

## ACADEMIC SENATE MEETING

Wednesday, October 7, 2015

1 – 2:50 p.m.

Kellogg Library Reading Room – KEL 5400

- I. Approval of Agenda
- II. Approval of Minutes – 9/9/15 Academic Senate Meeting
- III. Chair's Report. [Deborah Kristan](#)
  - Referrals to Committees (attached) **Page 2**
- IV. Vice Chair's Report, [Michael McDuffie](#)
- V. Secretary's Report, [Laurie Stowell](#)
- VI. President's Report, Karen Haynes **Time Certain 1:05 PM**
- VII. Provost's Report, [Graham Oberem](#)
- VIII. [ASCSU](#) Report, [David Barsky/Glen Brodowsky](#)
- IX. [CFA](#) Report, [Darel Engen](#)
- X. [ASI](#) Report, Jamaela Johnson
- XI. Consent Calendar \* attached **Page 2**
  - NEAC Recommendations
  - UCC Program/Course Approved Changes
- XII. Action Items *These are items scheduled for a vote, including second reading items.*
  - A. FAC: Assigned Time for Exceptional Levels of Service to Students (attachment) **Page 3**
- XIII. Discussion Items *These are items scheduled for discussion, including first reading items.*
  - A. ASCSU: EC Endorsed Draft Resolution Calling for Open and Transparent Search Processes for CSU Presidential Vacancies (attachment) **Page 16**
  - B. APC: Rationale to Set Academic Calendars (attachment) **Page 18**
- XIV. Committee Reports
  - A. NEAC: Fall Referendum – Uncoupling of Senate Chair and Vice Chair Positions (attachment) **Page 22**
- XV. Presentations
  - A. CSUSM Sustainability – [Regina Frasca](#), Director, Safety, Risk & Sustainability Services; [Juliana Goodlaw-Morris](#), Sustainability Manager; and, [Lindsey Rowell](#), Director, Energy Management & Utility Services **Time Certain 1:45 PM**
  - B. Athletics Update – [Bennett Cherry](#), Faculty Athletics Representative; [Todd Snedden](#), Associate Director, Athletics **Time Certain 2:00 PM**
- XVI. Senators' Concerns, Announcements

***Next meeting: November 4, 2015, 1:00 PM to 2:50 PM  
Kellogg Reading Room – KEL 5400***

## SENATE CHAIR'S REFERRALS TO COMMITTEES

Committee	Referral	Date
NEAC	Ex-officio Participants on Standing Committees and Use of, 'or Designee'	9/16/15
FAC	PSCI RTP Document	9/16/15
FAC	Faculty Grants Committee Policy	9/23/15
SAC	Student Course Grade Appeals Policy	9/23/15
APC	Excess Units Seniors Policy	9/30/15

## CONSENT CALENDAR

### NEAC Recommendations

<i>Committee (or Senate Seat)</i>	<i>Seat and Term</i>	<i>Name</i>
University Global Affairs Committee	Library 15/16 (one year)	Hua Yi
Professional Leave Committee	Library 15/16 (one year)	Hua Yi
Academic Senate (Senator)	CHABSS 15/16 (one year)	Mtafiti Imara
University Curriculum Committee	CHABSS-HA 15/16 (one year)	Mtafiti Imara
Professional Leave Committee	CEHHS	Erika Daniels
Student Grade Appeal Committee	Faculty At-large 15/16 (one year)	Jonathan Berman

### Program/Course Approved Changes

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
COMM	402		Approaches to Rhetorical Criticism	C-2	Michelle Holling	9/14/15
HIST	601		Philosophy and Practice of History	C-2	Alyssa Sepinwall	9/23/15

# **FAC: Assigned Time to Exceptional Levels of Service to Students**

*Rationale: FAC has considered all of the feedback received during the last Academic Senate meeting and via email. Various editorial changes have been made, but are not marked since they were not substantive. With the more detailed questions, FAC either found that the document already addressed the issue, or, in some instances, FAC added some language or changed the formatting, for better clarity, as indicated below.*

1 <sup>st</sup> Reading Comment	Action Taken
<ul style="list-style-type: none"> <li>FAC and Executive Committee agree that we are setting aside the matter of the time line until after the document is approved. Then the Senate officers will work with the office of the VPAA to create a timeline that is fair and reasonable, depending on when the document is approved by the President.</li> </ul>	<p><u>Fall 2015 EC has requested FAC propose a time line as part of the policy. The proposed time line is for two sets of reviews one in Fall for the retrospective and current semesters and one in Feb for 16/17.</u></p>
<ul style="list-style-type: none"> <li>Would these awards impact lecturer entitlements?</li> <li>Per AVP Hunt, these awards will <u>not</u> affect lecturer entitlements. That would be unfair and contrary to the purpose of the program and the CBA.</li> </ul>	<p><u>FAC has added language regarding entitlements to the document.</u></p>
<ul style="list-style-type: none"> <li>What about the case where it is a department chair self-nominating for the award for exceptional service – who signs off?</li> </ul>	<p><u>The chair still signs off (this is a common practice on campus).</u></p>
<ul style="list-style-type: none"> <li>A suggestion was made to add instructions about how the award would be reported in the FAR.</li> <li>I understand and appreciate concern about not double-dipping with items that are claimed on FARs, but if this is going to be written as a hard and fast rule, it needs to be done carefully since</li> </ul>	<p><u>FAR will be reported as Other with explanation</u></p> <p><u>This issue will have to be addressed by the committee reviewing applications.</u></p>

