

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, May 6, 2015, 12:00 N – 12:50 PM
Commons 206

- I. Approval of Agenda**
- II. Approval of Minutes** (4/29/15)
- III. Chair's Report, [Laurie Stowell](#)**
- IV. Vice Chair's Report, [Debbie Kristan](#)**
- V. Secretary's Report, [Vivienne Bennett](#)**
- VI. Provost's Report, [Graham Oberem](#)**
- VII. Consent Calendar** (attached to Agenda)
 - NEAC Recommendations
 - UCC Course/Program Change Proposals
- VIII. Vice Provost's Report, [Kamel Haddad](#)**
- IX. Standing Committee Year-End Reports** (attached) *Pages 3-63*
 - APC -GEC -SAC
 - BLP -NEAC -TPAC
 - FAC -PAC -UCC
- X. Discussion Items**
 - A. Senate Chair: EC Election of Parliamentarian**
 - B. APC: All University Writing Requirement**
 - C. FAC: Issue for Future Discussion – Issue of, “a university” in Various RTP Documents**
- XI. Information Items**
 - A. Senate Chair: Diversity Mapping – Response to President's Memo/Action Matrix** (attachments)
 - President Haynes' Memo – Tasks and timelines for Next Steps in Diversity Mapping (w/Action Matrix) *Page 64*
 - Academic Senate Response to Diversity Mapping Action Matrix Memo *Page 69*
- XII. EC Members Concerns & Announcements**

Consent Calendar
May 6, 2015
NEAC RECOMMENDATIONS

Committee / Seat	Seat & Term	Name
Academic Senate (Senator)	CEHHS At-large 15-17	Lori Heisler
Academic Senate (Senator)	CHABSS 15-17	Xuan Santos
University Curriculum Committee (UCC)	CSM 15-17	Matthew Escobar
Professional Leave Committee (PLC)	CHABSS-HA 15-16	Susie Lan Cassel
Faculty Center Advisory Council (FCAC)	CHABSS-HA 15-17	Marion Geiger
Faculty Grants Committee (FGC)	Lecturer 15-17	Kimber Quinney
Arts & Lectures Committee (ALC)	Faculty At-large 15-17	Christopher Bickel
Arts & Lectures Committee (ALC)	CHABSS-VPA 15-16	Andrea Liss
Student Grade Appeals Committee (SGAC)	Faculty At-large 15-17	Karno Ng
Student Grade Appeals Committee (SGAC)	Faculty At-large 15-17	Ofer Meilich
Student Grade Appeals Committee (SGAC)	Faculty At-large (Alternate) 15-17	Susie Lan Cassel
Student Media Advisory Council (SMAC)	Faculty At-large 15-17	Ashley Fogle
Long-range Academic Master Plan Task Force (LAMP)	CHABSS 15-16	Karen Glover
University Intellectual Property Committee	Faculty At-large 15-17	Kimber Quinney
Community Engagement Faculty Advisory Committee (CEFAC)	Faculty At-large 15-17	Christopher Bickel
Community Engagement Faculty Advisory Committee (CEFAC)	CEHHS-SoE 15-17	Ana Hernandez
Community Engagement Faculty Advisory Committee (CEFAC)	CEHHS-SHSHS/SoN 15-17	Lori Heisler
Community Engagement Faculty Advisory Committee (CEFAC)	CHABSS-HA 15-17	Heidi Breuer
Veterans and Active Duty Steering Committee	Faculty At-large 15-16	Bonnie Bade

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
CS	481		Introduction to Mobile Programming	C	Youwen Ouyang	2/25/15	4/29/15
GBM	P-2		Global Business Management Option	P-2	Catalin Ratiu	4/27/15	4/29/15
GSCM	P-2		Global Supply Chain Management	P-2	Robert Aboolian	4/27/15	4/29/15

Academic Policy Committee Year End Report 2014/2015

Membership

Voting Members

Chetan Kumar, CoBA (Chair, Fall)

David Barsky, CSM (Chair, Spring)

Ranjeeta Basu, At-large

Debbie Kang, CHABSS

Talitha Matlin, Library

Open Seats: CEHHS and Graduate Studies Council

Non-voting Members

Dawn Formo, Undergraduate Studies

Wes Schultz, Graduate Studies

Sarah Villareal (through September 2014) and Robert Carolin (beginning October 2014), Extended Learning

David McMartin and Thomas Swanger, Student Affairs

Pam Bell, Project & Degree Audit Coordinator

David Stephens (Fall) and Danny Geiszler (Spring), ASI

Lourdes Shahamiri, Academic Programs

APC Policies Sent to Senate

1. Curriculum Proposer Policy - The policy formalizes a Senate practice of requiring that all curriculum proposers must have a CSUSM faculty member as the proposer-of-record. This policy was passed by the Senate (30-1-1) on November 5, 2014.
2. Academic Freedom Policy - The policy commits CSUSM to the principles of academic freedom and responsibility. It will replace the Academic Freedom statement that currently appears in the General Catalog. The policy was passed without dissent by the Senate on April 8, 2015.
3. Course Syllabus Requirements and Syllabus Policy – This policy spells out what elements must be included in syllabi, and makes recommendations on additional items that instructors may wish to include. It is scheduled for a second reading on May 6, 2015.

Other Policy Work Conducted During 2014/15

1. APC continued work on a revision of the On-line Instruction Policy. APC has received feedback from TPAC on During academic year 2013-2014 APC worked on the revision, and was also charged with examining the recommendation of the Quality On-line Teaching Team report to the Vice-Provost, and the administration response to these recommendations. APC will consult with TPAC as it continues to work on this revision in Fall 2015.
2. David Barsky represented APC (and CSM) on the Space and Scheduling Task Force.

Carry-forward Items for 2015/16

The following will be the highest priority items next year:

1. Revision of the On-line Instruction Policy (see immediately above).
2. APC has been asked to clarify the distinction between the two meanings of GWAR,

47 which sometimes refers to a requirement for graduate students, and other times means
48 a graduation requirement for undergraduates. This work will likely involve a review
49 of the All-University Writing Requirement and the question of whether it is an “all-
50 university” requirement, or only an undergraduate requirement.

- 51 3. APC has been asked to review and revise the Academic Program Discontinuance
52 Policy in light of experience gained through the first applications of this policy:

53 The following referrals are also slated to be handled by APC next year.

- 54 4. Revision of the Credit Certificate Policy to make it easier for departments to use.
55 5. Review and updating of the Extended Learning’s Roles and Responsibilities Policy.
56 6. Follow-up study on how the policy on the Maximum Number of Units During Winter
57 Intersession Policy to see how this policy is working.
58

59 Report submitted by David J. Barsky

BLP End-of-Year Report 2014-15

Committee Members: Pat Stall (Chair), Bruce Rich , Robert Yamashita, Linda Holt, Hua Yi, Toni Olivas, Katherine Kantardjieff , Kamel Haddad, Bill Ward, Mike Schroder, JJ Gutowski,

P-Form Reviews Completed

Health Information Management MS Program (approved 3/25/15)
Review Report and Budget (approved 1/20/15)
Masters in Public Health (approved 9/23/14)
Music Major (approved 10/28/14)
Advanced Study in Teacher Leadership in Middle Level Education (approved 10/28/14)
Professional Certificate in Accounting (approved 10/21/14)
Cultural Competency in Health Care Certificate (approved 11/4/14)
Global Business Management (approved 11/18/14)
Criminal Justice Expansion from stateside to self-support in Temecula (approved 11/22/14)
Military Science Certificate (approved 1/27/15)
Kinesiology MS (approved 3/3/15)
Master of Science in Cybersecurity (approved 3/25/15)
Convergent Journalism Minor (not approved 3/25/15)
Minor in Electronics (approved 4/25/15)

A-Forms Completed

Software Engineering (approved 11/18/14)
Computer Engineering (approved 11/18/14)
Electrical Engineering (approved 11/18/14)

Ad Hoc Committees Completed

Opposition to Physical Education Option in Kinesiology suspension (suspension upheld)
Opposition to 2 options in Human Development discontinued (discontinuation withdrawn)

Policies Completed

Procedure for Moving Self-Supported Academic Programs to State-Supported Funding (Revised 2/7/15, approved by Senate 4/8/15)

There is no business to carry forward. All program reviews and referrals from EC have been completed.

1 Faculty Affairs Committee AY 2014-2015 Report

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16 Introduction

17 FAC meets weekly for two hours. The committee membership for the academic year was
18 the following:

31 Nava completed three years as FAC chair. Ann Fiegen (Library) has been elected FAC
32 chair for Fall 2015. The next FAC meeting is Monday September 14, 2015 10am-12pm
33 (room TBD).

34 Including items on the Senate Agenda for 5/6/15, in this academic year, FAC acted on
35 fourteen documents. A significant number of these were entirely new documents and
36 included detailed reporting on fact-finding and feedback. FAC reviewed five different
37 department RTP documents (FAC approved four and is awaiting response to feedback on
38 one).

39 FAC Documents Approved in Academic Senate

- 40 • University RTP document, revision--Applicability of Department RTP Standards
- 41 • “FAC Guidelines for Department RTP Standards,” update
- 42 • Application for Salary Increases for Market Purposes, revision

- Department of History RTP Standards
- Emeritus Policy, Revision

FAC Documents Not Approved in the Academic Senate

- FAC wrote the “Assigned Time for Exceptional Levels of Service to Students” on a high priority timeline, but then the item was pulled from the Senate agenda because the Chancellor’s Office had discovered some problems in the new CBA language. The program is on hold.
- FAC wrote the “Changing from Paper to All-Online Student Evaluations of Instruction” which recommend the Academic Senate endorse changing all student evaluations of teaching to a single, online system. Although FAC worked on the issue over two academic years, collaborated with administration to conduct two pilots, and presented an ample report, the item did not pass on the floor vote. It appears that the majority of voting senators were concerned that switching to all-online student evaluations of teaching would result in lower response rates that might harm faculty in the evaluation process. With no action taken, the present practice will continue that some courses will be evaluated online (e.g. all online courses; most courses in the College of Education, etc.) while other courses will be evaluated using a paper evaluation. As a next step, FAC recommends that the Academic Senate facilitate a focused discussion to assess and improve the evaluation questions (a task which is overdue). This opportunity to assess the current instrument should be broadly inclusive of all CSUSM faculty, and should give special attention to considering how the evaluation instrument should address new pedagogies such as all-online instruction, flipped classrooms, etc.

FAC/NEAC Lecturer Task Force Recommendations Submitted to Senate Chair Laurie Stowell

The FAC-NEAC Task Force has met over the last four semesters and has addressed the tasks with which it was charged. The charge received from Academic Senate Chair Vivienne Bennett in AY 2012/2013 was to meet and discuss part-time lecturer inclusion in the Academic Senate and also to address the issue of compensation for part-time lecturers on Senate and Senate committees. In AY 2013/2014, the task force included: Laura Makey (Lecturer representative, FAC), Carmen Nava (Chair, FAC), Richelle Swan (Chair, NEAC), and David Chien (member, NEAC). In AY 2014/2015, Ian Chan joined the committee as the second NEAC representative, replacing Dr. Chien. Terri Metzger (Faculty Center Fellow) and Anne Lombard (CFA, Faculty Rights) attended the task force meeting in February 2015 and contributed to the task force’s conversation.

The outcome of the task force’s work in AY 2013/2014 was to propose changes in the Academic Senate Constitution and Bylaws that allowed for increased part-time lecturer participation. (All lecturers with full-time entitlements were already eligible to serve on the Senate and in the majority of Senate committee seats. There was one seat reserved for a part-time lecturer as well.) The proposed amendment to add four seats to the Senate for

part-time lecturers a second Spring referendum in May 2014 did not pass, because of an insufficient number of voters. However, it did pass later in Fall 2014.

The outcome in AY 2014/2015 was to suggest an approach for compensating part-time lecturers for work in the Academic Senate. The recommendation was accepted by Senate Chair Stowell, who then submitted it to Provost Oberem. The provost will announce his decision in a forthcoming memorandum.

FAC Second Reading Items on the May 6 Academic Senate Agenda

- University RTP document, CBA Changes
- University RTP document, PRC Revision
- Wang Award Procedure
- Coach Evaluation, Revision
- School of Nursing RPT Standards
- Department of Communication RTP Standards
- Department of Social Work RTP Standards

FAC Referral Deferred to AY 2015/2016

- Change name of Faculty Awards Policy to “Brakebill Award Policy”
- Pending approval of documents by the Senate and President, update the charge of the Faculty Awards Selection Committee to include review of Emeritus nominations and Wang Award nominations
- Update the Faculty Awards Document, “I. Faculty Awards Selection: Committee”:

The Faculty Awards Selection Committee shall recommend a Brakebill recipient to the president. serves to evaluate nominations for the Brakebill Award, the Wang Award, and Emeritus status. The Academic Senate shall conduct elections for this committee during its Spring election. The committee shall consist of one faculty representative from each College/Library, one part-time faculty representative, one at-large member from former recipients of the Brakebill Award, one student (recommended by ASI), and an administrator recommended by the provost. Members of the committee may not nominate candidates for the award.”

