## Summary of TPAC Tasks AY 14-15

<table>
<thead>
<tr>
<th>Tasks from EC Referral dated 8/20/14</th>
<th>Status</th>
<th>Further Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide input for Social Media Policy (developed by Teresa Macklin)</td>
<td>Completed</td>
<td>——</td>
</tr>
<tr>
<td>Worked with BLP to draft a policy on expanding state supported programs to online programs offered through EL. This will continue into next year. A draft policy was developed, but LATAC will need to continue working with BLP as the policy moves forward.</td>
<td>Completed</td>
<td>——</td>
</tr>
<tr>
<td>Create a comprehensive data-base of existing online and hybrid courses, plans for online and hybrid courses (short-term within the next 3 years), wish-lists for online and hybrid courses (long-term)</td>
<td>Completed. <em>(See Attachment # 1, Note: please refer to electronic files for details)</em></td>
<td>——</td>
</tr>
<tr>
<td>Consult with APC on developing definitions of online, distance, and distributed learning. The committee gathered related policies and definitions from around the CSU and other entities. These were shared with APC, and feedback provided to APC on a draft revision to the campus Online Instruction Policy. APC's revisions to that policy went well beyond updating the definitions of course modalities. This work will continue into next year. The recent passage of definitions by the system-wide AS should inform these efforts.</td>
<td>(1) Comments for APC draft (dated 4/23/14) regarding on-line teaching was sent to APC on 2/27/15. <em>(See Attachment #2)</em> (2) 3/20/15: APC suggested TPAC to conduct a survey among all faculty regarding definition of online and hybrid courses. (3) Draft for Survey developed. <em>(See Attachment # 3)</em></td>
<td>(1) Conduct faculty survey regarding on-line and hybrid courses and provide results to APC in AY 15-16. (2) Coordinate with APC to develop the policy.</td>
</tr>
<tr>
<td>Consult with Vice Provost and Online Quality Teaching Fellows regarding issues surrounding faculty preparation for online teaching, including certification models, and needs and resources for professional development.</td>
<td>(1) Discussion of QOTC report (dated 10/22/15) completed. (2) Further information was requested and obtained from Dr. Veronia Anover, Online Quality Teaching Fellow</td>
<td>——</td>
</tr>
<tr>
<td>Consult with Senate Officers and EC to determine next steps in terms of guidelines, policy and/or procedures about faculty preparation/training to teach online courses.</td>
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<tr>
<td>Development of an open access policy (See Resolution passed by Academic Senate)</td>
<td><em>(1)</em> Carmen Mitchell presented draft policy to Executive Committee on 4/8/15 <em>(See attachment #4)</em> <em>(2)</em> EC comments received on 4/8/15 <em>(See attachment #5)</em></td>
<td>(1) incorporate EC comments and update the draft. (2) submit updated draft to EC and academic senate in the Fall 2015 semester.</td>
</tr>
</tbody>
</table>
Attachment # 1
### On-line/ Hybrid Courses Plan on Offering in AY 15-16, AY 16-17, AY 18-19

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Fully On-Line</th>
<th>Hybrid</th>
<th>Offered Through Extended Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 202</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>KINE 204</td>
<td></td>
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<tr>
<td>KINE 304</td>
<td>X</td>
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<td>KINE 305</td>
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<td>KINE 306</td>
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<tr>
<td>KINE 336</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>KINE 407</td>
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<td>X</td>
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<tr>
<td>KINE 495</td>
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<td>X</td>
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<tr>
<td>Course Number</td>
<td>Fully On-Line</td>
<td>Hybrid</td>
<td>Offered Through Extended Learning</td>
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<td>KINE 202</td>
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<td>KINE 336</td>
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<td>KINE 407</td>
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<tr>
<td>KINE 495</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Missing Surveys as of 2/1/15
Third Request sent on 1/22/15

Anthropology
Communication
Economics
Literature and Writing Studies
Philosophy
Political Science
Sociology
No plan for on-line or hybrid courses
E-mail was sent on 10/21/14 and Reminder E-mail was sent on 11/10/14 requesting the information. Another

The following departments/Programs did not submit any information

<table>
<thead>
<tr>
<th>Biology Department</th>
<th>respond on 12/16/14 indicating attached spreadsheet, l</th>
</tr>
</thead>
</table>
An e-mail was sent out on 12/1/14

but no attachment, request spreadsheet on 12/22/14 and another one on 1/30/15
California State University San Marcos  

Online Instruction  

Definition  

The Online Instruction policy defines traditional, online, and hybrid, and web-facilitated courses, and delineates student, faculty, and university responsibilities with regard to online instruction.

