

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, March 9, 2016, 12:00 Noon -1:50 PM
Provost's Conference Room, KEL 5207

- I. Approval of Agenda
- II. Approval of Minutes – 3/2/16 EC Meeting
- III. Chair's Report, [Deborah Kristan](#) (2 attachments)
 - WASC Accreditation Team Visit Schedule **Page 2**
 - Bios of WASC Team Members Attending EC on 3/16/16 (11:30-12:15; early start for faculty members) **Page 4**

Referrals (none)
- IV. Vice Chair's Report, [Michael McDuffie](#)
- V. Secretary's Report, [Laurie Stowell](#)
- VI. Provost's Report, [Graham Oberem](#)
- VII. Vice Provost's Report, [Kamel Haddad](#)
- VIII. Discussion Items
 - A. Regina Eisenbach, WASC Update **12:15 TIME CERTAIN**
 - B. NEAC: Open Call for Empty Seats – Update **Page 5**
 - C. NEAC:
 - 1) Role of Ex-Officio or Designee Members on Senate Standing Committees (attachment) **Page 6**
 - 2) Clarify Committee Membership for Non-Faculty Members (attachment) **Page 8**
 - D. FAC: Retention, Tenure and Promotion (RTP) Standards – Liberal Studies **Page 12**
 - E. Senate Officers: Possible EC Resolution in Support of CSU Academic Senate's Resolution AS-3249-16/AA/FA/EX – *Concerns about Administrative Communications Regarding Classroom Discussion of Possible Strike Action* (2 attachments)
 - Proposed EC Resolution **Page 22**
 - CSU Academic Senate Resolution 3249-16/AA/FA/EX including related message from Cal State LA President Covino to the CSLA Campus Community **Page 23**
 - F. SAC: Student Grade Course Appeal Policy (2 attachments)
 - Policy Document **Page 27**
 - Grade Appeal Flow Chart **Page 45**
 - G. Senate Chair: ASCSU Resolution about Shared Governance in the CSU (attachment) **Page 48**
- IX. EC Members' Concerns & Announcements

Next meeting: March 16, 2016, 12:00-2:00 p.m., Provost's Conference Room – KEL 5207

Accreditation Visit Schedule - March 15 - 18, 2016

Tuesday - March 15			
Time	Meeting/Event	Location	WASC Team Member
12:00pm	Temecula visit	Temecula campus	Cheryl Ney
1:00pm	Begin arriving at airport		
2:00pm			
3:00pm	Arrival at hotel	Residence Inn	
4:00pm	Team Meeting		
5:00pm	Dinner at hotel - catered in	Hotel workroom	
6:00pm	Team work on report		

Wednesday - March 16			
Time	Meeting/Event	Location	
7:00am	Breakfast	Hotel	Full team
7:45am	Transport to campus		Full team
8:00am	ALO & Staff - Logistics orientation	MARK 430	Full team
8:30am	President Karen Haynes & Regina Eisenbach (ALO)	MARK 322	Full team
9:30am	Linda Hawk - VP Finance & Admin Services Neal Hoss - VP University Advancement Graham Oberem - Provost	MARK 344	Al Karnig
		MARK 421	Sammy Elzarka, Susan Platt
		MARK 221B	Brian Klunk, Cheryl Ney
10:30am	Patricia Prado-Olmos - VP Community Engagement Lorena Meza - VP Student Affairs Matt Ceppi - Chief of Staff & AVP for Institutional Planning & Analysis	MARK 344	Brian Klunk
		MARK 421	Sammy Elzarka, Susan Platt
		MARK 221B	Al Karnig, Cheryl Ney
11:30am	Academic Senate Executive Committee Faculty Center Director - Elisa Grant-Valone	KELL 5207	Al Karnig, Brian Klunk
		KELL 3013	Sammy Elzarka, Susan Platt
12:30pm	Working Lunch	MARK 430	Full team
2:15pm	Academic Affairs Senior Leaders (subset) College Deans plus EL Dean	MARK 322	Al Karnig, Sammy Elzarka
		MARK 421	Brian Klunk, Cheryl Ney
3:15pm	Associated Students, Inc. Leadership Team Student Affairs Leadership Team Student Success Panel: Dawn Formo, Joanne Pedersen, Dilcie Perez	MARK 344	Brian Klunk
		MARK 322	Al Karnig, Susan Platt
		MARK 421	Sammy Elzarka, Cheryl Ney
4:15pm	Kamel Haddad - Vice Provost Michelle Hunt - AVP Faculty Affairs	MARK 322	Al Karnig, Susan Platt
		MARK 421	Brian Klunk, Cheryl Ney
5:15pm	Team debrief & schedule check for day 2	MARK 430	Full team
5:45pm	Transport to hotel		Full team
6:00pm	Dinner (Catered in)	Hotel Workroom	Full team
7:00pm	Team work on draft		

