activity Grants. This action puts the research process in jeopardy for assistant and associate faculty seeking tenure and promotion and significantly limits opportunities for full and lecturer faculty. We are delighted that Chancellor White will be returning funding for the Research and Creative Activity Grants (RSCA) next year. We also hope that the President and Provost will continue their much-appreciated support of faculty research through the Professional Development Grants. The Faculty Grants Committee would like to note that AVP Gerardo González has been a steadfast supporter of faculty (and student) research and a wonderful colleague to work with on the committee. Our work on the committee would be far more difficult without the support of

AVP Gonzalez and his office, especially Becky Eberwein. At this point, we're somewhat unclear as to how the restructuring regarding Faculty Research and his return to the faculty will impact the committee.

Recommendations:

1. A comprehensive report of internal research funds available to faculty within colleges and departments across campus would provide a better picture of equity of opportunity for all levels of faculty and serve as resource for faculty searching for different funding sources.
2. The Committee had scheduling challenges again this year. In an attempt to alleviate these, meetings were held on different days and the chair requested committee members email their recommendations and notes to her or to AVP Gonzalez before the meetings. This helped the issue but the committee should consider a published standing time so those volunteers know in advance what their commitment would be. The committee will take up this issue in the fall.
3. The Committee recommends that the colleges, the Faculty Center, and grant writers increase mentoring for faculty submitting proposals, particularly Assistant Professors.
4. The Committee agreed at the initial Fall 2013 meeting that committee members refrain from submitting grant proposals. Whereas Senate rules permit such an action, when committee members in the past have submitted proposals it has made the review process very awkward. This year, unlike last year, we had a full complement of representation of faculty from across the campus and the chair is concerned that asking Senate to revise those rules might discourage faculty from participating on the committee. Instead perhaps it might be best to continue to request that committee members refrain from applying for the grants at the initial fall committee meeting and if they cannot refrain, to resign their seat. If voluntary abstention becomes an issue that cannot be resolved in this manner, then we will call on Senate to make such a request an official rule.

General Education Committee
Final Report to Academic Senate
June 2014

Membership:

Voting faculty:

Catherine Cucinella, Julie Jameson, Sheldon Lou (Spring 2014), Yvonne Meulemans, Joely Proudfit, Marilyn Ribble, Zhiwei Zhao (Fall 2013), Marshall Whittlesey (chair).

Non-voting:

Pamela Bell (IITS), Regina Eisenbach (Academic Programs), Andres Favela (Undergraduate Advising), Sharon Hamill (GE Assessment Coordinator, Fall 2013) Gretchen Sampson (Academic Programs), while not an `official' member of the committee, attended meetings and drafted minutes for the committee.

The committee had a difficult start this year due to the fact that only four seats were filled, and no one was yet chair. GEC suffers from a significant amount of membership turnover from year to year.

Meetings: GEC met weekly on Tuesdays in the fall for 90 minutes, and weekly on Thursdays in the spring from 10:00-11:30. It became clear in the fall that GEC should always make its weekly meetings after EC's weekly Wednesday meeting (Thursday makes the most sense for GEC.) The reason is that in order for proposed policy to move efficiently back and forth between EC and GEC, GEC has to meet after EC meets, but before items are due for the EC agenda (usually 8:00 Monday morning.)

Work completed/drafted:

Academic Senate approved a new GE mission statement for the GE program in the spring term.

GEC drafted policy on inclusion of learning outcomes in GE course syllabi, but then yielded to a combined effort with APC to revise the syllabus guidelines. This effort stalled during the spring term and was not completed.

GEC engaged in a comprehensive review/recertification of the lower division GE curriculum, along with area E. The committee first solicited in the fall of 2013 a list, due November 15, 2013, from all departments and programs of courses which they wished to continue as GE courses. Then the committee called on these departments to fill out the new lower division GE forms, due January 29, 2014. The departments and programs responded with a list of 107 courses proposed for certification/recertification (two of which were new.) By the end of the spring term, GE forms had been submitted for 62 of these courses. GEC considered all of these forms during the spring, and certified/recertified 41, returned 20 for revision, and confirmed the existing special status of one course (GEW 50, which is not officially a GE course, but has a special relationship with GEW 101, an A2 course.) A number of the 41 recertified courses were first returned to the proposer for more information, and later approved. GEC still has not received forms for 45 courses, but could not have processed any more of them in the time available.