(for the current year) faculty who are doing exceptional service may have decided to declare only the “top of the list” activities in their FARs... and these are exactly the items that would form the basis of one of the retroactive/bankable awards for 2014-15.	
<u>Suggestion to use dept level review committees instead of one university level committee, it may streamline the process and have the review for application occur closer to the proposers work.</u>	<u>FAC considered this option and given the very limited funds and complexity in distribution across departments proposes a single university review.</u>



7

8 *FAC thanks all senators and other readers for their input.*

9

10 **FAC Assigned Time for Exceptional Levels of Service to Students**

11 **For the Second Reading in the Senate October 7, 2015, carry over from previous year.**

12 *Rationale*

13 *This policy is being created to comply with a new provision in the Collective Bargaining*  
 14 *Agreement, Section 20.37, which provides CSUSM with approximately \$18,000 in funds this year*  
 15 *as well as for the next 2 years to fund assigned time for exceptional service performed by any*  
 16 *faculty unit employee.*

17 *This matter is time-sensitive because the first cycle is supposed to be completed before the end of*  
 18 *this semester (retroactive for this AY). Thus, the policy must be created, approved and*  
 19 *implemented is a very condensed timeline.*

20 *The CBA charges campus Senates to develop criteria and procedures for the use of the funds.*  
 21 *The following policy does so. Please note:*

- 22 ○ *Language that is verbatim from the contract is temporarily highlighted for easy*
- 23 *identification.*
- 24 ○ *Relevant sections of the CBA are also included below in the rationale section for ready*
- 25 *reference (CBA 20.37; 20.3 b, c)*

26    *This document was reviewed by the Executive Committee and the Academic Senate on March 4.*  
27    *FAC gathered feedback received on March 4, and worked with the Senate office to share the*  
28    *working draft with senators.*

29 |  
30

31 *Relevant CBA Language*

32 *CBA 20.37 Assigned Time for Exceptional Levels of Service to Students*

33 *For each fiscal year 2014/15, 2015/16, and 2016/17, the CSU will provide a pool of \$1.3 million,*  
34 *allocated based on campus full-time equivalent students (FTES), to provide assigned time to*  
35 *faculty employees who are engaged in exceptional levels of service that support the CSU's*  
36 *priorities, but who are not otherwise receiving an adjustment in workload to reflect their effort.*

37 *Assigned time from this pool may be awarded for student mentoring, advising, and outreach,*  
38 *especially as these activities support underserved, first---generation, and/or underrepresented*  
39 *students; the development and implementation of high---impact educational practices; curricular*  
40 *redesign intended to improve student access and success; service to the department, college,*  
41 *university, or community that goes significantly beyond the normal expectations of all faculty;*  
42 *assignment to courses where increases to enrollment have demonstrably increased workload;*  
43 *and other extraordinary forms of service to students.*

44 *Such adjustments shall be in addition to any adjustments already in place on a campus. Faculty*  
45 *members already receiving assigned time for the same general category of activity (e.g. assigned*  
46 *time for excess enrollments, assigned time for committee service) shall not be eligible for support*  
47 *from this pool for the same activities.*

48 *In 2014/15, assigned time under this program shall be awarded in the spring and be based on*  
49 *work performed during the 2014/15 academic year. Awards shall consist of WTUs and may be*  
50 *banked for use in the 2015/16 academic year. Campuses shall establish timelines for 2015/16*  
51 *and 2016/17 so that assigned time is taken during the academic year in which the activities*  
52 *occurred. All faculty unit employees are eligible to apply.*

53 *Academic Senates on each campus shall develop criteria and procedures for the use of the funds.*  
54 *Applications shall be evaluated by the appropriate faculty committee(s), which shall make*  
55 *recommendations to the appropriate administrator. Consideration shall be given to the items*  
56 *listed in 20.3 (b) and (c). Priority shall be given to applications which demonstrate that the*  
57 *quality of students' educational experience could not have been maintained without an increase*  
58 *in the faculty member's workload.*

59 *Denials shall specify the reasons. Appeals shall be heard by a faculty committee designated for*  
60 *the purpose. Decisions of the appeals committees shall be final and binding and not subject to*  
61 *Article 10 of this Agreement. Awards granted after appeal in 2014/15 and 2015/16 shall be*  
62 *funded from the pool allocated for this program in the subsequent fiscal year and shall not*  
63 *exceed 10% of the annual pool. Any unused funds from this program in 2014/15 or 2015/16 shall*  
64 *roll over for use in the following Academic Year. Appeals in 2016/17 must be funded from the*  
65 *available funds for 2016/17, including any rollover from previous years.*

