AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, April 8, 2015, 11:30 AM – 1:00 PM
Commons 206

I. **Approval of Agenda**

II. **Approval of Minutes** (EC Minutes from 3/25/15 delayed one week)

III. **Chair's Report**, Laurie Stowell

Referrals to Committee:

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** (attached)
UCC Course/Program Change Proposals *Page 2*

IX. **Discussion Items**

A. **GEC: GE New Course Certification Request** (2 attachments)
- Current GE New Course Certification Request *Page 3*
- Updated GE New Course Certification Request *Page 9*

B. **FAC: Emeritus Policy – Update** (3 attachments)
- Emeritus Policy Draft *Page 12*
- Feedback from Provost Graham Oberem *Page 22*
- CSU Emeritus Policies Comparative *Page 23*

C. **BLP/UCC: Health Information Management MS (CoBA)** (3 attachments)
- BLP: Report – Health Information Management MS – Update *Page 24*
- BLP: Health Information Management EL Budget *Page 26*
- UCC: Report – Health Information Management MS *Page 27*
- UCC: Catalog Copy – Health Information Management MS *Page 28*

D. **TPAC: Open Access Policy, Karno Ng (to be presented by Carmen Mitchell) (attachment)** *Page 32*

E. **FAC: Changes to the University RTP Document: University-wide Policy/Procedure/Guidelines for PRCs in the Evaluation of Tenure-line Faculty** (attachment) *Page 37*

F. **SAC: Engaged Education Definitions – DRAFT** (attachment) *Page 42*

X. **EC Members Concerns & Announcements**

The Next EC Meeting is scheduled for Wednesday, April 15, 2015, 12:00 N - 1:50 PM, Kellogg 5207

Curriculum for Consent Calendar
April 8, 2015
Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
BA	500		MBA Bridge	C-2	Robert Aboolian	11/24/14	3/18/15
BA	502		Career Planning/Develop	C	Robert Aboolian	11/24/14	3/18/15
FIN	622		Real Estate Finance/Mgmt	C	Yi Sun	8/20/14	3/18/15
HD	381		Youth Violence	C	Fernando Soriano	2/12/15	3/4/15
NATV/ SOC	350		Imagining Indians	C	Joely Proudfit	2/20/15	3/18/15
MBA	P-2		Specialized Accelerated MBA (SAMBA)	P-2	Glen Brodowsky	8/20/14	3/11/15
MBA	P-2		Specialized Accelerated MBA (SAMBA)	P-2	Robert Aboolian	11/24/14	3/11/15
MGMT	622		Employment Practices	C	Ted Shore	8/20/14	3/18/15
OM	622		Hospitality Revenue Mgmt	C	Robert Aboolian	8/20/14	3/18/15
SOC	425		Sociological Mindfulness	C	Bob Roberts	12/10/13	3/4/15
VSAR	433		Screenwriting	C-2	Jonathan Berman	2/21/14	3/4/15

Program/Course Changes Approved at the College

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
ACCT	306		Cost Accounting	C-2	Alan Styles	3/4/15
ACCT	307		Tax Accounting	C-2	Alan Styles	3/4/15
MATH	441		Intro to Probability	C-2	Amber Puha	3/11/15

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA B1/B3: Physical Science with a Lab Component
~~***See GE Handbook for information on each section of this form***~~

ABSTRACT

Course Abbreviation and Number: **Number of Units: _____**	**Course Title:**	
College or Program: ☐CHABSS ☐CSM ☐CEHHS ☐COBA □Other_____	**Desired term of implementation:** ☐Fall ☐Spring □Summer Year:	**Mode of Delivery:** ☐ face to face ☐ hybrid ☐ fully on-line
Course Proposer (please print):	**Email:**	**Submission Date:**

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must be included with this request and contain the following:

☐	Course description, course title and course number
☐	~~Student learning outcomes for General Education Area and student learning objectives specific to your course~~ General Education Program Student Learning Outcomes (GEPSLOs) applicable to the course and learning outcomes specific to the course, linked to how students will meet these objectives through course activities/experiences
☐	Topics or subjects covered in the course
☐	Registration conditions (if applicable)
☐	Specifics relating to how assignments meet the writing requirement
☐	Tentative course schedule including readings
☐	Grading components including relative weight of assignments

SIGNATURES

Course Proposer Date

Department Chair date

Please note that the department will be required to report assessment data to the GEC annually. _____
DC Initial

	Support	Do not support*
Library Faculty Date	☐	☐

	Support	Do not support*
Impacted Discipline Chair Date	☐	☐

	Support	Do not Support*
Impacted Discipline Chair Date	☐	☐

	Approve	Do not Approve
GEC Chair Date	☐	☐

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator (if applicable): Phone Email:

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Complete sections A – C. Please type responses in the column on the right.

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Part A: B1/B3 Physical Science with Lab General Education area content applicable to course content. ~~Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]~~

~~Physical Science w/ Lab GELOs this course will address:~~	~~Course content that addresses each GELO.~~	~~How will these GELOs be assessed?~~
~~B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.~~		
~~B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.~~		
~~B1. 3 Students will be able to articulate what makes a good scientific theory, incorporating values of parsimony, agreement with experimental or observational evidence, and coherence with other mathematical or physical theories.~~		
~~B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or (2) is informed by the products of this research~~		
~~B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.~~		
~~B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.~~		

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Physical Science w/ Lab content this course will address:	**Subject matter and a brief description of assignments that address content criteria :**
B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.	
B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.	
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B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.	

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	**Course content that addresses each GE outcome?**	**How will these GELOs be assessed?**
Students will communicate effectively in writing to various audiences. (writing)	———	———
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	———	———
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	———	———

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All B1/B3 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	***Course addresses this LEAP Goal:***
LEAP 1: Knowledge of Human Cultures and the	☐*No* ☐*Yes*

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Physical and Natural World.	
LEAP 2: Intellectual and Practical Skills	☐ *No* ☐ *Yes*
LEAP 3: Personal and Social Responsibility	☐ *No* ☐ *Yes*
LEAP 4: Integrative Learning	☐ *No* ☐ *Yes*
CSUSM Specific Programmatic Goals	**Course content that addresses the following CSUSM goals. Please explain, *if applicable.***
CSUSM 1: Exposure to and critical thinking about issues of diversity.	☐ *No* ☐ *Yes (please describe):*
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	☐ *No* ☐ *Yes (please describe):*

Part D: Course requirements to be met by the instructor.