Thursday - March 17

Time	Meeting/Event	Location	
7:00am	Breakfast	Hotel	
7:45am	Transport to campus		
8:00am	Regina Eisenbach - Dean Acad Programs (ALO) University Assessment Council	KELL 3013	Al Karnig, Brian Klunk, Cheryl Ney
		KELL 3010	Sammy Elzarka, Susan Platt
9:00am	Program MOU with special accreditation (MSN) Denise Boren, Pam Kohlbry, Amy Carny, Susan Andera	MARK 322	Al Karnig, Sammy Elzarka
	Program MOU without special accreditation (SOC) Sharon Elise	MARK 344	Brian Klunk, Susan Platt
10:00am	University Budget Committee General Education Committee	KELL 3010	Al Karnig, Susan Platt
		MARK 421	Brian Klunk, Sammy Elzarka
11:00am	Team debrief	MARK 430	Full team
12:00pm	Open Forum - Faculty Open Forum - Students	MARK 125	Brian Klunk, Sammy Elzarka
		USU 2310 A&B	Cheryl Ney, Susan Platt
1:00pm	Working Lunch	MARK 430	Full team
2:15pm	Assessment Specialist - Melissa Simnitt Open Forum - Staff	MARK 322	Sammy Elzarka, Susan Platt
		KELL 5400	Al Karnig, Cheryl Ney
3:30pm	Team debrief	MARK 430	Full team
4:00pm	Transport to hotel		Full team
5:00pm	Team work on report		Full team
6:00pm	Dinner (Catered in)	Hotel Workroom	
7:00pm	Team work on report		

Friday, March 18

Time	Meeting/Event	Location	
7:00am	Breakfast	Hotel	Full team
8:00am	Finish up report	Hotel workroom	Full team
10:45am	Transport to campus		Full team
11:00am	Chair meeting with President Haynes	CRA 5302	Al Karnig
11:30am	Exit Meeting	MARK 125	Full team
12:00pm	Transport to airport		

Senate Chair Report: WASC Team Assignments – EC Early Start Meeting, 3/16/16, 11:30 AM

On 3/16/16, faculty member of EC will meet starting at 11:30 am with two members of the WASC team. Included below are two brief bios of the team members joining us on 3/16/16.

Review Team Chair: **Albert K. Karnig, PhD**, President Emeritus

CSU San Bernardino

President of CSUSB from 1997 to 2012 -- its third president. He served as Provost at the University of Wyoming and Associate Vice President for Academic Affairs at Arizona State University. He also directed ASU's School of Public Affairs, which at the time was ranked among the nation's ten leading public policy and administration programs.

Dr. Karnig's scholarly contributions as a faculty member include books published by the University of Chicago Press and Greenwood Press, more than 60 refereed articles, numerous monographs, and membership on various editorial boards.

Review Team Assistant Chair: **Brian Klunk, PhD**, Chair and Associate Professor

University of the Pacific

Brian Klunk, is an Associate Professor of Political Science and served as Department Chair in 1987. He earned his BA from Pennsylvania State University and an MA and PhD from the University of Virginia.

Dr. Klunk's research interests involve Catholic Social Thought & International Relations. He regularly teaches courses in International Relations; U.S. Foreign Policy; Theories of International Politics; Ethics and International Relations.