Authority  

The President of the University

Scope  

This policy applies to all CSUSM online and hybrid credit-bearing courses, course sections, and degree programs.

Karen S. Haynes, President  

Approval Date

For P&P’s proposed by Academic Senate, also include the following signature line:

Graham E. Oberem  

Provost and Vice President for Academic Affairs  

Approval Date
I. Definitions

**Face-to-Face Course, Traditional (F2FT)** – Instruction is conducted in real time, with student(s) and faculty present in the same location. May use a course management system or web pages to post the syllabus and assignments. Scheduled face-to-face class sessions are not normally replaced with online activities. A course in which less than thirty percent (30%) may be taught in an online fashion.

**Face-to-Face Course, Online (F2FO)** – Instruction is conducted via the Internet in real time, with student(s) and faculty in different physical locations. May use web-conferencing software to hold class meetings. A course in which 100% of the course activities take place online.

**Remote Course, Online** – Instruction is conducted via the Internet, with students and instructors working at separate times and in different physical locations. A course in which 100% of the course activities take place online.

**Online Course** – A course where most or all of the content is delivered online. Typically has no face-to-face meetings.

**Hybrid Course (Blended)** – Instruction using a blend of traditional and online methods. Typically these courses are a mixture of online and face-to-face sessions; such sessions may or may not occur in real time. A course in which 30%-99% of the course activities take place online.

**Technology-Mediated Instruction** – A course that uses some form of technology in its delivery. This could be a fully online course, a hybrid course, or a traditional course that uses a learning management system. A course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.

**Web Facilitated Course** – A course that uses web based technology to facilitate what is essentially a face-to-face course. May use a course management system or web pages to post the syllabus and assignments.

II. Preamble
Technology is changing quickly and influencing the development of new models of teaching and learning. At the same time, these new technologies are playing an increasingly important role in society. The purpose of this policy is to provide continuity in the quality and climate of the educational environment as we move to incorporate online instruction into the mainstream of instruction at California State University San Marcos. This policy shall apply to all credit-bearing courses, course sections, and degree programs offered partially (hybrid) or fully online by California State University San Marcos. Nothing in this policy shall imply that online instruction is a preferred or required mode of instruction.

III. Principles for Online Instruction

A. Modes of Instruction

Mode of Instruction refers to the delivery method employed in an instructional setting and may vary from F2FT to fully online instruction. The Class Schedule shall clearly identify the Mode of Instruction through the use of footnotes and symbols or in other appropriate ways so that students have access to this information before enrolling in a course or program. For fully online classes, the Class Schedule shall also indicate whether the course has required meetings at specific times. For hybrid and fully online courses, the syllabus will indicate the dates and times of all required meetings.

A.1. Student Support, Rights, and Information

1. All course sections that are offered solely or partially through online instruction shall provide the opportunity for appropriate and timely interactions between faculty and students.

2. Students have the right to know the modes of delivery, including any on-campus meeting requirements, and technological requirements of each course section, program, and degree offered by the University. Students will have access to this information before enrolling in a course section or program.

3. The Class Schedule shall notify students of any software and hardware requirements for participation in online courses and activities. Criteria for student success in online and hybrid course sections and programs will be as rigorous and comprehensive as those used in classroom-based course sections, and these criteria will be clearly communicated to students.
Online Instruction POLICY

Implementation Date:

4. Students enrolled in online or hybrid course sections are subject to the same academic regulations applicable to students enrolled in any CSUSM course section. Academic standards regarding cheating, plagiarism, and appropriate behavior will be clearly communicated to students in online and hybrid course sections and programs. (For example, see Academic Honesty Policy.)

