

2012/13 YEAR-END REPORTS OF THE SENATE STANDING COMMITTEES

ACADEMIC POLICY COMMITTEE

Chair: Susan Thompson

Members: David Barsky, Pamela Bell, Gerardo Gonzalez, Israel Irizarry, David McMartin, Tejinder Neelon, Chet Kumar, Karina Miller, Salah Moukhlis, Thomas Swanger, Sarah Villarreal

APC Tasks Completed

APC policies approved by the Senate in Fall 2012

1. Latin Honors Criteria at Graduation policy (revised)

APC policies approved by the Senate in Spring 2013

1. Graduation requirements policy (revised)
2. Academic Calendar for AY 2014/15 through 2017/18 with revised APC Academic Calendar Principles

APC Action Items on the Senate agenda 5/1/2013

1. Resolution on prioritization of classroom space
2. Intersession Maximum Units policy

APC carry forward items for 2013-2014

1. Challenge Exam policy revision
 - a. Policy was referred because it is not working particularly well now. For example, the current policy's requirement for applying early in the semester may be restricting certain programs from allowing this option.
 - b. Committee research looked at other CSU challenge exam policies and description of issues by Modern Languages Chair.
 - c. Background research materials and committee discussions on APC community site.
2. Definition of summer full-time student course load
 - a. An issue was raised in CAMP that it is hard for students to receive financial aid for summer programs because they are not considered full-time.
 - b. Research traced description of student course load requirements in catalogs over the year and also found old 1994 graduate student policy and memo that also defined load for undergraduates. APC discussed various summer course load full-time requirements for entire summer and for one summer session. We also considered whether to rewrite the old policy or create a new policy for undergraduates and cleanup the old policy for graduates.
 - c. However, as discussion developed, it became apparent that the financial aid component placed significant restrictions on our ability to define full-time status. The Director of Financial Aid explained if we use a summer enrollment status other than the regular fall/spring enrollment status, we would be required to change our Pell Formula for all students for the full academic year: fall, spring, summer. Given this information, the committee decided to postpone work on this until next year when that committee might have more time to research the various issues.
 - d. Background research materials and committee discussions are available on APC community site. Recommend that next year's APC review this issue in the fall so any changes could take effect in time for financial aid to implement for the following summer.

BUDGET & LONG RANGE PLANNING COMMITTEE

AA Strategic Planning & Three-Year Rolling Plans: All units reporting to the Provost submitted three-year rolling budget plans laying out possible new programs, positions, equipment purchases, etc. BLP met with AALC several times during the AY to review the plans and identify common priorities. Our prioritizations among these plans served as the basis for Academic Affairs' proposal for anticipated CSU growth funding for AY 13-14. All Divisions' growth funding proposals can be found at http://www.csusm.edu/aa/committees_councils/ubc_pages/ubc_12-13/ubc_meetings1213.html. The programmatic planning information in these 3-year rolling plans also provided input for the LAMP task force's discussions.

Long-Range Academic Master Planning (LAMP) Process: BLP once again thanks Kathleen Watson for serving as BLP's representative and co-chair of the LAMP task force.

Curriculum Reviews:

P-forms reviews forwarded to Senate: P-forms provide a comprehensive vision of a proposed program, including resource needs for initiating and sustaining the degree program. Proposals are reviewed by both UCC and BLP before being submitted to the Academic Senate. BLP submitted reports on the following programs in AY 2012-13:

School of Nursing, CEHHS (all self-support programs):

Post-MSN certificate, Clinical Nurse Leader (approved by Senate, Fall 2012)
Post-MSN certificate, Clinical Nurse Specialist (approved by Senate, Fall 2012)
Post-MSN certificate, Family Nurse Practitioner (approved by Senate, Fall 2012)
Post-MSN certificate, Family Psychiatric Mental Health Nurse Practitioner (approved by Senate, Fall 2012)
Post-MSN certificate, Palliative Care (awaiting Senate approval)

School of Education, CEHHS:

certificate, Wikis, Widgets, & Web 2.0 (approved by Senate, Fall 2012) (self-support)
certificate, Global Teacher Studies & Preparation (awaiting Senate approval) (self-support)
certificate, Dual Language (awaiting Senate approval) (state support)

CEHHS:

Master's in Social Work (MSW) (approved by Senate, Spring 2013) (self-support)

CoBA:

certificate, Health Information Technology (approved by Senate, Fall 2012) (self-support)
options, Master's in Business Administration (awaiting Senate approval) (self-support)

A-form Reviews: BLP's approval of an A-form allows a program to be placed on CSUSM's University Academic Master Plan (UAMP) and is an invitation to submit a P-form. We approved the following A-forms in Fall 2012:

B.A. in Communicative Sciences & Disorders (CEHHS) (self-support)
B.A. in Theatre (CHABSS) (state support)
M.S. in Kinesiology (CEHHS) (at proposer's request, recommended for "pilot" status; self-support)

Some recurring themes from this year's proposal reviews are worth noting. Clearly, self-support operations have become an integral aspect of curricular development. BLP thanks Extended Learning's Dean Schroder for his ongoing efforts to make EL's operations comprehensible and transparent to all CSUSM faculty. BLP now receives program budgets for all proposed self-support programs, and we have found them extremely helpful in understanding specific program proposals as well as EL operations overall. These draft budgets are posted on BLP's web page with the P-forms and are available for public viewing.

