

AGENDA
ACADEMIC SENATE MEETING
Wednesday, December 2, 2015
1 – 2:50 p.m.
Kellogg Library Reading Room – KEL 5400

- I. Approval of Agenda
- II. Approval of Minutes – 11/4/15
- III. Chair's Report: Deborah Kristan
 - Referrals to Committees (attached) **Page 3**
- IV. Vice Chair's Report – Michael McDuffie
- V. Secretary's Report – Laurie Stowell
- VI. [President's](#) Report: Karen Haynes
- VII. [Provost's](#) Report: Graham Oberem
- VIII. [ASCSU](#) Report: [David Barsky/Glen Brodowsky](#)
- IX. [CFA](#) Report: Darel Engen
- X. [ASI](#) Report, Jamaela Johnson
- XI. Consent Calendar * (attached) **Page 3**
 - NEAC Recommendations
 - UCC: Programs/Courses Approved at UCC
 - UCC: Program/Course Changes Approved on UCC Consent Calendar
- XII. Action Items *Items scheduled for a vote, including second reading items.*
 - A. FAC: Professional Leave Policy (attachment) **Page 5**
- XIII. Discussion Items *Items scheduled for discussion, including first reading items.*
 - A. FAC: Evaluation for Athletic Coaches Policy* (2 attachments)
 - Evaluation for Athletic Coaches Policy **Page 14**
 - Coach Evaluation Forms **Page 22**
 - B. UCC: American Indian Studies (AIS) Minor (3 attachments)
 - UCC Report – American Indian Studies Minor **Page 44**
 - AIS Minor – Catalog Copy **Page 46**
 - C. SAC: Internship Policy* (4 attachments); Including Brief Presentation by Cynthia Chavez Metoyer
 - Internship Policy **Page 48**
 - Associated Background Info Short Form **Page 52**
 - On-Site Assessment Form **Page 53**
 - Agreement Template Internships (samples) **Page 56**

*Pending EC Approval

- D. BLP: A-form Report Undergraduate Degree in Wildfires* (Information Item; attachment) **Page 62**
 - E. BLP: A-form Report – Proposal for Undergraduate Degree in Chican@ Studies* (Information Item; attachment) **Page 64**
 - F. BLP: A form Report – Undergraduate Degree in American Indian Studies (AIS)* (Information Item; attachment) **Page 66**
 - G. FAC: University RTP Document (attachment)* **Page 68**
 - H. APC: Curriculum Proposers Policy* (3 attachments)
 - Rationale Statement **Page 108**
 - Provost Oberem's Reply (8/25/15) **Page 109**
 - Revised Curriculum Proposers Policy **Page 110**
 - I. APC: Proposed Revision of Graduate Probation, Disqualification and Reinstatement Policy* (2 attachments)
 - Rationale Statement for the Proposal **Page 112**
 - Graduate Probation, Disqualification and Reinstatement Policy with Proposed Revisions **Page 113**
 - J. APC: Proposed Revision of Undergraduate Probation, Disqualification and Reinstatement Policy* (2 attachments)
 - Rationale Statement for the Proposal **Page 117**
 - Undergraduate Probation, Disqualification and Reinstatement Policy **Page 118**
- XIV. Presentations (none)
- XV. Standing Committee Reports (attached) **Pages 122-128**
- XVI. Senators' Concerns and Announcements

REFERRALS TO COMMITTEES

Committee	Referral	Date
FAC	CSM Lecturer Evaluation Policy	11/18/15
APC	Undergraduate Probation, Disqualification, and Reinstatement: to update terminology.	11/30/15
FAC	Grant Proposal Seed Money Update	11/30/15
APC	Community Service Learning Courses Policy	11/30/15

CONSENT CALENDAR

NEAC Recommendations

Committee	Seat and Term	Name
General Education Committee (GEC)	CEHHS-SHSH 15-17	Rodney Beaulieu
Student Affairs Committee (SAC)	Faculty At-large 15-17	Michelle Ramos Pelicia
Intellectual Property Committee	Faculty At-large 15/16	Hyun Gu Kang
Academic Senate	CHABSS 15-17	Xuan Santos
Academic Senate	CHABSS 15-17	Jule Gómez de Garcia
Academic Senate	Part-time Lecturer 15/16	Emily Merryweather (CHABSS)
University Curriculum Committee (UCC)	CHABSS-BSS 15-17	Nicoleta Bateman

Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
ANTH	311		Archaeology of the Holy Land	C	Adolfo Muniz	11/18/15	11/30/15
LTWR	P-2		B.A. in Literature and Writing Studies	P-2	Heidi Breuer	3/9/15	11/9/15
LTWR	300A		Foundations of LTWR	C-2	Heidi Breuer	3/9/15	11/16/15
LTWR	300B		History/Practice of Literary Commentary	C-2	Heidi Breuer	3/9/15	11/16/15
LTWR	360		Literatures in a Global Context	C	Salah Moukhlis	3/9/15	11/30/15
LTWR	400-level		Prerequisite applied to 400-level literature courses	C-2	Heidi Breuer	3/9/15	11/9/15
MASS	324		Media Effects	D	Michelle Holling	11/18/15	11/30/15
MKTG	310		Personal Branding	C	Wayne Neu	11/18/15	11/30/15
MLAN	696		Independent Study or Research in MLAN	C	Michael Hughes	11/4/15	11/30/15
NURS	P-2		M. S. in Nursing	P-2	Nancy Romig	11/10/15	11/16/15
NURS	582		Adv. Psych. Mental Health Assessment	C-2	Nancy Romig	11/10/15	11/30/15
NURS	583		Adv. Field Study: Mental Health Assessment	C	Nancy Romig	11/10/15	11/30/15

Program/Course Changes Approved on UCC Consent Calendar

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Reviewed by Dean of AP/Chair of UCC
DNCE	200		Movement Awareness	C-2	Karen Schaffman	11/9/15
MGMT	P-2		B.S. in Business Admin – Management Option	P-2	Glen Brodowsky	11/11/15
MKTG	P-2		B.S. in Business Admin – Marketing Option	P-2	Wayne Neu	11/30/15
MKTG	448		Global/Cross Cultural Marketing	C-2	Glen Brodowsky	11/30/15
GSCM	P-2		B.S. in Business Admin – Global Supply Chain Mgt	P-2	Robert Aboolian	11/30/15

- 1 *Rationale*
- 2 *Revise Professional Leave Policy to conform to CBA Section 27.8 regarding denial and*
- 3 *deferment of sabbatical leave. Update policy to reflect submission of electronic copies of*
- 4 *professional leave proposals.*
- 5 *Recommend inserting in call that service credit for full year sabbaticals are at 50%.*

<i>1st Reading Comment</i>	<i>Action Taken</i>
<u>Mat – was PLC polled about these changes?</u>	<u>Ann –I believe that these changes came from PLC.</u>
<u>Senators requested: Line 95- A copy of most recent previously approved sabbatical ... both want this removed, we operate in an environment of trust that sabbatical was completed as stated.</u>	<u><i>PLC / EC request was to include all</i></u> _____ _____ _____
<u>Friendly change: - 108 D. end of sentence change from granted to accepted.</u>	
<u>I was looking at the revised policy presented at senate and I don't quite understand lines 228-232 (as numbered on the pdf that was attached to the senate agenda); the comments says that this was added by FAC, but the text shows that it has strike-through (meaning it is being deleted). Is this language being added? It is not in the current version of the policy, right?</u>	<u><i>L 228—232 were unadopted language</i></u> _____ _____

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<u>The current policy also shows the rating form for sabbatical applications. Will that remain as is and part of the revised policy?</u>	<u>While it is attached on the Univ Policy page. PLC needs to make changes to the rating not FAC.</u>
<u>was looking over the Sabbatical Policy and found something that probably needs to be changed. See section VII. Evaluation Process, Item B – (line 168). This is no longer done. I’m not involved in the process at all, as far as I know. I believe this must be handled by Academic Affairs. If you want to ask them, that would be fine, or let me know and I can find out for you and FAC. But, last year, I was not in this loop at all. From Adrienne</u>	<u>Changed to “Office of Faculty Affairs) VII Evaluation: B.</u>

6

7

8 Sabbatical Leave Procedure

9 I. AUTHORIZATION

10
11 Sabbatical leaves are authorized under Article 27 of the Collective Bargaining Agreement.

12 II. OBJECTIVE

13
14
15 Sabbatical leaves shall be for purposes that provide a benefit to CSUSM through scholarly
16 research or creative activity, instructional improvement and/or faculty retraining. Such activities
17 provide a crucial benefit to the instructional needs of CSUSM by improving the competency and
18 enthusiasm of the faculty, by keeping the faculty up-to-date in their fields, and by bringing new
19 ideas and concepts to the campus which will be shared with students and other faculty in and out
20 of the classroom. Sabbatical activities also benefit society and promote the reputation of the
21 university by giving CSUSM faculty a chance to refine ideas developed at CSUSM and spread
22 them to the national and international creative, scholarly and educational communities.
23

24 **III. ELIGIBILITY**

25

26 A. Full-time faculty unit employee shall be eligible for sabbatical leave if:

27 1. The individual has served full-time for six (6) years at CSU San Marcos in the preceding
28 seven (7) year period prior to the leave; and

29

30 2. The individual has served full-time at least six (6) years after any previous sabbatical leave or
31 difference in pay leave.

32 B. Credit granted towards completion of the probationary period for service elsewhere shall also
33 apply towards fulfilling the eligibility requirements for sabbatical.

34

35 C. A leave of absence without pay or service on an academic administrative appointment
36 excluded from the bargaining unit shall not constitute a break in service for eligibility
37 requirements.

38

39 D. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned
40 tenure.

41 **IV. SALARY**

42

43 The salary of a faculty employee on a sabbatical leave shall be in accordance with the following:

44 1. One (1) semester at full salary; or

45

46 2. Two (2) semesters at one-half (1/2) the full salary.

47

48 **V. SSP-ARs**

49

50 A. All full time SSP-ARs are eligible to apply for sabbaticals.

51

52 B. The process for SSP-ARs will be the same as it is for instructional faculty with the following
53 exceptions:

54 1. The Professional Leave Committee will evaluate the applications separately from the
55 instructional faculty and assign them to one of the categories identified in Section VII. C.

56 2. The Professional Leave Committee will submit their report to the Vice President for Student
57 Affairs instead of the Vice President for Academic Affairs.

58 **VI. APPLICATION PROCESS**

59

60 A. Sabbatical leaves are awarded the year prior to the sabbatical leave itself. Each spring
61 semester, faculty who are eligible to apply for a sabbatical leave shall be notified of their
62 eligibility and the application submission date for the Fall semester. A copy of the notification
63 shall be sent to the Dean and the Department Chair or equivalent. In order to facilitate resource

64 planning, faculty are asked to notify the Dean and Department Chair (or equivalent) as soon as
65 they make the decision to apply for a sabbatical leave.

66
67 B. An application for a sabbatical leave shall include the following:

68 1. A 3 to 5 page narrative which states the purpose of the sabbatical leave and gives a detailed
69 description of the applicant's plan of study, research, travel, and/or service. This narrative shall
70 include the following:

71 a. A full description of the proposed activities including a timeline, and, if appropriate, a
72 description of the methodology, and/or course of study (or other types of activities). The
73 activities proposed should be of a nature to clearly make full use of the applicant's working time
74 for the duration of the sabbatical leave.

75 b. An explanation of how the project positively impacts the applicant's professional development
76 (including the ability to carry out responsibilities at CSUSM). The applicant should put the
77 professional development into context. For example, if the proposed activity involves a course of
78 research, the applicant should explain whether it represents a continuation of ongoing research or
79 a change in direction; likewise, if the proposed activities are directed at instructional
80 improvement, the applicant should describe the courses which will benefit and how they will
81 benefit from the proposed activities.

82 2. A statement specifying the CSU resources (e.g., the need to use one's faculty office/lab, the
83 need to secure an internal grant, or the need for travel funds), if any, necessary to carry it out;
84

85 3. A statement of the time requested, which shall not exceed one (1) year;
86 (A sabbatical leave of two (2) semesters may be implemented within a two (2) consecutive year
87 period.)
88

89 4. A copy of the applicant's curriculum vitae and a copy of original reports for previous
90 sabbatical leaves (see Section IX.D., below).
91

92 5. Applicants who have been recommended for a sabbatical but not funded in any of the previous
93 two years may also include copies of previous recommendations from the Professional Leave
94 Committee for one or both of the previous two years.

95 6. A copy of the most recent previously approved sabbatical application and the related written
96 report describing accomplishments during the period of leave. (See IX D below.)

97 C. ~~There are two options for submitting the application. The application may be submitted as a~~
98 ~~PDF file to the Academic Resource Office must be submitted electronically to the Office of~~
99 ~~Faculty Affairs. Instructions for electronic submission will be provided by may be obtained~~
100 ~~from the Office of Faculty Affairs. A copy of the application must also be provided via email~~
101 ~~and to the Department Chair (or Equivalent Unit Lead).~~

102 ~~Alternatively, nine (9) copies may be submitted to the Professional Leave Committee via the~~
103 ~~Office of the Academic Senate. When submitted to the Office of the Academic Senate, the~~

Comment [MH1]: Language changed for clarity and at Senate's request. Faculty have been submitting for the last couple years via a website link. It works really well and is easy to use. They also email a copy to their department.

~~Office shall distribute seven copies to the Professional Leave Committee, one copy to the Associate Vice President for Academic Affairs—Academic Resources office and one copy to the applicant's department (or equivalent unit).~~

D. A difference in pay leave may be filed simultaneously with a request for a sabbatical leave according to academic unit policy and procedures but only one type of leave may be granted.

VII. EVALUATION PROCESS

A. A Professional Leave Committee shall review sabbatical applications, considering questions related to the quality of the proposed sabbatical leave project.

1. The Professional Leave Committee shall be constituted as follows:

a. The Professional Leave Committee shall be elected on an annual basis by probationary and tenured faculty unit employees.

b. The Professional Leave Committee shall be an all university committee composed of full-time tenured professors.

c. NEAC will determine the number of members from each unit as appropriate. At least one ~~member~~ member shall be elected from the faculty in each college and the Library by the eligible faculty. The distribution of areas shall parallel that of the University Retention, Tenure, and Promotion committee. One at-large representative shall be elected from the faculty as a whole.

d. Faculty unit employees applying for a sabbatical leave shall not be eligible for election to the Professional Leave Committee.

