

**AGENDA**

Executive Committee Meeting

CSUSM Academic Senate

Wednesday ~ October 9, 2013 ~ 12-2 p.m. ~ Kellogg 5207

- I. Approval of agenda
- II. Approval of minutes of 10/02/2013 meeting
- III. Chair’s report, [Vivienne Bennett](#) Referrals to committee
- IV. Secretary’s report, Linda Holt *The following Senate resolution has been distributed/published:*
  - EC Resolution Endorsing the Sonoma State University Academic Senate's "Resolution Recommending the Appointment of a Faculty Trustee and the Addition of a Second Faculty Trustee to the Board of Trustees"
- V. Provost’s report, Graham Oberem
- VI. Brief committee reports: all committees
- VII. Discussion items
  - A. Resolution endorsing CSULB Senate resolution re presidential search *attached*
  - B. SAC Field trip policy *attached*
  - C. BLP Resolution on restructuring *attached*
  - D. NEAC Changes to UCC’s charge *attached*
  - E. GEC GE program mission statement *attached*
  - F. GEC GELOs placement on syllabi *attached*
  - G. Directors as eligible faculty *attached*
  - H. Permanent standing committee meeting times
- VIII. EC members’ concerns & announcements

Coming soon to EC & to Senate			
<b>EC</b>	10/16 – Lecturers issues	10/23 Integrated co-curricular program	11/20 – Student Union update
<b>Senate</b>	11/6 – Integrated co-curricular program	12/4 – Student Union & GISC updates	



## CALIFORNIA STATE UNIVERSITY LONG BEACH

OFFICE OF THE ACADEMIC SENATE

### **RESOLUTION ON PRESIDENTIAL SEARCH (Adopted September 19, 2013)**

- 1 WHEREAS, the CSU Board of Trustees will be conducting a search for a new president of California  
2 State University, Long Beach (CSULB) in the academic year 2013/14;  
3
- 4 WHEREAS, the Academic Senate of the California State University, Long Beach (ASCSULB) recognizes  
5 that the CSU Board of Trustees' Policy for the Selection of Presidents of September 20-21, 2011 states  
6 that "the Chancellor and the Chair of the TCSP [Trustees Committee for the Selection of the President]  
7 determine whether to schedule campus visits, which are optional, or to schedule campus visits on a  
8 modified basis, depending on the circumstances of the search";  
9
- 10 WHEREAS, that same Policy affirms a "deep commitment throughout the process to the principles of  
11 consultation with campus and community representatives";  
12
- 13 WHEREAS, the omission of the official campus visits would mean less transparency in the search and  
14 hence possibly less trust from the University and the public in the outcome of said search;  
15
- 16 WHEREAS, the presidential candidates' official campus visits give the CSU Board of Trustees and the  
17 TCSP as well as the University and the public important insight into the candidates' knowledge of, and  
18 ability to lead, the students, faculty, staff, and administration of CSULB; and  
19
- 20 WHEREAS, the ASCSULB wishes to affirm that the incoming president of CSULB will of course  
21 ultimately be judged *not* on the procedures by which he or she was selected *but* on his or her  
22 performance as president;  
23
- 24 *be it therefore*  
25
- 26 RESOLVED, that the ASCSULB strongly encourages the Chancellor and the TCSP to schedule official  
27 campus visits for the finalists in the search for a new president of CSULB in the academic year 2013/14;  
28 and  
29
- 30 RESOLVED, that the ASCSULB strongly encourages the CSU Board of Trustees to revisit their Policy for  
31 the Selection of Presidents of September 20-21, 2011 and once again make official campus visits for  
32 finalists in presidential searches mandatory.

1       **Resolution Endorsing the California State University, Long Beach, Academic Senate's**  
2                   **'Resolution on Presidential Search' (adopted 9/19/13)**

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4       WHEREAS, On September 19, 2013, the Academic Senate at California State University, Long  
5       Beach, adopted a 'Resolution on Presidential Search,' now, therefore, be it

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7       RESOLVED, That the Academic Senate of California State University San Marcos endorse the  
8       CSULB 'Resolution on Presidential Search' as well as the Rationale; and be it further

9  
10       RESOLVED, That this resolution be sent to Governor Brown, the CSU Board of Trustees,  
11       Chancellor White, the ASCSU, all CSU campus Academic Senates, and to the CSUSM campus  
12       community.

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1 **SAC: Field Trips**

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3 **Rationale:** *Per Executive Order 1062, campuses are required to establish policy and procedures*  
4 *designed to maximize the educational experience, mitigate risk to participants and minimize the*  
5 *university's liability exposure.*  
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8 **DEFINITION:** A policy governing any university course-related, off-campus activity led by a  
9 faculty or staff member and designed to serve educational purposes.

