

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, April 29, 2015, 12:00 N – 1:50 PM
Provost's Conference Room – Kellogg 5207

- I. Approval of Agenda**
- II. Approval of Minutes** (4/15/15 Minutes and 4/22/15 Minutes)
- 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. Vice Provost's Report, [Kamel Haddad](#)**
- VIII. Discussion Items**
 - A. Senate Officers: Flow of Business – If BLP or UCC Do Not Recommend a Program**
 - B. UCC: Continued Conversation – Convergent Journalism Minor**
 - C. Senate Chair: Diversity Mapping – Response to President's Memo/Action Matrix** (2 attachments)
 - President Haynes' Memo – Tasks and timelines for Next Steps in Diversity Mapping (w/Action Matrix) *Page 2*
 - Academic Senate Response to Diversity Mapping Action Matrix Memo (Draft) *Page 7*
 - D. Senate Officers: Questions for IITS Dean Candidate Finalists**
 - E. SAC: Internship Policy** (2 attachments)
 - Executive Order 1064 – Internships *Page 11*
 - Internship Policy *Page 15*
- IX. Information Items**
 - A. Statewide Senate Chairs' Letter to Chancellor White and Chancellor Harris – Re: Proposed CCC Baccalaureate Degree Programs** (attachment) *Page 18*
 - B. Senate Chair: Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the Five Dedicated Senate Seats** (2 attachments)
 - Memorandum - Senate Chair to Provost 4/22/15 *Page 20*
 - Response to Memorandum - Provost to Senate Chair 4/27/15 *Page 24*
- X. EC Members Concerns & Announcements**

Upcoming Meetings:

Executive Committee

5/6 **11:30 AM** – 12:50 PM *Commons 206*

Senate Meetings


5/6 **1:00 PM** – 2:50 PM *Commons 206 (Joint Senate Meeting with Newly Elected Senators)*



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	Exectuive 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	Exectuive 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/proffessional 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

1 **Memo**
2 **(DRAFT)**

3
4 **Date:** May 1, 2015
5 **To:** Arturo Ocampo
6 AVP Office of Diversity, Educational Equity and Inclusion
7 **cc:** Graham Oberem, Provost
8 Debbie Kristan, Vice Chair, Academic Senate
9 Vivienne Bennett, Secretary, Academic Senate
10 Adrienne Durso, Academic Senate Coordinator
11
12 **From:** Laurie Stowell,
13 Chair, Academic Senate
14
15 **Subject:** Academic Senate Response to Diversity Mapping Action Matrix
16

17 The Academic Senate appreciates the commitment to diversity demonstrated by the
18 Diversity Mapping process and subsequent action steps. The Senate also appreciates that
19 the items in the Diversity Mapping Action Matrix regarding curriculum were referred to us,
20 recognizing that the curriculum is under the purview of the faculty. This memo responds
21 to the bulleted points requesting response in the President's memo "Task and timelines for
22 next steps in Diversity Mapping Project".
23

- 24 **1. President's memo: "Confirm that you have convened the people needed to**
25 **work on the recommendations assigned to you."** I consulted with the Executive
26 Committee of the Academic Senate at several meetings and they endorse this memo.
27 I conferred with faculty members of the Diversity Mapping Advisory Committee, and
28 faculty members of the Office of Diversity Advisory Committee. The Senate
29 committee structure to support this work is in place and ongoing.
30
31 **2. President's Memo: "Provide an initial assessment and review of the**
32 **recommendations you have been assigned."** After an initial assessment and
33 review we have determined that two items should be referred to a different campus
34 constituency as they are not actions the Academic Senate can initiate:
35 a. **Action Matrix Item 2.6 "elevating and fortifying plans for Ethnic**
36 **Studies and Women's Studies"** is not within the purview of Academic
37 Senate and we recommend referring this item to the College of
38 Humanities, Arts, Behavior and Social Sciences. Any plans for fortifying
39 this curriculum should originate within the department and college. If
40 their plans to fortify include the creation or revision of curriculum, then
41 Academic Senate will review that and if it meets standards of integrity
42 will approve the curriculum.
43 b. **Action Matrix Item 2.9 "confirm diversity and inclusion as an**
44 **institutional learning outcome"** should be referred to the Dean of
45 Academic Programs, Regina Eisenbach and the University Assessment

Council. Institutional Learning Outcomes originate with a WASC writing team or the University Assessment Council and are sent to the Academic Senate for endorsement. We could consider the possibility of a resolution in support of diversity and inclusion as an institutional learning outcome and I will refer that to the incoming Senate Chair Debbie Kristan for next year's Senate.