Several P-forms reviewed this year for self-support programs anticipated Library Collections costs. Extended Learning is developing a new MOU with the Library to require annual reviews to ensure that EL's support for Collections, staffing, and faculty resources cover self-support programs' demands upon the Library.

Further, the reinvigoration of curricular development this past year has brought back into focus our campus's space constraints. New programs, regardless of their funding source, place pressures on existing classroom space as well as lab, meeting, and office space. Since learning of NURS's impending move to University Hall, BLP has paid even closer attention to fleshing out the likely space needs of proposed programs. BLP's chair will sit on the newly-launched Provost's Space Advisory Committee (PSAG), which will review all space request proposals from within Academic Affairs and will have an opportunity to weigh in on space requests from other Divisions before they go to the president.

Commission on Extended University Grants: CSUSM has received funding from this CSU-wide program in the past (for example, for CoBA's Health Information Technology certificate), but there has until now never been a system for informing potential applicants or vetting possible CSUSM proposals (which would, if funded, require

that CSUSM approve and launch a for-credit academic program). Information about this program trickled out to faculty this year, creating significant confusion about the program and various information loops (or lack thereof). Dean Schroder took the lead on formalizing a process for soliciting and vetting proposals that builds on existing shared governance at CSUSM. Beginning in AY 2012-2013, Extended Learning will coordinate with College Deans to inform the campus community of the RFP, and BLP will participate in the annual review process, along with AALC and the Provost.

Committee Members: Voting Members: Staci Beavers (at-large, chair), Darel Engen (CHABSS); Linda Holt (CSM), Laurie Stowell (CEHHS), Kathleen Watson (COBA), Hua Yi (Library). Administrative Representatives (non-voting): Don Chu (for Fall 2012, as CEHHS Dean); Janet Powell (for Spring 2013, as CEHHS Dean), Graham Oberem (during Fall 2012, as AVP-Planning & Academic Resources; this seat was vacant in Spring 2013), Mike Schroder (Dean, Extended Learning), Wayne Veres (Dean, IITS). Student Representative (non-voting): Ken Lalonde (Fall 2012), Sarah Do (Spring 2013)

Recommendations for AY-2013/14:

- The following P-forms need to be addressed at the beginning of the Fall 2013 semester: Kinesiology M.S., Geospatial Studies minor (CHABSS), Quantitative Biology and Biostatistics minor (CSM).
- BLP needs to work with EL early next year to finalize the process for soliciting and reviewing proposals for the grants program for the Commission on the Extended University.
- We have received a referral from EC to develop a policy/procedures document that would govern both how programs launched through self-support can be moved to state support and how programs approved for stateside delivery can also be offered via self-support.

Voting Members for 2013-2014

Staci Beavers (at-large 12-14), Darel Engen (CHABBS, 12-14), Linda Holt (CSM, 13-15), Pat Stall (CEHHS, 13-15), Kathleen Watson (COBA, 12-14), Hua Yi (Library, 13-15).

BLP's Fall 2013 meeting time is still pending.

FACULTY AFFAIRS COMMITTEE

During the academic year, FAC worked to revise a number of RTP documents. Beyond various editorial corrections, documents were revised for coherence to the new Collective Bargaining Agreement and also in light of the recent campus reorganization. These included:

- College of Math RTP Document
- Library RTP Document
- SSPAR RTP Document
- University RTP Document

In response to questions about changes in the new CBA for lecturer evaluation, FAC worked to developed new university-wide lecturer RTP policy rather. FAC considered the prospect of making changes to the respective college/unit documents, and then embraced the idea of a university-wide document as a way to encourage consistency across the university and to facilitate effective training and support of Candidates for evaluation as well as reviewers.

It was not possible to have the policy reviewed and approved by the Academic Senate, in consideration of the mandated evaluation timeline. Thus the administration implemented FAC's version of the document; the same document was later approved by the Senate. FAC was informed by the administration and CFA that two adjustments to the lecturer evaluation would be made and implemented. FAC will propose in AY 2013/2014 that the Senate approve these changes:

1. Revise Section V (B), (C) and (D) and Exhibits I and II, to specify that: a) Lecturer Faculty eligible for an initial three-year appointment have the option of either including the listed materials from all six years, or, alternatively, only from year six of the evaluation cycle; and that b), either way, the WPAF shall include copies of all prior periodic evaluations with responses/rebuttals (if any).