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11 **AUTHORITY:** Executive Order 1062

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13 **SCOPE:** This policy applies to all employees involved with field trips, as such term is  
14 defined herein.  
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17 **I. DEFINITION**

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19 A field trip is a university course-related, off-campus activity led by a faculty or staff  
20 member and designed to serve educational purposes. The travel must occur concurrently with  
21 enrollment in the course. A field trip would include the gathering of data for research (such  
22 as at a geological or archaeological site), museum visit, participation in a conference or  
23 competition, or visits to an event or place of interest. The duration of a field trip may be a  
24 class period or longer, and could extend over multiple days. This definition does not apply to  
25 activities or placements in the context of a teacher preparation program, intercollegiate  
26 sports, internships or service-learning placements, all of which are governed under separate  
27 policy.  
28

29 **II. REQUIREMENTS**

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

- 32  
33 1. Identify all courses that involve off-campus field trips.  
34 2. Require the use of the approved liability waiver. See Executive Order 1051.  
35 3. Ensure student emergency contact information is obtained prior to the field trip. The  
36 campus must have emergency contact information readily available. Emergency contact  
37 information will be kept by the sponsoring faculty member and provided to a  
38 designated department contact and the University Police Department.  
39 4. Provide students with an instructional agenda, health and safety information,  
40 emergency procedures, and the student code of conduct prior to the field trip.  
41 5. Require a pre-trip evaluation that might include a site visit, review of online materials,  
42 and research on travel logistics to and from the site that demonstrate and document  
43 sufficient knowledge of the field trip site.  
44 6. Include a plan to accommodate students with special needs.  
45 7. Provide training for any equipment that may be used on the activity.

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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.

56  
1 **BLP: Resolution on restructuring**  
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3 WHEREAS, An institution's relevance to its constituencies sometimes dictates that its structure must  
4 adapt to meet changing needs; and  
5

6 WHEREAS, The goal of any such structural change must be to enhance the institution's ability to fulfill  
7 its mission, vision, and values and to meet the needs of its constituents, now, therefore be it  
8

9 RESOLVED, That the Academic Senate expresses its commitment to the principles and guidelines  
10 provided below.  
11

12  
13 **I. Principles**  
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15 The goal of Academic Affairs' organizational structure is to facilitate employees' performance of their  
16 duties and responsibilities in an effective and efficient manner in achieving the overall mission of  
17 Academic Affairs. These principles were originally presented to the campus in the Final Report of the  
18 Academic Affairs Structure Task Force (January, 2009). We continue to view these as the criteria  
19 against which any restructuring proposals should be evaluated.  
20

- 21 1. Any change in the organizational structure needs to be consistent with the mission,  
22 vision, core values, and goals of Academic Affairs.  
23
- 24 2. The organizational change needs to be consistent with the Division's human, fiscal and  
25 physical resources. There must be sufficient resources to sustain the new unit(s), and  
26 the change should produce a net positive benefit for the entire division.  
27
- 28 3. The organizational change should result in more effective and efficient decision-making and  
29 operation in terms of effective communications, coordination and integration of efforts  
30 across and within units.  
31
- 32 4. The organizational change should provide for clear authority, responsibility, and  
33 control/accountability.  
34

35 **II. Recommended Process**  
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37 We urge a collaborative consultation process to ensure that any restructuring is carried out in a  
38 manner consistent with the principles of shared governance. We would anticipate that any  
39 proposals for reorganization or new structures would include consultation with the relevant  
40 Departments, Schools, and Colleges as well as with the Academic Senate, including the Senate's  
41 Budget & Long Range Planning committee.  
42

43 We include the following flow charts simply as examples of consultative processes. These flow  
44 charts were also first put forward by the Final Report of the Academic Affairs Structure Task Force  
45 (January, 2009), which was endorsed by the Senate in Spring, 2010.



1 **NEAC: UCC Duties – Constitution language**

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3 *Rationale: UCC requests this change since the reference to developing new programs with*  
4 *Extended Learning is no longer appropriate as part of the committee’s charge.*

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6  
7 **Article 6.14.1: University Curriculum Committee Duties**

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9 The University Curriculum Committee shall have general oversight of all issues related to  
10 | the review of proposed curriculum. The committee shall review stateside and self-support  
11 | proposals for new and revised curricula, courses, and degree programs, and teacher  
12 | preparation programs and it shall make recommendations to the Senate regarding their  
13 | approval. Through the review of proposed curriculum, the committee is charged with  
14 | oversight for the academic soundness and quality of the curriculum. As directed by the  
15 | Senate, the committee shall review articulation agreements with community colleges for  
16 | consistency with established graduation requirements. The UCC, in collaboration with the  
17 | Dean of Extended Learning, shall originate and review proposals affecting Extended  
18 | Learning. In pursuit of these duties, the committee may create ad hoc subcommittees.  
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1 **GEC: GE Program Mission Statement**

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3 The GE Program has been developed in the context of the University's Mission, Vision and  
4 Values, and American Association of Colleges and Universities' Essential Learning Outcomes  
5 from the LEAP initiative, as per Executive Order 1065.  
6