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

3. President's memo: "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." I have determined that the following work can be referred to Academic Senate committees:

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

4. President's memo: "Identify any "low hanging fruit" that might be prioritized for early/quick action in the summer or fall." The "low hanging fruit" that might be prioritized is item 2.5 "Implement two General Education Diversity Areas: Domestic and International/Global Diversity Issues and Multiculturalism". This item **was referred to the General Education Committee** for their consideration on March 11, 2015. They have been discussing in committee and may have recommendations in the Ay 15-16. But this work will likely **not** be accomplished in summer or fall.

5. **President's memo: "Identify any urgent needs among the recommendations assigned to you, even if they are not necessarily "low hanging fruit". The urgent needs... (Do we want to prioritize any of this work?)**
6. **President's memo: "Identify whether funding is needed for any of the above actions."** We request the following funding for Senate Committee work and work outside of the Senate Committees that will need to be completed by faculty. Some of this work can be accomplished within existing Senate committees through the

accountability provided by the curriculum and program review process. Because Senate was the only faculty body consulted outside of the Faculty Center, we further recommend the following. We acknowledge that Senate does not have authority to initiate much of this work, but in the spirit of collaboration we offer these ideas to accomplish **Action Matrix item 2. 7 “Integrate diversity content across core subject and disciplinary matter” and 2.10 “Expand and deepen issues of power 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. **WTUs or stipends for GEC and PAC.** While Senate committees are in place, they have more than a full docket of work and have not been able to finish the referrals made to them in the past three years. Perhaps a subtask force of GEC and a subtask force of PAC will need to be created to consider these items with appropriate WTUs or stipends. If not, then units and stipends will need to be added to the GEC chair and committee members as well as the PAC chair(s) and committee members.
- b. **Offer competitive stipends that departments could apply for** through the provost’s office 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.
- c. **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 IITS to strengthen 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. This work could 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.
- d. **Create a Diversity Faculty Fellow for each college** 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.

September 9, 2011

MEMORANDUM

TO: CSU Presidents

FROM: Charles B. Reed
Chancellor

SUBJECT: Student Internships—Executive Order No. 1064

Attached is a copy of Executive Order No. 1064, which establishes guidelines for campus internship policy and procedures.

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

If you have questions regarding this executive order, please contact the Office of International Programs at (562) 951-4790.

CBR/bjc

Attachment

c: Executive Staff, Office of the Chancellor

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4790

Executive Order: 1064
Effective Date: September 9, 2011
Supersedes: No Prior Executive Order
Title: Student Internships

This executive order is issued pursuant to the Standing Orders of the Board of Trustees, Section II (a) and (c). The California State University recognizes the beneficial educational purpose of student internships, as well as the need to maximize the educational experience while mitigating the risks to participants and minimizing the university's liability exposure.

I. Purpose

This executive order establishes guidelines for campus student internship policy and procedures and delegates responsibility for implementation to the campus president.

II. Delegation of Authority

The president is delegated the responsibility for the development, implementation and maintenance of the campus student internship policy, and to ensure there is a means for future review of the policy that is updated and communicated to faculty and staff at appropriate intervals.

III. Terms and Definitions

An internship formally integrates the student's academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a service learning¹, business, non-profit, or government setting. For the purpose of this executive order "internship" does not include teacher preparation placements or clinical placements such as for nursing, counseling, physical therapy or occupational therapy.

An internship site is the organization at which the internship takes place.

¹ See "Managing Risk in Service Learning" http://www.calstate.edu/cce/resource_center/servlearn_risk.shtml for additional guidance.

IV. Campus Student Internship Policy

Each campus is required to develop, implement, maintain and publish a student internship policy governing internships where the university makes the placement. Electronic copies of internship-related documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.

General internship policy shall, at a minimum, includes the following:

A. Internship Planning

- Individual to be responsible for oversight of the policy;
- Academic policies for establishing an internship;
- Awarding of academic credit;
- Accommodation plan for students with special needs;
- Emergency response plan;
- Student compensation, if applicable; and
- Minimum requirements for agreements between the internship site and university.

