

## AGENDA

Executive Committee Meeting  
CSUSM Academic Senate  
Wednesday, September 30, 2015, 12-2:00 pm  
Provost's Conference Room-KEL 5207

- I. Approval of Agenda
- II. Approval of Minutes – 9/23/15 EC Meeting
- III. Chair's Report, [Deborah Kristan](#)  
Referrals  
APC: Excess Units Seniors Policy
- IV. Vice Chair's Report, [Michael McDuffie](#)
- V. Provost's Report, [Graham Oberem](#)
- VI. Vice Provost's Report, [Kamel Haddad](#)
- VII. Discussion Items
  - A. UAC Feedback Re: Future UAC Charge and Oversight, Linda Shaw
  - B. ASCSU: Possible Resolution – Calling for Open and Transparent Search Processes for CSU Presidential Vacancies (attachment) **Page 2**
  - C. FAC: Assigned Time for Exceptional Levels of Service to Students (2 attachments) **Page 3**
  - D. BLP: Moving Self-Support Academic Programs to State Supported Funding Policy **Page 16** (attachment)
- VIII. EC Members' Concerns & Announcements

*Next meeting: October 7, 2015, 12:00-12:50 p.m., Library Reading Room – KEL 5400*

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**XXXX Academic Senate**  
**California State University (CSU) 2015-16 Presidential Searches**

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

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

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**Rationale**

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

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

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

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

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

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

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

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

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

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

12 *Rationale*

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

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

20 *The CBA charges campus Senates to develop criteria and procedures for the use of the funds.*

21 *The following policy does so. Please note:*

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

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

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31 *Relevant CBA Language*

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

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

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

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

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

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

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

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

70 *CBA 20.3 b & c*

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

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

87

88 | Procedures for: Faculty Affairs Committee

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

90 | **I. PURPOSE**

91 | The purpose of this policy is to provide assigned time to faculty employees who are  
92 | engaged in exceptional levels of service that support the CSU's priorities, but who are not  
93 | otherwise receiving an adjustment in workload to reflect their effort to write proposals and  
94 | compete for assigned time for exceptional levels of service to students that supports the  
95 | priorities of the California State University (CSU) system and the mission of California  
96 | State University San Marcos (CSUSM) pursuant to Article 20, Section 20.37 of the 2014-  
97 | 2017 Collective Bargaining Agreement (CBA) between CSU and the faculty.

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

Comment [AF1]: Per EC FAC Subcommittee

99 | A. Membership

100 | Membership of EATC shall be composed of:

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

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

- 107 | ~~4. Each member serves a one-year term. (delete) add reusing~~

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

109 | B. Functions

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

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

117 | **III. ASSIGNED TIME BUDGET AND REPORTING**

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

121 | **A. Accountability and Expenditures**

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



- 124 later than November 1 of the subsequent year to the EATC, the Academic Senate, and the  
125 CSU.
- 126 2. In academic years 2014/15 and 2015/16, any unused funds shall roll over for use in the  
127 following academic year. All funds must be expended in the 2016/2017 academic year.
  - 128 3. For accounting purposes, costs of assigned time shall be calculated based on the  
129 minimum salary for assistant professor.
  - 130 4. Awards from appeals shall not exceed 10% of the annual budget for assigned time and  
131 shall be funded in the subsequent academic year. During the last year of the agreement,  
132 appeals must be funded from the funds for that year, including any rollover from previous  
133 years.

#### 134 IV. ELIGIBILITY & RESTRICTIONS

##### 135 A. Eligibility

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

##### 144 B. Restrictions

- 145 1. Assigned time can only be utilized during the academic year (August – May) during  
146 which the activity is performed with the exception of assigned time granted in the 2014/  
147 2015 academic year which may be utilized in the 2015/2016 academic year.

#### 148 V. TIMELINE

149 A. For activities in the 2014/2015 academic year and the 2015 Fall semester and for activities  
150 planned for Spring 2016 applications will be due October 23. Review of proposals will be  
151 completed before the thanksgiving break and awards announced December 15.

152  
153 B. For activities planned 2016/2017 academic year applications will be due February 5.  
154 Review of proposals will be completed by March 5<sup>th</sup> and awards announced March 18.

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156 A. (TBD).