2. The Professional Leave Committee shall use the following criteria listed in order of importance in evaluating the merit of proposals:

a. The quality of the professional development of the applicant through scholarly research or creative activity, instructional improvement and/or faculty retraining with no implied priority among these (including the impact on the faculty member's ability to carry out his/her responsibilities to CSUSM).

b. The quality of the proposal in terms of clarity, purpose, methods, and objectives.

3. The Professional Leave Committee shall group applications into the following categories:

a. *Highly Recommended*: Applications that indicate exceptionally high quality projects. The expectation is that all Highly Recommended applications will be funded.

b. *Conditionally Recommended*: Applications that indicate high quality sabbatical leave projects. The expectation is that funding of Conditionally Recommended applications will be based on the availability of resources.

144
145 | c. *Not Recommended*: Applications that do not ~~indicate~~indicate high quality sabbatical leave
146 projects.
147
148 The Professional Leave Committee shall recommend against all applications whose proposed
149 activities are not of a nature to account for all of the applicant's working time for the duration of
150 the sabbatical leave.
151
152 The *Highly Recommended* category should be a small, select group. In no case should more than
153 25% of the proposals be assigned to this category.

154 4. The Professional Leave Committee shall rank order all applications in the *Conditionally*
155 *Recommended* Category (this information will not be included in the letter sent to the applicant).
156
157 5. The Professional Leave Committee shall submit a letter for each application to the Vice
158 President for Academic Affairs giving the following information (a) the category of
159 recommendation (Highly Recommended, Conditionally Recommended, or Not Recommend); (b)
160 the reasons for the recommendation, and (c) suggestions for improvement if Not Recommended.
161 The Professional Leave Committee shall also submit to the Vice President for Academic Affairs
162 the rank order of applications in the category.
163
164 A copy of this letter shall be given to the applicant. The applicant shall be informed that a
165 positive recommendation by the Professional Leave Committee does not guarantee that the
166 sabbatical Leave will be approved by the President.

167 **Applicants may respond in writing to the VPAA regarding the committee's**
168 **recommendation within two weeks of receipt of the recommendation.**

169 | B. The ~~Office of Faculty Affairs~~Senate Office shall send a copy of the application to the faculty
170 unit employee's department (or equivalent unit). The department (or equivalent unit) shall
171 provide a statement to the Vice President for Academic Affairs (with a copy to the Dean)
172 regarding the possible effect on the curriculum and the operation of the department (or
173 equivalent unit) should the employee be granted a sabbatical.
174
175 C. The Vice President for Academic Affairs shall make a recommendation to the President
176 regarding each sabbatical leave application.

177 1. After reviewing the recommendations of the Professional Leave Committee, the Vice
178 President for Academic Affairs may meet and confer with the Professional Leave Committee for
179 clarification.
180
181 2. The Vice President for Academic Affairs, in consultation with the appropriate deans, shall
182 consider other campus program needs and campus budget implications. In particular, the
183 distribution of sabbatical leaves among different academic units may be considered (taking into
184 account such factors as the FTES, FTEF, number of eligible faculty, number of faculty applying,
185 and the number of faculty recommended by the Professional Leave Committee in each unit).
186

187 3. When resources do not allow funding of all sabbatical leaves of a given category or
188 subcategory of recommendation, the Vice President for Academic Affairs shall also take into
189 account the number of years (since the applicant's previous sabbatical leave, if any) an applicant
190 has been eligible for sabbatical leave as well as the number of years the applicant has been
191 recommended for a sabbatical leave by the Professional Leave Committee, but not awarded.

192
193 4. Arrangements may be developed by the department and approved by the President to
194 accommodate granting sabbatical leaves for faculty unit employees whose leaves have been
195 approved. Such arrangements may include rearranging workload within the department, and
196 other university funding. No faculty unit employee will be involuntarily required to work in an
197 overload situation by such arrangements.

198
199 5. The recommendation of the Vice President for Academic Affairs shall be forwarded to the
200 President with copies to the applicant, the Dean, the department (or equivalent), and the
201 Professional Leave Committee. The letter should contain reasons for the
202 ~~recommendation~~recommendation.

203 ~~h-~~

204 **VIII. APPROVAL**

205 | ~~A. A-~~The President or the President's designee shall respond in writing to the applicant and shall
206 include the reasons for approval or denial. If a sabbatical leave is granted, the response shall
207 include any conditions of such a leave. A copy of this response shall be provided to the affected
208 department (or equivalent unit), the Dean, the Vice President for Academic Affairs and the
209 Academic Senate Office for the Professional Leave Committee.

210
211 B. Final approval of a sabbatical leave shall not be granted until the applicant has filed with the
212 President a suitable bond or an accepted statement of assets (not including PERS holdings)
213 and/or a promissory note that is at least equal to the amount of salary paid during the leave.

214
215 C. The guarantee posted shall indemnify the State of California against loss in the event the
216 employee fails to render the required service in the CSU following return of the employee from
217 the sabbatical leave.

218
219 D. The guarantee posted shall immediately be canceled in full upon completion of required
220 service or upon waiver of that service by mutual agreement of the faculty member and the CSU.

221
222 E. A faculty unit employee whose leave request has been approved shall normally be granted that
223 leave. A leave may be deferred by the President or the President's designee up to one year, in
224 circumstances where the President or the President's designee determines that granting the
225 sabbatical leave in the succeeding academic year would cause an undue hardship on the
226 department's ability to offer its program (CBA 27).

227 ~~-~~

228 ~~OR:~~



229 ~~If a sabbatical leave is denied based on factors other than the merit of the proposed activities~~
230 ~~(such as program needs), the faculty unit employee may request that the sabbatical leave be~~
231 ~~deferred until the following academic year, at which point the leave, if the underlying conditions~~
232 ~~supporting the proposed activities remain in effect, shall be granted. (See CBA 27.)~~

Comment [AF2]: Added by FAC per CBA 27.
DELETION WAS ALT CONSIDERATION BY FAC
NOT ADOPTED.

233 IX. FACULTY RESPONSIBILITIES

234 A. A faculty unit employee on a sabbatical leave shall not accept additional and/or outside
235 employment without prior approval of the president or the President's designee.

236
237 B. A faculty unit employee granted a sabbatical leave may be required by the president to
238 provide verification that conditions of leave were met. The statement of verification shall be
239 provided to the president and the Academic Senate office for the Professional Leave Committee.

240
241 C. A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at
242 the rate of one (1) term of service for each term of leave.

243 D. A faculty member, upon return from sabbatical, shall submit a written report of approximately
244 one page to the ~~President's designee and Professional Leave Committee department (or~~
245 ~~equivalent unit) and Dean~~ describing accomplishments during the period of leave.

246 X. FACULTY RIGHTS

247 A. It is the intent of this policy that faculty unit employees eligible for sabbatical leave who meet
248 the conditions of this policy receive their sabbatical leave.

249
250 B. Faculty on a sabbatical leave may not serve on university-wide committees. However, faculty
251 on a sabbatical leave may vote in university-wide elections and run for university-wide offices
252 for which they are eligible. The voting rights and committee service restrictions of an individual
253 on sabbatical, within their college, department, or program, should be decided by the
254 college/department/program and included in pertinent governance documents.

255
256 C. A faculty unit employee on a sabbatical leave shall be considered in work status and shall
257 receive health, dental, and appropriate fringe benefits provided by the CSU in the same manner
258 as if s/he were not on a sabbatical leave.

259
260 D. A faculty unit employee on a sabbatical leave shall be entitled to accrue sick leave, vacation,
261 and service credit toward merit salary adjustment, eligibility toward promotion, if applicable, and
262 seniority credit.

263
264 E. ~~A faculty member whose sabbatical leave has been granted may request a deferral until the~~
265 ~~following year if required due to protected leave or other rare circumstances. If approved leaves~~
266 ~~are deferred upon applicants' request, in succeeding years first preference for leave shall be~~
267 ~~given to faculty whose leave applications were approved in the earliest prior year.~~

Comment [AF3]: Added per CBA 27

269 **XI. TIMELINE**

270 May of year before request process begins:

- 271 • ~~Associate Vice President for~~The Office of Faculty Academic
272 Affairs ~~Academic Resources~~ notifies eligible faculty.
273 • NEAC constitutes the Professional Leave Committee.

274 Last business day of September:

- 275 • Applications due electronically by 5pm to the Office of Faculty
276 Affairs

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- 277 • 9 copies of application due in Office of the Academic Senate.
278 (Senate provides 1 copy to Associate Vice President for
279 Academic Affairs and 1 copy to the department (or equivalent
280 unit))

Comment [MH4]: Deletion/change per
Senate's request. I agree with the deletion.

281 First business day of October:

- 282 • The Office of Faculty Affairs requests impact statement from
283 the department (or equivalent unit).

- 284 • ~~Associate Vice President for Academic Affairs Academic~~
285 ~~Resources requests impact statement from the department (or~~
286 ~~equivalent unit)~~

287 Last business day of October:

- 288 • Professional Leave Committee forwards recommendations to
289 Vice President for Academic Affairs with a copy to applicant.
290 • Impact statements due to Vice President for Academic Affairs
291 with a copy to applicant.

292 Last day of Fall semester:

- 293 • President's designee -notifies candidates of sabbatical decisions
294 with copies to the department (or equivalent unit), the Dean and
295 the Office of the Academic Senate for the Professional Leave
296 Committee.
297
298

EVALUATION FOR ATHLETIC COACHES

Academic Affairs
POLICY (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

Rationale

FAC reviewed the procedure and forms for the periodic evaluation of Athletic Coaches. The committee thanks Head Coach Laurie Nevarez for her clarifications on the evaluation practices of the Department of Athletics during her visit to the Faculty Affairs Committee meeting of Sept. 28, 2015.

FAC has reviewed the documents for compliance with University course evaluation procedures and with the CBA, as well as for consistency in use of terminology. FAC wants to make sure that the periodic evaluation procedure includes all coach evaluation rights under CBA Article 15.

-
FACs suggested the changes and wording submitted to Coaches' council to review. Head Coach Navarez responded that coaches have reviewed and accepted FAC recommendations.

EC Feedback request to add "Internal" to the optional peer evaluation form. FAC has added for clarification to the form. CBA definition of "peer" is internal.

"Periodic Evaluation of Temporary Faculty Unit Employees

"15.23 Full-time temporary faculty unit employees appointed for two (2) or more semesters or three (3) or more quarters, regardless of a break in service, must be evaluated in accordance with the periodic evaluation procedure. This evaluation shall include student evaluations of teaching performance for those with teaching duties, peer review by a committee of the department or equivalent unit as defined in provision 15.2, and evaluations by appropriate administrators. Evaluation of full-time temporary Coaching Faculty Unit Employees shall include an opportunity for peer input and evaluation by appropriate administrators.

"15.24 Part-time temporary faculty unit employees appointed for two (2) or more semesters or three (3) or more quarters, regardless of a break in service, shall be evaluated in accordance with the periodic evaluation procedure. Such evaluations shall include student evaluations of teaching performance for those with teaching duties, evaluations by appropriate administrators and/or department chair, and an opportunity for peer input as defined in provision 15.2 from the department or equivalent unit. Evaluation of part-time temporary Coaching Faculty Unit Employees shall include an opportunity for peer input and evaluation by appropriate administrators."

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

TITLE: Periodic Evaluation of Athletic Coaches

Definition: This document sets forth the procedures for ~~the P~~periodic ~~E~~evaluation of ~~A~~athletic ~~C~~eoaches. The provisions of this document are intended to be implemented in conformity with ~~the~~ CBA Article 15.:

Authority: The Collective Bargaining Agreement between California State University and the California Faculty Association.

Scope: Coaching faculty unit employees within the Department of Athletics.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Implemented: 9/8/2008

Academic Affairs

EVALUATION FOR ATHLETIC COACHES PROCEDURES (INTERIM FOR 08/09)
FAC 326-08

Effective Date: 9/8/2008

I. GENERAL ELEMENTS

The purpose of this ~~document policy~~ is to provide a procedures for ~~the annual~~ periodic- ~~evaluation of coaching faculty unit employees~~ performance review of coaching faculty. The ~~document policy~~ complies with the ~~follows the~~ procedures as set forth in the ~~for periodic evaluation in accordance with the~~ Collective Bargaining Agreement (CBA, ~~Article A15~~)¹. Within 14 days of appointment, the Director of Athletics will provide ~~coaches coaching faculty Unit 3 employees~~ with a copy of this procedure on ~~the Periodic Evaluation of Athletic Coaches~~ Coaching Faculty Unit 3 Employees.

Comment [AF1]: Is the footnote needed?

The custodian of the Personnel Action Files (PAFs) of athletic coaches shall be the Associate Vice President ~~for Faculty Affairs, for Planning and Academic Resources (CBA 11).~~

II. EVALUATION PROCESS FOR HEAD COACHES

A. The Working Personnel Action File: The Head Coach will submit a Working Personnel Action File (~~WPAF~~) (~~WPAF~~) consisting of items 1, 2, ~~and 3~~ and 5 -below.

1. Form A1, "CSUSM Intercollegiate Athletics; Season Goals ~~Meetings~~," with the Pre-season Goals ~~(and Post-season Assessment?)~~ sections completed.
2. A personal post-season assessment. This assessment may include a simple outline of which goals were met and which were not, or a more detailed discussion of how or why goals were or were not met. Supporting materials may be included as well.
3. Form D, "Peer Input" (optional).
4. Student-athlete evaluations. ~~Coaches do not need to submit these evaluations with their WPAFs.~~ The Director of Athletics will ~~directly~~ access the student-athlete evaluations; ~~coaches do not need to submit these evaluations with their WPAFs, for all coaches directly. Copies will be provided to the coaches; coaches do not need to submit these evaluations with their WPAFs.~~
5. An index of these materials, which shall be permanently placed in the Head Coach's Personnel Action File (PAF).

