

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO

FACULTY SENATE EXECUTIVE COMMITTEE

A G E N D A

Tuesday, January 8, 2019

2:00-3:50PM

AD-145

1. Approval of EC Minutes, 11/27/18, ECM 18-06
2. Approval of FS Minutes 11/13/18 FSM 18-04

Time Certain – 2:15PM

3. Suspension & Discontinuation of Programs – Grace King & Tom Provenzano
4. Appointments (Attachments)
5. Q2S Recommendations: Catalog Rights & Summer 2020 Recommendations (Attachments)
6. Nominations for Faculty Trustee Position (Update)
7. FAC – IDS RPT Guidelines (Attached)

Time Certain – 3:00PM

8. Priority Registration Appointment Process – Craig Seal & Olivia Rosas
9. Syllabus Policy – Revised (Attached)
10. President's Report
11. Provost's Report
12. Chair's Report
13. FAC Report
14. EPRC Report
15. Statewide Academic Report
16. Approval of Faculty Senate Agenda, January 15, 2019 – FSA 18-05

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
FACULTY SENATE EXECUTIVE COMMITTEE

MINUTES

Tuesday, November 27, 2018
2:00-3:50PM
AD-145

Members Present: Karen Kolehmainen, Lasisi Ajayi, Rong Chen, Davida Fischman, Haakon Brown, Donna Garcia, Shari McMahan, Beth Steffel, Jodi Ullman, Jill Vasillakos-Long, President Morales

Visitors: Jean Picker Firstenberg, Trustee

1. Jean Picker Firstenberg, Trustee

Chairperson Kolehmainen identified several current issues:

- Recommendations of committee would take 1-2% of the budget to change the workload formula as a result of Q2S and it was ignored.
- After vote of no confidence agreed to have regular meetings. These meetings stopped and President said he did not want to continue meeting.
- EC would like to build bridges and have shared understandings.
- Faculty and the Administration currently have differences in definition of shared governance.
- Faculty owns the curriculum and administration should not get involved in it.
- A recommendation was passed through the senate a GE Area C structure which was deemed not in compliance with EO 1100. Senate passed a resolution to have other CSU's change their Area C structures and all are held to the same standard.
- To have a meaningful conversation, you must have meaningful/trustworthy data.
- Per student we get less than most of the other CSU's. The formula has not changed and we are 3rd from the bottom for the SUG funding.
- Senate wants to have more informal meetings with the President.
- We had a climate survey several years ago which showed significant distrust among faculty staff and some administrators with the central administration.
- Former Provost was fired very unceremoniously and rather publicly.
- Suggested we have a third person come in to help us to get talking—an outside mediator.

1B. Jean Picker Firstenberg, Response

- She listened for 25 minutes and stated that the EC is clearly unhappy and very angry.
- She spent an hour with the students and asked what is working and what is not working. What is wrong, what is the climate of the campus.
- Never had a turnout that she got at this campus. They are great, they are fantastic, they are pleased with the environment, pleased with the education they are getting, they are proud to be here.
- This means everyone on this campus is doing a good job.
- If one person at the top was doing such a bad job, the students would feel it.
- John Silber was a dictator, University of Texas and Boston University, look him up.
- Had no idea what I was getting into when I joined the Board of Trustees. Tim White is one of the finest human beings and greatest leaders I have ever met.
- Look at the website of Cal State and listen to the 9 minute remarks he made at board meeting in November.

- Chancellor White said we have the responsibility to be compassionate, a university to be inclusive and compassionate. To be open to the people who we disagree with. And, to be willing to sit down with them and to talk with them in a respectful and calm way to be able to communicate.
- We need to have compassion toward each other. We need to open our hearts to deal with each other in a different way. Need compassion to communicate. The only way to solve problems is to communicate.
- We have to move past the anger and the knots that are in your stomach over miscommunication and mistakes.
- This is a great campus and somebody is doing something right.
- President Morales was one of the two male Presidents who came to the ACE Women's Leadership event where we celebrated the 12 women Presidents.
- We are leading the country, we have 52% women.

1C. EC Comments after Trustee Left:

- A copy of the International Report was given to the Trustee.
- We need to find a way to move forward.
- The EC of the Statewide Senate met for weeks to work out issues.
- We also need trust and we don't have it—need an independent mediator.
- We need to use words that will bring us together and not divide us.
- Our intent was to focus on the positives and our mutual goals.
- Let us focus on the good things—our strengths.
- Going forward we should proceed by asking clarifying questions and assume good intent.
- We should have informal meetings with the cabinet perhaps over lunch.
- President Morales will have Katherine contact Karen to set up time for an informal meeting.

2. Approval of EC Minutes, 11/20/18 – ECM 18-05

The minutes for November 20, 2018 were approved as amended.

3. Approval of FS Minutes, 11/13/18 – FSM 18-04

These minutes were tabled until the next meeting.

4. Appointments

The EC made the following appointments:

- Intellectual Life & Visiting Scholar Committee – Nancy Acevedo-Gil, COE
- Graduate Council – Laura Newcomb, CNS
- Academic Program Review Committee – Judith Sylva, COE

5. FAC – IDS RPT Guidelines

This was tabled.

6. Nominations for Faculty Trustee Position

- Beth is interested in applying for the Faculty Trustee Position.
- We do not think there has ever been a Faculty Trustee from CSUSB.
- Haakon will get a Nomination form for circulation.
- Suggested to check with Secretary of the Board of Trustees for application procedures/policies.
- EC members will help get the 50 signatures. Can also put in FCE.

Meeting adjourned.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
FACULTY SENATE MEETING, 53rd SENATE

M I N U T E S

SESSION 04: Tuesday, November 13, 2018, 2:00 pm, Pine Room

Members Present: All members were present with the exception of: L. Ajayi, K. Collins, E. Gagalang, K. Kowalski, A. Louque, O. Mango, A. Menton, T. Morales, J. Munoz, A. Roman, L. Scow, B. Steffel, D. Sweeney

Guests Present: J. Felix, D. Freer, D. Huizinga, S. Pantula, R. Fremont, S. Sudhakar, Y. Karant, C. Vickers, C. Seal, M. Nguyen, R. Nava, A. Felix, J. Zhu, P. Bungard, G. King, S. Yildirim, J. Lappin, H. LeGrande, C. Lyon, C. Weber, S. Bennett, A. Maldonado, P. Maldonado, S. McGill, R. Mohamed, S. Peresuh, R. Alshretch

A moment of silence was observed for the victims of the shooting at the Borderline Bar & Grill in Thousand Oaks, CA and the fires in Northern and Southern California.

The chair will send out a link to the senate list-serve for those who may want to donate to the people affected by the fires.

1. **APPROVAL OF THE AGENDA**

Senator Chen-Maynard moved and Senator Fischman seconded the motion to approve the agenda as presented. **PASSED unanimously.**

2. **CHAIR'S REPORT (attached)**

- Discussed a tale of two faculty searches. FAM 642.4 states the search committee is to be elected vs. appointed.

3. **PRESIDENT'S REPORT – No Report (attached)**

4. **PROVOST'S REPORT (attached)**

- Office of Graduate Studies had a very successful Inaugural Graduate Education Week last week!
- Leonard Transportation center held a breakfast meeting which brought community leaders and transportation experts together. Their program has brought a considerable amount of recognition to CSUSB.
- Washington Monthly 2018 America's Best Colleges for Student Voting, named CSUSB, a first of kind list of the schools doing the most to turn students into citizens.
- We submitted two nominations for the 2019 Wang Family Excellence Awards on Friday, November 9. Dr. Enrique Murillo was nominated for the Outstanding Faculty Service category; and Dr. Tony Coulson was nominated for the Outstanding Faculty Innovator in Student Success category.
- Thank you for providing feedback for the Faculty Senate/Academic Affairs Retreat will be held sometime in winter or spring.

- Palm Desert Dean Search is underway and hope to complete by end of December.
- The floor was turned over to: Associate Provost – Seval Yildirim

AP Yildirim and Dean Mohammed addressed the issue of the Ethnic Studies Professor Search Committee.

- In their opinion, FAM 642.4 is silent on how this search could be done.
- Many universities are eliminating this position.
- The Chancellor's Office is very interested in expanding Ethnic Studies at CSUSB.
- We are trying to honor the Strategic Plan and increase diversity in tenure-track hiring.
- This position was discussed with several individuals and departments, including the Chair's retreat.
- In their opinion, the problem is that the FAM states the department and/or college would handle the search. This position does not have either.
- Cherstin Lyon is currently the chair of this search committee.
- In their opinion, Dean Mohammed was transparent in this process.
- This search committee is open to adding new members, electing a new chair and they have not yet looked at files.
- Moving forward they are committed to utilizing the Executive Committee.
- This was brought to the CFA by a Faculty Member. Dean Mohammed invites them to go to the Dean first.

Senator Comments:

- Information is not always trickled down to the faculty from the chairs. There is no way the faculty would know about this search until it was posted.
- When there is an ambiguity in the FAM, it comes to the Executive Committee.
- Senator Kremling read a statement submitted by the CFA. CFA would like to hire a tenure-line faculty for Ethnic Studies as soon as possible.
- In a college we look for collaboration.
- Process is important and people need to feel included.
- The title of FAM 642.2 and the purpose of the FAM is clear (it was read by Senator Chen).
- Better approach would have been to go to each department involved in Ethnic Studies to ask for volunteers and then have an election among those departments
- Move forward with consultation with the Executive Committee.
- You could do an election and then CSBS could confirm the ones already on the committee.
- No need for confirmation of current members on the search committee—only need election for new members.