Instructions for filling out the new lower division GE forms were completed and posted online.

GEC discussed surveying the GE curriculum for diversity-related content and proceeded to address this matter in two ways. First, as part of the lower division recertification, the forms had two questions about diversity. Second, the campus decided to hire Halualani and Associates, Inc, to do a comprehensive study of diversity on campus, of which GE would be a part.

GEC studied nine proposed GE Program Student Learning Outcomes and forwarded them to Senate for comment (none were received.) GEC will proceed with them as a working document (but not as official policy) in the sense that we will assess them as we can, but change them if circumstances demand it. Currently no course stands required to achieve these outcomes, but each outcome on the list seemed likely to be achieved in many courses. The outcomes would be changed if they were not achieved broadly enough in the curriculum, or if their assessment turned out to be difficult. At some point, a spreadsheet - mapping what courses or areas are associated with certain program learning outcomes – is planned so that future assessors can determine what courses achieve which program learning outcomes.

A GE town hall on assessment occurred on February 11, 2014.

GEC briefly studied how to articulate GE credit with CLEP exams. It certified non-English language CLEP exams for the C3 requirement, but had no time to look at others. GEC agreed to continue the so-called ‘soft enforcement’ of the 60 unit rule for upper division GE. Currently policy demands that students achieve 60 units before getting credit for an upper division GE course. This policy is inconvenient in the event that a student is expected to take such a GE course for a major prior to attaining 60 units. The soft enforcement is as follows: students are advised not to take upper division GE before attaining 60 units and are denied credit if they have less than 50 units. Undergraduate Advising continues to seek information on this issue so that GEC can make a decision in the near future about the long term status of this policy.

GEC empanelled a Golden Four Task Force to study challenges surrounding raising the minimum grade in Golden Four courses from D- to C. The task force did not finish this task this spring and is scheduled to resume in the fall of 2014.

In an effort to meet the 120 unit degree mandate, Nursing inquired about alternative ways of satisfying the area E requirement, and proposed a manner by which nursing students could be considered as satisfying area E by completion of the entire nursing program. Instead, GEC decided to certify NURS 210/211 for area E. NURS 210 is a 2 unit course, and NURS 211 is a 1 unit corequisite.

GEC created an appeal process by which students who successfully complete BIOL 210 but decide not to continue to BIOL 211 could be certified as having cleared the B2 requirement. The motion passed was: *students who take and pass CHEM 150 & BIOL 210 with a C or better can petition the BIOL department and GEC for B2 credit.* Language to this effect is to be placed in the university catalogue. The GEC granted such credit to two students in December.

A policy concerning dual listing of courses was passed by Academic Senate at its last meeting. It was amended at that meeting to say that if two courses are proposed for dual listing and at least one of them is a GE course, then GEC should be notified.

In May, GEC discussed lessons learned regarding the new forms, and what changes ought to be made in the future. Suggestions included:

- in Part A, include in columns 2 and 3 in the header another sentence asking the proposer to give examples of course content, and an example of a sort of thing a student would be required to do to achieve a particular learning outcome. Indicate that 'see syllabus' is not an acceptable answer.
- Review the directions document
- Consider changing 'course content' to 'subject matter' in Part A
- Put program learning outcomes on forms and ask about assessment
- Give examples of well-written forms
- Modify GE syllabus checklist to indicate that the GE learning outcomes for the AREA should be cut and pasted onto the syllabus
- Add to the forms where the handbook/instructions are located

New GE courses certified:

D7: ENVS 100

CC: HIST 304B, GBST 390-4, WMST 300-22

DD: ID 370-12, HIST 304A, ANTH 379, COMM 410, WMST 300-21

E: NURS 210/211

Suggested work for 2014-2015:

Complete the lower division/area E recertification process. Decertify courses not submitted for recertification.

Make appropriate modifications to lower division forms. Begin to require the upper division GE student learning outcomes on all proposals for upper division GE certifications, perhaps as an addendum to the forms.

Study what it would take to do a review of upper division GE courses. Survey faculty to determine the number of courses that would be submitted for recertification at upper division, decide what would be required for recertification of a course, and formulate a plan for execution of the recertification.