NEAC: Procedure for Initiating a NEAC Call for Filling Vacant Seats on Committees

NEAC would like to make a change to the way calls for filling vacant seats are initiated. The current practice is that NEAC issues a call to eligible faculty to either nominate someone or self-nominate themselves for consideration for filling the vacant seat(s). At the end of the call period, NEAC reviews the list of nominees for the seats and submits a recommendation to EC to place on the consent calendar for approval by the senate.

NEAC recommends changing this to keeping an open call for all vacant seats so that eligible faculty may self-nominate for vacant seats as they become available. Adrienne (the senate office) will keep and maintain a posted list of the vacant seats on the senate website so that eligible faculty can go there any time to identify seats and self nominate. NEAC will still review the names of the nominees on a monthly basis as they come up and make the appropriate recommendation to EC.

NEAC believes that this is not contrary to the election rules and procedures, which state that

When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the duration of that faculty member's absence.

What NEAC is asking is that we keep an open call for vacant seats until such seats are filled. This will make it easier for faculty to sign up rather wait for calls that have typically come out twice or three times a semester.

NEAC: Role of Ex-Officio or Designee Members on Senate Standing Committees

NEAC is seeking feedback from EC and Committee chairs on whether the designee title should be added or removed for each of the ex-officio members

EC

Ex-Officio

President

Provost & Vice President for Academic Affairs

Vice Provost

Ex-Officio or Designee

CFA President, or the CFA President's designee

APC

Ex-Officio

Dean of Undergraduate Studies,

Dean of Graduate Studies & Associate Vice-President for Research

Project and Degree Audit Coordinator

Two student representatives appointed by ASI

Ex-Officio or Designee

Associate Vice President for EMS or designee

Dean of Extended Learning or designee,

BLP

Ex-Officio

One college Dean appointed by the Provost

Vice Provost

IITS representative appointed by the Dean of IITS

Extended Learning representative appointed by the Dean of Extended Learning

Student representative

FAC

Ex-Officio

Provost or the Associate Vice President for Faculty Affairs

CFA representative elected by the membership of CSUSM-CFA

GEC

Ex-Officio

GEC Coordinator

AVP for EMS

ASI Student Representative

Ex-Officio or Designee

Vice President for Student Affairs or designee

Dean of Academic Programs or designee

TPAC

TPAC shall consist of voting members drawn from eligible faculty, Academic Affairs staff, and students.

Voting members

College Representative from each college, plus one At-large faculty
IITS staff member selected IITS staff members
Academic Affairs staff selected by Academic Affairs staff members
Two ASI student members

Ex-Officio

Dean of the Library
Dean of IITS

PAC

Ex-Officio

Dean of Graduate Studies and Associate Vice President for Research
A representative from the Office of the Dean of Academic Programs
Learning Outcomes Assessment Fellow (or equivalent).

SAC

Ex-Officio

Dean of Undergraduate Studies
Dean of Graduate Studies

Ex-Officio or Designee

Vice President for Student Affairs or designee

UCC

Ex-Officio

Dean of Academic Programs
One student representative appointed by ASI

Ex-Officio or Designee

AVP for EMS or designee

1 **NEAC: Clarify Committee Membership for Non-Faculty Members**

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3 NEAC would like to initiate a referendum to streamline committee membership and roles of
4 ex-officio or their ex-officio designee members on Senate Standing Committees.

5
6 *Rationale:*

- 7 1. *While the Constitution and Bylaws of the university faculty and the academic senate*
8 *outline how members of the standing committees are identified and the roles of the*
9 *members of the committees, the language used to describe the membership and the*
10 *roles is inconsistent. For example, under the Student Affairs Committee (SAC), it states,*
11 *“The Student Affairs Committee shall consist of voting members drawn from the eligible*
12 *faculty” but then goes on to list students as voting members. The goal is to correct such*
13 *language to show that voting members will be drawn from the eligible faculty and*
14 *students and make such language appropriately consistent across each of the standing*
15 *committees*
- 16 2. *On some committees, non-voting members are identified as ex-officio only, while on*
17 *others, they are identified as ex-officio or designee. The goal is to align the defined role*
18 *of these members with the current practice, to make it clear whether the member needs*
19 *to be the actual officer or if the officer may appoint a designee.*
- 20 3. *The following revisions also serve to clarify the roles of ex-officio and staff members to*
21 *designate them as non-voting members consistently across committees:*
- 22

