

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, April 22, 2015, 11:30 AM – 1:50 PM
Provost's Conference Room – Kellogg 5207

- I. Approval of Agenda**
- II. Approval of Minutes** (Minutes of 4/15/15 delayed one week.)
- III. Chair's Report, [Laurie Stowell](#)**
- IV. Vice Chair's Report, [Debbie Kristan](#)**
- V. Secretary's Report, [Vivienne Bennett](#)**
- VI. Provost's Report, [Graham Oberem](#)**
- VII. Vice Provost's Report, [Kamel Haddad](#)**
- VIII. Consent Calendar**
 - Academic Senate Meeting Schedule for AY 15/16 *Page 3*
 - Referrals to Committees *Page 4*
 - UCC Course/Program Change Proposals *Page 4*
 - Timetable for Periodic Evaluation and Performance Review *Page 6*
- IX. Discussion Items**
 - A. FAC: Changes to the University RTP Document** (2 attachments)
 - Minor Edits Based on New CBA *Page 7*
 - University-wide Policy/Procedure/Guidelines for PRCs in the Evaluation of Tenure-line Faculty *Page 46*
 - B. UCC/BLP: Certificate of Advanced Study in Professional Accounting*** (4 attachments)
 - UCC Report: Certificate of Advanced Study in Professional Accounting *Page 52*
 - UCC: Catalog Copy - Certificate of Advanced Study in Professional Accounting *Page 53*
 - BLP Report: Certificate of Advanced Study in Professional Accounting *Page 54*
 - BLP: Program Financial Analysis & Pro Forma Draft *Page 56*
 - C. FAC: Coach Evaluation Forms*** (attachment) *Page 57*
 - D. UCC/BLP: Electronics Minor** (3 attachments)
 - UCC Report: Electronics Minor *Page 77*
 - UCC: Catalog Copy – Electronics Minor *Page 86*
 - BLP Report: Electronics Minor *Page 80*
 - E. FAC: Wang Family Excellence Award Policy** (3 attachments)
 - Memorandum to CSU Presidents (3/3/14) Re: Wang Family Excellence Award *Page 81*
 - Wang Family Excellence Faculty Awards Policy with Rationale *Page 84*
 - Timelines: Harry E. Brakebill Distinguished Professor Award / Wang Family Excellence Faculty Awards *Page 90*
 - F. APC: Syllabus Policy** (attachment) *Page 92*

- G. FAC: Department of Communication RTP (attachment) Page 101**
- H. FAC: School of Nursing RTP (attachment) Page 113**
- I. Senate Officers: Flow of Business – If BLP or UCC Do Not Recommend a Program**
- J. UCC: LTWR P2 Review and Discontinuation**
- K. SAC: Internship Policy (attachment) Page 129**
- X. EC Members Concerns & Announcements**

(Senate Meeting Schedule 15/16, Referrals to Committees and Consent Calendar, next page)

CSUSM ACADEMIC SENATE MEETING SCHEDULE 2015/16

Academic Senate

Unless otherwise noted, meetings are held in KEL5400 (Reading Room), begin at 1 p.m., and run until approximately 2:50 p.m.

Fall 2015

August 27	Convocation: 9 - 11 a.m. (Location TBD)
September 8	New Senator Orientation 10-11 a.m.
September 9*	Senate Meeting
October 7	Senate Meeting
November 4	Senate Meeting
December 2	Senate Meeting

Spring 2016

January 21	Spring Assembly: 9 – 10:30 a.m.
February 3	Senate Meeting
March 2	Senate Meeting
April 6	Senate Meeting
April 20	Senate Meeting
May 4	Joint Senate Meeting (with newly elected 16/17 Senators)

*Note: Historically, Senate meets the first Wednesday of each month. This date is an exception due to the start date of the Fall 2015 semester.

All members of the CSUSM faculty are encouraged to join us. *Only current, elected Senators may vote.*

Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act. The decision to allow press/public into an Academic Senate meeting may be made by the Senate.

Executive Committee

Except as noted, the EC meets from 12-2pm in KEL 5207 and on Senate days, from 12–12:50pm in KEL 5400(Reading Room).

Fall 2015

August 26	(Committee Chair Orientation 10-11 am/ EC Retreat 11 am – 3:00 pm)
September 2, 9, 16, 23, 30	
October 7, 14, 21, 28	
November 4, 18, 25	(Campus closed 11/11 for Veterans Day)
December 2, 9	

Spring 2016

January 27	
February 3, 10, 17, 24	
March 2, 9, 16, 30	(Spring Break is March 21-26)
April 6, 13, 20, 27	
May 4	

REFERRALS TO COMMITTEES

Committee	Description
FAC	Harry E. Brakebill Distinguished Professor Award Policy

Curriculum for Consent Calendar

April 15, 2015

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BIOL	486		Topics in Advanced Biology	C	Tracey Brown	3/26/15	4/15/15
BIOL	487		Topics in Advanced Biology Lab	C	Tracey Brown	3/26/15	4/15/15
CJRN	401		Convergent Journalism Practicum	C	Rebecca Lush	4/15/15	4/15/15
HIST	304A		Ancient Rome: City and Empire	C	Darel Engen	11/14/13	4/20/15
HIST	304B		The Cultural Legacy of Ancient Rome	C	Darel Engen	11/14/13	4/20/15
LING	121		History and Structure of English Words	C	Jocelyn Ahlers	4/9/15	4/15/15
NURS	497 A/B		Nurse Externship in QI Patient Care	C	JoAnn Daughtery	3/17/15	4/15/15
NURS	535A		Mgmt of Clients & Families Across Lifespan II-CNS	C-2	Denise Boren	2/20/14	4/15/15
NURS	535C		Mgmt of Mental Health Clients/Families II-NP	C-2	Nancy A. Coffin Romig	2/20/14	4/15/15
NURS	535D		Mgmt of Clients & Families Across Lifespan II-FNP	C-2	Amy Y. Carney	2/20/14	4/15/15
NURS	535E		Mgmt of Clients & Families Across Lifespan II-PHN	C-2	Denise Boren	2/20/14	4/15/15
NURS	539A		Advanced Practice Externship-CNS	C	Denise Boren	2/20/14	4/15/15
NURS	539C		Advanced Practice Externship-FPMHNP	C	Nancy A. Coffin Romig	2/20/14	4/15/15
NURS	539D		Advanced Practice Externship-FNP	C	Amy Y. Carney	2/20/14	4/15/15
NURS	539E		Advanced Practice Externship –APH CNS	C	Denise Boren	2/20/14	4/15/15
PE	200		Intercollegiate Athletics	D	Jeff Nessler	3/12/15	4/15/15
SSCI	P-2		B.A. in Social Sciences	P-2	Linda Shaw	3/11/15	4/15/15
SSCI	495		Capstone in the Social Sciences	C	Linda Shaw	3/18/15	4/15/15
VSAR	321		Digital Photo Sketchbook	C	Deborah Small	11/14/13	4/8/15
VSAR	409		Advanced Graphic Design and Visual Media	C	Deborah Small	10/29/13	4/8/15

Program/Course Changes Approved at the College

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed Dean AP/ Chair of UCC
KINE	390		Topics in Kinesiology	C-2	Jeff Nessler	4/15/15
MKTG	452		Sports Marketing/ Sponsorship	C-2	Vassilis Dalakas	4/15/15

TENTATIVE-TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW
TENTATIVE - 2015/16 - TENTATIVE

DRAFT

REVIEW	WPAF DUE	PRE-REVIEW FOR COMPLETENESS		Candidate adds requested material no later than	PEER REVIEW COMMITTEE (PRC) REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of PRC response period **	DEAN REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of Dean's response period **	PROMOTION & TENURE (P&T) COMMITTEE REVIEW		Candidate picks up re-commendation no later than	End of rebuttal/response period *	End of P&T Committee response period **	PRESIDENT OR DESIGNEE REVIEW		
		Begin	End		Begin	End				Begin	End				Begin	End				Begin	Decision	
Periodic Evaluation (typically 1st, 3rd, and 5th year)	MON JAN 25	TUE JAN 26	MON FEB 01	MON FEB 08	TUE FEB 09	MON MAR 07	THUR MAR 10	MON MAR 28	TUE APR 5	WED APR 6	TUE MAY 03	FRI MAY 06	MON MAY 16	MON MAY 23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
		5 Work Days		7 Days	20 Work Days		10 Days		7 Days	20 Work Days		10 Days		7 Days								
2nd & 4th year Retention	MON AUG 31	TUE SEP 01	TUE SEP 08	TUE SEP 15	WED SEP 16	MON OCT 05	FRI OCT 09	MON OCT 19	MON OCT 26	TUE OCT 27	MON NOV 16	THUR NOV 19	THUR DEC 03	THUR DEC 10	N/A	N/A	N/A	N/A	N/A	FRI DEC 11	FEB 15	
		5 Work Days		7 Days	14 Work Days		10 Days		7 Days	14 Work Days		10 Days		7 Days						30 Work Days		
2nd & 4th year Early Tenure and/or Promotion Evaluation	Use above timeline for 2nd & 4th year Retention and continue with the following P&T Committee/President schedule:														THUR FEB 04	WED MAR 16	MON MAR 28	FRI APR 08	FRI APR 15	MON APR 18	TENURE JUN 01	
																				PROMO JUN 15		
Tenure and/or Promotion Evaluation (Excluding 2nd & 4th year Early P&T above)	MON AUG 31	TUE SEP 01	TUE SEP 08	TUE SEP 15	WED SEP 16	TUE OCT 20	FRI OCT 23	MON NOV 02	MON NOV 09	TUE NOV 10	THUR DEC 17	MON DEC 21	WED JAN 27	WED FEB 03	THUR FEB 04	WED MAR 16	MON MAR 28	FRI APR 08	FRI APR 15	MON APR 18	TENURE JUN 01	
		5 Work Days		7 Days	25 Work Days		10 Days		7 Days	25 Work Days		10 Days		7 Days	30 Work Days		10 Days		7 Days	30/40 Work Days		
Periodic Evaluation of Tenured Faculty (PETF)	TUE MAR 1						FRI APR 1					FRI APR 29										

Holidays/Breaks:

Labor Day	SEP 07
Veteran's Day	NOV 11
Thanksgiving	NOV 26 - 27
Winter Holiday/Break	DEC 24 - JAN 19
Martin Luther King Jr.	JAN 18
Spring Break	MAR 21 - MAR 26
Cesar Chavez Day	MAR 31

* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

** Reviewing committee/administrator may submit response to a candidate's rebuttal within seven days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

**FACULTY PERSONNEL PROCEDURES FOR RETENTION,
TENURE & PROMOTION****POLICY
FAC 022-91****Implementation Date: 08/20/2014**

tted: Numbering: Continuous

FAC**University RTP Document-- CBA Changes**

Changes in the new CBA (2014-2017) must be reflected in the university RTP document. FAC has approved the following three changes, which are marked with in the current document, marginal comments. Verbatim CBA language is highlighted in the document for the convenience of Senators. The complete CBA articles are listed below. Senators will see that FAC sought to effectively integrate the new contract language into the current document.

(1)

“B. Working Personnel Action File (WPAF), 1” updated to reflect new CBA language.

15.12 a. Prior to the beginning of the review process, the faculty unit employee subject to review shall be responsible for the identification of materials s/he wishes to be considered and for the submission of such materials as may be accessible to him/her. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation not provided by the employee.

(2)

“B. Working Personnel Action File (WPAF), 4” updated to reflect new CBA language:

15.12.b A specific deadline before the recommendation is made at the first level of evaluation shall be established by campus policy, at which time the Working Personnel Action File is declared complete with respect to documentation of performance for the purpose of evaluation. Insertion of material after the date of this declaration other than faculty and administrative evaluations generated during the evaluation cycle and responses or rebuttals by the faculty unit employee being evaluated must have the approval of a peer review committee designated by the campus and shall be limited to items that became accessible after this declaration. Copies of the added material shall be provided to the faculty unit employee. Material inserted in this fashion shall be returned to the initial evaluation committee for review, evaluation and comment before consideration at subsequent levels of review. If, during the review process, the absence of required evaluation documents is discovered, the Working Personnel Action File shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner.

(3)

**FACULTY PERSONNEL PROCEDURES FOR RETENTION,
TENURE & PROMOTION**

**POLICY
FAC 022-91**

Implementation Date: 08/20/2014

New article on classroom visits added to "IV.B.5 Departmental Standards"

15.14 When classroom visits are utilized as part of the evaluation of a faculty unit employee under this Article, the individual faculty unit employee being evaluated shall be provided a notice of at least five (5) days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es) regarding the classes to be visited and the scheduling of such visits.

Next year FAC will amend its Guidelines on Department RTP Standards to encourage departments (or equivalents) to address this new article about classroom visits.

**FACULTY PERSONNEL PROCEDURES FOR RETENTION,
TENURE & PROMOTION****POLICY
FAC 022-91****Implementation Date: 08/20/2014**

Definition: The process for decisions regarding promotion, tenure and retention of faculty unit employees of CSU San Marcos shall be governed by the Faculty Personnel Procedures for Promotion, Tenure and Retention.

Authority: The collective bargaining agreement between The California State University and the California Faculty Association.

Scope: Faculty unit employees of CSU San Marcos

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Fifteen Revision: 8/20/14

Fourteenth Revision: 3/17/2014

Thirteenth Revision: 09/04/2013

Twelfth Revision: 09/05/2012

Eleventh Revision: 08/25/2010

Tenth Revision: 08/17/2007

Ninth Revision: 08/21/2006

Eighth Revision: 08/23/2005

Seventh Revision: not approved

Sixth Revision: not approved

Fifth Revision: 07/08/2002

Fourth Revision: 07/01/1997

Third Revision: 01/10/1997

Second Revision: 10/31/1991

First Revision: not approved

Implemented: 04/17/1991

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FAC 022-91****Implementation Date: 08/20/2014****Contents**

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124	A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may”	
125	is permissive, “should” is conditional, and “will” is intentional.	27
126	B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of	
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**FACULTY PERSONNEL PROCEDURES FOR RETENTION,
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I. PERSONNEL FILES**A. *Personnel Action File (PAF)***

1. Each faculty member shall have a Personnel Action File (PAF). This is a confidential file with exclusive access of the faculty member and persons with official business. (11)
2. The President of the University designates where such files will be kept and who will act as Custodian of the File (COF). The COF will keep a log of all requests to see each file. The COF shall monitor the progress of all evaluations ensuring that proper notification of each step of the evaluation is given to the Candidate, each committee and administrator as specified in these procedures. (11)
3. The PAF is the one official personnel file for employment information relevant to personnel recommendation or personnel actions regarding a Candidate. Faculty members may review all material in their PAF, including pre-employment materials. Faculty members may submit rebuttals to any item in the file, except for pre-employment materials. Faculty may request the removal of any letters of reprimand that are more than three years old. (18) Material submitted to the PAF must be identified by the source generating the material. Identification shall indicate the author, the committee, the campus office, or the name of the officially authorized body generating the material. (11)
4. Contents of Personnel Action File (PAF). The PAF contains the following materials:
 - All recommendations and decision letters that have been part of the RTP process.
 - All indices of all WPAFs.
 - The file concerning initial appointment.
 - A curriculum vitae from each review.
 - The Candidate's summaries for each RTP-related review.
 - All rebuttals and responses.
 - Letters of commendation.
 - Letters of reprimand, until removed under CBA Article 18.
 - All fifth year post-tenure reviews.
 - Documentation of any merit awards or salary adjustments.¹

B. *Working Personnel Action File (WPAF)*

1. During periods of evaluation, the Candidate shall create a WPAF specifically for the purpose of evaluation. It shall contain ~~all required forms and documents, all information provided by the Candidate, and information provided by faculty unit employees, students, and academic~~

¹ Documentation of any merit awards or salary adjustments is an optional element in a PAF and WPAF except as required by previous contracts.

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administrators. The WPAF is deemed incorporated by reference in the Personnel Action File (PAF) during the period of evaluation. (15) materials they wish to be considered, as well as materials required by campus policy. Evaluating committees and administrators shall be responsible for identifying and providing materials relating to evaluation required by campus policy but not accessible to the Candidate. The WPAF is deemed incorporated by reference in the Personnel Action File (PAF) during the period of evaluation. (15)

Comment [c1]: New CBA 15.12.a

1.—

2. The WPAF is part of the review process. All parties to the review shall maintain confidentiality regarding this file. (15)
3. The President, Peer Review Committee members, Department Chair (only if the Chair completes a separate Department Chair review), Promotion and Tenure Committee members, Custodian of the File and persons with official business shall have access to the file. (11)
4. The WPAF shall be complete by the deadline announced in the RTP Timetable. Any material added after that date (e.g., a publication listed as “in press” and subsequently published, a grant application funded after the WPAF submission date, course evaluations unavailable at time files were due, or conference proposals accepted after file has been submitted) other than faculty and administrative evaluations generated during the evaluation cycle and responses and rebuttals by the faculty unit employee being evaluated must have the approval of the Peer Review Committee and must be material that becomes available only after the closure date. Copies of the added material shall be provided to the faculty employee. New materials must be reviewed, evaluated, and commented upon by the Peer Review Committee and the Department Chair (if applicable) before consideration at subsequent levels of review. Once approved by the PRC, the Dean and subsequent reviewers shall be notified simultaneously and they have the option of changing recommendations. (15)
5. Guidance on the WPAF:
 - a. An item in the WPAF may be included in whichever category the Candidate sees as the best fit. However, a single item may not be inserted in two different categories.
 - b. The emphasis of the WPAF will be on the accomplishments of the Candidate since the beginning of the last university-level review and not included as part of that review, i.e., items can only be considered in one promotion review. For retention review, the emphasis will be on the time period since the last retention review. For promotion to Associate Professor /Associate Librarian/SSP II AR or tenure, the emphasis will be on the time period since hiring. For promotion to Professor/Librarian/SSP-AR III, the emphasis will be on the time period since the review for the Candidate’s last promotion or since hiring if hired as an Associate Professor /Associate Librarian/SSP II AR.

Comment [c2]: New CBA 15.12.b

Comment [13]: New CBA 15.12.b

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- c. If service credit was awarded, the Candidate should include evidence of accomplishments from the other institution(s) for the most recent years of employment.
- d. This procedures document does not specify standards. Each Department may develop its own standards, including guidance on criteria in that unit, in accordance with the "Guidelines for Department RTP Standards" (September 28, 2009). It is the responsibility of the Candidate to seek out and understand these standards. See V.A.1. and V.B.5. below.
- e. In constructing the WPAF, the Candidate should be selective, choosing documents, texts, or artifacts that are most significant and representative of their work. The WPAF should be focused and manageable. In order for a Candidate to make the best case while minimizing file size, statements such as "available upon request" may be used. Materials mentioned as "available upon request" or cited in reflective statement and/or curriculum vitae are considered part of the WPAF. Reviewers at any level can obtain such documentation during the time of the review directly from the Candidate or directly from the cited source, without the notification of any other level of review. Information in the public domain relevant to the material presented in the WPAF, but not specific to the Candidate (e.g., journal acceptance rates, publication peer-review process, and/or publisher information), are considered part of the WPAF and can be accessed by reviewers at any level without notification.
- f. The evidence of success in Teaching, Research/Creative Activity and Service shall consist of up to 30 items total in the WPAF that are representative of the work described in the narrative. The Candidate will determine how to distribute the items among the three categories; however, each category will contain evidence.
- g. The reflective statements included in the WPAF shall not exceed 15 pages in combined length. The Candidate will determine how many pages to devote to each statement. The statements will describe the Candidate's contributions in the areas of Teaching, Research/Creative Activity, and Service.
- h. The Candidate shall be notified of the placement of any material in her/his WPAF, and shall be provided with a copy of any material to be placed in the WPAF at least five days prior to such placement. (11)
- Material inserted into the WPAF by reviewing parties is subject to rebuttal or request for removal by the faculty member undergoing review.
 - Required or additional material relevant to the review may be added during the initial period of "review for completeness" by the faculty member undergoing review or other parties to the review.
6. The WPAF, when submitted by the Candidate, shall contain:
- a. The "WPAF Checklist" (see Faculty Affairs website), completed and signed by the Candidate.

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- b. A Memorandum from the Candidate stating the action the Candidate is requesting:
- periodic review (typically 1st/3rd/5th)
 - 2nd Year Retention
 - 2nd Year Retention with optional tenure and/or promotion review
 - 4th Year Retention (3rd or 5th year for faculty off-cycle)
 - 4th Year Retention w/ optional Tenure and/or Promotion Review (3rd or 5th year for faculty off-cycle)
 - Tenure and/or Promotion Review
- If applicable, the memorandum shall state any special conditions of initial appointment, such as award of years of service credit or completion of terminal degree.
- c. A current curriculum vitae including all the accomplishments of the Candidate's career.
- d. For faculty applying for periodic reviews; retention, tenure, or tenure and promotion, all personnel reviews since hire. For faculty applying for promotion after the award of tenure (or tenure and promotion), all personnel reviews beginning with the previous promotion review or original appointment materials. For faculty applying for tenure after promotion, all personnel reviews beginning with original appointment materials. Personnel reviews (including recommendations, rebuttals and responses) are defined as:
- periodic reviews
 - retention, tenure and promotion reviews
 - five-year post-tenure reviews
- e. A reflective statement for each section: Teaching, Research/Creative Activity, and Service.
- i. **Evidence of teaching success** (for all faculty unit members who teach) and equivalent professional performance based on primary duties assigned in the job description (for non-teaching faculty).²
- The reflective statement on teaching.
 - The complete university-prepared reports of the Student Evaluations of Instruction for all courses taught (15.)
 - Selected items (a minimum of 1 item) documenting the teaching accomplishments discussed in the reflective statement, such as:
 - Peer evaluation
 - Self-evaluation
 - Videotape of class session
 - Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia presentations, course assignments)
 - Product of your teaching/Evidence of student learning (e.g., completed student assignment, paper, thesis, exam, project, performance)

² Non-teaching faculty include librarians and SSP-ARs.