Coordinate assessment of GE program student learning outcomes.

Study CLEP exams for GE certification; solicit departments for input.

Empanel Golden Four task force again.

Complete effort to revise syllabus guidelines, working with APC.

Make sure the new GE mission statement is approved by the administration.

Ask Undergraduate Advising for update on soft enforcement of 60 unit requirement for upper division GE. Make plan for deciding the long term status of this policy.

Study Halualani and Associates report on diversity for what it says about GE.

LATAC year-end report, AY 13-14

Ed Price, committee chair

Brought forward a resolution in support of open access, which was passed by AS. **Recommend that development of an open access policy be referred to the committee next year.**

Brought forward a resolution supporting Cougar Affordable Learning Materials (IITS' affordable textbook program), which was passed by AS.

Drafted a revised membership and charge to the committee, which was presented to the faculty as a constitutional referendum. The vote did not receive a quorum, so **the revised charge and membership should be brought forward next year.**

Advised Senate officers on IP issues related to course development and the 'Extended Learning Special Consultant Employment Appointment' for conversion of face to face courses to online courses for summer 2013.

Provided input to Teresa Macklin on a social media policy that she is developing.

Met with Veronica Anover in her role as Faculty Fellow for Teaching and Learning for the 21st Century Student.

Began discussion of issues surrounding faculty preparation for online teaching, including certification models, and needs and resources for professional development. This was referred to the committee near the end of the academic year and will be an issue for next year's committee.

Worked with BLP to draft a policy on expanding state supported programs to online programs offered through EL. This will continue into next year.

Worked with APC on developing definitions of online, distance, and distributed learning. The committee gathered related policies and definitions from around the CSU and other entities. These were shared with APC, and feedback provided to APC on a draft revision to the campus Online Instruction Policy. APC's revisions to that policy went well beyond updating the definitions of course modalities. This work will continue into next year. The recent passage of definitions by the systemwide AS should inform these efforts.

Outstanding tasks for next year:

- Recommend that development of an open access policy be referred to the committee next year.
- The revised committee membership and charge should be placed on a constitutional referendum next year (NEAC already has the language, the vote simply needs to be held again since a quorum was not obtained in May '14).
- Faculty preparation for online teaching was referred to the committee at the end of spring '14. This referral needs to be addressed next year.
- BLP's policy on expanding state supported programs to online programs offered through EL will be taken up next year. A draft policy was developed, but LATAC will need to continue working with BLP as the policy moves forward.
- Definitions of online, distance, and distributed learning still need to be established. LATAC will need to continue working with APC on this, with reference to the recently passed definitions from the systemwide AS.

Committee membership:

<i>Member</i>	<i>Representing</i>	<i>Term</i>
James Kohlmeyer	CoBA	13-15
Jodi Robledo	CEHHS	13-15
S. Deborah Kang	CHABSS	13-15
Ed Price (chair)	CSM	12-14
Ian Chan	Library	12-14
Barbara Taylor	IITS staff	13-15
Steve Espinoza	Library staff	12-14
<i>Vacant</i>	AA staff at-large	13-15
Wayne Veres	Dean Library	NA
Wayne Veres	Dean IITS	NA
Christian Cayetano	ASI	13/14
Tyler Wolfe	ASI	13/14

Nominations, Elections, Appointments, & Constitution Committee (NEAC)

Members during 2013-14:

David Chien (CSM)
Sandra Doller (CHABSS)
Vassilis Dalakas (CoBA—Spring 2014 -on sabbatical Fall 2013)
Ana Hernandez (CEHHS)
Carmen Mitchell (Library)
Qi Sun (CoBA-Fall 2013)
Richelle Swan (At-large, Chair)

Activities during 2013-14:

NEAC's major focus during the year was filling seats for committees; eight calls were issued throughout the year for vacancies. NEAC evaluated the volunteers who showed interest in each seat and made recommendations to the Executive Committee and the Senate (note: Call 8 recommendations will be considered at the first Senate meeting of the Fall 2014 semester).