23 **Article 6.1: Standing Committee Membership**

24 Faculty voting members of the Standing Committees of the Senate will be drawn from the
25 Faculty eligible for the Senate according to the Academic Senate Election Rules and Guidelines
26 **except for the Student Affairs Committee, which shall also have students as voting members.**
27 Faculty Committee members shall serve staggered two-year terms except for the members of
28 the Executive Committee, which draws its membership from current chairs of the standing
29 committees. The chair of each standing committee shall be elected by the voting members of
30 the committee from the eligible faculty on the committee. Student members and staff
31 members shall serve one-year terms.

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34 *Rationale: In line with Article 6.1 of the constitution on standing committee membership,*
35 *Faculty voting members of the Standing Committees of the Senate will be drawn from the*
36 *Faculty eligible for the Senate. Staff, administrators and students, with the exception of SAC*
37 *should not serve as voting members on Senate Standing Committees. With the change in name*
38 *and charge from LATAC to TPAC it is sufficient to have only the Dean of IITS as an ex officio*
39 *administrator member:*

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41 **Article 6.9: Technology Policy and Advisory Committee (TPAC)**

42 The Technology Policy and Advisory Committee shall consist of voting members drawn from
43 eligible faculty, **Academic Affairs staff, and students.** The eligible faculty in each college-level
44 unit shall elect a representative to serve on the committee and one at-large faculty
45 representative. **The Instructional and Information Technology Services (IITS) staff shall select**
46 **one IITS staff member; the Academic Affairs staff shall select one staff member; and the**

47 ~~Associated Students Incorporated shall select two student members.~~ The committee shall
48 include as ex-officio, non-voting members one Instructional and Information Technology
49 Services (IITS) staff appointed by the IITS Dean; two students representatives appointed
50 Associated Students Incorporated; and the Dean of the Library and the Dean of IITS.

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53 *Rationale:*

54 *This revision is only a clarification since the students on the committee are voting members:*

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56 **Article 6.13: Student Affairs Committee (SAC)**

57 The Student Affairs Committee shall consist of voting members drawn from the eligible faculty
58 and students. The eligible faculty in each college-level unit shall elect a representative from the
59 eligible faculty of the college-level unit to serve as a member of the committee. Two additional
60 faculty members shall be elected by the eligible faculty to represent the faculty at large. Two
61 student members appointed by the Associated Students Incorporated shall also be voting
62 members of this committee. The committee shall include as ex-officio, non-voting members,
63 the Vice President for Student Affairs or designee, and the Dean of Undergraduate Studies, and
64 the Dean of Graduate Studies.

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67 *[Comment: Needs feedback from EC and committee chairs on whether or not the designee title*
68 *should be reconsidered based on the current practice.]*

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70 **Article 6.5: Academic Policy Committee (APC)**

71 The Academic Policy Committee shall consist of voting faculty members drawn from the eligible
72 faculty. The eligible faculty of each college-level unit shall elect a representative from the
73 eligible faculty of that college-level unit to serve as a member of the committee. One additional
74 faculty member shall be elected by the eligible faculty to represent the faculty at large. The
75 Graduate Studies Council shall designate one of its faculty members to serve as a voting
76 member of the committee. The membership of the Academic Policy Committee shall also
77 include as non-voting members the Dean of Undergraduate Studies, the Dean of Graduate
78 Studies & Associate Vice President for Research, the Associate Vice President for Enrollment
79 Management Services or designee, the Dean of Extended Learning or designee, and the Project
80 and Degree Audit Coordinator. Two student representatives appointed by the Associated
81 Students Incorporated shall also be non-voting members of this committee.

82
83 **Article 6.6: Budget and Long-Range Planning Committee (BLP)**

84 The Budget and Long-Range Planning Committee shall consist of voting faculty members drawn
85 from the eligible faculty. The eligible faculty of each college-level unit shall elect a
86 representative from the eligible faculty of that college-level unit to serve as a member of the
87 committee. One additional faculty member shall be elected by the eligible faculty to represent
88 the faculty at large. One college Dean appointed by the Provost, the Vice Provost, one
89 Instructional and Information Technology Services (IITS) representative appointed by the Dean
90 of IITS, a representative of Extended Learning appointed by the Dean of Extended Learning, and
91 one student member appointed by the Associated Students Incorporated shall be non-voting
92 members of the committee.