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- Teaching award, fellowship or honor
- Other relevant items chosen by the faculty member

ii. Evidence of success in research and creative activity (for teaching faculty and librarians) and continuing education/professional development (for SSP-ARs).

- The reflective statement on research and creative activity.
- Selected items (a minimum of 1 item) representing research and creative activity, such as:
 - Publications
 - Publications in press or under review (with documentation)
 - Creative performances (dance, music performance art, theatre), exhibits, videos, slides, recordings, CD-ROMS, multimedia, performance texts, installations, photographs, musical scores, directing or choreography, curating, producing
 - Presentations at professional meetings
 - Funded grants
 - Research/creative activity in progress
 - Instructional material development
 - Applied research/scholarship
 - Invited address
 - Research/creative activity award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Unpublished research
 - Unpresented/Unperformed creative activity
 - Unfunded grant proposal
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member

iii. Evidence of success in service.

- The reflective statement on service.
- Selected items (a minimum of 1 item) representing service to the campus, system, community, discipline, and/or profession, such as:
 - Committee activity
 - Consultantship to community organizations
 - Advising a student group
 - Mentoring of faculty and/or students
 - Office held and participation in professional organizations
 - Service award, fellowship or honor
 - Editing of a journal, book, or monograph
 - Refereeing of a book, journal article, monograph, conference paper
 - Other relevant items chosen by the faculty member
- Department/Unit/College/Library/School/SSP-AR standards for retention, tenure and promotion.

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- A complete index of the material contained in the WPAF. (This should be located at the beginning of the WPAF.)

7. The WPAF may also be submitted in electronic format. Guidelines for electronic submission may be obtained from the office of the AVP of Faculty Affairs.

II. REVIEW PROCESS SCHEDULE**A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II**

1. All probationary (non-tenured) faculty members shall undergo annual review. The normal review process schedule depends on the probationary status of the Candidate. If the Candidate's initial appointment is on the tenure track at the rank of Assistant Professor, Senior Assistant Librarian (which normally requires a doctorate or other appropriate terminal degree), or SSP-AR I without credit for prior years of service, the review process schedule is as follows:
 - First, third, and fifth years: PRC level and Dean/Director review
 - Second and fourth years: PRC, Dean/Director and President review
 - Sixth year: Mandatory review for promotion and tenure by Department Chair,³ Peer Review Committee, Dean, and Promotion and Tenure Committee with a recommendation to the President
2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. If one or two years of credit are given, the review process begins with the first year level review. The mandatory promotion and tenure decision is shortened by the number of service credit years given. (13)
3. If a probationary faculty member without a doctorate or appropriate terminal degree is hired at the rank of Instructor, Assistant Librarian, or SSP-AR I, the Candidate may choose not to count the time as Instructor/Assistant Librarian/SSP-AR I toward the mandatory sixth year tenure and promotion review. The Candidate must stipulate her/his choice at the time of initial appointment to a tenure track position.
4. Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. A probationary faculty member shall normally be considered for promotion at the same time they are considered for tenure. Probationary faculty members shall not be promoted beyond the rank of Associate. (13, 14)

³In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

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5. At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. (13, 14) In that event, the sixth-year-level review substitutes for the annual review. Promotion or tenure prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. Prior to the final decision, Candidates for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (14)
6. Mandatory sixth-year consideration entails recommendations to the President for the Candidate's tenure and promotion. (13)

B. Tenure for Probationary Faculty Hired at the Ranks of Associate Professor /Associate Librarian/SSP-AR II and Professor/Librarian/SSP-AR III

1. Non-tenured Associate Professors/Professors, Associate Librarians/Librarians, and SSP-AR II/SSP-AR IIIs shall be reviewed annually according to the following schedule:
 - First, third, and fifth years: PRC level and Dean/Director review
 - Second and fourth years: PRC, Dean/Director and President review
 - Sixth year: Mandatory review for tenure by the Department Chair,⁴ Peer Review Committee, Dean, and Promotion and Tenure Committee recommendation to the President.
2. Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment. (13) The appointment letter shall be included in the WPAF
3. Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. (14) A probationary faculty member shall normally be considered for promotion at the same time they are considered for tenure. (13)
4. At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. In that event, the sixth-year-level review substitutes for the annual review. The President may award tenure to a faculty unit employee before the normal six year probationary period. (13, 14) Promotion and tenure prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. Prior to the final decision,

⁴ In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

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Candidates for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (14)

5. Tenure review for probationary Associate Professor /Associate Librarian/SSP-AR II is separate and distinct from review for promotion to the rank of Professor /Librarian/SSP-AR III. Probationary faculty shall not be promoted beyond the rank of Associate. (14) In other words, Associate Professors/Associate Librarians/SSP-AR IIs must be awarded tenure before they are eligible to apply for promotion to Full Professor/Librarian/SSP-AR III.

C. Review of Tenured Faculty at Rank other than Professor/Librarian/SSP-AR III Ranks

1. Except for early promotion considerations, review for promotion to the rank of Professor, Librarian, or SSP-AR III follows the standard sequence of review for tenure: Department Chair (at the Department Chair's discretion) and Peer Review Committee, Dean/Director, Promotion and Tenure Committee making recommendations to the President.
2. Only tenured faculty unit employees with rank of Professor/Librarian/SSP-AR III can make recommendations regarding promotion to these ranks. (Professors/Librarians/SSP-AR IIIs may make recommendations for promotion across these positions.)
3. The promotion of a tenured faculty unit employee normally shall be effective the beginning of the sixth year after appointment to their current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. This provision shall not apply if the faculty unit employee requests in writing that they not be considered. (14.3)
4. The promotion of a faculty unit member to the rank of Professor, Librarian, or SSP-AR III that will be effective prior to the start of the sixth year after appointment to their current academic rank/classification is considered an "early promotion." Promotion prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion as specified in University, College/Library/School, and Department standards. For early promotion, a sustained record of achievement should demonstrate that the Candidate has a record comparable to that of a Candidate who successfully meets the criteria in all three categories for promotion in the normal period of service.

D. Except for denial of tenure in the mandatory sixth-year review, denial of tenure and/or promotion does not preclude subsequent review.

1. Probationary faculty denied tenure prior to the sixth year may be considered in any subsequent year through the mandatory sixth-year review.

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2. Tenured Assistant/Associate Professors, Senior Assistant/Associate Librarians, and SSP-AR I/IIIs denied promotion may be reviewed in any subsequent year.

III. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE**A. Responsibilities of the Candidate**

1. Preparation of the WPAF
 - a. Prior to the beginning of the review process, the Candidate shall be responsible for reviewing these procedures, as well as the Department/Unit/College/Library/School/SSP-AR evaluation criteria and review procedures that have been made available, including the CSUSM RTP timetable.
 - b. Prior to the beginning of the review process, the Candidate shall be responsible for consulting campus resources relevant to the review process (e.g., the CBA, Academic Affairs, Faculty Center resources and workshops, and colleagues).
 - c. Prior to the beginning of the review process, the Candidate shall be responsible for the identification of materials the Candidate wishes to be considered and for the submission of such materials as may be accessible to the Candidate. (15)
 - d. The Candidate shall be responsible for the organization and comprehensiveness of the WPAF.
 - e. If the Candidate is requested to remove any material from the WPAF, the Candidate can either remove the material or add explanations to the reflective statement about the relevance of the material.
 - f. If the Candidate chooses to withdraw a request for early tenure, then the Candidate shall notify the Custodian of the File. The COF will then notify all levels and designate the evaluation as the regularly-scheduled review. All levels of reviewers would then need to conduct a review of the WPAF, starting with the PRC. The recommendations for the early tenure review shall be withdrawn and would not be placed in the PAF.
 - g. If the Candidate is denied, the recommendations will be placed in the PAF.
2. The Candidate is responsible for submission of the WPAF in adherence to the RTP Timetable.
3. The Candidate is responsible for preparing, as necessary, a timely rebuttal or response at each level of the review according to the RTP Timetable.
4. The Candidate is responsible for requesting a meeting, if wanted, at each level of the review according to the RTP Timetable. No formal, written response is required subsequent to this meeting.

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5. The Candidate may request and an external review. (15) The process for initiation and selection of external reviewers is set forth in Appendix C.

B. Responsibilities of Department Chairs and Faculty Governance Units

1. In academic units with a Department Chair, the Chair shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The Department Chair shall convene the first meeting of the PRC and ensure that a chair is elected.
2. In academic units with no Department Chair, the appropriate faculty governance group shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The appropriate faculty governance group shall convene the first meeting of the PRC and ensure that a chair is elected.
3. The Department Chair may submit a separate recommendation concerning retention, tenure, and/or promotion under the following conditions: The Department Chair must be tenured and the Department Chair must be of equal or higher rank than the level of promotion requested by the Candidate.⁵ The Department Chair's review runs concurrently with the PRC review. When a Department Chair chooses to make a separate recommendation in a given year, the Chair must do so for all Candidates in the Department in that year for which the Chair is eligible to submit a recommendation. In this case, Department Chairs shall have the additional responsibilities indicated below. If the Department Chair is a member of the PRC, the Chair may not make a separate recommendation.
 - a. During the time specified for this activity, the Department Chair shall review the file for completeness. Within seven days of the submission deadline the Department Chair shall:

⁵ When the Department Chair is eligible to write recommendations for some Candidates and not others (e.g., Department Chair is a tenured Associate Professor eligible to submit separate recommendations for tenure and promotion to Associate Professor, but not for full Professor/Librarian), the Department Chair will notify the Custodian of the File. The Custodian of the File will insert a letter into the WPAF of those Candidates for whom the Department Chair is ineligible to make recommendations that explains the reason that no Department Chair letter was submitted to the file.

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- i. Submit a letter to the Custodian of the File outlining material that is lacking. The custodian notifies the faculty member.
 - ii. Add any existing material missing from the file that the faculty member did not add. The Department Chair must add the required evidence, but may choose not to add the non-mandatory additional evidence requested.
- b. The Department Chair may determine whether to request external review of the file. In the case of external review request, see Appendix C for responsibilities and timetable.
- c. Consistent with the CBA, the Department/Unit/College/Library/School/SSP-AR RTP documents and the RTP Timetable, the Department Chair shall review and evaluate the WPAF of each Candidate for retention, tenure, and promotion.
- d. The Department Chair may write a recommendation with supporting arguments to “The file of [the faculty member under review].” The Department Chair’s recommendation is a separate and independent report from that of the PRC.
 - i. The recommendation shall be based on the contents of the WPAF. (15.12.c)
 - ii. The recommendation clearly shall endorse or disapprove of the Candidate’s retention, tenure, and/or promotion.
- e. The Department Chair shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
- f. The Candidate may request a meeting with the Department Chair within ten (10) days of receipt of the Department Chair’s recommendation (15). If a meeting is requested, the Department Chair shall attend the meeting. No formal, written response is required subsequent to this meeting.
- g. The Department Chair may respond to a Candidate’s written rebuttal or response within ten (10) days of receipt. No formal, written response to a Candidate rebuttal or response is required.
- h. Should the P & T Committee call a meeting of all previous levels of review, the Department Chair shall attend and revise or reaffirm her/his recommendation. The Department Chair shall then submit in writing her/his recommendation to the Custodian of the File consistent with the RTP Timetable.
- i. The Department Chair shall maintain confidentiality of the file, of deliberations and recommendations. (15)
- j. When Department Chairs submit a separate recommendation for Candidates in their Departments, they are ineligible to serve on Peer Review Committees in

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their respective Departments, but may serve on PRC's in other Departments.
Department Chairs, like other parties to the review, may not serve at more than one level of review.

4. If a Department Chair chooses not to make a separate recommendation, then the Chair may serve on any Peer Review Committees within her or his academic unit.
5. If any stage of a Performance Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review or appropriate administrator and the Candidate shall be so notified. (15)

C. Election and Composition of the Peer Review Committee (PRC)

1. The Department or appropriate academic unit is responsible for determining the size and election conditions of the PRC. The Department Chair shall ensure that there is an election of a PRC. Where no Department Chair exists, the department or appropriate faculty governance unit will ensure that there is an election of a PRC. (See IV.B.1. and 2. above.)
2. The PRC shall be composed of at least three full-time tenured faculty elected by tenure-track faculty in the Candidate's department (or equivalent), with the chair elected by the committee. That is, if there are enough eligible faculty members in a department or program, members of the Peer Review Committee are elected from these areas. If not, the department or program shall elect Peer Review Committee members from eligible university faculty in related academic disciplines. (15)
3. In the case of a faculty member with a joint appointment, the Peer Review Committee shall include when possible representatives from both areas with a majority of members on the committee elected from the Department or program holding the majority of the faculty member's appointment. If a faculty member holds a 50/50 joint appointment, the committee will have representatives from both departments.
4. Peer Review Committee members must have higher rank/classification than those being considered for promotion.
5. Candidates for promotion are ineligible for service on promotion or tenure Peer Review Committees.
6. Each College/Library/School/SSP-AR shall adopt procedures for electing a Peer Review Committee from the eligible faculty. These procedures must follow the guidelines of the CBA. (15)

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D. Responsibilities of the Peer Review Committee (PRC)

1. The PRC shall review the WPAF for completeness. Within seven days of the submission deadline the PRC shall:
 - a. Submit a letter to the Custodian of the File outlining material that is lacking. If no WPAF has been submitted, the PRC shall submit a letter to the Custodian of the File within the same deadline indicating that the WPAF is lacking.
 - b. Add any existing required material missing from the WPAF that the Candidate has not added via the COF. (15)
 - c. Add any additional existing material with written consent of the Candidate.
 - d. Request any irrelevant material to be removed from the WPAF.
2. The PRC shall determine whether to request external review of the WPAF. In the case of an external review request, see Appendix C for responsibilities and timeline.
3. Consistent with the CBA, the Department/College/Library/School/SSP-AR RTP standards/ documents, the University RTP document, and the RTP Timetable:
 - a. The PRC shall review and evaluate the WPAF of each Candidate for retention, promotion, and/or tenure.
 - b. Each committee member shall make an individual evaluation prior to the discussion of any specific case.
4. The PRC shall meet as an entire committee face-to-face. In these meetings, each member shall comment upon the Candidate's qualifications under each category of evaluation.
5. The PRC shall write a recommendation with supporting arguments to "The file of [the faculty member under review]." (See Appendix E.) The PRC's recommendation is a separate, independent report from that of the Department Chair.
 - a. The recommendation shall be based on the contents of the WPAF. (15)
 - b. The recommendation clearly shall endorse or disapprove of the retention, tenure, and/or promotion.
6. Each recommendation shall be approved by a simple majority of the committee. To maintain confidentiality, the vote for recommendations shall be conducted by printed, secret ballot. (See Appendix D.) The report of the vote shall be anonymous. Committee members may not abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions shall be incorporated into the text of the final recommendation. When the vote is unanimous, the report shall so indicate. All members of the committee shall sign the letter. (See Appendix E.)
7. The PRC shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.

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8. Should the Candidate call a meeting within ten (10) days of receipt of the PRC's recommendation, the PRC shall attend the meeting. (15) No formal, written response is required subsequent to this meeting.
9. The PRC may respond to a Candidate's written rebuttal or response within ten (10) days of receipt of rebuttal. No formal, written response to a Candidate rebuttal or response is required.
10. Should the P & T Committee call a meeting of all previous levels of review, the PRC shall attend and revise or reaffirm their recommendation. The PRC shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.
11. The PRC shall maintain confidentiality of the file, of deliberations and recommendations (15).
12. The WPAF shall be automatically transferred to the next level of review or appropriate administrator and the faculty unit employee shall be so notified. (15)

E. Responsibilities of the Dean/Director

1. The Dean/Director shall review the file for completeness. Within seven days of the submission deadline, the Dean/Director shall:
 - a. Submit a letter to the Custodian of the File outlining material that is lacking.
 - b. If the requested missing material is not added, the Dean/Director shall have the COF insert that material. (15)
 - c. Request any irrelevant material to be removed from the WPAF.
 - d. The Custodian of the File shall notify the faculty member of any material added to the file.
2. The Dean/Director shall determine whether to request external review of the file. In the case of an external review request, see Appendix C for responsibilities and timeline.
3. The Dean/Director shall review and evaluate the WPAF of each Candidate for retention, tenure, and/or promotion, consistent with the CBA, Department/Unit/College/Library/School/SSP-AR RTP document, the University RTP document, and the RTP Timetable.
4. The Dean/Director shall write a recommendation with supporting arguments addressed "To the file of [the name of the Candidate]."
 - a. The recommendation shall be based on the contents of the WPAF. (15)
 - b. The recommendation shall clearly endorse or disapprove retention, tenure and/or promotion.

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5. The Dean/Director shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
6. Should the Candidate call a meeting within ten (10) days of receipt of the Dean/Director's recommendation (15), the Dean/Director shall attend the meeting. No response is required.
7. Should the Candidate submit a rebuttal or response, the Dean/Director may respond to the rebuttal in writing within ten (10) days of receipt. No formal, written response to the Candidate's rebuttal or response is required.
8. Should the Promotion and Tenure Committee call a meeting of all the previous levels of review, the Dean/Director shall attend and revise or reaffirm her/his recommendation. The Dean/Director shall then submit, in writing, her/his recommendation to the Custodian of the File.
9. The Dean/Director shall maintain the confidentiality of deliberations and recommendations (15)

F. Composition of the Promotion and Tenure (P & T) Committee

1. The University Promotion and Tenure Committee shall be composed of seven members: six tenured Full Professors and one tenured Full Librarian elected in accordance with the rules and procedures of the Academic Senate. Candidates for election to the Committee shall be voting members of the Faculty as defined in the by-laws of the CSUSM Academic Senate.
2. The six Professors shall be elected as follows: One (1) from the College of Education, Health, and Human Services; one (1) from the College of Business Administration; two (2) from the College of Humanities, Arts, Behavioral and Social Sciences (these must come from different Divisions within the College), one (1) from the College of Science and Mathematics; and one (1) university-wide at-large member. When SSP-ARs are under review a member of SSP-AR III will be added to the P & T Committee for the SSP-AR review only.
3. For various reasons of ineligibility, the Promotion and Tenure Committee may lack the full set of members. If Committee membership falls below five, the Senate shall hold a replacement election or an at-large election as appropriate to ensure a minimum of five members for the Committee. Faculty with specified roles in assessing, directing, or counseling faculty in relation to their professional

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responsibilities are ineligible for service (e.g., Director of General Education, Director of the Faculty Center).

4. Each year, the members of the Committee shall elect the Chair. They will hold this election during the spring semester preceding the year of service on the Committee.
5. Members of the Promotion and Tenure Committee are ineligible to serve at any other level of review. That is, they cannot make recommendations as Department Chairs or members of Peer Review Committees for any Candidates during their term as members of the Promotion and Tenure Committee.

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G. Responsibilities of the Promotion and Tenure Committee

1. The P & T Committee shall review for completeness each file from all Candidates for promotion and/or tenure. In order to complete this review within seven days of the submission deadline, the Chair shall assign two members of the Committee to each file. These members will report their findings to the Chair within the specified deadline.
2. The P & T Committee shall identify, request and provide existing materials related to evaluation which do not appear in the file and request that any irrelevant material be removed from the file. In cases where the Committee members request that the Candidate add or remove material to the file, this request shall be made in writing to the Custodian of the File within the specified deadline. In cases where the Committee members add material to the file via the COF, they shall do so within the specified deadline. The Custodian of the File shall inform the Candidate of this addition.
3. The P & T Committee shall determine whether to request external review. The members assigned to review each file for completion shall arrive at an independent assessment of the need for external review. The full Committee shall meet at the end of this initial review period to determine the need for external review. The Committee shall conduct a simple majority vote to determine whether or not an external review shall be requested. In the case of external review, see Appendix C for External Review.
4. Consistent with the CBA, the Department/Unit/Library/School/SSP-AR RTP standards/documents, the University RTP document and the RTP timetable, the P & T Committee shall review and evaluate the WPAF of each Candidate for tenure and/or promotion. Each committee member shall make an individual assessment prior to the discussion of any specific case.
5. The P & T Committee shall meet as an entire committee face-to-face concerning each of the WPAFs. In these meetings, each member shall comment upon the Candidate's qualifications under each category of evaluation.
6. The P & T Committee shall write a clear recommendation, addressed "To the file of [the Candidate]" with supporting arguments. (See Appendix E.) Each recommendation shall be approved by a simple majority of the committee. The Chair shall vote. Because the CBA states that "[t]he end product of each level of a Performance Review shall be a written recommendation," (15) a report of a tie vote does not constitute an acceptable action of the Committee. The P & T Committee must recommend for or against promotion and/or tenure.
7. The report of the vote shall be anonymous. Committee members may not abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions

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shall be incorporated into the text of the final recommendation. When the vote is unanimous, the report shall so indicate. All members of the committee shall sign the letter.