7 The General Education curriculum supports the development of CSUSM students as effective  
8 communicators, critical thinkers and life-long learners. It also promotes their development into  
9 responsible adults and informed citizens capable of functioning in, and contributing to, a rapidly  
10 changing world. The University encourages students to examine moral and ethical issues; the  
11 historical past and its relationship to the present; human behavior, culture and language, values  
12 and institutions; modern sciences and technology; human diversity and issues that are both  
13 global and local. To this end, the GE program has been designed to facilitate students'  
14 interactions with these fundamental values.  
15

16 The General Education program at CSUSM has four foundational goals. First, students will  
17 develop competency in the basic skills characteristic of an educated person: critical thinking,  
18 quantitative reasoning, information literacy, and communication, with an emphasis on  
19 developing clear, coherent, and effective writing skills. Second, students will cultivate their  
20 knowledge of human cultures and the natural and physical world. To this end, students will be  
21 exposed to and think critically about diversity; the interrelatedness of peoples in local, national  
22 and global contexts; the interaction of science, technology and society; and how organisms  
23 interact with their environments. Third, the GE program will foster students' growth in personal  
24 and social responsibility. Fourth, students will integrate this knowledge through their exposure  
25 to both disciplinary and interdisciplinary approaches to academic fields of study.  
26

27 The aim of CSU San Marcos is to instill in its students the enthusiasm and curiosity, the healthy  
28 skepticism, and the habit of continuing inquiry that are central to all truly educated men and  
29 women. The goal is to enable them to realize their potential as enlightened individuals and  
30 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 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. GE learning outcomes at the program level are partially developed.*

*In order for these learning outcomes to meet the criteria for review of WASC, the GEC sees it as necessary to make it policy that these learning outcomes be posted in syllabi of all GE courses.*

### **Policy:**

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

1. A web link to the online location of the GE Program learning outcomes (when available);
2. A web link to the online location of the GE learning outcomes for which the course is certified;
3. A list of GE Program learning outcomes which are addressed in the course;
4. GE Area learning outcomes in the area(s) for which the course is certified.

The campus syllabus guidelines shall be updated to include this directive.

The GE learning outcomes at area and program levels shall be posted in a public place on the campus web server in a format which is easily copied and pasted for use in individual syllabi.

1 **Directors as “eligible faculty”**

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

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

9  
10 Persons with substantial managerial and supervisory responsibilities that involve faculty and academic  
11 programs are excluded from membership. Persons holding MPP appointments are excluded.<sup>2</sup> Persons  
12 with work assignments that are substantially similar to the duties and responsibilities of persons holding  
13 MPP appointments are excluded.<sup>3,4,5</sup>

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14 **Endnotes**

- 15  
16 1. Disputes shall be resolved by the Executive Committee of the Academic Senate.  
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18 2. MPP, addressing the employment rights, benefits, and conditions of The CSU employees designated as  
19 'management' or 'supervisory' under the HEERA. The Calif. Code of Regulations, Title 5.Education.Division 5: Board  
20 of Trustees of The CSU, Article 2.2: Management Personnel Plan uses definitions as specified in HEERA.  
21 Supervisory and managerial employee work assignments are described in HEERA.  
22  
23 3. HEERA California Codes, Government Code, Section 3580.3 "Supervisory employee...With respect to faculty or  
24 academic employees, any department chair, head of a similar academic unit or program, or other employee who  
25 performs the foregoing duties primarily in the interest of and on behalf of the members of the academic  
26 department, unit or program, shall not be deemed a supervisory employee solely because of such duties; ...  
27 Employees whose duties are substantially similar to those of their subordinates shall not be considered to be  
28 supervisory employees.  
29  
30 4. HEERA California Codes, Government Code, Section 3560-3562.1. Definitions: Section 3562 (1) - "managerial  
31 employee means any employee having significant responsibilities for formulating or administering policies and programs.  
32 No employee or group of employees shall be deemed to be managerial employees solely because the employee or group of  
33 employees participate in decisions with respect to courses, curriculum, personnel and other matters of educational policy.  
34 A department chair or head of a similar academic unit or program who performs the foregoing duties primarily on behalf  
35 of the members of the academic unit or program shall not be deemed a managerial employee solely because of those  
36 duties."  
37  
38 5. CBA 2002 contract, Article 20, Workload: Administrator as used in the CBA refers to an employee serving in a  
39 position designated as management or supervisory in accordance with HEERA. The CBA provides further  
40 definitions of faculty.

41  
42 "The primary professional responsibilities of instructional faculty members are: teaching, research,  
43 scholarship, creative activity; and service to the University, profession and to the community. The performance of  
44 instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation  
45 for class, evaluation of student performance, syllabus preparation and revision, and review of current literature  
46 and research in the subject area, including instructional methodology. Research, scholarship and creative activity  
47 in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is  
48 another responsibility that faculty members are frequently expected to perform.

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

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

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