Timeline:-

o The WPAF shall be submitted to the Director of Athletics by June. 1

B. ~~Goal~~Pre-season goals-setting and post-season assessment follow-up meetings: Prior to each season of competition, the Head Coach and the Director of Athletics will meet to set goals for the upcoming season. Goals will be set in the areas of team athletic performance, team academic performance, fundraising, and recruiting; an "other" category will also be available for any program-specific goals that may apply. It is expected that the goals will be

¹ ~~The Periodic Evaluation of Temporary Faculty Unit Employees includes coaching faculty unit employees and is governed by Article 15 of the Collective Bargaining Agreement.~~

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challenging but realistic ~~—~~ not unreasonable or unattainable. These goals will be documented in the “Pre-season Goals” section on Form A1: CSUSM Intercollegiate Athletics: Season Goals, “Pre-season Goals.”

At the conclusion of each season, the Head Coach and the Director of Athletics will meet to assess whether or not the set pre-season goals ~~set~~ were met. If the goals were not met, they will discuss the reasons. The post-season assessment will be documented in the “Post-season assessment” section on Form A1: CSUSM Intercollegiate Athletics: Season Goals, “Post-season Assessment.”

Timeline:

- o The Pre-season Goals meetings will be held before the first official contest.
- o The Post-season Assessment meetings will be held as soon as possible after the conclusion of the season as possible

- C. Student-athlete evaluations: Head Coaches will be evaluated by their student-athletes using Form B1, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach).”

The Office of Institutional Research will ~~generate~~ the evaluations ~~for~~ ~~each~~ team to complete near the conclusion of the season at a team meeting at which the coach being evaluated will not be present. The evaluation results will be sent to the Director of Athletics and after the completion of the season to the coach.

Timeline:

- o The student-athlete evaluations for all fall, winter and spring sports will be administered during the same period as spring semester course evaluations.

- D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using form, Form D, “Peer Input,” as part of their WPAFs.

- E. Performance Appraisal: The information submitted with the WPAF, including documentation of the pre-season goal setting and post-season goal assessment meetings, student-athlete evaluations, and peer input (if any), will form the basis for the Head Coach’s Performance Appraisal to be done by the Director of Athletics. The Director of Athletics will complete Form C1, “Cal State San Marcos Athletics: Performance Appraisal for Head Coaches,” and provide a copy to the Head Coach. The Head Coach will be given at least five (5) days notice of the placement of Form C1 in his/her PAF.

- F. The Head Coach may request an external review of the materials submitted for evaluation. Such a request must document the special circumstances that necessitate an external reviewer. The request must be approved by the President or the President’s designee.

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Comment [AF2]: 11/18 EC feedback – internal or external peer feedback. Change title through out.

Comment [I3]: Need to generate peer evaluation form.

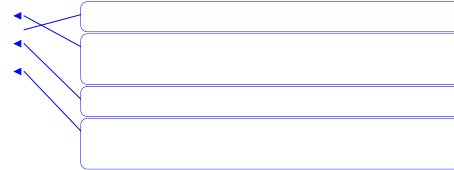
Comment [AF4]: Add optional peer input form

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~~Within ten (10) days following receipt of the evaluation, the HC may attach or submit a response or rebuttal to the evaluation and/or request a meeting with the evaluator.~~



Timeline:

- o The Periodic Evaluation ~~must~~ be completed by June 15.

III. EVALUATION PROCESS FOR ASSISTANT COACHES

- A. ~~The Working Personnel Action File: The Assistant Coach will submit a Working Personnel Action File (WPAF) consisting of items 1, 2, and 3 and 5 below of the components below as part of the Working Personnel Action File (WPAF).~~
~~AD will have access to athlete evaluations (item 3) for all sports. Therefore, item 3 will not need to be submitted by the assistant coach as part of their WPAF.~~

1. Form A2, "CSUSM Intercollegiate Athletics: Season Goals," with the Pre-season Expectations and Post-season Assessment sections completed, ~~with the goal section completed.~~
2. A personal post-season assessment. This assessment may include a simple outline of which goals were met and which were not, or a more detailed discussion of how or why goals were or were not met. Supporting materials may be included as well.
3. Form D, "Peer Input" (optional).
4. ~~Student-athlete evaluations. Coaches do not need to submit these evaluations with their WPAFs. The Director of Athletics will directly access the student-athlete evaluations; coaches do not need to submit these evaluations with their WPAFs. Copies will be provided to the coaches.~~
- 4.5. ~~An index of these materials, which shall be permanently placed in the Assistant Coach's Personnel Action File (PAF). The AD will access the student evaluations for all coaches directly, coaches do not need to include the evaluations as part of their WPAF.~~

Timeline:

- o The WPAF shall be submitted to the AD by Jun. 1.

- B. ~~Pre-season expectations Goal setting and post-season assessment follow-up meetings; Prior to each season of competition, the Head Coach will meet with each Assistant Coach to set~~

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~~goals~~ discuss expectations -for Assistant Coach performance for the upcoming season. Duties with respect to attendance at practice and competition; work with student-athletes; and administrative duties will be set; an “other” category will also be available for any program-specific duties that may apply. These goals will be documented in the “Pre-season Expectations” section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations. “Pre-season Expectations.”

At the conclusion of each season, ~~after the WPAF is submitted~~ the Head Coach will meet again with each Assistant Coach to assess whether or not the ~~goals expectations~~ were met. If ~~goals expectations~~ were not met, they will discuss the reasons. The post-season assessment will be documented in the “Post-season Assessment” section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations. “Post-season Assessment.”

The goals set and the follow-up assessment will be documented on Form A2 “CSUSM Intercollegiate Athletics: Season Goals.”

Timeline:

- o The Pre-season Expectations meetings will be held before the first official contest.
- o The Post-season Assessment meetings will be held as soon as possible after the conclusion of season as possible.

- C. Student-athlete evaluations: Assistant Coaches will be evaluated by their student-athletes using Form B2, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach).” Because of the unique responsibilities of track and field Assistant Coaches, they will be evaluated using with a separate form, Form B3, “Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Track and Field Assistant Coach).”

The Office of Institutional Research will generate the evaluations for each team to complete near the conclusion of the season at a team meeting ~~at~~ which the coach being evaluated will not be present. The evaluation results will be sent to the Director of Athletics AD and, after the completion of the season, to the ~~Head and~~ Assistant Coach.

Timeline:

- o The student-athlete evaluations forms for all fall, winter, and spring sports will be administered during the same period as spring semester course evaluations.

- D. Peer Input (optional): Coaches have the option of submitting a peer evaluation using Form D: “Peer Input,” as part of their WPAFs, ~~documentation of their coaching from their peers.~~

Peer input will be submitted as part of the Working Personnel Action File (WPAF). All deadlines applying to the WPAF in this document apply to peer input, also.

- E. Performance Appraisal: The information submitted with from the WPAF, including documentation of the pre-season expectations setting and post-season assessment follow-up meetings, student evaluations, and peer input (if any) will form the basis for the Assistant

Comment [15]: Need to generate peer evaluation form.

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Coach's Performance Appraisal to be done by the Director of Athletics with input from the Head Coach. The Director of Athletics will complete Form C2, "Cal State San Marcos Athletics: Performance Appraisal for Assistant Coaches," and provide a copy to the Assistant Coach. The Assistant Coach will be given at least five (5) days notice of the placement of Form C2 in his/her PAF, be part of the informational basis for a coach's performance appraisal to be completed by the head coach and AD. The AD will complete Form C2, "Cal State San Marcos Athletics Performance Appraisal for Assistant Coaches" with input from the Head Coach.

- F. The Assistant Coach may request an external review of the materials submitted for evaluation. Such a request must document the special circumstances that necessitate an external reviewer. The request must be approved by ~~the President or~~ the President's designee.

The AD and/or the Head Coach will then meet with each assistant coach to review the performance appraisal. The Head Coach, AD and assistant coach will sign the performance appraisal form; the assistant coach's signature will indicate that she/he has reviewed the form and had an opportunity to discuss it with the Head Coach and/or AD, not necessarily that she/he agrees with the appraisal. Copies of the performance appraisal form will be given to the coach and placed in the coach's Personnel Action File (PAF).

Timeline:

- o The Periodic Evaluation Performance appraisal forms must be completed by June 15.

IV. COACHING FACULTY REBUTTAL/RESPONSE PROCESS

Per Article 15 of the Collective Bargaining Agreement between the CFA and the CSU, the Head Coach or Assistant Coach may submit a rebuttal or response statement or response in writing and/or request a meeting ~~be held~~ to discuss the evaluation within ten (10) days following receipt of the evaluation. A copy of the response or rebuttal statement shall be placed with Form C1/C2 in the coach's PAF.

V. FORMS TO BE USED FOR EVALUATION OF COACHING FACULTY

- A. Form A1: CSUSM Intercollegiate Athletics: Season Goals Meetings – ~~form~~ for head coaches.
- B. Form A2: CSUSM Intercollegiate Athletics: Season Goals Expectations Meetings – ~~form~~ for assistant coaches.
- C. Form B1: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)
- D. Form B2: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach)

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- 294 E. Form B3: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Track and Field
295 Assistant Coach)
296
297 | F. Form C1: Cal State San Marcos Athletics; Performance Appraisal for Head Coaches
298
299 | G. Form C2: Cal State San Marcos Athletics; Performance Appraisal for Assistant Coaches
300
301 H. Form D: Peer Input (optional)

FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS

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. Student-Athlete Experience	5. Student-Athlete Experience
Head Coach Signature* Date	Head Coach Signature** Date
Director <u>of</u> Athletics Signature Date	Director <u>of</u> 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~~EXPECTATIONS

As part of the coach evaluation process, the ~~H~~ead ~~C~~oach and Director of Athletics will meet with all ~~A~~ssistant ~~C~~oaches 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. Academics	5. Academics
Asst. Coach Signature* Date	Asst. Coach Signature** Date
Head Coach Signature Date	Head Coach Signature Date
Director <u>of</u> Athletics Signature Date	Director <u>of</u> 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"/>

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 NCAA DII 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"/>

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

Highly effective

☐

Somewhat effective

☐

Somewhat ineffective

☐

Highly ineffective

☐

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

~~If you believe If your head coach has anysome weaknesses, describe them below.~~
~~What do you consider to be the weaknesses of your head coach (if anyare they),~~
~~and what suggestions do you have that might help your head coach be more~~
~~effective?~~

~~(Take out question, redundant with next question)~~

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**

☐

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

If you believe your assistant coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective?

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?

~~—(Take out above sentence and change to the following to mirror head coach's evaluation wording:~~

~~**-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**

☐

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

Your assistant 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 assistant 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"/>

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

~~If you believe your assistant head coach has some weaknesses, what are they and what suggestions do you have that might help your head coach be more effective? 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?~~

~~(Take out above sentence and change to the following to mirror head coach's evaluation wording: -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 _____

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 ~~unsatisfactory and marginal unacceptable~~ performance or ~~of outstanding~~ 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 Athletics Department functions as requested _____
- h. Supports community events through team and personal participation _____
- i. Demonstrates commitment to NCAA Division II 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 Athletics 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 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 positive role model for student athletes _____

COMMENTS

IV. RULES COMPLIANCE

- | | | | |
|--|----|--|-------|
| | a. | Understands and complies with NCAA DII 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 Athletics 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 NCAA DII, 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 (5) or more 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 and/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 Director of Athletics ~~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 ~~unsatisfactory and marginal~~ acceptable performance or ~~of outstanding~~ 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 Athletics Department functions as requested _____
- h. Supports community events through personal participation _____
- i. Demonstrates commitment to NCAA DII & 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 Athletics 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 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 positive role model for student-athletes _____

COMMENTS

IV. RULES COMPLIANCE

- a. Understands and complies with NCAA DII 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 the head coach _____
- b. Understands NCAA DII 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 (5) or more 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 and/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 of Athletics Date

Signature of Head Coach Date

FORM D: INTERNAL PEER INPUT (OPTIONAL)

HEAD OR ASSISTANT COACH'S NAME

SPORT YEAR

INTERNAL PEER NAME

RELATIONSHIP TO COACH

PROVIDE ASSESSMENT OF COACH'S PERFORMANCE BELOW:

PEER SIGNATURE: DATE:

Report from the University Curriculum Committee (UCC), American Indian Studies Minor

In September 2015, UCC began review of a P-2 proposal form to substantively change the Native Studies Minor. The core proposed changes included: 1) a change in name from Native Studies to American Indian Studies; 2) a redesign of the focus of the minor to center on American Indian epistemologies from a distinctly tribal perspective; and 3) a revamping of the coursework to ensure students develop critical perspectives and understand the theoretical frameworks related to American Indian communities.

Prior to submitting the P-2 form, the proposer (Dr. Proudfit) engaged in a careful analysis and evaluation, working with local tribal communities and an American Indian Studies Advisory Committee to restructure the minor. The title change was made to better reflect the political status of tribal nations and how they determine their identity. The proposal creates a more focused curriculum aimed at providing intellectual engagement and a critical understanding of tribal sovereignty, the culture and identity of North American Tribal nations.

UCC's review process centered on the academic soundness and quality of the proposed curriculum to meet the aims described. The coursework was completely revamped with a proposed objective to focus the course of study more specifically on American Indian epistemologies. The Native Studies minor, as it currently exists, includes curriculum from a number of departments within CHABSS and in CSM. The proposal came to UCC with the intent to design and deliver a curriculum from the unique perspective of faculty within AIS. Along with the P-2 came 3 C forms and 2 C-2 forms to create new coursework for the minor and crosslist two AIS courses with Sociology, and one with Political Science.

Below is a list of the departments impacted by the curriculum changes along with their noted position on this proposal, and any subsequent response by Dr. Proudfit.