66 *Campuses shall expend all funds allocated to them under this program. Each campus shall*  
67 *provide an accounting of expenditures for this program for the prior fiscal year by no later than*  
68 *November 1 of the subsequent year. For accounting purposes, costs of assigned time shall be*  
69 *calculated based on the minimum salary for assistant professor.*

70 *CBA 20.3 b & c*

71 | *b. In the assignment of workload, consideration shall be given at least to the following factors:*  
72 *graduate instruction; online instruction; activity classes; laboratory courses; supervision;*  
73 *distance learning; sports; and directed study. Consideration for adjustments in workload shall*  
74 *be given to at least the following: class size/number of students; course and curricular redesign;*  
75 *preparation for substantive changes in instructional methods, including development of online*  
76 *and hybrid courses; research, scholarly, and creative activities; advising; student teacher*  
77 *supervision; thesis supervision; supervision of fieldwork; service learning; student success*  
78 *initiatives; assessment and accreditation activities; and service on department, college, or*  
79 *University committees.*

80 *c. In determining what is ""excessive"" or ""unreasonable"" under this section, the items listed*  
81 *under 20.3(b), as well as the number of students seeking to take courses in the academic area,*  
82 *the distribution of student enrollment, the level of support provided the program, and the effects*  
83 *of the introduction of new instructional technologies, and the prior practices of the University*  
84 *shall be among the primary elements to be considered. The parties agree that consideration of*  
85 *the prior practices of the University shall include the calculation of Weighted Teaching Units in*  
86 *prior years.*

87

**Procedures for: Faculty Affairs Committee**

**Assigned Time for Exceptional Levels of Service to Students**

**I. PURPOSE**

The purpose of this policy is to provide assigned time to faculty employees who are engaged in exceptional levels of service that support the CSU's priorities, but who are not otherwise receiving an adjustment in workload to reflect their effort to write proposals and compete for assigned time for exceptional levels of service to students that supports the priorities of the California State University (CSU) system and the mission of California State University San Marcos (CSUSM) pursuant to Article 20, Section 20.37 of the 2014-2017 Collective Bargaining Agreement (CBA) between CSU and the faculty.

**II. FAC Subcommittee: EXCEPTIONAL ASSIGNED TIME COMMITTEE (EATC)**

Comment [AF1]: Per EC FAC Subcommittee

**A. Membership**

Membership of EATC shall be composed of:

1. One faculty member from each college, appointed by the Academic Senate.
2. One faculty member to represent the Library/Athletics/Counselling/Extended Learning constituency, appointed by the Academic Senate.
3. A student appointed by the Associated Student, Inc.
4. The Provost or their designee will serve as a non-voting *ex officio* member.

Faculty serving in this committee shall not be applicants for assigned time.

~~4. Each member serves a one-year term. (delete) add recusing~~

Comment [AF2]: Faculty serving in this committee shall not be applicants for assigned time.

**B. Functions**

1. To evaluate faculty applications for assigned time for exceptional levels of service to students during the Collective Bargaining Period, 2014-2017.
2. To make recommendations based on those evaluations to the Provost and Vice-President for Academic Affairs (VPAA).
3. To periodically review and, if needed, make recommendations for changes in this policy to the Faculty Affairs Committee (FAC)

Comment [AF3]: Added to clarify time period of the procedures.

**III. ASSIGNED TIME BUDGET AND REPORTING**

Pursuant to the above-referenced article of the CBA, the CSU has agreed to provide resources to each campus for assigned time for exceptional service to students based on the number of full-time equivalent students at that campus.

**A. Accountability and Expenditures**

1. CSUSM shall expend all funds allocated to them under this program. CSUSM shall provide an accounting of expenditures for this program for the prior fiscal year by no



In academic years 2014/15 and 2015/16, any unused funds shall roll over for use in the following academic year. All funds must be expended in the 2016/2017 academic year.

3. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary for assistant professor.
4. Awards from appeals shall not exceed 10% of the annual budget for assigned time and shall be funded in the subsequent academic year. During the last year of the agreement, appeals must be funded from the funds for that year, including any rollover from previous years.

#### IV. ELIGIBILITY & RESTRICTIONS

##### A. Eligibility

1. All Unit 3 faculty employees are eligible to submit a proposal to request assigned time for exceptional levels of service to students.
2. Faculty who have previously received assigned time under this program and have not filed a final report on their activities are not eligible to apply again until their final report has been received.
3. Faculty members already receiving assigned time for the same general category of activity (e.g. assigned time for excess enrollments, assigned time for committee service) shall not be eligible for support from this program.

##### B. Restrictions

1. Assigned time can only be utilized during the academic year (August – May) during which the activity is performed with the exception of assigned time granted in the 2014/2015 academic year which may be utilized in the 2015/2016 academic year.