8. The P & T Committee shall provide a copy of the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
9. Should the Candidate call a meeting within ten (10) days of receipt of the P & T Committee's recommendation, the P & T Committee shall attend the meeting. (15)
No formal written response is required subsequent to this meeting.
10. Should the Candidate submit a rebuttal or response, the P & T Committee may respond to the rebuttal or response in writing within ten (10) days of receipt. No formal written response to the Candidate's rebuttal or response is required.
11. When there is disagreement in the recommendations at any level of review, the P & T Committee shall call a conference involving all levels of the review, i.e., the Department Chair, the Peer Review Committee, the Dean, and the Promotion and Tenure Committee itself. The P & T Committee shall schedule this meeting within seven days after the designated deadline for the Candidate to respond to the Promotion and Tenure Committee's recommendation. All members of the P & T Committee shall attend this meeting.
12. Subsequent to such a meeting, the P & T Committee shall revise or reaffirm their recommendations. The P & T Committee shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.
13. The P & T Committee shall maintain confidentiality of the file, of deliberations and recommendations, (15).
14. If the P & T Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review and the faculty unit employee shall be so notified. (15)

H. Responsibilities of the President or Designee

1. The President shall announce the RTP Timetable after recommendations, if any, by the appropriate faculty committee. (14, 15)
2. The President shall follow the specific deadlines outlined for various personnel actions in Articles 13 and 14 of the CBA.
3. The President may review for completeness each file from all Candidates for promotion and/or tenure.

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4. The President may identify, request and provide existing materials related to evaluation which do not appear in the file and request that any irrelevant material be removed from the file. In cases where the President requests that the Candidate add or remove material to the file, this request shall be made in writing to the Custodian of the File within the specified deadline. In cases where the President adds material to the file via the COF, it shall be done within the specified deadline. The Custodian of the File shall inform the Candidate of this addition.
5. The President shall consider a decision in relation to external review. Both the President and the faculty member undergoing review must agree to external review.
6. The President shall review and consider the Performance Review recommendations and relevant material and make a final decision on retention, tenure, or promotion. For probationary employees holding a joint appointment in more than one Department, the President shall make a single decision regarding retention, tenure, or promotion. (13, 14, 15)
7. The President shall review and consider the Performance Review recommendations and relevant material and information, [and the availability of funds for promotion – not in the CBA]. (14)
8. Should the President make a personnel decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the individual faculty member in question, those reasons shall be reduced to writing and entered into the Personnel Action File and shall be immediately provided the faculty member. (11)
9. The President shall provide a written copy of the decision with reasons to the Custodian of the File, who will provide it to the faculty member undergoing review and to all levels of review.
10. The President shall maintain confidentiality of the file, of deliberations and of recommendations, pursuant to articles (15).

I. Responsibilities of the Custodian of the File

1. The Custodian of the File shall notify all Candidates, Department Chairs, and Deans one semester in advance of the scheduled required for reviews for retention, reappointment, tenure and/or promotion. In May, the COF shall notify all faculty members and the Deans/Director of the CSUSM RTP Timetable for the following academic year. The COF shall notify all Candidates that the Faculty Center, the Deans, Department Chairs or equivalents and other appropriate resources are available to provide advice, guidance, and direction in constructing their WPAF.

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2. The COF shall provide each new faculty unit employee no later than fourteen (14) days after the start of fall semester written notification of the evaluation criteria and procedures in effect at the time of her/his initial appointment. In addition, the faculty unit employee shall be advised of any changes to those criteria and procedures prior to the commencement of the evaluation process. (12, 15)
3. The COF shall receive the initial file, and date and stamp the initial page of the file.
4. The COF shall maintain confidentiality of the files.
5. Only when dire circumstances exist may a WPAF be turned in late. The COF will determine what constitutes dire circumstances.
6. Within two working days of the end of the review for completeness, the COF shall notify the Candidate of the need to add required and additional documentation requested by the Department Chair, review committee chairs, or administrators. If the Candidate fails to submit the required materials and a reviewing party submits the materials, the COF will notify the Candidate of materials that others add to the file.
7. In cases where the Department Chair wishes to submit a separate recommendation, but is ineligible to make recommendations for all Candidates, the Custodian of the File will place a form letter into the WPAF of the Candidates not receiving a separate recommendation that explains the reason that no Department Chair letter was submitted to the file.
8. The COF shall notify the Candidate of any other additional items to be added to the file along with the Candidate's right to rebut or request deletion.
9. If a Candidate scheduled for review submits no WPAF, the COF shall place a letter in a file folder stating that no file was submitted. A copy of the letter will be sent to the appropriate Dean and the Candidate.
10. The COF shall ensure that all who review a file sign in each time they review the file. The COF shall maintain a log of action for each file.
11. If any party of the review process, including the Candidate, indicates that they want an external review, the COF shall administer the process as outlined in the CBA (15) and the University Retention, Tenure, and Promotion (RTP) documents. That is, the COF shall advise the President of the request and, if the request is approved by the President with the concurrence of the Candidate, the Custodian of the File shall administer the process.

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12. The COF shall receive, process, and hold all recommendations and responses and/or rebuttals during each step of the process.
13. The COF shall monitor the progress of all evaluations ensuring that proper notification is given to the Candidate, each committee, and the appropriate administrators as specified in these procedures. The COF shall provide copies of the evaluations and recommendations to the Candidates and the reviewing parties. The COF shall document each notification.
14. If the COF becomes aware of a possible violation of either of the CBA or RTP policy, the COF may advise the relevant parties as necessary and when appropriate.

IV. PRINCIPLES FOR THE REVIEW PROCESS

A. General Principles

1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for their Departments or equivalent units (when such standards exist), standards approved by their College/Library/School/SSP-AR, and in accordance with this policy. In case of conflict between the Department and College/Library/School/SSP-AR standards, the College/Library/School/SSP-AR standards shall prevail. The policies and procedures in this document are subject to Board of Trustees policies, Title 5 of the California Administrative Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal laws.
2. Faculty members will present the relevant evidence in each category of performance. Each level of review is responsible for evaluating the quality and significance of all evidence presented.
3. Everyone, at all levels of review, shall read the Candidate's file.
4. Committee members shall work together to come to consensus.
5. Retention, tenure, and promotion of a faculty member always shall be determined on the basis of performance of professional responsibilities as defined by the CBA (20) and the University and Department/Unit/ College/Library/School/SSP-AR documents, demonstrated by the evidence in the WPAF. In the evaluation of teaching performance, student evaluation forms shall not constitute the sole evidence of teaching quality. No recommendation shall be based on a Candidate's beliefs, or on any other basis that would constitute an infringement of academic freedom.
6. The Candidate shall have access to her/his WPAF at all reasonable times except when the WPAF is actually being reviewed at some level.

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7. Prior to the final decision, Candidates for promotion may withdraw, without prejudice, from consideration at any level of review.
8. Maintaining confidentiality is an extremely serious obligation on the part of committee reviewers and administrators. All parties to the review need to be able to discuss a Candidate's file openly, knowing that this discussion will remain confidential. All parties to the review shall maintain confidentiality, respecting their colleagues, who, by virtue of election to a personnel committee, have placed their trust in each other. Deliberations and recommendations pursuant to evaluation shall be confidential. (15) There may be a need for the parties to the review to discuss the Candidate's file with other levels of review when all levels do not agree. Also, the Candidate may request a meeting with parties to the review at any level. These particular discussions fall within the circle of confidentiality and comply with this policy. Otherwise, reviewing parties shall not discuss the file with anyone. Candidates who believe that confidentiality has been broken may pursue relief under the CBA. (10)
9. Service in the personnel evaluation process is part of the normal and reasonable duties of tenured faculty, Department Chairs, and administrative levels of review. Lobbying or harassment of parties to the review in the performance of these duties constitutes unprofessional conduct. Other University policies cover harassment as well. The statement here is not intended to restrict the University in any way from fulfilling the terms of other policies that cover harassment.
10. When a probationary faculty member does not receive tenure following the mandatory sixth year review, the University's contract with the individual shall conclude at the end of the seventh year of service, unless the faculty member is granted by the President a subsequent probationary appointment or a terminal year appointment. (13)

B. Standards Applied in Different Types of Decisions

1. Review for Retention of Probationary Faculty
 - a. Whenever a probationary faculty member receives reappointment, CSUSM shall provide to the Candidate a review that identifies any areas of weakness.
 - b. To the extent possible and appropriate, the University should provide opportunities to improve performance in the identified area(s).
2. Review for Granting of Tenure
 - a. The granting of tenure requires a more rigorous application of the criteria than reappointment.

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- b. A Candidate for tenure at CSUSM shall show sustained high quality achievement in support of the Mission of the University in the areas of teaching, research and creative activity, and service (for teaching faculty and librarians) or in the primary duties as assigned in the job description, continuing education/professional development, and service (for Librarians and SSP-ARs).
 - c. Normally, tenure review will occur in the sixth year of service at CSUSM or one or two years earlier in cases where the Candidate has been granted service credit. Tenure review prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for tenure as specified in University, College/Library/School, and Department standards.
 - d. An earned doctorate or an appropriate terminal or professional degree that best reflects the standard practices in an individual field of study is required for tenure. In exceptional cases, individuals with a truly distinguished record of achievement at the national and/or international level will qualify for consideration for purposes of granting tenure. An ad hoc committee consisting of three members jointly appointed by the Chair of the Promotion and Tenure Committee and the Department Chair shall judge all exceptions. This ad hoc committee shall make a recommendation to the President for or against awarding tenure.
3. Review for Promotion
- a. Promotion to Associate Professor, Associate Librarian or SSP-AR II requires a more rigorous application of the criteria than reappointment.
 - b. Promotion to the rank of Professor, Librarian or SSP-AR III shall require evidence of substantial and sustained professional growth at the Associate rank as defined by University, College/Library/School/SSP-AR, and Department standards.
 - c. In promotion decisions, reviewing parties shall give primary consideration to performance during time in the present rank. Promotion prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion as specified in University, College/Library/School, and Department standards. For early promotion, a sustained record of achievement should demonstrate that the Candidate has a record comparable to that of a Candidate who successfully meets the criteria in all three categories for promotion in the normal period of service.
4. College/Library/School/SSP-AR Standards
- a. A College or equivalent unit shall develop standards for the evaluation of faculty members of that College or equivalent unit.

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- b. College or equivalent unit standards shall not conflict with law, the Unit 3 CBA or University policy. In no case shall College standards require lower levels of performance than those required by law or University policy.
 - c. Written College or equivalent unit standards shall address:
 - i. Those activities which fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
 - ii. A description of standards used to judge the quality of performance;
 - iii. The criteria employed in making recommendations for retention, tenure, and promotion.
 - d. These standards shall be reviewed by the Faculty Affairs Committee for compliance with university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified, the College/Library/School/SSP-AR standards will be recommended to the Academic Senate for approval.
5. Departmental Standards
- a. A Department or equivalent unit may develop standards for the evaluation of faculty members of that Department or equivalent unit.
 - b. Department or equivalent unit standards shall not conflict with law or University policy. In no case shall Department standards require lower levels of performance than those required by law or University policy.
 - c. Written Department or equivalent unit standards shall address:
 - i. Those activities which fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
 - ii. A description of standards used to judge the quality of performance;
 - iii. The criteria employed in making recommendations for retention, tenure, and promotion.
 - d. The Dean/Director of the College/Library/School/SSP-AR shall review the Department standards for conformity to College/Library/School/SSP-AR standards. If the Dean finds it in conformance, the Dean will forward the Department standards to the Faculty Affairs Committee. The Faculty Affairs Committee has the responsibility to verify and ensure compliance with university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified, the Department standards will be forwarded to the Provost for review. The Provost will provide the Faculty Affairs Committee with a recommendation (with explanation) regarding approval of the Department standards. The Faculty Affairs committee will base its approval of the standards on its own review and the recommendation of the Provost. Once approved, Department standards will be forwarded to Academic Senate as an information item. Departments or

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equivalent units shall follow this approval process each time they wish to change their standards.

- e. When classroom visits are utilized as part of the evaluation of a faculty unit employee under Article 15.14, the individual faculty unit employee being evaluated shall be provided a notice of at least (5) days that a classroom visit, online observation, and/or review of online content is to take place. There shall be consultation between the faculty member being evaluated and the individual who visits his/her class(es) regarding the classes to be visited and the scheduling of such visits.

Comment [14]: New in CBA 15.14

C. Joint Appointments

1. **Appointment:** A “Joint Appointment” is an appointment made jointly in more than one academic department or equivalent unit. [CBA 12.1] Criteria for individual Joint Appointments shall be set forth in a Memorandum of Understanding (MOU), in accordance with the “Instructions—Memorandum of Understanding for Joint Appointment.”
2. **Evaluation:** For faculty with a Joint Appointment, reviews shall be conducted by a committee with representation from each department in which the individual holds an appointment. [CBA]
3. **Election of Joint Appointment Peer Review Committee (PRC):**

The Joint Appointment PRC shall consist of three eligible faculty members. The election of the Joint Appointment PRC members shall adhere to established Department/Unit PRC election procedures as much as possible.

The Joint Appointment PRC requires that one eligible faculty member be selected by the tenure-track faculty in each Department/Unit party to the joint appointment, plus one eligible faculty member nominated by the Candidate.

Each Department/Unit shall run an election to elect its member for the Joint Appointment PRC. [Membership eligibility shall adhere to the University RTP Policy and the CBA.] In Department(s)/unit(s) that have elected common members, the Joint Appointment PRC member shall be selected from the two common members. In the case of insufficient eligible members, the Department/Unit shall elect its Joint Appointment PRC member from a related academic discipline. [CBA 15.40]

In the case where the Joint Appointment establishes that one Department/Unit has a greater weight, the third member shall be nominated by the Candidate from the Candidate’s “majority Department/Unit.” In the case of a 50/50 Joint Appointment, the Candidate may nominate from either Department/Unit. In the case of insufficient eligible members, the Candidate shall nominate a member from a related academic

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discipline. [CBA 15.40] The Candidate's nominee must receive endorsement of a simple majority of the faculty in each Department/Unit in order to be elected to the Joint Appointment PRC.

- 4. Responsibilities of Joint Appointment PRC:** Conduct a review of the Candidate's WPAF according to:
 - a. Departmental/Unit standards, college and the university policies
 - b. The Collective Bargaining Agreement
 - c. Memorandum of Understanding
- 5. Memorandum of Understanding:** Criteria for individual Joint Appointments shall be set forth in a Memorandum of Understanding (MOU) that establishes the distribution of work expected in the three areas (teaching, research and service). The MOU shall set forth how Department/Unit RTP standards apply. [See MOU Instructions]

The MOU shall be placed in the Personnel Action File (PAF). The MOU is a required element in the Working Personnel Action File (WPAF). If the MOU is changed, it will be placed in the PAF, and it, as well as all previous versions of the MOU, shall be placed in the WPAF.

V. DEFINITION OF TERMS AND ABBREVIATIONS

- A.** In the policies and procedures prescribed by this document, "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
- B.** The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C.** The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
 - 1. Administrator:** an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2)
 - 2. Candidate:** a faculty unit employee being evaluated for retention, tenure, or promotion.
 - 3. CBA:** Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).

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4. **CFA:** the California Faculty Association or the exclusive representative of the Union. (2)
5. **College/Library/School/SSP-AR:** College of Business Administration (CoBA); College of Education, Health and Human Services (CEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student Services Professional, Academic Related (SSP- AR).
6. **Confidentiality:** confidential matter is private, secret information whose unauthorized disclosure could be prejudicial. Given the RTP Procedure, confidentiality applies to the circle of those reviewing a file in a given year.
7. **CSU:** the California State University.
8. **CSUSM:** California State University San Marcos.
9. **Custodian of the File (COF):** the administrator designated by the President who strives to maintain accurate and relevant Personnel Action Files and to ensure that the CSUSM RTP Timetable is followed. (11)
10. **Day:** a calendar day. (2)
11. **Dean/Director:** the administrator responsible for the college/unit.
12. **Department:** the faculty unit employees within an academic department or other equivalent academic unit. (2)
13. **Department Chair:** the faculty member appointed by the president or designee to serve as the director/coordinator of the faculty unit employees within an academic department or other equivalent academic unit. (20)
14. **Equivalent Academic Unit:** any unit that is equivalent to an academic department.
15. **Evaluation:** a written assessment of a faculty member's performance. An evaluation shall not include a recommendation for action.
16. **Faculty Unit Employee:** a member of bargaining Unit 3. (2) See also *Candidate*.
17. **Joint Appointment:** an appointment made jointly in more than one academic department or equivalent unit.
18. **Librarian:** those individuals who have achieved the rank of full Librarian.
19. **Merit awards:** in various CBAs, the CSU and CFA have agreed upon different terms and different names for merit awards, such as Merit Salary Adjustments, Performance Step Salary Increases and Faculty Merit Increases. If they are in effect during a review, merit awards are separate from the Retention, Tenure, and Promotion process, and thus have no bearing on the set of policies and procedures that follows.
20. **Peer Review Committee (PRC):** the committee of full-time, tenured faculty unit employees whose purpose is to review and recommend faculty unit employees who are being considered for retention, tenure, and promotion. (15.40)
21. **Performance Review:** the evaluative process pursuant to retention, tenure, and/or promotion. (15.34)
22. **Personnel Action File (PAF):** the one official personnel file containing employment information and information relevant to personnel recommendations or personnel actions regarding a faculty unit employee. (2)

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- 23. President:** the chief executive officer of the university or her/his designee. (2)
- 24. Probation, Normal Period of:** the normal period of probation shall be a total of six (6) years of full-time probationary service and credited service, if any. Any deviation from the normal six (6) year probationary period, other than credited service given at the time of initial appointment, shall be the decision of the President following her/his consideration of recommendations from the department or equivalent unit, Dean/Director, appropriate administrators, and the Promotion and Tenure Committee. (13)
- 25. Probationary Faculty:** the term probationary faculty unit employee refers to a full-time faculty unit employee appointed with probationary status and serving a period of probation. (13)
- 26. Professor:** those individuals who have achieved the rank of full professor.
- 27. Promotion:** the advancement of a probationary or tenured faculty unit employee who holds academic or librarian rank to a higher academic or librarian rank or of a counselor faculty unit employee to higher classification. (14)
- 28. Promotion, Early consideration for:** in some circumstances, a faculty unit employee may, upon application, be considered for early promotion to Associate Professor or Professor, Associate Librarian or Librarian, SSP-AR II or SSP-AR III prior to the normal period of service. (14)
- 29. Promotion and Tenure Committee (P & T Committee):** an all-University committee composed of full-time, tenured Professors and a Librarian elected according to the faculty constitution. The University charges the P & T Committee to make recommendations for tenure and promotion. When SSP-ARs are under review, an SSP-AR III will be added to the P & T Committee for the SSP-AR review only.
- 30. Rebuttal/Response:** a written statement intended to present opposing or clarifying evidence or arguments to recommendations resulting from a performance review at any level of review. It is not intended for presentation of new information/material. (15)
- 31. Recommendation:** the written end product of each level of a performance review. A recommendation shall be based on the WPAF and shall include a written statement of the reasons for the recommendation. A copy of the recommendation and the written reasons for it is provided to the faculty member at each level of review. (15)
- 32. Retention:** authorization to continue in probationary status.
- 33. RTP:** retention, tenure, and/or promotion.
- 34. RTP Timetable:** A timetable that lists the order of review and establishes dates for the review process at each level for a particular year. This calendar is based on the approved academic year calendar. The President, after consideration of recommendations of the appropriate faculty committee, shall announce the RTP Timetable for each year. (13)
- 35. Service Credit:** the President, upon recommendation of the Dean/Director after consulting with the relevant department or equivalent unit, may grant to a faculty unit employee up to two (2) years service credit for probation based on previous service at

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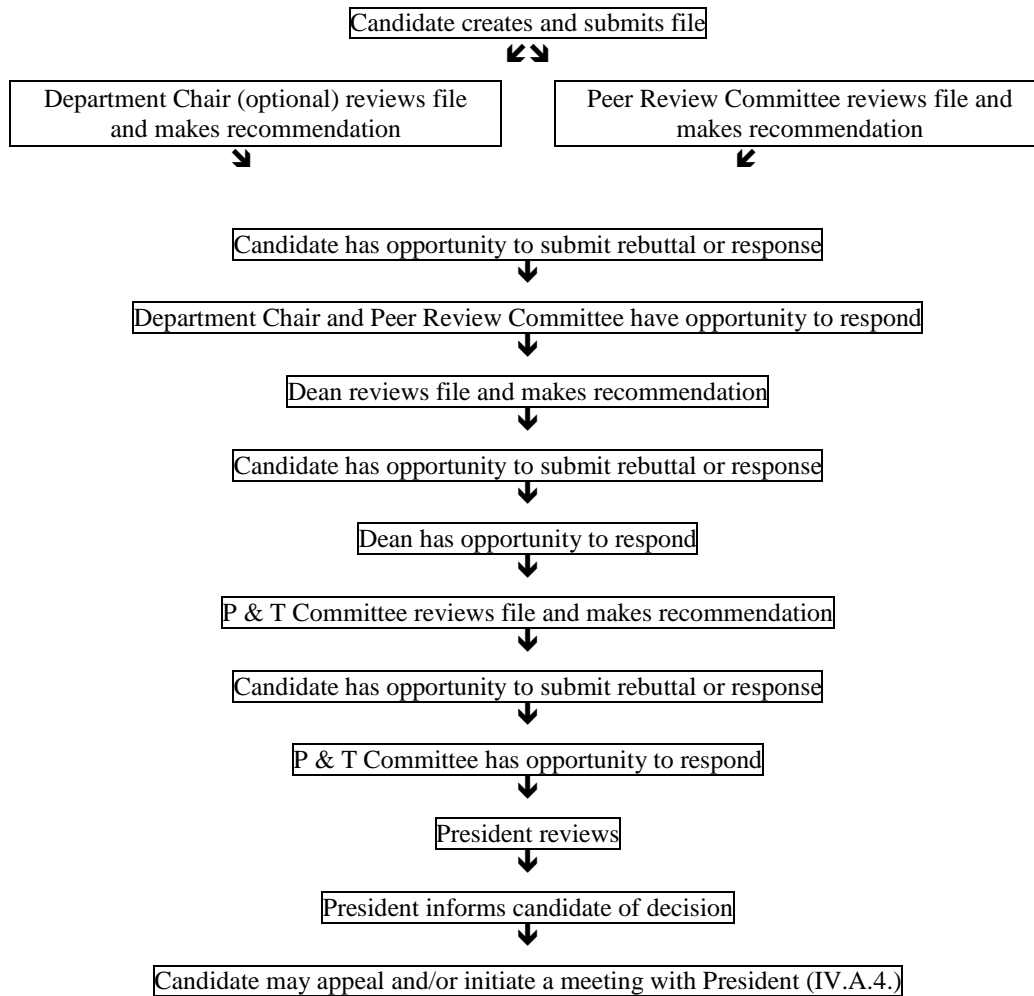
a post-secondary education institution, previous full-time CSU employment, or comparable experience. (13)

36. Tenure: the right to continued permanent employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the CSU pursuant to the CBA or law. (13)

37. Working Personnel Action File (WPAF): that portion of the Personnel Action File specifically generated for use in a given evaluation cycle. (2) The WPAF shall include all forms and documents, all information specifically provided by the Candidate, and information provided by faculty unit employees, students, and academic administrators. It also shall include all faculty and administrative level evaluations, recommendations from the current cycle, and all rebuttal statements and responses submitted.)