Senator Ullman moved and Senator Rizzo seconded the motion that faculty who teach in ethnic studies programs hold a vote ratification of current members on the committee with the option to add up to 2 members.

Senator Murillo moved and Senator Chen-Maynard seconded the motion to separate the motion on the table into two motions. **FAILED 11-7.**

The Senate returned to the following motion:

Senator Ullman moved and Senator Rizzo seconded the motion that faculty who teach in ethnic studies programs hold a vote ratification of current members on the committee with the option to add up to 2 members. **PASSED Unanimously.**

Details can be worked out with the Executive Committee, VP Yildirim, Dean Mohammed. Current committee is free to examine files but no decisions can be made. Members of the EC and VP Yildirim and Dean Mohammed stay for a short meeting after this meeting.

5. English WAC Coordinator

Presented as information.

6. Introduction of new VP University Advancement – Ron Fremont, VP

VP Fremont introduced our new VP for University Advancement. Robert Nava joins us from San Francisco State and we are blessed to get someone with his knowledge and background.

7. INFORMATION ITEMS

7.1 Q2S Awarding Units Recommendation

Track 3 is in!

7.2 Technical Code Free Recommendation

Asking for a 2 unit exception.

7.3 Curriculum – Information Items

Senator Rizzo asked to hold some KINE classes (3018, 3019, etc.) Senator Davis and Chen-Maynard asked to hold some classes also.

8. Campus Labs Enterprise – Dr. Michael Nguyen

Campus Labs is an assessment and reporting management system for continuous learning and improvement. It is a suite of technology tools that help us to assess and report. It contains numerous modules that we will need to customize to meet our needs at CSUSB.

9. WASC Presentation – Clare Weber

Did not get to this item due to time constraints.

10. OLD BUSINESS

11. NEW BUSINESS

12. COMMITTEE REPORTS

13. STATEWIDE ACADEMIC SENATOR'S REPORT

14. SENATORS' REPORTS/INCLUDING ASI PRESIDENT'S REPORT

15. DIVISION REPORTS

15.1 Vice President for Information Technology Services

15.2 Vice President for University Advancement

15.3 Academic Affairs/Deans' Reports

15.4 Vice President for Administration and Finance

15.5 Vice President for Student Affairs

CHAIR'S REPORT

November 13, 2018

I'd like to draw a contrast between two faculty searches that will be discussed later in today's meeting. Item 5 is a notification that English is planning to hire a faculty member who will also serve as the coordinator of "Writing Across the Curriculum." In addition to teaching English classes, this person will work closely with faculty in other departments who are teaching writing-intensive courses. The English department has consulted broadly with faculty across campus, including department chairs, the TRC, the EC, and various other faculty groups. I'd like to commend the English department for their transparency and their efforts to let us know about their plans that affect the rest of the university.

In contrast, we have recently discovered that the university is doing another faculty search which has bypassed one of the important mechanisms for faculty input. The very first sentence of FAM 642.4 the faculty hiring policy, specifies that faculty search committees should be elected. However, in this case, the search committee was appointed rather than elected. This issue will be discussed in more detail as part of the provost's report, but the bottom line, as I understand it, is that administrators felt that there was no need to elect a search committee because the position is interdisciplinary rather than being housed in one department. I cannot imagine why or how that is a justifiable reason for ignoring the requirement for elected search committees. Furthermore, I am disturbed by the apparent opinion of some administrators that they can ignore university policy if a situation is deemed to be unusual in some way that is not explicitly spelled out in the relevant policy.

That said, I want to assure you that I have no desire to cancel or hold up this search. I also want to make it clear that I have no objections to the faculty members who have been appointed to this committee; indeed I think they are excellent choices. The Provost's Report will address this situation further, and I hope we will reach an acceptable solution that will allow the search to continue.



CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
Office of the President

PRESIDENT'S REPORT
FACULTY SENATE
TUESDAY – NOVEMBER 13, 2018

Colleagues, I am sorry that I will not be able to join you today as I am at the Chancellor's Office for the November Board of Trustees meeting. However, I do have some important news to share with my report below.

- **Growth of Tenure Track Faculty:** Elevating the number of tenure track faculty is a key target for the 2015-20 Strategic Plan. While much work still needs to be accomplished, I wanted to share a compelling statistic that looks at CSUSB's historic hiring practices. From 2001 to 2012, our full-time tenure track totals dropped by 15 (400 to 385). Since then, we have increased that total by 34 (385 to 419). There are 36 searches planned for the 2018-19 academic year and I am committed to continuing our aggressive pursuit of new scholars for the university.
- **Encouraging Prospective Graduates:** For the fourth consecutive year, some 300 male African-American and Latino high school students came to campus to take part in the Black & Brown Conference. The conference, which initially gathered eighth graders from five Inland Empire school districts, seeks to provide students with early college awareness, preparedness, and information that will help them appreciate the importance of continuing their education. It also aims to increase the number of historically underrepresented males who enroll in and graduate from college. Attendees heard from keynote speakers, took part in breakout sessions on topics covering admissions, cultural capital, self-actualization, financial management, health and wellness, sense of belonging, and social justice. The young men also toured campus and had the opportunity to connect with the CSUSB community and established ongoing mentor/mentee relationships.

909.537.5002 • fax: 909.537.5901 • www.csusb.edu/president
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

- **Edison International Empowers Students:** Thirty-three CSUSB students majoring in science, technology, engineering and mathematics or STEM-related majors recently received scholarships ranging from \$1,500-\$2,531 awarded by Edison International. The scholarships will pay for tuition and other related expenses to support economically disadvantaged, underrepresented, academically qualified students. About 75 percent of the funds were distributed among College of Natural Sciences students in Project STEM and 25 percent were distributed to students involved in the Center for Enhancement of Mathematics Education (CEME) program.
- **Encouraging Civic Engagement:** Washington Monthly magazine has named ours among the nation's 132 Best Colleges for Student Voting. Part of its College Guide and Rankings, which rate institutions on their contributions to social mobility, research and public service, this first-of-its-kind list highlights those colleges and universities doing the most to help students become engaged and responsible citizens. Receiving this accolade demonstrates CSUSB's commitment to promote civic engagement among the student body, encouraging students to utilize their right to vote and actively take part in decisions affecting them and their communities. We participate in the National Study of Learning, Voting & Engagement as well as the ALL IN Campus Democracy Challenge, efforts that help us to graduate active and informed citizens.
- **Cybersecurity Coming to PDC:** A \$749,000 National Science Foundation grant will allow us to establish a state-of-the-art cybersecurity program at the Palm Desert Campus. Part of a three-year, \$4.3 million grant for the Community College Cyber Pilot Program intended to recruit and mentor 30 students from five community colleges to ultimately work in cybersecurity in federal agencies and departments, the CSUSB Cybersecurity Center will be mentoring students, specifically veterans and adults, to meet the needs of cybersecurity and government service. Along with providing national leadership in these areas, the center will also serve as an economic boost to the Coachella Valley.
- **Special Visitors Tour Campus: James and Jacqueline Thomson,** a married couple from Scotland who support U.S. military students through the Zapletal Charitable Trust Scholarship, recently visited CSUSB and met some of the scholarship recipients directly affected by their generosity. They toured the Veterans Success Center and spoke with **Andreas Kossak**, program coordinator for the center's *Written By Veterans* group. They also met with students, ROTC cadets, dependents, reservists and guard members. Mr. Thompson served in the Royal Marines, one of five branches of the Royal Navy, which influenced him to establish the Zapletal Charitable Trust Scholarships, which to date have awarded more than \$337,000 to 75 student recipients.



**Provost's Faculty Senate Report
November 13, 2018**

General Announcements/Updates

1. Achievements and Accolades

There has been several achievements and accolades since we last met. A few of them are highlighted below.

- The Office of Graduate Studies held a very successful inaugural Graduate Education Week last week. The comprehensive program welcomed current and future graduate students, alumni, faculty and staff. Events included an open house, information sessions, several workshops, outstanding works of graduate students and more. As a part of the weeklong event, more than 120 thesis committee chairs were recognized.
- This morning, the Leonard Transportation Center held its final dialogue in a six-part Regional Mobility Dialogue Series. The interactive breakfast meetings brought together leading community leaders and transportation experts to discuss how to best address the region's mobility needs. Today's program centered on funding. The highly successful program has brought a considerable amount of recognition to CSUSB.
- Cal State San Bernardino was named in Washington Monthly's 2018 America's Best Colleges for Student Voting, a first-of-its-kind list of the schools doing the most to turn students into citizens. Our inclusion on the list of 132 four-year and two-year colleges demonstrates the university's commitment to promote civic engagement among the student body, encouraging students to vote and actively participate in community decisions.

2. Wang Family Excellence Awards

We submitted two nominations for the 2019 Wang Family Excellence Awards on Friday, Nov. 9. The award recognizes California State University faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable impact on students. Dr. Enrique Murillo (teacher education and foundations) was nominated for the Outstanding Faculty Service category. And Dr. Tony Coulson (information and decision sciences) was nominated for the Outstanding Faculty Innovator in Student Success category.