2. Revise Section II E: "The PRC shall be composed of at least three full-time tenured faculty nominated and elected by the tenure-track and Lecturer Faculty in the department (or equivalent)... These procedures must follow the CBA Article 15 provisions for Periodic Evaluation of Temporary Faculty Unit Employees." 3. I observed a couple of items that could be revised as well:
3. Editorial changes will include:
 - Throughout the doc, replace "evaluation committee(s)" with "peer review committee(s)"
 - Replace "all previous levels of review" with "the previous level of review."

FAC also worked to present to the Senate a revised "Department Chair Selection Policy," which institutionalized the existing policy that included lecturers in the process, but also made some adjustments based on discussion on the Senate floor and other feedback from Senators.

FAC updated the Faculty Awards Policy to reflect the elimination of the Wang Award, and to adjust the timeline to hopefully encourage more nominations.'

FAC has been consulting with Matt Ceppi in the Office of Institutional Planning and Assessment to develop a pilot that would conduct student evaluations of teaching online in select course during summer and fall 2013 and spring 2014. Many CSU campuses are moving in this direction and FAC will update the Senate in the Fall and Spring about the progress of the pilot. It is possible that FAC would recommend that *all* students evaluations of teaching be conducted *online* starting in 2014/2015, depending on the outcome of the pilot and the sense of the Academic Senate.

GENERAL EDUCATION COMMITTEE

GEC Voting Members: Allison Carr, Catherine Cucinella, Scott Greenwood, Katherine Hajar (Fall 2012), Reuben Mekenye (Spring 2013), Marshall Whittlesey, and Kara Witzke (Spring 2013)

GEC Non-Voting Members: David Barsky, Pamela Bell, Andres Favela, Sharon Hamill, Virginia Mann, and Alexander Evzerov (Fall 2012)

Article 6.8.1: General Education Committee Duties

The General Education Committee has general oversight of all issues related to the General Education program and the following specific graduation requirements: the U.S. History, Constitution and American Ideals Requirement, the Language Other Than English Requirement, the Computer Competency Requirement, and the Graduate Writing Assessment Requirement. The committee makes appropriate recommendations regarding the operation of the General Education program and fulfillment of the graduation requirements specified above. In compliance with State mandates, the committee shall be responsible for reviewing, approving, and evaluating all new and existing lower and upper-division courses used to meet the General Education and specified graduation requirements; make recommendations on academic and student policies impacting the General Education program and the specified graduation requirements; establish and provide for periodic internal and external reviews of General Education policies and practices in a manner comparable to those of major programs; review articulation agreements with community colleges for courses satisfying General Education and the specified graduation requirements; provide information to the Provost & Vice President for Academic Affairs regarding the General Education program and the specified graduation requirements; and be a resource for academic advising to ensure student fulfillment of General Education and the specified graduation requirements. In pursuit of these duties, the committee may create ad hoc subcommittees.

Tasks completed

Curriculum Review

Throughout the academic year, the GEC reviewed courses submitted for GE credit. This academic year the committee received 23 proposals for general education credit. The following nineteen courses were approved:

- CHEM 318 Chemistry of Wine and Beer (BB)
- GEOG 330 Applied GIS for the Social Sciences (DD)*

ANTH 375 Money, Power and Culture (DD)
SOC 489-5/NATV 380-1 Imagining Indians: American Indians, Mass Media, Film and Society (DD)
WMST 300-17 The Politics of Motherhood (DD)
LING 355 Heritage Languages and Heritage Speakers (DD)
ANTH 360 Indigenous Anthropology (DD)*
LTWR 345 Native American Literatures (CC)
VSAR 123 Ways of Seeing: Introduction to the History of Photography (C1)
WMST 345 Gender and Violence (DD)
BIOL 318 Plants and Society (BB)
CHEM 316 Chocolate: A Chemical Investigation (BB)
KINE 318 Sport, Games, and Culture (DD)
ID 360-4 Disney Animated Films: A Small World After All? (CC)
EDUC 496-4 Introduction to International Comparative Education (DD)
PHIL 342 Philosophy of Technology (CC)
WMST 351 Black Feminist Thought and Activism (DD)
WMST/PSCI 393 Reproductive Rights (DD)
WMST 300-19 Introduction to LGBTQ Studies (DD)

*pending C-form approval by UCC

The following courses are still under review at GEC:

ANTH 379 Environmental Health and Justice (DD)
SOC 489-6/NATV 380-2 Contemporary American Indian Health and Wellness (DD)
GBST 390-3 Urban Geography: Cities in Global Context (DD)

New All-University Writing Requirement Policy

This policy was approved at Senate on April 10, 2013. The new policy pro-rates the number of words required in writing assignments according to the number of units in the course. Thus,

3 units and up: 2500 words

2 units: 1700 words

1 unit: 850 words

GE Revision

New Course Proposal Forms for the following lower-division general education areas were approved at Senate on April 24, 2013:

- Area A: Basic Skills
 - A1: Oral Communication
 - A2: Written Communication
 - A3: Critical Thinking
- Area B: Scientific Inquiry and Mathematical Reasoning
 - B1: Physical Sciences (with B3: Lab Component)
 - B1: Physical Science (No Lab Component)
 - B2: Life Science (with B3: Lab Component)
 - B2: Life Science (No Lab Component)
 - B3: Physical Science (Lab Only)
 - B3: Life Science (Lab Only)
 - B4: Mathematics and Quantitative Reasoning
- Area C: Arts and Humanities
 - C1: Arts
 - C2: Humanities
 - C3: LOTER
- Area D: Social Sciences
 - D: Disciplinary Social Science
 - D7: Interdisciplinary Social Science

- Dc/g: American Institutions – Constitution and Government
- Dh: American Institutions -- History
- Area E: Life-long Learning, Self-Development and Information Literacy

In addition, the committee created a course proposal evaluation rubric for each of the eighteen areas listed above.

Upper-Division General Education Learning Outcomes (GELOs)

These GELOs were approved at Senate on April 24th, 2013.

- Area BB: Mathematics, Quantitative Reasoning, Physical and Life Science
- Area CC: Humanities and the Arts
- Area DD: Social Sciences

“Closing Loopholes” in the General Education Curriculum and WASC Accreditation

Learning about diversity and global perspectives are fundamental values in the CSUSM General Education Philosophy Statement. In order to be able to demonstrate that all CSUSM students, native and transfer, receive adequate exposure to diverse and global perspectives the GEC chose to define learning about diversity as the 2nd learning outcome in Area DD. In addition, the GEC chose to define learning about global perspectives as completion of LOTER. Thus, all CSUSM students who successfully complete LOTER and a DD course will receive exposure to diverse and global perspectives.

Interim Policy on Upper-Division Credit for Students Who Have Not Yet Acquired Junior Standing

The GEC approved an interim policy where students will be able to gain UDGE credit if they have attained at least 50 units by the semester in which they are enrolled in an upper-division GE course.

CONTINUING ITEM

“Golden Four” Grade Minima

On April 4th, 2013 the GEC voted to recommend raising the minimum grade to C from D minus in the Golden Four areas of general education (Written Communication/English Composition, Mathematical Concepts/Quantitative Reasoning, Oral Communication and Critical Thinking). In response to concerns raised by several Senators at the April 10th and 24th Academic Senate meetings regarding the potential negative implications that raising the minimum grade held for departments offering B4 courses the GEC decided to forego its original proposal to raise the minimum grade in the Golden Four. At its Apr. 25th meeting the GEC voted to recommend the formation of a task force in Fall 2013 to study the challenges that raising the minimum passing grade in area B4 from a D minus to a C poses for academic departments offering B4 courses. In addition the GEC recommended that this task force be charged with discovering strategies what will help 80% or more of the students in B4 courses meet the minimum passing grade of C. The task force will report its findings to the 2013-14 Academic Senate.

GEC Items Needing Completion in 2013-14

Creation of New Forms for the Three Upper-Division General Education Areas (BB, CC and DD). Once the new UDGE forms are complete, begin certification of UDGE courses using the new GELOS. During the certification process collect information on course content dealing with diversity and global learning in order to assess the strengths and weaknesses in how CSUSM students are currently taught about diversity and global perspectives.

Certify LDGE courses using the new GELOS. During the certification process collect information on course content dealing with diversity and global learning. During the certification process collect information on course content dealing with diversity and global learning in order to assess the strengths and weaknesses in how CSUSM students are currently taught about diversity and global perspectives.

Creation of formal definitions of “diversity” and “global learning” based on the 2nd learning outcome of Area DD for “diversity” and learning outcomes C3.3, C3.5 and C3.6 from LOTER for “global learning” for the purpose of assessing student learning about diversity and global perspectives.

Coordination and cooperation with efforts by the Office of Diversity, Equity, and Inclusion and the College of Humanities, Arts, and Behavioral and Social Sciences to promote higher quality learning about diversity and global perspectives at CSUSM.

Map the GE curriculum to LEAP goals

Completion of the General Education Handbook

Approve annual assessment plan for GE

Begin annual assessment in LDGE areas

LIBRARY & ACADEMIC TECHNOLOGY ADVISORY COMMITTEE

Membership: Edward Price (chair), Ian Chan, Shaoyi He, Rong-Ji Chen, Greig Guthey, Wayne Veres, Bill Ward, Barbara Taylor, Lourdes Shahamiri, Steven Espinoza, Dominica Ranieri, Jairo Leon

A major topic during AY12-13 was online instruction. The committee monitored developments with Cal State Online, SJSU's partnership with Udacity, and MOOCs (massively open online courses). Currently, the nature, purpose, and mechanics of online instruction in higher education are areas of contention and experimentation. This makes a coherent campus response difficult. A major development with Cal State Online was the CSU Board of Trustee's decision to relax the original constraint that Cal State Online handle online programs. It now appears that Cal State Online will handle individual courses. Another important development was the awarding of an exclusive contract to Pearson to provide technical and LMS (learning management system) support for Cal State Online.