5. Students taking online course sections have the same basic privileges as other CSUSM students. Each student enrolled in an online course section or program shall be informed of required office hours, available instructional support, student services/advisers, library resources, and support services for students with disabilities.

6. Technical support consistent with that available to all other CSUSM students shall be made available to students in online course sections and programs.

7. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

C. Faculty Support, Rights and Responsibilities

1. Curricular Control

   a. In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall have the same control and ownership of the substantive and intellectual content of their online course-related materials that faculty have with respect to their face-to-face courses.

   b. The most appropriate mode of instruction for degrees, programs, and courses is determined by the department faculty or academic unit faculty and not solely individual faculty members.

   c. Faculty have a right to know, and department chairs and program directors have the responsibility to inform faculty, of the modes of delivery, including any on-campus meeting requirements, and technological requirements of relevant course
sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.

d. All courses, regardless of mode of instruction, are subject to the curricular approval and review procedures established at CSUSM. Special attention should be paid at the departmental and programmatic levels in order to comply with WASC Substantive Change requirements. See Section IV for more information.

2. Intellectual Property

a. In accordance with the CSUSM Intellectual Property Policy, faculty shall retain control and ownership over “traditional academic copyrightable works”. This control and ownership applies equally to online course materials as it does to those offered in a traditional classroom format.

b. Faculty shall follow the guidelines established by the CSU San Marcos Policy on Fair Use of Copyrighted Works for Education and Research.

3. Use of Outside Contractors to Provide Course Materials

a. The selection of course materials is in the purview of the faculty. The use of outside contractors for the purposes of delivering course content shall only be done with approval of individual departments or programs and the appropriate administrator.

b. No individual, program, or department shall agree in a contract with any private or public entity to deliver distance education courses or programs on behalf of the University without prior university approval. The University shall not enter into a contract with any private or public entity to deliver distance education courses or programs without the prior approval of the relevant department or program. Approvals shall follow established university procedures and policies.

c. Student records and work shall be subject to the same protection and expectations of confidentiality that are in effect for traditional modes of instruction even when delivered by an outside contractor.

4. Class Size and Workload
5. Faculty Training & Instructional Design Support

a. Because online instruction involves the use of technologies and teaching methods that require specialized training, the University shall offer training and support to faculty.

b. Any faculty member who teaches online shall have the opportunity to receive training in online instruction and is responsible for making use of university-offered resources and training. Ideally, development of course materials to offer a new online course should begin a semester in advance.

c. Each time a new or existing course section will be taught online, the instructor will contact Instructional Development Services within IITS to ensure that the course will be linked in the online course index and to allow time for technical support.

6. Accessibility

a. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

7. Evaluation and Assessment

a. Courses and programs should be held to the same standard regardless of the mode of instruction. Assessment of online and blended courses should be a regular part of the department’s assessment plan. Assessment should be based on achievement of student learning outcomes and not on the delivery technology.
b. Criteria for student success in online and hybrid course sections and programs shall be as rigorous and comprehensive as those used in classroom-based course sections, and these criteria shall be clearly communicated to students.

c. Faculty teaching a fully online course section will use the Student Evaluation of Instruction Form for Online Courses.

d. Campus and department RTP performance evaluation processes should recognize and acknowledge that online instruction requires significant investment of time and energy on the part of the instructor. Access to online course content is governed by the same procedures and restrictions that determine evaluator access to face-to-face courses.

8. Tenure Track and Contingent Faculty

a. Tenure track faculty are the primary custodians of the curriculum and are essential to the academic integrity of programs, including those offered with hybrid or fully online modes of instruction. Within a program, the ratio of tenure track to contingent faculty teaching hybrid or fully online courses shall be commensurate with the ratio for traditional mode courses.

9. Faculty Office Hours and Availability

a. The methods and frequency of office hours, virtual or in-person, will be clearly communicated to students and determined by university policy and procedures. Faculty shall clearly indicate specific office hours and provide timely responses to student questions.

b. All course sections that are offered solely or partially through online instruction shall provide the opportunity for appropriate and timely interactions between faculty and students and among students.