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**VI. APPENDIX A: STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS A
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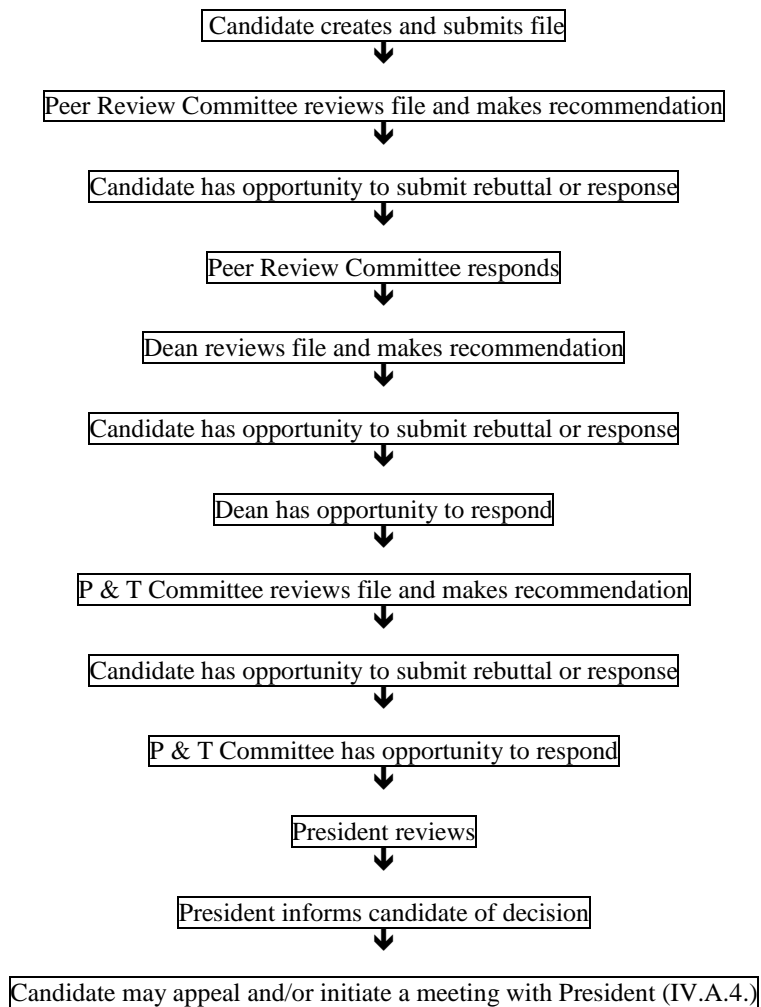


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**VII. APPENDIX B: STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS NO
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VIII. APPENDIX C: EXTERNAL REVIEW PROCESS

I. Initiation of a Request for External Review

- A. A request for an external review of materials submitted by a Candidate for retention, promotion, and/or tenure may be initiated at any level of review by any party to the review, including the Candidate. Such a request shall document (1) the special circumstances which necessitates an outside review, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of the faculty unit employee. (15.12d)
- B. If any party of the review process, including the candidate, indicates that they want an external review, the COF shall administer the process as outlined in the CBA (Article 15.12d). The Custodian of the File shall administer the process.

II. Procedure for Selection of External Reviewers

- C. The faculty member being considered shall provide a list of five names of experts in the corresponding field of scholarly or creative inquiry. A brief description of the proposed evaluators' fields, institutional affiliations and professional records shall be included with the list.
- D. The Peer Review Committee shall select the external reviewers. The PRC may accept the entire list of five names provided by the Candidate. Alternatively, the PRC may select only three of the names from the list of five. When it selects three names, the PRC also may choose to add up to two additional reviewers. Thus, the PRC shall select a minimum of three external reviewers provided by the Candidate and a maximum of two that it provides, forming a list of three to five external reviewers. When selecting reviewers other than those recommended by the Candidate, the PRC must justify that action in a written statement. Should the Candidate wish to challenge the choices, she/he may provide a written rebuttal. In such cases, the President shall decide on the final list of external reviewers.
- E. Criteria for selection of external reviewers shall include the following. The reviewer must:
 - 1. Be active in the same specialized area of scholarly or creative work;
 - 2. Hold a professional affiliation approved by peer review committee;
 - 3. Be at a rank greater than the faculty member, if affiliated with an academic institution; and
 - 4. Be neither a collaborator nor co-author of any publication or funded research proposal, nor a close friend.
- F. It is the responsibility of the Peer Review Committee to determine that criteria for selection of external reviewers have been satisfied.
- G. The COF is charged with managing the process of external review. The COF shall solicit external reviews, receive the documents, and place them in the WPAF. The COF shall request external reviewers to respond in a timely manner. When a solicited external review does not receive a timely response, the COF shall insert a letter into the file stating that the external reviewer did not respond by the requested time.

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IX. APPENDIX D: SAMPLE BALLOT FOR THE PRC

Candidate has requested consideration for the following action: Promotion to Associate Professor/Associate Librarian/SSP-AR II; Promotion to Professor/Librarian SSP-AR III; Tenure.

Please vote below on the appropriate action.

Promotion to Associate Professor/Associate Librarian/ SSP-AR II _____ Yes
_____ No

Promotion to Professor/Librarian/SSP-AR III _____ Yes
_____ No

Tenure _____ Yes _____ No

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X. APPENDIX E: MEMORANDUM

DATE: <date>

TO: WPAF for <Candidate's name>

FROM: Peer Review Committee <or P & T Committee>

<Committee members' names with initial line such as:>

Harvey Goodfellow _____
Shirley U. Gest _____
Betta B. Great _____

RE: Request for <retention, tenure, promotion, etc.>

The Committee <unanimously> or <by simple majority> <recommends/does not recommend>
<name of Candidate> for <request>.

Attached please find the complete narrative portion of the recommendation.

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APPENDIX F: INSTRUCTIONS: MEMORANDUM OF UNDERSTANDING FOR JOINT APPOINTMENT

The Memorandum of Understanding (MOU) shall be jointly drafted by the Department(s)/unit(s) and approved by the Dean(s). The initial MOU must be attached to the offer of employment for a joint appointment. The MOU shall be signed after the offer of employment is made, any negotiations are completed, and the offer is accepted. Signatures required: Dean, Department chairs/Unit directors; faculty member accepting joint appointment.

Joint appointment MOUs for existing tenure-track faculty members shall be jointly drafted by the Department(s)/unit(s) and approved by the Dean(s). Signatures required: Dean, Department chairs/Unit directors; faculty member accepting joint appointment.

The MOU shall be placed in the Personnel Action File (PAF). The MOU is a required element in the Working Personnel Action File. If the MOU is changed, it will be placed in the PAF, and it, as well as all previous versions of the MOU, shall be placed in the WPAF).

The following are required elements of a MOU, and shall be addressed specifically for each appointment:

1. Participating Units in the Joint Appointment and their respective weight (50/50 or other)
2. Title and Rank of Joint Appointment Faculty
3. How Department/Unit RTP standards apply
4. Workload Distribution in Department(s)/unit(s)
 - a. The workload distribution for the Joint Appointment shall not be excessive or unreasonable. [CBA 20] Expectations for workload shall be consistent with workload expectations in a single Department/Unit appointment.
 - b. Teaching (percent in each department/unit and corresponding WTUs⁶):
 - c. Service
Minimum service expectations.
 - d. Research
 - i. Shall not be defined by percentage
 - ii. May be disciplinary (Department(s)/Unit(s)), interdisciplinary, or both
 - iii. Shall serve the university mission
5. Resources and Support [e.g. office location/instructional support resources/administrative support/research support, reassignment of time (internally or externally funded), etc.]
6. Role and responsibilities of Department(s)/Unit(s) chair(s)/director(s)
 - a. In the evaluation process
 - b. Other
7. Statement about Changing the MOU: The MOU may be changed according to the needs of the department/unit and students following consultation with the faculty member.
8. Recommended Option: Include in MOU a plan for mentoring (e.g. committee consisting of representatives from each unit).

⁶ Ensure the percentage assigned to each Department/Unit correlates to whole, not fractional, WTUs that correlate numerically to courses that could be assigned in the Department(s)/Unit(s).

1 | **FAC**

2 **Change to the University RTP Document:**

3 **University-wide Policy/Procedure/Guidelines for PRCs in the Evaluation of**
 4 **Tenure-line Faculty**

6 ***Rationale***

7 *FAC has drafted revised the section in the university RTP document that defines the*
 8 *policy and procedures that apply across all units of the university for Peer Review*
 9 *Committees in the evaluation of tenure-track faculty. FAC has substantially revised the*
 10 *section, "Election and Composition of the Peer Review Committee," providing more*
 11 *information for all interested parties. The CBA applies in all respects; this revision*
 12 *clarifies how the process works on this campus.*

14 *With the approval of this document, FAC would advise colleges (or equivalent) and/or*
 15 *departments (or equivalent) units to not restate the CBA and/or university RTP*
 16 *document, and instead focus on the specific procedures and guidelines for their unit.*
 17 *FAC believes that minimizing redundancy in this way will be helpful for all parties*
 18 *involved in the evaluation of tenure-track faculty.*

20 *Please note: for the purpose of review, formatting has been kept to a minimum. If*
 21 *approved, formatting would be made consistent with the rest of the university RTP*
 22 *document.*

24 **Summary of changes:**

- 25 • *Delete current section from URTP III C (shown below with strike through).*
 26 *Please note that not all of the current material in C has been deleted. In some*
 27 *cases it has been moved.*
- 28 • *Replace section C with the following.*
- 29 • *Section D is included for Senators' reference. The only changes are updated*
 30 *references to the CBA.*

32 *Please note that some questions were shared with FAC upon the appearance of this*
 33 *item on the 4/8/15 Senate Agenda. The item was not discussed, and it will have two*
 34 *readings, but in the interest of efficiency at the end of the semester, the questions will*
 35 *be noted here.*

- 37 • *A senator asked about the first sentence under "PRC Composition and*
 38 *Eligibility." The principle is that a faculty member may not evaluate the same*
 39 *person more than once in an evaluation cycle. The passage was edited to*
 40 *make it more clear.*
- 41 • *A senator asked about the bullet on joint appointment PRCs under "PRC*
 42 *Composition and Eligibility." This is not new material; it is present in the*
 43 *current document and was simply moved. The pertinent CBA particle is*
 44 *15:13:*

45 The periodic or performance review for individuals holding a joint
46 appointment in more than one (1) academic department or equivalent unit
47 shall be conducted by each department in which the individual holds an
48 appointment or, in accordance with campus procedures, may be conducted
49 by a committee with representation from each department in which the
50 individual holds an appointment.
51

- 52 • A senator asked about #4 under “Responsibilities of the PRC”: The article
53 requires the entire PRC to meet face-to-face. This is not a change. Video
54 conferencing is not allowed.
55
56

57 **University RTP, III. Responsibilities of Those Involved in the Review Cycle**

58 **C) Election and Composition of the Peer Review Committee (PRC)**

- 59 ~~1. The Department or appropriate academic unit is responsible for determining~~
60 ~~the size and election conditions of the PRC. The Department Chair shall ensure~~
61 ~~that there is an election of a PRC. Where no Department Chair exists, the~~
62 ~~department or appropriate faculty governance unit will ensure that there is an~~
63 ~~election of a PRC. (See IV.B.1. and 2. above.)~~
- 64 ~~2. The PRC shall be composed of at least three full-time tenured faculty elected~~
65 ~~by tenure-track faculty in the Candidate's department (or equivalent), with the~~
66 ~~chair elected by the committee. That is, if there are enough eligible faculty~~
67 ~~members in a department or program, members of the Peer Review~~
68 ~~Committee are elected from these areas. If not, the department or program~~
69 ~~shall elect Peer Review Committee members from eligible university faculty in~~
70 ~~related academic disciplines. (15)~~
- 71 ~~3. In the case of a faculty member with a joint appointment, the Peer Review~~
72 ~~Committee shall include when possible representatives from both areas with a~~
73 ~~majority of members on the committee elected from the Department or~~
74 ~~program holding the majority of the faculty member's appointment. If a~~
75 ~~faculty member holds a 50/50 joint appointment, the committee will have~~
76 ~~representatives from both departments.~~
- 77 ~~4. Peer Review Committee members must have higher rank/classification than~~
78 ~~those being considered for promotion.~~
- 79 ~~5. Candidates for promotion are ineligible for service on promotion or tenure~~
80 ~~Peer Review Committees.~~
- 81 ~~6. Each College/Library/School/SSP-AR shall adopt procedures for electing a~~
82 ~~Peer Review Committee from the eligible faculty. These procedures must~~
83 ~~follow the guidelines of the CBA. (15)~~

84
85
86 *Proposed new language (would replace the current section C. and update D.)*

87
88 **Definition of Peer Review Committee**

89 The peer review committee reviews and recommends faculty unit employees who
90 are being considered for retention, award of tenure, and promotion. (CBA 15.41)

91
92 The peer review committee shall be elected by the probationary and tenured faculty
93 members in the department. (CBA 15.41) The PRC shall elect a chair.

94
95 The election of peer review committees shall be by anonymous vote.

96
97 Each peer review committee shall have three elected members.

98
99 PRC Election Procedures

100
101 Each college (or equivalent) shall define procedures for PRC elections in the college
102 (or equivalent) RTP document. A college may allow departments (or equivalent) to
103 determine specific procedures as long as they are consistent with university policy
104 and college procedures. College (or equivalent) PRC documents shall not repeat
105 university policy.

106
107 Options for PRC structure include, but are not limited to:

- 108 • 3 members, elected together
- 109 • 2 common members; 1 nominated by the Candidate
- 110 • 1 elected to one-year term; 2 elected to staggered 2-year terms

111
112 PRC Composition and Eligibility

113
114 A faculty unit employee shall ~~not~~ serve on ~~more than~~ only one (1) committee level of
115 peer review in an evaluation cycle (program chair review, PRC, or Promotion &
116 Tenure Committee). (CBA 15.42)

- 117
118 • In the case of a faculty member with a joint appointment, the Peer Review
119 Committee shall include when possible representatives from both areas with
120 a majority of members on the committee elected from the Department or
121 program holding the majority of the faculty member's appointment. If a
122 faculty member holds a 50/50 joint appointment, the committee will have
123 representatives from both departments.
- 124 • Peer Review Committee members must have higher rank/classification than
125 those being considered for promotion. (CBA 15.43)
- 126 • Candidates for promotion are ineligible for service on promotion or tenure
127 Peer Review Committees. (CBA 15.43)

128
129 In certain circumstances it may not be possible or advisable for a particular eligible
130 faculty member to serve. In such circumstances a replacement shall be nominated
131 in the same manner described above. As early as possible, the Candidate should
132 approach their Dean (and/or the AVP of Faculty Affairs) if they believe there may be
133 a situation where it would not be advisable for a colleague to serve on their
134 PRC. Similarly, faculty should approach their Dean/AVP Faculty Affairs if they
135 believe they cannot or should not serve.

136
137 When there are insufficient eligible members to serve on the peer committee, the
138 department shall elect members from a related academic discipline(s). (CBA 15.41)

- 139 • For the Library and SSPARs, where there aren't enough tenured faculty to serve
140 on both PRC(s) and the PTC, the area must vote for a PTC member before voting

for PRC members. The Library and/or SSPARs can then go outside their department/area to find additional PRC members.

At the request of a department, the President may agree to permit faculty participating in the Faculty Early Retirement Program to run for election for membership on any level peer review committee. However, these committees may not be comprised solely of faculty participating in the FERP. (CBA 15.41)

III D. Responsibilities of the Peer Review Committee (PRC) [Only change is addition of CBA references; included here for senators' reference]

1. The PRC shall review the WPAF for completeness. Within seven days of the submission deadline the PRC shall:
 - (a) Submit a letter to the Custodian of the File outlining material that is lacking. If no WPAF has been submitted, the PRC shall submit a letter to the Custodian of the File within the same deadline indicating that the WPAF is lacking.
 - (b) Add any existing required material missing from the WPAF that the Candidate has not added via the COF. (15.12)
 - (c) Add any additional existing material with written consent of the Candidate.
 - (d) Request any irrelevant material to be removed from the WPAF.
2. The PRC shall determine whether to request external review of the WPAF. In the case of an external review request, see Appendix C for responsibilities and timeline.
3. Consistent with the CBA, the Department/College/Library/School/SSP-AR RTP standards/~~documents~~, the University RTP document, and the RTP Timetable:
 - (a) The PRC shall review and evaluate the WPAF of each Candidate for retention, promotion, and/or tenure.
 - (b) Each committee member shall make an individual evaluation prior to the discussion of any specific case.
4. The PRC shall meet as an entire committee face-to-face. In these meetings, each member shall comment upon the Candidate's qualifications under each category of evaluation.
5. The PRC shall write a recommendation with supporting arguments to "The file of [the faculty member under review]." (See Appendix E.) (CBA 15.46) The PRC's recommendation is a separate, independent report from that of the Department Chair.
 - (a) The recommendation shall be based on the contents of the WPAF. (CBA 15.12.)

(b) The recommendation clearly shall endorse or disapprove of the retention, tenure, and/or promotion.

6. Each peer review committee evaluation report and recommendation shall be approved by a simple majority of the membership of that committee. (CBA 15.45) To maintain confidentiality, the vote for recommendations shall be conducted by printed, secret ballot. (See Appendix D.) The report of the vote shall be anonymous. Committee members may not abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions shall be incorporated into the text of the final recommendation. When the vote is unanimous, the report shall so indicate. All members of the committee shall sign the letter. (See Appendix E.)
7. The PRC shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable. The recommendation will be placed in the Candidate's WPAF and Personnel Action File (PAF). (CBA 15.46)
8. Should the Candidate call a meeting within ten (10) days of receipt of the PRC's recommendation, the PRC shall attend the meeting. (CBA 15.5) No formal, written response is required subsequent to this meeting.
9. The PRC may respond to a Candidate's written rebuttal or response within ten (10) days of receipt of rebuttal. No formal, written response to a Candidate rebuttal or response is required.
10. Should the P & T Committee call a meeting of all previous levels of review, the PRC shall attend and revise or reaffirm their recommendation. The PRC shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.
11. The PRC shall maintain confidentiality of the file, of deliberations and recommendations (CBA 15.9, 15.10 and 15.11).
12. The WPAF shall be automatically transferred to the next level of review or appropriate administrator and the faculty unit employee shall be so notified. (15.4)

Report from the University Curriculum Committee (UCC), Certificate of Advanced Study in Professional Accounting

In February 2014, UCC received a P-form (new program) and seven associated C-forms (new courses) to create a Certificate of Advanced Study in Professional Accounting. The certificate will be awarded to students who complete 12 units of 500-level coursework in Accounting. Students may select from the following new courses:

- ACCT 513- International Financial Reporting Standards (3)
- ACCT 525- Assurance Services and Information Technology (3)
- ACCT 531- Tax Research (3)
- ACCT 560- Accounting Ethics (3)
- ACCT 561- Current Issues in Accounting (3)
- ACCT 591- Accounting Internship (1)
- ACCT 592- Accounting Internship (2)

The certificate was developed in response a new (2014) State of California mandate that requires all applicants for the Certified Public Accounting (CPA) license to have completed 150 semester units of education. The CSUSM B.S. in Business Administration, Accounting Option, is a 120 unit program, though current graduates typically average ~135-140 units at completion. Thus, essentially all graduates of bachelor's-level accounting programs at CSUSM and elsewhere do not have the required number of units to qualify for the CPA exam. One option to reach 150 units is to pursue a M.S. in Accounting. The certificate of Advanced Study in Professional Accounting provides an alternative route to achieve the necessary units of appropriate accounting coursework. It is thus expected that the primary audience for the certificate will be senior-level Accounting students and recent graduates of B.S. Accounting programs.