Course Requirements:	**How will this requirement be met by the instructor?**
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.	
Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.	
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	
Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

Part B: GE Programmatic Goals: GE Program Student Learning Outcomes (GEPSLOs) align with CSUSM's Undergraduate Learning Outcomes (ULOs) and LEAP Goals. All B1/B3 courses must meet at least one GEPSLO. Information on GEPSLOs can be found at http://www.csusm.edu/assessment/studentlearning/index.html

General Education Program Student Learning Outcomes (GEPSLOs) Aligned with ULOs and LEAP Goals		**Subject matter and assignment(s) that address content criteria:**
1	Describe and/or apply principles and methods that are necessary to understand the physical and natural world.[1]	

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2	Compare and contrast relationships within and between human cultures.[2]	
3	Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences. [3]	
4	Use oral communication to effectively convey meaning to various audiences. [3]	
5	Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry. [4]	
6	Think critically and analytically about an issue, idea or problem, considering alternative perspectives and re-evaluation of one's own position. [4]	
7	Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study. [5]	
8	Describe the importance of diverse experiences, thoughts, and identities needed to be effective in working and living in diverse communities and environments. [6]	
9	Apply knowledge gained from courses in different disciplines to new settings and complex problems.[7]	

1 Aligns with ULO 1 and LEAP 1 & 2
2 Aligns with ULO 2 & 3 and LEAP 1 & 2
3 Aligns with ULO 4 and Leap 2
4 Aligns with ULO 2 and LEAP 2
5 Aligns with ULO 1 & 2 and LEAP 2
6 Aligns with ULO 3 and LEAP 1 & 3
7 Aligns with ULO 1, 2, & 3 and LEAP 1, 2, 3, & 4

CSUSM Specific Goals	**Subject matter and assignment(s) that address content criteria (where applicable):**
Exposure to and critical thinking about issues of diversity.	
Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	

Part C: Course requirements to be met by the instructor.

Course content requirement:	**Subject matter and/or assignment(s) that addresses content criteria:**
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Course content requirement:	**Subject matter and/or assignment(s) that addresses content criteria:**
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	

Faculty Affairs Committee
Faculty Emeritus Policy

Rationale:
FAC was charged with a revision of the Faculty Emeritus Policy to clarify eligibility, criteria and suggest a time line. Informal review of other CSU practices revealed eligibility criteria of 10 years minimum service (15 of 22 campuses responded). Criteria for tenure or rank, lecturer, distinguished records, active FERPer all ranged widely at the different campuses. Procedures for documentation and review committees also varied across campuses.

FAC conducted a survey of all CSUSM TT and lecturer faculty (October 2014) on whether the emeritus award should be based on distinguished record (competitive) or non-competitive. The 120 responses were evenly divided.

63 (52.5%) criteria for recommendations should be competitive
57 (47.5%) criteria for recommendation should not be competitive

FAC was guided by faculty comments and suggestions in the survey in this proposed revision.

- *Faculty wanted clear and transparent criteria that was inclusive, not setting a bar that was exceptionally high but one where faculty clearly had contributed to the University over time.*
- *Faculty wanted established campus-wide procedures for nomination and recommendation and that nominations could come from outside the department.*
- *Faculty wanted the review to be based on the established record of the nominee as well as the nomination letter. There should be no limit to the number of emeritus titles in any given year.*

Of those preferring a noncompetitive approach, comments noted that all who receive tenure and have more than 10 years on the campus are deserving of the title and that some campuses routinely bestow emeritus on retiring faculty. One concern was expressed where a review committee did not agree with nominators. Concern was expressed about repercussion between the retiree and the university for those denied emeritus status.

FAC was also informed by the resolution of the CSU Academic Senate (January 23, 2014). This resolution, which was passed unanimously, expressed support for the inclusion of criteria for lecturers in all campus faculty emeritus policies
http://www.calstate.edu/acadsen/Records/Resolutions/2013-2014/documents/3157.shtml

As a result of careful deliberation on the survey results and emeritus policies from other CSU campuses[1], FAC believes that it has found a balanced way to refine the criteria for this award (the title of emeritus is an honor, not a contractual entitlement).

This policy clarifies that the emeritus award may be granted to any Unit 3 faculty member regardless of classification, as long as they have served the campus with distinction the equivalent of 10 years or more within the terms of their job classification.

[1] This summary of FAC's research is provided for Senator's information.

Also:

- *Hunt reported on 1/16/15 that the Provost would like the rule to be that faculty have only one year following retirement to be nominated. On 2/9/15, FAC discussed the matter, and found that this would be too restrictive. FAC created language that attempts to strike a balance.*
- *FAC clarifies that this document only addresses faculty emerita/emeritus status; it does not address administrator emeritus status.*
- *As a result of its deliberation on this policy, FAC recommends that all retired faculty be given the opportunity to continue their campus email account.*

Summary of Major Changes:

1. *Created a review cycle that occurs once per Academic Year. FAC has modified the document to specify that the review cycle for emeritus status takes place only once each AY. This is a significant change, and is necessary as the university grows and more Unit 3 employees are likely to be nominated for emeritus status. FAC's revisions of the document clarify the process at every level and sees this streamlining of the process as beneficial to all involved. FAC is fully aware that this once-a-year cycle means that most faculty members will receive emeritus status in the year after they retire. FAC has written into the document that "Normally, the nomination for emerita/emeritus status occurs within one year of retirement."*
2. *Added a separate category for coaches, for clarity. Coaches are Unit 3 employees.*
3. *Added Eligibility for Part time Unit 3 faculty. This change allows eligibility for non-tenure track librarians and SSP-ARs. This is a substantive change, and is in line with the principle of including all unit 3 employees.*
4. *FAC has removed the requirement that the Unit 3 faculty be at the top rank.*
5. *Separated the "Procedures" section into "Nominations Procedures" and "Selection Procedures." The nomination process and the selection process are explained more fully.*
6. *In response to concerns expressed in Executive Committee about past/potential issues with having the committee be local to the nominees, FAC changed the committee to a university-level committee—the Faculty Awards Selection Committee. This change would mean that the Faculty Awards Selection Committee would recommend the Brakebill nominee, the Wang nominee(s), and also emeritus nominees.*
7. *Criteria were updated. The award of emeritus status is not automatic; the standard of distinguished service allows flexibility depending on the nominee's job category and individual career accomplishment. The criteria in the current document reads as follows:*

   When formally recommending a faculty member for emeritus status, the representative committee of the relevant academic unit must demonstrate that the candidate has achieved excellence in the performance of his or her appropriate professional duties in all of the areas of normal review.