10. Academic Integrity

a. Faculty shall hold students enrolled in online or hybrid course sections to the same academic regulations applicable to students enrolled in traditional CSUSM course sections. Academic standards regarding cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in online and
11. Hosting of Class Material

a. All online and hybrid courses listed in the Class Schedule shall normally be
   hosted on California State University servers or other servers approved by the
   Dean of HTS and Chief Information Officer.

12. Syllabi

a. Any course section that uses online instruction shall indicate so in the course
   syllabus. In addition to information specified in the Syllabus Guidelines, the
   following information is recommended to be included in course syllabi for
   online and hybrid course sections:

a.

8. Criteria for student success in online and hybrid course sections and programs
   shall be as rigorous and comprehensive as those used in classroom-based
   course sections, and these criteria shall be clearly communicated to students.

9. Students enrolled in online or hybrid course sections are subject to the same
   academic regulations applicable to students enrolled in any CSUSM course
   section. Academic standards regarding cheating, plagiarism, and appropriate
   behavior shall be clearly communicated to students in online and hybrid
   course sections and programs. [For example, see Academic Honesty Policy.]

10. In accordance with the provisions of the CSU/CFA Collective Bargaining
    Agreement, faculty shall have the same control and ownership of the
    substantive and intellectual content of their online course related materials
    that faculty have with respect to their face-to-face courses.

11. Faculty shall follow the guidelines established by the CSU San Marcos Policy
    on Fair Use of Copyrighted Works for Education and Research.

12. Faculty teaching a fully online course section will use the Student Evaluation
    of Instruction Form for Online Courses.
13. Because online instruction involves the use of technologies and teaching methods that require specialized training, the University shall offer training and support to faculty.

14. Any faculty member who teaches online shall have the opportunity to receive training in online instruction and is responsible for making use of university-offered resources and training. Ideally, development of course materials to offer a new online course should begin a semester in advance.

15. Each time a new or existing course section will be taught online, the instructor will contact Academic Technology Services within IITS to ensure that the course will be linked in the online course index and to allow time for technical support.

16. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

17. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.

18. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.
19. All online and hybrid courses listed in the Class Schedule shall normally be hosted on California State University servers or other servers approved by the Dean of IITS and Chief Information Officer.

20. Any course section that uses online instruction shall indicate so in the course syllabus. In addition to information specified in the Syllabus Guidelines, the following information is recommended to be included in course syllabi for online and hybrid course sections:

a.(i) Prerequisite technical competencies expected or required of the student;

b.(ii) Contact information for technical assistance;

c.(iii) Course requirements for participation (e.g., participation in chat sessions, frequency of web access, postings, etc.);

d.(iv) Statement on how the course complies with the campus Credit Hour policy;

e.(v) Instructor contact information [faculty teaching a fully online course section must have a regularly scheduled office hour during which they are available through an on-line technology appropriate to the course (on-line discussion group, telephone, web chat, Skype, etc.), and/or be available by appointment];

f.(vi) On-campus meeting requirements, if applicable.

21. Faculty have a right to know, and department chairs and program directors have the responsibility to inform faculty, of the modes of delivery, including any on-campus meeting requirements, and technological requirements of relevant course sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.

IV. Approval of Online and Technology-Mediated Courses and Degree Programs

A. New Online and Technology-Mediated [OTM] Degree Programs

New online-OTM degree programs or program modifications (including majors, minors, etc.)
options, certificates, and subject matter preparation programs) shall be reviewed in accordance with the usual Program Proposal process. Any department or program that proposes a program in which at least fifty percent (50%) or more of the instruction required courses in the major area offered online shall be required to meet Western Association of Schools and Colleges (WASC) substantive change requirements. * [See http://www.wascweb.org] The campus WASC Accreditation Liaison Officer (ALO) shall work with such departments or programs on the Substantive Change proposal to ensure that the university is in compliance with WASC reporting requirements concerning the percentage of programs offered online.

B. New Online Courses

New online courses are approved through the regular curriculum review process, following the same process as any new course. Departments and/or programs are responsible for tracking required courses in the major to ensure that fifty percent (50%) or more will not be offered through OTM unless the department is intentional about wanting to create an online degree program.