The certificate will be offered through Extended Learning, but will not follow a typical cohort model. Instead, the program is highly flexible, allowing students who need fewer than 12 units to enroll only in the courses that they need (though they will not be awarded a certificate). Likewise, students that need more than 12 units may take additional coursework within the program.

UCC's review process was focused on the academic integrity and quality of the certificate and its component courses. Following extensive consultation with the originator, Dr. Alan Styles (COBA), Graduate UCC voted unanimously to recommend the P-form for Senate approval.

CERTIFICATE OF ADVANCED STUDY IN PROFESSIONAL ACCOUNTING (CASPA) *

The State of California requires that all applicants for the Certified Public Accounting (CPA) license complete 150 semester units of education. The Certificate of Advanced Study in Professional Accounting (CASPA) provides a pathway for Accounting students and graduates to meet the 150-semester unit requirement for the CPA License in California. Students and accounting professionals who need additional units to meet the 150 unit requirement can complete a series of accounting and business courses and earn a CASPA.

The CASPA program offers a selection of graduate-level accounting courses that combine into a 12-semester unit certificate. The selection of courses offered in the CASPA program are based on a combination of the accounting courses required for licensure, required by regional Master's in Accounting programs, and courses addressing knowledge and skills beneficial to the careers of the region's accounting professionals. The classes have been developed and will be taught by accounting faculty members as well as practicing accounting professionals in the region. Each class is designed to engage students by integrating theories and real world applications.

Admission and Application Requirements

- The program is designed for those with a Bachelor's degree in Business or current students with senior standing in a college of business administration with relevant skills/experiences in accounting.
- Applicants must submit the online CASPA Program Application (<http://www.csusm.edu/el/CASPA>).
- Applicants must submit a current resume.
- Applicants must mail hard copy transcripts from all colleges and universities attended to:

California State University San Marcos
Extended Learning
Attn: Student Services/CASPA Program
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096

Students will select 12 units of coursework from the following course options:

ACCT 513- International Financial Reporting Standards	3
ACCT 525- Assurance Services and Information Technology	3
ACCT 531- Tax Research	3
ACCT 560- Accounting Ethics	3
ACCT 561- Current Issues in Accounting	3
ACCT 591- Accounting Internship	1
ACCT 592- Accounting Internship	2

In order to earn the CASPA, students must have an average GPA of B (3.0) or higher for the 12 units completed and must have earned at least a C (2.0) in each of the courses.

**The Certificate of Advanced Study in Professional Accounting is offered through Extended Learning.*

Report from BLP, Certificate of Advanced Study in Professional Accounting: (COBA)
October 21, 2014

The budget and Long Range Planning Committee (BLP) has reviewed the proposed Certificate of Advanced Study in Professional Accounting as well as the resource implications of the program's launch. We thank proposer, Alan Styles, and his colleague, Richard Hwang, for their input and assistance as we reviewed the program's resource implications. This program will be launched through self-support.

Program Demand:

This program was written in direct response to the state of California's requirement, effective January 1, 2014, that requires all applicants for the Certified Public Accounting (CPA) license complete 150 semester units of education, including accounting subjects, business-related subjects, ethics-related subjects and other subjects that will help people be successful in the accounting industry. In essence, this means that students and professionals pursuing the CPA license must have units in addition to the 120 units B.A.

The certificate program is designed to be an initial 15-unit bridge to help meet this requirement. Many transfer students from community colleges already have more than 120 units when they graduate and others may need to take additional courses outside of the certificate program to gain the total 150 hours. Accounting has 320 majors, with approximately 80 graduates each year, not all of whom pursue the CPA license; however, the certificate program expects at least 20-30 students and other professionals will need all or part of the certificate courses.

CSUSM already has a very high passing rate in the CPA exam, being the best and second best in state in recent years. It seems likely that CSUSM graduates and other professionals would pursue the required additional units through such a stellar program.

Resource Implications:

Faculty:

There are currently 3 full time faculty and 4 adjunct faculty in the area of accounting. That is sufficient to support this program, and salaries are provided through the self-support model. As funding becomes available and when there is a large demand, the program may become a full master's program in the future, requiring additional faculty.

Space and Equipment:

There is access to smart classrooms and the online course management system currently in place. The courses will be offered in the evenings and on weekends to meet the needs of the working professionals that will need the certificate. Currently, that schedule aligns with underutilized times.

Staff:

All staff advising and staff assistance for this program is funded by EL. Staff advising (including transcript reviews) will continue to be handled by EL staff; EL also provides additional staff for the Department on an as-needed basis.

IITS and Library:

The library memo recommends the following resources: CCH Omni Tax Research Online School Access (\$4756.00 annual subscription) and FASB Accounting Standards via Academic Accounting Access Program (\$250.00 annually). The library subject specialist for COBA will serve as the liaison to the

Certificate of Advanced Study in Professional Accounting. The EL budget includes \$5000.00 per year for library support and expenses.

This program will be evaluated annually with regard to library and technology needs to ensure sufficient support. It is anticipated that with more use of classroom space in the evenings and on weekends, there will also be increased need for support from IITS at those time.

Recommendation:

BLP unanimously recommends approval of the Certificate of Advanced Study in Professional Accounting.

Program Financial Analysis & Pro Forma Draft

Certificate of Advanced Study in Professional Accounting

	Fall 2014	Spring 2015	AY 14/15	Summer 2015	Fall 2015	Spring 2016	AY 15/16	Notes
Tuition	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	
Target Number Participants	0	15	15	20	20	20	60	
No. SCU's Taught per semester	0	9	9	3	9	9	21	

	Fall 2014	Spring 2015	AY 14/15	Summer 2015	Fall 2015	Spring 2016	AY 15/16	Comments
Revenue								
Tuition	\$ -	\$ 67,500	\$ 67,500	\$ 30,000	\$ 90,000	\$ 90,000	\$ 210,000	
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Revenue	\$ -	\$ 67,500	\$ 67,500	\$ 30,000	\$ 90,000	\$ 90,000	\$ 210,000	
Direct Expenses								
Instructors	\$ -	\$ 22,500	\$ 22,500	\$ 7,500	\$ 22,500	\$ 22,500	\$ 52,500	\$2500/unit
Instructors Benefits	\$ -	\$ 1,350	\$ 1,350	\$ 450	\$ 1,350	\$ 1,350	\$ 3,150	6.00%
Faculty Coordinator	\$ -	\$ 3,700	\$ 3,700	\$ 3,700	\$ 3,700	\$ 3,700	\$ 11,100	1 unit/semester
Library	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500	\$ 5,000	
Promotion, Advertising & Print	\$ -	\$ 2,500	\$ 2,500	\$ 2,000	\$ 2,000	\$ 2,000	\$ 6,000	
Total Direct Expenses	\$ -	\$ 30,050	\$ 30,050	\$ 13,650	\$ 32,050	\$ 32,050	\$ 77,750	
Operating Income/Margin	\$ -	\$ 37,450	\$ 37,450	\$ 16,350	\$ 57,950	\$ 57,950	\$ 132,250	

Indirect Expenses							
CSU/CSUSM 14% of Gross Revenue	\$ -	\$ 9,450	\$ 9,450	\$ 4,200	\$ 12,600	\$ 12,600	\$ 29,400
FAS 6% of Direct Expense	\$ -	\$ 1,803	\$ 1,803	\$ 819	\$ 1,923	\$ 1,923	\$ 4,665
IITS @ ~1.5% of Gross Revenue	\$ -	\$ 1,013	\$ 1,013	\$ 450	\$ 1,350	\$ 1,350	\$ 3,150
CoBA 5% of Gross Revenue	\$ -	\$ 3,375	\$ 3,375	\$ 1,500	\$ 4,500	\$ 4,500	\$ 10,500
EL Overhead @ 30% of Gross Revenue	\$ -	\$ 20,250	\$ 20,250	\$ 9,000	\$ 27,000	\$ 27,000	\$ 52,500
Sub Total Reimbursements	\$ -	\$ 35,891	\$ 35,891	\$ 15,969	\$ 47,373	\$ 47,373	\$ 110,715
Total All Expenses	\$ -	\$ 65,941	\$ 65,941	\$ 29,619	\$ 79,423	\$ 79,423	\$ 188,465
Net Profit/Loss	\$ -	\$ 1,560	\$ 1,560	\$ 381	\$ 10,577	\$ 10,577	\$ 21,535

% Net Margin

0%

2%

2%

1%

12%

12%

10%

5% of Net to Academic Affairs**

15% of Net to CoBA**

80% of Net to EL**

**Pending approval from Executive Council

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FAC
Coach Evaluation

FAC has reviewed this update and found no issues with clarity or coherence with university policy or the CBA. FAC chose to leave the originators marginal comments, because they are very helpful and clear, considering the format of the document. FAC recommends the Academic Senate approve it.

Formatted

**FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS
SEASON GOAL MEETINGS**

HEAD COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON GOALS	POST-SEASON ASSESSMENT
	<i>Supporting documentation, such as team statistics, may be attached.</i>
1. Team athletic performance	1. Team athletic performance
2. Team academic performance/Graduation	2. Team academic performance/Graduation
3. Fundraising	3. Fundraising
4. Recruiting	4. Recruiting
5. Other Student-Athlete Experience	5. Other Student-Athlete Experience
Head Coach Signature* Date	Head Coach Signature** Date
Director, Athletics, Signature Date	Director, Athletics, Signature Date
* Head Coach signature indicates agreement that goals set are challenging but realistic – not unrealistic or unattainable.	** Signature does not necessarily indicate agreement with the post- season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

FORM A2: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS

As part of the coach evaluation process, the head coach and Director of Athletics will meet with all assistant coaches at the beginning of each season to set expectations for the assistant coach. They will meet again at season's end to assess whether those expectations were met.

ASST. COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON EXPECTATIONS	POST-SEASON ASSESSMENT
1. Attendance	1. Attendance
Practice:	Practice:
Competition:	Competition:
2. Work with student-athletes	2. Work with student-athletes
3. Administrative duties	3. Administrative duties
5. Other Academics	5. Other Academics
Asst. Coach Signature* Date	Asst. Coach Signature** Date
Head Coach Signature Date	Head Coach Signature Date
Director, Athletics, Signature Date	Director, Athletics, Signature Date
*Signature indicates agreement that expectations set are reasonable.	** Your signature here does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

**FORM B1: STUDENT-ATHLETE EVALUATION OF
CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ HEAD COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON? _____

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	A great deal	Somewhat	Not at all
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

**Highly
satisfied**

**Somewhat
satisfied**

**Somewhat
dissatisfied**

**Highly
dissatisfied**

☐☐☐☐

EVALUATION OF HEAD COACH

Please rate your **head coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate.

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displays a professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Develops and clearly communicates team goals and objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team (or meet/tournament/etc.) selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and clearly communicates team rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies team discipline appropriately and consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Provides opportunity for discussion and questions of areas of concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates awareness of and compliance with NAIA <u>NCAA</u> and university rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands athletic eligibility rules and informs athletes of those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizes away trips that are well-planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing home contests and events that are well planned and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
Overall, how effective has your head coach been this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your head coach?

What do you consider to be the weaknesses of your head coach (if any), and what suggestions do you have that might help your head coach be more effective?

Please include any other comments you feel are appropriate.

**FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM
INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

Overall, how effective has your **assistant coach** been this year?

**Highly
effective**

**Somewhat
effective**

**Somewhat
ineffective**

**Highly
ineffective**

☐
☐
☐
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What do you consider to be the strengths of your assistant coach?

What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?

Please include any other comments you feel are appropriate.

**FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE
ATHLETICS (TRACK AND FIELD ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?

WHY OR WHY NOT? _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your knowledge of your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your physical fitness improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How has your overall athletic performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	Somewhat satisfied	Somewhat dissatisfied	Highly dissatisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EVALUATION OF ASSISTANT COACH

Please rate your **assistant coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate

	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Your head coach...				
Has knowledge and expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps informed of current techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends all practices and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently maintains office hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses practice time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises appropriate control in practice and contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides a safe, healthy environment for student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your head coach...	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you consider to be the strengths of your assistant coach?

What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?

Please include any other comments you feel are appropriate.

**FORM C1: CAL STATE SAN MARCOS ATHLETICS
PERFORMANCE APPRAISAL for
HEAD COACHES**

Name _____ Sport _____

Appraisal Period _____ Years in Current Position _____

Team GPA _____ Graduation Rate _____

~~Regional~~ Conference / National Championship Appearances

Awards / Special Recognition for Coach / Athletes

The following scale will be used to rate performances in each of the areas listed below. Ratings of unacceptable performance or exceptional performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY/DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, boosters, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletic Department functions as requested _____
- h. Supports community events through team and personal participation _____
- i. Demonstrates commitment to ~~NAIA Code of Ethics and Coaches Code~~ NCAA and CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively plans, administers, and monitors team scheduling _____
- b. Effectively plans, administers, and monitors team travel _____
- c. Completes reports promptly and maintains organized records _____
- d. Has developed and enforces written team rules and expectations
on and off the field, and on and off the campus _____
- e. Arranges a competitive competition schedule within budgetary limits _____
- f. Makes effective use of Assistant Coaches and student workers _____
- g. Manages sport budget effectively _____
- h. Participates in the promotion of the sport _____
- i. Demonstrates adherence to Athletic Department policies relating to
purchasing and travel _____
- j. Makes effective use of resources _____
- k. Overall management of the sports program _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive ~~NIAA~~ NCAA DII play _____
- b. Maintains a current knowledge of sport rules and trends _____
- c. Demonstrates ability to effectively teach players in sport techniques _____
- d. Demonstrates ability to motivate players to produce maximum results _____
- e. Exercises control, leadership, and sound judgment during practices
and competitive events _____
- f. Maintains a positive rapport with and shows respect toward athletes _____
- g. Provides a role model for student athletes _____

COMMENTS

IV. RULES COMPLIANCE

- | | | |
|----|--|-------|
| a. | Understands and complies with NIAA <u>NCAA</u> rules and regulations | _____ |
| b. | Understands and complies with applicable university student athlete recruitment policy | _____ |
| c. | Understands, instructs athletes regarding, and enforces university Student Athlete Code of Conduct | _____ |
| d. | Understands and complies with university regulations | _____ |
| e. | Understands and complies with Athletic Department policies and procedures. | _____ |

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- | | | |
|----|---|-------|
| a. | Promotes student athlete academic progress | _____ |
| b. | Works cooperatively with academic support services to monitor the academic progress of student athletes | _____ |
| c. | Makes a consistent effort toward the improvement of graduation rates for team members | _____ |
| d. | Overall team academic achievement | _____ |
| e. | Supports and encourages student athletes in the use of academic resources and advising | _____ |

COMMENTS

VI. RECRUITING

- a. Establishes an effective recruiting system that is consistent with ~~NIAA~~ NCAA, university and department philosophy and available budgets _____
- b. Establishes a rapport with regional high schools and coaches _____
- c. Responds promptly to all inquiries and correspondence _____
- d. Accurately assesses prospective student-athletes and effectively awards available athletic aid within institutional and team limits _____

COMMENTS

OVERALL RANKING AND COMMENTS

Overall Ranking: _____

- | | |
|---|----------------|
| 1 | Unsatisfactory |
| 2 | Marginal |
| 3 | Satisfactory |
| 4 | Commendable |
| 5 | Outstanding |

A copy of this evaluation will be placed in your Personnel Action File five days from this date pursuant to personnel policy. Within ten (10) days following receipt of this evaluation, you may attach or submit a response or rebuttal to this evaluation to your Personnel Action File or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation and have had an opportunity to discuss it with your sports supervisor.

Signature of Head Coach _____ Date _____

Signature of Athletic Director _____ Date _____

**FORM C2: CAL STATE SAN MARCOS ATHLETICS
PERFORMANCE APPRAISAL for
ASSISTANT COACH**

Name _____ Sport _____

Appraisal Period _____ Years in Current Position _____

The following scale will be used to rate performances in each of the areas listed below. Ratings of unacceptable performance or exceptional performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

- a. Demonstrates commitment to the mission and purpose of the university _____
- b. Demonstrates commitment to the mission and purpose of Athletics _____
- c. Communicates effectively with internal groups: other coaches and staff _____
- d. Works cooperatively with internal groups: other coaches and staff _____
- e. Communicates effectively with external groups: faculty, media, fans, and parents _____
- f. Conducts self and program in a professional manner at all times _____
- g. Attends meetings and Athletic Department functions as requested _____
- h. Supports community events through personal participation _____
- i. Demonstrates commitment to ~~NAIA Code of Ethics and Coaches Code~~ NCAA & CCAA Compliance _____
- j. Sets meaningful goals for team athletic achievement _____

COMMENTS

II. ADMINISTRATIVE QUALITIES

- a. Effectively assists with team scheduling (if applicable) _____
- b. Effectively assists with team travel (if applicable) _____
- c. Completes reports promptly and maintains organized records _____
- d. Enforces written team rules and expectations on and off the field, and on and off the campus _____
- e. Maintains expenditures within budget parameters _____
- f. Participates in the promotion of the sport _____
- g. Demonstrates adherence to Athletic Department policies relating to purchasing and travel _____
- h. Makes effective use of resources _____
- i. Keeps abreast of departmental communications, including via e-mail and voice-mail _____

COMMENTS

III. COACHING SKILLS

- a. Displays a technical knowledge of the sport for competitive ~~NIAA~~ NCAA play
- b. Maintains a current knowledge of sport rules and trends
- c. Demonstrates ability to effectively teach players in sport techniques
- d. Demonstrates ability to motivate players to produce maximum results
- e. Exercises control, leadership, and sound judgment during practices and competitive events
- f. Maintains a positive rapport with and shows respect toward athletes
- g. Provides a positive role model for student athletes

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with ~~NIAA~~ NCAA rules and regulations
- b. Understands, instructs athletes regarding, and enforces university Student Athlete Code of Conduct
- c. Understands and complies with university regulations

COMMENTS

V. ATHLETE ACADEMIC ACHIEVEMENT

- a. Promotes student athlete academic progress
- b. Works cooperatively with academic support services to monitor the academic progress of student athletes
- c. Makes a consistent effort toward the improvement of graduation rates for team members
- d. Supports and encourages student athletes in the use of academic resources and advising.

COMMENTS

VI. RECRUITING

- a. Understands that the head coach is responsible for recruiting, and coordinates all recruiting efforts with head coach
- b. Understands ~~NAIA~~-NCAA rules governing contact with recruits
- c. Makes no offers or promises regarding university admissions, scholarships, etc., without the prior written approval of the head coach
- d. Establishes a rapport with regional high schools and coaches
- e. Responds promptly to all inquiries and correspondence
- f. Accurately assesses prospective student-athletes

COMMENTS

OVERALL RANKING AND COMMENTS

Overall Ranking: _____

- | |
|------------------|
| 1 Unsatisfactory |
| 2 Marginal |
| 3 Satisfactory |
| 4 Commendable |
| 5 Outstanding |

COMMENTS BY DIRECTOR OF ATHLETICS

A copy of this evaluation will be placed in your Personnel Action File five days from this date pursuant to personnel policy. Within ten (10) days following receipt of this evaluation, you may attach or submit a response or rebuttal to this evaluation to your Personnel Action File or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation and have had an opportunity to discuss it with your sports supervisor.

Signature of Assistant Coach —Date

Signature of Athletic Director Date

Signature of Head Coach Date

Report from the University Curriculum Committee (UCC), Minor in Electronics

In April 2015, UCC reviewed and approved a P-form to create a Minor in Electronics, proposed out of the Physics Department. This minor is a 22-unit program of study that has been designed to package a group of courses already in existence with a focus on electronics. It was designed with a primary service to Computer Science students. The 22 units include 11 units of lower division and 11 units of upper division physics content. No new courses were required to provide this curriculum. UCC invited the proposer to our meeting to ensure clarification of the proposal, and it was subsequently voted upon and approved unanimously.

For the complete curriculum associated with this proposal, visit the Curriculum Review webpage, line 37: http://www.csusm.edu/academic_programs/catalogcurricula/2014-15_curriculum_csm.html

Proposed Catalog Language for the Minor in Electronics

The minor in Electronics includes the theory and practice of analog and digital electronics, embedded systems, sensors, and signals and systems. It covers foundational concepts in physics, as well as building, testing, and troubleshooting electronic systems through a laboratory-intensive curriculum.

Students majoring in Applied Physics cannot minor in Electronics.

Requirements

Completion of a minimum of twenty-two (22) units, eleven (11) of which must be at the upper-division level. Students must earn a grade of C (2.0) or better in each class in the minor.