- 1) Anthropology – noted opposition if ANTH 480/481 remained crosslisted with AIS 480/481. Anthropology also noted concern that the curriculum was limited and excluded relevant coursework from other disciplines, including History, Liberal Studies, Anthropology and Literature and Writing Studies. The proposer removed ANTH/AIS 480/481 from the proposal at this time. These courses are not part of the current NATV minor, but were proposed as part of the P-2 changes for inclusion.
- 2) Biology – indicated support for the proposed removal of BIOL 338
- 3) Communication – indicated support for the proposed removal of COMM 330
- 4) Economics – indicated support for the proposed removal of ECON 325
- 5) History – indicated support for the proposed removal of HIST 337, 338a, 338b, and 356.
- 6) Literature and Writing Studies – indicated support provided a humanities course be **required**. Literature and Writing Studies did not indicate any particular course be required, just that *a course* be required. LTWR 345 was included in the proposal as an **elective**.
- 7) Music – indicated support for the proposed removal of MUSC 390, 422
- 8) Political Science – indicated support for the proposal and agreed to cross-list PSCI 418 with AIS 468
- 9) Sociology – indicated support for the proposal and agreed to crosslist SOC 348 and 468 with AIS

The P-2 form also came to UCC with an indication that Liberal Studies was an impacted discipline. Liberal Studies indicated that they did not feel that they could sign off in support of the changes as they are

currently proposed. Liberal Studies noted that the restricted focus limited student choices from a more broad array of relevant courses from a number of disciplines.

The proposed coursework for the minor now focuses very specifically on American Indian epistemologies. It includes 21 units: a 3 unit required course that is an Introduction to American Indian Studies, 15 units of primary coursework to be selected from six AIS (crosslisted with SOC and PSCI) UD courses, and 3 units of elective coursework to be selected from three AIS and one LTWR UD courses. (Please see the Catalog Copy in the agenda).

The P-2 proposal came to UCC approved by majority vote from CHABSS's CAPC, and supported by CHABSS' Dean Adam Shapiro.

UCC carefully considered the proposal in light of the stated objective to refine and refocus the program on understanding the theoretical frameworks and present issues related to American Indian Communities. UCC also considered the feedback provided by each impacted discipline, CHABSS' CAPC, CHABSS' Dean Shapiro and Dr. Proudfit. The proposed curriculum was deemed to be sound and provided a unique focus to our campus. UCC voted to recommend the AIS P-2 form and all associated C and C-2 forms for Senate approval. UCC also voted to bring the P-2 form as a discussion item due to the substantive nature of the changes.

The proposed 21-unit minor will be housed within the new Department of American Indian Studies. It was designed to offer students an integrated knowledge platform to understand the diverse needs and interests of American Indian communities in California and beyond. It also aims to build knowledge and sensitivity to work successfully with American Indian communities.

New courses include:

AIS 101: INTRODUCTION TO AMERICAN INDIAN STUDIES

AIS/SOC 370: AMERICAN INDIAN WOMEN AND ACTIVISM

AIS/SOC 400: CONTEMPORARY AMERICAN INDIAN HEALTH AND WELLNESS

MINOR IN NATIVE STUDIES

Office:

SBSB 2237

Telephone:

(760) 750-4619

Program Coordinator:

Joely Proudfit, Ph.D.

Faculty:

Jocelyn Ahlers, Ph.D.

Bonnie Bade, Ph.D.

Jule Gómez de García, Ph.D.

E.A. Schwartz, Ph.D.

Program Offered:

- Native Studies Minor

Earning this broadly interdisciplinary minor reflects an awareness of the indigenous heritage as well as the issues which contemporary native communities and peoples confront. Students will focus on native peoples in the United States and Mexico but will have opportunities to consider the experience of native peoples in a global context. The Native Studies Minor demands a range of knowledge focused in four areas: indigenous cultures, history, and the social and environmental contexts of native life. It makes use of the strengths of university faculty members in anthropology, communication, history, music, visual arts, biology, and economics.

The minor prepares students who expect to work with native communities to understand those communities in a broad cultural, historical, social, and environmental context. Students who earn the minor should have the particular knowledge and sensitivity necessary to work successfully as educators, administrators of businesses and tribal and other governmental bodies, and members of other professions serving native communities.

Eighteen reservations are located all or in part in San Diego County, and the California and urban American Indian population is upwards of thirty thousand (not including members of indigenous communities based in Mexico). Much of that population is in the area served by the university. This minor serves as an essential link between the university and the diverse Indian communities within its area of responsibility; a central goal of the program is to strengthen relationships between the university and these communities.

Requirements

Completion of the minor requires twenty-one units of credit, fifteen of which must be upper-division courses, and twelve of which must be completed at CSUSM. Courses must be completed with a grade of C or better to count toward the minor.

One course must be an internship (NATV 498 or a relevant internship in any other discipline), approved by the native studies coordinator, which brings the student into direct contact with a native community.

In addition, at least one course must be chosen from each of the four areas below, plus two electives taken from any of the areas below; NATV 380 may also be used as an elective. With consent of the program coordinator, as many as six units of Independent Study (NATV 390) may be counted toward the minor.

- I. History courses provide a knowledge of the broad issues and problems of native history as well as an understanding of the specific periods discussed.

	Units
Select one course:	3
HIST 337	HIST 338A
HIST 338B	

- II. Culture courses provide a framework that expose the student to the complexity and diversity of native cultures and encourage further exploration and participation. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students will be expected to take these insights and apply their lessons during their internship.

	2-3
Select one course:	
ANTH 302	MUSC 390
ANTH 325	MUSC 422

- III. Social Context courses provide a framework that allows students to understand the relationships between native peoples and the larger societies in which they live, and should help students understand the meanings of native identity. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minors will be expected to take these insights and apply their lessons during their internship.

	3
Select one course:	
ANTH 200	COMM 330
HIST 356	

IV. Environmental Context courses provide a framework that allows students to understand environmental changes as they affect native communities, especially those located in rural areas such as the reservations, which are the homes and/or homelands of most native populations in the United States. Students need to recognize that the content of these courses might not address native populations specifically. However, they need to hold in mind the examples of native communities they know in terms of both their own experience and in examples provided in other courses. Students enrolled in the minor will be expected to take these insights and apply their lessons during their internship.

	Units
Select one course:	3
ANTH 370	BIOL 339
BIOL 338	ECON 325

V. Internship in Native Studies

NATV 498 or equivalent internship approved by Native Studies Coordinator	3
--	---

Total Units **20-21**



SAC

Rationale: This policy is being created to comply with the Chancellor's Office Executive Order 1064 "Student Internships" which requires campuses to "develop, maintain and publish a student internship policy governing internships where the university makes the placement". The Executive Order provides policy guidelines for academic, for-credit internships; **not** under its purview are internships that are "teacher preparation placement or clinical placements such as for nursing, counseling, physical therapy or occupational therapy", as well as non-credit internships. This policy uses the purview and internship definition of the Executive Order. To foster compliance with the Executive Order issued in 2011, the President convened a task force on student placements; it recommended the creation of a University Office of Internships as designated campus office, to fulfill the functions defined for such an office in EO 1064. The Office of Internships manages an online database which lists organizations with whom the University has a fully executed partnership agreement; the database allows students to electronically upload required documents such as the placement guidelines, emergency contact information, and the learning agreement. The University provides general and professional liability insurance policies that afford coverage for students during credit bearing placements with community agencies provided there is a written agreement in place between the University and the hosting community organization.

For Action Items (Second Reading): Please include a table with columns (1) listing comment/suggestion received and (2) committee's response/action taken to address.

CALIFORNIA STATE UNIVERSITY SAN MARCOS INTERNSHIP POLICY

I. Definition

1. Internships integrate a student's academic study with practical experience in a cooperating organization.
2. Internships are designed to serve educational purposes by offering experience in a business, non-profit, government setting, educational or other workplace setting.
3. For purposes of this policy, "internship" does not include teacher preparation placements, social work placements, or clinical placements such as for nursing, counseling, physical therapy or occupational therapy (as per Executive Order 1064, III).
4. Internships can be for undergraduate or graduate coursework, on-campus or off-campus, paid or unpaid, full-time or part-time. This policy applies to internships for academic credit.
5. An internship site is the organization or CSUSM office at which the internship takes place.

II. Academic Responsibilities for Internship Planning

Prior to placing students in internships, the **supervising faculty member** should consult with their department/academic unit about departmental internship practices, and with the University Office of Internships about procedures and information resources (the required

forms are online, have electronic signature fields, and are available at the Office of Internships website). The supervising faculty member is responsible for the following:

1. Verifying the potential for the internship opportunity to provide an educationally appropriate environment and experience;
2. Determining appropriate selection criteria and basic skills required of students for each particular internship (e.g. minimum GPA, class status, major).
3. Collaborating with an appropriate individual(s) from the host organization to supervise the student at the internship site.
4. Developing and approving a Learning Agreement for the student. The Learning Agreement shall include the performance expectations, the learning outcomes, the logistics, and specific number of hours per unit of academic credit to be granted. (See the [CSUSM credit hour policy](#) regarding the amount of instruction and student work expected for each credit hour). The Learning Agreement shall be signed by the supervising faculty member, site supervisor, and student, and submitted by the student to the University Office of Internships.
5. Directing F-1 and J-1 visa international students who are pursuing a paid or unpaid internship to the Office of Global Education regarding work authorization; directing domestic students interning abroad to the Office of Global Education for travel insurance information.
6. Providing students with special needs an individualized education plan that provides reasonable accommodations to allow the student to participate. The Office of Disabled Student Services (DSS) is responsible for authorizing DSS services and may be consulted for assistance in Learning Agreement development.

After an internship is completed, the **supervising faculty member** is responsible for:

7. Evaluating the student's performance in the academic internship and awarding academic credit.

III. Administrative Responsibilities for Internship Planning

Prior to placing students in internships, the **University Office of Internships** is responsible for the following:

1. Ensuring compliance with CSU system and campus risk management requirements.
2. Conducting a site visit to identify the potential risks of the internship site and ensuring an On-Site Assessment form. The site visit may be bypassed if the campus can demonstrate and document sufficient knowledge of the internship site. This could be accomplished through online review, published materials, direct contact with the site or completion of a Learning Site Self-Assessment form by the site.
3. Reviewing emergency preparedness processes and crisis response plan with the student and agency supervisor;

4. Managing an online database accessible to CSUSM students and faculty, which lists available internships and provides information about enrolling in those internships.
5. Conducting a student orientation that includes conduct expectations, health and safety instructions, and emergency procedures and contacts.

Additionally, the **University Office of Internships** is responsible for:

6. Administering an annual review of the internships, both for educational purposes and for safety to the students. Such reviews should take into account information gathered from on-site supervisors, faculty, university staff, and student experience.
7. Retaining together all required documentation for three years. Such documents must be retained consistent with system-wide and campus document retention guidelines. Such documentation includes:
 - a. Name and contact information for the internship site,
 - b. Student information,
 - c. An emergency contact form to be completed by each student,
 - d. In cases where the internship placement is not required as part of an academic program in which the student is enrolled, or the student is under 18 years of age, the liability waiver form set forth in Executive Order 105 must be completed.
 - e. In cases when a student completes an internship at their place of employment, a document signed by the site supervisor verifying that the time invested by the student in the internship is above and beyond the student's regular work duties, will be submitted to the Office of Internships
 - f. The Participation and Guideline Form; and a Learning Agreement to be signed by the student, supervising faculty member, and site supervisor. The Learning Agreement form must address the work to be provided by the student, the learning outcomes, and the placement logistics, including hours and pay.
 - g. Written agreement of the internship site to meet campus expectations, including a signed University Community Partnership Agreement between the internship site and the University that addresses both the internship site's and the University's role in the internship, as well as the student's responsibilities. The University Office of Internships will ensure the execution of such agreement.

Authority

Executive Order 1064

Scope

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

132 **Responsible Division**
133 Community Engagement
134
135

Associated Background Information to the Internship Policy Forms submitted electronically

The required forms are available online at the Office of Internships website/the S4 database. The actual information is gathered electronically through the Chancellor's office system-wide S4 [database](#). Faculty teaching a designated internship course, and their students, are able to access the database. Office of Internships <https://www.csusm.edu/community/internships/>

Short LIST OF DOCUMENTS/FORMS related to Internships – Roman numerals refer to the Internship policy.

Student submits:

1. Student Information and Emergency Contact Information (III.7b,c)
2. Learning Agreement (required, but there is no official form; II.4)
3. Participation and Guideline Form (III. 7f)
<https://www.csusm.edu/community/documents/Student%20Internship%20Participation%20Guidelines.pdf>

in exceptional cases (see policy), student submits:

- liability waiver / Informed consent (III.7d)
https://www.csusm.edu/studenttravel/documents/travel_release.pdf
- time sheet or other document signed by the site supervisor verifying that the time invested by the student in the internship is above and beyond the student's regular work duties (required, but there is no official form; III. 7e)

Community partner submits:

1. questions when they initiate a request to the Office of Internships - the link to the questionnaire is [here](#). (questions are taken from the CSU's Managing Risk in Service Learning resource guide; III.1)
2. On-Site Assessment form or Learning Site Self-Assessment form (III.2, sample attached)
3. University Community Partnership Agreement (III.7g, sample attached)

* * *

On-Site Assessment Form

Contact information

Organization Name:	
Contact Person Name/Title:	
Address:	
City:	
State/Zip:	
Phone:	
Fax:	
Email:	
Website:	

Organization Type

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Faith Based | <input type="checkbox"/> Middle School |
| <input type="checkbox"/> Alternative Education | <input type="checkbox"/> For Profit | <input type="checkbox"/> Non-Profit |
| <input type="checkbox"/> College/University | <input type="checkbox"/> Government | <input type="checkbox"/> Technical/Vocational |
| <input type="checkbox"/> Elementary School | <input type="checkbox"/> High School | <input type="checkbox"/> Youth Based |
| <input type="checkbox"/> Other | | |

Issue(s) Addressed (check all that apply)

<input type="checkbox"/> Advocacy	<input type="checkbox"/> Environmental Sustainability	<input type="checkbox"/> Immigration/Naturalization
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Food Security	<input type="checkbox"/> Labor/Employment Development
<input type="checkbox"/> Animal Welfare	<input type="checkbox"/> Global Issues	<input type="checkbox"/> Law/Legal Services
<input type="checkbox"/> Arts & Culture	<input type="checkbox"/> Health – Aging & Hospice Care	<input type="checkbox"/> Media
<input type="checkbox"/> Community/Econ Dev.	<input type="checkbox"/> Health – Chronic Disease	<input type="checkbox"/> Poverty
<input type="checkbox"/> Community Gardening	<input type="checkbox"/> Health – Community Wellness	<input type="checkbox"/> Public Safety
<input type="checkbox"/> Conflict Resolution/Peace &	<input type="checkbox"/> Health – Mental Wellness	<input type="checkbox"/> Transportation
<input type="checkbox"/> Education - (early childhood)	<input type="checkbox"/> Health – Nutrition	<input type="checkbox"/> Social Services
<input type="checkbox"/> Education - (K-6)	<input type="checkbox"/> Health –Physical Fitness	<input type="checkbox"/> Technology
<input type="checkbox"/> Education - (middle school)	<input type="checkbox"/> Health – Policy & Practices	<input type="checkbox"/> Violence Prevention
<input type="checkbox"/> Education - (high school)	<input type="checkbox"/> Health – Public Health	<input type="checkbox"/> Voter Registration
<input type="checkbox"/> Education/Youth (After/Before Sch.)	<input type="checkbox"/> Health –Substance Abuse	<input type="checkbox"/> Women’s Rights Issues
<input type="checkbox"/> Education (Literacy)	<input type="checkbox"/> HIV/AIDS	<input type="checkbox"/> Youth Development/Programming
<input type="checkbox"/> Education (Mathematics)	<input type="checkbox"/> Homelessness	<input type="checkbox"/> Youth – Foster Care
<input type="checkbox"/> Education (Physical Education)	<input type="checkbox"/> Housing	<input type="checkbox"/> Other: _____

On-Site Assessment Form

Logistics

How will students check in at site?	
How will students track hours at the site?	
Do students meet with site supervisor prior to starting?	
Are students provided with a work space?	
Will students be asked to bring anything with them?	
Will students be asked to buy anything? If so, will they be reimbursed?	
Will students be working under supervision?	
Will students be working at alternate sites?	
What are required of students prior to starting? Fingerprinting? Background checks? Who pays for this?	
Who should site contact in case of emergency?	
Who should university contact in case of emergency?	
Will students be asked to drive for this placement? (Please see footnote 1).	