#### V. TIMELINE

- A. For activities in the 2014/2015 academic year ~~and the 2015 Fall semester and for~~ activities planned for ~~Spring~~ 2016 applications will be due ~~October 23~~ November 2. ~~Review of proposals will be completed before the thanksgiving break and awards announced December 15.~~
- B. For ~~activities planned~~ 2016/2017 academic year, applications will be due February 5. ~~Review of proposals will be completed by March 5<sup>th</sup> and awards announced March 18.~~

~~A. (TBD).~~

#### VI. APPLICATION MATERIALS

An application for assigned time to support exceptional levels of service to students shall consist of:

- A. A narrative proposal, not to exceed two pages

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- The narrative shall “demonstrate that the quality of students’ educational experience could not have been maintained without an increase in the faculty member’s workload.” (CBA 20.37)
- The narrative shall clarify that the service referenced in the application is not being compensated in any other form;
- The narrative shall provide signature lines for the department chair (or equivalent) and dean or associate dean or equivalent.

B. A current curriculum vitae (CV), limited to two pages;

C. A letter from a CSUSM employee, not the proposer, who can speak to the credibility of the service project, not the proposer, in support of the application.

D. The narrative shall be reviewed and signed by the department chair (or equivalent) and the dean or associate dean or equivalents signifying that they are aware of the proposal and are not currently providing assigned time for the same general activity to the faculty member.

Comment [AF4]: Drop cv

Comment [AF5]: Add service

Comment [AF6]: Added associate dean

~~a letter indicating that the department chair and dean are aware of the proposal and are not currently providing assigned time for the same general activity (see section 4.1.3).~~

~~D.E.~~ Incomplete applications will not be reviewed.

## VII. SUPPORTED ACTIVITIES AND REVIEW CRITERIA

A. The following activities may be supported

1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students
2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success
3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty
4. Assignment to courses where increases to enrollment have demonstrably increased workload
5. Other extraordinary forms of service to students

B. Review Criteria

1. Demonstrated or hypothesized impact on student success and/or educational experience; impact includes the quality of the activity as well as the number of students served. ~~(40%)~~
2. Demonstration that the impact on and/or quality of student experience could not be maintained without an increase in workload and that it is above and beyond the faculty member’s work assignment/regular duties ~~(30%)~~
3. Demonstrated impact on historically underserved populations ~~(20%)~~
4. Quality of the letter of support ~~(10%)~~

201 **VIII. RECOMMENDATIONS**

202 A. The EATC shall assign each proposal in rank order.

203 B. The EATC evaluation will recommend the amount of the award, but the final decision  
204 will be made by the VPAA.

205 ~~A. The EATC shall assign each proposal one of four ratings:~~

206 ~~1. High Priority~~

207 ~~2. Medium Priority~~

208 ~~3. Low Priority~~

209 ~~4. Not Recommended~~

210  
211 ~~A.C.~~ The EATC shall submit its evaluations and the application materials to the VPAA  
212 who in consultation with the appropriate administrator responsible for assigning  
213 workload (e.g., Dean or Vice-President of Student Affairs), shall make the final  
214 determination regarding the approval or denial of assigned time. In addition to the  
215 recommendation of the EATC and input obtained via the consultation process, the VPAA  
216 may consider equity across constituencies in his/her decision.

Comment [AF7]: Delete, not in cba

218 **IX. INFORMATION PROVIDED TO APPLICANTS**

219 Once a decision is reached by the VPAA, he/she will forward his/her approval or denial as  
220 well as the evaluation of the EATC to the applicant.

221 **X. AWARDS**

222 .

223 A. A tenure track faculty member who receives exceptional assigned time from the committee  
224 would report the WTUs awarded in his/her Faculty Activity Report (FAR). The equivalent  
225 funds would be transferred to the college or equivalent.

226 B. All awardees receive assigned time, to the extent this impacts lecturer entitlements  
227 such entitlements will be preserved in their entirety. In unique circumstances where  
228 assigned time is not possible due to the nature of the awardees appointment,  
229 alternative compensation will be awarded

230 ~~C. B. An adjunct lecturer faculty member, coach, who receives exceptional assigned~~  
231 ~~time from the committee would receive the award through the normal Payroll~~  
232 ~~process. The exceptional assigned time awarded from the committee does not affect~~  
233 ~~the entitlements of the adjunct faculty member in their department(s).~~

234 **D. Assigned time awarded in the form of a course release may be taken either**  
235 **spring 2016, fall 2016 or spring 2017**

Comment [AF8]: Enter directly as Other.....

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Comment [AF9]: Change to lecturer

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236 ~~XI.~~ **APPEALS**

237 ~~A.E.~~ Appeals Committee

238 The Appeals Committee shall comprise one member of the EATC, two members of  
239 Academic Senate Executive Committee, two members of the FAC, and the VPAA or  
240 designee who shall be a non-voting *ex officio* member. The Appeals committee shall be  
241 appointed by the Chair of the Academic Senate.  
242

243 ~~B.F.~~ Timeline and Notification of Decisions

244 Appeals of the decision made by the VPAA shall be made, in writing, to the Chair of the  
245 Academic Senate and shall be filed no more than ten working days after the date upon  
246 which the VPAA notifies the applicants of his/her decision. The Chair of the Academic  
247 Senate will appoint the Appeals Committee within ten working days of receiving the first  
248 appeal. The Appeals Committee shall complete their review in no more than thirty working  
249 days after receipt of the appeal. The Appeals Committee shall send the appellant  
250 notification of its decision. Decisions made by the Appeals Committees shall be final and  
251 binding and are not subject to the grievance procedures in Article 10 of the CBA.  
252