C. Converting Existing Courses or Sections to an Online Format

In the case of existing courses, approval for the use of online instruction is within the purview of the department and/or program, subject to the principles set forth in this Policy. Consultation with the department and/or program is expected to ensure programmatic concepts are maintained. Departments will be encouraged to develop individual policies regarding the process for determining which courses or sections will be offered in an online or hybrid format.

Departments and/or programs are responsible for tracking course conversions to ensure that fifty percent (50%) or more will not be offered through OTM, unless the department is intentional about wanting to transition to an online degree program. Note that for undergraduate programs, the fifty percent (50%) rule applies only to the program hours in the major, not the total hours it takes to graduate with a degree. Departments and/or

* See: http://www.wascweb.org
programs need to consult with the campus WASC Accreditation Liaison Officer (ALO) to ensure that the university is in compliance with WASC reporting requirements.

C. Compliance of Existing Online Courses and Sections

Extant courses or sections that fit the definition of an online or hybrid course, but shall not be offered after spring term 2012 if they do not comply with this policy and have not received the appropriate approvals required by this policy, shall not be offered until such courses are brought into compliance. The responsibility for ensuring compliance with this policy rests with the deans of the various colleges.

V. Requirement of Computer Use

D. Each college dean shall be responsible for ensuring compliance.
Attachment # 4
**Purpose of the survey:**

Academic Senate is planning on definitions involve hybrid and on-line courses for future policy and would like to seek faculty input via a survey.

**Questions:**

1. Have you taught any online or hybrid courses on this campus or at other campuses
   - Yes   - No

2. Which of the choices best describe your status:
   - a. Tenure-track
   - b. Lecturer
   - c. Adjunct

3. **Definition:** Face-to-Face Course, Traditional (F2FT) – Instruction is conducted in real time, with student(s) and faculty present in the same location. May use a course management system or web pages to post the syllabus and assignments. Scheduled face-to-face class sessions are not normally replaced with online activities.
   
   A course in which less than ???% may be taught in an online fashion.
   - a. Less than 10 %
   - b. Less than 15%
   - c. Less than 20%

4. **Definition:** Hybrid Course (Blended) – Instruction using a blend of traditional and online methods. Typically these courses are a mixture of online and face-to-face sessions; such sessions may or may not occur in real time.
   
   A course in which:
   - a. % of course taught on line is greater than 10% but less than 90%
   - b. % of course taught on line is greater than 15% but less than 85%
   - c. % of course taught on line is greater than 20% but less than 80%

5. **Definition:** Face-to-Face Course, Online (F2FO) – Instruction is conducted via the Internet in real time, with student(s) and faculty in different physical locations. May use web-conferencing software to hold class meetings.
   
   A course in which at least ???% of the course activities take place online.
   - a. 90 %
   - b. 85%
   - c. 80%
6. **Definition**: Remote Course, Online – Instruction is conducted via the Internet, with students and instructors working at separate times and in different physical locations. A course in which at least ??% of the course activities take place online.

   a. 90%
   b. 85%
   c. 80%

7. **Definition**: Technology-Mediated Instruction – A course that uses some form of technology in its delivery. This could be a fully online course, a hybrid course, or a traditional course that uses a learning management system.

Comments?
Attachment # 4
Open Access Policy

Effective Date: nn/nn/nnnn

Definition
Open access refers to free, online public access to scholarly and scientific works. Open access is independent of journal editorial and peer review policies. Open access articles may be available via a university repository; some journals also make articles openly accessible. For journals that are not open access, authors can often negotiate with publishers to retain a non-exclusive license to archive articles in an institutional open access repository. CSUSM ScholarWorks is our open access institutional repository.

Authority
CSUSM President

Scope
The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles published before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy. Upon express direction by a Faculty member, California State University San Marcos will waive the license for a particular article or delay access to the article for a specified period of time.

Karen S. Haynes, President
Approval Date
I. BACKGROUND

Open access refers to free, online public access to scholarly and scientific works. Open access is independent of journal editorial and peer review policies. Open access articles may be available via a university repository; some journals also make articles openly accessible. For journals that are not open access, authors can often negotiate with publishers to retain a non-exclusive license to archive articles in an institutional open access repository. The landscape of scholarly publishing is changing, and we must adapt with it. Journal prices continue to rise\(^1,2\) and campus budgets are not keeping pace.