Risk Identification and Tour of Site

Does the site provide a safety orientation?	
Is there adequate parking for students?	
Will students be working in a high crime area?	
Will students be interacting with individuals who have a criminal background or a history of physical violence?	
Will learning site request emergency contact information for students?	
Will student be required to work alone at night (between 6pm and 8pm?)	
Is learning site home based? (Please see footnote 2).	
Are exits clearly marked?	
Is there an emergency evacuation plan?	
Is there any damage to site that may create a hazard for students?	

On-Site Assessment Form

Does the learning site carry liability insurance? Any other insurance?	
Document and discuss any risks involved with this learning site.	

Privacy and Evaluations

Are students allowed to take pictures or videos?	
Will students be asked to sign a confidentiality waiver?	
Will there be evaluations required? By whom?	

Service-Learning Agreement/ Learning Plan / Orientation

Discussed and reviewed service-learning agreement.	
Discussed and reviewed learning plan.	
Discussed what should be included in an onsite orientation for students.	

Learning Site Representative Signature: _____ **Date:** _____

Title: _____

University Representative Signature: _____ **Date:** _____

Title: _____

Footnotes:

1. Discuss any driving requirements with university risk manager.
2. Home-based learning sites should have a separate attachment specifying where meetings with students should take place (ie: a public location or on campus).
3. Learning sites should have orientations for all student volunteers going over items discussed in the site checklist.



California State University San Marcos
University Community Partnership Agreement
Agreement #: [Click here to enter text.](#)

This agreement ("**Agreement**") is between the Trustees of the California State University on behalf of **California State University San Marcos ("University")** and [Click here to enter text.](#) ("**Learning Site**"). This Agreement shall be effective as of the date of the last Parties signature. In consideration of the mutual promises set forth below, the University and Learning Site ("**parties**") agree as follows:

I. Learning Site's Responsibilities

- A. Identify the student's supervisor. The supervisor agrees to meet with the student regularly to facilitate the student's learning experience, provide support, review progress on assigned tasks, verify service hours and give feedback.
- B. Provide an orientation that includes a site tour; an introduction to staff; a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients; a discussion concerning safety policies and emergency procedures; and information detailing where students check-in and how they log their time.
- C. Provide student with a written description of the student's tasks and responsibilities.
- D. Provide appropriate training, equipment, materials and work area for students prior to students performing assigned tasks or working with the Learning Site's clients.
- E. The Learning Site will be responsible for additional requirements as determined by Learning Site such as a background check, fingerprinting and/or a tuberculosis test. California law may require the Learning Site to obtain STUDENT's fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the Learning Site's responsibility to 1) determine whether such requirements are required; 2) obtain the requirements from the STUDENT(s); and 3) obtain criminal background clearance from the appropriate agency, and 4) maintain the confidentiality of any results as required by federal and state law.
- F. Evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
- G. Notify the University as soon as is reasonably possible of any injury or illness to a student participating in a learning activity at the Learning Site.
- H. Learning Site shall familiarize itself with student privacy laws (FERPA) and adhere to it accordingly.

II. University's Responsibilities

- A. The University will advise the student(s) of their responsibility to:
1. Participate in all training required by the Learning Site.
 2. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
 3. Complete all assigned tasks and responsibilities in a timely and efficient manner.
 4. Abide by the Learning Site's rules and standards of conduct.
 5. Maintain the confidentiality of the Learning Site's proprietary information, records and information concerning its clients.
- B. The University will advise student(s) that neither the University nor the Learning Site assumes any financial responsibility in the event he/she is injured or becomes ill as a result of his/her participation a learning activity at the Learning Site.
- C. Provide the student(s) with general and professional liability insurance in the amount of \$1,000,000 per occurrence, \$3,000,000 general aggregate. This insurance only applies if both parties have signed this Agreement.

III. General Provisions

- A. This Agreement will become effective as of the date last written below and continue for a period of **5 years** unless terminated by either party after giving the other party 30 days written notice of the intent to terminate. If the Learning Site terminates this Agreement, it will permit any student working at the Learning Site at the time of termination to complete his/her work. At the 5 year termination date the agreement can be renewed once it has been reviewed, updated as applicable and executed by the appropriate parties.
- B. The Learning Site and the University agree to indemnify, defend and hold harmless each other from any and all liability for any personal injury, damages, wrongful death or other losses and costs, including but not limited to reasonable attorney fees and defense costs, arising out of the negligence or willful misconduct of their respective officers, employees, agents or volunteers in the performance of this Agreement. This paragraph will survive expiration or termination of this Agreement.
- C. Each party agrees to maintain general liability coverage of at least \$1,000,000 per occurrence, \$2,000,000 aggregate and to provide evidence of coverage upon request. Insurance must be placed with insurers with a current A.M. Best rating of at least A: VII.
- D. The Learning Site and the University will meet upon request or as necessary to resolve any potential conflicts and to facilitate a mutually beneficial experience for all involved.
- E. The Learning Site may dismiss a student if the student violates its standards, mission or goals. The Learning Site will document its rationale for terminating a student and provide the University with a copy of the rationale upon request.
- F. Students participating in a learning activity at the Learning Site are not officers, employees, agents or volunteers of the University or the Learning Site.
- G. Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.
- H. This Agreement may not be altered unless both parties agree in writing. The parties agree to follow all applicable federal, state and local laws and regulations, including but not limited to laws prohibiting discrimination and harassment.
- I. Any notices required by this Agreement will be deemed to have been duly given if communicated to the following individuals.

IN WITNESS WHEREOF, this Agreement has been executed by the parties as of the date last written below.

Learning Site: [Click here to enter text.](#)

California State University San Marcos

By: _____ Date: _____
Authorized Signatory

By: _____ Date: _____
Authorized Signatory

Jill Litschewski
Associate Director of Internships

In case of student injury, contact: Cal State San Marcos, University Police (760) 750-4567
Return the completed form to Procurement, Contracts & Support Services,
California State University San Marcos, San Marcos CA 92096-0001 or fax (760) 750-3286.

This Agreement entered into this **29 January 2014** between the Trustees of the California State University on behalf of California State University San Marcos, referred to as "UNIVERSITY" and **_____**, referred to as "ORGANIZATION".

The Organization understands that the placement of UNIVERSITY STUDENT(s) is solely for educational purposes.

1. The ORGANIZATION agrees to define and assign, for the UNIVERSITY STUDENT(s), meaningful work which is useful to the ORGANIZATION and which offers students direct experience in meeting a community need or direct experience that matches the student's educational goals.
2. The ORGANIZATION will be committed to meet the goals of the academic requirements in accordance with the Learning Plan, reviewed and agreed upon by the STUDENT, UNIVERSITY and ORGANIZATION.
3. The ORGANIZATION shall designate a person to supervise (Supervisor) UNIVERSITY STUDENT(s) and to respond to STUDENT questions throughout the placement. ORGANIZATION shall provide training and orientation to the STUDENT prior to his/her working with clients or providing service to the ORGANIZATION.
4. The ORGANIZATION's designated Supervisor will meet with UNIVERSITY STUDENT(s) to orient them to the ORGANIZATION and to discuss its mission, program, and services in the context of the clientele served. The ORGANIZATION will give the STUDENT(s) a complete site tour and ensure that STUDENT(s) is aware of all emergency procedures and is able to act responsibly in the event of an emergency.
5. The ORGANIZATION's designated Supervisor will explain to UNIVERSITY STUDENT(s) their expectations with respect to attendance, dress and appearance, how to respond to emergency situations, how to prevent occupational hazards pertinent to the ORGANIZATION's environment, and what appropriate and prohibited activities are.
6. The ORGANIZATION will not permit STUDENT(s) to provide services on-site without a Supervisor or designee on the premises.
7. The ORGANIZATION will sign the Student Partnership Guidelines form (Attachment A) prior to the STUDENT(s) commencing work. This form to be provided by and returned to student(s).
8. The ORGANIZATION will be responsible for additional requirements as determined by ORGANIZATION.

California law may require the ORGANIZATION to obtain STUDENT's fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the ORGANIZATION's responsibility to 1) determine whether such fingerprinting or other requirements are required; 2) obtain the requirements from the STUDENT(s); and 3) obtain criminal background clearance from the appropriate agency.

9. TERM

The term of this Agreement shall be operative from date of execution and shall continue for a term of **five (5) years**. Either party may cancel this Agreement upon thirty (30) days written notice. However, any termination by ORGANIZATION shall not be effective against any student who, at the date of mailing of said notice of the intention to so terminate by ORGANIZATION, was participating in a program until such student has completed the program as mutually agreed upon. Organization may terminate the Student in the event the Student does not comply with the Guidelines and Limitations, and ORGANIZATION's policies and procedures provided to the STUDENT(s) by the Site Supervisor or designee.

Any renewal of this agreement is dependent upon, but not limited to, STUDENT(s) feedback, ORGANIZATION's evaluations and Faculty desire to continue this relationship for educational purposes. A renewal process is only applicable if the Faculty member intends to continue placing STUDENT(s) at this site for the foreseeable future, or if this site can be used for other STUDENT placement opportunities.

10. STATUS OF STUDENTS

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University while they are: at the ORGANIZATION's place(s) of business, in route to or from the ORGANIZATION's place(s) of business, or performing any acts under the direct or indirect supervision, management, or direction of the ORGANIZATION or associated with the performance of this Agreement.

11. INSURANCE

11.1 The ORGANIZATION shall procure and maintain General Liability Insurance, comprehensive or commercial form with \$1,000,000 minimum limit for each occurrence and minimum limit of \$2,000,000 general Aggregate.

11.2 The California State University system has elected to be insured for its General Liability Exposures through the self-insured CSU Risk Management Authority.

11.3 The UNIVERSITY shall provide professional and personal general liability coverage for STUDENTS enrolled in covered academic courses for academic credit, through the Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP). The coverage limits under this program are \$1,000,000.00 for each loss and \$2,000,000.00 Aggregate for all Covered Parties and not per student. Any affiliate institution to which the Named Insured is obligated by written Agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

11.4 The UNIVERSITY shall provide professional, personal general liability, and educator's errors and omissions liability coverage for STUDENTS enrolled in Nursing, Allied Health, Social Work, or Education credential programs performing community service or work for academic credit, through the Student Professional Liability Insurance Program (SPLIP). The coverage limits under this program are \$1,000,000.00 for each loss and \$3,000,000.00 Aggregated for all covered parties, and not per STUDENT. Any affiliate institution to which the Named Insured is obligated by written Agreement to provide such coverage as is afforded by this policy, shall be named as an additional insured.

12. INDEMNIFICATION

The ORGANIZATION shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this Agreement. UNIVERSITY shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the ORGANIZATION and UNIVERSITY that the provisions of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

13. GOVERNING LAW

This agreement shall be construed in accordance with, and its performance governed by, the laws of the State of California.

14. ALTERATIONS

No alterations or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement herein shall be binding on any of the parties hereto.

15. ASSIGNMENT

No party to this agreement may assign this Agreement, and any rights or obligations hereunder, whether by written agreement, operation of law or in any other manner whatsoever, without the prior written consent of the other party.

16. ENDORSEMENT

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party's name as an endorsement or product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other party. Furthermore, nothing in this agreement shall be construed as endorsement for any commercial product or service by UNIVERSITY, its' officers or employees.

17. SURVIVAL

Upon termination of this Agreement for any reason, the terms, provisions, representations and warranties contained in this Agreement shall survive expiration or early termination of this agreement.

18. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements, and understandings with respect hereto. No representation, promise, inducement or statement of intention has been made by any party hereto that is not

embodied herein, and no party shall be bound by or liable for any alleged representation, promise or inducement or statement not set forth herein.

By signature below, the ORGANIZATION and UNIVERSITY agree to the terms and conditions set forth above.

ORGANIZATION

California State University San Marcos

Assemblywoman Melissa Melendez

By: _____ Date: _____ By: _____ Date: _____

Authorized Signatory

Print Name

District Director

Title

In case of student injury, contact: Cal State San Marcos, University Police (760) 750-4567

Return the completed form to Procurement & Support Services,
California State University San Marcos, San Marcos CA 92096-0001 or fax: 760-750-3286.