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[Comment: Needs feedback from EC and committee chairs on whether or not the designee title should be reconsidered based on the current practice:]

Article 6.7: Faculty Affairs Committee (FAC)

The Faculty Affairs Committee shall consist of voting members drawn from the eligible faculty. The eligible faculty in each college-level unit shall elect a representative from the eligible faculty of that college-level unit to serve as a member of the Faculty Affairs Committee. Three additional faculty members shall be elected by the eligible faculty to represent the faculty at large. The membership of the Faculty Affairs Committee shall also include as a voting member a lecturer representative elected by the lecturers; non-voting members shall be the Provost & Vice President for Academic Affairs or the Associate Vice President for Faculty Affairs and a representative from the CSUSM-CFA elected by the membership of CSUSM-CFA.

[Comment: Needs feedback from EC and committee chairs on whether or not the designee title should be reconsidered based on the current practice:]

Article 6.8: General Education Committee (GEC)

The General Education Committee shall consist of voting members from the faculty and up to eight ex-officio, non-voting members. The eligible faculty in each college-level unit shall elect representatives from the eligible faculty of their college-level unit to serve on the committee as follows: four faculty members from the College of Humanities, Arts, Behavioral and Social Sciences (from two disciplines from Humanities and Arts and from two disciplines in Behavioral and Social Sciences); two faculty members each from the College of Science & Math (from two separate disciplines) and from the College of Education, Health and Human Services (one from Education and one from another discipline); and one faculty member from each of the other college-level units. The committee shall also include as non-voting, ex-officio members the General Education Assessment Coordinator, the Vice President for Student Affairs or designee, the Dean of Academic Programs or designee, and the Associate Vice President for Enrollment Management Services or designee. One at-large student representative appointed by the Associated Students Incorporated shall serve as a non-voting member of the committee.

[Comment: Needs feedback from EC and committee chairs on whether or not the designee title should be reconsidered based on the current practice:]

Article 6.11: Program Assessment Committee (PAC)

The Program Assessment Committee shall consist of voting members drawn from the eligible faculty. The eligible faculty in each college-level unit shall elect representatives from the eligible faculty of their college-level unit to serve on the committee as follows: two faculty members from the College of Humanities, Arts, Behavioral and Social Sciences (one from a discipline in Humanities and Arts and one from a discipline in Behavioral and Social Sciences); two faculty members from the College of Education, Health and Human Services (one from Education and one from another discipline); and one faculty member from each of the other college-level

139 units; and one faculty member who is affiliated with an interdisciplinary (B.A., B.S., M.A., M.S.)
140 degree program.* Two additional faculty member shall be elected by the eligible faculty to
141 represent the faculty at large. The committee shall include as a non-voting member, the Dean
142 of Graduate Studies and Associate Vice President for Research, a representative from the Office
143 of the Dean of Academic Programs, and the Learning Outcomes Assessment Fellow (or
144 equivalent). When a program from a committee member's department or associated program
145 is under review, the member may engage in discussions about it, but shall be considered a non-
146 voting member for the purposes of the review.

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148 *An interdisciplinary major or master's degree is one that has over one-fourth of its core
149 required courses delivered by faculty outside of a department or program.

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152 *[Comment: Needs feedback from EC and committee chairs on whether or not the designee title*
153 *should be reconsidered based on the current practice:]*

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Article 6.14: University Curriculum Committee (UCC)

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The University Curriculum Committee shall consist of voting faculty members drawn from the eligible faculty. The eligible faculty of each college-level unit shall elect representatives from the eligible faculty from each college-level unit to serve as members of the committee as follows: two faculty members each from the College of Science and Mathematics and from the College of Humanities, Arts, Behavioral and Social Sciences (from two separate disciplines in each College), two faculty members from the College of Education, Health and Human Services (one from Education and one from another discipline) and one faculty member from each of the other college-level units. One additional faculty member shall be elected by the eligible faculty to represent the faculty at large. The membership of the University Curriculum Committee shall also include as non-voting members the Dean of Academic Programs, and the Associate Vice President for Enrollment Management Services or designee. One student representative appointed by the Associated Students Incorporated shall also be a non-voting member of this committee.