3. Academic Affairs/Faculty Senate Retreat (winter/spring)

Thank you to faculty senate members who provided feedback on our upcoming Academic Affairs and Faculty Senate Retreat, to be held sometime in winter or spring. I heard from several of you about topics in higher education that you would like to discuss. The two consistent areas of interest

include faculty diversity and equity gaps among URM students. Planning committee members are still being recruited.

4. Dr. Daryl Smith's Visit

I hope that you found Dr. Daryl Smith's presentation on diversity and inclusive excellence at our last faculty senate meeting beneficial. The initial feedback received has been positive. The Office of Faculty Affairs and Development sent out a survey to session participants last Friday (Nov. 9). The results will be shared once received and compiled.

5. Palm Desert Dean Searches

Open forums begin this week for the dean of the Palm Desert Campus. We have three excellent finalists. Two are internal candidates, Drs. Jack Zhu and Michael Salvador. The third candidate, Deborah Howe, most recently served as president and CEO of Oregon College of Oriental Medicine, and will be on campus this Thursday.

6. Chairs Council

Last Friday, Nov. 9, we held our Fall 2018 Chairs Council meeting. Areas of discussion included our two major initiatives, Q2S and GI 2025, the waitlist dashboard, community engagement and graduate studies.

7. International Education Week

Presentations by last academic year's Professors Across Borders' grant awardees will take place this Friday, Nov. 16 from 10 a.m. to noon in the Pfau Library (PL-4005A). The program is a part of the Center for International Studies and Programs' 2018 International Education Week.



Faculty Senate Report – November 2018

The Graduation Check front end application process went completely online in the beginning of September. So far 1056 applications for graduation check have been filed online. We are working with the Registrar's Office to automate the back-end processes of grad check as well.

The MyCoyote Mobile app has been downloaded by 5200 faculty and staff since its release last month. The mobile app will allow us to send targeted and relevant messages to the Campus community regarding upcoming deadlines, events and other Campus activities.

During this past summer the classroom support/audiovisual team upgraded 24 classrooms in COE and SBS with new projectors, screens, cables, and touch panels, which was our goal for this summer. We are continuing with additional upgrades including new lecterns in the Chemical Sciences lecture halls, converting the south-east section of the second floor of the COE building into a "Tech Zone" including an active learning classroom, a new collaboration station, a virtual reality and an augmented reality area, and an updated computer lab.

In conjunction with faculty, Facilities Management, and ATI, we are also working on other active learning spaces within CNS, Library, other COE classrooms, and on the third floor of Jack Brown.

Our Campus in collaboration with the Chancellor's Office is hosting a four-day Microsoft System Center Virtual Machine Manager training on our Campus starting today. System Center Virtual Machine Manager (**SCVMM**) is Microsoft's virtual machine support center for Windows-based systems. **SCVMM** upholds Microsoft's focus on efficiency with features to help administrators consolidate multiple physical servers within a central virtualized environment.

IT Services will be performing network upgrades over the Winter Break which will include: Wireless Network upgrade (to ArubaOS 8 which includes new features to support increasing demand for IoT devices) and routine maintenance on the wired network and campus firewall.

The Chancellor's Office will fund a FY19-20 wired network refresh that will include all network switches in State-owned buildings. Project start date (likely will be in Summer 2019) will be determined over the next several months through consultation with the broader campus community.

Academic Technologies & Innovation Updates, Nov. 13, 2018

Online courses and programs

- In collaboration with TRC and with support from Provost McMahan, ATI will start a two-year *E-learning Academy* program to help faculty teaching campus bottleneck courses design online sections.
- For faculty interested in learning about online teaching, the CSU Quality Assurance program offers asynchronous online courses. Upon completion of a course, ATI will pay the registration fee, \$25, as well as a small stipend of \$175 for the first 30 faculty. Please contact Dr. Mihaela Popescu, ATI Faculty Director and QA Campus Lead, at popescum@csusb.edu. For the registration link, please see <http://courseredesign.csuprojects.org/wp/qualityassurance/training/>

Affordable Learning Solutions (AL\$)

- The call for the 2018-19 AL\$ grant is out. The grant compensates faculty for the time they will invest in locating and adopting more affordable instructional materials for their students. The grant consists of \$700 payable either as a summer stipend (taxable, subject to the 125% rule) or professional development. The grant is payable at the end of summer 2019 upon completion of all the requirements. The deadline to apply is February 14th, 2019. For more details, please contact Dr. Bibiana Diaz, AL\$ Campus Coordinator, at bidiaz@csusb.edu.
- The Inclusive Access Program is expanding with McGraw Hill and Wiley. The program allows students to access through Blackboard highly discounted digital versions of their textbooks. For more information, please contact Dr. Bibiana Diaz, AL\$ Campus Coordinator, at bidiaz@csusb.edu.

High-performance computing

- In collaboration with various campus stakeholders and with support from President Morales, ATI is exploring the creation of a project-based, year-long program with undergraduate honors students during students will work with an interdisciplinary team of faculty and staff to complete a high-performance computing application.

ITS Tech Talks: hold the date

- ITS Tech Talks will take place on April 16th. Please hold the date.

Upcoming ATI and ATI/TRC workshops offered through the Faculty Center for Excellence

- Designing successful courses on Blackboard: Best practices in course organization, offered twice, Nov. 14, 10:40-11:50 am and Nov. 15, 12-1:30 pm, PL 003
- Spotlight on innovators: Drs. Taewon Yang & Dorothy Chen, Dec. 5, 10:40-11:50 am, FCE

**Faculty Senate Update
November 13, 2018**

Human Resources Year End Notifications

2018 W-2 Notification

All 2018 W-2's will be mailed to the mailing address on file for each employee. Faculty make check the bottom of your last pay warrant to see the mailing address Human Resources has on file. Please verify that your mailing address on file is accurate. If the address is incorrect, please visit the Payroll Office to complete a change of address by December 14, 2018.

Winter Break 2018-19

Winter Break will take place Tuesday, December 25, 2018, through Tuesday, January 1, 2019. The University will reopen for business on Wednesday, January 2, 2019. All campus units, with the exception of essential facility and public safety services, will be closed. Please be informed buildings on the main site and offices will not have heating or air conditioning and offices in leased space will also be closed.

Vacation Leave Balances

Payroll would like to remind 12-month faculty to review their vacation leave credit balances. Vacation accruals are subject to carryover limitations which specify the amount of vacation hours that can be carried over into the subsequent calendar year. Any hours over the maximum as of January 1, 2019, including the December 2018 accrual, will be forfeited.

To view your leave credits, login to the [myCoyote Home Page](#), click on My Employment then Absence Balance Inquiry.

SUMMARY OF MAXIMUM VACATION CREDITS			
Bargaining Unit or Classification		MAX Vacation: Less than 10 years of Service	Max Vacation: More than 10 years of Service
Unit 3	CFA	320 Hours	440 Hours

Classroom Design Listening Tour

In collaboration with Academic Affairs and ITS, Facilities Planning and Management is currently conducting "Listen Tours" with colleges and faculty across the campus to understand what furnishings, equipment, and technology faculty prefer in future classrooms at CSUSB. Facilities Planning and

Administration and Finance
Office of the Vice President

Management is currently scheduling one-hour meetings with each college. Please encourage any interested faculty to attend and be a part of the discussion as we continue to collaborate to enhance the classroom experience. The first “Listening Tour” stop took place on November 7 with the College of Natural Sciences. At the conclusion of the “Listening Tour,” Facilities Planning and Management will compile the feedback to create classroom standards that will be shared with the Faculty Senate and others interested in this work.

Faculty/Staff Meal Plans

The New Coyote Commons opened on September 17, bringing new dining and meal options for the campus community. Of its many features, the Coyote Commons has a faculty/ staff dining room that seats approximately 45, with total seating of 450 for the building. In addition, a private dining room space may be reserved for special events, meetings, and private functions. Specially priced faculty and staff meal plans are available from \$50 to \$200, with individual meals as low as \$6.00 per meal. Depending on the option chosen, each meal plan contains a select number of meals at the Coyote Commons and includes Dining Dollars that can be used at any other campus dining venue. These meal plans have no expiration date and may be purchased at shop-csusbdining.sodexomyway.com/dining-plans

Einstein’s Bagels and Coyote Market at SBS

Pending the State Fire Marshall’s final approval, the new Einstein’s Bros. Bagels and Coyote Market within the Social and Behavioral Sciences building is tentatively scheduled to open on Monday, November 19. Einstein’s Bagels will offer breakfast, lunch, and dinner options with operating hours of 7:30 am to 9:00 pm Monday through Thursday, and 7:30 am to 5:00 pm on Fridays. It will be closed on weekends. The opening of Einstein’s Bagel will provide much-needed food service options to the west side of campus.

CSUSB LiveSafe App

Public Safety is excited to announce the launch of the CSUSB LiveSafe App. LiveSafe provides students, faculty, staff and visitors a direct connection to CSUSB University Police to easily communicate their safety needs or concerns. Its easy-to-use features help our campus stay safe every day and enables University Police to better protect the campus community. The app features an “ask a friends to watch me walk” feature and have friends, parents, colleagues be the safety escort. The app also provides emergency options and resources so the campus community can report suspicious activity. To date, over 500 community members have downloaded the app and are using Livesafe.