BLP: A-Form Report: Wildfires

Context

The purpose of this A-Form is to propose the addition of a new undergraduate degree in Wildfires to the University Academic Master Plan (UAMP).

In the past 30 years, the acres burned due to wildfires have more than doubled. Fire education programs have typically focused either on structures or wildland. However, with the changing nature of wildfires this program will focus on Wildland Urban Interfaces (WUI). As communities grow and the wildland urban interfaces are further developed, the need for understanding these areas is intensifying, and education programs haven't changed to meet this need. At a recent meeting of regional firefighting agencies, it was agreed that wildfire fighting is decades behind structure and high-rise firefighting. As stated in the A-Form, "There is serious deficiency in the current understanding of wildfire practices, land use decisions, policy and regulatory development, community protection, and firefighter health and safety, and technology. This program can significantly benefit our region by becoming a hub for advancing the wildfire industry, becoming a specialized program that is responsive to state and regional needs."

An externally funded feasibility study will be commenced in preparation for the P-Form, with regard to the impact of this degree on supporting majors, including biology, chemistry, and physics.

Demand

The demand for this program comes from local and regional firefighting agencies including CAL FIRE, U.S. Department of Agriculture and the U.S. Forest Service. CAL FIRE is interested in participating in the creation and implementation of the program.

As the results of conversations at two separate firefighting symposia, participants agree that there is a need "to create a comprehensive wildfire/WUI education and training program that meets the diverse needs of urban and wildland fire agencies with an emphasis on research and education on new tools, technologies, and operational strategies," and "develop advanced education and training programs focused on wildland and WUI firefighting that are accessible to career firefighters and diverse agencies throughout the U.S."

Resources

This program is designed primarily for career enrichment/advancement, and as such, will be funded through Extended Learning, and run out of the Biology Department.

47 **Recommendation**

48
49 BLP recommends the addition of a Bachelor's in Science in Wildfires to the UAMP,
50 with the following recommendations.

51
52 In preparation for the P-Form, BLP urges the proposer to consider the following:

- 53 • In section 5.0, BLP recommends that this program be designed as a 2+2
- 54 program, and not one with two different tracks.
- 55 • Consult with the University Library and IITS regarding potential resources
- 56 needed to support the new program, although this is not needed at this time.
- 57 • The P-Form will require a detailed budget justification in the budget section.

BLP: A-Form Report: Chican@ Studies (CHS)

Context

The purpose of this A-Form is to propose the addition of a new undergraduate degree in Chican@ Studies to the University Academic Master Plan (UAMP).

CSUSM's recognition as a Hispanic Serving Institution (HSI) and the changing demographics of North County situate a program such as this to fulfill their goal of "developing future scholars, teachers, research and community professionals as the cultural, economic, political and social importance of Chican@ communities in the United States continues to increase, particularly in the U.S. Southwest, in California, and more specifically, in Southern California."

The CHS major directly supports the mission of the University, as well as President Haynes' call to maintain "our core values of inclusiveness, cultural, respect and openness."

Demand

The College Assistance for Migrants Program (CAMP) at CSUSM is a federally funded program that requires first-year students to take a Chicano Studies course. With no program of that kind at CSUSM, our CAMP students must take this course at Palomar College or another community college.

Palomar and Mesa College both offer robust Chicano Studies programs, but their students transfer to SDSU or college outside of our region. A program at CSUSM would encourage more of these students to stay in the region.

The proposers share the results of several surveys conducted by the proposers and the National Latino Research Center that indicate support from CSUSM students and students at other local colleges. The proposers also include examples of long-standing, successful Chicano/a Studies programs at other universities as an indicator of demand for our program. As noted in Dean Shapiro's letter, the demand projections are based on long standing programs at other institutions, which makes it difficult to predict the initial enrollment and growth of an emerging program.

Resources

CHS will be administered by Interdisciplinary and Emerging Programs department, and will draw on existing faculty to run the program. They also propose to add 3 new tenure-track faculty in 5 years.

Dean Shapiro notes that the projected program costs are outside the existing college resources.

47 **Recommendation**

48
49 BLP recommends the addition of the Chican@ Studies program to the UAMP, with
50 the following recommendations to the proposers.

51
52 In preparation for the P-Form, BLP urges the proposers to consider the following:

- 53 • As recommended by Dean Shapiro, BLP also recommends that the program
54 could build additional enrollment capacity and leverage program costs by
55 exploring potential synergies with related degree programs.
- 56 • Explore opportunities for supplemental funding to offset the costs of the
57 program.
- 58 • Once approved for the UAMP, a program has 10 years to be proposed before
59 being removed from the UAMP. As other related programs are currently
60 underdevelopment, BLP recommends the proposer consider the timeline
61 carefully when developing the P-Form and accompanying C-Forms.

BLP: A-Form Report: American Indian Studies (AIS)

Context

The purpose of this A-Form is to propose the addition of a new undergraduate degree in American Indian Studies (AIS) to the University Academic Master Plan (UAMP).

In 2005 President Haynes started a Tribal Initiative at CSUSM, along with a Native Advisory Council (NAC) that included members of the tribal community. The NAC's mission is "to assist regional tribal communities in Indian country in articulating education needs through advisement and regular meetings with CSUSM President and CSUSM Leadership." California has the 2nd highest number of people identifying as American Indian, and San Diego County is home to more federally recognized American Indian tribes than any other county in the US.

Enrollment of American Indian students at CSUSM has increased, but it still low. *The State of American Indian and Alaska Native (AIAN) Education in California* Report notes that a "promising practice" that is key to recruitment, persistence and graduation of American Indian students is "developing and delivering curriculum that meets tribal education needs, such as an American Indian Studies major."

Demand

Palomar College's American Indian Studies department provides a direct pipeline for potential majors at CSUSM. CSUSM would provide a program to which these community college students could transfer to complete their degree.

There are 16 tribes that fall inside of Riverside and San Diego counties, and are located within CSUSM's regional service area. 9 tribes in San Diego collectively make up the fourth largest employer in the region. An AIS major at CSUSM will "provide entrée for CSUSM students to a dynamic, vibrant, and growing industry working for Tribal government, businesses, health care facilities, schools, nonprofit organizations and entities in the hospitality industry."

Resources

Preliminary projections for costs and revenue indicate that the program will be in a deficit the first year, with revenue generated in subsequent years. To start the program, it is likely that external support will be necessary (see also recommendations below).

As stated in the CHABSS HAPC report, due to resource constraints, they cannot commit to AIS Department's proposed hiring timeline. The projected demand numbers can't justify the faculty hires proposed.

47 **Recommendation**

48
49 BLP recommends the addition of this program to the UAMP, with the following
50 recommendations to the proposers.

51
52 In preparation for the P-Form, BLP urges the proposer to consider the following:

- 53 • BLP agrees with Dean Shapiro’s assessment regarding potential growth.
54 Currently, CHABSS cannot support the program with the current resources.
55 BLP recommends that the proposer develop a contingency plan for lower
56 than expected initial and growth in enrollment. For example, the program
57 could build additional enrollment capacity and leverage program costs by
58 exploring potential synergies with related degree programs.
- 59 • Explore opportunities for supplemental funding including endowments and
60 other fundraising. Given the strong connection between CSUSM and our local
61 tribes, there may be external opportunities for funding that will supplement
62 the first year’s deficit in enrollment.
- 63 • Once approved for the UAMP, a program has 10 years to be proposed before
64 being removed from the UAMP. As other related programs are currently
65 underdevelopment, BLP recommends the proposer consider the timeline
66 carefully when developing the P-Form and accompanying C-Forms.

UNIVERSITY RTP DOCUMENT

**POLICY
FAC 022-91****Implementation Date:** / /2015

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California State University San MarcosAcademic Affairs**UNIVERSITY RTP DOCUMENT****POLICY
FAC 022-91****Implementation Date:** / /2015Rationale:

The U-RTP was revised and approved by the President in summer 2015 with a proviso that the Senate address comments from the provost on two items: service credit at another university; and refereeing of a book, journal article, monograph or conference paper recognized as evidence of research.

Policy on Service Credit at a prior university:

From EC: The name of the institution should be specified instead of using the general term 'a university' in College and Department RTP documents. When service credit is awarded, all activities in that time should be included in the WPAF and a specified number of years in residence at CSUSM are expected for requests for promotion and tenure. EC requested that the wording be amended to clarify that the evidence must be from the one or two years immediately preceding the CSUSM appointment (corresponding to the number of years of service credit awarded.) Department and College documents may need clarification on how service credit is applied and or how teaching, research and service at prior institutions are evaluated in the tenure and promotion process.

FAC Response: 11/18/15

1. Service Credit: The CBA does not stipulate which years must be used for service credit. While commonly applied to the immediately preceding two years, there are instances where faculty have had intervening years in industry, for example. FAC's proposed wording allows for flexibility during the hire negotiation period and still clarifies to the candidates that the file must stipulate for which years and institution the award was granted.

2. Evidence of Research: "Refereeing of a book, journal article, monograph, or conference paper." Requested that this be taken out of the research section, as it is more appropriate to service.

FAC's response: 11/18/15

FAC agrees to the deletion and recommends adding "Other items deemed relevant by the department RTP standards."

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Definition: The process for decisions regarding promotion, tenure and retention of faculty unit employees of CSU San Marcos shall be governed by the University RTP Document.

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

Sixteenth Revision: / /2015

Fifteenth Revision: 8/20/14 (corrected 12/11/2014)

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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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 materials they wish to be considered, as well as materials required by campus policy. Evaluating committees and administrators shall

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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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)

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.
 - c. service credit was awarded, the Candidate should include evidence of accomplishments from the other institution(s) for the most recent years of employment. If service credit was awarded at initial appointment the candidate

Comment [DK1]: The senate officers feel this is more than a friendly amendment/editorial change and we do not want this change made to the document without review by FAC. Please do not change this language at this time.

Comment [I2]: Request that the wording be amended to clarify that the evidence must be from the one or two years immediately preceding the CSUSM appointment (corresponding to the number of years of service credit awarded)

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should include evidence of accomplishments from the years for which service credit was awarded.

e. AF

- 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 must 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.

Comment [AF3]: FAC response: The CBA does not stipulate which years and also allows the provision of comparable experience. This proposed wording allow for flexibility during hire negotiation period and still clarifies to the candidates that the file must stipulate which years and institution are granted.

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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.

f 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

g. 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 materials 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
 - Other items deemed relevant by the department RTP standards.
- Other relevant items chosen by the faculty member

h. 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.

Comment [MT4]: I've edited the comment below for clarity.

Comment [AF5]: •Delete this statement: Was Provost comment: Other items deemed relevant by the dept RTP standards.

FAC Response:
Agree to deletion. FAC requests the following addition: "Other items deemed relevant by the dept RTP standards." This will cover evidence that is specific to a particular discipline. For example, the History RTP standards acknowledge that considerable research and expertise go into refereeing and, therefore, such work could be considered under scholarship..

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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 Chair⁴, 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 an external review. (CBA 15: General Provisions) 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.

- k. 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.

4. 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. Definition of Peer Review Committee:
 - a. The peer review committee reviews and recommends faculty unit employees who
are being considered for retention, award of tenure, and promotion. (CBA 15.41)
 - b. The peer review committee shall be elected by the probationary and tenured
faculty members in the department. (CBA 15.41) The PRC shall elect a chair.
 - c. The election of peer review committees shall be by anonymous vote.
 - d. Each peer review committee shall have three elected members.
2. PRC Election Procedures:
 - a. 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.
 - b. Options for PRC structure include, but are not limited to:
 - 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
3. PRC Composition and Eligibility
 - a. A faculty unit employee shall serve on only one (1) committee level of peer
review in an evaluation cycle (program chair review, PRC, or Promotion &
Tenure Committee). (CBA 15.42)
 - Peer Review Committee members must have higher rank/classification than
those being considered for promotion. (CBA 15.43)
 - Candidates for promotion are ineligible for service on promotion or tenure Peer
Review Committees. (CBA 15.43)
 - Regarding PRCs for a faculty member with a joint appointment, refer to
section IV.D.
 - b. 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

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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.

- c. When there are insufficient eligible members to serve on the peer committee, the department shall elect members from a related academic discipline(s). (CBA 15.41)
 - 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 before voting for PRC members. The Library and/or SSPARs can then go outside their department/area to find additional PRC members. The Library and/or SSPARs can then go outside their department/area to find additional PRC members.
- d. 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)

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. (15.12)
 - 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, 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.

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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. (15.12)
 - 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. (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. (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)

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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. (CBA 15 General Provisions) 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.
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 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.

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

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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.

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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 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.

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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.
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)

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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.
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

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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.
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.

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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.
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

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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. Applicability of Department (or equivalent) and College (or equivalent) RTP Standards
Department (or equivalent) and College (or equivalent) RTP standards express values, expectations, and/or requirements that are more specific than the University RTP document. These specific standards provide clear guidance to probationary and tenured faculty members and also provide important information to reviewers at all levels.⁶

New/significantly revised Department (or equivalent) and College (or equivalent) RTP standards apply to all probationary and tenured faculty upon the date of approval by the president, except those who exempt themselves according to the rules below.

When new or substantially revised department/college (or equivalent) RTP standards are approved, the Dean will notify all affected faculty no later than 14 days after the first day of instruction of the academic term. Faculty will be provided a copy/URL and will be informed that the new document applies to all except those who obtain an exemption.

The following rules specify who may and may not obtain an exemption:

Newly Hired Faculty (probationary or tenured) who begin work in an academic year where department or equivalent or college or equivalent RTP standards are newly created or revised **are not eligible for an exemption**. New standards will apply the subsequent academic year following appropriate notification regarding the new standards, which is required no later than 14 days after the first day of instruction of the academic term (per CBA 12.2 and 15.3).

⁶ This article does not address the situation where minor changes are made to college or department (or equivalent) RTP standards.

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All continuing probationary and tenured faculty **may exempt** themselves from new or substantially revised Department (or equivalent) and College (or equivalent) RTP standards through the relevant tenure/promotion/review (including PETF). This exemption only applies for one level of review.