FAC has deleted this and replaced it with a more full explanation of criteria. Further, FAC notes that:

- *FAC did not change the two phrases from the preamble: "distinguished service to the academic community" or "served the University with distinction."*
- *FAC did modify the phrase "contributed continuously" to "sustained contributions throughout their career and have a distinguished professional record." FAC did this because the current policy allows temporary Unit 3 faculty to be eligible if they have served for at least 10 years in full-time or have accumulated part-time service equivalent to 10 years of full-time service to CSUSM. Thus, FAC realized that the term "continuously" was inaccurate. Note that FAC proposes to extend the same eligibility to part-time Unit 3 employees.*
- *FAC added a new, fundamental criterion, that the nominee "have a desire and expectation to continue their association with the University in retirement."*
- *FAC added a line to the newly detailed section on nomination procedures to make it clear that each nominee is evaluated with respect to their job category and not with respect to nominees in other Unit 3 job categories: "The nomination letter shall clearly but briefly explain the nominee's job responsibilities."*

Definition:	This policy describes eligibility, procedure, privileges, and criteria for awarding emeritus status to permanently retired faculty.
Authority:	The President of the University
Scope:	CSUSM Faculty.

Karen S. Haynes, President — Approval Date

Graham Oberem, Provost — Approval Date

First Revision:
Implemented: April 17, 2000

I. Preamble

Faculty ~~Emerita/~~Emeritus status is an honorary title awarded for distinguished service to the academic community. The President (or designee) shall bestow the title ~~on a~~ of Full Professor Emeritus, Associate Professor Emeritus, Lecturer Emeritus, Full Librarian Emeritus, Associate Librarian Emeritus, Counselor Emeritus, or Coach Emeritus upon a Unit 3 faculty employee who is ~~entering retirement~~ retired from CSUSM and who has served the University with distinction. It is expected that ~~emerita/~~emeritus status will be granted to faculty members who have made ~~contributed continuously~~ sustained contributions throughout their career, ~~and~~ have a distinguished professional record, and have a desire and expectation to continue their association with the University in retirement.

Normally, the nomination for emerita/emeritus status occurs within one year of retirement.

II. Eligibility

Faculty are eligible for ~~Normally, emerita/~~emeritus status, if they are ~~is limited to those individuals who~~:

1) ~~for~~ tenure-track instructional faculty, ~~hold the rank of full professor with tenure~~ and have at least 10 years of active Unit-3 faculty service to CSUSM, or

2) ~~for~~ librarians ~~, hold the rank of full librarian with tenure~~ and have at least 10 years of active Unit-3 faculty service to CSUSM, or

3) ~~for~~ SSP-ARs, ~~hold the rank of SSP-AR III with tenure~~ and have at least 10 years of active Unit-3 faculty service ~~to CSUSM,~~ or have accumulated part-time service equivalent of 10 years of full-time service to CSUSM, or

4) coaches ~~have at least 10 years of active unit-3 faculty service at CSUSM,~~ and have served for at least 10 years in full-time Unit 3 ~~employment~~ faculty service or have accumulated part-time service equivalent to 10 years of full-time service to CSUSM, or

5) ~~for~~ temporary or part-time Unit 3 ~~instructional~~ faculty, who have served for at least 10 years in full-time ~~employment~~ or have accumulated part-time service equivalent to 10 years of full-time service to CSUSM.

Exceptional cases where faculty do not fall within the eligibility criteria may be considered by the Provost and President. ~~Emerita/~~Emeritus status may be bestowed posthumously.

~~These eligibility criteria may be waived in exceptional cases.~~

III. Nomination Procedure~~s~~

A. Deans shall inform their colleges in the fall ~~a timely manner~~ of the retirement of each ~~employee who is eligible for emerita/emeritus status~~ faculty member in the previous year.
B. Any member of the campus community may nominate a faculty member for emeritus status. Self-nominations are also appropriate.
C. The nominating faculty member shall inquire if the eligible retired faculty member will accept the nomination. If so, the nominating faculty shall request a comprehensive curriculum vita from the nominee.
D. A nomination shall consist of (1) a nomination letter (500-1000 words) in which the nominator argues that the nominee meets the criteria specified below, and (2) the nominee's CV. The nomination shall be submitted to the nominee's Dean (or program director).
    a. If the nomination includes an exception to the eligibility criteria, this shall be clearly stated and explained;
    b. The nomination letter shall clearly but briefly explain the nominee's job responsibilities.
~~E.~~ Each nomination shall be presented to the appropriate ~~department chair,~~ Dean, or program director, who shall ~~then~~
    a. Inform the eligible faculty member of their nomination ~~,if the nomination is accepted, requests a current curriculum vitae from the Candidate~~. ~~request that the faculty member communication that they accept the nomination and provide a current curriculum vitae~~.
    b. Write a separate letter indicating support, or not, for the nominee's application;
    ~~c.~~ Provide the Faculty Awards Committee with the nomination letter, the nominee's CV, and the Dean's letter. ~~a representative committee of the nominee's academic unit. , and~~

~~A nomination shall consist of a nomination letter, in which the nominator argues that the nominee meets the criteria specified in section IV below.~~

IV. Selection Procedure~~s~~

A. The Dean (or program director) evaluates the nomination materials (nomination letter and CV) based on the criteria stated in section V, and writes a letter ~~shall~~

~~determine whether to~~ recommend<u>ing</u> ~~the candidate for emerita/~~emeritus status <u>(or not)</u>.

B. ~~This~~ <u>The</u> Faculty Awards Committee shall evaluate the ~~candidate's~~ <u>nomination materials</u> ~~curriculum vitae~~ (nomination letter, CV, and Dean's letter) based on the criteria stated in section V, and ~~shall~~ determine whether to recommend ~~the candidate for emerita/~~emeritus status.

~~C. The committee shall send a letter to the Dean, clearly indicating its recommendation. If the recommendation is positive, the committee shall explain why the nominee should be granted emerita/emeritus status based on the criteria. The CV shall accompany the letter.~~

~~If the committee makes a positive decision, it shall forward the candidate's curriculum vitae and a recommendation letter to the Dean outlining why the candidate should be granted emerita/emeritus status based on the recommendation criteria.~~

~~D. The Dean shall review the recommendation and state in writing whether s/he~~<u>they</u> ~~concurs with the recommendation.~~

<u>D.</u>~~E.~~ The <u>Faculty Awards Committee shall</u> ~~Both recommendations, and the nominee's CV, shall then be~~ forward~~ed~~ to the Provost the <u>nomination materials (nomination letter, CV, Dean's letter, and</u> committee letter<u>)</u>~~, the Dean's letter, the nomination letter, and the nominee's CV~~. The Provost ~~who~~ shall make ~~his/her~~ <u>their</u> recommendation.