B. Placement Assessment

Prior to placing students, an assessment of the appropriateness of the internship site as a placement for CSU students shall be conducted. A written assessment summary of the internship site shall be completed and retained by the responsible campus office and be available for review. That summary shall respond, at minimum, to the following considerations:

- The potential for the internship site to provide an educationally appropriate experience;
- Identification of the potential risks of the internship site;
- Identification of an appropriate individual from the host organization to supervise the student at the internship site;
- Evaluation of the educational environment;
- Evaluation of the potential for student academic experience and its relationship to the student's academic study;
- Selection criteria and basic skills required of the student; and
- Agreement of internship site to meet campus expectations, including a signed placement agreement between the internship site and the CSU that addresses both the internship site's and the campus's role in the internship, as well as the student's responsibilities.

C. Internship Site Visits

Campus policy shall include criteria for when to conduct a site visit. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials or direct contact with the site.

D. Placement and Orientation

Before the student begins the internship, the following steps shall be completed:

- Student orientation that includes conduct expectations, health and safety instructions, and emergency contacts;
- Student emergency contact form to be completed. If the internship placement is not required as part of the student's academic program, the student must complete the liability waiver form (see Executive Order 1051); and
- Learning agreement form signed by the student, internship site supervisor and university representative. The form addresses the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).

Documentation of the above items shall be retained by the campus supervising office or a designated campus office.

E. Annual Review

Campus policy shall include a plan for annual review of the internships, both for educational purposes and for safety to the students. This review should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.

V. Document Retention

The campus is expected to retain documents related to each internship consistent with systemwide and campus document retention guidelines. See Executive Order 1031.

It is recommended that the instructional agenda, name and contact information for the internship site, student information, and executed liability waiver be retained together after the conclusion of the semester/quarter during which the internship took place. Electronic copies of the documents are permissible. See technical letter RM 2011-01 and the accompanying *Release of Liability Handbook*.

Charles B. Reed, Chancellor

Date: September 9, 2011

CALIFORNIA STATE UNIVERSITY SAN MARCOS
DRAFT INTERNSHIP POLICY—PRELIMINARY DRAFT FOR COMMENTS

Definition

- Internships integrate a student's academic study with practical experience in a cooperating organization.
- Internships are designed to serve educational purposes by offering experience in a business, non-profit, or government setting.
- Internships regulated and administered by CSUSM must receive academic credit.
- Internships can be on-campus or off-campus, paid or unpaid, full-time or part-time.
- An internship site is the organization or CSUSM office at which the internship takes place.
- The terms, 'internship' and 'internships', refer to undergraduate and graduate Academic internships.

When Departments, Programs, or certification organizations have requirements for Internships other than those specified herein, such requirements will be applied in addition to the requirements specified herein. Examples include, but are not restricted to teacher preparation placements and clinical placements that are mandatory components of progress toward a degree or certificate, Service Learning courses, and CoBA Senior Experience. Department and Programs offering such courses will notify the University Office of Internships of such requirements, and consult with the Office of Internships on plans for oversight of such courses.

Requirements

Prior to placing students in internships the following requirements must be met:

- Academic Departments and Programs will decide if an internship meets academic requirements for course credit. The University Office of Internships must obtain approval of each internship from the Academic Department or Program relevant to the ~~site and activities of that internship—student enrolled in the internship.~~
- Academic Departments and Programs will provide approval and oversight of the academic content of the internships. However, at their discretion, they may seek assistance from the office of internships for any work related to such oversight of the academic content of internships (e.g., documentation).
- The University Office of Internships will frame, document, implement, and have final responsibility for compliance with all risk management issues, unless the concerned Academic department chooses to take this work upon itself and report outcomes to the Office of Internships (e.g., when a department has an already-established system for administering internships and may not want to change it).
- Internships must be supervised by both the partnering organization and the University Office of Internships in consultation with the Academic Department or Program sponsoring the internships.

Academic Departments and Programs will certify evaluation of the following aspects of an Internship:

1. The potential for the internship site to provide an educationally appropriate environment and experience;
- ~~2. The educational environment;~~
- ~~3.2~~ The potential for student academic experience and its relationship to the student's academic study--based on approval of the site's educational appropriateness by a relevant Academic Department or Program;
- ~~4.3~~ Selection criteria and basic skills required of students
- ~~5.4~~ Identification of an appropriate individual from the host organization to supervise the student at the internship site.