#### 157 VI. APPLICATION MATERIALS

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

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

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

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

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

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

Comment [AF4]: Drop cv

Comment [AF5]: Add service

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Comment [AF6]: Added associate dean

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

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

## 180 VII. SUPPORTED ACTIVITIES AND REVIEW CRITERIA

181 A. The following activities may be supported

- 182 1. Student mentoring, advising, and outreach, especially as these activities support
- 183 underserved, first-generation, and/or underrepresented students
- 184 2. The development and implementation of high-impact educational practices; curricular
- 185 redesign intended to improve student access and success
- 186 3. Service to the department, college, university, or community that goes significantly
- 187 beyond the normal expectations of all faculty
- 188 4. Assignment to courses where increases to enrollment have demonstrably increased
- 189 workload
- 190 5. Other extraordinary forms of service to students
- 191

192 B. Review Criteria

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

200 **VIII. RECOMMENDATIONS**

- 201 A. The EATC shall assign each proposal in rank order.  
202 B. The EATC evaluation will recommend the amount of the award, but the final decision  
203 will be made by the VPAA.

- 204 ~~A. The EATC shall assign each proposal one of four ratings:~~  
205 ~~1. High Priority~~  
206 ~~2. Medium Priority~~  
207 ~~3. Low Priority~~  
208 ~~4. Not Recommended~~

209  
210 ~~A.C.~~ The EATC shall submit its evaluations and the application materials to the VPAA  
211 who in consultation with the appropriate administrator responsible for assigning  
212 workload (e.g., Dean or Vice-President of Student Affairs), shall make the final  
213 determination regarding the approval or denial of assigned time. ~~In addition to the~~  
214 recommendation of the EATC and input obtained via the consultation process, the VPAA  
215 may consider equity across constituencies in his/her decision.  
216

Comment [AF7]: Delete, not in cba

217 **IX. INFORMATION PROVIDED TO APPLICANTS**

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

220 **X. AWARDS**

221  
222 A. A tenure track faculty member who receives exceptional assigned time from the committee  
223 would report the WTUs awarded in his/her Faculty Activity Report (FAR). The equivalent  
224 funds would be transferred to the college or equivalent.

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

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

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

Comment [AF9]: Change to lecturer

233 ~~XI~~. **APPEALS**

234 ~~A~~.C. Appeals Committee

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

240 ~~B~~.D. Timeline and Notification of Decisions

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

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

258 ~~XII~~.XIII. **EFFECTIVE DATES**

259 The policies and procedures in this document are an implementation of Article 20, section  
260 37 of the 2014-2017 CBA. The 2016/2017 academic year marks the end of this program  
261 and, barring action by the Academic Senate Executive Committee, this policy shall no  
262 longer be in effect on or after September 1, 2017.  
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1 CALIFORNIA STATE UNIVERISTY SAN MARCOS  
2 ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
3 APPLICATION FOR 2014 – 2015

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5 COVERSHEET

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

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

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11 Email \_\_\_\_\_

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

15  
16 The following activities may be supported:

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

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

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

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

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

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

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41 Dean / Associated Dean \_\_\_\_\_

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45 F) After obtaining required signatures, turn in this cover sheet with your narrative and the supporting  
46 letter to the Office of Faculty Affairs by **OCTOBER 23, 2015**. Incomplete applications will not be  
47 reviewed.

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52 CALIFORNIA STATE UNIVERISTY SAN MARCOS  
53 ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
54 APPLICATION FOR 2015 – 2016

55  
56 COVERSHEET

57  
58 APPLICANT Name: \_\_\_\_\_ Title \_\_\_\_\_

59  
60 Department/Program \_\_\_\_\_ College \_\_\_\_\_

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62 Email \_\_\_\_\_

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65 students' learning experiences beyond your standard professional responsibilities.

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71 intended to improve student access and success.  
72 3. Service to the department, college, university, or community that goes significantly beyond the  
73 normal expectations of all faculty.  
74 4. Assignment to courses where increases to enrollment have demonstrably increased workload.  
75 5. Other extraordinary forms of service to students.

76  
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78 B) Provide the approximate number of hours during each semester of the academic year (August – May)  
79 this additional activity took / will take to complete.

80  
81 C) Include a letter from a CSUSM employee who can speak to the credibility of the service project in  
82 support of the application.