Number of vacant seats: 43 (Call 1); 25 (Call 2); 29 (Call 3); 18 (Call 4); 17 (Call 5); 14 (Call 6); 27 (Call 7); 66 (May call --Call 8)

Number of people volunteering for seats: 21 (Call 1); 19 (Call 2); 4 (Call 3); 4 (Call 4); 3 (Call 5); 2 (Call 6); 19 (Call 7); 18 (Call 8)

Number of seats filled: 18 (Call 1); 9 (Call 2); 3 (Call 3); 3 (Call 4); 3 (Call 5); 2 (Call 6); 7 (Call 7); 14 (Call 8)

In addition, NEAC oversaw the Academic Senate Spring Elections that occurred in April 2014 and two Constitutional and Bylaws Referendums.

Other activities included: consideration of alternative procedures for filling unfilled committee seats, involvement on a NEAC/ FAC taskforce on lecturer inclusion in the Senate, discussions with Senate leadership and PAC about interdisciplinary program representation, updates on the Academic Senate Election Rules and Procedures, the Faculty Service and Voting While on Leave Policy, and the Standing Rules of the Academic Senate (in conjunction with the Executive Committee).

Agenda for 2014-2015

During the next academic year, NEAC will continue to focus on filling vacant seats in the Senate and university committees, as well as conducting the Academic Senate Elections. We also plan to evaluate the language about ex-officio representation in the Constitution and Bylaws and will continue to consider the issue of interdisciplinary representation on committees.

Chair and Meeting Time for 2014-15

The chair for the 2014-2015 academic year will be Richelle Swan. NEAC conducts most of its business electronically; in-person meetings are typically scheduled twice a semester (at the beginning and at the end of the semester) and on an as-needed basis.

AS Standing Committee reports 6/30/14

**Program Assessment Committee
Final Report to the Academic Senate, 2012-2013**

Members:

Rocio Guillen-Castrillo, CSM
Ann Fiegen, Library
Michelle Ramos-Pellicula. CHABSS-AH
Catalin Ratiu, CoBA
Linda Shaw, Chair, CHABSS-SS
Jill Weigt, Faculty at Large
Regina Eisenbach, AVP-AP
Gerardo Gonzalez, AVP Research, Dean of Graduate Studies
Alejandra Sanchez, Staff, AP

PAC 2012-13 AY Accomplishments

PAC accomplished a considerable amount of work during the current AY which included reviewing all documents and responding to Program Reviews with recommendations for the following programs: Professional Master's in Biotechnology, Literature and Writing Studies B.A., School of Education M.A., Joint Doctoral Program in Educational Leadership, and Master of Arts in Sociological Practice. The Program Review documents, as well as PAC's responses and recommendations, were considered by those involved in developing the MOUs that will guide program planning during the next review cycle as stipulated by the Program Review Policy and Guidelines.

PAC 2014-15 AY Agenda

During the 2014-15 academic year, the PAC will review and respond to Program Reviews from the following 12 programs: Human Development B.A., Nursing M.S., Anthropology B.A., Economics B.A., Mass Media B.A., Spanish B.A. and M.A., Special Major B.A., Applied Physics B.S., Biochemistry and Chemistry B.S., and Psychology B.A. and M.A.

PAC 2014-15 AY Chair and Meeting Time

PAC Chair: Linda Shaw
PAC Meeting Times: TBD

PROMOTION & TENURE COMMITTEE

Year-End Report 2013/14

For AY 2013/14, the PTC consisted of the following faculty members: Veronica Anover (At-Large), Cynthia Chavez Metoyer (Chair, CHABSS, SS), Kristine Diekman (CHABSS, Hum), Victoria Fabry (CSM), Jeffrey Kohles (CoBA), Jacqueline Thousand (CoEHHS), Hua Yi (Library). Veronica Anover recused herself from one file due to a conflict of interest.

The committee reviewed 21 files during this year's cycle: 11 requests for promotion to Full Professor, 10 requests for promotion to Associate Professor with tenure, and one request for Promotion to Associate Professor without tenure.

In the course of its work, the committee noted several issues that it wishes to bring to the attention of the Senate and to the Custodian of the Files in the provost's office. These are (1) Digital WPAFs; (2) Organization and accuracy of the C.V.; (3) Contributions to collaborative projects; (4) Conflict of interest for evaluators; (5) Department/College RTP documents; (6) Electronic signatures; and (7) Lengthy PRC/Dean's letters.