1 **FAC: Retention, Tenure and Promotion (RTP) Standards – Liberal Studies**

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4 *Rationale: The **Retention, Tenure and Promotion (RTP) Standards – Liberal Studies***
5 *document was reviewed by FAC, sent back to the Liberal Studies (CHABSS) department*
6 *with comments, then, returned to FAC with changes in reference to FAC feedback. FAC*
7 *has accepted the proposed changes. This document, moved and seconded by FAC, is for*
8 *EC Consideration of placing on the April 6th Senate Agenda as a Discussion Item for a*
9 *first reading.*

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12 Table of contents:

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19 **A. Introduction**

20
21 This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for*
22 *Retention, Tenure, and Promotion* and the *College Standards and Procedures for*
23 *Retention, Tenure, and Promotion*. It provides guidance to faculty members concerning
24 the Liberal Studies Department's expectations, and it guides review committees in
25 recommendations related to retention, promotion, and tenure. In addition, it is intended
26 to encourage faculty members to think carefully about how they can best contribute to the
27 mission of the university and the Department throughout their careers. Faculty are
28 encouraged to seek advice and assistance from more senior colleagues regarding ways to
29 meet these expectations. This document is also intended to clarify for review committees
30 outside the department the standards by which our interdisciplinary department evaluates
31 the successes of our faculty members.

32
33 Faculty are evaluated on the basis of their accomplishments in the areas of Teaching,
34 Research and Creative Activity, and Service. Each faculty member must develop a
35 Working Personnel Action File (WPAF) which complies with the guidelines set forth in
36 the University-level and college-level RTP Documents. Of particular importance are the
37 required self-reflection statements that must be included for all three areas of evaluation.

38
39 The Department expects the WPAF to demonstrate active engagement of the faculty
40 member in his/her role as a university professor. This may be shown in a variety of ways,
41 depending upon the interests and strengths of the faculty member, the faculty member's
42 rank and experience, and the needs of the Department, University, and community.
43 However, each faculty member is expected to be actively engaged in each of the three
44 RTP evaluation areas. Review committees at all levels will assess the quality and quantity
45 of achievement based only on information provided in the WPAF.

47 Although the areas of evaluation are the same for all levels, expectations differ for
48 assistant, associate, and full professors. Retention recommendations will be based on
49 evaluation of potential and accomplishments of the faculty member in the three areas.
50 Tenure and promotion recommendations will be based upon evaluation of the overall
51 record of the faculty member in the three areas. Unless awarded service credit at hiring,
52 faculty members' accomplishments that were part of the record at the time of hiring or
53 prior promotion generally are not relevant to subsequent evaluations except as evidence
54 of performance continuity.

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56 Some activities cut across categories (i.e., teaching, research and creative activity, and
57 service). For example, co-conducting research with students may represent teaching,
58 service, and scholarly activity, as might activist scholarly research projects. The faculty
59 member is encouraged to demonstrate the activities' relevance to multiple criteria in their
60 reflective statement. However, given that the University's RTP Document states that
61 each activity must be assigned to only one category, the LBST Department encourages
62 candidates to seek advice on how to both represent the ways in which their activities may
63 relate to more than one assessment category, and adhere to the policy; note, each activity
64 can only be placed in one category.

65
66 At every review, probationary faculty in tenure-track lines should be able to clearly
67 demonstrate their progress toward the standards for tenure and promotion, as described
68 below. Additionally, faculty are expected to respond explicitly in subsequent WPAFs to
69 feedback offered in prior reviews when submitting the file for subsequent evaluations.