Some grant and funding organizations have open access requirements for their recipients, requiring them to place their research into publicly accessible repositories like PubMed Central\(^3\). The National Institutes of Health has had an open access requirement for grantees\(^4\) since 2008, and recently announced\(^5\) that they will begin holding back funding from researchers that do not comply with this requirement. The Taxpayer Access to Publically Funded Research Act (AB609)\(^6\) requires the final copy of any peer-reviewed research funded by California State Department of Public Health to be made publically accessible within 12 months of publication. Meeting the requirements of AB609 will necessitate engagement and education initiatives with scholarly communication stakeholders across all California-based institutions.

Implementing an open access policy supports the campus values:

- Intellectual Engagement: making scholarship available to all encourages engagement with scholars in our community as well as around the globe.
- Community: showcasing to the community the research happening on campus shows that CSUSM is an engaged community partner.
- Integrity: open scholarship encourages transparency and encourages collaboration.
- Innovation: an open access policy shows that CSUSM is dedicated to innovation, and adapting to current trends in technology and data sharing.
- Inclusiveness: by inviting others to access CSUSM scholarship, we are encouraging participation within the academic community and a removing the cost barrier to CSUSM-generated research.

Implementing an open access policy would provide CSUSM faculty a tool to support retaining certain rights to their research and scholarship, and make it easier to utilize faculty-generated works in teaching.

\(^1\) [http://libraries.calstate.edu/equitable-access-public-stewardship-and-access-to-scholarly-information/](http://libraries.calstate.edu/equitable-access-public-stewardship-and-access-to-scholarly-information/)
\(^4\) [http://publicaccess.nih.gov/faq.htm](http://publicaccess.nih.gov/faq.htm)
\(^6\) [http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB609](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB609)
II. POLICY

A. Each Faculty member grants to California State University San Marcos permission to make available his or her scholarly articles. More specifically, each Faculty member grants to California State University San Marcos a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to each of his or her scholarly articles, in any medium, provided that the articles are not sold for a profit, and to authorize others to do the same.

B. The policy applies to all scholarly articles authored or co-authored while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy.

C. This policy does not transfer copyright ownership, which remains with Faculty authors under existing CSUSM policy.

III. PROCEDURE

A. To assist the University in disseminating and archiving the articles, each Faculty member will provide an electronic copy of the author’s final version of each article no later than 30 days after the date of its publication at no charge to the appropriate representative of the library in an appropriate format (such as PDF) specified by the library for inclusion in ScholarWorks, the institutional repository. When appropriate, a Faculty member may instead notify CSUSM if the article will be freely available in another repository or as an open access publication. The University will waive application of the license for a particular article or delay access for a specified period of time upon express direction by a Faculty member. The Library will provide a process for waiving access to an article for a specified period of time.

B. If a faculty member wishes to include articles and publications that were published prior to this policy, the faculty member should provide a current CV to the designated library representative.

C. CSUSM Library faculty and staff have expertise and can provide support in negotiating with publishers and have developed mechanisms for faculty to contribute publications to the ScholarWorks open access repository.

D. Notwithstanding the above, this policy does not in any way prescribe or limit the venue of publication. This policy neither requires nor prohibits the payment of fees or publication costs by authors.
IV. FREQUENTLY ASKED QUESTIONS

A. Do I have to get permission from my co-authors to comply with this policy?

No. Under US copyright law, any joint author\(^7\) can give nonexclusive permission to copy and distribute the work, so long as they share profits with the other joint authors. Since the policy creates a nonexclusive license and no money changes hands, from a legal perspective CSUSM authors can rely on the policy to post their articles without checking with their co-authors. However, best practices would include treating open access policy participation like other co-authorship issues – determining author order, reporting contributions, etc. – and, hence, discussing the issue among co-authors as part of the writing and publication process.