253 ~~XI.~~ **CONDITIONS OF ASSIGNED TIME**

254 A faculty unit employee granted assigned time under this program shall provide a final  
255 report to the EATC via the Faculty Affairs office no later than one semester following the  
256 award of assigned time. The report shall provide evidence that the proposed activities were  
257 completed and that the impact on the students was as claimed in the original application.  
258 Faculty are ineligible to receive further assigned time from this program until their report is  
259 received.  
260

261 ~~XI.~~ **EFFECTIVE DATES**

262 The policies and procedures in this document are an implementation of Article 20, section  
263 37 of the 2014-2017 CBA. The 2016/2017 academic year marks the end of this program  
264 and, barring action by the Academic Senate Executive Committee, this policy shall no  
265 longer be in effect on or after September 1, 2017.  
266  
267  
268  
269

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
APPLICATION FOR 2014 – 2015

COVERSHEET

APPLICANT Name: \_\_\_\_\_ Title \_\_\_\_\_

Department/Program \_\_\_\_\_ College \_\_\_\_\_

Email \_\_\_\_\_

A) Provide a 2 page narrative explaining the activity to which additional workload was needed to improve students' learning experiences beyond your standard professional responsibilities.

The following activities may be supported:

1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students.
2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success.
3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty.
4. Assignment to courses where increases to enrollment have demonstrably increased workload
5. Other extraordinary forms of service to students.

B) Provide the approximate number of hours during each semester of the academic year (August – May) this additional activity took to complete.

C) Include a letter from a CSUSM employee who can speak to the credibility of the service project in support of the application.

D) Semester in which the activity occurred (circle) FALL 2014 SPRING 2015

E) Required signature indicating that no other Assigned Time was granted to the applicant for the same general activity:

Department Chair / Program Coordinator \_\_\_\_\_

Dean / Associate Dean \_\_\_\_\_

F) After obtaining required signatures, turn in this cover sheet with your narrative and the supporting letter to the Office of Faculty Affairs by **November 2, 2015**. Incomplete applications will not be reviewed.

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
APPLICATION FOR 2015 – 2016

COVERSHEET

APPLICANT Name: \_\_\_\_\_ Title \_\_\_\_\_

Department/Program \_\_\_\_\_ College \_\_\_\_\_

Email \_\_\_\_\_

A) Provide a 2 page narrative explaining the activity to which additional workload was needed to improve students' learning experiences beyond your standard professional responsibilities.

The following activities may be supported:

1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students.
2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success.
3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty.
4. Assignment to courses where increases to enrollment have demonstrably increased workload.
5. Other extraordinary forms of service to students.

B) Provide the approximate number of hours during each semester of the academic year (August – May) this additional activity took / will take to complete.

C) Include a letter from a CSUSM employee who can speak to the credibility of the service project in support of the application.

D) Semester in which the activity occurred (circle) FALL 2015 SPRING 2016

E) Required signature indicating that no other Assigned Time was granted to the applicant for the same general activity:

Department Chair / Program Coordinator \_\_\_\_\_

Dean / Associate Dean \_\_\_\_\_

F) After obtaining required signatures, turn in this cover sheet with your narrative and the supporting letter to the Office of Faculty Affairs by **November 2, 2015**. Incomplete applications will not be reviewed.

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
APPLICATION FOR 2016 – 2017

COVERSHEET

APPLICANT Name: \_\_\_\_\_ Title \_\_\_\_\_

Department/Program \_\_\_\_\_ College \_\_\_\_\_

Email \_\_\_\_\_

A) Provide a 2 page narrative explaining the activity to which additional workload was needed to improve students' learning experiences beyond your standard professional responsibilities.

The following activities may be supported:

1. Student mentoring, advising, and outreach, especially as these activities support underserved, first-generation, and/or underrepresented students.
2. The development and implementation of high-impact educational practices; curricular redesign intended to improve student access and success.
3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty.
4. Assignment to courses where increases to enrollment have demonstrably increased workload.
5. Other extraordinary forms of service to students.

B) Provide the approximate number of hours during each semester of the academic year (August – May) this additional activity will take to complete.

C) Include a letter from a CSUSM employee who can speak to the credibility of the service project in support of the application.

D) Semester in which the activity will occur (circle)    FALL 2016                      SPRING 2017

E) Required signature indicating that no other Assigned Time will be granted to the applicant for the same general activity:

Department Chair / Program Coordinator \_\_\_\_\_

Dean / Associate Dean \_\_\_\_\_

F) After obtaining required signatures, turn in this cover sheet with your narrative and the supporting letter to the Office of Faculty Affairs by **February 5, 2016**. Incomplete applications will not be reviewed.

**California State University San Marcos Academic Senate**  
**California State University (CSU) 2015-16 and Future Presidential Searches**

**Resolved:** That the California State University San Marcos Academic Senate calls for open and transparent search processes for the four CSU presidential searches in 2015-16 and future presidential searches, in which finalists' names are publicly announced and official campus visits for them are scheduled; and be it further

**Resolved:** That this resolution be distributed to the Chair of the Board of Trustees, the Chancellor, the Chairs of the 2015-16 Trustees Committees for the Selection of the President (TCSPs), the Academic Senate CSU and campus senate chairs.

**Rationale**

In 2015-16, the California State University will conduct searches for new presidents at four campuses, Sonoma State University, San Jose State University, CSU Channel Islands and CSU Chico. CSU presidential searches are governed by the Board of Trustees Policy for the Selection of Presidents. The Trustees Committee for the Selection of the President (TCSP) recommends final candidates to the Board. The campus Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP) participates in the search process, including interviews and deliberations that lead to the selection of a final candidate(s). On the one hand, the policy expresses a welcome "deep commitment" to consultation with campus and community representatives. On the other hand, rather than mandating an open search process, the policy provides that the Chancellor and the Chair of the TCSP together decide whether to schedule campus visits for presidential finalists.

The California State University San Marcos Academic Senate strongly urges that campus TCSPs conduct open and transparent search processes. Forgoing announcing finalists' names publicly and scheduling official campus visits for them would mean less transparent search processes and less confidence in the outcomes on the part of the university community and the public. The thoughts of CSU Sacramento's new president are instructive in this regard. In his Fall 2015 Address, President Robert S. Nelsen frankly expressed his dislike for the search process for new presidents. He spoke to the absence of an on-campus interview and who actually selects the president. In his words, "I greatly dislike how the search process for new presidents works nowadays. I hate that I didn't get the opportunity to meet all of you during the search and that I am only meeting you now. And I don't like it that you are only meeting me now and that the huge majority of you had no say in whom [sic] your next president would be." ([http://csus.edu/sacstatenews/Articles/2015/08/documents/FallAddress2015\\_AsPrepared.pdf](http://csus.edu/sacstatenews/Articles/2015/08/documents/FallAddress2015_AsPrepared.pdf))

Meaningful consultation means open campus visits where all members of the university community have the opportunity to meet finalists and ask them questions in a public forum. Such visits give the university and public insight into finalists' knowledge of the campus and their ability to unify and lead students, faculty, staff and administrators. They also give finalists insight into the university community they aspire to lead.



47

48 Note (not part of resolution):

49 This resolution is based on a template being used by Academic Senates at many other  
50 CSU campuses. Text highlighted in green are “filled in” blanks from that template. Text  
51 highlighted in yellow are additions made to the template by the CSUSM Academic  
52 Senate Executive Committee.

DRAFT

APC has been asked to develop the next set of academic calendars. The following principles (based on similar principles endorsed by the Senate in Spring 2010) were affirmed by the Academic Senate in Spring 2013.

### APC Academic Calendar Assumptions March 18, 2013

APC presents the AY 2014-2018 calendars with the following assumptions and restrictions.

- **The Fall semester** begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, and the Friday after Thanksgiving Day. The exact dates are determined by working back from the last Wednesday or Thursday before December 24, and declaring that day to be the last day in the grading period. For most years, this last grading day will be a Thursday which gives a four-day grading period (Monday through Friday) with final exams ending the preceding Saturday; occasionally there will only be a three-day grading period (Monday through Wednesday). There are thus always **71 instructional days in the Fall**. Since the day of the week for Veteran's Day changes from year to year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2011-12, 2012-13, and 2013-14 calendars, these were 14-15-15-14-13-(14), 13-15-15-14-14-(14) and 13-15-15-14-14-(14), respectively. **For the proposed 2014-15, 2015-16, 2016-17 and 2017-18 calendars, these will be 14-14-15-14-14-(14), 14-15-14-14-14-(14), 14-15-15-14-13-(14), and 14-15-15-14-13-(13)**, respectively. Saturday classes do not meet over Thanksgiving weekend or on November 11 if it is a Saturday; the latter occurs in Fall 2016.
- **The Spring semester** begins on either the Monday or Tuesday after Martin Luther King, Jr. Day. The exact dates are determined by setting the faculty preparation period to begin on the earliest Wednesday or Thursday that can be placed in the state February period (which can begin in January but be no longer than 45 calendar days). For most years, the first day will be a Wednesday which gives a three-day faculty preparation period (Wednesday through Friday); occasionally there will only be a two-day faculty preparation period. It effectively contains fifteen weeks of instruction, one complete week for Spring Break week, and one more holiday. The holiday is Martin Luther King, Jr. Day in years where instruction begins the Tuesday immediately following Martin Luther King, Jr. Day (in which case Spring Break is moved to the same week as Cesar Chavez Day), and it is Cesar Chavez Day in years where instruction begins Monday following Martin Luther King, Jr. Day (in which case Spring Break is moved up to the midpoint of the semester, the ninth week after the start of instruction). There are always a total of **74 instructional days** in the Spring. Since the "additional holiday" (besides Spring Break) is either Martin Luther King, Jr. Day