Subject to final approval from the Academic Departments that sponsor particular internships, the University Office of Internships will be responsible for:

1. Identifying the potential risks of the internship site;
2. Developing or including a plan to accommodate students with special needs.
3. Developing an emergency response plan.
4. Verifying that internships meet credit-hour and faculty-workload standards.
5. Identifying the minimum requirements for agreements between the internship site and university.
6. Visiting internship sites at least once each academic year, unless the campus University Office of Internships can demonstrate and document sufficient knowledge of the internship site.
7. Creating and managing an online database accessible to CSUSM students and faculty, which lists available internships and provides information about enrolling in those internships.
8. Conducting a student orientation that includes conduct expectations, health and safety instructions, and emergency contacts.
- ~~8.9~~ Administering annual reviews of the internships, both for educational purposes as approved by Academic Departments and Programs, and for safety to the students. Such reviews should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.
- ~~9. Requiring a student emergency contact form to be completed.~~
- ~~10. Requiring the liability waiver form set forth in Executive Order 1051 be completed if the internship placement is not required as part of the student's academic program.~~
- ~~11. Requiring~~
- ~~12.10.~~ Retaining together all required documentation. forms set forth herein above; Such documents must be retained consistent with system-wide and campus document retention guidelines. the instructional agenda, name and contact information for the internship site, and student information. Such documentation includes:

- a. The instructional agenda,
- b. Name and contact information for the internship site,
- c. Student information,
- d. An emergency contact form to be completed by each student,
- e. The liability waiver form set forth in Executive Order 1051 be completed if the internship placement is not required as part of the student's academic program,
- f. A learning agreement form to be signed by the student, internship site supervisor, University Internship Office representative, and a representative of the relevant Academic Department or Program. The form must address the work to be provided by the student, the learning outcomes, and the placement logistics (including hours and pay).
- g. Written agreement of the internship site to meet campus expectations, including a signed placement agreement between the internship site and the CSU that addresses both the internship site's and the campus's role in the internship, as well as the student's responsibilities. The University Office of Internships will obtain such agreement.

~~Administering annual reviews of the internships, both for educational purposes as approved by Academic Departments and Programs, and for safety to the students. Such reviews should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.~~

~~13. Obtaining written agreement of the internship site to meet campus expectations, including a signed placement agreement between the internship site and the CSU that addresses both the internship site's and the campus's role in the internship, as well as the student's responsibilities.~~

Formatted: Numbered + Level: 1 +
Numbering Style: 1, 2, 3, ... + Start at: 10 +
Alignment: Left + Aligned at: 0.25" +
Indent at: 0.5"

The Director of the University Office of Internships has the ultimate responsibility for ensuring the fulfillment of these activities. A written assessment summary of the preceding requirements for each internship site shall be completed and retained by the University Office of Internships and be available for review.

Authority

Executive Order 1064

Scope

This policy applies to all individuals involved with internships; as such term is defined herein.

April 22, 2015

Dear Chancellor White and Chancellor Harris,

The CSU Council of Academic Senate Chairs (CASC) expresses our deep concern about the hurried and limited nature of the consultative process with the CSU faculty regarding the proposed Community College baccalaureate degrees being initiated as a pilot program in response to SB 850. CASC met on 19 February, and again on 16 April 2015. As an item of business in both meetings, we discussed the recent proposals for the Community College baccalaureate degree pilot programs, and the attenuated process for consultation with the CSU about those proposed degrees.

CASC would like to thank Chancellor White for his advocacy and efforts in facilitating a more meaningful review of the proposed Community College baccalaureate degrees than would have been allowed by the initial 48-hour review period. Such a limited time was certainly not sufficient for faculty, administrators, or staff to adequately review the proposed pilot programs. Additionally, because this request for immediate response came at a time that fell between terms at most of the CSU campuses, the initial period effectively limited faculty input in that process. Even with these time constraints, there were many presidents, provosts, deans, and faculty chairs (among others) who responded quickly, and we are quite grateful for their work.