<u>E</u>~~F~~. The President (or designee) shall make a final determination based on ~~his/her~~ <u>their</u> review of the ~~recommendations~~ <u>application materials</u>.

~~G. Emerita/Emeritus status may be bestowed posthumously.~~

<u>F</u>~~H~~. The President (or designee) shall announce the names of faculty awarded emeritus status <u>from that academic year</u> at ~~spring commencement~~. <u>convocation</u>.

<u>G. The President (or designee) will notify faculty of their award and privileges and how to activate them.</u>

<u>V. Criteria for Recommendation</u>

<u>The nomination letter must demonstrate how the nominee has served the University with distinction within the particular Unit 3 job category (see II. Eligibility). The nominee is expected to have made sustained contributions throughout their career, have a distinguished professional record, and have a desire and expectation to continue their</u>

association with the University in retirement. The nominee must have met a combination of the criteria below over their CSUSM career, as appropriate to the nominee's job category. It is understood that at different points in a faculty member's career the elements of teaching or professional performance, research/creative activities, and service may have been emphasized.

All nominees must have contributed over time, and significantly, to the mission of the University. Depending upon the job category, distinguished service to the university may be evidenced by:

- A record of excellence in performance of professional duties (appropriate to the nominee's job category) including:
  - Teaching;
  - Other instructional activities; or
  - Professional performance.
- Meaningful contributions to the curriculum or program;
- A record of sustained research/creative activity that has contributed to the profession;
- Commitment to and participation in shared governance and service to the University, and/or,
- Additional areas of excellence specific to the nominee's job category.

~~I~~VI. Recognition and Privileges

A. Emeriti faculty are considered an important and integral part of the university community. Emeriti faculty are welcome to participate in the academic life of their department or the library, consult on policy, procedures and curriculum planning, and continue their research/creative activities.

B. Emeriti faculty shall be recognized through:

- An invitation from the president to attend the convocation where their name will appear in the program.
- ~~Listing of the names of emeriti faculty in the campus commencement program at the time of retirement~~
- ~~Issuing a~~ A permanent ID card indicating status as an ~~emerita/~~emeritus member of the faculty
- Listing of name and title of all emeriti faculty in all university catalogues
- Listing of name and title in the CSUSM phone directory.[2]

[2] At the request of the ~~emerita/~~emeritus faculty, he or she will be listed in the CSUSM phone directory.

C. Upon ~~commencement of retirement and~~ the approval of emeritus status by the President (or designee), the following privileges shall become available:[3]

- Eligibility to cite CSU affiliation in publications, proposing ~~propose~~ research projects/creative endeavors, competing for and administering grants from agencies outside the CSU system
- Free parking ~~privileges,~~
- The same library privileges as other faculty, ~~emeritus level library and technology privileges (to be determined by LATAC in consultation with the Library and IITS, and to be reviewed annually),~~
- The same campus network and email privileges as other faculty.
- Use of University recreational facilities
- Free admission to University athletic and cultural events
- ~~invited~~ Participation in ~~selected~~ department, school/college and university functions, such as convocation, commencement.
- Attendance at public university functions and celebrations affirming the academic mission of the university
- Invitations to participate in seminars, lectures, scholarly meetings and ceremonies both as contributors and attendees.

~~V. Criteria for Recommendation~~

~~When formally recommending a faculty member for emeritus status, the representative committee of the relevant academic unit must demonstrate that the candidate has achieved excellence in the performance of his or her appropriate professional duties in all of the areas of normal review.~~

[3] For faculty opting into the Faculty Early Retirement Program (FERP), ~~emerita/~~emeritus privileges ~~listed in Section IV.3~~ will become available upon completion of FERP.

VII. Deadlines (The review cycle for emeritus status takes place only once each AY)

Before the end of October:
Deans (or directors) inform their colleges of each faculty member who retired in the previous year and solicits nominations for emeritus status.

Before December 15:
Nominations due to the Dean.

Before February 15:
Dean's letter due.

Before May 15:
Committee meets and makes its recommendation.

Before July 15:
Provost makes recommendation to the President.

Before the end of July:
The President (or designee) makes a final determination.

Before August 15
Emeritus faculty are informed of the title and benefits.
President invites emeritus awardees to convocation.

Beginning of Fall semester
President announces emeritus faculty at convocation.

On 4/3/15 FAC received from Provost Oberem three points of feedback on the revision of the Emeritus Policy. FAC has accepted all three, and they will be incorporated into the second reading draft. The points are:

1. In the version that was distributed at the 3/25 EC meeting, line 312 lists one of the privileges as: "Free admission to University athletic and cultural events." This could be problematic, because unlike the other privileges, these events can vary widely in cost and how they are funded, even in a single academic year. I have consulted with the President and she and I are in agreement, that we cannot support this.

2. There is also a problem with line 311. It is not clear what is meant by "University recreational facilities." I suspect this is meant to be the gym, but the description could be interpreted much more broadly. Either way, we cannot support this either.

3. Finally, I have a problem with lines 284 through 286. Emeritus faculty can certainly remain active in their research, and many do. However, involvement in the affairs of the department should not be a right. I can see a department choosing to consult with an emeritus faculty member, but I do not think that emerti should have the automatic right to be involved in policy and curriculum matters in their prior department. This initiative for this must come from the department. I don't see a need for this wording, but if there must be something about this, it needs to be clear that it would be by invitation. For example: "The emeritus faculty member's prior department may choose to consult with the emeritus faculty member on matters of policy and curriculum." I favor silence on this, because it seems to go without saying that a department would do this.