CSUSB Campus App. <http://links.livesafemobile.com/CSUSB>

CSUSB Visitor App. <http://links.livesafemobile.com/CSUSBVisitor>

909.537.5130 • fax: 909.537.7032 • <http://adminfin.csusb.edu>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

Administration and Finance
Office of the Vice President

Annual All-Campus Budget Open Forum and OpenGov Workshop

The annual all-campus Budget Open Forum is scheduled for Friday, November 16th from 9:00-11:00am in the Santos Manuel Student Union Theater. At the Open Forum, we will review the 2018-19 final allocations and discuss the outlook and process to setting a 2019-20 budget. All 2018-19 allocations are complete and it is important to recognize the dedicated work of the University Budget Advisory Committee (UBAC), whose collaborative work between faculty, staff, and students, continues to set the tone for how best to advise the President on pressing funding needs across the campus.

Immediately following the conclusion of the Campus Budget Forum, a short presentation and training on the campus' [Financial Transparency Portal](#) (OpenGov) will be provided to those who wish to participate. For those who cannot attend in person, the [Campus Budget Open Forum presentation](#) will be livestreamed. Please attend by following the provided link or by visiting the CSUSB Home Page.

Report to the Faculty Senate – November 13, 2018

ATHLETICS

For the third-straight season and 14th time in program history, the No. 1 CSUSB Coyotes are the CCAA **Women's Volleyball** Champions. The 2018 Coyotes did it on Saturday night on the campus of Stanislaus State in a 3-1 win over No. 17 Cal Poly Pomona. CPP took set one, but CSUSB came firing back with three-straight set wins. Conference Player of the Year Alexis Cardoza led the charge with 19 kills and Hailey Jackson added 13. Sascha Dominique joined them in double figures with 10. Jayann DeHoog dished 50 assists and Leilia To'omalatai was big again with 23 digs. The Coyotes (26-2) will advance to the NCAA West Regional November 15-17 to face Chaminade (23-5) hosted Western Washington University.

CSUSB **Men's Basketball** took home a win in overtime on Saturday night against Central Washington University. In overtime, Dayton Jennings had two jumpers and a three to pace the Coyotes. He finished with 24 points and nine rebounds. Naradain James (15), Malik Rhodes (14), Dante Williams (11), and Garrett Baggett (10) all joined him in double figures. James pitched the double-double with 11 boards. The Coyotes (2-0) have 10 days to prepare for their CCAA opener at UC San Diego on November 20 at 7 pm. Live links will be available on csusbathletics.com.

CAREER CENTER

Over 470 CSUSB students (170) and their families (300) attended the Inaugural JCPenney Suit-up event that offered CSUSB students 40% off all professional attire. This collaborative effort included the **Career Center**, Alumni Affairs, Arrowhead Credit Union, Cal-Poly Pomona and CSUSB volunteers. Additionally, the CSUSB campus partners donated \$160 dollars in JCPenney gift cards for student opportunity drawing.

The **Career Center** partnered Women's United of Arrowhead United Way to facilitate "Interview for Success" for CSUSB students (7) and women in the community (43). This event included training participants on valuable skills for the job market such as, budgeting and money management, resume writing, mock interviews, social media etiquette, and personality type. All participants were provided

909.537.5185 • fax: 909.537.7000

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Student Affairs
Office of the Vice President

with a \$150 gift card to Macy's and were partnered with a fashion consultant who would assist in choosing and purchasing professional attire for work and school.

The CSUSB **Career Center** Career Counseling team initiated the collaboration with the Graduate Retention Specialist (GRS) from each respective college to increase the graduation rate, as well as increase awareness of the Career Center post-graduation.

STUDENT LIFE

The **Black Residential Scholars Living Learning Community** collaborated with the **Office of Student Engagement**, the Student African American Brotherhood, and the Student African American Sisterhood to host a BBQ to build connections and community. The event was well attended and served as a great initial opportunity for the Black Residential Scholars LLC students and student leaders from across campus to start networking and building relationships.

The “Your Vote, Your Future” event, a collaboration between **Housing and Residential Education** Program Coordinators and **ASI**, engaged and informed students about the importance of registering and voting in elections.

This month, **ASI** finished recruiting its student advocates. Director of External Affairs, Chad Reyes and Lead Advocate, Yusra Serhan, successfully hired 12 new student advocates to sit on campus committees and attend scheduled meetings. A training was held on October 19 to welcome and on-board the new advocates to the team. In addition, the internal affairs team developed a thorough and detailed training manual for the new employees, which covers different areas that will create an easier transition into their role.

STUDENT SERVICES

Marci Daniels, Elizabeth Perez, and Agustin Ramirez presented, “Exploring Vocational Membership: A Method to Improve Graduation Rates Among Disenfranchised Students” at the California Association for Postsecondary Education and Disability (CAPED) 2018 Annual Convention. The session explored **WorkAbility-IV's** and the **Veterans Success Center's** vocational mentorship programs constructed to improve graduation rates by fostering a sense of belonging to professional networks for two historically disenfranchised student populations – those with disabilities and veterans. Participants learned how to

909.537.5185 • fax: 909.537.7000

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Student Affairs
Office of the Vice President

build congenial relationships between faculty, students, and professionals focused on vocational preparation and intellectual skills development and how mentorship can counteract discrimination.

PALM DESERT CAMPUS

On October 18, 2018, **WorkAbility IV** (WA-IV) received notification that the program was awarded \$6,667 in one-time funds through the Division of Student Affairs to hire a 20-hour a week paraprofessional to provide support to the PDC Employment and Job Development Coordinator with the goal of reducing the disparity of employment rates of individuals with disabilities versus the non-disabled. This position will expand career services at **Palm Desert Campus** by carrying out general office operations and assisting the coordinator in facilitating employment preparation services, job development, placement and retention services to WA-IV students attending PDC in addition to orienting students to program services, researching local labor market trends, providing job club activities, and vocational-based workshops.

The **Rancho Mirage Student Center** inaugurated the 2018/19 academic year with Fall Fest. Two hundred and twenty-three students and guests packed the RG Lawn from 6 pm to 8 pm on Tuesday, October 2nd. Fall Fest allowed new and returning students to connect with their campus, faculty, staff and peers. Attendees enjoyed fresh lemonade, warm hotdogs, and delicious funnel cake from Hot Dog on a Stick. Activities included inflatable jumpers, cartoonist, live music, and club/org interactions. Positive energy radiated from the interaction of those that were present. Smiles, selfies, and laughter filled the night.

909.537.5185 • fax: 909.537.7000

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

College of Arts & Letters Committees

Honorary degree Committee – 1 position (2018-2019, tenured, tenure track faculty) Ahlam Muhtaseb

I would like to serve on the honorary degree committee if this is still available.

Ahlam

Ahlam Muhtaseb, Ph.D.

College of Business & Public Administration Committees

Graduation Initiative Task Force – 2 positions (tenure-track faculty) Crystal Huang

Dear Executive Committee,

I'm writing to apply for the Graduation Initiative Task Force. I am an assistant professor of human resource management in the Jack H. Brown College of Business and Public Administration.

I'm particularly interested in serving the Graduation Initiative Task Force because of my relevant experiences. I'm the co-chair of the JHBC Strategic Planning Committee. To learn more about the AACSB accreditation process, I've attended the AACSB International Conference & Annual Meeting for business school administrators in Honolulu in April 2018. It is crucial for the JHBC to address the issue of prolonged degree completion. I believe my prior experience has prepared me well for this position.

I have attached my CV for your review. Please do not hesitate to contact me if I can provide further information. Thank you in advance for your consideration.

Best Regards,

Dr. Crystal Xiaoyu Huang

Assistant Professor

Department of Management Jack H. Brown College of Business and Public Administration

Scholarship Committee – 1 position (2018-2020, tenured, tenure-track faculty) Melika Kordrostami

Hello,

I am interested to be part of the Scholarship Committee for the college of business and public administration. I am a tenure track faculty in the Marketing department. I have served in the college scholarship award committee in 2018-2019 and it was a great experience. I would like to help to recognize students who has potential to achieve excellence and offer them with more opportunities.

Thank you,

Melika

Melika Kordrostami, PhD

Assistant Professor of Marketing

College of Education Committees

Faculty Professional Development Coordinating Committee – 1 position (2017-2019, tenured, tenure-track faculty) Judith Sylva

I would like to submit my nominations for:

1. Faculty Professional Development Committee
2. Search Committee for the VP of Student Affairs

Thanks!

Judy

Judy Sylva, Ph.D.

Professor; Assessment Coordinator for Academic Programs

California State University, San Bernardino

Office of Academic Programs

Department of Special Education, Rehabilitation and Counseling

Committee for Exceptional Assigned Time (CEAT) – 1 position (2018-2019, tenured, tenure-track) Mark Fudge
Hi Young,

I'm not sure if I responded to this already, but I would be interested in being on the CEAT committee.

Best regards,

Marc K. Fudge, Ph.D.

College of Social & Behavioral Sciences Committees

Educational Policy & Resources Committee – 1 position (2017-2019, tenured faculty) Rigaud Joseph

Hello,

I hereby express my interest in serving on the Educational Policy and Resources Committee. I earned 18 education credits at the doctoral level and a PhD in Social Welfare Policy. I think I might be a good fit for this committee.

Thank you.

Best regards,

Rigaud Joseph, MSW, PhD
Assistant Professor

At Large

Search Committee for VP for Student Affairs – 1 position (tenured, tenure track faculty) Judith Sylva

I would like to submit my nominations for:

1. Faculty Professional Development Committee
2. **Search Committee for the VP of Student Affairs**

Thanks!