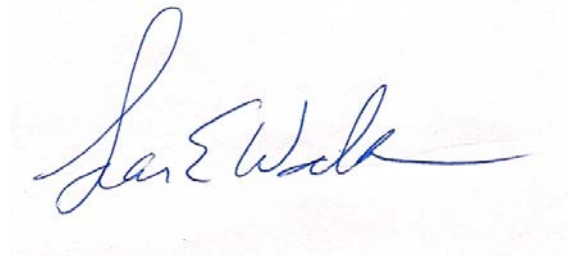
While the second review cycle that was conducted in late January and early February of 2015 gave some limited opportunity for faculty to participate in that review, we believe there were still rather serious issues in that consultative process. First, too little time was available for meaningful consultation between the respective campus administrations and senates or curriculum committees, as well as among the broader campus community members. Because of the wide range of faculty duties and obligations, many academic departments and faculty curriculum committees are able to meet only a few times a month to conduct business. A request for a narrowly focused and deliberative response within just a couple of weeks is inherently inconsistent with the principles of shared governance and meaningful consultation.

Second, the lines of communication between the Community Colleges and the CSU campuses were murky. Several campuses were contacted to endorse BA proposals before any guidelines had been developed by the CSU. In some cases, there were letters from campus employees endorsing programs that may duplicate “baccalaureate degree program or program curricula already offered by the California State University or the University of California”, circumventing campus review and potentially implying CSU endorsement before any formal system-wide consultation occurred.

Third, the final recommendations from the CSU to the CCC in Chancellor White’s letter of 2 March, 2015, did not acknowledge the full range of faculty concerns and reservations, including those noting duplication of curriculum and programs, that were delivered by the CSU campuses to the CSU Chancellor’s Office. We are very interested in fostering a creative and collaborative

relationship between the CSU and the CCC. We encourage the CSU and the CCC to develop truly consultative and deliberate processes for these pilot baccalaureate programs. There are certainly a myriad of policy issues remaining that must be worked out (e.g., the structure of upper-division general education and how, if at all, these units could be transferred for students who leave CCC degree programs or students who take these courses and expect them to transfer). We hope that the campus presidents, provosts, and senates, and the Academic Senate of the California State University, will be involved in the development of a meaningful and deliberate consultative process should the state decide to continue with or expand the scope of this pilot baccalaureate program.

Sincerely,



Sean Walker
Convener, Council of Academic Senate Chairs
CSU Fullerton

Sent on behalf of all of the CSU Academic Senate Chairs

Jacquelyn Ann Kegley	Praveen Soni	David Ely
<i>CSU Bakersfield</i>	<i>CSU Long Beach</i>	<i>San Diego State University</i>
Jeanne Grier	Nancy Warter-Perez	Lynda Heiden
<i>CSU Channel Islands</i>	<i>CSU Los Angeles</i>	<i>San José State University</i>
Paula Selvester	Michael Holden	Trevor Getz
<i>CSU Chico</i>	<i>CSU Maritime Academy</i>	<i>San Francisco State University</i>
Jerry Moore	Carl Ferguson	Gary Laver
<i>CSU Dominguez Hills</i>	<i>CSU Monterey Bay</i>	<i>CPSU San Luis Obispo</i>
Michael Hedrick	Adam Swenson	Laurie Stowell
<i>CSU East Bay</i>	<i>CSU Northridge</i>	<i>CSU San Marcos</i>
Kevin Ayotte	David Speak	Richard J. Senghas
<i>CSU Fresno</i>	<i>CPSU Pomona</i>	<i>Sonoma State University</i>
Sean Walker	Reza Peigahi	Brett Carroll
<i>CSU Fullerton</i>	<i>CSU Sacramento</i>	<i>CSU Stanislaus</i>
Noah Zerbe	Ted Ruml	Steven Filling
<i>Humboldt State University</i>	<i>CSU San Bernardino</i>	<i>Academic Senate CSU</i>

Memo

Date: April 22, 2015

TO: Provost Graham Oberem

FM: Laurie Stowell, Senate Chair

RE: Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the Five Dedicated Senate Seats

As chair of the Academic Senate, and on behalf of the Academic Senate, I have accepted the recommendations made by the FAC/NEAC Task Force, and I am hereby presenting it to you for your consideration. This task force met over the last four semesters and addressed the tasks with which it was charged. The charge 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.

The outcome of their work in AY 2013/2014 was to propose changes in the Academic Senate Constitution and Bylaws that allowed for increased part-time lecturer participation. The proposed amendment to add four seats to the Senate for part-time lecturers went forward in a second Spring referendum in May 2014; it did not pass, along with other proposed amendments, because of an insufficient number of voters. It did pass later in Fall 2014. All five part-time lecturer seats on the Senate are now filled, as well as the part-time lecturer seat that is designated on FAC.