	Units
a. Required lower-division (11)	
PHYS 201	4
PHYS 202	4
PHYS 280	3
b. Required upper-division (11)	
PHYS 301 Digital Electronics	4
PHYS 402 Computer Interfacing and Control	4
PHYS 403 Signals and Systems	3
Total Units	22

43

44

45

Report from BLP, Electronics Minor (CSM)
April 14, 2015

The Budget and Long Range Planning Committee (BLP) has reviewed the minor in Electronics as well as the resource implications. We thank proposer, Ed Price and his input and assistance as we reviewed the program's resource implications. This program will be housed within the Physics Department in the College of Science and Mathematics.

The electronics minor is a packaging of existing courses specifically to meet the needs of Computer Science students, some of whom already take electronics courses for their Minor in Physics. With this program, students who take the courses will have a Minor in Electronics on their transcripts, which will make this area of expertise more prominent and recognizable for employability purposes. There are currently about 10 students in Computer Science who typically take these courses along with other Physics Majors. It is anticipated that the recognition of an Electronics Minor might make it more relevant and attract even more students.

Because the Electronics Minor consists of a packaging of existing courses that are regularly offered, there are no new resources required.

BLP unanimously recommends the Electronics Minor.

Academic Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer
Telephone: 562-951-4710
Email esmith@calstate.edu

October 1, 2014

Respond by: November 3, 2014

MEMORANDUM

TO: CSU Presidents

FROM: Ephraim P. Smith
Executive Vice Chancellor and Chief Academic Officer

SUBJECT: Wang Family Excellence Award



Purpose of the Award

At the March 2014 Board of Trustees meeting, Chancellor White announced discussions were underway with Trustee Emeritus Stanley T. Wang to reinstate the Wang Family Excellence Award. The purpose of this award is to recognize and celebrate those CSU faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable effect on students. Similarly, a staff member also will be recognized for extraordinary accomplishments in appropriate areas of his or her university assignment.

Past selection committees asked me to convey the following comments in this call for nominations:

- A Wang nominee should be regarded as a “superstar” on the campus.
- Nominees should be making multi-faceted contributions to the learning community, such as involving students in their research, arranging and supervising student internships, involving students in community service, recruiting students, and publishing.

Trustee Wang’s pledge of a \$300,000 gift to the California State University will be awarded in the amount of \$20,000 to each of four faculty members and one staff member annually for three years. This gift has been accepted and is being administered through the CSU Foundation.

CSU Campuses
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 José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

Selection Committee

The Wang Family Excellence Award Selection Committee will be appointed by Chancellor White in consultation with Trustee Emeritus Wang. Members of the committee will include: (1) two members of the Board of the Trustees, (2) Executive Vice Chancellor and Chief Academic Officer, (3) Vice Chancellor, Human Resources, (4) Chair of the CSU Systemwide Academic Senate, and (5) a CSU tenured faculty member previously recognized by the Board of Trustees for outstanding accomplishments. Trustee Emeritus Wang may serve as an advisor to the committee.

Nomination Process

Each campus president annually may nominate for consideration by the Wang Award Committee one probationary or tenured faculty member from each of the following academic discipline groupings as delineated in Attachment A:

- (a) Visual and Performing Arts and Letters;
- (b) Natural Sciences, Mathematical and Computer Sciences and Engineering;
- (c) Social and Behavioral Sciences and Public Service; and
- (d) Education, and Professional and Applied Sciences.

Faculty members nominated for the award must have participated successfully in a campus peer-academic administrative review process such as the reappointment, tenure, and promotion or faculty merit award of teaching, research or scholarship grant processes, and the like. These reviews must have occurred no earlier than the 2010-11 academic year. Those faculty who have not been reviewed will be referred to the campus awards committee for prescreening. Although a CSU president may elect not to nominate four faculty members, no more than one faculty member from each of the disciplines cited above may be nominated. Attached is a sheet with the disciplines subsumed under each of the four major headings. (Note: These four categories may not match a campus's academic organization. Only one nomination per campus may be made under each of the four major Wang discipline categories.)

Awardees will have an outstanding record in: Teaching, Scholarship and/or Service.

The CSU president may also nominate one staff member who currently serves in the management personnel plan as an Administrator III or IV on a campus. To be eligible, the staff member's record of outstanding performance, activities, and accomplishments cited must occur after January 1, 2010. Only one staff member may be nominated per campus.

It is expected that each nomination will be uploaded to the following website <https://csyou.calstate.edu/Employee-Resources/wangawards/Pages/default.aspx> including a separate cover letter from the university president; the president's letter should not exceed two (2) pages. No hard copy submissions will be accepted. A current resume or curriculum vitae must accompany each nomination. Additional documentation is limited to five (5) single spaced, single-sided pages, where nominees may display examples of their individuality and excellence. Submissions for each faculty nominee should include feedback or evidence of impact on students; to this end, quotes from students would be appropriate. Also, please include a high quality, professionally-shot, full color photo, which

may be arranged with your campus's public affairs office. Specific requirements for the photo can be found on the website.

Criteria

- Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment.
- The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

Previous Wang Family Excellence Award recipients are not eligible for a subsequent nomination.

Submission of Nominations and Announcement of Awards

Nominations with supporting documentation should be uploaded to <https://csyou.calstate.edu/Employee-Resources/wangawards/Pages/default.aspx> no later than Monday, November 3, 2014. Winner notification will take place late December, with presentation of the annual awards expected at the January 2015 meeting of the Board of Trustees.

Questions regarding this award program, particularly the nominating process, should be addressed to Sara Zaragoza at szaragoza@calstate.edu or Shannon Bowman at sbowman@calstate.edu.

Attachment A

c: Timothy P. White, Chancellor
Garrett Ashley, Vice Chancellor for University Relations & Advancement
CSU Academic Senate Chairs
Provosts/Vice President for Academic Affairs

FAC**Wang Award Procedure***Rationale*

This is a new document that describes that procedure by which nominees for the Wang Family Excellence Award are nominated on campus and then selected by a CSU Selection Committee. Previously, when an earlier version of the Wang Award was operating, the procedure for the Wang Award and for the Brakebill Award were together in a single document. When the Wang Award was discontinued, the document was modified to remove all reference to the Wang Award and solely address the Brakebill Award.

Note:

The title of the "Faculty Awards Policy" (FAC 217-02 4/15/2014) should be changed to "Brakebill Award Procedure." It does not make sense to have the general title when it now only describes the Brakebill. Also, it is actually not a policy but rather a procedure.

This new document is written be a separate and stand-alone procedure. Campus nominations will be reviewed by the Faculty Awards Selection Committee, which was the practice in the past. The President will make the ultimate determination of the up to four faculty nominees.

Kindly review the 10/1/2014 memorandum that announced the award, and note that the donation of \$300,000 by Trustee Emeritus Wang will fund four faculty members and one staff member annually for three years.

In addition to the proposed procedure, the following items are attached for the reference of Senators:

- (1) the Chancellor Office memo reinstituting the award;*
- (2) a temporary table showing the proposed timeline for the Wang Award in comparison to the timeline for the Brakebill Award. If this document is approved, the Wang timeline would be added to the document itself.*

I. Information on the Award

The purpose of the Wang Family Excellence Award is to recognize and celebrate those CSU faculty members who, through extraordinary commitment and dedication, have distinguished themselves by exemplary contributions and achievements in their academic disciplines, while having a discernable effect on students. The Chancellor's Office shared these comments from previous CSU selection committees:

- A Wang nominee should be regarded as a "superstar" on the campus.
- Nominees should be making multi-faceted contributions to the learning community, such as involving students in their research, arranging and supervising student internships, involving students in community service, recruiting students, and publishing.

Each campus may nominate up to four tenured or tenure-track faculty members. Awardees are selected by a CSU selection committee. Trustee Wang's gift of \$300,000 to the California State University will be awarded in the amount of \$20,000 to each of four faculty members and one staff member annually for three years.

II. The CSU Selection Committee

The Wang Family Excellence Award Selection Committee will be appointed by the Chancellor in consultation with Trustee Emeritus Wang. Members of the committee will include: (1) two members of the Board of the Trustees, (2) Executive Vice Chancellor and Chief Academic Officer, (3) Vice Chancellor, Human Resources, (4) Chair of the CSU System-wide Academic Senate, and (5) a CSU tenured faculty member previously recognized by the Board of Trustees for outstanding accomplishments. Trustee Emeritus Wang may serve as an advisor to the committee.

III. Eligibility

Faculty members nominated for the award must have participated successfully in a campus peer-academic administrative review process such as the reappointment, tenure, and promotion or faculty merit award of teaching, research or scholarship grant processes, no earlier than the 2010-11 academic year. Those faculty who have not been reviewed will be referred to the campus awards committee for prescreening. Although a CSU president may elect not to nominate four faculty members, no more than one faculty member from each of the disciplines cited above may be nominated.

Previous Wang Family Excellence Award recipients are not eligible for a subsequent nomination.

IV. Nomination Process

Each campus president annually may nominate for consideration by the Wang Award Committee one probationary or tenured faculty member from each of the following academic discipline groupings as delineated in "Attachment A":

- Visual and Performing Arts and Letters;
- Natural Sciences, Mathematical and Computer Sciences and Engineering;
- Social and Behavioral Sciences and Public Service; and
- Education, and Professional and Applied Sciences.

V. Nomination Package to be Submitted to Chancellor's Office

For each faculty nominee, the nomination package will include:

- A. The president's cover letter, not to exceed two (2) pages;
- B. A current resume or curriculum vitae;
- C. Additional documentation of no more than five (5) single spaced, single-sided pages, where nominees may display examples of their individuality and excellence, including feedback or evidence of impact on students (e.g. quotes from students); and,
- D. A high quality, professionally-shot, full color photograph.
- E. Submissions will be accepted online only.

VI. Criteria Used by CSU Selection Committee

- Awards will be made to those who have made truly remarkable contributions to the advancement of their respective universities and/or the CSU system.
- Nominees should have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment.
- The activities must advance the mission of the university, bring benefit and credit to the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.
- Previous Wang Family Excellence Award recipients are not eligible for a subsequent nomination.

VII. Nominations at CSUSM

- Nominations may be made by faculty, academic administrators, alumni, and/or students.
- The nominator shall obtain the permission of the nominee before submitting the nomination letter.
- All nominees who consent to the nomination will be directed by the Academic Senate office to complete a dossier to be evaluated by the Faculty Awards Selection Committee.
- Nomination letter shall address how the nominee meets the criteria (500 words maximum). The nomination letter should provide concrete examples of the Candidate's contributions.

VIII. Criteria to be used by CSUSM Faculty Awards Selection Committee

- The Faculty Awards Selection Committee will review the nomination letter, the Candidate's 5-page statement, and CV.
- The Candidate will have made truly outstanding contributions to the advancement of the CSUSM learning community.
- The Candidate will have a demonstrated record of unusually meritorious achievements documented by evidence of superior accomplishments and contributions to the discipline or achievements in an assignment.
- The Candidate's activities must have advanced the mission of CSUSM and the CSU, bring benefit and credit to CSUSM and the CSU, and contribute to the enhancement of the CSU's excellence in teaching, learning, research, scholarly pursuits, student support and community contributions.

IX. CSUSM Timetable (See separate working draft)

X. Attachment A Academic Discipline Grouping for Wang Award

Visual and Performing Arts and Letters

Art, Music, Theatre Arts, Dance
 Foreign Languages
 English, Comparative Literature
 Classics
 Humanities
 Linguistics, Speech Communication
 Philosophy, Religious Studies

151	<u>Natural Sciences, Mathematical and Computer Sciences and Engineering</u>
152	Biology, Biochemistry, Ecology, Microbiology, Genetics, Toxicology
153	Chemistry, Physics, Astronomy, Geology, Earth Science, Meteorology,
154	Oceanography
155	Mathematics, Statistics
156	Computer Science, Information Systems
157	all forms of Engineering
158	Environmental Science
159	
160	<u>Social and Behavioral Sciences and Public Service</u>
161	Psychology, Human Development
162	Public Administration, Recreation Administration
163	Social Work, Gerontology
164	Deaf Studies
165	Criminal Justice/Criminology
166	Anthropology, Archeology
167	Economics
168	History
169	Geography
170	Political Science, International Relations
171	Sociology
172	Ethnic Studies (including Asian American Studies, African American Studies,
173	Native American Studies, Mexican-American/Chicano/Latino Studies)
174	Urban Studies
175	Labor Studies
176	Cultural Resources Management
177	Area Studies (including American Studies, Asian Studies, European Studies,
178	etc.),
179	Women's Studies
180	
181	<u>Education, and Professional and Applied Sciences</u>
182	Professional Preparation of Teachers, Curriculum and Instruction,
183	Educational Leadership/Administration, Special Education
184	Speech Pathology and Audiology/Communicative Disorders
185	Library and Information Science
186	Counseling
187	Kinesiology/Physical Education
188	Industrial Arts, Industrial Technology
189	Agriculture, Agronomy, Soil Science, Animal Science, Horticulture
190	Dietetics/Nutritional Science, Forestry, Natural Resources Management,
191	Architecture, Environmental Design, Interior Design, Landscape Architecture,
192	Urban/Rural/Regional Planning,
193	Business (including Accounting, Marketing, Management, Finance,
194	Hospitality Management, Human Resources Management, etc.),
195	Public Relations, Journalism, Mass Communication, Radio-TV-Film,
196	Advertising

197 Health Science, Nursing, Health Care Management, Occupational Therapy,
198 Physical Therapy, Public Health, Genetic Counseling, Biomedical Clinical
199 Science, Radiological Health Physics,
200 Family and Consumer Sciences, Child Development, Apparel Merchandising
201 and Management,
202 Marine Transportation
203 Fire Protection Administration
204
205
206

TIMELINES -- Harry E. Brakebill Distinguished Professor Award / Wang Family Excellence Faculty Awards

BRAKEBILL	WANG	
Spring: call for candidates for the Faculty Awards Committee. Committee selection shall be part of the Academic Senate election process	Spring: call for candidates for the Faculty Awards Committee. Committee selection shall be part of the Academic Senate election process	
First week of April: Distribution of information the Brakebill Awards, the timeline, and the nomination process by the Academic Senate.	First week of April: Distribution of information the Wang Family Excellence Award, the CSUSM timeline, and the nomination process by the Academic Senate.	
Third week of May: Last Day to nominate for the Brakebill Award. Nominations due in the Academic Senate Office no later than the last day of the semester.	Third week of May: Last Day to nominate for the Wang Family Excellence Award. Nominations due in the Academic Senate Office no later than the last day of the semester.	
First week of June: Acceptance letters due in Academic Senate office from Brakebill nominees	First week of June: Acceptance letters due in Academic Senate office from Wang Family Excellence Award nominees.	
Summer: Preparation of Brakebill Dossiers	Summer: Preparation of Wang Family Excellence Award nominee Dossiers.	
Third week September: Dossier dues in Academic Senate office.	Third week September: Dossiers due in Academic Senate office.	
Second week October: Recommendation for the Brakebill recipient due to the president.	Second week October: Recommendation for the Wang Family Excellence recipient(s) due to the president.	
Second week November: President informs campus community of Brakebill recipient.	Fourth week October: President informs campus community of Wang Family Excellence Award nominees.	<i>(This presumes that the earliest deadline for uploading docs to the Chancellor's office would be first week in November.)</i>
	Nominations with supporting documentation should be	

TIMELINES -- Harry E. Brakebill Distinguished Professor Award / Wang Family Excellence Faculty Awards

	uploaded to https://csyou.calstate.edu/Employee-Resources/wangawards/Pages/default.aspx with deadline set annually by the CSU President (before each Winter Break).	
	Winner notification will take place as scheduled annually by the CSU President., with presentation of the annual awards expected at the January meeting of the Board of Trustees.	

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:****Rationale**

The requirements and recommendations found in this policy are intended to facilitate communication of course objectives to the curriculum review committees and to students who enroll in those courses. More broadly, since syllabi are potentially viewed as binding contracts between the students and faculty, greater clarity and more complete information in the syllabi may help protect all faculty and the University from possible litigation.

There are several benefits to establishing policies for certain uniform content in syllabi. These include:

- (1) Making curriculum review more efficient;
- (2) Helping new faculty to write syllabi;
- (3) Helping all faculty to address larger curricular goals (e.g., Program Student Learning Outcomes and General Education Program Student Learning Outcomes);
- (4) Helping in the assessment of course learning objectives needed for curriculum and accreditation reviews;
- (5) Helping students become better learners by better understanding course objectives and requirements;
- (6) Decreasing the number of student grievances filed, and simplifying the resolution of grievances that are filed;
- (7) Protecting the faculty and the University from legal actions;
- (8) Aiding students in transferring coursework to other institutions; and
- (9) Aiding students who need to provide a record of course content to licensing and accrediting agencies.

Various requirements on syllabi are already scattered throughout University policies. As of April 2015, a survey of policies posted on the Policies and Procedures webpage reveals the following requirements and recommendations on syllabi:

- (A) Academic Honesty Policy
Recommends that syllabi include a statement on Academic Honesty and provides suggested wording.
- (B) Administrative Course Drop Policy
Requires syllabi to specify dates of required attendance to avoid being subject to administrative drops
- (C) Community Service Learning Courses Policy
Requires syllabi to contain explicit learning outcomes and explanation of how the service experience will help students to attain these.
- (D) Credit Hour Policy

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Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

Requires syllabi to include the expectation of 45 hours of student effort for each unit of credit for all courses (with appropriate modifications for courses with activity and laboratory modes of instruction)

- (E) Dual-Listing Lower-Division and Upper-Division Courses Policy, and also the Undergraduate and Graduate Dual-Listed Courses Policy
Requires syllabi for such courses to include course descriptions, course readings and activities.
- (F) On-line Instruction Policy (currently under revision at APC)
The existing policy requires that on-line and hybrid courses indicate that they are on-line and hybrid in their syllabi and recommends that syllabi include
 - a. Prerequisite technical competencies
 - b. Contact information for technical assistance
 - c. Course requirements for participation
 - d. Statement on how the course complies with the campus Credit Hour policy

Additional requirements can be found in the Revised C-Form approved at Academic Senate on May 1, 2013:

1. (For proposals involving dual-listing of upper-division and graduate courses) At the time of the review of the dual-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to all curriculum committees as support for the dual-listing. Examples of greater expectations may include that graduate students show development of independent critical judgment and evaluation of course material, and that graduate students present the evidence of their original critical analysis. Examples of additional assignments might include significant research papers, oral presentations of research on course assignments, and/or the demonstration of more sophisticated laboratory or studio skills than those required of students in the undergraduate course.
2. (For all proposals) When a detailed course outline or syllabus is provided, these should contain (i) a list of the specific subject material to be covered, (ii) a tentative reading list, (iii) a list of the major assignments/activities that students will complete (including how the All-University Writing Requirement will be met), and (iv) a grading scheme indicating what will form the basis of student grades.

The WASC 2013 Handbook of Accreditation (Revised) includes the following guideline for Teaching and Learning Criterion for Review 2.4 (on Student Learning Outcomes, standards of performance, and

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

assessment): Student learning outcomes are reflected in course syllabi.

Additionally, the glossary to this handbook, which defines terms as WASC “typically uses these words for purposes of institutional review and reporting” (from the Handbook), gives the following definition:

Syllabus – a document prepared by the instructor and distributed to students at the beginning of a course. The syllabus generally includes learning outcomes, grading standards, a reading list, assignments, dates of tests, the plagiarism policy, and other information

Definition

The purpose of this policy is to establish clear guidelines on what material must be included in a syllabus, and to make recommendations for additional items that instructors may choose to place in their syllabi.

Authority

The president of the university

Scope

This policy applies to all CSUSM credit-bearing courses except independent study, research and internship courses for which independent student work is the primary mode of instruction.

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

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

I. Distribution and Archiving of Syllabi

- A. The course syllabus must be made available to students no later than the first class meeting. The syllabus may be distributed either in hard-copy format or posted online.
- Instructors are encouraged to post syllabi in Cougar Courses (or equivalent Learning Management System if another is used in place of Cougar Courses) instead of printing hard-copy syllabi as this is less resource-intensive, and it is harder for students to lose the syllabus if they have electronic access to it.
 - It is recommended that a copy of the syllabus be sent to the appropriate subject librarian at the start of the semester.
- B. A copy of the course syllabus must be placed on file in the program/department office and/or the Dean's office by the fourth week of classes.
- The program/department office or Dean's office is responsible for forwarding a copy of the course syllabus to Academic Programs (electronic format preferred).
 - Academic Programs will maintain an electronic archive of all course syllabi.

II. Syllabus Elements Required for All Courses

- Course Number**
- Course Name**
As it appears in the catalog.
- Semester or Term in which the course is being offered**
- Name of Instructor(s)**
- Office hours and location**
Note that (per the Online Instruction Policy) instructors for on-line courses must also hold "office hours."
- Faculty contact information**
Faculty e-mail address, office location, and/or campus phone number.
- Official Course Description**
Taken verbatim from the General Catalog. The official catalog descriptions are limited in length, and instructors are encouraged but not required to supplement the official catalog statement by following the official course description with an "Expanded Description" that provides greater detail about what will be covered in the course. While such an "Expanded Description" may be useful for any course, it is

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

especially recommended for courses where the catalog description is sufficiently broad that there may be significant differences in coverage from offering to offering.