The committee also discussed [open access](#). "Open-access literature is digital, online, free of charge, and free of most copyright and licensing restrictions." Many universities have instituted open access policies to promote open access to faculty scholarship. Depending on campus interest, CSUSM could develop a similar policy. Carmen Mitchell, Institutional Repository Librarian, is our campus expert on open access issues.

Three current campus policies were relevant to the committee's discussions: Online Instruction, Extended Learning's Roles and Responsibilities, and Intellectual Property Policy. Given the rapid developments in online instruction, these policies should be reviewed frequently to ensure their continued relevance.

NOMINATIONS, ELECTIONS, APPOINTMENTS, & CONSTITUTION COMMITTEE

Members during 2012-13:

David Chien (CSM); Vassilis Dalakas, chair (CoBA); Ana Hernandez (CEHHS); Carmen Mitchell (Library); Robert Sheath (At-large); Richelle Swan (CHABSS)

Activities during 2012-13:

NEAC's major focus during the year was filling seats for committees; six calls were issued throughout the year on the vacancies, NEAC evaluated the volunteers who showed interest in each seat and it made recommendations accordingly.

Number of vacant seats: 51 (Call 1); 23 (Call 2); 24 (Call 3); 23 (Call 4); 19 (Call 5); 15 (Call 6)

Number of people volunteering for seats: 44 (Call 1); 4 (Call 2); 9 (Call 3); 9 (Call 4); 3 (Call 5); 24 (Call 6)

Number of seats filled: 33 (Call 1); 3 (Call 2); 7 (Call 3); 8 (Call 4); 2 (Call 5); 14 (Call 6)

In addition, NEAC oversees the Academic Senate Spring Elections, which occurred in April 2013.

Other activities included: discussion on the process of faculty selection for the Long-term Academic Master Plan committee, discussion on recommending official policy regarding temporary replacements on non-Senate committees, rulings on election-related and appointment-related issues, and evaluation of new composition of Senate

committees as a result of the restructuring. For the last task, feedback has been requested from all chairs of the Senate committees.

Agenda for 2013-2014

During the next academic year, NEAC will continue to focus on filling all vacant seats in committees and conducting the Academic Senate Elections. Additional tasks include proposal of policy for temporary replacements on non-Senate committees and potential amendments to the Constitution regarding committee composition, if necessary.

Chair and Meeting Time for 2013-14

Chair for AY 2013-2014 will be Richelle Swan.

NEAC conducts most of its business electronically; in-person meetings are scheduled on an ad-hoc basis as needed each semester (usually 1-2 per semester).

PROGRAM ASSESSMENT COMMITTEE

Members:

Jeff Nessler, CEHHS-HD/Kine/SoN

Moses Ochanji, CEHHS-SoE

Toni Olivas, Library

Michelle Ramos-Pellicula, CHABSS-AH

Catalin Ratiu, CoBA

Linda Shaw, Chair, CHABSS-SS

Jill Weigt, Faculty at Large

David Barsky, AVP-AP

Gerardo Gonzalez, AVP Research, Dean of Graduate Studies

Karen Irwin, Provost's Office

PAC 2012-13 AY Accomplishments

PAC accomplished a considerable amount of work during the current AY which included reviewing all documents and responding to Program Reviews with recommendations for the following programs: School of Nursing B.S., Sociology B.A., and Criminology and Justice Studies B.A. The Program Review documents, as well as PAC's responses and recommendations, were considered by those involved in developing the MOUs that will guide programs during the next review cycle as stipulated by the Program Review Policy and Guidelines. The PAC Chair participated in these MOU meetings and in drafting the MOUs (points of agreement in the discussion and action items for the next review cycle) that will be forwarded to all parties to the MOU process for consideration and agreement.

In May, the PAC Chair will also participate in orientation sessions for programs beginning their Program Reviews in AY 2013-2014. These programs include: Human Development B.A., Nursing M.S., Anthropology B.A., Economics B.A., Mass Media B.A., Spanish B.A. and M.A., Special Major B.A., Applied Physics B.S., Biochemistry B.S., and Chemistry B.S.

PAC 2013-14 AY Agenda

During the 2013-14 academic year, the PAC will review and respond to Program Reviews from the following programs: Biotechnology M.S., Literature and Writing Studies B.A., School of Education M.A., and School of Education E.D.D.

The Chair of PAC will also participate in the MOU process for these programs, provide support for programs that are preparing their Self Studies in 2013-2014, and participate in orientation sessions for the lead faculty from programs that will begin their Program Reviews during the 2014-2015 AY.