- Waiting for Response to FAC Feedback
 - Department of Economics RTP Standards
- Review Sabbatical Policy
 - Questions raised
 - New CBA: Section 27.8, Sabbatical Leave Policy
- Review Department RTP Documents
 - Biology
 - Chemistry

- 125 • Computer Science and Information Systems
- 126 • Math
- 127 • Liberal Studies Department RTP Standards
- 128 • Consider conflict of interest for evaluators of RTP files (per PTC)
- 129 From the P & T annual report: “FAC may want to consider a policy that
- 130 clarifies the roles an evaluator may or may not play in the RTP process
- 131 when s/he and the candidate under evaluation are collaborators insofar as
- 132 the evaluator is evaluating, in part, his/her own work as this presents a
- 133 conflict of interest.”
- 134 • Consider Drafting Visiting Professor Guidelines/Policy
- 135 • Review Brakebill Policy—Academic Senate Office realized in promoting the
- 136 award this month that the criteria only address teaching, research/creative activity,
- 137 & service, but this is inconsistent with the eligibility rules which allow all Unit 3
- 138 employees. FAC is to discuss and resolve the inconsistency.
- 139

140 **Issue for Future Discussion– The Issue of “a university” in Various RTP**

141 **Documents**

142

143 As FAC was reviewing the proposed RTP standards from CEHHS, most recently the

144 Department of Social Work’s proposed RTP standards, FAC observed that the phrase “a

145 university” had been used in procedures for early tenure and promotion regarding where

146 previous work may have been completed. In addition, FAC observed that a number of

147 approved college RTP policies used similar language. (See Appendix I.) A number of

148 departments are also using similar language in their RTP documents, including Speech

149 Language Pathology, Human Development, Kinesiology, and School of Education. These

150 observations raised a number of questions and issues for the members of FAC.

151

152 The CBA is clear that a normal period of probation shall be six years, which can include

153 up to two years of service credit approved by the President at the time of initial hire. Any

154 deviation from the normal six-year probationary period shall be the decision of the

155 President. (CBA 13.3, 13.4) The corresponding CSUSM policies are RTP articles I.B.5.c,

156 II.A.2 and IV.B.3.c. (See Appendix II.)

157

158 FAC believe that certain questions and issues should be considered in the next academic

159 year, such as:

- 160 • Is it permissible that a particular unit (college, department, school, program) can
- 161 create its own early tenure or promotion policy? Since there appears to be nothing
- 162 in the CBA or university policy that strictly prohibits this, it may be permissible
- 163 with the caveat that any exception must be approved by the President.
- 164 • Can the work performed by a tenure track faculty member at a university other
- 165 than CSUSM be considered in the tenure and promotion process? Clearly if the

166 faculty member has received service credit (maximum of two years) by the
167 President, then it will be part of the evaluation process.

- 168 • Does all of the work performed and to be evaluated in the tenure and promotion
169 process need to be formally recognized as service credit by the President? Can the
170 work performed by a tenure track faculty member at a university *other than*
171 *CSUSM* be considered in the tenure and promotion process when no service credit
172 was given (not denied)? Since promotion requires sustained contributions in all
173 areas over the faculty member's professional career, it seems to imply that this
174 work shall be included as part of the faculty member's record for promotion.
175 [Note from R. Rider, as per discussions with Margaret Merryfield (Assistant Vice
176 Chancellor – Academic Human Resources) “service credit” can only be given for
177 probationary faculty at the time of appointment and applied toward tenure.
178 4/7/2015]
- 179 • If and when work performed across different academic institutions is appropriate
180 for review, what are the appropriate weights to be attached to such work? Should
181 the preponderance of evidence for tenure and promotion be the work performed at
182 CSUSM? The language of the CBA that states up to two years of service credit
183 can be given suggests that most of the evidence should come from work
184 performed on the particular CSU campus. In addition, a small sample of other
185 CSUs provides further evidence for this position. (See Appendix III.)
- 186 • Is there a need for consistency or uniformity of policies concerning early tenure
187 and promotion across the various academic units? Or are there particular needs in
188 some units that require flexibility? For example where a program faces challenges
189 in recruitment, being flexible on early tenure or promotion may be a necessary
190 incentive for hiring qualified faculty.
- 191 • Similar to the above point, is there a need for differentiated consideration of these
192 policies as applied to non-instructional or other positions within Unit 3?
- 193 • Given the understanding that the President or designee may allow limited
194 exceptions in consideration of early tenure and/or promotion decisions, and that
195 the President's Office has approved the current University and unit RTP
196 documents; a clear understanding of the President's (or designee's) understanding
197 and interest within the early tenure and/or promotion review process must also be
198 considered.
- 199 • Are there possible grievance issues associated with any changes in existing RTP
200 documents already passed? Faculty have used these established policies to prepare
201 for tenure and promotion. If changes are made is this a violation of the CBA?
- 202 • Finally, if discussion on the items mentioned herein supports consideration of
203 work completed outside of CSUSM and approved prior-service credit for early
204 tenure and/or promotion purposes, then a broader discussion of the role of service
205 credit, itself, is likely needed.

FAC is recording these questions here in our year-end report to capture our initial discussion and also to facilitate what we believe should be a detailed and inclusive conversation next year. FAC believes that, depending on the outcome of the review and discussion of these items, a revision of the University RTP document may be necessary, which might impact RTP documents in some colleges/schools/departments (or equivalent). But FAC is not simply requesting a referral because these questions not only address evaluation—they also may impact hiring/recruitment. FAC sees these questions emerging at a time when certain units on campus have been growing rapidly, and has become aware that this conversation needs to take place outside the normal review of proposed new or revised documents, when FAC focuses on evaluating documents *individually* for clarity and coherence with the CBA. FAC sees this an important juncture for the various constituents to check and compare practices and policies *across the university*, to make sure all policies and practices in the area noted here are clearly defined across academic divisions, and that all policies and practices across the university are consistent with the CBA. Therefore, FAC believes that a broader discussion needs to take place including FAC but also including the Academic Senate Chair and Executive Committee, the CFA, and administrators.

Appendix I – College and Unit RTP documents at CSUSM

Note: In Appendix I, language variations within RTP documents related to the items discussed in this memorandum are highlighted.

CoBA: H. The recommending of early tenure (prior to the 6th year in rank) for assistant professors is considered an exception. An individual should have a minimum of three years of service at CSUSM. A positive recommendation requires that the candidate's record clearly exceeds the articulated standards for the granting of a tenure/promotion decision and that the record demonstrates a sustained level of accomplishment at CSUSM in all areas.

I. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the Faculty member's rank.

SSP-ARs: C. Early Tenure (prior to the 6th year in rank): This option for SSP, AR I is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meet the articulated standards for the granting of a tenure and/or promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure (CBA – 13.3.)

D) Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive

recommendation requires that the candidate's record at CSUSM clearly demonstrate a continued level of accomplishment in all areas and, together with the candidate's previous record, be consistent with the articulated standards for the granting of tenure at the faculty member's rank.

CEHHS (proposal): C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure.

D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is considered an exception. A positive recommendation for early promotion requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early promotion a candidate must show a record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for promotion.

E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty member's rank.

[The Library does not specify a required time spent at CSUSM but the candidate must show a sustained record of successful experience at CSUSM.]

Library: Early Tenure is considered an exception. A positive recommendation for either early tenure or early promotion requires that the candidate's record clearly meets the articulated standards for the granting of a tenure and/or promotion decision in ALL areas. To be eligible for either early tenure or early promotion, a candidate must show a sustained record of successful experience at California State University San Marcos.

[CSM and CHABSS do not address early tenure but state that evaluation will be based on performance during the probationary years.]

CHABSS: The granting of tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout his/her career. Tenure should not be granted to individuals whose record does not meet the standards required to earn promotion to the rank at which the tenure will be granted.

CSM: The granting of tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout his/her career. Tenure should not be granted to individuals whose record does not meet the standards required to earn promotion to the rank at which the tenure will be granted.

Appendix II – Relevant articles from the CBA (2014-17) and CSUSM RTP policy

Article 13.3 (CBA) states that “(t)he normal period of probation shall be a total of six years of full time probationary service and credited service, if any. Any deviation from the normal six year probationary period shall be the decision of the President following his/her consideration of recommendations from the department or equivalent unit and appropriate administrator(s).”

Article 13.4 (CBA) states that “The President upon recommendation by the affected department or equivalent unit, may grant to a faculty unit employee at the time of initial appointment to probationary status up to **two** years of service credit for probation based on previous service at a post-secondary education institution, previous full-time CSU employment, or comparable experience.”

According to **CSUSM RTP policy I. B.5.c**, “(i)f service credit was awarded, the Candidate should include evidence of accomplishments from the other institution(s) for the most recent years of employment.”

CSUSM RTP policy II.A.2 states that “(t)enure track faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. If one or two years of credit are given, the review process begins with the first year level of review. The mandatory promotion and tenure decision is shortened by the number of service credit years given.”

CSUSM RTP policy IV.B.3.c states “(i)n promotion decisions, reviewing parties shall give primary consideration to performance during time in the present rank. Promotion prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion as specified in University, College/Library/School, and Department standards. For early promotion, a sustained record of achievement should demonstrate that the Candidate has a record comparable to that of a Candidate who successfully meets the criteria in all three categories for promotion in the normal period of service.”

Appendix III – Sample of other CSU policies

SJSU: “Probationary credit of up to two years may be awarded by the President at the time of appointment. This award may be made only upon the recommendation of the department and the dean, following 1) their consideration of previous service and achievement in teaching and in scholarly or artistic or professional activities at a post-secondary education institution, previous CSU employment, or comparable experience (CBA 13.4 cited above); and 2) upon their assurance that the candidate has been advised of possible hazards of receiving this award, which include the provision that *only accomplishments during the one or two years preceding the appointment to regular*

331 *faculty status may be listed and considered in tenure and promotion decisions (emphasis*
332 *added)."* S 98-8

333 **CSU-Fullerton:** "In evaluations for retention, tenure, and promotion, accomplishments
334 during service credit years shall be weighed in reasonable proportion to those achieved
335 during probationary years at CSUF. However, accomplishments during service credit
336 years shall never be *sufficient (emphasis added)* in and of themselves for the granting of
337 promotion and/or tenure."

338 **SDSU:** "The entire professional record of the candidate shall be considered including
339 accomplishments prior to the appointment at this university. Work developed or sustained
340 while serving at this university shall be *essential (emphasis added)* to the award of tenure
341 and or promotion."

342

343 FAC Report respectfully submitted by Carmen Nava
344 May 3, 2015

345

1 General Education Committee

2 Annual Report to Academic Senate

3 May 6, 2015

4 Membership:

5 Members of the committee sometimes are appointed and/or resign during the year; this list does not
6 distinguish among them.

7 Voting members (7):

8 CHABSS – Humanities/Arts: Ibrahim Al-Marashi, Marilyn Ribble

9 CHABSS – Social Sciences: Joely Proudfit

10 CSM: Julie Jameson, Marshall Whittlesey (chair)

11 COEHHS: Lori Heisler

12 Library: Yvonne Meulemans

13 Non-voting members and others in attendance: Regina Eisenbach (Academic Programs), Dawn Formo
14 (Dean of Undergraduate Studies), Mads Nilsen (ASI), Melissa Simnitt (Academic Programs), Gretchen
15 Sampson (Academic Programs), Virginia Mann (Academic Programs), Andres Favela (Student Affairs),
16 Vonda Garcia (Financial Aid/Scholarships)

17 The GEC would like to thank Gretchen Sampson (September/October) and Virginia Mann (October-May)
18 for drafting its minutes each week.

19 Review of the lower division curriculum

20 Over the past two years, the General Education Committee (GEC) exercised its duty to review curriculum
21 periodically, which the GE Philosophy Statement directs:

22 *All courses certified for General Education shall be evaluated periodically to determine if they satisfy all*
23 *applicable General Education criteria.*

- 24 • *New courses will be reviewed after the second semester in which they are taught.*
25 • *All courses will be reviewed every three years.*

26 This policy was written in 1994 when the curriculum was small. The size of the GE curriculum (about
27 107 lower division and area E courses, and about 325 upper division courses) now makes the job of
28 satisfying this policy difficult. Procedures for review are to be established by the GEC, and the 2013-
29 2014 committee chose to use the new GE forms (approved by Senate in Spring 2013) as a tool of review.
30 Then the committee began by asking all departments and programs to state which courses they wishes to
31 submit for review and 'recertification' for GE. Any course not submitted would be automatically

decertified. On the other hand, decertification is not a permanent status, so any course not recertified in this review could be later submitted for recertification.

The GEC deems the lower division/area E recertification process complete. Of 107 courses listed (see attached spreadsheet), 76 have been recertified, 8 were certified for this first time, and 23 have either not submitted materials for recertification or recertification is incomplete. GEC plans to decertify these 23 courses effective Spring 2016. GEC still has one more meeting on May 7 where this list could change. Also, the mere fact that the decertification is not effective until Spring 2016 means that the proposers can still submit materials in the Fall of 2015. Decertification will occur sometime between the end of Fall 2015 registration and the beginning of Spring 2016 registration.

For future reference, the faculty should note that 100+ courses took nearly two years to review. In order to review more quickly, a review probably has to be done in less depth. The number of courses in the GE curriculum continues to be a challenge for GEC, and the faculty might want to consider whether reducing this number might be in CSUSM's best interest.

A major portion of the recertification effort involved getting faculty to think about broad student learning outcomes and assessment in their classes. GEC frequently returned recertification documents to proposers asking them to cite specific examples of assignments in the class that could be used for assessment. The faculty should be aware that GEC did this because as we move into assessment of GE program learning outcomes in 2015-2016 and beyond, faculty teaching GE courses will be asked to come up with an assignment and assess a program learning outcome appropriate for that assignment.

All forms submitted to GEC as approved in their final form are available at the GEC moodle page. We hope these forms provide a resource for future proposals.

Assessment of General Education Program Learning Outcomes

In 2015-2016, GE approved an assessment plan for *GE program student learning outcomes*. Such assessment is required by our accreditors. It is supposed to be a tool by which we decide whether learning outcomes for the program are being achieved, and is supposed to be a tool for review of the curriculum.