Judy

Judy Sylva, Ph.D.

Professor; Assessment Coordinator for Academic Programs

California State University, San Bernardino

Office of Academic Programs

Department of Special Education, Rehabilitation and Counseling

IT Governance Executive Committee – 2 positions (tenured faculty) Yasha Karant

I would appreciate being considered for appointment to the above committee. I have professional and academic expertise in the deployment, costing, design, and use of computer and data communications technology, including an understanding of the ethical, societal, and academic intellectual issues of such technology. These include issues of academic freedom as well as the use of such technology in both fundamental and applied research, education within the intellectual academy, and administrative functionalities. My expertise includes dedicated in-house systems as well as distributed rented or hired wide area network resources and facilities ("cloud computing"). I have expertise in data communications networks, both cabled and wireless; I have both taught courses on and done research (including both the technology and underlying theory involving formal "higher" mathematics) in data communications, distributed systems, and high performance computing, including the use of computer information technology for visualization, web services, as well as operating systems design and implementation. I am familiar with both open public standards, such as those from the Internet Engineering Task Force (IETF) or World Wide Web Consortium (W3C), as well as vendor proprietary implementations.

Respectfully submitted,

Yasha Karant

Professor

School of Computer Science and Engineering

DATE: December 17, 2018
TO: The Faculty Senate Executive Committee
FROM: The Quarter to Semester Conversion Steering Committee (Q2SCSC)
SUBJECT: Election of Regulations

ACTION REQUESTED

The Q2SCSC requests that the Faculty Senate Executive Committee consider the following changes to the current administrative practice on student catalog rights (Election of Regulations).

Temporary Practice Change

The campus conversion from quarters to semester in fall 2020 introduces significant transformation of academic programs, many of which change the degree requirements.

Students may elect to graduate following the requirements of the semester curriculum.

- Students who wish to elect the semester requirement for their current major will also elect automatically for the general education semester requirement (i.e. it is not possible to choose a semester-based degree program and the quarter-based GE program).
- Students will be required to officially declare their major and new catalog year (effective for major and GE) according to procedures established by the Office of the Registrar and in consultation with their advisor.
- If students have multiple majors, minors, or concentrations, the election of catalog requirements (for quarter or semester) will impact all of the majors, minors, or concentrations.

Permanent Practice Change

- The catalog year requirements for the major (whether they are quarter requirements or semester requirements) determine the general education requirements. For example, if a student is following her/his

quarter major requirements, the minor, general education and university requirements must be for the same catalog year. If a student elects (or starts) a semester major requirements, then the general education and university requirements will follow the same catalog year requirements.

- Students admitted to CSUSB in fall 2020 and later will follow semester requirements (for major and general education), regardless of when they began attendance in regular sessions at any other California State University campus, any California community college, or any combination of California community colleges and campuses of The California State University.
- ✓ Students admitted in fall 2020 or later who wish to follow the quarter requirements for their major and general education must seek special permission to do so. Permission will be granted only in consultation with an advisor and the department chair. These students must have remained in continuous attendance at a California State University campus, at any California community college, or any combination of both, prior to fall 2020 to be eligible.

BACKGROUND INFORMATION

Title 5: § 40401. Election of Regulations.

An undergraduate student remaining in attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University may for purposes of meeting graduation requirements elect to meet the requirements in effect at the campus from which the student will graduate either

- (1) at the time the student began such attendance or*
- (2) at the time of entrance to the campus, or*
- (3) at the time of graduation.*

Campus authorities may authorize or require substitutions for discontinued courses. A campus may require a student changing his or her major or any minor field of study to complete the major or minor requirements in effect at the time of the change.

For purposes of this section “attendance” means attendance in at least one semester or two quarters each calendar year. Absence due to an approved

educational leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance, if the absence does not exceed two years.

A campus may prescribe that particular requirements be met within as few as seven years of the date of award of the degree.

Current Practice:

- Students are held to general education catalog requirements at the time they began continuous attendance in regular sessions at any California State University campus, at any California community college, or any combination of California community colleges and campuses of The California State University. In other words, if they first began taking classes at a community college in 2005, CSUSB allows them to elect the 2005 catalog requirements for graduation purposes (i.e. general education and university requirements).
- Students are held to major and minor catalog requirements either based upon term of admission OR term for which change of major, minor or concentration is declared.

DATE: December 3, 2018
TO: The Faculty Senate Executive Committee
FROM: The Quarter to Semester Conversion Steering Committee (Q2SCSC)
SUBJECT: Recommendation for Summer 2020 Academic Dates

ACTION REQUESTED

The Q2SCSC requests that the Faculty Senate Executive Committee consider the following recommendation for the Summer 2020 academic dates.

Summer 2020 classes begin: Monday, June 22, 2020

Summer 2020 classes end: Thursday, July 23, 2020

Summer 2020 finals: Monday, July 27, 2020, and Tuesday, July 28, 2020

BACKGROUND INFORMATION

Summer 2020 will be the last quarter term for CSUSB. Because Spring 2020 will be on the quarter calendar and Fall 2020 will be on the semester calendar, the time period during which a Summer 2020 term can be offered will be a significantly shorter than previous summer terms: there are only eight weeks plus three days between the Spring 2020 due date for grades and the Fall 2020 faculty report date.

The other CSU quarter to semester converting campuses had varied models of instruction for their final summer (quarter) term prior to beginning a semester calendar. Cal Poly Pomona offered five weeks of instruction, Cal State Los Angeles offered six weeks of instruction, and Cal State Bakersfield and Cal State East Bay offered seven weeks of instruction. Based upon our current summer schedule, the Summer 2020 Working Group recommends that CSUSB maintain a structure similar to our summer 6w1 class schedule. The Working Group looked at various options for begin and end dates. The information was presented to several constituents such as the Faculty Senate, Academic Affairs Council, President's Cabinet, Student Affairs, and Facility Services. The final two options went out in a survey to the campus in early November 2018 for faculty, staff, and administrator input. Based upon the survey [results](#) and input received, the preference is to have Summer 2020 classes begin on Monday, June 22, 2020 and end on Thursday, July 23, 2020, with Finals on Monday and Tuesday, July 27-28, 2020.

Dates which impact Summer 2020:

Spring 2020 final exams end (M-F classes): 6/12/20

Spring 2020 commencement: 6/13/20

Spring 2020 grades due: 6/16/20

Fall 2020 academic year begin (faculty report): 8/17/20

Fall 2020 classes begin: 8/24/20

Tenure-track faculty RPT Evaluation Guidelines

Department of Information and Decision Sciences

PREAMBLE

In order to achieve greater clarity and consistency in the expectations for tenure-track faculty to go through the retention, promotion, and tenure process, the Department of Information and Decision Sciences of the College of Business and Public Administration agrees on the following evaluation guidelines. These guidelines are set forth in accordance with the relevant CSUSB Faculty Administrative Manual (FAM) sections and clauses and specify the kinds of expectations that the department faculty deems most appropriate for the disciplines of Information and Decision Sciences.

The department chair will distribute this document to:

- a. newly hired tenure-track faculty members and the department evaluation committee.
- b. the College of Business and Public Administration and its evaluation committee and relevant units in the university.

Together with the department evaluation committee, the department chair will implement these guidelines by applying the standards and expectations in the RPT process. The chair and the department evaluation committee are encouraged to make explicit reference to the expectations in this document to achieve clarity and consistency both longitudinally (in the evaluation of a faculty member over time) and attitudinally (in the evaluations of different faculty members in the same cycle).

I. TEACHING

A. Criteria for Evaluation of Teaching

The Department of Information and Decision Sciences recognizes that rigorous and high quality teaching is the key mission at CSUSB. The department encourages its faculty to explore the effectiveness of various teaching modes and methods and adopt those that best suit the courses they teach.

Instruments of evaluation of teaching will include SOTEs and classroom visitation reports which shall be administered according to the guidelines established in FAM 300. In addition, the faculty member must provide clear evidence in the syllabi of appropriate course rigor/challenge of materials. Further, he/she is invited to provide other relevant evidence of

innovation in teaching and quality of instruction.

Quality of instruction shall be evaluated in the following areas:

1. Command of Current Subject Matter

Credentials presented by a faculty member upon appointment attest to the faculty member's initial command of the subject matter. However, because refinement and change are inherent in any area of knowledge, faculty members must possess current knowledge within their area(s) of expertise. Faculty members are expected to continually update course materials, class activities and assignments.

2. Course Design/Preparation, Instructional Material, and Organization

Faculty members must design or prepare and develop a course that (a) is aligned with course goals, description, and mode of instruction (i.e.: lab, lecture, seminar); (b) is organized to include learning activities and strategies that will achieve course goals and enhance student learning; (c) reflects a reasonable allocation of time and resources; and d) has the appropriate use of instructional materials, including technology. A course syllabus will be designed and developed for each course. At the beginning of each course, faculty members should make clear to students the objectives, requirements, student assessment standards and methods, and plan for that course.

Faculty members are expected to align course objectives with major learning outcomes articulated in the college's Assurance of Learning process, and to clearly articulate course expectations to the students. Faculty members should convey course information to students clearly with teaching methods and classroom activities suitable for students with various learning styles.

3. Effectiveness in Instruction

It is vital that faculty regularly review and modify course content to meet changing curricular needs. Instructional effectiveness requires that faculty members modify and incorporate course content to reflect relevance, timeliness, and comprehensive understanding of central issues and prevailing perspectives in the discipline. The course content is to be communicated and delivered using suitable instructional modes and teaching techniques/strategies for the type and size of class being taught.

