

**AGENDA**  
 Executive Committee Meeting  
 CSUSM Academic Senate  
 Wednesday ~ December 4, 2013 ~ Kellogg 5207

- I. Approval of agenda
- II. Approval of minutes of 11/20/2013 meeting
- III. Chair's report, [Vivienne Bennett](#)  
 Referrals to committee: FAC Faculty awards policy revision: section II.D.
- IV. Provost's report, Graham Oberem
- V. ASI Board meeting report, Staci Beavers
- VI. Consent Calendar items  
 NEAC Recommendations  
 UCC Course & program change proposals
- VII. Discussion items
  - A. EC ROTC resolution *attached*
  - B. NEAC Faculty service & voting while on leave policy revision *attached*
  - C. GEC Learning outcomes on syllabi *attached*
  - D. Directors as eligible faculty *attached*
  - E. Addressing UCC's workload
  - F. Curricular and program forms: What does a signature in opposition mean?
  - G. Permanent standing committee meeting times
- VIII. EC members' concerns & announcements

Coming soon to EC & Senate			
<b>EC</b>	1/22 Pres. Haynes to attend		
<b>Senate</b>	2/5 Palliative Care Institute	3/5 UARSC/Research services	

*Next meeting: January 22, 12-2 p.m. ~ Kellogg 5207*

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

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4 Background

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

12  
13 *The 2009 Study Group found that “the over-arching issue is the conflict between the university anti-*  
14 *discrimination policy and the military policy excluding non-heterosexuals from military service (known as*  
15 *“Don’t Ask, Don’t Tell, or DADT). The majority of the Study Group [was] in agreement that ROTC courses*  
16 *should not be offered as long as the military policy of exclusion [was] in place.” On September 20, 2011,*  
17 *“Don’t Ask, Don’t Tell” was repealed.*

18  
19 *In AY 2012-13, the Army submitted a packet of four lower-division ROTC courses for review at CSUSM: MILS*  
20 *101, 102, 201, and 202 (available at*  
21 [http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/2013-](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)  
22 [14 curriculum.html](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*  
23 *Study Group, as indicated on page 3 of the 2009 Report, available at*  
24 [www.csusm.edu/senate/reports/reportsPDF/ROTC\\_%20Final04072009.pdf](http://www.csusm.edu/senate/reports/reportsPDF/ROTC_%20Final04072009.pdf).

25  
26 *The four MILS courses came to Academic Senate on 11/6/13 for a 1<sup>st</sup> reading, at which time some senators*  
27 *raised questions about the courses. The second reading of the four MILS courses will take place at the 12/4/13*  
28 *session of the Academic Senate.*

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

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

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

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

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42 **RESOLVED, That should the Academic Senate at CSUSM approve the four lower-division MILS courses at the**  
43 **2<sup>nd</sup> reading, this should be viewed solely as action taken on those four courses with no implication**  
44 **whatsoever that further ROTC courses will be approved or that the four lower-division courses constitute a**  
45 **precursor to any further ROTC activity on campus, curricular or otherwise; and be it further**

46  
47 **RESOLVED, That should the Army or another branch of the U.S. military bring further ROTC courses and/or**  
48 **activities to CSUSM for consideration and approval, this will trigger a more extensive discussion by the**  
49 **Academic Senate to determine the Senate’s disposition regarding a full ROTC program on our campus. Such**  
50 **a discussion shall solicit input from across the University’s faculty, staff, and students.**

1 **NEAC: Faculty voting and service while on leave**

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3 Definition: A policy which specifies faculty voting and service responsibilities during times of leave or  
4 participation in the Faculty Early Retirement Program.

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6 Authority: Unit 3 Collective Bargaining Agreement; President of the University.

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8 Scope: Unit 3 faculty members.

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10 **I. Service**

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12 **A. Leave of Absence**

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14 Faculty members who are on any leave of absence may not serve in the Academic Senate or  
15 on university-level committees during the time of their leave. Refer to the following chart  
16 for eligibility to serve on Peer Review or Promotion and Tenure Committees:

<i>Performance Review for:</i>	<i>Must not be on leave for any part of:</i>
Retention only	Fall Semester
Retention w/ Tenure and/or Promotion	Academic Year
Tenure and/or Promotion	Academic Year
Periodic Evaluation and Post-Tenure Review	Spring Semester

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24 During the time of their leave, faculty may run for election to the Academic Senate or a  
25 university-level committee for a term that begins after the time of their leave ends.