8. Course Learning Outcomes

The Course Learning Outcomes (CLOs) are intended to communicate to the students what they are able to do upon completion of the course. These are often stated in a greater level of detail than Program Student Learning Outcomes. CLOs should be presented using the following construction:

Upon successful completion of this course, students will (be able to):

[List of Course Learning Outcomes follows.]

At their own discretion, instructors may choose additionally to indicate how the CLOs are addressed in the course and how students will be expected to achieve them.

9. Required/recommended materials/services

Any required/recommended materials or services that students would have to purchase in order to complete the course. Include required texts, any required software and (for courses with an online component) minimum computer requirements. As applicable, include information about any Department, College or University resources available for students unable to purchase these materials or services.

10. Schedule

Tentative Schedule, including types and sequences of activities (e.g., readings, labs, field trips, etc.) at a level of detail sufficient to allow readers to understand roughly what percentage of the course is spent on different topics.

11. Course requirements and grading standards

Course requirements (i.e., number of exams, assignments, etc.) and grading standards (i.e., relative weight of the exams, assignments, etc.).

12. All-University Writing Requirement

Statement on how the All University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in the course.

13. Credit Hour Policy Statement

Per the University Credit Hour Policy,

- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode,

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)

- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.
- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

14. Final Exam Statement

Syllabi must include either the date and time of the final exam, or a statement that there will be no final exam. If this information is integrated with the tentative schedule (item 10) or the course grading standards (item 11), then it is not necessary to make this a separate syllabus item.

15. ADA Statement

A sample statement follows:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.

III. Syllabus Elements Required for Courses As Applicable

1. [For courses offered in a format other than face-to-face, traditional (FT) instruction]

Course Format

The Online Instruction Policy lists the following alternatives to face-to-face, traditional (FT) instruction: face-to-face, online (FO); local, online (LO); remote, online (RO); or hybrid (HY).

2. [For on-line and hybrid courses]

Necessary technical competency required of students

3. [For on-line and hybrid courses]

Contact information for technical support assistance

This may include customer support for software used in the course as well as the CSUSM Help Desk.

Course Syllabi Requirements and Recommendations**POLICY****Implementation Date:**

4. [For courses identified by departments as addressing the Program Student Learning Outcomes (PSLOs) in a major offered by the department which offers the course]
Program Student Learning Outcomes (PSLOs)
The syllabus must include a list of all PSLOs that the department has determined are addressed in the course. At their own discretion, instructors may choose additionally to indicate how the CLOs are addressed in the course and how students will be expected to achieve them.
5. [For courses certified as fulfilling a requirement in the CSUSM General Education Program]
General Education Program Student Learning Outcomes (GEPSLOs)
The syllabus must include a list of all GEPSLOs that the course has been recognized by the General Education Committee as addressing. At their own discretion, instructors may choose additionally to indicate how the GEPSLOs are addressed in the course and how students will be expected to achieve them.
6. [For courses where material will regularly be made available to students via Cougar Courses, other Learning Management Systems, Library Reserves, etc.]
How course material will be made available
7. [For courses with such a policy]
Course attendance policy
- Any special attendance requirements, such as attendance at outside events or Service Learning activities must be listed.
 - In accordance with the Administrative Course Drop policy, if there are any dates for which attendance is required to avoid being administratively dropped, these must be specified.
 - Hybrid courses with specific on-campus meeting requirements (e.g., for exams) must state those requirements.
- If the course attendance policy is integrated with the course grading standards (required item 11), then it is not necessary to make the attendance policy a separate syllabus item.
8. [For courses with such a policy]
Policy on Late/Missed Work
If the instructor has a policy regarding acceptance of late work or making up missed work, this must be specified in the syllabus. If such a policy is integrated with the course grading standards (required item 11), then it is not necessary to make this a separate syllabus item.
9. [For courses with such a policy]
Student Collaboration Policy
Any course guidelines and rules on (i) how students may collaborate on assignments and/or (ii) how students are required to work together.

Implementation Date:

IV. Syllabus Elements That Are Recommended, But Not Required for All Courses**1. Class meeting time and location****2. Academic Honesty Statement** [Strongly recommended.]

Per the Student Academic Honesty Policy, the syllabus should include a statement on Academic Honesty such as:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

It is recommended that students be referred to the full Academic Honesty Policy at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html.

3. Class Behavior Expectations

A sample statement follows:

Students in this class are expected to follow these basic principles:

- Demonstrate respect for oneself and for others.
- Treat others with dignity and behave in a way which promotes a physically and psychologically safe, secure, and supportive climate.
- Allow all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

On-line and hybrid courses may wish to add expectations for 'netiquette'.

4. A statement that the syllabus is "subject to change with fair notice."

Implementation Date:

V. Useful Syllabus Elements That Instructors May Opt To Include At Their Own Discretion

1. [For courses certified as fulfilling a requirement in the CSUSM General Education Program]
Area-Specific General Education Requirements
Which of the General Education area-specific requirements (formerly called General Education Learning Outcomes, or GELOs) the course satisfies, and how these requirements are addressed in the course.
2. **Statement on student responsibility for Add/Drop deadlines**
A sample statement follows:
Students are responsible for understanding all processes and timelines associated with adding or withdrawing from a course. Published detailed information can be found with the Class Schedule on the CSUSM website.
3. **Statement on student responsibility for assignment deadlines and failed technology**
A sample statement follows:
Assume that technology will fail at some point. Do not assume that everything will go smoothly when it comes to computers. Plan ahead. Do not leave completion/submission of assignments/projects for the last possible moment.
4. **Tips and suggestions for student success in the course**

1 | **FAC**

2 **Department of Communication RTP Standards**

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4 *FAC reviewed this document for clarity and consistency with university policy. FAC thanks the*
5 *Department of Communication for its collaboration during the review process. FAC*
6 *recommends that the Academic Senate approve this document.*
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**Criteria and Standards for Retention, Tenure, and Promotion
Department of Communication**

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54 | Introduction

55

56 This document elaborates on the CSUSM Faculty Personnel Policies and Procedures for
 57 Retention, Tenure, and Promotion and the College of Humanities, Arts Behavioral and Social
 58 Sciences Standards and Procedures for Retention, Tenure, and Promotion. It articulates for our
 59 tenure-line faculty members (and reviewers of a Working Personnel Action File or WPAF) the
 60 Communication Department's performance expectations and recommendations related to
 61 achieving retention, tenure, and promotion.

62

63 The Working Personnel Action File (WPAF) assembled by a faculty member documents
 64 their accomplishments and activities and thus is the evidentiary basis for evaluating
 65 performance and effectiveness in Teaching, Research and Service. The WPAF must comply
 66 with the guidelines set forth in the University-level and college-level RTP documents. Review
 67 committees at all levels base their assessments of a faculty member's achievements on the
 68 information provided in the WPAF.

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70 | Communication Discipline

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72 The Communication Department (hereafter the Department) "recognizes the transformative
 73 power of communication and its utility for re-making how we think about and act in personal,
 74 organizational, cultural, social, and political life" per the Department's Mission Statement. The
 75 Department offers two majors in Communication and Mass Media, and two Minors in
 76 Communication and Critical Intercultural Communication; its courses serve students in several
 77 minors and interdisciplinary programs in CHABSS.

78

79 Communication scholars explore a broad range of communication phenomena from a variety
 80 of methodological and paradigmatic perspectives. The discipline of Communication focuses on
 81 how people use messages to generate meanings within and across various contexts, cultures,
 82 channels, and media. The discipline promotes the effective and ethical practice of human
 83 communication. The discipline is divided into several fields; the most common include, but are
 84 not limited to: Applied Communication; Communication Theory; Critical Cultural Studies;
 85 Electronic Media; Ethnography of Communication; Health Communication; International and
 86 Intercultural Communication; Interpersonal Communication; Language & Social Interaction;
 87 Mass Communication & Media Literacy; Mediation, Conflict, and Dialogue; Organizational
 88 Communication; Performance Studies; Political Communication; and Rhetorical Studies.

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90 | Clarity in Description and Categorization of Activities

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92 One of our strengths as a department community is a rich variety of intellectual traditions,
 93 theories, methods and pedagogical practices used to inquire into the many forms and
 94 implications of Communication, both the discipline and the human process. It is the
 95 responsibility of each faculty member under review to describe their activities in language that is
 96 clear and accessible, and to explain (or minimize use of) jargon or terminology that is highly
 97 specialized.

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99 | Scope, Emphases, and Basis of Review

Faculty undergoing periodic review and performance reviews should emphasize their accomplishments during the period since the last review, and address how they have incorporated feedback from prior reviews, including what steps were taken or changes made, or if no changes were made, why.

At each review, faculty in tenure-track lines in our department must indicate active engagement in advancing theories, pedagogies, or service forward, including increasing effectiveness in teaching. The WPAF narrative should also include active engagement with feedback, suggestions, and advice offered in prior reviews, and distinguish that which is on record from prior reviews of teaching, research and service from subsequent accomplishments. The narrative must include reference to prior feedback from the PRC, Dean, and Provost, when applicable. It is noted that performance expectations across all three areas differ for assistant, associate, and full professors (see CHABSS RTP document for specifics).

I. TEACHING

A. OVERVIEW

As teaching professionals, we prize the design, delivery and maintenance of high-quality, challenging, engaging, learning environments. We position and develop students as thoughtful communicators, active learners, and critical thinkers about communication in its myriad forms and contexts.

B. WRITING THE REFLECTIVE STATEMENT ON TEACHING

A faculty member's narrative must connect their teaching philosophy to activities within particular courses. The statement should make clear how particular items in the WPAF serve as the evidence of teaching effectiveness (appropriate for/relative to the Candidate's time in rank and to the type of review, as discussed above in "Scope"). The Candidate should interpret quantitative and/or qualitative evaluations in order to provide the greatest insight to courses taught. The reflective statement should comment upon the nature and the evolution of the Candidate's pedagogy.

The WPAF should include a teaching narrative and supporting items, including:

1. **Courses Taught.** As faculty in a large department offering two degree programs, faculty members in the Department must support students' timely progress toward degree completion by regularly teaching a mix of core and elective courses supporting the Communication and Mass Media programs.
 - a. In presenting information about courses taught, the vita should list all courses taught since date of hire, beginning with the most recent. The narrative should focus on courses taught during the period under review, and indicate whether particular courses were (for this faculty member) a "new prep" (defined as the first time they taught it on this campus), an existing course, substantial

revision of an existing course, or a new a course they designed. The number of students taught should be indicated in the narrative and/or vita.

- b. Any optional additional teaching activities a faculty member elects to undertake (such as supervising Independent Study courses, mentoring undergraduate scholars, summer or winter session teaching, etc.) should be included on the vita. While summer or winter session teaching is not required as part of the academic year teaching contract, if a faculty member engages in this voluntary activity, they are expected to include information and discussion about these courses.

2. **Syllabi.** Faculty shall provide student syllabi for each course taught, and syllabi shall be addressed in the narrative, particularly as changes are made. **One syllabus for each course taught** for the period under review shall be included in the WPAF. Additionally, if multiple sections of the same course are taught, multiple syllabi may be offered if the course was significantly revised or if significant pedagogical variation is present.

Syllabi should follow these guidelines:

- Include established departmental PSLOs and assignments linked to student learning outcomes.
- Reflect compliance with the University writing requirement (each 3 unit course requires assignments totalling 2,500 words, approximately 10 pages).
- Include office hours (faculty are required to hold one office hour per week for each 3 unit course taught and to respond to student inquiries regarding advising needs).

C. EVIDENCE OF TEACHING EFFECTIVENESS

There are many ways to document a faculty member's effectiveness in teaching. The reflective statement should address how items included in the teaching section of the WPAF serve as evidence of this effectiveness. "Effectiveness" is evaluated based on teaching evaluation scores (should be predominantly at the department mean for similar courses) and qualitative responses, competence in preparing syllabi, demonstrated incorporation of department SLOs, and appropriate course assessments for both department and course SLOs. In addition, teaching effectiveness should demonstrate improvement over time, such as improved evaluation scores, the incorporation of new pedagogical techniques, or continued mentoring of students. Lastly, the PRC will evaluate effectiveness based on potential feedback from peers based on peer observations or course reviews.

1. Required evidence

- University-administered student evaluations of teaching. The expectation in our department is that mean scores on these student evaluation items will be in the 4 to 5 (good to excellent) range and not fall consistently below the mean scores for college and comparison groups. Instances in which mean scores

fall below college and comparison group scores should be discussed in the reflective statement.

Data from the university-administered student evaluations should be presented in the WPAF in copies of the reports received from the university. In addition, the Department requires faculty to include a summary of these findings in their teaching narrative.

2. **Other sources** of evidence of effective teaching may include, but not limited to:

- a. Classroom Observation – Faculty may elect to include written summary results of peer observation evaluations of their teaching in the WPAF;
- b. Curriculum Materials Review – Statements from colleagues who have systematically reviewed and commented on the candidate's course materials may be included;
- c. Samples of graded assignments, papers, and/or exams (with student name removed);
- d. Samples of prompts for assignments, online discussion, papers and/or activities;
- e. Examples of assessment techniques and rubrics;
- f. Lecture outlines, handouts, notes, and/or slides;
- g. Information about how a guest speaker, video, performance, field trip etc. supported course assignments or learning objectives;
- h. Evidence of participation in teaching-related workshops, additional training/professional development (as attendee or presenter), including evidence of how the new information was used in teaching or how one disseminated one's innovative teaching practice;
- i. Nomination for teaching award;
- j. Conferral of teaching award;
- k. Student feedback other than university-administered course evaluations (solicited and unsolicited with student names removed);
- l. Invited guest lecture;
- m. Video or audio recording of teaching.

II. RESEARCH/CREATIVE ACTIVITY

A. OVERVIEW

It is important for communication scholars to share their knowledge and ideas with others in their field as we work to build theories and understanding of human communication and media. Communication scholars typically participate in research/creative activity in an effort to contribute to the evolving body of theories and knowledge that inform our understanding of human communication and media, and participate in ongoing conversations and discovery in a number of venues.

B. WRITING THE REFLECTIVE STATEMENT ABOUT RESEARCH/CREATIVE ACTIVITY

In the realm of scholarship, the Department holds four primary and interrelated

expectations of its faculty at all ranks leading to a research program. A research program is a series of research endeavors, publications, presentations, or creative activities that are focused on engaging and forwarding a set of theories, social issues, or applied problems related to the faculty member's area of expertise. A program should illustrate 1) sustained productivity; 2) continued scholarly or creative development; 3) public dissemination of their work to communication as a scholarly discipline; and 4) scholarship that shows rigor and engagement with a scholarly community.

The Department values all forms of authored scholarship (i.e., solo, co- or multi-authored). In each case, it is the responsibility of the faculty member to provide evidence of the nature of their contribution and the quality of the completed work with respect to these expectations in the narrative statement and as documented on their curriculum vitae. Rigor and engagement may be demonstrated in the narrative by the explanation of publication or performative venues (audiences reached), discussion of the ways in which the research moves the discipline or area forward, discussion of the rigor of publication venues (peer reviewed, number of applications selected, etc.), or explanation of the application of the work.

C. EVIDENCE OF RESEARCH EFFECTIVENESS

1. **Major research/creative activity achievements include:**

- a. Peer-reviewed journal articles in which the Candidate's contribution was significant (e.g., make clear what the Candidate's contribution entailed if co-authored work—"significant" means more than 50% contribution toward the completion of the publication), and which are published (or accepted for publication) in non-pay-to-publish well-respected academic journals. "Well-respected" indicates both well-respected editorial boards and publication rejection rates, but also "cutting-edge" emerging journals or publications in emerging areas of study. Evidence of the quality and/or significance of the work may be demonstrated, for example, by published rejection rates, Google Scholar citations, impact factors, or other external evidence;
- b. Book chapters published (or accepted for publication) in which the Candidate's contribution was significant (e.g., make clear what the contribution entailed if co-authored work) and which is original work; the Department recognizes that the value of a scholarly book chapter is generally considered equivalent to a scholarly article;
- c. Scholarly book authored by the Candidate;
- d. Scholarly book edited by the Candidate;
- e. Successful externally funded grant. This might be grants from federal agencies, such as NIH, NSF, NEH, DOE, etc.; however, substantial grants from nationally recognized private foundations may also be included;
- f. Serving as editor of a disciplinary journal.

We recognize that other items may be considered major scholarly achievements such as creative or applied publications, media products, web-based archives, web-based scholarship, or performances. Assessment of scholarly/creative achievements must include evaluation by experts in the field regarding the quality of the contribution to the field of study (see CHABSS RTP

standards). It is expected that the faculty member will provide evidence and arguments that make the case that an item belongs in this category. We suggest that the faculty member consult with senior faculty if there are questions about the most appropriate category for an item.

2. **Additional research/creative activity achievements.** There are a number of other products that are considered evidence of additional scholarly activity. Examples include, but are not limited to:

- a. External grant proposals (approved, but not necessarily funded);
- b. Internal grants or small external grants (\$5,000 and below);
- c. Conference presentations, publications in conference proceedings, research published on digital media, fellowships, awards, and/or honors, analysis and other materials developed with/and intended for use by other scholars, invited addresses, encyclopedia entries, refereeing of a book, journal article, monograph, and/or conference paper, and other scholarly work that does not meet the criteria set forth under major scholarly achievements;
- d. Book reviews published in journals. Preference is given to those reviews published in journals generally, where there is the possibility of rejection, which demonstrates the competitive nature of this type of work and contribution to disciplinary knowledge and advancement;
- e. Conference presentations and/or participation as panel respondent;
- f. Other disciplinary awards for scholarship/creative activity.

III. SERVICE

A. OVERVIEW

The Department has a longstanding tradition of service given to the Department, College, University, and broader communities. Given our emphasis on the development of guiding students to be “culturally aware, astute, civic-minded individuals,” our department faculty model this ideal by taking service obligations very seriously. The department values service as a way to develop our department, college, university, profession, and community. In addition, the Department recognizes that service is an opportunity to cultivate leadership skills, networking opportunities, as well as research and pedagogical relationships and skills. Consequently, service activities are highly valued and are an essential component of retention, tenure, and promotion evaluations. The extent and types of service vary with rank, as described below.

B. WRITING THE REFLECTIVE STATEMENT ON SERVICE

Documentation of service should be accompanied by a narrative of the impact of the service on the department, college, university, community, or profession. A narrative of service impact may include a description of the nature of the work, the number of hours spent on tasks, the roles played on committees, and the outcomes of the work. Faculty should convey how the outcomes of the service activity serve a useful purpose on campus, in the community, and/or in the profession.

C. LEVELS/TYPES OF SERVICE

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1. **Routine service.** Routine service is expected of every tenure track faculty member regardless of commitments outside of the Department or University. Communication faculty members are expected to participate in routine service as part of their standard workload (15 WTUs). Faculty who have release time due to grant work or outside service commitments are still expected to routinely participate in Department activities (unless on sabbatical or other leave).

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The Department has a high service need from its faculty in part because it houses two majors (Communication and Mass Media) and two minors (Communication and Critical Intercultural Communication). The Department therefore requires additional work in typical areas of departmental service such as annual program assessment, program evaluation, and curriculum development and management. In addition to these departmental service activities, the department mission statement strongly encourages faculty to be actively engaged in service to the university, professional, and other communities. Given these unique characteristics, department faculty need to balance departmental service needs with other service commitments carefully.

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It is up to the individual to explain the purpose and importance of the service. The following tasks are considered routine service in the Department and should not be used as evidence of major service when being considered for retention, tenure, or promotion. Routine service includes but is not limited to:

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- a. Attendance at department meetings, annual retreats, and other meetings;
 - b. General academic advising for majors and minors;
 - c. Conducting transfer/freshmen orientations as needed;
 - d. Service on department-level committees (e.g., curriculum, new program planning, policy development, etc.);
 - e. Participating in regular program assessment activities;
 - f. Participating in the program review process;
 - g. Participating in tenure-track search process (not a search committee member);
 - h. Attendance at the annual University commencement ceremony;
 - i. Attendance at, and/or planning of, the annual department graduation recognition ceremony.
 - j. Service on one PRC for tenure-track faculty or service on one PRC for lecturers in an academic year.

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2. **Major Service.** These activities are expected of tenure line faculty members but are typically above and beyond routine service. Over time, service activity is expected at the department, college, university, disciplinary and/or community levels, but may vary depending on the year and the individual faculty member's commitments and interests. It is expected that tenure-line faculty will take increasing leadership within a variety of these levels (i.e., some Departmental, some College, some University, etc.) as the Candidate progresses in their career. Examples of major service include, but are not limited to:

- a. Department Service level

- i. Department chair;
- ii. PRC common member
- iii. Program or curriculum development beyond routine changes;
- iv. Advisor to student organizations: Lambda Pi Eta Honor Society (LPE) and/or Communication Society;
- v. Developing a major new departmental initiative (i.e., graduate program);
- vi. Organizing a special event for department participants (i.e., Media and Communication (MAC) Days, Meet & Greets, student research forum);
- vii. Search Committee Member;
- viii. Lead role in program assessment activities;
- ix. Lead role in the program review process.

b. College/University Service level

- i. Academic senator;
- ii. Chair or member of College or Academic Senate committees (e.g., FDC, CAPC, HAPC, BLP, FAC, APC, UCC, etc.);
- iii. Faculty Mentoring Program participant;
- iv. Regular participation in university events/open houses;
- v. Special event chair for a campus-wide activity (e.g., organizing a conference, library exhibit, panel, Arts & Lectures talk);
- vi. Campus or College Initiative or Task Force Leadership and/or participation.

c. Community/Professional Service level

- i. Speaker, community event;
- ii. Reviewer for journals and conferences;
- iii. Professional presentations to university or community organizations;
- iv. Officer or committee member in a professional society;
- v. Journal editor;
- vi. Editorial board member.