Full details of the assessment plan are available at the GE moodle page, but highlights are as follows. In the spring of 2014 GEC presented to Academic Senate a list of nine GE program student learning outcomes. These are high level outcomes that are to be viewed as things a student will be able to do after having completed the entire GE program. As a practical matter, many of the outcomes might be achieved as the result of a course (e.g., outcomes in the physical and natural world) but others might be outcomes arising from many courses (e.g., writing, critical thinking). At GEC's suggestion, this list of outcomes has not been made official policy, but is a 'working list' of outcomes that GEC will use for assessment and modify as needed. GEC plans to assess these learning outcomes in a five year cycle by selecting two outcomes per year, finding courses where those outcomes are assessable, and taking an assignment from each of those courses to use as an assessment tool. The plan maps each program learning outcome with a GE area (e.g., A1, A2, A3, B1, B2, etc.) where the presumption will be that most if not all of the courses in that area achieve the outcome. In coordination with the Office of Academic Programs, the GEC will select courses from that area to do assessment of the learning outcome. We do not have to do assessment

of all courses satisfying a particular outcome, but do a representative sample. The plan is to start with a small number of courses in the hope that starting small will help us do it well. We ask for the faculty's cooperation on this task.

The GEC is most grateful to Melissa Simnitt, Assessment Specialist in the Office of Academic Programs, for drafting the assessment plan.

Review of the upper division curriculum

Because of the amount of time required (2 years) to do the lower division review, GEC decided to do a scaled-down review at upper division. The committee has prepared a form to be used for recertification of upper division courses next year. The main work to be done will be: for each course, check off which GE program student learning outcomes are attained in the course, and explain how the area content criteria are satisfied. The faculty should expect a due date for these forms sometime in Fall 2015. GEC plans to have examples of correctly filled out recertifications available.

Halualani and Associates Diversity Mapping Project

In Spring 2014, CSUSM contracted with Halualani and Associates to do a study of diversity on campus. A portion of this study involved studying where diversity occurs in our curriculum. The full report is available on the university web site. A highlight for GE is a recommendation that our campus "implement 2 general education diversity areas - Domestic and International/Global Diversity Issues & Multiculturalism." Halualani and Associates also reported a finding that of what it deemed 'ideal' diversity courses in our curriculum, only about a third of them are certified for GE. Halualani and Associates suggested we consider why this is the case. A list of these courses is available at the GE moodle page for future study. Also, Halualani and Associates set forth an opinion that a course in multicultural studies should not be viewed as doing diversity unless it studies issues of inequality, power and social justice. It seems likely that some faculty at CSUSM do not share that view.

In response to the Halualani and Associates diversity mapping and recommendations, GEC is planning a 2015-2016 assessment of the General Education Program Student Learning Outcome in diversity: **"Describe the importance of diverse experiences, thoughts and identities needed to be effective in working and living in diverse communities and environments."** Hopefully the results of this assessment would provide more information on the nature of students' knowledge and skills in diversity, and give a picture as to what extent the diversity that occurs in our courses covers issues of inequality, power and social justice. In connection with this assessment, GEC proposes to empanel a task force which would be charged with carrying out the assessment: selecting courses, selecting an assignment in these courses to be assessed, and evaluating the assignments. The GEC suggests this assessment as something the president could provide resources for, as follow-up to the diversity mapping.

The GEC discussed the recommendation from Halualani and Associates that our campus "implement 2 general education diversity areas - Domestic and International/Global Diversity Issues & Multiculturalism." A proposal to implement something of this sort at upper division was discussed in 2011-2012 but did not receive enough support among the faculty. A significant problem is the 120 unit limit makes entirely new requirements difficult to implement without removing/modifying existing requirements. Also, regarding Halualani and Associates' position that a course in multicultural studies

should not be viewed as doing diversity unless it studies issues of inequality, power and social justice: it seems likely that some faculty at CSUSM do not share that view.

As part of the lower division GE review, GEC asked all proposals for course recertification to articulate how diversity is covered in the class (this is in Part C of the form 'CSUSM 1'.) This is a potential resource for information and insight as to what is happening the curriculum. These responses are all available at the GEC moodle page.

New GE Executive Order 1100

Executive Order 1100 will now govern GE policy in the CSU. The main change in this executive order is that it mandates that student must earn a grade of C in order to obtain GE credit in GE areas A1, A2, A3 and B4, as has been the case for community college transfers. The principle behind the executive order is that nominal standards should be the same at the community colleges and the CSU campuses. No other areas have such a minimum grade requirement. There is one area of uncertainty: EO 1100 does not specifically say whether it allows C-minus to count (i.e., it does not specify a grade point of 2.0). State regulation specifically disallows community colleges from using the C-minus grade, so it leaves open the question of whether a student who does C-minus work at a community college would receive GE credit or not. That is, if a student did C-minus work at a community college, would they receive a grade of C, given that the community college cannot give a C-minus – and hence receive GE credit? If so, it would be equitable for a CSU campus – and in the spirit of the executive order - to allow a C-minus to count for GE credit. GEC could look at this issue in 2015-2016.

BIOL 210

We filled in some details from an action we took in spring 2014 regarding BIOL 210 and the B2 requirement. The following text will be added to the catalog: *students who take and pass CHEM 150 & BIOL 210 with a C or better can petition the BIOL department and GEC for B2 credit.* Petition credit was granted in this manner to one student this fall.

Courses certified for GE credit in 2014-2015

B2 BIOL 104, BIOL 105

B3: BIOL 104

C1: VPA 180-5/VSAR 121, VPA 380-28

C3: MLAN 220 (not LOTER)

C3/LOTTER: CHIN 201

D: LING 121, SLP 251

D7/D: LBST 100, BRS 100/ID 170-3

BB: BIOT 340

CC: LTWR 340, HIST 300-11, MUSC 323, VSAR 433, HIST 300-10, LTWR 334D, LTWR 304, MLAN 351, WMST 300-23

DD: ID 370-14, EDUC 374, NATV 380-3/SOC 489-8, WMST 380, SSCI 301, NATV 350/SOC 350

Proposed/suggested work for 2015-2016

1. Begin the process of GE assessment, starting with the diversity program student learning outcome and perhaps one other outcome in 2015-2016. The original plan called for assessing a program student outcome in area B.
2. Begin review of the upper division GE curriculum using forms prepared by the 2014-2015 GEC.
3. Further consider implications and possible changes relating to the diversity mapping report. This should include examining the results of the assessment of diversity. Other possibilities would be: consider changing policy in area D requirements to include inequality, power and social justice.
4. GEC drafted a revision of the lower division GE form as the result of its experience with the recertification process. Some concerns were expressed at Executive Committee, and the proposal remains on the table for the 2015-2016 GEC to consider.
5. Determine whether there is any possibility of making C-minus the minimum grade in area B4, probably the only area where it might matter.

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

Members during AY 2014-2015:

Ana Hernandez (CEHHS)
Kristin Bates (CHABSS)
Wenyuh Tsay (CoBA)
Ian Chan (Library)
Robert Sheath (CSM)—Spring 2015
Richelle Swan (At-large, Chair)

Activities during AY 2014-2015:

NEAC's major focus during the year was filling seats for committees; six calls for service 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

Number of vacant seats: 76 (Call 1); 62 (Call 2); 61 (Call 3); 52(Call 4); 46 (Call 5); 73 (Call 6)

Number of people volunteering for seats: 18 (Call 1); 17 (Call 2); 9 (Call 3); 7(Call 4); 5 (Call 5); TBD (Call 6);

Number of seats filled: 17 (Call 1); 14 (Call 2); 6 (Call 3); 6 (Call 4); 5(Call 5); TBD (Call 6)

In addition, NEAC oversaw the Academic Senate Spring Elections that occurred in April 2015 and Fall and Spring Constitution and Bylaws Referendums. In the Fall Referendum, a sufficient number of faculty voters participated, and the proposed amendments passed. This resulted in a number of changes to the Constitution and Bylaws, including the creation of four additional seats reserved for part-time temporary faculty (lecturers), which brought the total of such seats to five, and the creation of an interdisciplinary seat on the Program Assessment Committee (PAC). In the Spring Referendum, not enough faculty voters participated for the votes to count. Therefore, the votes on the proposed changes related to uncoupling the Vice-Chair and Chair seats and changing the required officer terms could not be considered.

Other NEAC activities this year included: consideration of alternative procedures for filling unfilled committee seats; research on all of the CSU campuses' rules related to the Senate Officer Seats and NEAC recommendations for changes to our own that were presented to Senate leadership and the Executive Committee; involvement on a NEAC/FAC taskforce on lecturer inclusion in the Senate that resulted in a plan for compensation for lecturer service for those filling one of five part-time Senate seats or the Faculty Affairs Committee lecturer seats; and the creation of membership and voting guidelines for the new interdisciplinary seat on the Program Assessment Committee

Agenda for AY 2015-2016

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. It is likely that NEAC will continue to be involved in ongoing discussions about lecturer inclusion in Senate and on Senate committees. In addition, because the Senate leadership would like to hear the will of the majority of the faculty on the matters included in the Spring referendum, it is likely there will be another referendum on uncoupling the Vice-Chair and Chair seats, and changing the terms of the Senate officer seats.

Members, Chair, and Meeting Time for 2015-16

The new NEAC members for next year include: Aníbal Yáñez-Chávez (CHASS), Moses Ochanji (CEHHS), Paul Stuhr (At large). They will join the continuing members on the committee: Wenyuh Tsay (CoBA), Ian Chan (Library), and Robert Sheath (CSM). The chair for the 2015-2016 academic year will be determined in our last meeting of the year, which occurs during finals week. 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.

Program Assessment Committee

Formatted: Numbering: Continuous

Final Report to the Academic Senate, 2014-2015

Members:

Rocio Guillen-Castrillo, CSM (fall 2014)
Ann Fiegen, Library
Michelle Ramos-Pellicia CHABSS-AH
Catalin Ratiu, CoBA
Linda Shaw, Co-Chair, CHABSS-SS
Jill Weigt, Co-Chair, Faculty at Large
Regina Eisenbach, Dean, Academic Programs
Wesley Schultz, AVP Research, Dean of Graduate Studies
Melissa Simnitt, Assessment Specialist
Alejandra Sanchez, Staff

PAC 2014-15 AY Accomplishments

The PAC accomplished a considerable amount of work during the current AY which included reviewing all Program Review documents that include: Program Self Study, External Reviewers' Report, Program Responses to External Reviewers' Report, and College Dean's Report. Based on its review of these documents, the PAC also makes a recommendation (based on criteria contained in the Program Review Policy and Guidelines) for the length of the next review cycle as well as recommendations to the program and administration for ways to enhance and strengthen the program prior to the next review.

During the past AY, the PAC has responded to reviews for the following degree programs: Applied Physics B.S., Chemistry and Biochemistry B.S., Economics B.A., Anthropology B.A., Kinesiology B.A., Mass Media B.A., Spanish M.A., Biotechnology B.S., and Nursing M.S., and Special Major B.A.

The Program Review documents, as well as PAC's responses and recommendations, were considered by those involved in developing the MOUs that guide program planning during the next review cycle as stipulated by the Program Review Policy and Guidelines. The PAC Chairs' tasks that are associated with completion of the PAC's work on Program Reviews are listed separately in the section below.

In addition to the tasks performed by the PAC committee members, the PAC Co-Chairs engaged in the following additional activities: writing the summary letters and making recommendations for the future plans for each Program Review. These letters (which averaged 25 pages) are central to the final step of the Program Review process, the Memorandum of Understanding, because they organize and synthesize the various reviewers' responses to the Program Review, providing an in-depth summary for the department representatives, the PAC Chair(s), the College Dean, the Dean of Academic Programs, and the Provost to work from in developing the MOU.

The PAC Chairs also undertook the following additional tasks: participated in meetings for the Program Discontinuation process (two this year), participated in orientation meetings for the programs undergoing review in the next academic year, responded to questions from department chairs and Program Review leads throughout the two-year review cycle, met with the external reviewers for each program review to respond to questions about the Program Review process and about expectations regarding the External Reviewers' Report, participated in MOU meetings, worked with the Dean of Academic Programs to draft the document that specifies the actions that parties to the MOU process have agreed upon, and coordinated the work of the PAC (e.g., organizing the committee's work, preparing minutes and agendas, etc.) to ensure that PAC meets deadlines for completing its responses to Programs Reviews.

PAC 2015-16 AY Agenda

During the 2015-16 AY, the PAC will review and respond to Program Reviews from the following degree programs: Psychology B.A., Psychology M.A., Global Studies B.A., Mathematics B.S., Mathematics M.S., and Visual and Performing Arts B.A.

In addition, the PAC will also review and respond to mid-review cycle Interim Reports from the following degree programs: Education M.A., Educational Leadership Ed.D., Nursing B.S., Liberal Studies B.A., and Biotechnology M.S. The purpose of the Interim Reports is to enable programs to discuss their progress, as well as the obstacles they encounter, in meeting MOU goals and for the PAC to provide guidance and constructive feedback to the program prior to the next Program Review.

PAC 2014-15 AY Chair(s) and Meeting Time

PAC Chair(s): TBD

PAC Meeting Times: TBD

SAC AY 2014-15 YEAR END REPORT

During AY 2014-2015 SAC held 15 Meetings on the following dates: Sept. 8, 2014; Sept. 22, 2014; Oct. 6, 2014; Oct. 20, 2014; Nov. 3, 2014; Nov. 17, 2014; Dec. 1, 2014; Jan. 27, 2015; Feb. 10, 2015; Feb. 24, 2015; Mar. 10, 2015; Mar. 24, 2015; Apr. 7, 2015; Apr. 21, 2015; May 5, 2015. For the first seven meetings, the committee had four elected members: Palash Deb (CoBA), Reuben Mekenye (At large), Vincent Pham (CHABSS), and Barry Saferstein, (CHABSS). Nahid Majd (CSM) joined the committee at the January 27 meeting. Tricia Lantzy (Library) joined the committee at the February 10 meeting. ASI representatives were James Farrales, Maddie Jaurique (prior to the February 10 meeting), and Bianca Garcia (beginning with the February 10 meeting). Ex Officio members were Dawn Formo (VPAA designee) and Gregory J. Toya, Associate Dean of Students (VPSA designee). All of the committee members made significant contributions. Barry Saferstein chaired the committee. Items that SAC moved to the Academic Senate Executive Committee for discussion were revisions of the existing Student Grade Appeal Policy, revisions of Engaged Education Definitions, and working drafts of a University Internship Policy.

Revisions of the Student Grade Appeal Policy

The Student Grade Appeal Policy revisions explain that students who appeal grades must submit the required documents to a Student Grade Appeal Committee secured website (i.e., a Moodle container). SAC received the revised policy from Karno Eng, Chair of SGAC at the beginning of September, reformatted and copy edited it, and brought it to EC on Oct. 22. EC members suggested changes related to terminology for the upload site that students would use. SAC developed a new version, which was accepted by the SGAC, and then submitted to EC. It was discussed again at EC on Nov. 5, and referred to the AS for a first reading at the Nov. 5 meeting. At the first reading, there were no comments expressed by the senators. The revision of the Student Grade Appeal Policy was approved after a second reading at the Dec. 3 AS meeting.

Engaged Education Definitions

SAC had developed drafts of a matrix of Engaged Education Definitions at the behest of the Community Engagement Task Force during the 2013-2014 AY. However, the final revised matrix had not been discussed in EC during that AY. SAC moved the Engaged Education Definitions to EC for discussion at its Sept. 24 meeting. EC members provided useful comments regarding the complexity of the matrix and the conceptualization of the various categories of engaged education. As a result of the EC comments, SAC decided to make major revisions. August 27 email communication with Scott Gross, AVP, Community Engagement, who had been the task force liaison during the preceding AY's work on the definitions, had informed us that the definitions could be used as the basis of a website for faculty, who wanted information about the forms and administrative offices related to managing various types of Engaged Education activities in courses. SAC revised the matrix to make it more usable in that regard, removing the matrix format and simplifying the definitions to focus on managing the approval and oversight of engaged education activities, rather than the details of conceptual differences between types of engaged education. EC discussed the revised Engaged Definitions at the April 15 meeting. The current version received positive responses from EC members, with the request that a preamble be included that would introduce and explain the purpose of the table of definitions. SAC discussed the EC comments at its Apr. 21 meeting, and is in the process of creating a revision by the end of the current AY.

University Internship Policy

At the beginning of AY 2014-15 SAC set the objective of producing a University Internship Policy related to Executive Order No. 1064, issued by the Chancellor's Office in 2011. Prior to AY 2014-15, SAC had obtained an unattributed draft of a University Student Internship Policy that essentially reiterated the wording of EO 1064. During the initial work in AY 2014-15 on the Internship Policy, SAC members discussed the need to insure that the EO's long list of risk management activities did not become burdensome for faculty to the extent that it would jeopardize the offering of internships. In consultation with SAC members, on Nov. 20, the Chair contacted Sarah Villarreal, AVP, Community Engagement, who was leading the Implementation Team, which had considered the development of a University Internship Policy in the context of the

University's Community Engagement initiatives. SAC learned that the Implementation Team was involved with plans to institute a University Office of Internships during the 2014-15 AY. The SAC Chair contacted Scott Gross, AVP, Community Engagement, who had led a task force that had conducted interviews with stakeholders in campus internship offerings during the 2013-14 AY. On Nov 21, Scott provided SAC with the findings of those interviews. The SAC Chair also initiated a telephone discussion with Sarah Villarreal on Nov. 20 to discuss the development of the campus internship initiative. SAC members also contacted Department Chairs, Program Directors, and faculty in charge of department/program internship offerings to inform revision of the draft Internship Policy. Members of the AS Executive Committee expressed some concern to SAC that faculty interests would be best served if an internship policy would be brought to the Senate as soon as possible. Laurie Stowell, AS President and EC Chair, attended SAC's October 14 meeting to discuss the development of the University Internship Policy.

SAC developed a plan to present a revised working draft of the Policy to key stakeholders, including Department Chairs, Program Directors, and College Deans in order to obtain their input for further revisions. However, minutes before the Dec. 2 SAC meeting, at which that process was to be finalized, the President's Office sent an email to the University community announcing the creation of a University Office of Internships under the auspices of the Office of Community Engagement, as well as plans to appoint a faculty director during Spring 2015 semester. In light of those developments, SAC delayed the plans to contact stakeholders until we had obtained more information regarding development of the University Office of Internships. Responding to an invitation from the SAC Chair, Sarah Villarreal, AVP for Community Engagement, attended the February 24 SAC meeting to provide information concerning plans for development of the University Office of Internships and appointment of its director. She informed us that an Internship town hall would be held during the Spring 2015 semester, and that the Office of Internship's faculty director would be appointed shortly afterward. SAC considered those developments, and decided at the January 27 SAC meeting to continue with plans to present a working draft of a University Internship Policy to stakeholders and to the Internship Town Hall in order to obtain input on the policy.

SAC's Draft Internship Policy was discussed at the Feb. 11 EC meeting. Some EC members expressed concern that the draft had not clarified the role of faculty in determining and overseeing the academic content of internships. SAC proceeded to revise the draft Internship Policy in order to clarify the respective roles of academic departments and the University Office of Internships. Subsequently, SAC continued with plans to circulate the working draft Internship Policy among academic departments and the task force guiding the development of the Office of Internships for comments. Those plans were to be announced at the Internship Town Hall on March 5. Prior to the Town Hall, SAC contacted with EC about creating a web link that would enable interested people to access the draft Policy and comment on it. However, in consultation with Laurie Stowell, it was decided that readings of the Policy at AS would be the appropriate way to obtain such comment. At the Internship Town Hall, the SAC Chair announced the committee's development of the Internship Policy, which would be moved to AS within weeks for comment by interested parties.

During the Internship Town Hall, the impending appointment of a faculty Director for the Office of Internships was discussed, and the maintaining faculty control of the academic content of internships was emphasized. In light of those developments, SAC, in consultation with the EC officers, decided to complete revision of the Internship Policy, but to delay submitting it to AS until the Director of the University Office of Internships was appointed and could contribute to the revisions. EC considered the latest Working Draft Internship Policy at its Apr. 29 meeting. The draft clarified the respective roles of faculty and the University Office of Internships. It received positive comments, and will be presented to the recently appointed Director of the University Office of Internships, Cynthia Chavez Metoyer, as the basis for developing a policy in conjunction with SAC and EC that will be sent to AS for consideration during AY 2015-16.

Other SAC Activities

At the beginning of AY 2014-15, SAC members, particularly the ASI representative, expressed interest in learning more about the University Student Union's services for students. We invited Sara Quinn, Clarke Field House & University Student

Union Director to discuss this at the Sept. 16 meeting. Director Quinn provided an informative overview of the USU's student services.

At the Apr. 7 and Apr. 21 meetings, SAC also provided Ex-Officio member, Greg Toya, Associate Dean of Students, with consultation regarding various approaches to extra credit activities for students in courses.

Overview of SAC Activities

During AY 2014-15, SAC made final revisions to the Student Grade Appeals Committee's revised Student Grade Appeals Policy, presented the policy to EC, where it was approved, moved to AS, and approved by AS. SAC made substantial progress on a University Internship Policy and on Engaged Education Definitions--reconceptualizing them, and making major revisions to the drafts inherited from earlier years. The resulting documents that SAC has produced and will make available to relevant administrators, task forces, and the Academic Senate Executive Committee will make substantial contributions to the development of important University policies and procedures.

The Chair commends the members of SAC for their positive discussions and contributions to the work of the committee. The members of the committee who had served during the prior year, Palash Deb and Vincent Pham, brought continuity to the work on the Engaged Education Definitions and Internship Policy. Along with Reuben Menkenye, who added a new perspective, they did substantial work while the SAC operated with two unfilled seats for half of the year. Nahid Majd and Tricia Lantzy joined us at the beginning of the spring semester and quickly became conversant in the work of the committee providing important information and context to the development of the Engaged Education Definitions and University Internship Policy. The ASI representatives, James Farrales, Maddie Jaurique, and Bianca Garcia, provided important student perspectives on the issues considered by the committee. The ex-officio members, Dawn Formo and Greg Toya, made significant contributions in regard to administrative contexts of those issues. With the addition of newly elected members, Marion Geiger, Jeff Nessler, and Michelle Ramos Pellicia, who will replace members who are leaving, SAC is well situated to complete the projects that have progressed substantially this year.

Summary of TPAC Tasks AY 14-15

Tasks from EC Referral dated 8/20/14	Status	Further Action
Provide input for Social Media Policy (developed by Teresa Macklin)	Completed	-----
Worked with BLP to draft a policy on expanding state supported programs to online programs offered through EL. This will continue into next year. A draft policy was developed, but LATAC will need to continue working with BLP as the policy moves forward.	Completed	-----
Create a comprehensive data-base of existing online and hybrid courses, plans for online and hybrid courses (short-term within the next 3 years) , wish-lists for online and hybrid courses (long-term)	Completed. <i>(See Attachment # 1, Note: please refer to electronic files for details)</i>	-----
Consult 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 system-wide AS should inform these efforts.	(1) Comments for APC draft (dated 4/23/14) regarding on-line teaching was sent to APC on 2/27/15. <i>(See Attachment #2)</i> (2) 3/20/15: APC suggested TPAC to conduct a survey among all faculty regarding definition of online and hybrid courses. (3) Draft for Survey developed. <i>(See Attachment # 3)</i>	(1) Conduct faculty survey regarding on-line and hybrid courses and provide results to APC in AY 15-16. (2) Coordinate with APC to develop the policy.
Consult with Vice Provost and Online Quality Teaching Fellows regarding issues surrounding faculty preparation for online teaching, including certification models, and needs and resources for professional development. Consult with Senate Officers and EC to determine next steps in terms of guidelines, policy and/or procedures about faculty preparation/training to teach online courses.	(1) Discussion of QOTC report (dated 10/22/15) completed. (2) Further information was requested and obtained from Dr. Veronia Anover, Online Quality Teaching Fellow	
Development of an open access policy (See Resolution passed by Academic Senate)	(1) Carmen Mitchell presented draft policy to Executive Committee on 4/8/15 <i>(See attachment #4)</i> (2) EC comments received on 4/8/15 <i>(See attachment #5)</i>	(1) incorporate EC comments and update the draft. (2) submit updated draft to EC and academic senate in the Fall 2015 semester.

Attachment # 1

College : CEHHS

Department: KINE

<i>On-line/ Hybrid Courses Plan on Offering in AY 15-16 , AY 16-17, AY 18-19</i>			
Course Number	Fully On-Line	Hybrid	Offered Through Extended Learning
KINE 202	X	X	X
KINE 204		X	X
KINE 304		X	X
KINE 305		X	
KINE 306		X	
KINE 336	X		X
KINE 407		X	X
KINE 495		X	X

<i>Wish List for On-Line / Hybrid Courses (offered after AY 18-19)</i>			
Course Number	Fully On-Line	Hybrid	Offered Through Extended Learning
KINE 202	X	X	X
KINE 204		X	X
KINE 304		X	X
KINE 305		X	
KINE 306		X	
KINE 336	X		X
KINE 407		X	X
KINE 495		X	X

Missing Surveys as of 2/1/15
Third Request sent on 1/22/15

Anthropology
Communication
Economics
Literature and Writing Studies
Philosophy
Political Science
Sociology

No plan for on-line or hybrid courses

E-mail was sent on 10/21/14 and Reminder E-mail was sent on 11/10/14 requesting the information. Another

The following departments/Programs did not submit any information

Biology Department	respond on 12/16/14 indicating attached spreadsheet , I

her e-mail was sent out on 12/1/14

but no attachment, request spreadsheet on 12/22/14 and another one on 1/30/15

Attachment # 2

Definition

The Online Instruction policy defines traditional, online, and hybrid, ~~and web-facilitated~~ courses, and delineates student, faculty, and university responsibilities with regard to online instruction.

Authority

The President of the University

Scope

This policy applies to all CSUSM ~~online and hybrid~~ credit-bearing courses, course sections, and degree programs.

Karen S. Haynes, President

Approval Date

For P&P's proposed by Academic Senate, also include the following signature line:

Graham E. Oberem
Provost and Vice President for Academic Affairs

Approval Date

I. Definitions

Face-to-Face Course, Traditional (F2FT) – Instruction is conducted in real time, with student(s) and faculty present in the same location. May use a course management system or web pages to post the syllabus and assignments. Scheduled face-to-face class sessions are not normally replaced with online activities. A course in which less than thirty percent (30%) may be taught in an online fashion.

Face-to-Face Course, Online (F2FO) – Instruction is conducted via the Internet in real time, with student(s) and faculty in different physical locations. May use web-conferencing software to hold class meetings. A course in which 100% of the course activities take place online.

Remote Course, Online – Instruction is conducted via the Internet, with students and instructors working at separate times and in different physical locations. A course in which 100% of the course activities take place online. Online Course – A course where most or all of the content is delivered online. Typically has no face-to-face meetings.

Hybrid Course (Blended) – Instruction using a blend of traditional and online methods. Typically these courses are a mixture of online and face-to-face sessions; such sessions may or may not occur in real time. A course in which 30%-99% of the course activities take place online.

Technology-Mediated Instruction – A course that uses some form of technology in its delivery. This could be a fully online course, a hybrid course, or a traditional course that uses a learning management system. A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.

Web-Facilitated Course – A course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.

II. Preamble

Comment [t1]: Deleted “asynchronous” and “synchronous” since these terms are being deprecated at the ASCSU level (see proposed resolution regarding “Designation and Compilation of Online Course Modalities”).

Comment [t2]: Incorporated web-facilitated course. There are not many courses which do not utilize some form of technology to deliver course content.

Comment [KN3]: Consider changing this to 40%

Comment [t4]: This number is from our current policy, but seems rather high to me. Should we lower it to 20% (would mirror CSU Chico)?

Comment [CM5]: Why 30%? I don’t understand where this number came from and it seems arbitrary.

Comment [t6]: Including per ASCSU resolution

Comment [KN7]: Replace “Face-to-Face” with Synchronous

Comment [t8]: Including per ASCSU resolution

Comment [KN9]: Replace “Remote” with Asynchronous

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Comment [t10]: This range seems too broad. Maybe 20% traditional, 20-80 hybrid, 80-100 online?

Comment [KN11]: Consider changing this to 40%-99%

Comment [CM12]: Again, I would like to know where these numbers are coming from. This is a large range!

Comment [KN13]:

Comment [t14]: WASC language. See: <http://www.wascenior.org/content/distance-education-and-technology-mediated-instruction-policy>

Question of whether or not this should be included in the definitions, or if it is ok to define within Section IV

Technology is changing quickly and influencing the development of new models of teaching and learning. At the same time, these new technologies are playing an increasingly important role in society. The purpose of this policy is to provide continuity in the quality and climate of the educational environment as we ~~move~~ continue to incorporate online instruction into the mainstream of instruction at California State University San Marcos. ~~This policy shall apply to all credit-bearing courses, course sections, and degree programs offered partially (hybrid) or fully online by California State University San Marcos. Nothing in this policy shall imply that online instruction is a preferred or required mode of instruction.~~

Comment [t15]: Taken from CSU Chico policy

III. Principles for Online Instruction

A. Modes of Instruction

Mode of Instruction refers to the delivery method employed in an instructional setting and may vary from F2FT to fully online instruction. The Class Schedule shall clearly identify the Mode of Instruction through the use of footnotes and symbols or in other appropriate ways so that students have access to this information before enrolling in a course or program. For fully online classes, the Class Schedule shall also indicate whether the course has required meetings at specific times. For hybrid and fully online courses, the syllabus will indicate the dates and times of all required meetings.

A-B. Student Support, Rights, and Information

~~1. All course sections that are offered solely or partially through online instruction shall provide the opportunity for appropriate and timely interactions between faculty and students and among students.~~

~~2.1. Students have the right to know the modes of delivery, (including any on-campus meeting requirements), and technological requirements of each course section, program, and degree offered by the University. Students will have access to this information before enrolling in a course section or program.~~

Comment [t16]: Also need to include info about testing, proctoring and online exams

~~3. The Class Schedule shall notify students of any software and hardware requirements for participation in online courses and activities. Criteria for student success in online and hybrid course sections and programs will be as rigorous and comprehensive as those used in classroom based course sections, and these criteria will be clearly communicated to students.~~

4. ~~Students enrolled in online or hybrid course sections are subject to the same academic regulations applicable to students enrolled in any CSUSM course section. Academic standards regarding cheating, plagiarism, and appropriate behavior will be clearly communicated to students in online and hybrid course sections and programs. (For example, see Academic Honesty Policy.)~~

2. ~~_____~~

5. ~~Students taking online course sections have the same basic privileges as other CSUSM students. Each student enrolled in an online course section or program shall be informed of required office hours, available instructional support, student services/advisers, library resources, and support services for students with disabilities.~~

6.3. ~~Technical support consistent with that available to all other CSUSM students shall be made available to students in online course sections and programs.~~

7. ~~In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.~~

C. Faculty Support, Rights and Responsibilities

1. Curricular Control

a. ~~In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their online course-related materials that faculty have with respect to their face-to-face courses.~~

b. ~~The most appropriate mode of instruction for degrees, programs, and courses is determined by the department faculty or academic unit faculty and not solely individual faculty members.~~

c. ~~Faculty have a right to know, and department chairs and program directors have the responsibility to inform faculty, of the modes of delivery, including any on-campus meeting requirements, and technological requirements of relevant course~~

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Comment [t17]: Taken from CSU Chico proposed policy

sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.

- d. All courses, regardless of mode of instruction, are subject to the curricular approval and review procedures established at CSUSM. Special attention should be paid at the departmental and programmatic levels in order to comply with WASC Substantive Change requirements. See Section IV for more information.

Comment [t18]: From CSU Chico / ASCSU White paper

2. Intellectual Property

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- a. In accordance with the CSUSM Intellectual Property Policy, faculty shall retain control and ownership over “traditional academic copyrightable works”. This control and ownership applies equally to online course materials as it does to those offered in a traditional classroom format.

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- b. Faculty shall follow the guidelines established by the CSU San Marcos Policy on Fair Use of Copyrighted Works for Education and Research.

Comment [CM19]: This policy states that any questions will be take to the Copyright Guidance Council, but I don't believe that is an active committee on campus. Should this policy be updated? Or should this link to something that is more current?
https://www.csusm.edu/policies/active/documents/fair_use_policy.html

3. Use of Outside Contractors to Provide Course Materials

Comment [t20]: Included in accordance with CSU online ed white paper

- a. The selection of course materials is in the purview of the faculty. The use of outside contractors for the purposes of delivering course content shall only be done with approval of individual departments or programs and the appropriate administrator.

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- b. No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior university approval. The University shall not enter into a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program. Approvals shall follow established university procedures and policies.

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- c. Student records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction even when delivered by an outside contractor.

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4. Class Size and Workload

a. Class size and faculty workload will be determined following university standards after consultation with the faculty member and the department chair, and must take into account the student learning outcomes and the level of interaction between faculty and students. All blended and online courses must provide for appropriate and personal interactions between faculty and students.

Comment [t21]: CSU Chico, complies with CSU Online Ed white paper

5. Faculty Training & Instructional Design Support

a. Because online instruction involves the use of technologies and teaching methods that require specialized training, the University shall offer training and support to faculty.

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Comment [CM22]: But not require? I just want to make sure that this is clear.

b. Any faculty member who teaches online shall have the opportunity to receive training in online instruction and is responsible for making use of university-offered resources and training. Ideally, development of course materials to offer a new online course should begin a semester in advance.

c. Each time a new or existing course section will be taught online, the instructor will contact Instructional Development Services within IITS to ensure that the course will be linked in the online course index and to allow time for technical support.

6. Accessibility

a. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

Comment [t23]: ASCSU white paper recommends including the following: "Not all students may be able to learn adequately in an online setting. The policy should consider whether a student who is not in an online program will be able to take a required class in a traditional format."

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Comment [CM24]: What about training with Accessibility? Or a sentence about who can provide guidance on accessibility?

Comment [t25]: How will this be monitored? I think this may need more explanation for people; for instance, many may wonder how they are supposed to incorporate accessible design.

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Comment [t26]: From white paper on online ed

7. Evaluation and Assessment

a. Courses and programs should be held to the same standard regardless of the mode of instruction. Assessment of online and blended courses should be a regular part of the department's assessment plan. Assessment should be based on achievement of student learning outcomes and not on the delivery technology.

b. Criteria for student success in online and hybrid course sections and programs shall be as rigorous and comprehensive as those used in classroom-based course sections, and these criteria shall be clearly communicated to students.

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c. Faculty teaching a fully online course section will use the Student Evaluation of Instruction Form for Online Courses.

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d. Campus and department RTP performance evaluation processes should recognize and acknowledge that online instruction requires significant investment of time and energy on the part of the instructor. Access to online course content is governed by the same procedures and restrictions that determine evaluator access to face-to-face courses.

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8. Tenure Track and Contingent Faculty

Comment [t27]: Included per white paper / CSU Chico

a. Tenure track faculty are the primary custodians of the curriculum and are essential to the academic integrity of programs, including those offered with hybrid or fully online modes of instruction. Within a program, the ratio of tenure track to contingent faculty teaching hybrid or fully online courses shall be commensurate with the ratio for traditional mode courses.

9. Faculty Office Hours and Availability

a. The methods and frequency of office hours, virtual or in-person, will be clearly communicated to students and determined by university policy and procedures. Faculty shall clearly indicate specific office hours and provide timely responses to student questions.

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b. All course sections that are offered solely or partially through online instruction shall provide the opportunity for appropriate and timely interactions between faculty and students and among students.

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10. Academic Integrity

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a. Faculty shall hold students enrolled in online or hybrid course sections to the same academic regulations applicable to students enrolled in traditional CSUSM course sections. Academic standards regarding cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in online and

Comment [t28]: Online tests and proctoring

hybrid course sections and programs. [For example, see Academic Honesty Policy.]

11. Hosting of Class Material

- a. All online and hybrid courses listed in the Class Schedule shall normally be hosted on California State University servers or other servers approved by the Dean of IITS and Chief Information Officer.

12. Syllabi

- a. Any course section that uses online instruction shall indicate so in the course syllabus. In addition to information specified in the Syllabus Guidelines, the following information is recommended to be included in course syllabi for online and hybrid course sections:

a.

8. Criteria for student success in online and hybrid course sections and programs shall be as rigorous and comprehensive as those used in classroom-based course sections, and these criteria shall be clearly communicated to students.

9. Students enrolled in online or hybrid course sections are subject to the same academic regulations applicable to students enrolled in any CSUSM course section. Academic standards regarding cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in online and hybrid course sections and programs. [For example, see Academic Honesty Policy.]

10. In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their online course-related materials that faculty have with respect to their face-to-face courses.

11. Faculty shall follow the guidelines established by the CSU San Marcos Policy on Fair Use of Copyrighted Works for Education and Research.

12. Faculty teaching a fully online course section will use the Student Evaluation of Instruction Form for Online Courses.

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Comment [CM29]: Does this preclude someone from using another system to host their course materials?

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- 223 ~~13. Because online instruction involves the use of technologies and teaching~~
224 ~~methods that require specialized training, the University shall offer training~~
225 ~~and support to faculty.~~
- 226 ~~14. Any faculty member who teaches online shall have the opportunity to receive~~
227 ~~training in online instruction and is responsible for making use of university-~~
228 ~~offered resources and training. Ideally, development of course materials to~~
229 ~~offer a new online course should begin a semester in advance.~~
- 230 ~~15. Each time a new or existing course section will be taught online, the instructor~~
231 ~~will contact Academic Technology Services within ITS to ensure that the~~
232 ~~course will be linked in the online course index and to allow time for technical~~
233 ~~support.~~
- 234 ~~16. In accordance with the CSU Accessible Technology Initiative, accessible~~
235 ~~design will be incorporated into the creation of all new course sections with~~
236 ~~online components (web facilitated, hybrid or online) by fall term 2012.~~
237 ~~Existing online course content will be made accessible as online materials are~~
238 ~~redesigned or modified or when a student with a disability enrolls in the~~
239 ~~course.~~
- 240 ~~17. In accordance with the CSU Accessible Technology Initiative, accessible~~
241 ~~design will be incorporated into the creation of all new course sections with~~
242 ~~online components (web facilitated, hybrid or online) by fall term 2012.~~
243 ~~Existing online course content will be made accessible as online materials are~~
244 ~~redesigned or modified or when a student with a disability enrolls in the~~
245 ~~course.~~
- 246 ~~18. In accordance with the CSU Accessible Technology Initiative, accessible~~
247 ~~design will be incorporated into the creation of all new course sections with~~
248 ~~online components (web facilitated, hybrid or online) by fall term 2012.~~
249 ~~Existing online course content will be made accessible as online materials are~~
250 ~~redesigned or modified or when a student with a disability enrolls in the~~
251 ~~course.~~

252 ~~19. All online and hybrid courses listed in the Class Schedule shall normally be~~
253 ~~hosted on California State University servers or other servers approved by the~~
254 ~~Dean of ITS and Chief Information Officer.~~

255 ~~20. Any course section that uses online instruction shall indicate so in the course~~
256 ~~syllabus. In addition to information specified in the Syllabus Guidelines, the~~
257 ~~following information is recommended to be included in course syllabi for~~
258 ~~online and hybrid course sections:~~

259 ~~a.(i)~~ Prerequisite technical competencies expected or required of the student;

260 ~~b.(ii)~~ Contact information for technical assistance;

261 ~~c.(iii)~~ Course requirements for participation (e.g., participation in chat sessions,
262 frequency of web access, postings, etc.);

263 ~~d.(iv)~~ Statement on how the course complies with the campus Credit Hour
264 policy;

265 ~~e.(v)~~ Instructor contact information [faculty teaching a fully online course
266 section must have a regularly scheduled office hour during which they are
267 available through an on-line technology appropriate to the course (on-line
268 discussion group, telephone, web chat, Skype, etc.), and / or be available by
269 appointment];

270 ~~f.(vi)~~ On-campus meeting requirements, if applicable.

271 ~~21. Faculty have a right to know, and department chairs and program directors have the~~
272 ~~responsibility to inform faculty, of the modes of delivery, including any on-campus~~
273 ~~meeting requirements, and technological requirements of relevant course sections,~~
274 ~~programs, or degrees offered by the department or the program. Faculty shall have~~
275 ~~access to this information before being assigned any course.~~

276 IV. Approval of Online and Technology-Mediated Courses and Degree Programs

277 A. New Online and Technology-Mediated [OTM] Degree Programs

278
279 New online-OTM degree programs or program modifications (including majors, minors,

Comment [t30]: WASC language

Comment [t31]: Regina and David – feedback on WASC rules?

options, certificates, and subject matter preparation programs) shall be reviewed in accordance with the usual Program Proposal process. Any department or program that proposes a program in which at least fifty percent (50%) or more of the instruction required courses in the major are offered online shall be required to meet Western Association of Schools and Colleges (WASC) substantive change requirements.* ~~[See <http://www.wascweb.org>]~~ The campus WASC Accreditation Liaison Officer (ALO) shall work with such departments or programs on the Substantive Change proposal ensure that the university is in compliance with WASC reporting requirements concerning the percentage of programs offered on line.

B. New Online Courses

New online courses are approved through the regular curriculum review process, following the same process as any new course. Departments and/or programs are responsible for tracking required courses in the major to ensure that fifty percent (50%) or more will not be offered through OTM unless the department is intentional about wanting to create an online degree program.