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27 **B. Faculty Early Retirement Program (FERP)**

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29 Faculty members who have a FERP appointment shall be eligible to serve on committees  
30 only during periods of active FERP employment. They may serve on a Peer Review  
31 Committee during a period of inactive employment only upon the request of the  
32 department and approval of the President, as defined in CBA Article 15. During inactive  
33 employment periods, they may run for election to the Academic Senate or a university-level  
34 committee for a term that begins during a period of active employment.

35  
36 **II. Voting**

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38 Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are ineligible to  
39 vote. Faculty members who are on any other type of leave of absence, or in a period of inactive  
40 employment for the FERP or Pre-retirement Reduction in Time Base Program (as defined in CBA  
41 Articles 23, 24, 27, 28, 29 and 30 respectively) may retain their voting rights during the time of their  
42 leave or inactive employment period. If a faculty member desires to vote while on leave or during an  
43 inactive employment period, the faculty member must notify~~furnish~~ the Office of the Academic  
44 Senate, by the beginning of the leave or inactive employment period, an address to which the  
45 faculty member wants ballots sent. Faculty who do not exercise this option to vote will not be  
46 counted as voting members for purposes of determining whether sufficient votes have been cast to  
47 settle an election.

## 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

45 | achieved somewhere in the GE program, so it is important for us to have documentation for what  
46 | learning outcomes are occurring in which courses.

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48 | It is completely clear that WASC sees it as important that student learning outcomes be widely  
49 | and easily accessible to the students and faculty, using course syllabi as a primary tool for  
50 | dissemination. In order for these learning outcomes to meet the criteria for review of WASC, the  
51 | GEC sees it as necessary to make it ~~policy a guideline~~ that these learning outcomes be posted in  
52 | syllabi of all GE courses.

53 |

54 | **GuidelinePolicy:**

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56 | The syllabus or first-day handout of a general education course at CSUSM must include the  
57 | following:

- 58 | 1. A ~~web link to the online location of~~ list of the GE Program learning outcomes relevant to  
59 | the course (when available);  
60 | 2. A ~~web link to the online location of~~ list of the GE learning outcomes of the GE area for  
61 | which the course is certified;

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.

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## Directors as “eligible faculty”

### Constitution & Bylaws excerpt: Article 3: Faculty Membership

Voting members of the Faculty shall consist of tenured and tenure-track persons holding faculty rank, library faculty, Student Services Professional-Academic Related faculty (hereafter, SSP-AR), and full-time temporary faculty holding at least one-year appointments in academic departments.<sup>1</sup> Faculty with the voting franchise shall be called eligible faculty.

Persons with substantial managerial and supervisory responsibilities that involve faculty and academic programs are excluded from membership. Persons holding MPP appointments are excluded.<sup>2</sup> Persons with work assignments that are substantially similar to the duties and responsibilities of persons holding MPP appointments are excluded.<sup>3,4,5</sup>

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#### Endnotes

1. Disputes shall be resolved by the Executive Committee of the Academic Senate.

2. MPP, addressing the employment rights, benefits, and conditions of The CSU employees designated as 'management' or 'supervisory' under the HEERA. The Calif. Code of Regulations, Title 5.Education.Division 5: Board of Trustees of The CSU, Article 2.2: Management Personnel Plan uses definitions as specified in HEERA. Supervisory and managerial employee work assignments are described in HEERA.

3. HEERA California Codes, Government Code, Section 3580.3 "Supervisory employee...With respect to faculty or academic employees, any department chair, head of a similar academic unit or program, or other employee who performs the foregoing duties primarily in the interest of and on behalf of the members of the academic department, unit or program, shall not be deemed a supervisory employee solely because of such duties; ... Employees whose duties are substantially similar to those of their subordinates shall not be considered to be supervisory employees.

4. HEERA California Codes, Government Code, Section 3560-3562.1. Definitions: Section 3562 (1) - "managerial employee means any employee having significant responsibilities for formulating or administering policies and programs. No employee or group of employees shall be deemed to be managerial employees solely because the employee or group of employees participate in decisions with respect to courses, curriculum, personnel and other matters of educational policy. A department chair or head of a similar academic unit or program who performs the foregoing duties primarily on behalf of the members of the academic unit or program shall not be deemed a managerial employee solely because of those duties."

5. CBA 2002 contract, Article 20, Workload: Administrator as used in the CBA refers to an employee serving in a position designated as management or supervisory in accordance with HEERA. The CBA provides further definitions of faculty.

"The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity; and service to the University, profession and to the community. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

"The assignment of a librarian may include, but shall not be limited to, library services, reference services, circulation services, technical services, online reference services, teaching in library subject matter, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.

"The assignment of Counselor faculty may include, but shall not be limited to, individual counseling, group counseling, consultation and referral, intern training and supervision, teaching, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.

"Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions."