

**AGENDA**  
Executive Committee Meeting  
CSUSM Academic Senate  
Wednesday ~ October 27, 2010 ~ 12 – 2 p.m. ~ Kellogg 5207

[Send an email to  
the voting EC  
members' listserv.](#)

- I. **Approval of Agenda**
- II. **Approval of Minutes of 10/20/2010**
- III. **Chair's Report, [Rika Yoshii](#)**
- IV. **Vice Chair's Report, [Wayne Aitken](#)**
- V. **Secretary's Report, [Mohammad Oskoorouchi](#)** *The following items have been forwarded to the university administration:*
  - EC [Resolution](#) to Urge the President and Provost to Adhere to the Spirit of University Shared Governance Policies and Procedures
  - AS [Resolution](#) Condemning the Forced Restructuring of Academic Affairs at CSUSM
- VI. **Provost's Report, Emily Cutrer**
- VII. **ASCSU Report, [Brodowsky/Montanari](#)**
- VIII. **CFA Report, [Don Barrett](#)**
- IX. **Brief Oral [Committee](#) Reports: BLP, GEC, NEAC, SAC**
- X. **Old Business** None.
- XI. **New Business**
  - A. FAC Department Level Standards and Additional Material for Temporary Faculty Evaluations (new) – [Santamaria](#)
  - B. FAC Head Coach Performance Appraisal (revision) – [Santamaria](#)
  - C. SAC Faculty Management of Course Records (revision) – [Meilich](#)
  - D. APC Declaration of Major (new) – [Aboolian](#)
- XII. **Information Item**

Early Start update – Barsky *Time certain 1:30 pm*
- XIII. **EC Members' Concerns & Announcements**

*Next meeting: 10/27 ~ 12-2 pm ~ Kellogg 5207*

**FAC: DEPARTMENT LEVEL STANDARDS AND ADDITIONAL MATERIAL FOR  
TEMPORARY FACULTY EVALUATIONS (NEW)**

***Rationale:** Janet Powell originally asked that FAC develop a process for Senate approval for both tenure line and lecturer **department level** standards and requests for additional materials in all evaluation processes. After reexamining the RTP Department Standards guidelines, she realized this has already been done for the tenure line faculty. Thus, FAC only needed to develop a policy for the approval of departmental standards and materials for lecturers. This is necessary because such standards are essentially an extension of the evaluation policy and must not violate the CBA.*

**Definition**            A policy governing the addition of materials for temporary faculty evaluations.

**Authority**            The collective bargaining agreement between the California State University and the California Faculty Association.

**Scope**                Eligible faculty and employees at California State University San Marcos.

- 1 All department standards and/or additional material required for Working Personnel Action Files (WPAFs) for the
- 2 evaluation of temporary faculty shall conform to the Collective Bargaining Agreement (CBA) and the evaluation
- 3 policies of the College or equivalent unit. All such requirements shall be approved by a simple majority of the
- 4 faculty within the department. Faculty with less than a 0.5 time base shall be entitled to a 0.5 vote. Faculty with a
- 5 0.5 or greater time base shall be entitled to one vote. The standards and/or additional material shall then be
- 6 approved by the appropriate committee of the College or equivalent unit and the Academic Senate before use in
- 7 the evaluation process.
- 8
- 9 Per the CBA, within fourteen (14) days after the first day of instruction of the academic term, the appropriate
- 10 administrator shall advise temporary faculty in writing of any such department standards and/or additional
- 11 material required for WPAFs.
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- 13 Once the evaluation process has begun there shall be no changes in criteria and procedures.
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**FAC: HEAD COACH PERFORMANCE APPRAISAL**

**Rationale:** During the 2009-2010 school year FAC revised the Interim Coach Evaluation Policy used to evaluate coaches in the athletics program at CSUSM. At that time the committee combined multiple forms and evaluation tools into a coherent policy. Changes were made to the draft policy as comments were received. Feedback was requested from coaches and directors of the athletic department last year, however little was received. This year forms were sent again to coaches for their review prior to presentation to be executive committee. As a result, additional changes with regard to the collective bargaining agreement were made. This form summarizes the work by FAC in cooperation with the athletics department (with feedback from CFA coach representative from CSU system), and CSUSM CFA representation.

**Definition:** A policy governing the evaluations of head coaches in the CSUSM athletics program.

**Authority:** The collective bargaining agreement between the California State University and the California Faculty Association.

**Scope:** Eligible faculty unit employees of CSU San Marcos.

**CSUSM ATHLETICS  
HEAD COACH PERFORMANCE APPRAISAL**

Coach \_\_\_\_\_ Date \_\_\_\_\_

**PART A. GOAL SETTING AND SELF ASSESSMENT.** Goals should be established before the season by the Head Coach in each area. At the year-end evaluation performance towards those goals will be measured and new goals will be established for the next year. Support needed to reach goals in each area should also be noted.

<b>1. ATHLETIC EXCELLENCE</b>	<u>GOALS</u>
Overall Record Goal:	_____
Overall Record Achieved:	_____
Conference Standing Goal:	_____
Conference Standing Achieved:	_____
Post Season Goal:	_____
Post Season Achieved:	_____
Recruiting Goals:	_____
Recruiting Accomplishments:	_____
<i>Goals for next year -</i>	
Overall Record:	_____
Conference Standing:	_____

46 Post Season: \_\_\_\_\_

47 Support needed to reach goals: \_\_\_\_\_

48

49 **2. ACADEMIC EXCELLENCE**

50 Team GPA Goal: \_\_\_\_\_

51 Team GPA Achieved: \_\_\_\_\_

52

53 Exhausted Eligibility/Graduation Rate Goal: \_\_\_\_\_

54 Exhausted Eligibility/Graduation Rate Achieved: \_\_\_\_\_

55

56 *Goals for next year –*

57 Team GPA: \_\_\_\_\_

58 Graduation Rate: \_\_\_\_\_

59 Support needed to reach goals: \_\_\_\_\_

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62 **3. FUND RAISING/COMMUNITY INVOLVEMENT**

63 Team Fund Raiser \$ Goal: \_\_\_\_\_

64 Team Fund Raiser \$ Achieved: \_\_\_\_\_

65

66 In-Kind Goal: \_\_\_\_\_

67 In-Kind Achieved: \_\_\_\_\_

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69 *Goals for next year –*

70 Cash Raised: \_\_\_\_\_

71 In-Kind Raised: \_\_\_\_\_

72

73 Support needed to reach goals: \_\_\_\_\_

74

75 **4. REFLECTIVE STATEMENT**

76 **Comments on how coaching approach impacted the performance of the student-athletes.**

77

78 **Comments on how coaching approach advanced the department and university mission.**

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80 **PART B. ADDITIONAL MATERIAL (OPTIONAL).** To be added by coach. Some examples include peer input and

81 awards. Athletic Director’s comments on these materials must be part of the review (Part C).

82

83 **PART C. ATHLETIC DIRECTOR REVIEW**

84 The following scale will be used to rate performances in each of the areas listed below. Ratings of unsatisfactory  
85 performance or outstanding performance will be accompanied by written comments.

86	NA	Not Applicable or Not Observed	3	Satisfactory
87	1	Unsatisfactory	4	Commendable
88	2	Marginal	5	Outstanding

89 **1. Athletic Achievement and Coaching Skill**

- 90 a. Sets meaningful goals for team athletic achievement \_\_\_\_\_
- 91 b. Overall athletic achievement of team \_\_\_\_\_
- 92 c. Maintains a current knowledge of sport rules and trends \_\_\_\_\_
- 93 d. Demonstrates ability to teach and motivate players to produce maximum results \_\_\_\_\_
- 94 e. Exercises control, leadership, and sound judgment during practices and competitive events \_\_\_\_\_

95  
96 Comments

97  
98 **2. Administrative qualities**

- 99 a. Effectively plans, administers, and monitors team scheduling, travel, and budgets \_\_\_\_\_
- 100 b. Completes reports promptly and maintains organized records \_\_\_\_\_
- 101 c. Communicates effectively \_\_\_\_\_
- 102 d. Makes effective use of Assistant Coaches and student workers \_\_\_\_\_

103 Comments

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106

107 **3. Athlete academic achievement**

- 108 a. Promotes student athlete academic progress \_\_\_\_\_
- 109 b. Works cooperatively with academic support services to monitor the academic progress of student athletes \_\_\_\_\_
- 110 c. Makes a consistent effort toward the improvement of graduation rates \_\_\_\_\_
- 111 d. Overall team academic achievement \_\_\_\_\_

112 Comments

113  
114 **4. Recruiting**

- 115 a. Establishes an effective recruiting system that is consistent with NAIA, university and department  
116 philosophy and available budgets \_\_\_\_\_
- 117 b. Establishes a rapport with regional high schools and coaches \_\_\_\_\_
- 118 d. Accurately assesses prospective student-athletes and effectively awards available athletic aid within  
119 institutional and team limits \_\_\_\_\_

120 Comments

121  
EC 10/20/2010

122

123 **5. Commitment to the goals of the University and Athletics Department**

124 a. Demonstrates commitment to the mission and purpose of the University and Athletics \_\_\_\_\_

125 b. Works cooperatively with other coaches and staff \_\_\_\_\_

126 c. Demonstrates commitment to NAIA Code of Ethics and Coaches Code \_\_\_\_\_ Comments

127

128

129 **6. Overall rating and comments**

**Overall Rating :** \_\_\_\_\_

130

131 7. Recommendation (or Overall Recommendation)

132

133 **PART D. SUMMARY DATA FROM STUDENT-ATHLETE EVALUATIONS.** To be provided by Athletic Director.

134 Coaches may comment on these data in their reflective statement (Section A4). Athletic Director may use these  
135 data as part of the review (Part C).