CSU Emeritus Policies

	Philosophy		Service requirements		Position requirements				Procedure		
CSU	**All**	**Honored few**	**Length of service**	**Service exception**	**Required Rank**	**Lecturers?**	**Must retire?**	**FERP allowed?**	**Nominated by department?**	**Evidence**	**Evaluation committee**
Channel Islands		"served with distinction"	10 years	yes if at full rank	any rank	Yes	Yes	No	Yes		
Dominguez Hills		"distinguished performance"	10 years		tenured	no	Yes		Yes	vita, form	Yes
East Bay	Yes		10 years	yes, "exceptional contributions"	any rank	Yes	Yes	Yes	Yes	statement of meritorious service	
Fresno State		"distinctive honor"	10 years		Full, Assoc. if excepti	no	Yes	Yes	Yes	statement of meritorious service	
Fullerton		"served honorably"	10 years	yes, president in exceptional cases	any rank	Yes	Yes		Yes	recommendation	
Hayward	Yes		12 years	yes, "exceptional contributions"	tenured	no	Yes	Yes			
Humboldt	Yes				any rank	?	Yes				
Long Beach	Yes		10 years		any rank	Yes	Yes		recommend lecturers		
Los Angeles	*	"significant contributions"	10 years	yes, "outstanding contributions"	tenured		Yes		Yes	vita	
Monterey Bay		"distinguished service"	10 years	yes, other ranks	Full professor	no	no	No	simple majority of department or college	recommendation	
Northridge		based on recommendation	10 years		tenured	no	Yes	No	Yes	recommendation	Yes
Pomona	Yes		10 years		any rank				Dean verifies meritorious service		
San Diego	?	"Held employment at CSU and have annuity" or "provided significant or sustained contribution"			tenured	maybe	yes		nomination for exceptional cases	years of service determine merit or may have significant contribution	Yes
San Marcos		"distinguished professional record"	10 years	yes, "exceptional cases"	Full professor	Yes	Yes	No privileges	Yes		Yes
Stanislaus	?	"significant contributions"	15 years		Full professor	?	yes		faculty with 15 or more years automatically nominated and sent to president; those with less time (or not full?) can be nominated by department or any tenured faculty member	If less than 15 years, nominator sends recommendation of merits	Yes, if less than 15 years

* All retired faculty have access to benefits usually reserved for emeriti in other universities

Report from BLP, Health Information Management MS: (COBA)
March 25, 2015

The Budget and Long Range Planning Committee (BLP) has reviewed the Health Information Management MS as well as the resource implications of the program's launch. We thank proposer, Jack Leu, and his colleague, George Diehr for their input and assistance as we reviewed the program's resource implications. This program will be launched through self-support as an extension of the current Health Information Technology Certificate, which is funded through self-support,

Program Overview:
The Health Information Management (HIM) MS program was written with a grant from the Commission on CSU Extended Learning as was its precursor, the Health Information Technology (HIT) Certificate. The grant also supports faculty professional development to stay current in the field of study and provides for resources such as various media and materials; membership in professional organization; expenses to attend conferences and visits to other institutions offering similar programs. The HIM program was written and launched with the intention of progressing into a master's degree program. The HIM is comprised of the existing 12-unit HIT certificate, a new 14-unit certificate, and a 4-unit practicum. The practicum will serve as the culminating experience required for a Master's degree. The existing HIT Advisory Board supports the expanded program and assisted in its development. Current HIT students and graduates have indicated a desire for the additional HIM certificate and the MS degree. At this time, that would be 42 possible students.

Program Demand:
Healthcare information management is a rapidly expanding field with positive job prospects indicated by the bureau of Labor Statistics, The Office of the National Coordinator for Health Information Technology, Health Research institute, and a survey by the College of Health Information Management Executives. The San Diego Workforce Partnership Industry Reports indicate an "..acute local need for trained workers who can bridge the gap between the IT and healthcare worlds and navigate both comfortably, making the creating of education programs that can provide this training and development an integral part of the growth of HIT in San Diego County." (P-form, p.12)

Resource Implications:
Faculty:
There are currently 9 full time faculty, 1 adjunct faculty, and 1 professor Emeritus listed as faculty who could teach in the program. That is sufficient to support this program, and salaries are provided through the self-support model.

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 who will need the certificates and pursue the MS degree. Currently, that schedule aligns with underutilized times. Since there is no new faculty at this time, additional space and equipment are not in the EL budget.

Staff:
Staff advising and staff assistance for this program are funded through the self-support model. 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 report indicates that if specialized healthcare industry reports and continued subscription to such high cost resources as Euromonitor Passport are needed, the budget will need to be revisited. The library subject specialist for COBA will serve as the liaison to the Certificate in Professional Accounting. The EL budget includes 1.5% of the total budget per year for library support and 1.5% for IITS support.

The proposal indicates that new software will be donated. IITS memo responds that IITS has the capacity to support adding software to the Markstein labs; however, it does not have the capacity to provide support on weekends or evenings, which is when the courses will be held.

It should be noted that that all new programs require support from existing library and IITS faculty and staff. That support increases with professional development necessary for new faculty. As the campus continues to grow and new programs are added, whether they are funded through self or state support, new positions must be considered to maintain the current level of support. 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.

Close attention should be paid to any possible budget deficits.

Recommendation:

BLP unanimously recommends the Health Information Management MS Program.

Certificate of Health Information Management

5 Year Rolling Budget Forecast

Program cost: $725/unit * 18 units = $13,050
$775/unit * 18 units = $13,950
$825/unit * 18 units = $14,850

	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20
Tuition per Unit	725	750	775	800	825
Target Number Participants	20	22	25	29	34
SCUs Taught Per Year	18	18	18	18	18

	FY 15/16	FY 16/17	FY 17/18	FY 18/19	FY 19/20
Revenue					
Tuition	$ 261,000	$ 297,000	$ 348,750	$ 417,600	$ 504,900
Attrition	$ (26,100)	$ (29,700)	$ (34,875)	$ (41,760)	$ (50,490)
Total Revenue	$ 234,900	$ 267,300	$ 313,875	$ 375,840	$ 454,410
Direct Expenses					
Program Director	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500
Instructors	$ 45,000	$ 54,000	$ 55,080	$ 56,182	$ 57,305
Faculty Payroll Benefits	$ 6,750	$ 8,100	$ 8,262	$ 8,427	$ 8,596
Guest Speaker(s)	$ 7,000	$ 8,000	$ 9,000	$ 9,000	$ 9,000
Hospitality	$ 4,000	$ 5,000	$ 6,000	$ 6,000	$ 6,000
Supplies	$ 300	$ 300	$ 300	$ 300	$ 300
Parking	$ 1,000	$ 1,600	$ 1,600	$ 1,600	$ 1,600
Postage and Copying	$ 500	$ 500	$ 500	$ 500	$ 500
Promotion, Advertising and Print	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000
Total Direct Expenses	$ 83,050	$ 96,000	$ 99,242	$ 100,509	$ 101,801
Operating Income/Margin	$ 151,850	$ 171,300	$ 214,633	$ 275,331	$ 352,609
Indirect Expenses					
CSU/CSUSM, FAS, IITS	$ 41,393	$ 47,192	$ 54,605	$ 64,286	$ 76,542
CoBA Accreditation Costs	$ 54,000	$ 69,300	$ 90,000	$ 117,450	$ 105,400
EL Costs	$ 58,725	$ 74,844	$ 94,163	$ 112,752	$ 136,323
Total All Expenses	$ 237,168	$ 287,336	$ 338,010	$ 394,997	$ 420,066
Net Gain/Loss	$ (2,268)	$ (20,036)	$ (24,135)	$ (19,157)	$ 34,344
% Net Margin	-1%	-7%	-8%	-5%	8%
Cumulative Gain/Loss Carry Forward	$ (2,268)	$ (22,303)	$ (46,438)	$ (65,594)	$ (31,250)
Margin Sharing: (% Net Gain/Loss)					
Academic Affairs @ 5%	5% $ (113)	$ (1,002)	$ (1,207)	$ (958)	$ 1,717
CoBA @ 15%	15% $ (340)	$ (3,005)	$ (3,620)	$ (2,873)	$ 5,152
EL @ 80%	80% $ (1,814)	$ (16,028)	$ (19,308)	$ (15,325)	$ 27,475