Finally, the PAC will participate in discussions with the APC about developing a program assessment policy. The PAC will also revise the Program Review Policy and Guidelines to make more explicit reference to the need to include Extended Learning courses as a part of Program Review Self Studies.

PAC 2013-14 AY Chair and Meeting Time

PAC Chair: TBD

PAC Meeting Time: TBD

PROMOTION & TENURE COMMITTEE

For AY 2012/13, the PTC consisted of the following faculty members: Beverlee Anderson (COBA), Kent Bolton (At-Large), Cynthia Chavez Metoyer (CHABSS, SS), Vicky Fabry (CSM), Janet McDaniel (Chair, CEHHS), Martha Stoddard Holmes (CHABSS, Hum), Hua Yi (Library).

The committee reviewed 27 files during this year's cycle: 12 requests for promotion to Full Professor/Librarian, 1 request for tenure only, and 14 requests for promotion to Associate Professor/Librarian with tenure. Two of the requests for tenure and promotion were from faculty members requesting early tenure/promotion during their fifth years in rank as Assistant Professors.

In the course of its work, the committee noted several issues that it wishes to bring to the attention of the Senate and to the Custodian of the Files in the provost's office. These are (1) Digital WPAFs; (2) Solicited letters recommending P&T; (3) Departmental practices; (4) What is an item?; (5) "On time" promotion to Full; and (6) PRC letters.

1. Digital WPAFs

Digital WPAFs are increasing with each year (1 in 2010/11, 5 in 2011/12, 9 in 2012/13). The PTC had generally positive experiences with digital WPAFs. Everyone appreciated the convenience of being able to review files outside of the provost's office space and hours of business. There was a technical glitch that affected some of the files (different versions of Moodle caused some problems, evidently more pronounced at the PRC level), but this was resolved by IITS. This year we felt there were a few extremely well-organized digital files. We recommend that the Faculty Center ask permission to add these to their library of WPAFs. We did not find any difficulties with security issues; we were all careful with the files so that they remained confidential even when we read them at home or in our offices.

Some general cautions on digital WPAFs are: (1) Use hot links whenever possible; (2) Put all files into PDF format rather than any kind of file that could be modified; (3) Insert PDF versions of PowerPoints or Prezis with several slides on each page of the PDF; (4) Label every file with a descriptive title (as opposed to solely I.A., I.B., etc.); (5) Feel free to go "hybrid" (e.g., put a physical copy of a book in the COF's office rather than include a PDF that takes many minutes to download and is difficult to read); and (6) Be selective—having a digital file is not an excuse to exceed 30 items by putting several items in one digital file.

We recommend that the Custodian of the File work with IITS to create a template for a Moodle shell where faculty can create their digital WPAFs. The Faculty Center could introduce this template at their RTP workshops.

(2) Solicited letters in WPAFs

It is not uncommon for candidates for tenure and promotion to solicit letters from colleagues to document their contributions in teaching, service and scholarship/creative activity. Indeed, the use of such letters is an effective way in which faculty can round out the picture of their work that they are presenting in the file.

However, some candidates solicited letters from students and colleagues both at CSUSM and externally which argued for the candidate's tenure and promotion. These letters provided the levels of review with evaluations of /recommendations about the candidate's "case" without any familiarity with the actual WPAF. The PTC wants to remind everyone involved in the promotion and tenure process that the CBA and the CSUSM RTP document

provide mechanisms for external review of a candidate's file. Soliciting colleagues (or worse, students) to provide letters of support for tenure and promotion is simply inappropriate.

(3) Departmental Practices

Candidates are advised to explain departmental practices that might not be shared by all units or disciplines across campus. E.g., what work is involved in organizing a colloquium, serving as graduate coordinator, or serving as leader for a course?

(4) What is an item?

There are still issues for some candidates around defining an "item" in reasonable ways. Whether in digital or paper WPAFs, some candidates continue to stuff too much material into each item. The WPAF is meant to be representative—not all-encompassing—of the faculty member's work. Some files appear to be of the "kitchen sink" approach, which is counter to our RTP document and preferred culture.

(5) "On time" promotion to Full

The CBA specifies that promotions to Full Professor/Librarian/SSPAR III are considered "on time" if they take effect at the start of the sixth year. That is, a WPAF turned in during the fifth year in rank as an Associate is "on time" (CBA 14.3). WPAFs turned in prior to the fifth year as an Associate are "early" (CBA, 14.4). This contrasts with requests for P&T to Associate, which are on "on time" in the sixth year and become effective at the start of the seventh year of service.

Many Associate Professors decide to wait for six, seven, or more years before they apply for promotion. This is perfectly understandable. This year, one candidate going up in the fifth year ("on time" according to the CBA) defined his/her request as "early," and the PRC and dean accepted this characterization. Since there are different standards for "early" and "on time" promotion in our RTP documents, candidates and reviewers should be aware of the CBA timetable.