IV. DEPARTMENTAL EXPECTATIONS AT EACH LEVEL OF REVIEW

A. EXPECTATIONS FOR RETENTION OF PROBATIONARY FACULTY

1. **Teaching.** Faculty are expected to clearly establish their effectiveness as instructors during the probationary period.
2. **Research/Creative Activity.** Major and additional research/creative activity achievements should accumulate across successive reviews. In the first year, the faculty member is expected to establish a scholarly research program. In the second year, the faculty member is expected to present work at a conference or similar venue. By the beginning of the third year, there should be at least one major research/creative activity or publication in the pipeline. Major and additional scholarly achievements should then accumulate across successive reviews at a rate that will enable the Candidate to meet the scholarship standard at the time of tenure

and promotion (see section IV.B.2).

3. **Service.** Service activities should reflect increasing levels of engagement starting with Department service in the first two years and additional service at the College, University, and/or community level in the later probationary years. In the first year, service will be primarily routine Department service. In the 2nd/3rd year, in addition to routine Department service, the faculty member *may* include participation in some College or University committees. It may also include participation in community-level events or programs. In the 4th- 6th year, service *should* include some major Department service in addition to routine service, as well as some College- or University-level work. Service may also include participation in local or professional community.

B. EXPECTATIONS FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

1. **Teaching.** The faculty member should have generated evidence of evolving pedagogy and consistently effective teaching as demonstrated by effective course materials, student evaluations of teaching that do not fall consistently below the mean scores for college and comparison groups, and other relevant items.
2. **Research/Creative Activity.** In addition to evidence of continuous engagement in research/creative activity, faculty members should be able to demonstrate the sustainable nature and independence of their research programs by providing evidence of at least six (6) contributions, three of which must be major research/creative activity achievements.
3. **Service.** The record of service must include some major Department service in addition to routine service, as well as some College- or University-level work. Service may also include participation in local or professional community.

C. EXPECTATIONS FOR PROMOTION TO FULL PROFESSOR

1. **Teaching.** The faculty member should have generated continued substantial and sustained evidence of evolving pedagogy and consistently effective teaching as evidenced by effective course materials, and student evaluations that do not fall consistently below the mean scores for college and comparison groups.
2. **Research/Creative Activity.** The faculty member should demonstrate a sustained contribution to the knowledge base of the discipline by providing evidence of at least six (6) – three of which must be major – research/creative activity achievements. These achievements must have occurred after submission of the file for tenure/promotion; therefore, only items that were not included in or added to the WPAF for tenure/promotion will be considered.
3. **Service.** After earning tenure and promotion, service should continue at the Department level and must also include some leadership positions within the College,

University, or larger community (e.g., chair of a College committee; leadership in a professional group).

D. EXPECTATIONS FOR PERIODIC EVALUATION OF TENURED FACULTY

1. Faculty are expected to remain engaged in teaching, scholarship, and service.
2. The Department recognizes that after promotion, a faculty career may take a variety of forms. Therefore, the weight given to each of the three areas by a faculty member may also vary. However in general, continued engagement in pedagogical delivery and development, effective teaching as evidenced by effective course materials and student evaluations of teaching that do not fall consistently below the mean scores for college and comparison groups, continued research/creative activity achievements (both major and otherwise), and continued service at various levels are expected.

Faculty Affairs Committee
School of Nursing RTP Standards

The School of Nursing has revised its current RTP standards document (7/1/2012). FAC has reviewed the document for clarity and coherence with university policy. FAC thanks the School of Nursing for its collaboration during the review process. FAC recommends the Academic Senate approve this document.

Definition: Standards governing RTP process for faculty in the School of Nursing.

Authority: The collective bargaining agreement between The California State University and the California Faculty Association.

Scope: Eligible Unit 3 School of Nursing faculty at California State University San Marcos.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost & Vice President for Academic Affairs

Approval Date

Revision 1:
Implemented: 08/08/2007
Revision 2:

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I. PREAMBLE

This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Nursing within the College of Education, Health and Human Services. The provisions of this document are intended to be implemented in conformity with University-wide Faculty Personnel Policy for Retention, Tenure, and Promotion.

II. GUIDING PRINCIPLES

A. General Guiding Principles

1. All standards and criteria shall reflect the University, College and School Mission and Vision Statements and advance the goals embodied in those statements.
2. The three performance areas that shall be evaluated include teaching, research/creative activity and service. While recognizing instruction as a central institutional mission, the College of Education, Health and human Services (CEHHS), School of Nursing (SON) and disciplinary standards and criteria should recognize the diversity of each faculty member's contribution to the University. While the School affirms the University-wide requirement of sustained high quality performance in all areas, it encourages flexibility in the relative emphasis placed on each of the three performance areas. Faculty in the SON will incorporate into their WPAF a statement describing the relative emphasis placed on the three areas since their last review (or in the case of tenure and promotion to Associate Professor, since hire). For example, if program development has been required by the unit, the affected faculty member will explain his/her role in that effort.
3. Methods of performance assessment for teaching, research/creative activities and service shall be clearly specified and uniformly applied to all faculty. Activities assessed in one area of performance shall not be duplicated in any other area of performance evaluation.
4. At all levels and stages of the RTP process, faculty have the right to clearly articulated performance expectations. The RTP process should be simultaneously evaluative and developmental and be carried out in a cooperative, collaborative environment.
5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the Candidate. In addition to this document, the Candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also take advantage of available opportunities that provide guidance on the WPAF and describe the responsibilities of the Candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.

There are several accrediting and regulatory bodies for the School of Nursing. These include Commission on Collegiate Nursing Education (CCNE), Board of Registered Nursing (BRN), and advanced certifying bodies found in the American Nurses Credentialing Center (ANCC) . There are required criteria from CCNE, ANCC and BRN for faculty. For example, this would include maintaining an active nursing license, continuing education credits, professional practice and clinical currency, maintaining credentials, and board certification. The following websites are helpful for reviewing faculty requirements for licensure, accreditation and certification: BRN: <http://www.rn.ca.gov/>
CCNE: <http://www.aacn.nche.edu/ccne-accreditation>
ANCC: <http://www.nursecredentialing.org/certification.aspx>

The SON recognizes innovative and unusual contributions such as supervising research, using particularly challenging or innovative types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation, or other report generation.

B. Standards Applied in Different Types of Decisions

1. It is expected that candidates for retention at the rank of assistant professor will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of teaching, research/creative activities and service.
2. Promotion to the rank of associate professor requires an established record of effectiveness in teaching, research/creative activities and service that enhance the University and the profession.
3. Promotion to the rank of professor requires evidence of leadership and effectiveness in teaching, research/creative activities, and service to the School, College, University, community, and profession. Promotion to the rank of professor will be based on the record of the individual since promotion to the rank of associate professor.
4. The granting of tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout his/her career. Tenure will not be granted to an individual whose record does not meet the standards required to earn promotion to the rank at which the tenure will be granted. Tenured faculty receive periodic reviews every five years.

III. GENERAL STANDARDS

A. Retention:

A positive recommendation for retention requires that the Candidate's record clearly meets the articulated standards for the granting of a retention decision in each of the three areas: teaching, research/creative activities, and service.

B. Tenure and/or Promotion:

A positive recommendation for tenure or promotion requires that the Candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in each of the three areas: teaching, research/creative activities, and service.

C. Early Tenure (prior to the 6th year in rank):

This option for assistant professors is considered an exception. A positive recommendation for early tenure requires that the Candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in all areas. To be eligible for early tenure, a Candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure.

D. Early Promotion (prior to the 6th year in rank):

This option for associate professors is considered an exception. A positive recommendation for early promotion requires that the Candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early promotion a Candidate must show a record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for promotion.

E. Faculty Hired at Advanced Rank Without Tenure:

Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the Candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the Candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty member's rank.

IV. STANDARDS AND CRITERIA

A. Teaching

1. A central mission of the faculty is to enable students to comprehend and to utilize knowledge through intellectual activity. Toward that end faculty are expected to continually learn about pedagogy and to carefully consider how to teach as well as what to teach. Faculty are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty are expected to involve students actively in the learning process and employ various instructional strategies. Faculty are expected to adapt instructional methods to address various learning styles.

In the SON, “effective teaching” is defined as activity that promotes student learning, reflection, and professional growth in support of the College and SON Mission. Faculty assists students to acquire general knowledge from sciences and arts and specific knowledge and skills from nursing practice and theories and to assume nursing leadership roles. Teaching is multifaceted and may include instructional activity that takes place at off-site locations. Teaching effectiveness is demonstrated by information in the teaching section of the WPAF.

2. Probationary and tenured faculty members are expected to continually strengthen their teaching skills and to demonstrate overall effectiveness in teaching at the undergraduate level as well as the graduate level. Toward this end, faculty are encouraged to cultivate and maintain useful, innovative, and stimulating instructional strategies.
3. Instructional activities include, but are not limited to:
 - Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
 - Clinical Laboratory teaching
 - Seminars
 - Curriculum development
 - Program development
 - Supervision of fieldwork, independent research
 - Training and supervision of teaching and graduate assistants
 - Individual consultation with students concerning course related matters
 - Development of and/or teaching in local, regional, national, or international clinical/field/clinic settings
 - Conducting advanced or innovative teaching strategies (e.g., Simulation, Standardized Patients, Online Programs, educational technology strategies)
 - Coordinating faculty, students, and preceptors for course and clinical experiences/courses; course or program/track/option coordination; public and community health experiences
 - Supervision of graduate and undergraduate students

- Supervision of masters theses or projects and doctoral dissertations
 - Supervision of student independent study
 - Training and/or supervision of lecturers or colleagues
 - Student advising and counseling
 - Supervision of teaching and undergraduate and graduate assistants
4. While the elements of instruction may vary among disciplines and candidates, the evaluations of teaching performance should consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve instruction, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.
 5. Evidence of instructional performance should include, but is not limited to, the following: peer evaluations; student evaluations; a list of courses taught; samples of teaching materials such as syllabi, examinations, and other assessment tools, handouts; descriptions of new courses developed, and certificates or awards of recognition for teaching.
 6. Student evaluation of instructional performance is required. Faculty will provide complete sets (as specified by CBA) of university-prepared student evaluations reports from courses taught since last promotion. (CBA Article 15.15 requirements).
 7. Faculty members choosing to teach in SON programs during summer term may include summer course evaluations in their WPAF.
 8. The Following Evidence of Teaching is required:

1. Teaching Reflective Statement

A reflective narrative shall address any items presented as evidence, and all teaching evidence discussed in the file should reflect continued success and/ or improvement in teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the Candidates' philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations, impact of course innovation or development, and/or their approach to supervision of graduate students. As part of the reflective statement, candidates shall

provide a brief summary of student evaluation ratings exemplifying teaching supported by a brief discussion of these evaluations. Evaluation ratings and narrative shall specify rationale for categories chosen (e.g., quality of course, instructor preparedness, active learning encouraged) and particular teaching context (e.g., new prep, co-taught, curriculum modifications, extenuating circumstances). The narrative should demonstrate evidence of thoughtful reflection on student ratings/feedback, and concise discussion of changes based on the feedback.

2. Teaching and/or Supervision Assignments

Evidence: The Candidate shall include in the comprehensive CV a list of all courses and/or student teaching supervision assignments for the period under review.

Semester & Year	Course Number	Course Title	Units	No. of Students Enrolled	Comments

3. Student Evaluations from Teaching and/or Supervision Assignments

Evidence: Provide complete sets of all university-prepared student evaluation reports from courses taught since the last period of review. Associate professors include documentation since last promotion.

4. Representative Syllabi from Courses Taught

Evidence: Provide a representative sample of syllabi from courses taught since last promotion that illustrate course objectives, student learning outcomes, and sample assignments (may include examples of student work with names completely obscured). Associate professors include documentation since last promotion.

5. Course evaluations should reflect improvement over time.

B. Assessment of Teaching

1. General Standards:

Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and the totality of the evidence provided. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.

2. Retention:

Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence

of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.

3. Tenure and/or Promotion from Assistant Professor to Associate Professor:
At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to: student evaluations that demonstrate classroom effectiveness for the types of courses taught, and syllabi that clearly articulate course objectives and requirements and currency in the field, assignments that help students accomplish the course objectives, and assessments that measure how successfully students accomplish the course objectives. While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.
4. Retention:
Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.
5. Tenure and/or Promotion from Associate Professor to Professor:
As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated meets standards, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in curriculum related activities. These activities include course, curriculum and program development, refinement and renewal. This is in addition to documentation of continued teaching effectiveness.
6. Retention:
Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.

C. Research and Creative Activity

- a. Department Priorities and Values in Research and Creative Activity

It is essential to the University's mission that each faculty member demonstrates continued commitment, dedication, and growth as a scholar. Research/creative activity results in an original contribution to knowledge or understanding in the field and includes the dissemination of that knowledge beyond the classroom. Research/creative activity may be basic, applied, integrative, and/or related to teaching.

- b. Research/ Creative Activity Standards within Context of Nursing Discipline
- c. Research/creative activities take many forms in the School of Nursing. These may include, but are not limited to qualitative, quantitative, and applied research conducted both individually and collaboratively. Applied research is defined as creative activity that relates directly to the faculty member's program development or clinical work. Examples include program evaluation of newly developed programs, action research, clinical research, epidemiological research, collaborative research in academic/service partnerships. These activities are tied directly to the professor's special field of knowledge and are aimed at new programs in the community, substantive change in clinical practices, studies of population health and collaborative projects with service agencies. Applied research requires rigor and accountability. Multi-author and cross-disciplinary presentations and publications are encouraged as nursing is a part of an inter-professional team in the health professions and values collaborative research and creative activities.

- d. Faculty Description of Contributions when Multiple Authors are Present

When multiple authors are present on research and creative activities, candidates shall specify their specific role on item (e.g., role: first author; second author; mentoring author; etc.).

- e. Evidence of Research and Creative Activities

Evaluations of research/creative activities will focus on understanding the contribution, benefit, and impact of the Candidate's work on the field. To determine this, the Candidate's research productivity in relation to their stated short and long-term goals and overall trajectory will be evaluated according to the categories below.

- f. Scholarly activities include, but are not limited to:

Category A

1. Papers published or accepted for publication in peer refereed journals
2. Books or original monographs

3. Published book chapters of original material
4. Papers published in high quality practitioner journals
5. Papers published in refereed proceedings
6. Published review of books, articles, programs, and conferences
7. A refereed paper or poster presentations at regional, national or international professional meetings and university events, including abstracts published in proceedings
8. Invited papers or posters presented at professional meetings
9. Funded peer-reviewed external grants for research/creative activity work, in progress or completed
10. Significant program development or revision including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review
11. Applied research and creative activity that is published, presented at a conference or meeting, or enacted in a professional setting to advance nursing, education and/or healthcare
12. Invited keynote address or speaker at a reputable regional, national or international conference or meeting
13. Unfunded externally-reviewed grants (from reputable governmental sources or private agencies) for research/creative activity work
14. Advanced professional scholarly development, such as Post-Doctoral work
15. Membership on Editorial Board or Peer Reviewer for refereed/peer reviewed journal or publication/textbook

Category B

1. Session discussant at a professional meeting
2. Refereed paper or poster presentations at local, regional, professional meetings and university events, including abstracts published in proceedings
3. Working papers/works in progress
4. Funded regional or internal grants for research/creative activity work (e.g., local organizations, University Professional Development)
5. Clinical simulation/standardized patient scenario development
6. Case studies, such as expert clinical unfolding case studies or author of case study for Standardized Patients or Simulation
7. Maintaining clinical experience in an area of nursing specialization
8. Special recognition or award for research/creative activities
9. Unfunded internally-reviewed grants for research/creative activity work

g. Assessment of Research/ Creative Activities

1. General Standards

Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship, and the totality of their work. A variety of types of work must be provided in the file including peer reviewed publication. When judged as a group, no one indicator of research/ creative activities may be used to determine the overall rating of quality of research/ creative activities. In all cases, the scholarly reputation of the publication and/or meeting will be considered when evaluating the contribution.

2. Retention:

Candidates for retention shall include documentation from the period under review that demonstrates satisfactory progress toward meeting the tenure requirements in the area of scholarship. This documentation may include more items from category B than A.

3. Tenure and/or Promotion from Assistant Professor to Associate Professor

- a. At least three items from Category A
 - 1. At least one item must be a peer reviewed or referee publication
- b. At least three items from Category B*
- c. *If the candidate has 6 items from A they would fulfill the requirement

4. Tenure and/or Promotion from Associate Professor to Full Professor

- a. At least three items from Category A
 - 1. At least one item must be a peer reviewed or refereed publication
- b. At least three items from Category B
- c. *If the candidate has 6 items from A they would fulfill the requirement

5. Full Professor: For early consideration for tenure and promotion candidates must satisfy requirements for both a and b above.

D. Service

The School places a high value on service activities that enhance the institution and the profession-- locally, nationally, and internationally--as integral components of faculty service. While the magnitude of service rendered may vary, in each instance the evaluation of service must be guided by the quality of that service and its relevance to the University's Mission. In the School of Nursing, service is defined as activities that contribute to the life of the

department, school, college, university, community and/or activities that contribute to the profession and its agencies and organizations.

1. Service Reflective Statement

Candidates are to provide a clear and concise reflective self-assessment of their service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for service activities, connection to the Department, College and/or University's Mission, reasons for their involvement, and the impact of their service activities.

2. Evidence of Service

a. **Evidence of Service to the Program, School, and/or College (P/S/C)** may include, but is not limited to:

1. Leadership/membership in P/S/C governance and/or groups that carry on the business of the P/S/C (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
2. Leadership or active contribution in School accreditation efforts
3. Leadership and active membership on P/S/C committees
4. Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)
5. Mentoring of students, tenure-line faculty, lecturers and/or Supervisors
6. Collaboration with colleagues within the Supervisor and across the University
7. Invited speaker for SON Pinning Ceremony

b. **Evidence of Service to the CSU System and/or University** may include, but is not limited to:

1. Innovative leadership initiatives at the university or CSU system level
2. Leadership/membership in groups that carry on the business of the university (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
3. University professional activities, (e.g, service toward university accreditation, etc.)
4. Act as an advisor for a student organization
5. Mentoring of students, tenure-line and full-time faculty, part-time/adjunct lecturers and/or Clinical Supervisors

3. External Service Activities

- a. **Evidence of Service to the Profession** may include, but is not limited to:
 1. Peer reviewer for journal or conference proposals
 2. Membership on an editorial board for peer reviewed/ refereed journal or publication
 3. Leadership in professional organizations as an officer, on a committee or task force, etc.
 4. Consultation and expert services
 5. Providing continuing education for community
- b. **Evidence of Service to the Greater Community** may include, but is not limited to:
 1. Assist agencies and/or community organizations (e.g. interview panelist, grant or award application, hospital committee, etc.)
 2. Development of clinics in collaboration with community partners to provide services to community members
 3. Consulting (paid or unpaid) with external agencies, (e.g. presenting professional development sessions, conducting research for a school or hospital, etc.)
 4. Service Awards and Special Recognition

4. Assessment of Service

a. General Standards

Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, no one indicator may be used to determine the overall rating of service activity. Faculty must provide documentation of their service as part of their WPAF. Such documentation may include a reflective summary of their performance and role on the committee including actions that the faculty member was involved in.

b. Retention

Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.

c. Tenure and/or Promotion from Assistant Professor to Associate Professor

Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.

d. Tenure and/or Promotion from Associate Professor to Professor

Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

1 **CALIFORNIA STATE UNIVERSITY SAN MARCOS**
2 **DRAFT INTERNSHIP POLICY—PRELIMINARY DRAFT FOR COMMENTS**
3

4 **Definition**

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

15
16 When Departments, Programs, or certification organizations have requirements for
17 Internships other than those specified herein, such requirements will be applied in
18 addition to the requirements specified herein. Examples include, but are not restricted to
19 teacher preparation placements and clinical placements that are mandatory components of
20 progress toward a degree or certificate, Service Learning courses, and CoBA Senior
21 Experience. Department and Programs offering such courses will notify the University
22 Office of Internships of such requirements, and consult with the Office of Internships on
23 plans for oversight of such courses.
24

25 **Requirements**

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

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

43
44 Academic Departments and Programs will certify evaluation of the following aspects of
45 an Internship:

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

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

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

92 15. Obtaining written agreement of the internship site to meet campus expectations,
93 including a signed placement agreement between the internship site and the CSU
94 that addresses both the internship site's and the campus's role in the internship, as
95 well as the student's responsibilities.
96

97 The Director of the University Office of Internships has the ultimate responsibility for
98 ensuring the fulfillment of these activities. A written assessment summary of the
99 preceding requirement for each internship site shall be completed and retained by the
100 University Office of Internships and be available for review.
101

102
103 **Authority**

104 Executive Order 1064
105

106 **Scope**

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