To be exempted, the faculty member shall submit a form to the Office of Faculty Affairs, with a copy to their Dean's office, indicating their exemption to the application of the new/significantly revised RTP standards. The form must be completed prior to the start of the first evaluation review (periodic, performance, etc.) following the approval of the new/substantially revised standards. The form will be placed in the faculty member's PAF. The faculty member must also include the completed form in each WPAF through their next tenure/promotion review (including PETF) along with any applicable standards. Once this decision has been made, it cannot be revoked.

C. 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.
 - 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

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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.
 - 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, Research 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.

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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, CBA or University policy.
- c. Written Department or equivalent unit standards shall address:
 - i. Those activities which fall under the categories of Teaching, Research 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 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 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.

D. 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

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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 as well as in the case of a 50/50 Joint Appointment, the third member shall be nominated by the Candidate from either of the Candidate’s Departments/Units. In the case of insufficient eligible members, the Candidate shall nominate a member from a related academic 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

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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).
 - 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.

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- 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)
- 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

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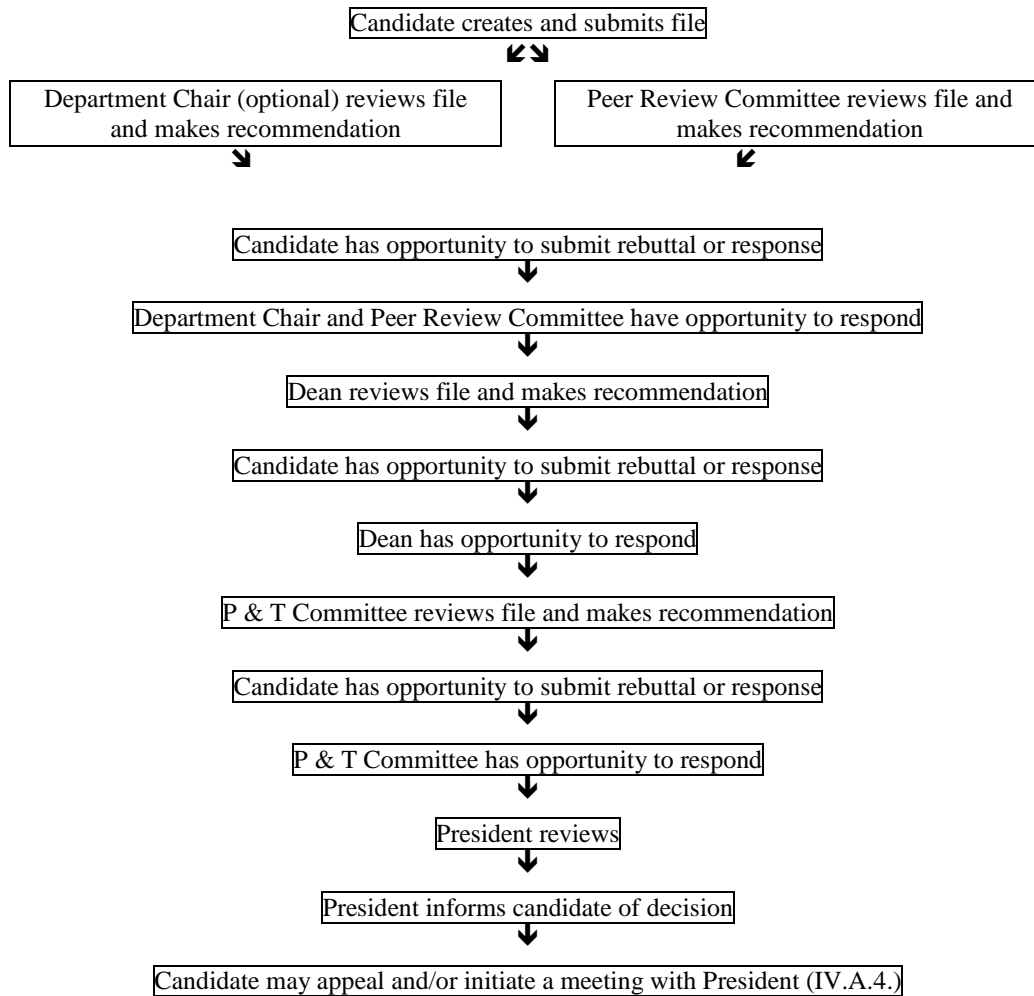
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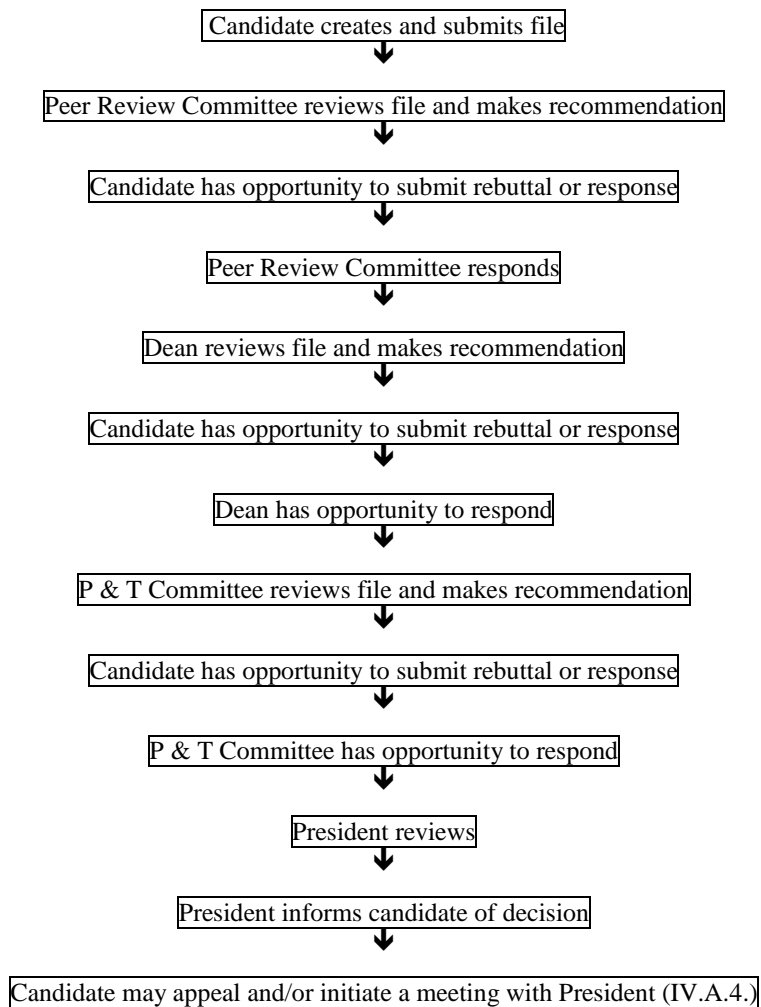
Professor or Professor, Associate Librarian or Librarian, SSP-AR II or SSP-AR III prior to the normal period of service. (14)

- 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 of service credit for probation based on previous service at 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.)

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



VII. APPENDIX B: STEPS IN THE RTP REVIEW PROCESS WHEN THERE IS NO DEPARTMENT CHAIR



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.

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	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Promotion to Professor/Librarian/SSP-AR III	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Tenure	<input type="checkbox"/> Yes	<input type="checkbox"/> 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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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 WTUs⁷):
 - 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).

⁷ 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).

UNIVERSITY RTP DOCUMENT**FAC 022-91****Effective Date:** / /2015

**XII. APPENDIX G – EXEMPTION FORM – APPLICABILITY OF DEPARTMENT
 (or equivalent) RTP STANDARDS (if applicable)**

This form is to be used by faculty exempting themselves from new or substantially revised department/college standards. This form must be completed prior to the start of the first evaluation review (periodic, performance, etc.) following the approval of the new/substantially revised standards. It must be provided to the Office of Faculty Affairs, with a copy to the Dean's office, to be included in the PAF. Also, the Faculty member must include the completed form in each WPAF through their next tenure/promotion review (including PETF), along with any applicable standards.

By signing this form I am indicating that I will be exempt from the specific department or college standards indicated below, and that the RTP standards attached to this document must be used by my reviewers. I understand that this exemption only applies for one level of review and will expire following my next applicable tenure/promotion/PETF review. I further understand that once this decision has been made it cannot be revoked.

Department or College RTP Standards from which I am exempt

Signature & Date

Attachment:

Prior RTP standards to be used in lieu of those from which I am exempt

APC – Rationale re: Curriculum Proposers Policy Revision

Rationale

On November 5, 2014, the Academic Senate approved a policy proposal from APC that reaffirmed a University practice (dating back to the May 15, 2002 passage by the Academic Senate of an Academic Policy and Planning Committee resolution on “Qualifications of Originators of Course and Program Proposals”) of requiring curriculum proposals to have a faculty proposer-of-record.

This policy included all lecturers in its definition of faculty eligible to serve as official proposers-of-record. Provost Oberem provided feedback in which he suggested that lecturers should have a three-year contract before submitting curriculum proposers independently; they could still work with a more senior colleague who would serve as the official proposer-of-record prior to that point. One important point noted by APC in its discussions on this policy is that, regardless of who the course proposer is, the assignment of academic work is governed by the order prescribed in the CBA.

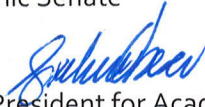
This proposal, if approved by the Senate would replace the November 5, 2014 proposal, which Provost Oberem has not yet signed (while waiting for Senate response to his letter of August 25, 2015).



MEMORANDUM

DATE: August 25, 2015

TO: Laurie Stowell
Secretary, Academic Senate

FROM: Graham Oberem 
Provost and Vice President for Academic Affairs

SUBJECT: Senate-proposed "Curriculum Proposers Policy"

Before signing the new "Curriculum Proposers Policy," I wish to query the intent of the policy (copy enclosed). As it is written, any faculty member may create or change a degree program. Any faculty member can also create, make changes to or delete individual courses. The way that this policy is written, any lecturer, even someone who may be in their first semester of teaching at CSUSM, who does not yet have a record of satisfactory performance and who has also not had an opportunity to demonstrate commitment to CSUSM, could propose a graduate program, make a change to a concentration, or submit a form to delete an existing course.

While I have a lot of respect for our lecturers and I value their many contributions to the University, I would prefer to see this policy offer better protection for the integrity of the curriculum. I would suggest that for this policy, the requirement should be that a lecturer must have a three-year contract to allow them to participate in these curricular actions. Lecturers with such contracts have demonstrated their ability in the classroom and their commitment to CSUSM. Lecturers who are not yet incorporated into the policy in this way could work with a tenure-track faculty member as a sponsor for their proposal.

GO/mab

Enclosure

cc: Deborah Kristan, Chair, Academic Senate

Implementation Date: mm/dd/yyyy

Definition

The purpose of this policy is to establish who may initiate changes, deletions and additions to curriculum.

Authority

The president of the university

Scope

This policy applies to all credit-bearing courses taught at CSUSM, and programs consisting of such courses.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost and VP for Academic Affairs

Approval Date

Implemented:

Implementation Date: mm/dd/yyyy

I. Definition of Faculty

For the purpose of this policy, “faculty” include tenured and tenure-track persons holding faculty rank in an academic unit at CSUSM and lecturers holding ~~an~~ a multi-year appointment in an academic unit at CSUSM at the time the proposal is submitted. Persons holding MPP appointments are excluded, regardless of retreat rights.

II. Policy Statement

The official proposer-of-record for any of the following types of curriculum proposals must be a member of the faculty as defined in section I at the time the curriculum proposal is submitted to the curriculum review and approval process:

- creation of, and changes to, graduate degree programs;
- creation of, and changes to, undergraduate majors;
- creation of, and changes to, concentrations, tracks and options;
- creation of, and changes to, minors;
- creation of, and changes to, certificate programs (including Extended Learning) for credit;
- creation of, and changes to, credential programs; and
- creation of, changes to, and deletion of individual courses.

III. Exceptions

This policy does not apply to academic discontinuation of the programs specifically addressed in the Academic Program Discontinuance Policy:

- undergraduate and graduate degree programs;
- concentrations, tracks and options;
- minors;
- certificate programs (including Extended Learning) for credit; and
- credential programs.

APC – Rationale re: Graduate Probation, Disqualification and Reinstatement Policy
Revision

Rationale This referral originated in Graduate Studies out of a need for separate procedures required by the professional accreditation of certain master's and credential programs in the College of Education, Health and Human Services.

APC concurred with the suggestion that – for the programs mentioned above – probation, disqualification and reinstatement for non-academic reasons should be overseen by the Office of the Dean of CEHHS, rather than the Office of Graduate Studies, as the former office will have a better understanding of what accreditation requires.

APC is also proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should avoid help minimize confusion on the part of readers of the policy.

Graduate Probation, Disqualification, and Reinstatement

Definition:	It is the policy of California State University San Marcos to place graduate students on academic or administrative probation when their overall work is less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to make adequate academic progress. Graduate students are dismissed from the university through academic <u>or administrative</u> disqualification when the conditions needed to achieve good standing are not met in a timely fashion. Consideration for reinstatement is provided through a petition process.
Authority:	Executive Order 1038
Scope:	Students admitted to Graduate Standing: Conditionally Classified; Post baccalaureate Standing: Classified; and Graduate Standing: Classified. Students admitted to Post baccalaureate Standing: Unclassified will be governed by the <u>undergraduate</u> Undergraduate policy on Academic Probation, Disqualification, and Reinstatement Policy.
Responsible Division:	Academic Affairs
Approval Date:	07/31/2014
Implementation Date:	07/31/2014
Originally Implemented:	04/03/2003

Procedure

I. PROBATION

A. A student will be placed on academic probation if, during any academic term, the student fails to maintain a cumulative grade point average (GPA) of at least 3.0 in all units attempted subsequent to admission to the program.

B. A student may also be placed on administrative ~~academic~~ probation by the Dean of Graduate Studies for any of the following reasons (see Section IV for exclusions):

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to administrative probation for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of No Credit, when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy, which is routine for all students or a defined group of students

(examples: failure to complete a required examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:

1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
2. Students shall be placed on administrative-~~academic~~ probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).

The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative-~~academic~~ probationary status so that student records can be updated.

D. When a student is placed on academic or administrative probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-~~academic~~ probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.

E. Without the approval of the Dean of Graduate Studies, a student cannot be advanced to candidacy if s/he is on either academic or administrative-~~academic~~ probation.