B. What kinds of writings are covered?

The policy applies to “scholarly articles.” This refers to published research articles in the broadest sense of the term. Authors are best situated to understand what writings fit the category of “scholarly articles” within their discipline, and are welcome to rely on the policy for all articles they believe fall into this category and to deposit them in ScholarWorks. If faculty desire to deposit additional content such as conference proceedings or data sets, please contact the Library.

C. Can faculty members make their work open access if it has copyrighted images in it?

In some cases yes, and in some cases no — it depends on whether you had to sign an agreement to get access to the image you used. If you didn’t, because the image is in the public domain or your use of it was fair use\(^8\), then the work can be made publicly accessible with the image included. If you did sign an agreement, review the agreement to see if it allows broad use of the image as long as it is in the context of the article. If the terms of the agreement would not permit public access to the image in the context of the article, you have a few options:

- Contact the other party to the agreement to get permission;
- Get a different copy of the image from a different source with better terms, or depending on your discipline, see if there is a different image that will meet your needs;
- Deposit a version of the article that does not include the images so that readers can still read your argument/analysis; readers unfamiliar with the images who want to fully understand your arguments will need to get the version of record through other channels.

D. Do other campuses have OA Policies?

\(^7\) [http://www.copyright.gov/fls/fl104.html](http://www.copyright.gov/fls/fl104.html)

Yes, many other schools have open access policies. The Scholarly Publishing and Academic Research Coalition has more information about open access policies around the globe.

E. How was this policy written?

This policy was written by the Technology Policy and Advisory Committee, a standing committee of the CSUSM Academic Senate. Portions of this policy and the FAQ section were based on the University of California Open Access Policy, which is licensed under a Creative Commons license. However, several changes were made in order to support the unique requirements of our campus. The text of the UC Policy is available on the website of the University of California Office of Scholarly Communication.

F. Under what circumstances would I be able to opt-out or would I request a waiver to opt-out? Some publishers may request that you opt-out of including your scholarship in ScholarWorks, or may request that you waive access to the article for a specific notice of time. (Also known as an embargo.) If you have requested a waiver or to “opt out” of submitting your scholarship and later change your mind, please contact scholarworks@csusm.edu or the Institutional Repository Librarian.

G. What happens if I need to request that an item be removed from ScholarWorks, the institutional repository? Please direct queries and questions to scholarworks@csusm.edu, or the Institutional Repository Librarian.

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9 http://www.sparc.arl.org/advocacy
10 http://osc.universityofcalifornia.edu/open-access-policy/
11 http://osc.universityofcalifornia.edu/open-access-policy/policy-text/
Attachment # 5
Dear Carmen and Karno,

Thanks to Carmen for attending EC today and presenting TPAC’s Open Access Policy. We appreciate the work that Carmen and TPAC have done on this policy. I’d like to summarize what I heard at EC today so TPAC can move forward and we can bring this policy back to Senate this spring for a first and second reading. Here is what I heard today that will help to make the policy to do just that.

1. Delete “Background” and “FAQ” sections; paste them into a separate report; beef up the report to provide faculty with more information and guidance. This report/guidance/other resources should be made available permanently somewhere on the university website. Policies often “travel” with background information that doesn’t become part of the policy but is helpful to understand aspects of the policy. The Senate or the library (or both) could post this report on their website.

2. Add to the Policy section an item that commits to an annual email “notification” of faculty about this policy, including a link to the policy itself and a link to the report/guidance/other resources. This would ensure that new faculty member learn about this. We can also notify the Faculty Center to add this to the new Faculty orientation. Faculty are “reminded every year about a variety of things, such as Mid-Semester Evaluations.

3. Extend the deadline in Line 66 to something like, “Faculty are encouraged to provide an electronic copy of the author’s final version of each article within 90 days.”

4. Add to the procedures section explicit steps that the faculty member should take to submit their work, and the steps to take to obtain a waiver.

5. Add appendices including the form faculty will complete to submit their piece for inclusion and the form to obtain a waiver. Many policies contain the forms in an appendix; it’s an old fashioned but efficient way to make things clear.

You may have heard more, but I think this captures the key ideas. Let me know if you have any questions or concerns. We look forward to seeing this policy return to EC.

Thanks again for your work on this.

Laurie