C. Converting Existing Courses or Sections to an Online Format

In the case of existing courses, approval for the use of online instruction is within the purview of the department and/or program, subject to the principles set forth in this Policy. Consultation with the department and/or program is expected to ensure programmatic concepts are maintained. Departments will be encouraged to develop individual policies regarding the process for determining which courses or sections will be offered in an online or hybrid format.

Departments and/or programs are responsible for tracking course conversions to ensure that fifty percent (50%) or more will not be offered through OTM, unless the department is intentional about wanting to transition to an online degree program. Note that for undergraduate programs, the fifty percent (50%) rule applies only to the program hours in the major, not the total hours it takes to graduate with a degree. Departments and/or

* See: <http://www.wascweb.org>

310 | programs need to consult with the campus WASC Accreditation Liaison Officer (ALO)
311 | to ensure that the university is in compliance with WASC reporting requirements.

312 | ~~C.~~

313 | D. Compliance of Existing Online Courses and Sections

314 |
315 | Extant courses or sections that fit the definition of an online or hybrid course, but shall
316 | not be offered after spring term 2012 if they do not comply with this policy and have not
317 | received the appropriate approvals required by this policy, shall not be offered until such
318 | courses are brought into compliance. The responsibility for ensuring compliance with
319 | this policy rests with the deans of the various colleges.

320 | V. Requirement of Computer Use

321 | ~~D.~~ ~~Each college dean shall be responsible for ensuring compliance.~~

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Comment [t32]: Referral from VB re: proctoring and computer use requirements in courses

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Attachment # 4

Purpose of the survey:

Academic Senate is planning on definitions involve hybrid and on-line courses for future policy and would like to seek faculty input via a survey.

Questions:

1. Have you taught any online or hybrid courses on this campus or at other campuses

Yes No

2. Which of the choices best describe your status:

- a. Tenure-track
- b. Lecturer
- c. Adjunct

3. **Definition:** Face-to-Face Course, Traditional (F2FT) – Instruction is conducted in real time, with student(s) and faculty present in the same location. May use a course management system or web pages to post the syllabus and assignments. Scheduled face-to-face class sessions are not normally replaced with online activities.

A course in which less than ??? may be taught in an online fashion.

- a. Less than 10 %
- b. Less than 15%
- c. Less than 20%

Comment [t1]: Incorporated web-facilitated course. There are not many courses which do not utilize some form of technology to deliver course content.

Comment [t2]: This number is from our current policy, but seems rather high to me. Should we lower it to 20% (would mirror CSU Chico)?

4. **Definition:** Hybrid Course (Blended) – Instruction using a blend of traditional and online methods. Typically these courses are a mixture of online and face-to-face sessions; such sessions may or may not occur in real time.

A course in which:

- a. % of course taught on line is greater than 10% but less than 90%
- b. % of course taught on line is greater than 15% but less than 85%
- c. % of course taught on line is greater than 20% but less than 80%

5. **Definition:** Face-to-Face Course, Online (F2FO) – Instruction is conducted via the Internet in real time, with student(s) and faculty in different physical locations. May use web-conferencing software to hold class meetings.

A course in which at least ???? of the course activities take place online.

- a. 90 %
- b. 85%
- c. 80%

Comment [t3]: Including per ASCSU resolution

6. **Definition:** Remote Course, Online – Instruction is conducted via the Internet, with students and instructors working at separate times and in different physical locations. A course in which at least ??? of the course activities take place online.

- a. 90 %
- b. 85%
- c. 80%

7. **Definition:** Technology-Mediated Instruction – A course that uses some form of technology in its delivery. This could be a fully online course, a hybrid course, or a traditional course that uses a learning management system

Comment [t4]: Including per ASCSU resolution

Comment [t5]: WASC language. See: <http://www.wascsenior.org/content/distance-education-and-technology-mediated-instruction-policy>

Question of whether or not this should be included in the definitions, or if it is ok to define within Section IV

Comments?

Attachment # 4

Definition

Open access refers to free, online public access to scholarly and scientific works. Open access is independent of journal editorial and peer review policies. Open access articles may be available via a university repository; some journals also make articles openly accessible. For journals that are not open access, authors can often negotiate with publishers to retain a non-exclusive license to archive articles in an institutional open access repository. CSUSM ScholarWorks is our open access institutional repository.

Authority

CSUSM President

Scope

The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles published before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Upon express direction by a Faculty member, California State University San Marcos will waive the license for a particular article or delay access to the article for a specified period of time.

Karen S. Haynes, President

Approval Date

I. BACKGROUND

Open access refers to free, online public access to scholarly and scientific works. Open access is independent of journal editorial and peer review policies. Open access articles may be available via a university repository; some journals also make articles openly accessible. For journals that are not open access, authors can often negotiate with publishers to retain a non-exclusive license to archive articles in an institutional open access repository. The landscape of scholarly publishing is changing, and we must adapt with it. Journal prices continue to rise^{1,2} and campus budgets are not keeping pace.

Some grant and funding organizations have open access requirements for their recipients, requiring them to place their research into publicly accessible repositories like [PubMed Central](#)³. The National Institutes of Health has had an open access [requirement for grantees](#)⁴ since 2008, [and recently announced](#)⁵ that they will begin holding back funding from researchers that do not comply with this requirement. The [Taxpayer Access to Publically Funded Research Act \(AB609\)](#)⁶ requires the final copy of any peer-reviewed research funded by California State Department of Public Health to be made publically accessible within 12 months of publication. Meeting the requirements of AB609 will necessitate engagement and education initiatives with scholarly communication stakeholders across all California-based institutions.

Implementing an open access policy supports the campus values:

- Intellectual Engagement: making scholarship available to all encourages engagement with scholars in our community as well as around the globe.
- Community: showcasing to the community the research happening on campus shows that CSUSM is an engaged community partner.
- Integrity: open scholarship encourages transparency and encourages collaboration.
- Innovation: an open access policy shows that CSUSM is dedicated to innovation, and adapting to current trends in technology and data sharing.
- Inclusiveness: by inviting others to access CSUSM scholarship, we are encouraging participation within the academic community and a removing the cost barrier to CSUSM-generated research.

Implementing an open access policy would provide CSUSM faculty a tool to support retaining certain rights to their research and scholarship, and make it easier to utilize faculty-generated works in teaching.

¹ <http://libraries.calstate.edu/equitable-access-public-stewardship-and-access-to-scholarly-information/>

² <http://lj.libraryjournal.com/2013/04/publishing/the-winds-of-change-periodicals-price-survey-2013/#>

³ <http://www.ncbi.nlm.nih.gov/pmc/>

⁴ <http://publicaccess.nih.gov/faq.htm>

⁵ <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-12-160.html>

⁶ http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB609

II. POLICY

- A. Each Faculty member grants to California State University San Marcos permission to make available his or her scholarly articles. More specifically, each Faculty member grants to California State University San Marcos a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, provided that the articles are not sold for a profit, and to authorize others to do the same.
- B. The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy.
- C. This policy does not transfer copyright ownership, which remains with Faculty authors under existing CSUSM policy.

III. PROCEDURE

- A. To assist the University in disseminating and archiving the articles, each Faculty member will provide an electronic copy of the author's final version of each article no later than 30 days after the date of its publication at no charge to the appropriate representative of the library in an appropriate format (such as PDF) specified by the library for inclusion in ScholarWorks, the institutional repository. When appropriate, a Faculty member may instead notify CSUSM if the article will be freely available in another repository or as an open access publication. The University will waive application of the license for a particular article or delay access for a specified period of time upon express direction by a Faculty member. The Library will provide a process for waiving access to an article for a specified period of time.
- B. If a faculty member wishes to include articles and publications that were published prior to this policy, the faculty member should provide a current CV to the designated library representative.
- C. CSUSM Library faculty and staff have expertise and can provide support in negotiating with publishers and have developed mechanisms for faculty to contribute publications to the ScholarWorks open access repository.
- D. Notwithstanding the above, this policy does not in any way prescribe or limit the venue of publication. This policy neither requires nor prohibits the payment of fees or publication costs by authors.

IV. FREQUENTLY ASKED QUESTIONS

A. Do I have to get permission from my co-authors to comply with this policy?

No. Under US copyright law, any [joint author](#)⁷ can give nonexclusive permission to copy and distribute the work, so long as they share profits with the other joint authors. Since the policy creates a nonexclusive license and no money changes hands, from a legal perspective CSUSM authors can rely on the policy to post their articles without checking with their co-authors. However, best practices would include treating open access policy participation like other co-authorship issues – determining author order, reporting contributions, etc. – and, hence, discussing the issue among co-authors as part of the writing and publication process.

B. What kinds of writings are covered?

The policy applies to “scholarly articles.” This refers to published research articles in the broadest sense of the term. Authors are best situated to understand what writings fit the category of “scholarly articles” within their discipline, and are welcome to rely on the policy for all articles they believe fall into this category and to deposit them in ScholarWorks. If faculty desire to deposit additional content such as conference proceedings or data sets, please contact the Library.

C. Can faculty members make their work open access if it has copyrighted images in it?

In some cases yes, and in some cases no — it depends on whether you had to sign an agreement to get access to the image you used. If you didn’t, because the image is in the public domain or your use of it was [fair use](#)⁸, then the work can be made publicly accessible with the image included. If you did sign an agreement, review the agreement to see if it allows broad use of the image as long as it is in the context of the article. If the terms of the agreement would not permit public access to the image in the context of the article, you have a few options:

- Contact the other party to the agreement to get permission;
- Get a different copy of the image from a different source with better terms, or depending on your discipline, see if there is a different image that will meet your needs;
- Deposit a version of the article that does not include the images so that readers can still read your argument/analysis; readers unfamiliar with the images who want to fully understand your arguments will need to get the version of record through other channels.

D. Do other campuses have OA Policies?

⁷ <http://www.copyright.gov/fls/fl104.html>

⁸ <http://biblio.csusm.edu/guides/subject-guide/195-Scholarly-Communication/?tab=2298>

Yes, many other schools have open access policies. The Scholarly Publishing and Academic Research Coalition [has more information about open access policies](#)⁹ around the globe.

E. How was this policy written?

This policy was written by the Technology Policy and Advisory Committee, a standing committee of the CSUSM Academic Senate. Portions of this policy and the FAQ section were based on the [University of California Open Access Policy](#)¹⁰, which is licensed under a Creative Commons license. However, several changes were made in order to support the unique requirements of our campus. The text of the UC Policy is available on [the website](#) of the University of California Office of Scholarly Communication¹¹.

F. Under what circumstances would I be able to opt-out or would I request a waiver to opt-out? Some publishers may request that you opt-out of including your scholarship in ScholarWorks, or may request that you waive access to the article for a specific notice of time. (Also known as an embargo.) If you have requested a waiver or to “opt out” of submitting your scholarship and later change your mind, please contact scholarworks@csusm.edu or the Institutional Repository Librarian.

G. What happens if I need to request that an item be removed from ScholarWorks, the institutional repository? Please direct queries and questions to scholarworks@csusm.edu, or the Institutional Repository Librarian.

⁹ <http://www.sparc.arl.org/advocacy>

¹⁰ <http://osc.universityofcalifornia.edu/open-access-policy/>

¹¹ <http://osc.universityofcalifornia.edu/open-access-policy/policy-text/>

Attachment # 5

Karno Ng

From: Laurie Stowell
Sent: Wednesday, April 08, 2015 8:30 PM
To: Karno Ng; Carmen Mitchell
Cc: Adrienne Durso; Deborah Kristan; Vivienne Bennett
Subject: Open Access Policy Feedback

Dear Carmen and Karno,

Thanks to Carmen for attending EC today and presenting TPAC's Open Access Policy. We appreciate the work that Carmen and TPAC have done on this policy. I'd like to summarize what I heard at EC today so TPAC can move forward and we can bring this policy back to Senate this spring for a first and second reading. Here is what I heard today that will help to make the policy to do just that.

1. Delete "Background" and "FAQ" sections; paste them into a separate report; beef up the report to provide faculty with more information and guidance. This report/guidance/other resources should be made available permanently somewhere on the university website. Policies often "travel" with background information that doesn't become part of the policy but is helpful to understand aspects of the policy. The Senate or the library (or both) could post this report on their website.
2. Add to the Policy section an item that commits to an annual email "notification" of faculty about this policy, including a link to the policy itself and a link to the report/guidance/other resources. This would ensure that new faculty member learn about this. We can also notify the Faculty Center to add this to the new Faculty orientation. Faculty are "reminded every year about a variety of things, such as Mid-Semester Evaluations.
3. Extend the deadline in Line 66 to something like, "Faculty are encouraged to provide an electronic copy of the author's final version of each article within 90 days.."
4. Add to the procedures section explicit steps that the faculty member should take to submit their work, and the steps to take to obtain a waiver.
5. Add appendices including the form faculty will complete to submit their piece for inclusion and the form to obtain a waiver. Many policies contain the forms in an appendix; it's an old fashioned but efficient way to make things clear.

You may have heard more, but I think this captures the key ideas. Let me know if you have any questions or concerns. We look forward to seeing this policy return to EC.

Thanks again for your work on this.

Laurie

UCC Annual Report

Voting Members: Nicoleta Bateman (Fall), Judith Downie, Matthew Escobar (Spring), Fang Fang (Fall semester), Sajith Jayasinghe, Rebecca Lush, Suzanne Moineau (Chair), Paul Stuhr, Jacqueline Trischman, Carol Van Vooren

Grad UCC Subcommittee Members: Matthew Escobar (Chair), Elvira Gomez, Carol Van Vooren (served on grad UCC while in existence), Glen Brodowsky (Fall semester)

Non-Voting Members: Regina Eisenbach, Virginia Mann, Candace Van Dall

Work completed in 2014/15:

At the end of AY 2013/2014, there were 78 unreviewed curricular forms that were received by Academic Programs that remained in the queue for review in the 2014/2015AY. With this backlog of curriculum, resulting in extended time for implementation of new courses and programs, UCC made the decision to form a graduate curriculum review subcommittee. This subcommittee began its work starting in Fall 2014, which continued into mid-Spring semester when submissions of curriculum slowed in Academic Programs, and the workload could be handled with the regular committee alone. The graduate subcommittee did continue to operate for follow through on proposals they had already reviewed and that were being revised. The graduate subcommittee of UCC will not be seated in AY15-16, though it may be needed again in the future if curriculum submissions substantially exceed UCC's review capacity again.