1) CSU/CSUSM is calculated as % of Revenue: CSU 4, SA 3.5, AA 2, LIB 1.5, IITS 1.5; FAS calculated as 6% of Direct Expenses.

2) COBA Accreditation Costs supported by Category V.

3) Costs calculated to increase $25 per academic year.

Report from the University Curriculum Committee (UCC), M.S. in Health Information Management (HIM)

Formatted: Numbering: Continuous

In February 2015, UCC began review of a P-form to create a new Master of Science in Health Information Management. Ten new courses (C-forms) are associated with the degree. UCC's review process was focused on the academic soundness and quality of both the proposed courses and the master's degree as a whole. Following extensive review and consultation with the proposer Jack Leu, Department of Management Information Systems, and with input from the Biology and Computer Science departments, UCC voted to recommend the P-form and all associated C-forms for Senate approval.

The proposed 30-unit master's degree is designed as two stackable certificates and includes the 12-unit certificate in Healthcare Information Technology (HIT) already being offered, the new 14-unit certificate in Healthcare Information Management (HIM) and a 4-unit practicum that includes a project deliverable in the field of HIM. The primary aim of the master's program is create leaders who can use data to transform healthcare outcomes. The program was developed by faculty and industry experts and will develop students' ability to think strategically about adopting and integrating new emerging technologies into the existing healthcare system. The proposer received two grants from the CSU Commission on the Extended University totaling $120,000, including the campus matching grants, for the development of the HIT and HIM certificates/master's program.

New courses include:

HIM 610 Genomic Medicine and Health Informatics (1 unit)
HIM 620 Analytics for Healthcare Outcome Improvement I (2 units)
HIM 621 Analytics for Healthcare Outcome Improvement II (2 units)
HIM 630 Healthcare Project and Information Management (3 units)
HIM 640 Patient Risk Assessment (1 unit)
HIM 650 Cases in eHealth (1 unit)
HIM 660 Strategic Leadership in Healthcare (2 units)
HIM 670 Seminar in Healthcare Information Management (1 unit)
HIM 680 Developments in Healthcare Information Management (1 unit)
HIM 690 Healthcare Information Management Practicum (4 units)

For the complete curriculum associated with this proposal, visit the Curriculum Review webpage, lines 26 to 38: http://www.csusm.edu/academic_programs/catalogcurricula/2014-15_curriculum_coba.html

Proposed Catalog Language

MASTER OF SCIENCE IN HEALTH INFORMATION MANAGEMENT*

Office:
Markstein Hall 451

Telephone:
(760) 750-4220

Program Director:
Jack Leu, Ph.D

Program Coordinator:
Erica Terry, M.A.

The Master of Health Information Management offered by the College of Business Administration is comprised of (i) a 12-unit certificate in Healthcare Information Technology (HIT), (ii) a 14-unit certificate in Healthcare Information Management (HIM), and (iii) a 4-unit Practicum serving as the CSU's required culminating experience project.

The objective of the master's program is to develop healthcare leaders who excel at using data to transform healthcare outcomes. The program emphasizes (1) best practices in and theoretical underpinnings of data analytics, (2) genomic data management, (3) health risk assessment, (4) information systems for big data, (5) project management, and (6) strategic thinking and leadership. With the wide adoption of electronic health record systems, the healthcare industry will be entering a new era in which disease prevention, diagnosis, and management are based on predictive analyses of health and genomic data. This program will equip students with the knowledge needed to meet the challenges of this new healthcare era.

Developed and taught by faculty and industry experts, the HIT certificate program provides participants with a broad introduction and overview of healthcare structure and process, as well as impactful healthcare technologies. This is followed by discussions of healthcare data analytics, process re-engineering, and management of change. The goal is to shape the vision of the future of healthcare and provide the knowledge needed to encourage healthcare evolution. The program prepares students to become agents of change, innovators, leaders, and entrepreneurs in healthcare.

The HIM certificate will take an in-depth approach to preparing students as domain specialists in data analytics, an area that will fundamentally alter the landscape of the healthcare industry and provide promising career opportunities for students. This certificate will address the needs of the "big data" era and will focus on "transforming and mining" data for healthcare innovation and process improvement. This will expand on and reinforce the HIT certificate in developing each student's strategic thinking and leadership ability in adopting and integrating new emerging technologies into the existing healthcare system.

The Practicum is the culminating experience for the master's program in the form of a project for a healthcare organization. Supervised by a faculty advisor and an industry mentor, a project must address a real need in the HIT/HIM arena. The deliverables include a proposal approved by the faculty advisor and the industry mentor, a final written report meeting the master's project requirement, and an oral defense.

* *This program is offered through the Office of Extended Learning.*

Student Learning Outcomes

Graduates with a Master of Health Information Management will be able to:

1. Recognize needs and opportunities for improving healthcare system delivery and performance.
2. Apply alternative technologies and methods for system improvements.
3. Collaborate with practitioners/healthcare providers to evaluate cost-effective approaches and advocate for system reform.
4. Manage technical and human resources in the design, development, and implementation of change.

Admission Requirements and Application

HIT Certificate

- *A* Bachelor's degree from an accredited institution;
- Mathematical proficiency at a minimum level of college algebra;
- Online HIT Program Application (http://www/csusm.edu/HIT);
- Personal statement;
- Current resume;
- Hard copy transcripts mailed directly from each college and university attended to:

California State University San Marcos,
Extended Learning
Attn; Student Services/HIT Program
San Marcos, CA 92069

HIM Certificate

- A Bachelor's degree from an accredited institution;
- Completion of the HIT Certificate with overall minimum GPA of 3.0 and no course grade below C;
- An essay identifying three significant HIT issues, analyzing how various healthcare organizations address these issues, and summarizing your perspective and recommendations for resolving these issues. A grade of C or better on this essay will satisfy the graduate writing assessment requirement.