(6) PRC Letters

Once again, we read some extremely long letters from PRCs. When the candidate writes a 15-page reflective statement, it should not be necessary for a PRC to write a 12-page evaluation. The most effective PRC letters we read were about two pages in length. Review letters should not restate all the information in the candidate's CV and reflective statement; rather, they should be evaluative. The only circumstance in which a slightly longer letter might prove necessary is when the PRC votes to "not recommend" the request for promotion and/or tenure.

Final thought: The Promotion and Tenure Committee worked very well as a team this year. We would like to express our appreciation to Custodian of the Files Michelle Hunt and to her team of Deirdre Lowell, Tricia Runzel, and Anita Gonzales. We could not have completed our tasks this year without their efficient and amiable support.

STUDENT AFFAIRS COMMITTEE

Voting Members: Erika Daniels (COEHHS), Yvonne Meulemans

(Library, Chair) John Robertson-Howell (at-large); Miriam Schustack (CHABSS), Wayne Neu (CoBA).

Nonvoting Members: Dilcie Perez (Interim Dean of Students); Anthony Mercadente (ASI)

Student Grade Appeals Committee (SGAC) Policy and Procedures

The SGAC Policy and Procedures was drafted by SAC and passed by the Academic Senate last year. During administrative review, the Provost suggested that some sort of minimum amount of credits earned was required for any students serving on this committee. The previous SAC Chair was asked about any previous discussions within the committee for such a request and consultation with ASI student and staff leaders was done. The SAC concluded that a reasonable requirement was for students serving on this committee to have "...at least junior status and a minimum of 30 units completed at CSUSM." This change was passed by the Academic Senate and has been forwarded to the Administration for review.

Advising of Student Athletes

At the November 28, 2012 EC, there was concern expressed by EC members in light of a story in the Chronicle of Higher Education (<http://chronicle.com/article/Need-3-Quick-Credits-to-Play/135690/>) about student athletes taking

low quality online courses from Western Oklahoma State University. The discussion resulted in a referral to the SAC to make a “determination of what strategies we employ when athletes and other students are just a few credits short.” (EC minutes) As Chair of SAC, I have met with Jennifer Milo (Athletic Director) and Todd Snedden (Associate Director of Athletics for Eligibility and Student Services) to discuss EC’s questions about how student athletes are advised academically when they are a few credits short of eligibility. An oral and written report was submitted to the Executive Committee.

Field Trip Policy and Procedures/Internship Policy and Procedures

Executive Order (EO) 1062 requires each campus to adopt formal policies/procedures regarding field trips and internships. After a review of the document provided from EC and in collaboration with Bill Thomas from Risk Management, the group began to work on an online form for faculty and students to complete in fulfillment of this EO for field trips. There is currently a draft form posted on the development servers that the committee began to review and suggested edits. Regarding the internships, the committee spent much time discussing how to begin on this task. Since internships are credit-bearing yet occur off-campus, multiple units on campus would need to provide input and be part of any discussions. A possible approach would be to take advantage of the significant work already done by the Office of Community Service Learning (OCSL) for their policies and procedures. The move of OCSL to Community Engagement and out of Academic Affairs, and without a faculty director left the committee hesitant to continue in this direction without some additional guidance. With the addition of new members in April, a more fundamental question about both of these policies and procedures was raised: the documents provided to the committee were not the exact Executive Order in question and the committee concluded that it needed to understand where the existing documents came from. At this time, the Chair is taking action on this and hopes to have this information to forward on to next year’s SAC so that the work on these policies procedures can continue.

Chair and meeting time

No Chair for SAC has been elected as of this writing. SAC meets the 2nd and 4th Tuesday of each month from 3pm-4pm. Meeting have been in Markstein Hall 322.

Other concerns

Progress on committee business was hampered by a lack of members in the early spring. At one point, the committee consisted of the Chair and two members. The Chair is most appreciative for the participation the members during this time and also for the new members, especially as the semester draws to a close. Secondly, the Chair for next year may want to consider taking an ad-hoc approach to scheduling meetings. The field trip and internship issues proved to be complex and required more committee discussion than the Chair initially anticipated. Perhaps an ad hoc approach to scheduling meetings would have been helpful to tackle committee business in a more timely fashion.

Tasks for SAC for AY 2013-2014

1. Continuing working on the online form for faculty and students in fulfillment of the field trip policy and procedures. Bill Thomas (Risk Management) and Andre Rychener (IITS) have been instrumental in working with the committee on this.
2. Determine next steps on internship policy and procedures.

UNIVERSITY CURRICULUM COMMITTEE
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Voting Members: Judith Downie, Matthew Escobar, Michael Hughes, Paul Stuhr, Richelle Swan, Suzanne Moineau, Konane Martinez, Yi Sun (Chair)

Non-Voting Members: David Barsky, Virginia Mann

Work completed in 2012/13: In the academic year 2012/13, UCC has received 289 curriculum items (course and program forms), which is a marked increase from the 167 forms in 2011/12 and 159 forms in 2010/11; additional forms are continuing to be received in Academic Programs at the end of the semester, but are not included in this report because they arrived in Academic Programs in late April. UCC has reviewed and forwarded on to the Senate 201 forms this year (compared with 135 in 2011/12 and 157 in 2010/11).