In Academic Year 2014/15, UCC reviewed 291 curriculum items (course and program forms) in total. Of the 288 pieces of curriculum reviewed, 265 were forwarded to Senate, which reflects a 55% increase from the previous year. The backlog of curriculum was eliminated with the additional support provided by the graduate UCC subcommittee.

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

Curriculum Forms 14-15

Forms forwarded to Academic Senate for Approval by UCC/Forms reviewed 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	30/31	5/9	4/4	5/5	44/49
CEHHS	58/61	29/31	3/3	5/7	95/102
CHABSS	54/58	26/31	3/4	7/8	90/101
CSM	20/21	10/11	2/2	4/5	36/39
All Colleges	162/171	70/82	12/13	21/25	265/291

*Table includes both new curricular forms and forms carried over from AY 13/14

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

- Certificate of Specialized Study in Cultural Competency in Health Care** (Approved by Senate on 4/8/15)
- Certificate in Applied GIS (Geographic Information Systems) (Approved by Senate on 4/8/15)
- Bachelor of Arts in Music (Approved by Senate on 12/3/14)

- Certificate of Advanced Study in Professional Accounting** (Approved by Senate on 5/6/15)
- Option in Information Systems, Global Business Management (Approved by Senate on 2/4/15)
- Master of Science in HIM (Health Information Management)** (Approved by Senate on 4/22/15)
- Certificate of Specialized Study in Military Science*** (Approved by Senate on 4/8/15)
- Master of Science in Kinesiology (Approved by Senate on 4/22/15)
- Certificate of Advanced Study in Leadership in Middle Level Education (Approved by Senate on 12/3/14)
- Master in Public Health** (Approved by Senate on 4/8/15)
- Master of Science in Cybersecurity** (Approved by Senate on 5/6/15)
- Minor in Electronics (Approved by Senate on 5/6/15)

**Program to be offered through Extended Learning

***Program offered by the United States Government

With the significant backlog of curriculum, UCC consulted with the Dean of Academic Programs, college-level curriculum committees and members of the University Executive Committee to make modifications to the curriculum review process. UCC drafted a resolution to have the primary level of review for C-2 and P-2 (without significant change) forms at the college level. These forms would be placed on a UCC consent calendar, much like the Senate consent calendar, to be pulled off for full review only if a member of UCC found just cause. This resolution was presented for a first and second reading at Senate, voted upon and approved by Senate on 12/3/14.

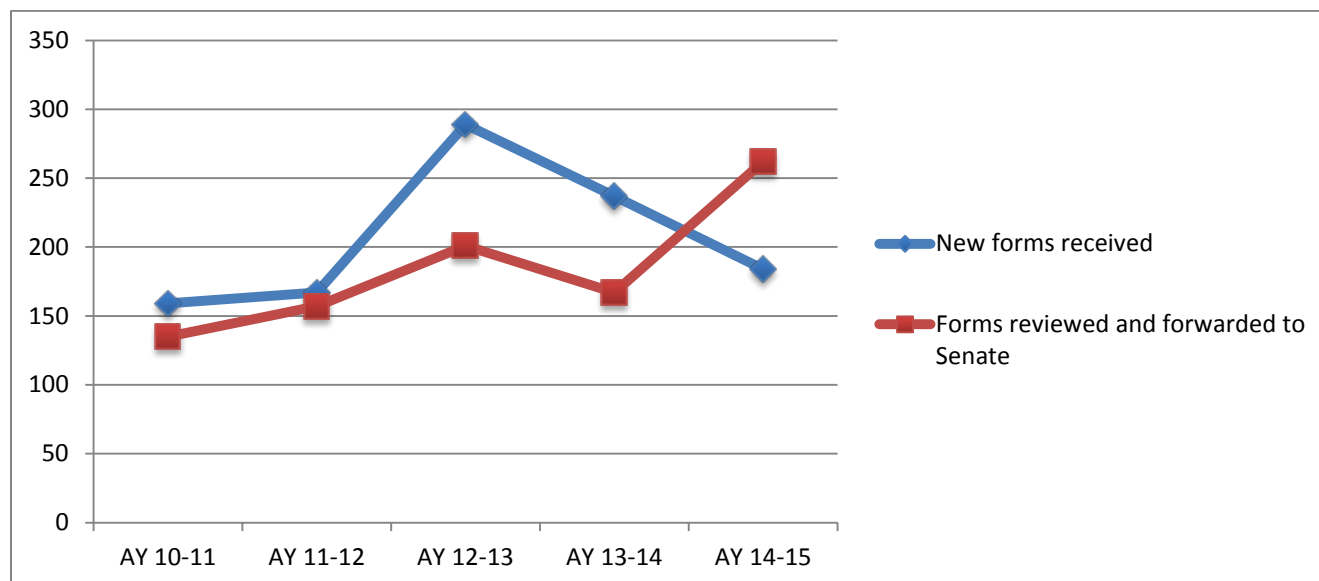
Late in AY 13-14, two curriculum discontinuation proposals came to UCC for review. Kinesiology was proposing the discontinuation of their PE option while Human Development was proposing discontinuation of two of their major tracks. In AY 14-15, two ad-hoc discontinuation review committees were established to review these proposals as both had received objection to the proposed changes. The chairs of BLP, PAC and UCC, along with the CEHHS Dean, impacted department chair and opposing community member formed the ad-hoc review committee. After one meeting, the Human Development discontinuation proposal was withdrawn as the department indicated that they would be undergoing further change and would submit a new proposal following internal program review. The ad-hoc committee reviewing the Kinesiology proposal met three times and subsequently made a recommendation to discontinue the PE option in Kinesiology at the present time. This recommendation was reviewed and approved by Senate on 4/8/15.

Additional items forwarded to the Senate were:

- A new process for the review of curricular changes (C-2s and P-2s without substantial revisions) (Approved by Senate on 12/3/14)
- Ad-hoc discontinuation review for the PE option in Kinesiology (Approved by Senate on 4/8/15).

UCC's workload and curriculum review over the past 5 years:

UCC saw a near doubling of curriculum submissions from AY 11-12 to AY 12-13, which resulted in a backlog and significant delay in the review process as the submissions exceeded the committee's capacity. While UCC decreased the backlog in AY 13-14, curriculum review was approximately 1 year delayed from time of submission, throughout AY 13-14. With the implementation of the graduate UCC subcommittee and the decrease in submissions across AY 14-15, UCC was able to complete their review of all curriculum proposals received by April 29, 2015.



Continuing Work:

UCC began the pilot of the new electronic C form in late Spring, but due to some challenges it had to be postponed until Fall 2015. UCC will be working with the Dean of Academic Programs and Jeff Henson in IITS to recruit a few faculty members to pilot the form in Fall 2015.

Prominent among the curriculum reviewed by UCC but halted due to need for additional outside work was the P-2 form with accompanying C and C-2 forms to revamp the LTWR major. As LTWR has proposed changes to their major to reorganize/delete concentrations, this triggered the Academic Program Discontinuation process. As such, further review of the proposal by UCC was halted and returned to the proposer to begin the process for discontinuation. This proposal will retain its position in the queue to move it forward once the discontinuation review process has been completed. A second proposal to create a minor in Convergent Journalism (CJRN) was reviewed by UCC and returned to the CHABSS curriculum committee for further consideration.

Continuing Members of UCC: Judith Downie, Suzanne Moineau, Paul Stuhr, Jacqueline Trischman, and Carol Van Vooren

New Members of UCC: Nicoleta Bateman, Michael McDuffie

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



MEMORANDUM

DATE: March 6, 2015

TO: Graham Oberem, Provost and Vice President, Academic Affairs
Lorena Meza, Vice President, Student Affairs
Matthew Ceppi, Chief of Staff, President's Office
Kamel Haddad, Vice Provost, Academic Affairs
Travis Gregory, Associate Vice President, Human Resources & Payroll Services
Michelle Hunt, Associate Vice President, Faculty Affairs
Patricia Reily, Veterans Director, Student Affairs
Wesley Schultz, Interim Dean, Graduate Studies and Research
Laurie Stowell, Chair, Academic Senate
Veronica Anover, Professor, Modern Language Studies
Marie Thomas, Professor, Psychology
Robert Carolin, Associate Dean, Extended Learning
Dawn Formo, Dean, Undergraduate Studies
Dilcie Perez, Dean, Student Affairs

FROM: Karen S. Haynes
President

SUBJECT: Tasks and timelines for next steps in Diversity Mapping Project

As you are aware following the quantitative and qualitative diversity mapping that Halualani and Associates (H&A) completed and the multiple forums held on campus during the week of February 16, Arturo Ocampo, AVP for Diversity, Educational Equity, Inclusion and Ombuds synthesized comments from those forums and surveys and provided to me. These were informative and, as they relate to specific recommendations, will be shared with the appropriate groups. 40 people who attended forums completed the surveys. Consensus across constituent groups who completed survey and Diversity Mapping Steering Committee and the Ad Hoc Leadership team were on recruiting and retaining diverse faculty and staff and strengthening diversity content in the curriculum.

We agreed at the beginning that this was not simply an exercise in collecting data, but to inform our next step in moving our campus forward in strategic ways to improve practices.

Further, it is clear that these next actions need to be led by individuals on campus with positional authority and responsibility to oversee the forward progress of these recommendations. The Diversity Mapping Steering Committee has completed its work of overseeing the mapping process, and its role has now ended. It is now up to the individuals who have been identified to move the campus forward with implementing the recommendations of H & A.

Attached you will find the final matrix of primary responsibilities of the recommendations and where your responsibility for convening and/or collaboration has been assigned. For all background information, the diversity website can be found at:
<http://www.csusm.edu/equity/diversitymapping/index.html>

On this website you will find:

- Recommendations and an action matrix
- H & A slidecast overview
- H & A mapping informational slidecast
- H & A ebook of data – still waiting to receive; will be uploaded upon receipt

To each of the conveners, I am requesting the following be submitted by May 1, 2015 to Arturo Ocampo. He will provide a brief progress report that includes the data you have provided to me. Do not take action until these hand-offs and early tasks have been discussed and approved by the Executive Council.

1. Confirm that you have convened the people needed to work on the recommendations assigned to you.
2. Provide an initial assessment and review of the recommendations you have been assigned.
3. Identify, as possible, individuals within your units/departments/organizations (or in the case of Academic Senate, committees) to whom you are handing off responsibility for portions of those recommendations.
4. Identify any "low hanging fruit" that might be prioritized for early/quick action in the summer or fall.
5. Identify any urgent needs among the recommendations assigned to you, even if they are not necessarily "low hanging fruit".
6. Identify whether funding is needed for any of the above actions. I have decided that funding for 2015/16 activities will be one time funding; and any ongoing or additional funding will be included in the University Budget Committee process for 2016/17.

In order to ensure that this work proceeds in a timely fashion, and that "high order" tasks move forward in the planning stage, the following will also be assigned:

- AVP Ocampo will draft a revised and updated Diversity Strategic Plan.

- AVP Ocampo will work on this over the summer, present to Executive Council, and have ready for campus conversation and input in early Fall 2015.
- AVP Ocampo will build on the work accomplished over the past 3 years and take into account recommendations that have not yet been met as well as the recommendations from H & A.
- CSUSM Executive Council will work on redefining the structure and scope of the Office of Diversity, Educational Equity and Inclusion after receiving progress reports and discussions with AVP Ocampo about revisions to the Diversity Strategic Plan.
 - A draft document regarding changes to the structure and scope of the office, which, with the suggested revisions of the strategic plan, will be ready for campus conversation and input in early Fall 2015.
- These two might be the major focus of an early campus conversation in fall 2015.