1. Digital WPAFs

Digital WPAFs are increasing with each year (1 in 2010/11, 5 in 2011/12, 9 in 2012/13; 15 in 2013/14). The PTC had generally positive experiences with digital WPAFs. The ability to access the files outside of the provost's office space and hours of business greatly facilitated our ability to evaluate all the files within the prescribed schedule. Most of the digital files were well-organized. We did not encounter any difficulties with security issues; we were all careful with the files so that they remained confidential even when we read them at home or in our offices.

In the spirit of offering general guidance about making digital WPAFs navigable and concise, we offer general guidance on compiling digital WPAFs, some of which is repeated from last year and has been addressed at the RTP workshops sponsored by the Faculty Center.

- (1) Include a label at the top of the Moodle page with the candidate's name, department, and rank;
- (2) Use hot links whenever possible and make sure all the links work and are navigable;
- (3) Put all files into PDF format to ensure it displays as intended;
- (4) Insert PDF versions of PowerPoints or Prezis with several slides on each page of the PDF;
- (5) Label every file with a descriptive title rather than simply a numerical one

- (Example Item 1: Syllabi, Item 2: Graded assignments, etc.);
- (6) Be selective—having a digital file is not an excuse to exceed 30 items by putting several items in one digital file;
 - (7) Avoid creating one giant folder; instead use multiple folders and sub-folders to clearly organize the file
 - (8) Each folder should have only related items; do not use a folder for just one item.
 - (9) If a candidate chooses to submit the WPAF electronically, everything should be submitted electronically with the exception of items that are not easily “downloadable,” such as a book.

2. Organize and accuracy of the C.V.

Whereas the WPAF includes representative and selective evidence, the C.V. is an exhaustive, accurate account of the candidate’s professional accomplishments. The C.V. should show clearly the type and stage of the candidate’s research: e.g. book; peer-reviewed; non-peer-reviewed; op-ed; juried exhibition; invitational; art commission; external funded and internal grants (include dollar amount); unfunded grants if appropriate; evidence of outcomes; single-authored; co-authored or multiple authors (describe your contribution to the project); submitted; under review, in press, or forthcoming (include documentation); explain order of author “value” in your field.

3. Contributions to collaborative projects

It is not unusual to collaborate in research activity. However, like other research and scholarship activity, it is important that candidates clearly explain what their contributions are, including what their original research or creative contribution is to the collaborative project; the quality and importance of said contribution; and what their share of the contribution is to the overall research project. As stated above, it is important to explain “author order” as the significance varies between disciplines. As with other areas, candidates should include evidence that substantiates their contributions.

4. Conflict of interest for evaluators

FAC may want to consider a policy that clarifies the roles an evaluator may or may not play in the RTP process when s/he and the candidate under evaluation are collaborators insofar as the evaluator is evaluating, in part, his/her own work as this presents a conflict of interest.

5. Department/College RTP documents

It is important that candidates and evaluators only use approved department and/or college RTP documents. See [RTP documents](#). It is also important for the candidate to clarify which version of the RTP policy is being used, and for all evaluators to only use the selected RTP policy. FAC may want to consider how long and under what circumstances a candidate may use an old version of an RTP policy, particularly when no substantive or quantitative changes have been made to the document. Also, in the push for departments to develop an RTP policy, it is important to clarify whether the

approved standards will be applied only to future hires, or to current faculty.

6. Electronic signatures

There are many occasions when a signature is needed from one or more of the evaluators during the review process. Given there are approximately 11 evaluators, it is not always logistically possible to get a "wet" signature in short order. The PTC urges the campus to consider adopting electronic signatures

7. Lengthy PRC/Dean's letters

There continues to be a practice of writing long evaluation letters. Last year's PTC report suggested it may be time to consider limiting the length of evaluation letters, and the recommendation bears repeating. Candidates are limited to 15 pages, yet some PRC letters were 6-8 pages and several Dean's letters were 3-4 pages. While we understand and value the PRCs and Deans' positions to substantiate the quality contributions of the candidate, many of these long letters restate much of the information already included in the candidate's reflective statement and file. The most effective evaluation letters we read were about two pages in length and offer a succinct evaluation of the candidate's file.