(always a Monday) or Cesar Chavez Day which falls on different days of the week each year, there is **no fixed pattern of MTWRF(Sa) frequencies**. For already approved 2011-12, 2012-13, and 2013-14, these were 15-15-15-14-15, 14-15-15-15-15, and 14-15-15-15-15, respectively. The **MTWRF(Sa) frequency pattern for the proposed 2014-15, 2015-16, 2016-17 and 2017-18 calendars will be 14-15-15-15-15-(14), 15-15-15-14-15-(14), 15-15-15-15-14-(14), and 15-15-15-15-14-(14)**. Saturday classes meet on the weekend at the beginning of Spring Break, but not on the weekend at the end of Spring Break.

- **Together** the Fall and Spring semesters always contain **145 instructional days**, the minimum required number. There are usually fourteen Saturdays in the Fall and always 14 Saturdays in the Spring, but these are not officially counted as “instructional days,” since Saturday is not a typical class day.
- **Summer session** runs for **10 weeks**. The first day of instruction is a Monday at least one full week after grades are due for the Spring semester, and the last day of instruction is a Saturday at least one full week before the fall faculty preparation period. The MTWRF(Sa) frequency pattern varies from year to year depending on the location of Independence Day. Also, when the 4<sup>th</sup> of July is a Friday, there are no Saturday classes on July 5; this occurs in Summer 2014. **For the proposed Summers of 2014, 2015, 2016 and 2017 these will be 10-10-10-10-9-(9), 10-10-10-10-9-(9), 9-10-10-10-10-(10) and 10-9-10-10-10-(10), respectively.**
- **All grading for the Fall semester is completed before Winter Break**. There are either four days in this grading period (Monday through Thursday) unless December 25 falls on a Friday or Saturday, in which case the grading period is shortened to three days (Monday through Wednesday); this occurs in Fall 2015.
- **There is an entire week set aside for final exams for each semester**. It runs Monday through Saturday in the Fall and Saturday through Friday in the Spring. In the Spring semester, the last day of final exams is also the first of two Commencement dates; exams will only be offered in the early morning on this day. The Saturdays of finals week count as academic work days (academic work days are instructional days, faculty preparation days, final exam days and grading days).
- There is a four day (Tuesday through Friday) **faculty preparation period** the week before class start in the Fall; Convocation is held during this period. There is usually a three-day (Wednesday through Friday) faculty preparation period for the Spring semester; occasionally there are only two days (Thursday and Friday) in this preparation period – this shortening of the faculty preparation period occurs in Spring 2015.
- There is a four day (Monday through Thursday, after Commencement weekend) **grading period** at the end of the Spring semester.

- There is **no instruction in the week before the faculty preparation period**, and Summer session grades are due the Thursday of that week. This allows working days for grading, as Summer session classes end the preceding week.
- There is **one full week of "processing time"** between the end of the Spring semester and the start of Summer session. At least this much time is necessary for Advising and EMS Operations/Registrar to act on Spring grades for disqualification, etc.

#### **Additional Comments:**

- **Impact on Lecturer Benefits:** By delaying the start of the Spring semester, these calendars meet the Chancellor's Office requirement for CSU San Marcos that the January pay-period be the fifth pay period of the Fall semester rather than the first pay-period of the Spring semester. This makes many lecturers eligible for an additional month of benefits (in January).
- **Alignment of Spring Break with Easter:** The Academic Senate asked the old APP to investigate this back in 1997-98, and APP concluded that there was too much variability in terms of when Easter Sunday falls. In the four years in question with this new set of calendars, Easter Sunday is observed:
  - April 5, 2015: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 10 weeks of instruction).
  - March 27, 2016: This is the Sunday at the end of the week following the proposed Spring Break (which occurs after 8 weeks of instruction)
  - April 16, 2017: Easter comes late this year; there are only 3 weeks of instruction after this date.
  - April 1, 2018: This Sunday is a week after Spring Break (which occurs after 8 weeks of instruction). As Cesar Chavez Day is observed on Friday, March 30, 2018, this will be a three-day weekend.
- **Observance of Cesar Chavez Day.** The new calendars move Spring Break away from Cesar Chavez Day whenever this is possible.
  - If classes do not begin until the week after Martin Luther King, Jr. Day, then it is possible to remove a full week of classes (for Spring Break) and Cesar Chavez day from the Spring instructional days and still met the minimum requirement for total instructional days in the academic year.
  - If classes meet the week of Martin Luther King, Jr. Day and Spring Break were moved to any other week besides the week with Cesar Chavez Day, then the calendar would be one instructional day short, and these calendars are already at the minimum. In those years, taking Spring Break in the week with Cesar Chavez Day effectively removes only four days of instruction from the week – because all CSU campuses are required to be closed in observance of Cesar Chavez Day; any other week would remove five days.