Proceeding forward, it seems prudent and necessary for bi-annual progress reports to be submitted to AVP Ocampo. The Executive Council will review progress reports twice a year at the end of each academic semester. In the comments synthesized by AVP Ocampo, it is also apparent that we need to develop a communication plan to assure we are working collaboratively and without overlapping or competing initiatives.

c: Executive Council

Adam Shapiro, Dean, College of Humanities, Arts, Behavioral and Social Sciences

Mike Schroder, Dean, Extended Learning

Bridget Blanshan, Associate Vice President, Student Affairs

Scott Hagg, Associate Vice President, Enrollment Management Services

Arturo Ocampo, Associate Vice President, Diversity, Educational, Equity & Inclusion

Diversity Mapping Action Matrix

1.0	Institutional Practices	Responsible:	Convenor:
1.1	Re-define the structure and scope of the Office of Diversity, Educational Equity & Inclusion	Executive Council	Graham Oberem
1.2	Create a new Diversity Master Plan with clear vision, goals and framework	President/AVP DEEI	Arturo Ocampo
1.3	Foster positive relationships among faculty and staff	Executive Council	President Haynes
1.4	Establish ongoing Town Hall Forums on Diversity per suggested issues	AVP DEEI	Arturo Ocampo
1.5	Confirm collaborations across Academic Affairs, Student Affairs the other divisions	Executive Council	Lorena Meza
1.6	Develop an assessment framework for diversity	AVP IPA/AVP DEEI	Matt Ceppi
1.7	Strengthen the role of Faculty/Staff Associations	AVP DEEI	Arturo Ocampo
1.8	Align activities and appropriate actions that prioritize Hispanic student success and excellence	VPSA/AVP DEEI/Dean of UGS	Lorena Meza
1.9	Include additional diversity items in next Campus Climate Survey	AVP IPA	Matt Ceppi
1.10	Create opportunities targeted for staff	AVP DEEI / AVP HR	Travis Gregory
1.11	Microaggressions - training/professional development for faculty and staff	Provost/AVP HREO	Travis Gregory
1.12	Recruit and Retain diverse faculty and staff	AVP HREO/AVP Faculty Affairs	Michelle Hunt
2.0	Curricular	Responsible:	Convenor:
2.1	Fortify the plans for Native American Studies & clarify its Curricular Scope	Provost/Native Studies Task Force	Graham Oberem
2.2	Engage Active Duty/Veterans in curricula and co-curricula activities	Academic Senate/Vet Center Director	Patricia Reily
2.3	Incorporate diversity into graduate courses and seminars	Dean GSR	Wes Schultz

Diversity Mapping Action Matrix

2.4	Review diversity related undergraduate course offerings and scheduling	Vice Provost/Academic Deans	Kamel Haddad
2.5	Implement 2 general education diversity areas - Domestic and International/Global Diversity Issues & Multiculturalism	Academic Senate	Laurie Stowell
2.6	Elevate and fortify plans for Ethnic Studies, and Women's Studies	Academic Senate	Laurie Stowell
2.7	Integrate diversity content across core subject and disciplinary matter	Academic Senate	Laurie Stowell
2.8	Discuss how to integrate diversity student learning outcomes and competencies across the curriculum	Academic Senate	Laurie Stowell
2.9	Confirm diversity and inclusion as an institutional learning outcome	Academic Senate	Laurie Stowell
2.10	Expand and deepen issues of power when focusing on international/global in undergraduate and graduate courses	Academic Senate	Laurie Stowell
2.11	Create faculty learning/research communities around core diversity courses	Faculty Center	Veronica Anover & Marie Thomas
2.12	Conduct assessment in study abroad and cultural exchange programs	AVP International Programs	Robert Carolin
2.13	Student retention & graduation	Dean UGS/GISC	Dawn Formo
3.0	Co-Curricular / Student Engagement	Responsible:	Convenor:
3.1	Create opportunities targeted for graduate students	Dean Graduate Studies / Dean of Students	Wes Schultz
3.2	Create opportunities for specific groups of students	Dean of Students / AVP DEEI	Dilcie Perez
3.3	Expand efforts to be inclusive of disabilities, generation, socioeconomic status, religion, gender, with focus on intersectionalities	AVP DEEI / Student Affairs	Arturo Ocampo
3.4	Create conditions for students to access DELTA Level 5 throughout their time at CSUSM	VP SA	Lorena Meza

Memo

Date: May 1, 2015
To: Arturo Ocampo
AVP Office of Diversity, Educational Equity and Inclusion
cc: Graham Oberem, Provost
Debbie Kristan, Vice Chair, Academic Senate
Vivienne Bennett, Secretary, Academic Senate
Adrienne Durso, Academic Senate Coordinator
Deans: Regina Eisenbach, Dawn Formo, Jim Hamerly, Katherine Kantardjieff, Janet Powell, Wes Schultz, Adam Shaprio, and Veteran Center Director Patricia Reilys
From: Laurie Stowell,
Chair, Academic Senate
Subject: Academic Senate Response to Diversity Mapping Action Matrix

The Academic Senate appreciates the commitment to diversity demonstrated by the Diversity Mapping process and subsequent action steps. The Senate also appreciates that the items in the Diversity Mapping Action Matrix regarding curriculum were referred to us, recognizing that the curriculum is under the purview of the faculty. This memo responds to the bulleted points requesting response in the President's memo "Task and timelines for next steps in Diversity Mapping Project".

1. **President's memo: "Confirm that you have convened the people needed to work on the recommendations assigned to you."** I consulted with the Executive Committee of the Academic Senate at several meetings and they endorse this memo. I conferred with faculty directors of the Faculty Center, faculty members of the Diversity Mapping Advisory Committee, and faculty members of the Office of Diversity Advisory Committee. The Senate committee structure to support this work is in place and ongoing.
2. **President's Memo: "Provide an initial assessment and review of the recommendations you have been assigned."** After an initial assessment and review we have determined that two items should be referred to a different campus constituency as they are not actions the Academic Senate can initiate:
 - a. **Action Matrix Item 2.6 "elevating and fortifying plans for Ethnic Studies and Women's Studies"**. Any plans for fortifying this curriculum should originate within the department and college. We encourage the President and the Dean of CHABSS to provide resources so the faculty responsible for these programs can strengthen these programs. If their plans to fortify include the creation or revision of curriculum, then the Academic Senate will review and if it meets standards of integrity will approve the curriculum.

- 46 b. **Action Matrix Item 2.9 “confirm diversity and inclusion as an**
47 **institutional learning outcome”** should be referred to the Dean of
48 Academic Programs, Regina Eisenbach and the University Assessment
49 Council. Institutional Learning Outcomes originate with a WASC writing
50 team or the University Assessment Council and are sent to the Academic
51 Senate for endorsement. We could consider the possibility of a resolution
52 in support of diversity and inclusion as an institutional learning outcome
53 and I will refer that to the incoming Senate Chair Debbie Kristan for next
54 year’s Senate.
55

56 While it is not appropriate for the Senate to initiate these two items, we look
57 forward to receiving recommendations and proposals regarding these items to
58 consider for Senate approval.
59

60 **3. President’s memo: “Identify, as possible, individuals within your**
61 **units/departments/organizations (or in the case of Academic Senate, committees) to**
62 **whom you are handing off responsibility for portions of those recommendations.”** I
63 have determined that the following work can be referred to Academic Senate committees:

- 64 a. **Action Matrix item 2.5 “Implement two General Education Diversity Areas:**
65 **Domestic and International/Global Diversity Issues and Multiculturalism”.**
66 This item was referred to the General Education Committee (GEC) on March 11,
67 2015. They have begun consideration of how to respond.
68 b. **Action Matrix item 2.8 “discuss how to integrate diversity student**
69 **learning outcomes and competencies across the curriculum”.** I am referring
70 this to the Program Assessment Committee (PAC) to consider how the program
71 review process could integrate a review of diversity student learning outcomes
72 and competencies within a program. PAC could consider revising the program
73 review process. However, this by no means constitutes a sufficient response to
74 this item. Integrating diversity SLOs and competencies across the curriculum is
75 work that must take place in each college and each department. We strongly
76 urge that this item be referred to other entities in Academic Affairs beyond
77 Academic Senate, as discussed further in bullet 6.
78

79 **4. President’s memo: “Identify any “low hanging fruit” that might be prioritized for**
80 **early/quick action in the summer or fall.”** Because these recommendations will take
81 deliberation and time, we do not identify any actions as “low hanging fruit” that could be
82 accomplished by summer or fall.
83

84 **5. President’s memo: “Identify any urgent needs among the recommendations**
85 **assigned to you, even if they are not necessarily “low hanging fruit”.**

- 86 a. The General Education Committee plans to review Upper Division General
87 Education (UDGE) courses and part of their review will include assessing Student
88 Learning Outcomes (SLOs) in Diversity. GEC will collect sample assignments that
89 meet Diversity SLOs. Stipends for GEC members and a course release for a faculty
90 member to lead a subcommittee to complete this work will enable them to move
91 through this work more thoughtfully and efficiently. Additionally, incentivizing

92 faculty to participate in this review and provide sample assignments through
93 stipends will also facilitate this work. Members of the WASC Core Competency
94 team commented on the challenge of retrieving samples of Diversity Learning
95 Outcome assignments for the WASC report.

96 b. **WTUs or stipends for GEC and PAC.** While Senate committees are in place, they
97 have more than a full docket of work and have not been able to finish the referrals
98 made to them in the past three years. Perhaps a subtask force of GEC and a subtask
99 force of PAC will need to be created to consider these items with appropriate WTUs
100 or stipends. If not, then units and stipends will need to be added to the GEC chair
101 and committee members as well as the PAC chair(s) and committee members.

102 c. The Diversity Mapping Recommendation #1.4 stated (the initial sixteen page
103 report), **"CSU San Marcos Needs To Implement Semester Town Hall**

104 **Forums/Dialogues Around Diversity Questions/Areas:** CSU San Marcos should
105 hold ongoing town hall forums/campus dialogue sessions around diversity area or
106 issues and these sessions should be facilitated by a trained outside expert in
107 dialogue facilitation who can help connect and embrace various perspectives and
108 vantage points." The Senate proposes to hold these Semester Town Hall Forums
109 during "extended Senate meetings" twice a year in which all guests are excused and
110 faculty remain for 1-2 hours after Senate. All faculty will be invited, not only
111 Senators. We request funds for light snacks to be served at these two meetings and
112 a stipend provided for an expert to facilitate this dialogue. The Diversity Mapping
113 Recommendations further offer, "Each town hall forum therefore can broach a
114 complex but crucial question or issue for CSU San Marcos such as: What Is Our
115 Responsibility at CSU San Marcos In Exposing Our Campus Members on a Full Range
116 of Diverse Perspectives Given the Surrounding Region? How Do Specific Identity
117 Rights Create Dilemmas For Each Other - Transgender & Women's Rights, URM & Of
118 Color Designations? These forums can be practical regarding a CSUSM issue or
119 tension and or something related to a larger issue in the nation (The Complexities of
120 the "Black Lives Matter" Discourse). Such Town Hall forums can contribute to the
121 intellectual and learning engagement around diversity. These even can be connected
122 to courses, student learning objectives, assignments, and the co-curricular plan by
123 Student Affairs". With minor financial support, the Senate proposes to sponsor
124 these Diversity Dialogues for at least the next three years as these conversations
125 take time and must be ongoing. It is our hope that this begins to create a culture of
126 challenging and meaningful dialogue that will become institutionalized.

- 127 6. **President's memo: "Identify whether funding is needed for any of the above**
128 **actions."** We request the following funding for Senate Committee work and work
129 outside of the Senate Committees that will need to be completed by faculty. Some of
130 this work can be accomplished within existing Senate committees through the
131 accountability provided by the curriculum and program review process. Because
132 Senate was the only faculty body consulted outside of the Faculty Center, we further
133 recommend the following. We acknowledge that Senate does not have authority to
134 initiative much of this work, but in the spirit of collaboration we offer these ideas to
135 accomplish **Action Matrix item 2. 7 "Integrate diversity content across core**
136 **subject and disciplinary matter" and 2.10 "Expand and deepen issues of power**
137 **when focusing on international/global in undergraduate and graduate**

courses". This work is broad and expansive and requires thoughtful consideration and time that already stretched tenure track faculty do not have. However, faculty value this work and could complete it if it was not added to their workload, but rather was assigned as part of their workload. These items could be incentivized in these ways:

- a. **Offer competitive stipends that departments could apply for** through the provost's office or Faculty Center to fund time in the summer or during the academic year to voluntarily review majors, minors, options and certificates for diversity content and to determine courses that could be strengthened, new content added or new courses could be created. The Faculty Center currently offers diversity grants and **with additional funding** could add diversity grants that focus on curriculum development and revision.
- b. **Offer a summer institute** through the Office of Diversity and the Faculty Center for several summers, that faculty apply to attend (similar to institutes and workshops offered through the Faculty Center or IITS to strengthen pedagogy and/or technology integration throughout the curriculum) and receive a stipend for completing the curriculum integration. We have a rich resource in our own faculty and they could be recruited to teach aspects of a summer institute and mentor colleagues who wish to learn pedagogy and disciplinary content to integrate into their existing curriculum. The additional Diversity Faculty Fellows described in 5c. could take on the creation and delivery of a summer institute as part of their charge. This work could also be done in conjunction with item **Action Matrix Item 2.11 "create faculty learning/research communities around core diversity courses"** referred to the Faculty Center.
- c. **Create a Diversity Faculty Fellow for each college (in addition to the current Faculty Fellow in Diversity)** who apply to and work through the Faculty Center in cooperation with the Office of Diversity. Faculty from each college can apply for 4 Faculty Fellow positions (one for each college) for 3-6 WTUs (depending on their work proposal, size of the college and number of departments to work with). These fellows would have expertise in integrating diversity in their own disciplines and can "speak the language" of their colleagues to support them in their own curriculum integration. These fellows would work in a similar way to the Assessment LOAF who visited department meetings and worked with individual faculty to strengthen their Student Learning Outcomes and student assessment. These fellows will meet together to support each other's work and then meet with faculty in their respective colleges to listen to needs and suggest diversity integration. This work could also be done in conjunction with item **Action Matrix Item 2.11 "create faculty learning/research communities around core diversity courses"** referred to the Faculty Center.

We would like to emphasize that the work referred to the Academic Senate cannot be accomplished in Senate committees alone. Much of the work must be initiated in departments, programs and colleges and later referred to the Academic Senate where appropriate. Incentivizing this work for faculty will signal that the work is valuable. Additionally, we request that the college deans are made aware of the Senate's memo and how colleges could support this important work. Dean's could also incentivize the work.

On another note, the Academic Senate would welcome the opportunity to work collaboratively with Veteran's Center Director Patricia Reilly to address (2.2) "engage active duty/veterans in curricula and co-curricula activities.

We also strongly affirm our support for Items 1.1 and 1.2. A strong and adequately staffed Office of Diversity, Educational Equity and Inclusion is the foundation for the work set forth in the Matrix. As per the current Diversity Strategic Plan **"II. Centrality and Connection: Objective:** Elevate the AVP for Diversity and Educational Equity to the position of Vice President for Diversity, Educational Equity, and Inclusion" (p, 20 of the "Strategic Plan for Diversity and Educational Equity"). We concur that this office should be led by a Vice President and that given the scope of the work stemming from the work of the Diversity Mapping, it is our sense that additional staff are needed.

Lastly, we thank the President for her support of diversity and inclusion work on our campus.