Degree Requirements and Courses

The Master of Health Information Management requires thirty (30) semester hours of coursework and Practicum with a healthcare organization. Students must complete a set of courses and Practicum with a 3.0 GPA and earn at least a "C" (2.0) in each course. Predetermined advanced level courses and credit hours are:

HIT Certificate

	Units
HIT 500	2
HIT 510	2
HIT 520	2
HIT 530	2
HIT 540	2
HIT 550	2

HIM Certificate

HIM 610	1
HIM 620	2
HIM 621	2
HIM 630	3
HIM 640	1
HIM 650	1
HIM 660	2
HIM 670	1
HIM 680	1

Practicum

HIM 690	4

New Courses being approved with this Degree Program:

HIM 610	Genomic Medicine and Health Informatics
HIM 620	Analytics for Healthcare Outcome Improvement I
HIM 621	Analytics for Healthcare Outcome Improvement II
HIM 630	Healthcare Project and Information Management
HIM 640	Patient Risk Assessment
HIM 650	Seminar in eHealth
HIM 660	Strategic Leadership in Healthcare
HIM 670	Seminar in Health Information Management
HIM 680	Seminar: Developments in Health Information Management
HIM 690	Health Information Management Practicum
HIM 691	Independent Study in Health Information Management

Open Access Policy **POLICY**

Effective Date: nn/nn/nnnn

Definition

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

Authority

CSUSM President

Scope

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

Karen S. Haynes, President _____ Approval Date

I. BACKGROUND

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

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

Implementing an open access policy supports the campus values:

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

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

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[1] http://libraries.calstate.edu/equitable-access-public-stewardship-and-access-to-scholarly-information/
[2] http://lj.libraryjournal.com/2013/04/publishing/the-winds-of-change-periodicals-price-survey-2013/#_
[3] http://www.ncbi.nlm.nih.gov/pmc/
[4] http://publicaccess.nih.gov/faq.htm
[5] http://grants.nih.gov/grants/guide/notice-files/NOT-OD-12-160.html
[6] http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB609

II. POLICY

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

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

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

III. PROCEDURE

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

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

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

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

IV. FREQUENTLY ASKED QUESTIONS

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

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

B. What kinds of writings are covered?

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

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

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

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

D. Do other campuses have OA Policies?

[7] http://www.copyright.gov/fls/fl104.html

[8] http://biblio.csusm.edu/guides/subject-guide/195-Scholarly-Communication/?tab=2298

Yes, many other schools have open access policies. The Scholarly Publishing and Academic Research Coalition has more information about open access policies[9] around the globe.

E. How was this policy written?

This policy was written by the Technology Policy and Advisory Committee, a standing committee of the CSUSM Academic Senate. Portions of this policy and the FAQ section were based on the University of California Open Access Policy[10], which is licensed under a Creative Commons license. However, several changes were made in order to support the unique requirements of our campus. The text of the UC Policy is available on the website of the University of California Office of Scholarly Communication[11].

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

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

[9] http://www.sparc.arl.org/advocacy
[10] http://osc.universityofcalifornia.edu/open-access-policy/
[11] http://osc.universityofcalifornia.edu/open-access-policy/policy-text/

FAC
Change to the University RTP Document:
University-wide Policy/Procedure/Guidelines for PRCs in the Evaluation of Tenure-line Faculty

Rationale

FAC has drafted a new section for the university RTP document that defines the policy/procedures/guidelines that apply across all units of the university for Peer Review Committees in the evaluation of tenure-track faculty. By replacing the section, "Election and Composition of the Peer Review Committee," FAC is providing more information for all interested parties. *The CBA applies in all respects; this documents clarifies how the process works on this campus. Further, this document makes clear that different units on campus have different practices.*

With the approval of this document, FAC would request that any college (or equivalent) and department (or equivalent) units be advised to not restate the CBA and/or university-wide rules in their college or unit documents, and would only state the specific procedures and guidelines for their college/unit. FAC believes that this will be helpful for all parties involved in the evaluation of tenure-track faculty.

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

Summary of changes:
Delete current section from URTP III C
Replace C with the following:

University RTP,
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)~~

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~~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)~~

Proposed new section III. C

Definition of Peer Review Committee

The peer review committee reviews and recommends faculty unit employees who are being considered for retention, award of tenure, and promotion. (CBA 15.40)

The peer review committee shall be elected by the probationary and tenured faculty members in the department. (CBA 15.40) The PRC shall elect a chair.

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

Each peer review committee shall have three elected members.

PRC Election Procedures

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

Options for PRC structure include:

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

PRC Composition and Eligibility

A faculty unit employee shall not serve on more than one (1) committee level of peer review. (CBA 15.41)

- 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.
- Peer Review Committee members must have higher rank/classification than those being considered for promotion. (CBA 15.42)
- Candidates for promotion are ineligible for service on promotion or tenure Peer Review Committees. (CBA 15.42)

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

When there are insufficient eligible members to serve on the peer committee, the department shall elect members from a related academic discipline(s). (CBA 15.40)

- For the Library and SSPARs, where there aren't enough tenured faculty to serve on both PRC(s) and the PTC, the area must vote for a PTC member <u>before</u> 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 15.40)

~~In promotion considerations, peer review committee members must have a higher rank/classification than those being considered for promotion. (CBA 15.42)~~

~~Faculty unit employees being considered for promotion are ineligible for service on promotion or tenure peer review committees. (CBA 15.42)~~

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.) (CBA 15.45.) 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 15.44) 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 15.45.)
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)

Engaged Education: Co-curricular scheduled course activities outside the classroom that enhance student understanding of concepts and activities introduced inside the classroom. Engaged learning activities provide students with opportunities to develop deeper knowledge and expertise related to the practical settings in which topics of study apply.

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RESEARCH

Structure: Credit-bearing student-designed course project involving multiple visits to a site or sites outside of the classroom. The research provides opportunities for students to apply course concepts and skills outside of the classroom with positive learning outcomes.

Supervision: Faculty

Ultimate goal: Promoting student learning and personal development through the application, contemplation, and integration of course concepts in conjunction with practice in the routine setting to which those concepts apply.

Activities:

1. Students engage in research outside the classroom as part of their coursework to learn about and reflect upon the application of concepts and research methods in the conditions of actual research practice
2. Students collect data not available in the classroom that they can analyze and incorporate into their projects
3. Research outside the classroom helps students' understanding of the connection between actual lab or field research environments and their academic coursework

Examples:

1. Psychology 396: Laboratory in Social Psychology: Students learn ad methods in social psychology by applying methodological principles to research in such areas as group interaction and person perception.
2. Human Development 497: Students participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students are involved in data collection, data coding, data analysis and manuscript preparation.