83  
84 D) Semester in which the activity occurred (circle) FALL 2015 SPRING 2016

85  
86 E) Required signature indicating that no other Assigned Time was granted to the applicant for the same  
87 general activity:

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92 Dean / Associated Dean \_\_\_\_\_

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101 CALIFORNIA STATE UNIVERISTY SAN MARCOS  
102 ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS  
103 APPLICATION FOR 2016 – 2017

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105 COVERSHEET  
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107 APPLICANT Name: \_\_\_\_\_ Title \_\_\_\_\_  
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109 Department/Program \_\_\_\_\_ College \_\_\_\_\_  
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113 A) Provide a 2 page narrative explaining the activity to which additional workload was needed to improve  
114 students' learning experiences beyond your standard professional responsibilities.  
115

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- 121 3. Service to the department, college, university, or community that goes significantly beyond  
122 the normal expectations of all faculty.
- 123 4. Assignment to courses where increases to enrollment have demonstrably increased workload.
- 124 5. Other extraordinary forms of service to students.  
125

126 B) Provide the approximate number of hours during each semester of the academic year (August – May)  
127 this additional activity will take to complete.  
128

129 C) Include a letter from a CSUSM employee who can speak to the credibility of the service project in  
130 support of the application.  
131

132 D) Semester in which the activity will occur (circle) FALL 2016 SPRING 2017  
133

134  
135 E) Required signature indicating that no other Assigned Time will be granted to the applicant for the same  
136 general activity:  
137

138 Department Chair / Program Coordinator \_\_\_\_\_  
139

140 Dean / Associated Dean \_\_\_\_\_  
141

142  
143  
144 F) After obtaining required signatures, turn in this cover sheet with your narrative and the supporting  
145 letter to the Office of Faculty Affairs by **February 5, 2016**. Incomplete applications will not be  
146 reviewed.  
147

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**MOVING SELF-SUPPORTED ACADEMIC PROGRAMS TO STATE-SUPPORTED FUNDING**

**POLICY AND PROCEDURE  
BLP 705-14**

**Implemented:**    /    /2015

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**Definition:**    Policy and procedure for the moving of self-supported, for-credit programs to a state supported budget and funding source.

**Authority:**    The President of the University.

**Scope:**        Self-supported, for-credit programs considered for movement to state supported funding.

\_\_\_\_\_  
Karen S. Haynes, President

\_\_\_\_\_  
Approval Date

\_\_\_\_\_  
Graham Oberem, Provost & Vice President for Academic Affairs

\_\_\_\_\_  
Approval Date

Implemented:    /    /2015



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46 **Rationale:** *In scarce budgetary times, the initiation of new programs can be difficult or even*  
47 *impossible. However, to respond to community, workforce, and student needs, the university*  
48 *cannot be inactive. Launching programs through self-supported funding has been one way to*  
49 *respond to those needs. As budgets and allocations improve, some of the self-supported*  
50 *programs should be considered for state-supported funding. While it is possible to bring self-*  
51 *supported programs into the state-supported budget, the benefits and costs (including potential*  
52 *costs to other state supported programs) must be evaluated before any such moves are made.*  
53 *Such a proposal must undergo a review process by the appropriate college and university*  
54 *committees, approved by the academic senate, and ultimately be approved by the Chancellor's*  
55 *Office. This document establishes a consistent, consultative process for considering whether*  
56 *existing self-supported programs should be moved to the state supported budget. This proposed*  
57 *procedure is intended to establish a process by which such a budget-move will be considered by*  
58 *the Academic Senate, once it is proposed by faculty from within a program. ~~The appended~~*  
59 *template is derived from the P-form.*

**Policy:**

63 Proposals to convert an authorized self-supported degree program to state supported funding  
64 requires approval from the Chancellor’s Office. The campus should propose the change to the  
65 Chancellor’s Office, specifying the degree program, offering a brief program description and  
66 rationale for making the change, and shall include a detailed cost recovery budget, student fees  
67 per unit and total student cost to complete the program, anticipated student enrollment, a campus  
68 commitment to provide adequate faculty resources and the anticipated impact on the existing  
69 state-supported programs (Executive order 1099, 11.1.2.4.)

**Procedure:**

72 1. 1.—Proposals to move self-supported programs to state supported funding shall be  
73 generated by faculty within those programs. Faculty generating proposals shall work  
74 closely with the Dean(s) (or a designee) of the college(s) and the in which the program is  
75 will be housed (or a designee) and the Dean of Extended Learning to fill out all required  
76 paperwork. This paperwork shall include any documentation required by the Chancellor’s  
77 Office as well as an amended P-Form. The P-Form should be amended to address the  
78 following points:

- 79 a. Rationale: Explain the purpose and rationale for the proposed movement of the  
80 program from self-supported to state-supported funding.
- 81 b. Current Student Demand:
  - 82 i. What issues of access (i.e., geographic, socioeconomic, scheduling  
83 flexibility, etc.) were considered when planning to move this program to a  
84 state-supported offering?
  - 85 ii. What is the expected number of majors in the year of initiation and three  
86 years and five years thereafter? (The history of enrollment trends in the  
87 self-supported program should be used as a baseline for future  
88 projections.)