136

137 By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you  
138 have been provided with a copy of this evaluation.

139

140 Pursuant to the CBA, a copy of this evaluation will be placed in your Personnel Action File (PAF) five days from  
141 this date . Within 10 days of receipt of this evaluation you may submit a rebuttal statement or response in writing  
142 and/or request a meeting with the Athletic Director to discuss the recommendation.

143

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148 \_\_\_\_\_

\_\_\_\_\_

149 Signature of Coach

Date

150

151

152 \_\_\_\_\_

\_\_\_\_\_

153 *Signature of Athletic Director*

*Date*

## SAC: Policy for Faculty on the Management of Student Course Records

***Rationale:** A routine re-examination of this policy. Changes incorporated for clarification and expansion of privacy protection to all graded material.*

<b>Definition:</b>	A policy governing faculty management of student course records
<b>Authority:</b>	Family and Educational Rights & Privacy Act of 1974 (FERPA)
<b>Scope:</b>	All university Faculty

### 1 **Procedure**

2 Instructors have the responsibility to ensure confidentiality of the student records to comply with the  
3 Family Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any  
4 documents (including electronic) that include identifying student information (e.g. name with social  
5 security number, student ID number, or grade). Documents include, but are not limited to, graded class  
6 assignments, homework, tests, letters of recommendation and roster print-outs showing student name and  
7 any other type of personally identifiable information (e.g., social security number, student ID number). The  
8 purpose of these guidelines is to help faculty understand how to manage student records.  
9

### 10 **I. Instructor Responsibilities**

- 11 A. Keep student records out of reach of anyone else, preferably in a locked cabinet.
- 12 B. Obtain the student's written permission before anyone other than the student-including spouses,  
13 parents, significant others, and other relatives-can collect his/her graded work.
- 14 C. Keep student records for a minimum of one year from the end of the term when the work was  
15 completed before destroying them.
- 16 D. Obtain the student's written permission before you leave his/her records outside your office.
- 17 E. All records left outside of office must be in a sealed envelope.
- 18 F. After one year, records may be discarded after identifying characteristics have been removed or  
19 destroyed.
- 20 G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other  
21 student records.
- 22 H. Do not ever link the name of a student with that student's ID number in any public manner.
- 23 I. Do not leave graded ~~tests-material~~ (such as tests, papers, or assignments) in a stack for students to  
24 pick up by sorting through the ~~papers-graded material~~ of all students.
- 25 J. Do not circulate a printed class list with student name and ID number or grade as an attendance  
26 roster.
- 27 K. Questions regarding the FERPA and/or other student record privacy matters should be directed to the  
28 Vice President of Student Affairs.  
29

### 30 **II. Student Responsibilities**

31 In most classes, faculty return graded materials to students during the course of the semester. If a student  
32 elects to file a formal appeal over a course grade, she or he would need to produce all of the original graded  
33 work for the purpose of the review procedure. Therefore, students should retain work handed back to them  
34 at least until they receive the final grade. If the student then elects to file a grade appeal, s/he should retain  
35 the graded materials until the appeal is resolved.  
36

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## APC: Declaration of Major and Specialization (NEW)

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**Rationale:** *This came to us from the Graduation Initiative Steering Committee. Students are reaching the number of units to graduate without having declared a major. One of the contributing factors to reaching 120 units and not being able to graduate is waiting too long to declare a major. This policy is intended to facilitate time to degree. At the system level, we need to facilitate all students in a timely manner to graduation so that more students have the opportunity to attend CSUs. There are currently efforts from orientation, etc. to encourage students to declare majors.*

8

10 **Definition:** The purpose of this policy is to establish the guidelines for declaring major degree programs thereby facilitating timely progress to degree completion.

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**Authority:** The president of the university.

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**Scope:** This policy applies to undergraduate students and undergraduate curriculum.

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### I. Declaring a major

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A. Every student must declare a primary major.<sup>1</sup>

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B. Students are strongly encouraged to declare a major before they reach 60 units. After a student has completed 60 units, s/he will receive a reminder from the registrar's office to declare a major.

22

23

C. If students have not declared a major and/or chosen the major's area of emphasis by the time they have completed 80 units, a hold shall be placed on their registration and it will be removed after they meet with an academic advisor or submit a declaration of major/emphasis form.

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27

D. Some degree programs may have additional requirements for declaring a major, such as pre-requisites and/or a petition process.

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E. Certain classifications of students, such as student athletes, may be required to declare a major earlier than this policy stipulates. It is the student's responsibility to fulfill these requirements.

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32

### II. Impacted Programs

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A. Students wishing to declare majors in any subject area that has admission limits, may do so only with approval from the department, school or program.

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<sup>1</sup> Students should check the website for the Office of Registration and Records for a current listing of degree programs that require signature approval for declaring the major. (As of AY 2010-11 the following degree programs require signature approval: Liberal Studies, Pre-Business, Nursing and Pre-Health majors.)