II. DISQUALIFICATION

A. A student who has been placed on administrative-~~academic~~ probation may be disqualified from further attendance by the Dean of Graduate Studies ([see Section IV for exclusions](#)) if:

1. The conditions in the remediation plan (or removal of administrative-academic probation) are not met within the period specified; or
2. The student becomes subject to academic probation while on administrative-~~academic~~ probation; or
3. The student becomes subject to administrative-~~academic~~ probation while on administrative-~~academic~~ probation for the same or similar reason for which he/she has been placed on administrative-~~academic~~ probation previously, although not currently in such status.

When such action is taken the student shall receive written notification including an explanation of the basis for the action.

B. In addition, the Dean of Graduate Studies, in consultation with the graduate program coordinator, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to

render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

C. Disqualification may be either from further registration in a particular program or from further enrollment at the campus, as determined by the Dean of Graduate Studies. A student disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate campus authority, and may be denied admission to other educational programs operated or sponsored by the campus.

D. In the even that a student fails the thesis/project defense will result in disqualification from a program. The thesis/project committee will specify the time period and/or conditions of the repeated defense.

E. A student may repeat a comprehensive examination once. Failure of the second comprehensive examination results in disqualification from a program. The comprehensive exam committee will specify the time period and/or conditions of the repeated examination.

F. Students who are disqualified at the end of an enrollment period should be notified by the Dean of Graduate Studies before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions ~~which~~that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

III. REINSTATEMENT

If the student is disqualified, either academically or administratively, s/he may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if the student is able to provide compelling evidence of her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will normally not be considered.

Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The petition, along with a recommendation from the student's graduate coordinator, and will be forwarded to the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have one member representing each college at a minimum. The subcommittee must evaluate the probable impact of any medical condition on previous unsatisfactory performance. If the student is approved for reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the conditions and time frame for achieving good standing. Students must achieve good standing to advance to candidacy and to be eligible to graduate.

IV. EXCLUSIONS

Administrative-~~academic~~ probation, disqualification and reinstatement for students in professionally-accredited graduate programs or the teacher credential program within the College of Education, Health, and Human Services are handled by a separate process and are not governed by this document. Note that this exclusion pertains only to administrative-~~academic~~ probation, disqualification and reinstatement, and not to academic probation, disqualification and reinstatement. Reinstatement for credential students is handled by a separate process in the School of Education and is not governed by this document.

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The California State University | College Portrait

APC – Rationale re: Undergraduate Probation, Disqualification and Reinstatement Policy Revision

Rationale These are largely companion changes in terminology reflecting similar changes in the graduate policy. APC is proposing a simplification of the terminology used in the policy: shortening the terms academic-administrative probation/disqualification/reinstatement to administrative probation/disqualification/reinstatement. This should avoid help minimize confusion on the part of readers of the policy.

APC also updated reference to various offices:

- Office of Registration and Records becomes Office of the Registrar;
- Office of the Dean of COAS (for review of reinstatement petitions from undeclared students) becomes Office of the Dean of CHABSS; and
- The reference to office of the Director of the school (of the student's major) has been removed now that there are no schools existing outside of colleges.

Definition:	The policy governs the policies on probation, disqualification, and reinstatement of undergraduate students.
Authority:	Executive Order 1038
Scope:	Undergraduate students according to their class levels based on units accumulated.
Responsible Division:	Academic Affairs
Approval Date:	07/14/2009
Implementation Date:	07/31/2014
Originally Implemented:	05/05/2003

Procedure

I. EXECUTIVE SUMMARY

It is the policy of California State University San Marcos to place undergraduate students on academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at CSUSM falls below 2.0. Undergraduate students are subject to academic disqualification when their grade point average in all units attempted or in all units attempted at CSUSM falls below standards established by class level. Consideration for reinstatement is provided through a petition process.

II. ACADEMIC PROBATION

An undergraduate student will be placed on academic probation if, during any academic term, the overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student shall be advised of probation status promptly. An undergraduate student shall be removed from academic probation when the overall GPA and the cumulative Cal State San Marcos are both 2.0 or higher.

III. ADMINISTRATIVE-~~ACADEMIC~~ PROBATION

A student may also be placed on administrative-~~academic~~ probation by the Office of the Registrar~~tion and Records~~ for any of the following reasons:
A) Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its

treatment is not to be subject to administrative ~~academic~~ probation for such withdrawal.)

B) Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.

C) Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all student or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

IV. NOTIFICATION OF ACADEMIC PROBATION AND ADMINISTRATIVE ~~ACADEMIC~~ PROBATION

The student shall be notified in writing by the Office of ~~the Registration and Records~~ prior to the beginning of the next term of their probation status, and shall be provided with the conditions for removal from probation along with circumstances that would lead to disqualification, should probation not be removed.

V. ACADEMIC DISQUALIFICATION

Undergraduate students on academic probation shall be subject to academic disqualification when:

- As a freshman (less than 30 semester units completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at CSUSM;
- As a sophomore (30-59 semester units completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at CSUSM;
- As a junior (60-89 semester units completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at CSUSM; or
- As a senior (90 or more semester units completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at CSUSM.

VI. ACADEMIC DISQUALIFICATION OF STUDENTS NOT ON PROBATION

Undergraduate students not on academic probation shall be disqualified when:

- At the end of any term, the student has a cumulative grade point average

- below 1.0 (a grade of D), and
- The cumulative grade point average is so low that it is unlikely, in light of their overall education record, that the deficiency will be removed in a reasonable period.

VII. ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION

A) An undergraduate student who has been placed on administrative ~~academic~~-probation may be disqualified if any of the following occur:

- The conditions for removal of administrative ~~academic~~-probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative ~~academic~~-probation.
- The student becomes subject to administrative ~~academic~~-probation for the same or similar reason that the student has previously been placed on administrative ~~academic~~-probation, although the student is not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

B) Special Cases of Administrative-~~Academic~~ Disqualification

In addition, an appropriate campus administrator, in consultation with the Office of ~~the Registration and Records~~, may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.

VIII. CONSEQUENCES OF DISQUALIFICATION

Students who have been disqualified, either academically or administratively may not enroll in any regular campus session (e.g., open university) without permission from the Office of ~~the Registration and Records~~ and may be denied admission to other educational programs operated or sponsored by the University.

IX. NOTIFICATION OF ACADEMIC DISQUALIFICATION AND ADMINISTRATIVE-~~ACADEMIC~~ DISQUALIFICATION

Students who are academically or administratively disqualified at the end of an enrollment period shall be notified by the Office of ~~the Registration and Records~~ before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In cases where a student ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make timely notification, the

student may be advised that the disqualification is to be effective at the end of the next term. Such notification should include any conditions ~~which~~that, if met, would result in permission to continue in enrollment. Failure to notify students does not create the right of a student to continue enrollment.

X. REINSTATEMENT

Students who have been disqualified, either academically or administratively, may petition for reinstatement. Reinstatement must be based upon evidence that the causes of previous low achievement have been removed. Reinstatement will be approved only if compelling evidence is provided, indicating their ability to complete the degree program. Petitions are reviewed by the Office of the Dean of the college ~~or the Director of the school~~ of the student's major program, or, in the case of undeclared majors, the Office of the Dean of the College of Humanities, Arts, Behavioral and Social Sciences. The review must consider the probable impact of any medical condition on previous unsatisfactory academic performance. Students who petition for reinstatement and have not attended for more than one regular term must also apply for admission to the University, meeting all deadlines and requirements for admissions eligibility.

XI. NOTICE IN CAMPUS BULLETINS

A summary of the provisions for probation and disqualification shall appear in the General Catalog. Procedures for orientation of new students shall include distribution of written materials concerning all aspects of probation and disqualification as well as provisions for review and reinstatement.

APC Report to Academic Senate (December 2, 2015)

In Fall 2015, APC has finished the following:

- Provided feed back to the ASCSU Task Force on Ethnic Studies on its draft report
- Proposed changes to the Curriculum Proposers Policy
- Proposed changes to the Graduate Probation, Disqualification and Reinstatement Policy
- Proposed changes to the Undergraduate Probation, Disqualification and Reinstatement Policy

APC is nearing completion of:

- Development of Academic Calendars for AY 2018-19, 2019-20 and 2020-21
- GVARs (Graduation Writing Assessment Requirement and Graduate Writing Assessment Requirement) and AAWR (All-University Writing Requirement)

Major policies on which APC continues work are:

- On-Line Instruction Policy
- Academic Program Discontinuance Policy

APC is hoping that several colleagues have answered the 3rd Call for University Service and indicated a willingness to join our committee!

BLP Committee Report to Senate – 12/2/15

BLP is working on the following:

- Reviewed A-forms and recommended the following programs be added to the UAMP:
 - American Indian Studies
 - Chican@ Studies
 - Wildfires
- Began discussion of Ethnic Studies P-Form; awaiting response from proposers.
- Continued work on the policy to move programs from EL to state-support

FAC report to Senate --A Fiegen

Dec 2

In Senate--

- Sabbatical Review policy second reading

Submitted to EC

- Coaches Evaluations submitted to EC

Reviewed and returned to Dept.

- CSM Lecturers Evaluation

In active FAC review

- CSM Biology, and Chemistry in FAC review
- University RTP Policy – Friendly amendments from Summer 2015 to clarification in two articles requested.
- Faculty Grants Review Policy updates referred to the FGR Committee

1. Referendum to uncouple the senate chair and vice chair elections was successfully completed. The amendments were on article 5.3.1 and 5.3 as follows:

Article 5.3

Senate Officers

The Officers of the Senate shall consist of a Chair, Vice-Chair/~~Chair-Elect~~, and Secretary. ~~The Vice-Chair serves as Chair-elect prior to becoming Chair.~~ The Officers of the Senate shall be voting members of the Senate. For election procedures, see the Academic Senate Election Rules and Guidelines.

Article 5.3.1

Senate Officer Terms

~~The Officers Chair and Vice-Chair of the Senate shall serve for two one-year terms and may be re-elected for one additional two-year term. The Chair and Vice-Chair terms shall be staggered. The Vice-Chair/Chair-Elect serves two one year terms: one as Vice-Chair and one as Chair. and the Secretary serves a one-year term and may be re-elected to serve for an additional two terms. In the event the Chair becomes unable to serve, the Vice-Chair/Chair-Elect shall have the choice of assuming assume the role of Chair for the remainder of the term as well as the term for which s/he was elected and an election will be conducted by NEAC for Vice-Chair for the remainder of the Vice-Chair term. /Chair-Elect. If the Vice-Chair/Chair-Elect chooses not becomes unable to serve his/her term as replacement Chair, NEAC will conduct an election for Chair in accordance with the Academic Senate Election Rules and Guidelines for the remainder of the Chair term. If, after one year of service the Vice-Chair is elected as Chair, NEAC will conduct an election to fill the remainder of the Vice-Chair term.~~

NEAC thanks the senate office, EC, the senate and the entire faculty community for their support with reaching out to faculty to vote in the referendum.

1. NEAC approved the update of the language in Article 6.14 to change AVP of Academic Programs to Dean of Academic Programs. This allows EC to make this title change in accordance with Article 8.5, which allows EC to make title changes upon recommendation from NEAC.
2. NEAC initiated third a call for nominations to fill vacant committee seats. The call closed on November 30, 2015. NEAC's recommendations to the senate are part of the consent calendar.

Update for Academic Senate – 12/2/15 -- PAC

PAC has accomplished the following tasks during November:

1. PAC letter summarizing the Global Studies B.A. degree program Self Study;
2. PAC letter summarizing the Psychology B.A. degree program Self Study.

UCC Report to Senate: November 2015 meeting

UCC has reviewed 71 pieces of curriculum to date in this AY, with approval of 45 forms as of November 16, 2015. Since the last Senate report, UCC has been engaged in the review of several P-2 forms, including the programs in: Global Studies, Literature & Writing Studies, the MS in Nursing, and Bachelor's in Business Administration; along with continued reviewed of C forms to develop new courses, and C-2s to change currently existing courses.

Tasks Completed in November 2015

Discussion of Comments received from EC regarding the Open Access Policy draft that was presented to EC on 10/28/15 (note: 1st draft was submitted to EC on 4/8/2015). Please see below for the “outcomes” of the discussion.

- (1) **Development of the tentative plan for providing information / training to faculty on open access policy.**

Date	Time & Location	Event
2/3/16 (Wed.)	Academic Senate Meeting. Time Certain: TBD	TPAC present a 10 minutes information session at Academic Senate meeting (confirmed)
2/12/16 (Fri.)		Provide information to all chairs at the all chairs meeting . (To be Confirmed)
2/15/16 (Mon)	1:00 p.m.—2:00 p.m. KELLOG 3010	Brown Bag for all faculty members. TPAC meets on this date & time. Thus, all TPAC members will attend this brown bag event.
2/23/16 (Tues)	1:00 p.m.—2:00 p.m. KELLOG 3010	Brown Bag for all faculty members
By 2/29/16		Conduct on-line survey among faculty. Details about access period for the survey TBD.

- (2) **Development of tentative timeline for submission of updated open access policy to EC**

- The end of Feb, 2016--- (1) Incorporate EC comments on OA policy draft
(2) Complete training and survey among faculty
- The end of March, 2016 --- Incorporate of survey results in “final “draft of open access policy.
- Early April, 2016 ---- Submission of “final Draft of open access policy to EC

- (3) **Q & A session regarding EC comments on the open access policy draft** (presented to e-mail on 10/28/15) was conducted on 11/23/15’s TPAC meeting by Dr. Deborah Kristan (Academic Senate Chair) and Dr. Michael McDurffie (Academic Senate Vice-Chair).

11/29/15 -- Committee Update: **Student Affairs Committee**

SAC is working on

1. The Internship Policy – integrating feedback from EC, adding “Associated Background Information”
2. The Student Course Grade Appeal Policy – SAC compared and harmonized the descriptions of the grade appeal process (the various steps involved) in the policy and in the online moodle container (including appendixes), in consultation with chair of SGAC
3. The Engaged Education Definitions – SAC discusses feedback received from Community Engagement and The Office of Undergraduate studies about next steps