STUDENT AFFAIRS COMMITTEE

Co-Chairs: Jay Robertson-Howell and Erika Daniels

Voting Members: Tricia Alcid, Palash Deb, Hector Galvez, Vincent Pham, Barry Saferstein, Tom Spady

Ex-Officio Member: Dilcie Perez

SAC tasks completed

- ✓ By-laws revised and approved by the Senate
- ✓ Field trip policy revised and approved by the Senate
- ✓ Collaboration with Scott Gross, lead of the President's Task Force on "Engaged Education," to identify what activities might be considered under the umbrella title
- ✓ Definitions for activities under the Engaged Education umbrella were drafted. Feedback from University Curriculum Committee and Global Education was solicited.
- ✓ Definitions sent to Executive Committee for consideration

SAC carry forward tasks for 2014-2015

- Follow up with Executive Committee on the definitions for Engaged Education
 - Find out if the document needs to go through the formal first and second read process
- Submit definitions to Scott Gross as an addendum to the task force's report to the President
- Draft/revise internship policy in compliance with Executive Order 1064
 - Work with Laurie Stowell, 14-15 Academic Senate Chair, to determine if SAC is still the most appropriate group to draft the initial policy
 - Review Vivienne Bennett's correspondence with other Senate chairs about ways in which other CSU campuses are addressing EO 1064

Chair for 2014-2015: Barry Saferstein

UCC Annual Report

Voting Members: Nicoleta Bateman, Judith Downie, Matthew Escobar (Chair), Fang Fang, Sajith Jayasinghe, Rebecca Lush, Suzanne Moineau, Paul Stuhr (Associate Chair), Richelle Swan

Non-Voting Members: Regina Eisenbach, Gretchen Sampson, Candace Van Dall

Work completed in 2012/13:

In Academic Year 2013/14, UCC received 237 new curriculum items (course and program forms). Additional forms are continuing to be received in Academic Programs, but were not included in this report if they arrived after May 1, 2014. A total of 167 forms were reviewed by UCC and forwarded on to the Senate this year.

The breakdown by college and type of curriculum proposal is provided in the following table*:

Curriculum Forms 2013-14
Forms forwarded to Academic Senate for approval by UCC / Forms received by UCC:

College	New Courses (C Forms)	Course Changes & Deletions (C-2 & D Forms)	New Programs (P Forms)	Program Changes (P-2 Forms)	All Curriculum Proposals
COBA	16/23	3/3	0/2	2/3	21/31
COEHHS	48/85	27/46	4/5	5/8	84/144
CHABSS	24/63	9/34	0/3	9/13	42/113
CSM	11/11	6/10	2/2	1/6	20/29
All Colleges	99/182	45/96	6/12	17/30	167/317

*Table includes both new curricular forms and forms carried over from AY 12/13

The six new program proposal forms forwarded to the Senate were:

- Masters of Science in Kinesiology** (Approved by Senate on 2/5/14)
- Minor in Quantitative Biology and Biostatistics (Approved by Senate on 3/5/14)
- Applied Behavior Analysis Certificate of Advanced Learning** (Approved by Senate on 4/23/14)
- Bachelors of Science in Speech Language Pathology** (Approved by Senate on 4/23/14)
- Masters of Science in Speech Language Pathology** (Approved by Senate on 5/7/14)
- Pre-Health Professions Certificate** (Approved by Senate on 5/7/14)