The outcome of their work in AY 2014/2015 was to suggest an approach for compensating part-time lecturers for work in the Academic Senate. These recommendations were reviewed by Associate Vice President of Faculty Affairs, Michelle Hunt.

Rationale for the Compensation of Part-Time Lecturers on the Faculty Affairs Committee and in the five dedicated Senate Seats:

The CSU-CFA Collective Bargaining Agreement has long acknowledged that lecturers are members of the faculty of the CSU (CBA Art. 2). In January 2015, the Statewide Senate of the CSU issued a call asking campus Senates to revise their policies so as to include lecturers in shared faculty governance, and to provide fair compensation for their work in shared governance (ASCSU-3199-14/FA). The CBA states that members of the bargaining unit shall not be assigned an unreasonable workload. (Articles 20.1 and 20.3.) Tenure-track faculty members at CSUSM are compensated for their work in Senate and

on important Senate committees as part of the 15 WTUs that they report every semester, while lecturers receive no such compensation. Because we have five Senate seats and one seat on FAC that are reserved for part-time lecturers, we recommend that the Senate provide compensation to them as follows:

Suggested Model for Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the Five Dedicated Senate Seats

1. Part-Time Lecturer Senators (expected minimum work per month: attend 2 hour Senate meeting¹ and 2 hours for preparation/consultation with their constituency)

- To recognize their service, we would like to offer \$150 of professional development monies to part-time lecturer Senators per semester, for a total of \$300 a year. (With five senators, this comes to a total of \$1,500 per academic year.)
 - Lecturers do not automatically receive professional development funds from colleges or departments, so this is valuable support.
 - Academic Senate funds enhance/ support faculty development (ultimately improving students' experiences).
 - Professional development funds are transferred and administered by department (i.e., it is a process already in place and easily expanded).

2. Designated Part-Time Lecturer seat on an Academic Senate Standing Committee—(Faculty Affairs Committee)

- Because the FAC part-time Lecturer position requires an average of 4-4.5 hours of work every week, we would like to provide assigned time to the faculty member providing this service. One possibility would be to provide the equivalent of 3 WTUs per academic year (1.5 WTUs each semester for 4.5 hours of work per week).
 - Assigned time would be transferred to colleges, with assigned time to "Academic Senate Duties" listed on lecturer appointment letter, which is a process that would be similar to what already happens for other positions on campus (e.g., for Lecturer service to the Faculty Center)
 - Assigned time for Academic Senate duties is a formal project included in the part-time faculty member's assignment letter and can² be addressed by the lecturer in his/her evaluation process (WPAF).
 - At the beginning of each semester, the FAC part-time lecturer representative will need to be provided with a letter describing the responsibilities and expectations associated with the position (meetings, preparatory work, follow-up work, brief annual report submitted to

¹ Except in April, when there are two Senate meetings

² AVP Hunt noted that the inclusion of this information in the University Evaluation is optional and the language of the Taskforce's original recommendation was changed to reflect this.

committee chair), as well as the expected time investment (4.5 hours average per week = 1.5 WTUs).

3. Retroactive compensation for the 13-14 AY FAC position

The taskforce recommended (and the Senate officers concur) retroactive pay for the faculty member who has served on the FAC committee for several years. This faculty member made the request for compensation for service on FAC for AY 13-14 in early Fall 2013. As with our recommendation in #2 above, we recommend that the Senate offer the equivalent of a course release in assigned time.

Previous Senate Chair Vivienne Bennett provided for Senate lecturer compensation in the Senate three year rolling plan and the Senate budget. I have set aside funds in anticipation of the FAC/NEAC Lecturer Task Force recommendations in the AY 14-15 budget. The Senate Office will work with the Provost and CFA to implement these recommendations appropriately.³⁴

Additionally, please note that AVP Michelle Hunt provided some suggestions about assigned time allocations for part-time lecturers and full-time lecturers, to inform the Senate officers. Hunt wrote that she suggests “that FT lecturers receive a reduction of 3 WTUs in one of the 2 semesters as this is mathematically easier to accomplish than 1.5. PT lecturers could receive an additional 1.5/semester of compensation if it doesn’t cause them to exceed 100%.”