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71

72 **B. Teaching**

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74 1. The Liberal Studies Department is known for innovative pedagogies and curriculum,
75 and up-to-date interdisciplinary perspectives and research (both applied and basic) in the
76 classroom, for example, its state-of-the-art integrated teacher credential program – the
77 only truly integrated program in the State of California. Faculty in the department place
78 high value on academic freedom, course innovation, and student engagement. All of our
79 classes meet or exceed the All-University Writing Requirement (AUWR).

80 All faculty in the department are expected to maintain the quality of their
81 courses by experimenting with new course features, new content and new teaching
82 strategies on an ongoing basis. As feasible, they are furthermore encouraged to
83 develop new courses in any of its programs in teacher preparation, linguistics,
84 geography, or border studies, and to develop collaborations with other programs and
85 departments on campus.

86 All faculty are also expected to demonstrate effective teaching, per section 3
87 below. Effective teaching is multifaceted. Some of the practices and attributes that
88 characterize effective college teaching include the possession and continuing
89 development of discipline-specific and pedagogical knowledge; the development of
90 pedagogical approaches that incorporate interdisciplinarity as appropriate; the use of
91 varied instructional techniques; the planning, implementing, assessing, and revising of

92 pedagogies to achieve learning objectives; and the reflection on feedback (e.g., student
93 evaluations; WPAF review letters).

94
95 2. Teaching expectations:

- 96 a) Workload: While the number of courses offered by a faculty member may vary,
97 all faculty are expected to teach courses on a regular basis and to teach courses
98 that serve the needs of the department.
- 99 b) Variety of Courses: Each faculty member offers a balance of service and
100 specialty courses.
- 101 c) Pedagogy: Faculty are encouraged to develop a range of pedagogical strategies to
102 reach various learners and to increase interaction with and among students on an
103 ongoing basis. For example, department faculty may engage in project-based
104 pedagogies, discussion, and fieldtrips in addition to formal lectures in their
105 classes. Introducing students to research in all its various stages is encouraged;
106 many faculty work closely with students on independent studies and research and
107 some have integrated this into their own research design.
- 108 d) Teaching expectations across the career path: While the department generally
109 holds the same expectations for all faculty, regardless of rank, in the area of
110 instruction, we acknowledge that each level of review may see different
111 developmental stages in a career.
- 112 a. Probationary period:
- 113 i. The Department expects probationary faculty to engage in frank
114 critical self-reflection about pedagogy and departmental needs, and
115 to embrace a process of development and improvement.
- 116 ii. We recognize the importance of experimentation and the labor
117 involved in constructing, employing, assessing and modifying
118 curriculum.
- 119 iii. We expect faculty to enhance and extend the curriculum in the
120 Department.
- 121 b. Promotion to Associate Professor, Promotion to Full Professor, Periodic
122 Evaluation of Tenured Faculty:
- 123 i. We expect a record of continued contributions to curriculum
124 development that demonstrates a strong understanding of the
125 needs of the Department and various student constituencies.
- 126 ii. We expect a sustained and ongoing commitment to best
127 pedagogical practices.

128
129 3. Evidentiary Base for Teaching

- 130 a) Student Evaluations: All courses are evaluated every semester. Student
131 evaluations for all courses taught during the period under review shall be included
132 in the file. It is expected that faculty will discuss in their narrative statements how
133 their pedagogy is evolving in light of the patterns and trends apparent in their
134 course evaluations. However, course evaluations are only one piece of evidence of
135 teaching success.

- 136 b) Teaching Philosophy: It is incumbent upon all faculty to define their teaching
137 style and link it to an overarching pedagogical philosophy. They should provide
138 additional detail about their classroom strategies and teaching style.
- 139 b) Syllabi: The file shall include representative syllabi from all courses taught
140 during the period under review. Syllabi should conform to university syllabus
141 guidelines.
- 142 c) Teaching Observation: At least once per periodic evaluation prior to tenure,
143 junior faculty shall observe a course taught by a colleague in the University. They
144 should include a reflection on this experience in their WPAF, either as an item or
145 within their narrative reflection.
- 146 d) Other Evidence: In order to demonstrate teaching effectiveness, evidence beyond
147 the required elements described above must be included and discussed in the
148 WPAF. Examples of such evidence include, but are not limited to:
- 149 • Teaching awards
 - 150 • Samples of graded assignments, papers, and/or exams (with student
151 name removed)
 - 152 • Samples of assignments and activities
 - 153 • Examples of assessment techniques
 - 154 • Lecture outlines
 - 155 • PowerPoint slide sequences
 - 156 • Additional classroom observations
 - 157 • Effective use of guest speakers, videos, etc.
 - 158 • Examples of changes made in pedagogy based on feedback,
159 assessment, additional training, etc.
 - 160 • Participation in teaching-related workshops with evidence of how the
161 new information was used in teaching
 - 162 • Student feedback other than in course evaluations
 - 163 • Examples of technological competence.
- 164
165