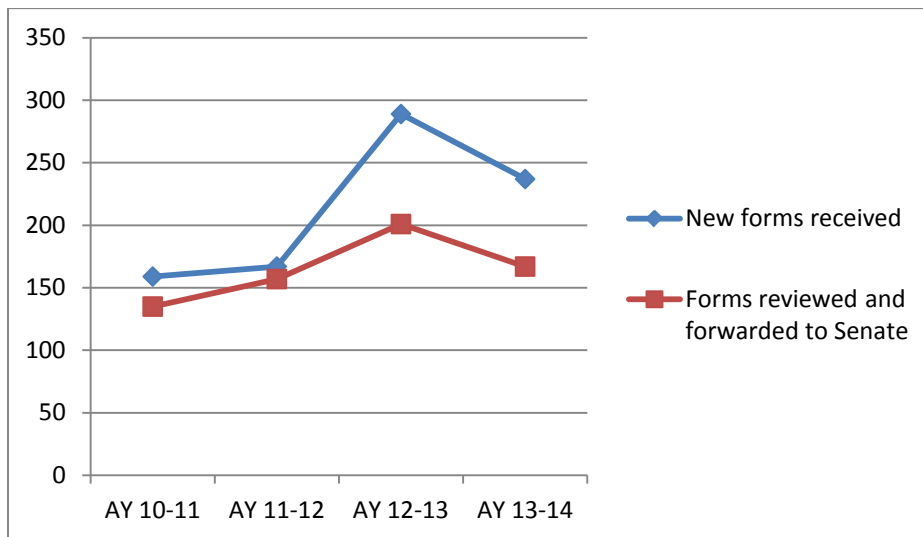
**Program to be offered through Extended Learning

Other discussion items forwarded to the Senate were:

- C forms for ANTH 360 and ANTH 465 which were opposed by the Native Studies Program (Approved by Senate on 2/5/14)
- A new process for the review of curriculum which is opposed by one or more departments/units (Opposition flow chart) (Approved by Senate on 4/9/14)
- C forms for the ROTC courses MILS 101, 102, 201, and 202 (Approved by Senate on 4/23/14)

UCC's workload and curriculum review going forward:

The amount of curriculum received for UCC review has increased greatly over the past several years, as summarized in the figure below.



Based on past data, it appears that UCC can realistically complete review of ~150-200 pieces of curriculum per year. However, new curriculum proposals have started to greatly exceed UCC's review capacity. In AY 13/14, UCC started the year with ~80 curricular forms carried over from AY 12/13 and received another 237 new pieces of curriculum over the course of the year. Despite completing review of 166 curricular forms in AY 13/14, more than 100 unreviewed curricular forms will be carried forward to AY 14/15. UCC's review capacity is overstretched, and it is leading to unacceptably long wait times for faculty to implement new courses and programs.

In order to address this problem going forward, UCC will create a new graduate curriculum review subcommittee in AY 14/15. This subcommittee will consist of one representative from each of the four colleges as well a library representative. Graduate UCC (GUCC) will focus on the review of graduate programs and courses, while UCC will focus on undergraduate curriculum. Following AY 14/15, the effectiveness and appropriateness of GUCC will be evaluated in order to determine whether GUCC, or other alternative solutions to accelerate curricular review, will continue to be implemented in the future.

Continuing Work:

AS Standing Committee reports 6/30/14

Prominent among the curriculum for which UCC was unable to complete its review were the P form for the Masters of Public Health (with 24 C forms) and the P form for the Bachelors of Arts in Music (with 34 C and C-2 forms). These items will be reviewed in the Fall semester of AY 14/15.

At the beginning of AY 14/15, UCC and BLP will convene Ad-Hoc Program Viability Review Committees related to the proposed discontinuation of the Physical Education Option in the Kinesiology major and the proposed discontinuation of the of the Children's Services and Adult Services concentrations in the Human Development major. These committees will be convened in response to stated opposition to the discontinuation of these options, as specified in CSUSM's [Academic Program Discontinuance policy](#).

A revised C form was approved by Senate in May 2013, but was never implemented in AY 13/14. Initially, this was due to compatibility issues with the fillable PDF form. When these problems were resolved by IITS (Dec. 2013), UCC voted to convert the new C-form to an online form, which will greatly simplify curriculum review, revision, and signature collection. Unfortunately, IITS was unable to implement the desired dynamic web form in AY 13/14. It is expected that a web-based version of the C form (and potentially other curricular forms) will be implemented before the end of Fall semester 2014.

Continuing Members of UCC: Nicoleta Bateman, Judith Downie, Fang Fang, Sajith Jayasinghe, Rebecca Lush, Suzanne Moineau (chair), Paul Stuhr

New Members of UCC: Carol Van Vooren

New Members of UCC graduate curriculum subcommittee: Matthew Escobar, TBD, TBD, TBD, TBD

We would like to thank all members of the UCC for their excellent work and thoughtful discussions in our meetings. We are certain that all decisions of the UCC will improve the quality of the curriculum at California State University San Marcos and are in the best interest of our students