She also suggested some language about the service of lecturers with full-time entitlements. Although she wrote specifically about the FAC seat (which was clarified that it is reserved for part-time lecturers), this information could be helpful in future years in which the next steps of possible compensation is considered,

“If the lecturer has a full time contract, such that service with [FAC] would cause the lecturer to exceed 15 WTUs per semester, agreement will need to be obtained from the lecturer’s Dean, in consultation with the Department, prior to FAC service commencing. Specifically, the agreement must be to reduce the teaching load by 3 WTUs/year, while still preserving the lecturer’s full time entitlement. Such agreement will not be unreasonably withheld.”

With your approval, Provost Oberem, we will work with appropriate departments to process these payments before the end of the fiscal year.

³ Hunt stated that a faculty member can only exceed 15 WTUs if the overload is paid from non-general fund sources in the case of a part-time lecturer in the FAC position.

⁴ Hunt also noted that “assigned time for FAC service cannot raise a lecturer’s entitlement as the work is outside the department and, per the CBA, entitlements are by department. A PT lecturer could receive an additional 3 WTUs of compensation if it doesn’t cause them to exceed FT—this would be similar to working in two departments.”

I present the task force's model in the spirit of inclusion and recognition of the work of our part-time lecturer colleagues on this campus. I look forward to hearing from you so we can move forward providing this compensation.



MEMORANDUM

DATE: April 27, 2015

TO: Laurie Stowell
Chair, Academic Senate

FROM: Graham Oberem *Graham Oberem*
Provost and Vice President for Academic Affairs

SUBJECT: Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the five dedicated Senate Seats

I have reviewed your memo dated April 22, 2015, regarding the above-stated topic (copy attached). I am pleased to support the compensation models proposed for

Item #1, Part-Time Lecturer Senators, and

Item #2, Designated Part-Time Lecturer Seat on an Academic Senate Standing Committee – (Faculty Affairs Committee).

Per the statement in your memo, I understand that the Office of the Academic Senate has identified funds to proceed with enactment of the two compensation models cited above.

GO/mab

Attachment

cc: Michelle Hunt, Associate Vice President for Faculty Affairs
Robert Rider, Interim Assistant Vice President for Faculty Affairs
Jennifer Fabbi, Dean, Library
Kamel Haddad, Vice Provost
Jim Hamerly, Interim Dean, CoBA
Katherine Kantardjieff, Dean, CSM
Janet Powell, Dean, CEHHS
Adam Shapiro, Dean, CHABSS

Memo

Date: April 22, 2015
From: Laurie Stowell, Senate Chair
TO: Provost Graham Oberem

Re: Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the five dedicated Senate Seats

As chair of the Academic Senate, and on behalf of the Academic Senate, I have accepted the recommendations made by the FAC/NEAC Task Force, and I am hereby presenting it to you for your consideration. This task force met over the last four semesters and addressed the tasks with which it was charged. The charge 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.

The outcome of their work in AY 2013/2014 was to propose changes in the Academic Senate Constitution and Bylaws that allowed for increased part-time lecturer participation. The proposed amendment to add four seats to the Senate for part-time lecturers went forward in a second Spring referendum in May 2014; it did not pass, along with other proposed amendments, because of an insufficient number of voters. It did pass later in Fall 2014. All five part-time lecturer seats on the Senate are now filled, as well as the part-time lecturer seat that is designated on FAC.

The outcome of their work in AY 2014/2015 was to suggest an approach for compensating part-time lecturers for work in the Academic Senate. These recommendations were reviewed by Associate Vice President of Faculty Affairs, Michelle Hunt.

Rationale for the Compensation of Part-Time Lecturers on the Faculty Affairs Committee and in the five dedicated Senate Seats:

The CSU-CFA Collective Bargaining Agreement has long acknowledged that lecturers are members of the faculty of the CSU (CBA Art. 2). In January 2015, the Statewide Senate of the CSU issued a call asking campus Senates to revise their policies so as to include lecturers in shared faculty governance, and to provide fair compensation for their work in shared governance (ASCSU-3199-14/FA). The CBA states that members of the bargaining unit shall not be assigned an unreasonable workload. (Articles 20.1 and 20.3.) Tenure-track faculty members at CSUSM are compensated

for their work in Senate and on important Senate committees as part of the 15 WTUs that they report every semester, while lecturers receive no such compensation. Because we have five Senate seats and one seat on FAC that are reserved for part-time lecturers, we recommend that the Senate provide compensation to them as follows:

Suggested Model for Compensating Academic Senate Service by Part-Time Lecturers on the Faculty Affairs Committee and in the Five Dedicated Senate Seats