**Comment [I1]:** Something’s wrong with this wording.  
**Comment [DK2]:** These edits added by D. Kristan. Does this make sense now?

**MOVING SELF-SUPPORTED ACADEMIC PROGRAMS TO STATE-SUPPORTED FUNDING**

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- 89 | c. Budget & Anticipated Revenues from Program Expansion: In consultation with
- 90 | the appropriate Associate Dean, prepare and include a draft budget and revenues
- 91 | spreadsheet for state supported programs. Include student fees per unit and total
- 92 | costs to complete the program.
- 93 | d. Support Resources for State-Support Offering
- 94 | i. Anticipated impact on existing CSUSM campus resources that were
- 95 | funded through self-support (EL). All affected departments offering
- 96 | courses in this program should be addressed here. How will the new state-
- 97 | supported program be offered without negatively impacting the existing
- 98 | state-supported offerings?
- 99 | ii. How will existing tenure-track faculty and staff resources be funded
- 100 | through existing, reallocated or new state funds?
- 101 | iii. Space and facilities that would be used in support of the program. The
- 102 | amount of lecture and/or laboratory space required to initiate and to
- 103 | sustain the program over the next five years.
- 104 | iv. A report provided by the campus Library<sup>1</sup> stating what library resources,
- 105 | previously funded through EL, (including library instruction, library
- 106 | materials and staff/faculty support) will be needed to sustain the program
- 107 | in a state-support delivery model? Indicate the commitment of the campus
- 108 | to provide these resources.
- 109 | ±v. A report provided by campus IITS<sup>2</sup> stating how will existing academic
- 110 | technology, equipment, and other specialized materials be impacted by the
- 111 | program's move to state-supported delivery?-proposal based upon
- 112 | CSUSM's approved template.

**Comment [13]:** Do we want to request signatures of impacted disciplines?

- 113 | 2. Proposals shall be considered for approval by the Academic Senate after review by the
- 114 | a) appropriate College-level ~~planning-curriculum~~ committee(s);
- 115 | b) appropriate College Dean(s) and Extended Learning Dean; and
- 116 | c) ~~Budget & Long-Range Planning Committee~~LP
- 117 |
- 118 |

<sup>1</sup> Contact the Library for this report.

<sup>2</sup> Contact IITS for this report

## Template for Moving Self-Supported Programs to State-Supported Funding

### 1. Program Description/Identification

#### Title and brief description of program

#### Delivery type proposed (if changing) — face to face, fully online, hybrid

- a. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
- b. Term and academic year of self-supported program launch (e.g. Fall 2007).
- c. Identify the unit that will have primary responsibility for offering the state-supported program, and all CSUSM programs or Departments that will provide courses as part of the self-state supported degree or certificate.
- d. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

Comment [DK4]: Should 'self' be 'state'?

**2. Rationale:** Explain the purpose and rationale for the proposed movement of the program from self-supported to state-supported funding.

### 3. Student Demand

- a. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?
- a. What is the expected number of majors in the year of initiation and three years and five years thereafter? (The history of enrollment trends in the self-supported program should be used as a baseline for future projections.)

### 4. Support Resources for Self-State-Support Offering

**Note:** The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?
- b. How will existing tenure track faculty and staff resources be funded through existing, reallocated or new state funds?
- c. Space and facilities that would be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.
- d. A report provided by the campus Library.<sup>3</sup> What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state support delivery model? Indicate the commitment of the campus to provide these resources.
- e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state supported delivery?<sup>4</sup>

Comment [I5]: Do we want to request signatures of impacted disciplines?

### 5. Budget & Anticipated Revenues from Program Expansion

<sup>3</sup>Contact the Library for this report.

<sup>4</sup>Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

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~~In consultation with the appropriate Associate Dean prepare and include a draft budget and revenues spreadsheet for state supported programs.<sup>§</sup> Include student fees per unit and total costs to complete the program.~~

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<sup>§</sup> ~~Contact Academic Programs for the spreadsheet.~~  
Approved by the Academic Senate 04/08/15