Note that the location of Spring Break will occasionally jump back and forth between the week after the eighth week of classes and the week after the tenth week of classes. In the four proposed calendars, there is the following pattern:

- 137                   ○ Spring 2015: Spring Break contains Cesar Chavez Day and occurs after 10
- 138                   weeks of instruction.
- 139                   ○ Spring 2016: Cesar Chavez Day falls in the week after Spring Break,
- 140                   which occurs after 8 weeks of instruction.
- 141                   ○ Spring 2017: Cesar Chavez Day falls in the week after Spring Break,
- 142                   which occurs after 8 weeks of instruction.
- 143                   ○ Spring 2018: Cesar Chavez Day falls in the week after Spring Break,
- 144                   which occurs after 8 weeks of instruction.
- 145       • **Location of the Summer Session.** In most years, the rules for determining the
- 146       positions of the Spring and Fall semesters leave twelve full weeks after the week
- 147       in which Spring grades are due and the week with the fall Faculty Preparation
- 148       period, and Summer Session is assigned to the middle ten weeks. In Summer
- 149       2015, there are 13 available weeks. After consultation with the Registrar, APC
- 150       has put the additional “free” week between the Summer Session and the Fall
- 151       semester.
- 152       • **AB 970.** Assembly Bill 970 prohibits the CSU Board of Trustees from increasing
- 153       mandatory systemwide fees within the 90 days prior to the start of the Fall
- 154       semester (or quarter) at any CSU campus. One CSU campus was required to delay
- 155       the start of its Fall 2013 semester in order to allow a 90 day interval between the
- 156       May Board of Trustees meeting and its originally scheduled start. While the dates
- 157       have not yet been set for Board of Trustees meetings in 2014 and beyond, it is
- 158       very unlikely that the proposed calendars would need to be further adjusted as
- 159       part of the CSU system complying with AB 970.
- 160

## NEAC's Report to EC and Senate – October 7, 2015

NEAC is initiating a referendum to change Article 5.3.1 and Article 5.3 of the Senate Constitution and Bylaws in accordance to Article 8.1 of the senate constitution and bylaws. This referendum was voted on in the spring of 2015 but not enough eligible faculty voted in the referendum. The language of and rationale for the referendum are the same as the ones used in the spring. NEAC's suggested timeline for the referendum is as follows:

### Timeline for the Referendum:

October 8, 2015 (at least 10 academic days in advance of the referendum): Referendum is initiated by NEAC and distributed to eligible faculty,

October 22, 2015 (at least 10 academic days after the distribution): Voting on the referendum opens,

November 5, 2015 (20 academic days after the initiation): Voting on the referendum closes.

### Referendum Language and Rationale

#### **Amendment 1: Changes to Senate Officers' Terms and Uncoupling the Chair and Vice-Chair Positions**

##### **Article 5.3.1**

##### **Senate Officer Terms**

**The Officers Chair and Vice Chair of the Senate shall serve for two one-year terms and may be re-elected for one additional two-year term. The Chair and Vice-Chair terms shall be staggered. The Vice-Chair/Chair-Elect serves two one-year terms: one as Vice-Chair and one as Chair. and the Secretary serves a one-year term and may be re-elected to serve for an additional two terms. In the event the Chair becomes unable to serve, the Vice-Chair/Chair-Elect shall have the choice of assuming assume the role of Chair for the remainder of the term as well as the term for which s/he was elected and an election will be conducted by NEAC for Vice-Chair/Chair-Elect. If the Vice-Chair/Chair-Elect chooses not becomes unable to serve his/her term as Chair, NEAC will conduct an election for Chair in accordance with the Academic Senate Election Rules and Guidelines.**

*Rationale: The creation of longer, staggered terms for the Senate Chair and Vice-Chair positions will allow for the officers filling those positions to benefit from the knowledge and working relationships across campus that they develop in their first year in office, while assuring some institutional memory in the Senate Office. These changes add the possibility of re-election for the Chair and Vice-Chair Officer positions for one two-year term to allow interested individuals with experience to contribute to Senate leadership for a more extended period than is currently possible. The proposed change for the Secretary position is to allow for two terms of re-election, rather than only one. In the event that the Senate Chair has to step down mid-term, the Vice-Chair has the option to serve as Chair, but is not required to do so.*

36 *An election will be held if the Vice-Chair does not want to serve as Chair. The proposed changes are*  
37 *more in line with the vast majority of CSU campuses.*

38  
39 **Article 5.3**  
40 **Senate Officers**

41  
42 **The Officers of the Senate shall consist of a Chair, Vice-Chair/~~Chair-Elect~~, and Secretary. ~~The Vice-Chair~~  
43 ~~serves as Chair-elect prior to becoming Chair.~~ The Officers of the Senate shall be voting members of  
44 the Senate. For election procedures, see the Academic Senate Election Rules and Guidelines.**

45  
46 *Rationale: To implement the changes to the Senate officers terms proposed to Article 5.3.1 above, the*  
47 *Senate Chair and Vice-Chair seats would be uncoupled. This change would allow faculty members to*  
48 *experience Senate leadership as the Vice-Chair without having to commit to being Chair at the end of*  
49 *her/his first term. The proposed change is more in line with the vast majority of CSU campuses.*