1. Part-Time Lecturer Senators (expected minimum work per month: attend 2 hour Senate meeting¹ and 2 hours for preparation/consultation with their constituency)

- To recognize their service, we would like to offer \$150 of professional development monies to part-time lecturer Senators per semester, for a total of \$300 a year. (With five senators, this comes to a total of \$1,500 per academic year.)
 - Lecturers do not automatically receive professional development funds from colleges or departments, so this is valuable support.
 - Academic Senate funds enhance/ support faculty development (ultimately improving students' experiences).
 - Professional development funds are transferred and administered by department (i.e., it is a process already in place and easily expanded).

2. Designated Part-Time Lecturer seat on an Academic Senate Standing Committee—(Faculty Affairs Committee)

- Because the FAC part-time Lecturer position requires an average of 4-4.5 hours of work every week, we would like to provide assigned time to the faculty member providing this service. One possibility would be to provide the equivalent of 3 WTUs per academic year (1.5 WTUs each semester for 4.5 hours of work per week).
 - Assigned time would be transferred to colleges, with assigned time to "Academic Senate Duties" listed on lecturer appointment letter, which is a process that would be similar to what already happens for other positions on campus (e.g., for Lecturer service to the Faculty Center)
 - Assigned time for Academic Senate duties is a formal project included in the part-time faculty member's assignment letter and can² be addressed by the lecturer in his/her evaluation process (WPAF).

¹ Except in April, when there are two Senate meetings

² AVP Hunt noted that the inclusion of this information in the University Evaluation is optional and the language of the Taskforce's original recommendation was changed to reflect this.

- At the beginning of each semester, the FAC part-time lecturer representative will need to be provided with a letter describing the responsibilities and expectations associated with the position (meetings, preparatory work, follow-up work, brief annual report submitted to committee chair), as well as the expected time investment (4.5 hours average per week = 1.5 WTUs).

3. Retroactive compensation for the 13-14 AY FAC position

The taskforce recommended (and the Senate officers concur) retroactive pay for the faculty member who has served on the FAC committee for several years. This faculty member made the request for compensation for service on FAC for AY 13-14 in early Fall 2013. As with our recommendation in #2 above, we recommend that the Senate offer the equivalent of a course release in assigned time.

Previous Senate Chair Vivienne Bennett provided for Senate lecturer compensation in the Senate three year rolling plan and the Senate budget. I have set aside funds in anticipation of the FAC/NEAC Lecturer Task Force recommendations in the AY 14-15 budget. The Senate Office will work with the Provost and CFA to implement these recommendations appropriately.³⁴

Additionally, please note that AVP Michelle Hunt provided some suggestions about assigned time allocations for part-time lecturers and full-time lecturers, to inform the Senate officers. Hunt wrote that she suggests "that FT lecturers receive a reduction of 3 WTUs in one of the 2 semesters as this is mathematically easier to accomplish than 1.5. PT lecturers could receive an additional 1.5/semester of compensation if it doesn't cause them to exceed 100%."

She also suggested some language about the service of lecturers with full-time entitlements. Although she wrote specifically about the FAC seat (which was clarified that it is reserved for part-time lecturers), this information could be helpful in future years in which the next steps of possible compensation is considered,

"If the lecturer has a full time contract, such that service with [FAC] would cause the lecturer to exceed 15 WTUs per semester, agreement will need to be obtained from the lecturer's Dean, in consultation with the Department, prior to FAC service commencing. Specifically, the agreement must be to reduce the teaching load by 3 WTUs/year, while still preserving the

³ Hunt stated that a faculty member can only exceed 15 WTUs if the overload is paid from non-general fund sources in the case of a part-time lecturer in the FAC position.

⁴ Hunt also noted that "assigned time for FAC service cannot raise a lecturer's entitlement as the work is outside the department and, per the CBA, entitlements are by department. A PT lecturer could receive an additional 3 WTUs of compensation if it doesn't cause them to exceed FT—this would be similar to working in two departments."

lecturer's full time entitlement. Such agreement will not be unreasonably withheld."

With your approval, Provost Oberem, we will work with appropriate departments to process these payments before the end of the fiscal year.

I present the task force's model in the spirit of inclusion and recognition of the work of our part-time lecturer colleagues on this campus. I look forward to hearing from you so we can move forward providing this compensation.