In addition, effective teaching requires that content, organization, and delivery are suitable for both the overall course and the individual class sessions.

Successful experimentation with, and/or teaching research on, innovative teaching strategies and methods shall also be viewed as effective teaching.

4. Academic Assessment of Students

Fair and thorough assessment of student achievement is an important aspect of effective instruction. Assessment methods need to be consistent with program goals and course objectives. Methods of assessment vary markedly, but may include examinations, homework, term papers, laboratory reports, completed special assignments, seminar presentations, and other means appropriate to the type of class or instructional mode involved.

Faculty members should make clear to students what methods will be used to assess student work, and should apply standards appropriate to the level of the course and sufficient to make meaningful distinctions among different levels of student achievement. A faculty member's methods of assessing student achievement shall be documented by exemplary copies of items used, as appended to the classroom visitation report or the FAR. As part of a teaching portfolio, faculty members may also include examples of assessed student work.

B. Meets Expectations in the Area of Teaching

1. At the rank of Assistant Professor

As an incoming faculty member in years one and two of the probationary period, the MEETS EXPECTATIONS teacher at the rank of Assistant Professor must demonstrate command of the subject matter. Further, SOTE mean and median scores on overall effectiveness should range between '4' and '5' ("good" to "very good") at minimum.

In years three through six, strong indications of developing abilities must be demonstrated in all four teaching criteria. If applicable, concerns raised by students in SOTEs and/or colleagues in visitation reports must be addressed and the issues of concern resolved or improved upon over time. An appropriate level of rigor should be maintained in all aspects of the course, as documented in visitation reports and SOTE comments.

2. At the rank of Associate Professor

The MEETS EXPECTATIONS teacher at the rank of Associate Professor must demonstrate proficiency in each of the four teaching criteria. The target for mean and median SOTE scores on overall teaching effectiveness is between '5' and '6' ("very good" to "excellent"). If applicable, concerns raised by students in SOTEs and/or colleagues in visitation reports must be addressed and the issues of concern resolved or improved upon over time. An appropriate level of rigor should be maintained in all aspects of the course, as documented in visitation reports and SOTE comments.

3. At the rank of Professor

The MEETS EXPECTATIONS teacher at the rank of Associate Professor must demonstrate proficiency in each of the four teaching criteria, and also demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching. The target for mean and median SOTE scores on overall teaching effectiveness is between ‘5’ and ‘6’ (“very good” to “excellent”). If applicable, concerns raised by students in SOTEs and/or colleagues in visitation reports must be addressed and the issues of concern resolved or improved upon over time. An appropriate level of rigor should be maintained in all aspects of the course, as documented in visitation reports and SOTE comments.

C. Above Expectations in the Area of Teaching

To be considered ABOVE EXPECTATIONS in the area of teaching, the faculty member must meet the requirements set forth above for MEETS EXPECTATIONS appropriate to rank. In addition to this, the faculty member must meet at least one of the following additional criteria:

1. A preponderance of evidence demonstrating excellence in teaching as indicated in classroom visitation reports, SOTEs (or alternative student evaluation instruments), the FAR, or additional appropriate documentation related to teaching.
2. Demonstrate a record of involvement and achievement indicative of a commitment to continued professional performance in teaching.
3. A record of distinction for some aspect of teaching at or beyond the university.

II. RESEARCH, SCHOLARLY, OR CREATIVE CONTRIBUTIONS

A. Criteria for Evaluation of Research, Scholarly, or Creative Contributions

The Information and Decision Sciences Department recognizes that its faculty is entrusted with the mission of actively contributing to the collective body of knowledge in their respective disciplines. The Department also recognizes that research, scholarly, and creative contributions may come in various forms including publication in professional journals, presentations, work in progress, etc. In addition, such contributions may consist of professional activities such as consulting projects, participation in professional organizations, or grants and contracts.

The following list of research, scholarly or creative contributions should be regarded as exemplary in nature and is not meant to be limiting, definitive, or prescriptive in its order. Work

professionally evaluated by peers in the field is generally more significant. The individual contribution to collaborative activities must be clearly stated on a Joint Activity Report form.

1. Publications, such as books or texts (whole or part thereof), journal articles, or any other type of academically specialized form such as music, script, or software. Professionally recognized or refereed publications are generally more significant.
2. Receipt of a fellowship, grant, contract, award, prize, or other indication of professional recognition.
3. Active participation in seminars, conferences, meetings, or other activity leading to research, scholarly or creative contributions.
4. Continuing education, retraining, and the development of new skills relevant to one's current or potential assignment. Evidence of these activities may be taking of courses, earning advanced degrees, or participating in professional conferences, seminars, workshops, institutes, or special programs which lead to systematic updating of knowledge.
5. Presentations at regional, national, or international conferences or professional meetings dealing with research, investigative activity, or creative activity.
6. Keynote speeches at scholarly meetings.
7. Invited speeches on research at scholarly venues such as universities, research institutions, and professional conferences.
8. Active leadership and/or service in recognized professional societies. (This activity may also be relevant to University Service.)
9. Consultantships, whether paid or unpaid, of a professional nature.
10. Editing or reviewing of monographs, papers, textbook chapters, or scholarly books.
11. Service on editorial boards of Cabell-listed, Australian Business Dean Council's list, Financial Times (FI), Science Index (SI), Social Science Index (SCI), Engineering Index (EI) and others journals as agreed to be added by the IDS department faculty journals. (This activity may also be relevant to University Service.)
12. Development of patents, proprietary products, or software.
13. Development or presentation at training courses or workshops that consistently update knowledge of professionals.
14. Any other pertinent contributions to knowledge creation recognized in the relevant academic disciplines and discussed with the Department Chair.
15. Any other items of specific professional activity, such as work in progress, research related to instruction, research on how students learn and apply knowledge over an extended period of time, etc.

All activity will be evaluated according to the following criteria:

- 1) *Quality*: The quality of a publication may be evidenced by the journal's circulation, acceptance rate, or its ranking by recognized agencies; the citation frequency, reviews

of, or comments on the publication, or any other pertinent information such as its use or citation in the public arena. The quality of a consultancyship, fellowship, or other professional activity may be documented by the outside agency for whom the work is done.

- 2) *Significance*: The significance of a publication may be evidenced by the originality of the topic, the soundness and innovation of its methodology, and the validity and significance of its findings. The significance of a consultancyship, fellowship, or other professional activity may be documented by the outside agency for whom the work is done.
- 3) *Joint Authorship*: The department encourages joint research and recognizes that joint-authorship is common in the disciplines it houses.

A faculty member may request that the material prepared for evaluation be sent to an external reviewer (a professional outside of the university) for the purpose of providing additional input to the evaluation. The external evaluator shall be agreed upon by the faculty member and the department chair. The faculty member is to provide at least three names of external evaluators, and the department chair will select one of the three names provided for the evaluation process. The department chair will contact the external evaluator to see if he/she is willing to participate during the time frame needed.

B. Meets Expectations in the Area of Research, Scholarly, or Creative Contributions

1. At the rank of Assistant Professor

During years two and three of the probationary period, the MEETS EXPECTATIONS faculty member at the rank of Assistant Professor must demonstrate involvement in research, scholarly or creative activities. In subsequent years, continued active involvement in and successful completion of some professionally evaluated activities should be evident. At least two publications within a five year period are expected, and can come from Cabell-listed journals, Australian Business Dean Council's list, Financial Times (FI), Science Index (SI), Social Science Index (SCI), Engineering Index (EI) and other journals as agreed to be added by the IDS department faculty in a ballot format. The quality of the article and journal are considered in the evaluation process as well as the number of articles. This activity can be supplemented by other contributions listed above (2.A.1 – 15).

2. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor must demonstrate a record of active involvement in and successful accomplishment of research, scholarly or creative activities. At least two publications within a five year

period are expected, and can come from Cabell-listed journals, Australian Business Dean Council's list, Financial Times (FI), Science Index (SI), Social Science Index (SCI), Engineering Index (EI) and other journals as agreed to be added by the IDS department faculty in a ballot format. The quality of the article and journal are considered in the evaluation process as well as the number of articles. This activity can be supplemented by other contributions listed above (2.A.1 – 15).

3. At the rank of Professor

The MEETS EXPECTATIONS faculty member at the rank of Professor must demonstrate a record of successful accomplishment and recognition in research, scholarly or creative activities since the last promotion to Associate Professor. Typically, at least three publications within a five year period are expected in journals listed in or indexed by in Cabell , Australian Business Dean Council's list, Financial Times (FI), Science Index (SI), Social Science Index (SCI), Engineering Index (EI). The IDS department may also decide to include outlets not thus listed through ballot. Publications are expected to be at a higher level of quality and significance than contributions of Assistant or Associate Professors. This activity can be supplemented by other contributions listed above (2.A.1 – 15.).

C. Above Expectations in the Area of Research, Scholarly, or Creative Contributions

To be considered ABOVE EXPECTATIONS in the area of research, scholarly or creative contributions, the faculty member must meet the requirements set forth above for MEETS EXPECTATIONS appropriate to rank. In addition to this, the faculty member must have attained recognition beyond the University in research, scholarly activity, and/or creative activity; OR the quantity and/or quality of the faculty member's work must be significantly higher than the requirements set forth above for MEETS EXPECTATIONS.