SERVICE LEARNING

Structure: Credit-bearing course projects allowing application of course concepts outside the classroom, with positive learning outcomes for both student and community. Service learning combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection.

Supervision:
Faculty have ultimate responsibility for service learning courses, with the provisos that:

1. Learning experiences in a service-learning course are designed through a collaboration of the community and the academic unit/program, relying upon partnerships meant to be of mutual benefit.
2. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives.

Ultimate goals:

1. Promoting student learning and personal development through application, reflection, and integration,
2. Fostering stronger ties between institution and community
3. Meeting relevant community needs, and,
4. Disseminating work done into the public discourse

Activities:
Students participating in service-learning

1. Provide direct and indirect community service as part of their academic coursework,
2. Learn about and reflect upon the community context in which service is provided, and,
3. Develop an understanding of the connection between service and their academic work.

Examples:

- Biology students doing fieldwork that involves working with community groups and educating them on issues related to forest and water management, and their resolution.
- Accounting students working with the economically disadvantaged sections of the local community to spread basic financial literacy and to also help them with the filing of their tax returns.

INTERNSHIPS

Structure: On- or off-campus organizations partnering with CSUSM academic departments to provide internships for academic credit. An academic internship is a University-sanctioned unpaid or paid activity that formally integrates the student's academic study with practical experience with a cooperating on- or off-campus organization. Internships overseen by the university must be for course credit.

Supervision: Students will be supervised both on site by a designee at the internship organization and by the instructor of the course providing the academic credit. Faculty supervisors will communicate with internship organization supervisors to assess student performance prior to assigning credit or grades.

Ultimate Goals:
1. Providing students with a high impact educational practice in a professional setting,
2. Promoting students' experiential learning and career development in their field of study by applying knowledge and skills learned coursework to real world experience.

Activities:
1. The student completes a project (analysis, design, or develop) or paper that must be approved by a faculty member.
2. An internship may be paid or unpaid, part-time or full-time.
3. An internship must be a closely monitored, structured activity that complements academic experience from the classroom environment by including agreed upon scope and outcomes.

Examples:
Internships combine academic and organizational activities in companies, community organizations, research labs, and university units, such as:
1. Computer Science companies: Qualcomm, Northrop;
2. Biotechnology Institutes: The Salk Institute, The Burnham Institute, The Scripps Institute;
3. Physics Labs: APS (American Physical Society), NRL (Naval Research Lab), RiSE (Research in Science and Engineering), SULI (Science Undergrad Lab Internships); STEM programs at universities: Caltech WAVE Fellows program, UCSD STARS (Summer Training Academy for Research in Sciences).

Note: Many internships obtained for academic credit are unpaid, however, employers are encouraged to offer students a regular wage. If unpaid, the employer must ensure the internship meets federal guidelines from the Department of Labor (DOL): http://www.dol.gov/whd/regs/compliance/whdfs71.htm#.UHXKLRXA_cw

CLINICAL PRACTICE EXPERIENCES

Structure: Clinical practice experiences place students in settings where they apply knowledge learned in prior coursework to the contexts in which they will work professionally. In certain fields, accrediting agencies and credentialing bodies require clinical practice experiences as components of degree programs.

Supervision: Placement is facilitated by faculty or staff of Schools and Departments. Faculty supervise students' clinical practice experiences.

Ultimate goals:
1. Applying theoretical knowledge in a professional context, while augmenting theory with practical experience in the type of career setting where students will work.
2. Compliance with accrediting organizations and credentialing bodies.

Activities:

1. Clinical practice experiences provide students with work experience that is relevant to their professional education. Examples include placements in in K-12 classrooms), clinics, or hospitals.
2. University courses offered by the Schools and Departments requiring clinical practice placements are designed to complement and support the candidate's clinical practice experience.
3. In order to meet requirements of accrediting agencies, the schools and departments provide oversight of clinical placements.

INTERNATIONAL SERVICE LEARNING (AACU calls it Global Learning)

Structure: Credit-bearing course project providing a structured and culturally-immersive academic experience in another country, working reciprocally with local institutions to address host community needs while developing our students' cross-cultural understanding of daily life and global issues.

Supervision: Faculty--Supervision may be on or off site and may include direct supervision of the student work, indirect supervision through coursework, or indirect supervision through the Office of Global Education and University Office of Internships.

Ultimate goals:

1. Provides students with valuable international experience that requires engagement and dialogue in order to widen their perspectives and deepen their intercultural understanding.
2. Develops global citizens by providing an experiential foundation for global understanding and global action.
3. Teaches students to critically analyze and reflect on the service activity for a better appreciation of course content. Cultivates and enables long-term, and mutually beneficial engagements between the university and specific international partners.
4. Establishes and enhances university reputation outside the United States.

Activities:

International Service Learning (ISL) encompass the following

- Combines traditional study abroad with international volunteerism
- Earns credit abroad
- Participates in organized community-based service projects that address community needs
- Provides direct interaction and cross-cultural dialogue with others
- Allows reflection and connection of experience with course content

Example:

- Students travel to India to work with local artisan communities and photograph of their artwork. Students help build and connect the local artisans to global markets while learning how to do product oriented photography and art marketing skills.
- Students spend 4 weeks in Denmark, conducting research with the local community on the environmental effects of climate change. Students help deal with the reduce the workload for the community and share findings with the students while learning to do field research.

SENIOR EXPERIENCE ( )

Structure: Student groups working with local businesses or organizations to complete a variety of projects.

Supervision: Faculty

Ultimate goal: Application of classroom knowledge to real-world business problems that help students enhance their skills to be the future business leaders of tomorrow.

Activities:

1. Teams of students work as consultants on real-life problems, in which they may:
   a) Diagnose causes of an accounting, finance, systems, or operations problem and make recommendations for solutions.
   b) Develop a business plan for the marketing and sales of a new product.
   c) Analyze manufacturing processes, customer service workflows, or a human resources program.

Examples:

- A senior experience team works with a university library to identify and create metrics to assess library collections.
- A senior experience team works with a local business to analyze a customer service workflow and provide recommendations for improving efficiency.

Comment [Barry1]: Why does Senior Experience stand alone? If it does, other departments/schools will want to. Can we fit it under clinical practice? Or add to the category 'Clinical Practice'? Or does it fit under Internships??

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