The breakdown by college and type of curriculum proposal is as indicated in the following table.

Forms forwarded to Academic Senate for approval by UCC / Forms received by UCC:

College	New Courses (C Forms)	Course Changes & Deletions (C-2 & D Forms)	New Programs (P Forms)	Program Changes (P-2 Forms)	All Curriculum Proposals
COBA	40 / 48	3 / 3	2 / 2	1 / 2	46 / 55
COEHHS	65 / 109	18 / 25	9 / 11	7 / 8	99 / 153
CHABSS	13 / 27	23 / 23	0 / 1	3 / 4	39 / 55
CSM	10 / 16	5 / 7	0 / 1	2 / 2	17 / 26
All colleges	128 / 200	49 / 58	11 / 15	13 / 16	201 / 289

The 11 new program proposal forms (containing 17 new programs) forwarded to the Senate were:

- Post-master's Clinical Nurse Leader Certificate (approved by Senate on October 3, 2012)
- Post-master's Clinical Nurse Specialist Certificate (approved by Senate on October 3, 2012)
- Post-master's Family Nurse Practitioner Certificate (approved by Senate on October 3, 2012)
- Post-master's Family Psychiatric Mental Health Nurse Practitioner Certificate (approved by Senate on October 3, 2012)
- Certificate of Advanced Study in Wikis, Widgets and Web 2.0 (approved by Senate on November 7, 2012)
- Certificate of Advanced Study in Healthcare Information Technology (approved by Senate on December 5, 2012)
- Master of Social Work (approved by Senate on April 24, 2013)
- Dual Language Certificate (on Senate agenda for May 1, 2013)
- Post-master's Palliative Care Nurse Practitioner Certificate and Post-master's Palliative Care Clinical Nurse Specialist Certificate [two certificates] (on Senate agenda for May 1, 2013)
- Certificate of Advanced Study in Business Foundations, Certificate of Advanced Study in Core Business Knowledge, Certificate of Advanced Study in Business Intelligence, Certificate of Advanced Study in International Business, Business Intelligence Option in the Master of Business Administration, and International Business Option in the Master of Business Administration [four "stackable" certificates and two MBA options] (on Senate agenda for May 1, 2013)
- Global Teacher Studies and Preparation Certificate (on Senate agenda for May 1, 2013)

The 13 program change forms forwarded to the Senate on the Consent Calendar were:

- Single Subject Credential (approved by Senate on October 3, 2012)
- B.A. in Human Development (approved by Senate on October 3, 2012)
- B.S. in Chemistry, Science Education Option (approved by Senate on November 7, 2012)
- Bilingual Authorization Program (approved by Senate on November 7, 2012)
- Reading and Literacy Added Authorization and Reading and Leadership Specialist Credential [two programs] (approved by Senate on November 7, 2012)
- B.A. in Visual and Performing Arts, Theatre Arts Option (approved by Senate on November 7, 2012)
- Minor in Border Studies Technology (approved by Senate on December 5, 2012)
- Certificate of Specialized Study in Communicative Sciences and Disorders (approved by Senate on March 6, 2013)
- M.S. in Nursing (approved by Senate on March 6, 2013)
- Master of Business Administration, Fully Employed Option (approved by Senate on April 10, 2013)
- M.S. in Mathematics (approved by Senate on April 10, 2013)
- Certificate of Advanced Study in Wikis, Widgets and Web 2.0 (on Senate agenda for May 1, 2013)
- B.A. in Psychology (on Senate agenda for May 1, 2013)

The UCC completed a multi-year revision of the "C Form" used for proposing new courses. It reflects the fact that the administrative software has changed (from Banner to PeopleSoft) since the last revision of the C Form (Spring 2007) and several practices that have emerged over the years in the review of courses at UCC (e.g., requiring proposals to identify student learning outcomes). This new form will receive its second reading on May 1, 2013.

Continuing Work: Prominent among the curriculum for which UCC was unable to complete its review were the M.S. in Kinesiology and a set of four ROTC courses (that, per the 2009 report of the Study Group on Reserve Officer Training Corps at CSUSM, should be presented to the Senate for two readings). These programs and the various individual courses whose reviews were not completed should be prioritized above proposals that are submitted after the end of this academic year.

Continuing Members: Matthew Escobar (Chair), Judith Downie, Paul Stuhr, Richelle Swan, Suzanne Moineau, Konane Martinez

New Members: Nicoleta Bateman, Rebecca Lush

We would like to thank all members of the UCC for their excellent work, weekly attendance, and numerous discussions in our meetings. We are certain that all decisions of the UCC will improve the quality of the curriculum at California State University San Marcos and are in the best interest of our students.