III. UNIVERSITY AND/OR COMMUNITY SERVICE

“Service” is broadly defined as professionally related service to the University and/or Community. It can be undertaken as department, college, and university governance; peer support; student advising; and/or community and professional service. Underlying all these broad areas is the notion of citizenship: The expectation that the faculty member is an effective contributor in the various areas of service and a collegial professional in the day-to-day functioning of the department, college, and the university.

A. Criteria for Evaluation of University and/or Community Service

The following list provides examples of service activities. This list provides examples only and

Information and Decision Sciences Department
must not be construed as limiting, definitive, or prescriptive in its order.

1. University Service

- a) Active participation in service to and/or governance of programs, departments, colleges, the campus, and/or the University System. If a faculty member is given reassigned time to perform such service or governance, this shall not be considered in evaluating the quality of such work. However, having received reassigned time may be considered when evaluating the quantity of such work.
- b) Attendance and active participation at program, department, and college meetings.
- c) Active participation on committees at the department, college, campus, and/or the University System level.
- d) Participation in educational equity programs and activities.
- e) Authorship of documents, reports, or other materials pertinent to the University's mission or operation.
- f) Advisor or sponsor to student groups on campus.
- g) Participation in student advising and other services to help students succeed.
- h) Assisting with grants, documents, contracts, proposals, reports, or other materials pertinent to the University's mission or operation.
- i) Active participation in program, Department, College, Campus and/or University-wide Advisory Groups.
- j) Completion of classroom visitation reports.
- k) Academic and/or career advisement of students.

2. Community Service

- a) Service at local, state, federal, or international government levels.
- b) Consultantships to community service groups.
- c) Media presentations such as interviews, articles, speeches, or other presentations in newspapers, magazines, radio, television, or film.
- d) Lectures, speeches, talks, presentations, and/or displays given to schools, community groups, or the University community.
- e) Judge at science fairs, art shows, music contests, etc.
- f) Active participation and/or office holding in civic, educational, service, or humanitarian groups.
- g) Participation in community partnership activities which enhance social, economic, and cultural conditions.

3. Other items related to University and/or community service.

- a) Faculty members are encouraged to participate in community service in his/her profession. Examples include volunteering or serving as committee members, or officials in community and professional organizations.
- b) Faculty members are encouraged to participate in supporting and mentoring

colleagues in advancing teaching effectiveness, research, scholarly, and creative contributions.

B. Meets Expectations in the Area of University and/or Community Service

1. At the rank of Assistant Professor

The MEETS EXPECTATIONS faculty member at the rank of Assistant Professor should demonstrate a developing level of participation, particularly at the departmental and college levels.

2. At the rank of Associate Professor

The MEETS EXPECTATIONS faculty member at the rank of Associate Professor should demonstrate significant participation in the area of service. It is expected that the faculty member is beginning to participate at the University level and to take leadership roles at least at the department level.

3. At the rank of Professor

The MEETS EXPECTATIONS faculty member at the rank of Professor should demonstrate significant participation in service and to provide effective leadership in some of these activities. It is expected that the faculty member have some level of participation at the university level.

C. Above Expectations in the Area of University and/or Community Service

A rating of ABOVE EXPECTATIONS in this area is awarded for exceptional service that has been clearly documented as to quantity and quality.

To be considered ABOVE EXPECTATIONS in the area of service, the faculty member must meet the qualifications set forth above for MEETS EXPECTATIONS appropriate to academic rank. In addition, the faculty member must demonstrate unusual effectiveness or performance as a contributor or leader in the University, the off-campus community, or a combination of both.

EVALUATION RATING SYSTEM

A. Evaluation Scale

Evaluation of a faculty member applies only to the rank at the time of the evaluation. Therefore, a rating of Above Expectation for Retention at the Rank of Assistant Professor at the Second Year does not imply that this Candidate is ready for Promotion or Tenure. It means that for a Second Year Assistant Professor the candidate is Above Expectations only.

Above Expectations: This rating reflects performance above the established criteria for the rank at the time of the current evaluation.

Meets Expectations: This rating reflects performance within the range of the established criteria for the rank at the time of the current evaluation.

Below Expectations: This rating reflects performance below the established range of criteria for the rank at the time of the current evaluation.

Well Below Expectations: This rating reflects performance well below the range of established criteria for the rank at the time of the current evaluation.

B. Outcomes of Evaluation

1. Second Year Retention Review

- a. If faculty member is evaluated in two categories at least Meets Expectations and the third category is evaluated at no lower than Below Expectations then the faculty member will be recommended for Retention at the Rank of Assistant Professor at the Second Year.
- b. If a faculty member is evaluated at Below Expectations for Retention at the Rank of Assistant Professor in the Second Year review in two categories and is evaluated at least Meets Expectations in the third category for Retention at the Rank of Assistant Professor at the Second Year review, the faculty member will be recommended for Retention. In this case the Retention will include recommendations from the President or his designee for successful future reviews.
- c. In the case where a faculty member is evaluated to be Well Below Expectations for Retention at the Rank of Assistant Professor at the Second Year review in any of the three categories or is evaluated to be Below Expectations or Well Below Expectation in all three categories at the Rank of Assistant Professor at the Second Year review, the faculty member will not be recommended for Retention.

2. Fourth Year Retention Review

- a. If a faculty member is evaluated at Meets Expectations or Above Expectations for an Assistant Professor at the Fourth Year review in all of the three categories evaluated the faculty member will be recommended for retention at the fourth year.
- b. If a faculty member is evaluated as Below Expectations for Retention at the Rank of Assistant Professor at the Fourth Year Review in any of the three categories and evaluated at a minimum rating of Meets Expectations at the Rank of Assistant Professor at the Fourth Year Review for the other two categories, the faculty member will be recommended for Retention. In this case the Retention will include recommendations from the President or his designee for successful future reviews.
- c. In the case where a faculty member is evaluated as Well Below Expectations for Retention for at the Rank of Assistant Professor in the Fourth Year Review in any one category, or is evaluated as Below Expectations in two or more categories, the faculty

member will not be recommended for Retention.

3. Tenure

- a. To be recommended for Tenure the faculty member must be evaluated as Above Expectations or Meets Expectations in each of the three categories for Tenure at the current rank at the time of this evaluation.
- b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Tenure at the current rank at the time of this evaluation in any of the three categories, the faculty member will not be recommended for Tenure.

4. Promotion to the Rank of Associate Professor

- a. To be recommended for Promotion to the Rank of Associate Professor, the faculty member must be evaluated as Above Expectations for one of the categories and as Meets Expectations or Above Expectations for the other two categories at the current rank.
- b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Promotion to the Rank of Associate Professor in any of the three categories, the faculty member will not be recommended for Promotion to the Rank of Associate Professor.

5. Promotion to Full Professor

- a. To be recommended for Promotion to Full Professor a faculty member must be evaluated as Above Expectations for one of the categories and as Meets Expectation or Above Expectations for the other two categories at the current rank.
- b. If a faculty member is evaluated to be Below Expectations or Well Below Expectations for Promotion to the Rank of Full Professor in any of the three categories, the faculty member will not be recommended for Promotion to Full Professor.

Priority Registration Process Review Committee

Background: In fall 2017, Craig Seal and Olivia Rosas were selected to co-chair a committee that would review the current priority registration process and outline recommendations aimed at meeting students' needs with the ultimate goal of timely graduation.

Committee Members:

Craig Seal – Co Chair
Olivia Rosas – Co Chair
Amy Bracerros – Office of the Registrar
Bea Larez – Office of the Registrar
Ed Mendoza – Advising and Academic Services
Deborah Parsons – College of Social and Behavioral Sciences
Rueyling Chuang – College of Arts and Letters
Kimberley Cousins – College of Natural Sciences
Jing Zhang – Jack Brown College of Business and Public Administration
Michael Salvador - PDC
Erika Gutierrez and Christine - ASI

Recommendations:

1. The first recommendation is to remove the word “priority”. The new process will be called “Registration Appointments”
2. The first set of registration appointments will be assigned to the following mandated groups (formerly priority I):
 - a. Veterans
 - b. Students with Disabilities
 - c. Note takers
 - d. Foster Youth

Note – all other students will be NMPG – non-mandatory priority group).

3. The remaining course registration (enrollment date) appointments will be assigned by students' academic level as follows:
 - 1A Seniors 135+ units, Graduate students (with priority* but NMPG)
 - 1B Seniors 135+ units, Graduate Students (without priority and NMPG)
 - 2A Juniors 90-134.9 units, Credentials, PBAC (with priority* but NMPG)
 - 2B Juniors 90-134.9 units, Credentials, PBAC (without priority and NMPG)
 - 3A Sophomores 45-89.9 units (with priority* but NMPG)
 - 3B Sophomores (without priority and NMPG)
 - 4A First-Year/Freshman 0-44.9 units (with priority* but NMPG)
 - 4B First-Year/Freshman (without priority)
4. Transitory and over 60 students
5. Open enrollment
 - a. Additional units beyond 17 (i.e. Seniors can enroll in 19.5 units)
 - b. Overloads

*With priority = (Formerly Priority I). This will include special groups e.g. cohorts, STEM, etc. (in order of priority list, see appendix).

NMPG = Non-Mandated Priority Group

A = By order of student group and number of units earned

B= By number of units earned

Groups register in order, as determined by class level, then priority level, then number of accumulated units.

Establish a Priority Registration Committee, made up of one representative from Administration, one from the Faculty, and one ASI to make recommendations if new groups should be added or current groups should be removed from the list.

Timeline:

Winter 2018 – Finalize document

End of winter 2018 and spring 2018 – Meet with campus groups/constituents

Spring 2018 – Finalize communication plan and roll-out process

Summer 2018 – Information campaign for new students and current students

Fall 2018 – Finalize registration process, testing, etc.

Winter 2019 – Launch new registration process (fall students registering for winter)

Once committee finalizes recommendations, next steps would be to present to Cabinet, Faculty Senate, ASI, GI 2025, Informed Enrollment Management sub-committee, Transparent Policies & Procedures sub-committee, and Administrative Council.

Appendix – Priority Registration List

Priority	Why is the priority necessary		What is required		Suggested Actions
	Who?	Why?	Units	GPA	
Priority One	Established 1984 (CAR)				
Disabled Students	Gov	Mandated			No Changes
Active/Former US Armed Forces	Gov	Mandated			No Changes
Foster Youth	Gov	Mandated			No Changes
Seniors with Grad Check for term	Registrar	GI 2025			
PAES	FA/Andrea Cowser			✓	
1st Year EOP	EOP/Veronica Amerson	Retention	✓		
Athletes	Morgan Walker				
Housing Students	John Yaun				
Student Ambassadors	Alex Spencer, Kathryn Robinson				
4 Year Pledge	AAS/Ed Mendoza	Class Scheduling	✓	✓	
California Promise (2 Year)	SB412	Mandated	✓	✓	No Changes
California Promise (4 Year)	SB412	Mandated	✓	✓	No Changes
2014 Freshmen Cohort	Registrar	GI 2025			
2016 Transfer Cohort	Registrar	GI 2025			
Note Takers	SSD/Susan Schaffer	Law Suit			
Honors Program Students	David Marshall		✓	✓	
Alumni Scholars	FA/Roseanna Ruiz				
SOAR Student Leaders (Fall '14)	Megan Huston, Avi Rodriguez				
Student Union/ASI Officers	Dacia Woods, Susan Avery				
MASS Program (Winter '14)	Kim Cousins			✓	
STEM Scholars (Fall 17)	Kim Cousins			✓	
AVID	AVID Advisor				
Teacher Pathway Program	Patrick Nicholson				
PRISM Grant Scholars (Winter '14)	Rolland Tripp				
GREEK Judicial Council (Winter '16)	Fred McCall				
NOYCE Scholars (Spring '17)	Sarah Zayas, Jeremy Aiken				
Priority II: Seniors, Classified Graduate Students	Established 1984 (CAR)		✓		
Priority III: Juniors, Classified post-baccalaureates and or credential students, 2nd bachelor students	Established 1984 (CAR)		✓		
Priority IV: Sophomores and Freshmen	Established 1984 (CAR)		✓		
Priority V: Unclassified post-baccalaureate, Transitory student	Established 1984 (CAR)				

Comment [CS1]: Per Kimberly Cousins, MASS and PRISM have ended. Others to review?



Academic Affairs
Faculty Senate

COURSE SYLLABUS POLICY AND GUIDELINES FAM 820.9

Preamble: The purpose of this document is to articulate, based on university policies and California state law, what minimum information must be included on course syllabi. Such information provides students with basic course objectives and faculty expectations, and also serves to clarify course policy in the case of grade grievances or other student, faculty, or program concerns.

1. General guidelines:

- (a) Unless circumstances dictate otherwise, instructor(s) shall provide course syllabi on or before ~~the time of~~ the second class meeting;
- (b) instructor(s) shall provide students with course syllabi in paper copy and/or in ~~electronic form on a course website~~ Learning Management System and/or via e-mail at the start of each term as described in part (a). If the syllabus is only distributed electronically, instructor(s) shall provide ~~written~~ instructions for document access;
- (c) ~~in~~ distributed learning courses, enrolled students shall be provided with the course URL, access instructions, and the syllabus itself ~~posted to a course website~~ via ~~either e-mail or postal mail or e-mail~~.
- (d) ~~if~~ any information given on the syllabus is subject to change (e.g., topics of discussion, readings, due dates, examination dates), such information shall be noted on the syllabus as "tentative" or "subject to change."
- (e) ~~in~~ instructor(s) shall submit electronic or hard copies of the syllabus for each course to the department office, which will keep a copy of each syllabus for at least five years;

~~Instructors shall ensure that their syllabi are created with accessibility best practices. Information and templates can be found on the XXX website. Instructors shall create their syllabi with accessibility best practices based on resources available on the CSUSB Accessible Technology Initiative website.~~

(f)

2. At a minimum, each course syllabus *must* contain:

- (a) name(s) of the instructor(s), office location, telephone number and/or e-mail address, and office hours;
- (b) class term, meeting times, location;
- (c) course goals and/or objectives, and ~~for~~ expected student learning outcomes;
- (d) required text(s) and/or materials;
- (e) ~~major~~ descriptions of major assignments;

Last Revised: 2009 SPR

Minor Editorial updates October 2018: EPRC

Formatted: Font: (Default) +Body CS (Arial), 12 pt

Formatted: Font: (Default) +Body CS (Arial)

Formatted: Font: 12 pt

Formatted: Indent: First line: 0", Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.31" + Indent at: 1.56", Widow/Orphan control, Adjust space between Latin and Asian text, Adjust space between Asian text and numbers

Formatted: List Paragraph, Numbered + Level: 2 + Numbering Style: a, b, c, ... + Start at: 1 + Alignment: Left + Aligned at: 1.31" + Indent at: 1.56"

(f) basis for assigning course grade;

~~(f)~~

~~(g)~~ a current statement of ADA compliance and entitlement to accommodation, as provided by the appropriate University office, in particular including contact information for the university's office for Services to Students with Disabilities, and the_

Formatted: Font: 12 pt

Last Revision 2006: EPRC

Minor Editorial updates Octobering 2018: EPRC

reminder that it is the *student's* responsibility to seek academic accommodations for a verified disability in a timely manner.

(h)(g) instructor(s) shall refer students to the "Academic Regulations and Procedures" in the CSUSB Bulletin of Courses for the university's policies on course withdrawal, cheating, and plagiarism.

3. Instructors are *strongly encouraged* to include the following additional information on their syllabi, as applicable:

- (a) prerequisite courses and/or prior knowledge and/or additional skills required of the student;
- (b) policies on participation and attendance, especially as those items that affect final grades;
- (c) provision(s) for makeup of missed or late assignments, if any;
- (d) other information essential to the course, e.g., information about accessing any online resources, or assignments (such as field trips or service-learning activities) that must be accomplished at off-campus locations;
- (e) consequences for cheating and/or plagiarism;
- (f) individual department/school or program guidelines, if applicable.

4. Faculty offering web-based or other distributed learning courses *must also include*:

- (a) the statement, per the CSU San Bernardino Distributed Learning Policy (FSD 01-01.R2, available at [http://senate.csusb.edu/docs/Policies/\(FSD%2001-01.R2\)%20DL%20Policy.pdf](http://senate.csusb.edu/docs/Policies/(FSD%2001-01.R2)%20DL%20Policy.pdf)), if faculty have chosen to use non-university supported course resources, that "the university will not provide technical support for those resources that the university does not endorse any products which may be advertised through those resources."
- (b) information regarding minimum computer hardware and software requirements for the class as well as what campus facilities are available to support these requirements for students who cannot afford to buy the technology; and
- (c) alternate procedures for submitting work in the event of technical breakdowns

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
FACULTY SENATE MEETING, 53RD SENATE

A G E N D A

SESSION 05 – Tuesday, January 15, 2019, 2:00 pm – 3:50 pm, Pine Room

1. APPROVAL OF THE MINUTES

1.1 Minutes for November 13, 2018 (FSM 18-04)

2. APPROVAL OF THE AGENDA

3. CHAIR’S REPORT.

4. PRESIDENT’S REPORT

5. PROVOST’S REPORT.

7. INFORMATION ITEMS

7.1 Q2S Catalog Rights Recommendation

7.2 Q2S Summer 2020 Recommendation

7.3 CURRICULUM – INFORMATION ITEMS (See attachment)

8. Campus Labs Enterprise – Dr. Judy Sylva

9. WASC Presentation – Associate Provost, Clare Weber

10. OLD BUSINESS

10.1 Proposed Change to Departmental RPT Criteria for Geological Sciences,
FAM 651.544 (second reading)

10.2 Proposed Change to Graduate Admissions Policy, FAM 841.3 (second
reading)

11. NEW BUSINESS

11.1 FAM 820.5 Student Evaluation of Summer Session and Degree Applicable
Extended Education Courses (first reading)

11.2 FAM 872.2 Policy on Course Material (first reading)

11.3 FAM 820.9 Course Syllabus Policy and Guidelines (first reading)

11.4 Revised Registration Process (first reading)

12. COMMITTEE REPORTS

12.1 EPRC

12.2 FAC

12.3 Q2S

13. STATEWIDE ACADEMIC SENATOR’S REPORT.

14. SENATORS’ REPORTS/INCLUDING ASI PRESIDENT’S REPORT.

15. DIVISION REPORTS

15.1 Vice President for Information Technology Services

15.2 Vice President for University Advancement

15.3 Academic Affairs/Deans' Reports

15.4 Vice President for Administration and Finance

15.5 Vice President for Student Affairs