166 **D. Research/Creative Activity:**

167

168 1. Research/creative activities take many forms in LBST. These may include, but are not
169 limited to, qualitative, quantitative, and applied scholarly research conducted both
170 individually and collaboratively. The department particularly values scholarly activity
171 which includes student and/or community engagement. In the realm of scholarship, the
172 Department holds three primary expectations of its faculty at all ranks: 1) a clear research
173 agenda leading to 2) sustained, effective scholarly effort and 3) significance to each
174 faculty member's respective field of study.

175 2. The PRC's evaluation of scholarly research/creative activities will focus on
176 understanding the contribution, benefit, and impact of the candidate's work on the
177 field. The candidate should explicitly present their research trajectory, including their
178 short- and long-term goals, extending beyond the review process. The candidate's
179 research productivity will be evaluated by *holistic* or comprehensive consideration of the
180 candidates' reflective statement, scholarly work, and selected items that the candidates

181 believe best reflects their progress, as described in the University RTP document and
182 further illustrated below. Candidates will demonstrate effective scholarly effort by
183 identifying and providing evidence of both major scholarly achievements (Category A),
184 and additional achievements (Category B) (see below).

185 **Category A: Major achievements**

- 186 1. Peer-reviewed journal articles on which a faculty member's contribution was
187 substantial, and which are published or accepted for publication. The narrative
188 should explain the contributions of the candidate and significance of the publication.
- 189 2. Book chapters published or accepted for publication to which the candidate's
190 contribution was substantial. The narrative should explain the contributions of the
191 candidate and significance of the publication.
- 192 3. Papers published in refereed proceedings. Candidate should demonstrate the
193 significance of the conference and its published proceedings to his/her discipline.
- 194 4. Scholarly book authored or edited by the faculty member. The narrative should
195 explain the contributions of the candidate and significance of the publication. (Note:
196 solo-authored books may count as more than one peer-reviewed article; the candidate
197 should provide an explanation. Consult with senior faculty regarding the presentation
198 of such work.)
- 199 5. Successful external funded major grant.
- 200 6. Publically accessible original data corpus/corpora, to which the candidate's
201 contribution to the development of the data was significant. The narrative should
202 explain the contributions of the candidate and significance of both the data
203 corpus/corpora and the mode of distribution.

204 Comment regarding major achievements: We recognize that other items may be
205 considered major scholarly achievements. In these cases it is expected that the faculty
206 member will provide evidence and arguments that make the case that an item belongs in
207 this category. We suggest that the faculty member consult with senior faculty if there are
208 questions about the most appropriate category for an item.

209
210 **Category B: May include, but is not limited to:**

- 211 1. Papers published in proceedings
- 212 2. Presentations at professional meetings
- 213 3. Editor-reviewed articles published in journals, newspapers, magazines, and other
214 media
- 215 4. Published book reviews
- 216 5. Invited keynote or speaker
- 217 6. Special recognition and awards for research/creative activities
- 218 7. Funded regional or internal grants for scholarly research/creative activity work (e.g.,
219 local organizations, University Professional Development, Distinguished Teacher in
220 Residence, etc.)
- 221 9. Self published books (related to candidate's field of study)
- 222 10. Unfunded peer reviewed external grants for scholarly research/creative activity work

- 223 11. Working papers
- 224 12. Submitted papers
- 225 13. Sponsored or contract research
- 226 14. Technical reports
- 227 15. Unfunded grants
- 228 16. Organizing, presenting, moderating, or serving as a discussant at professional
- 229 conferences, workshops, training or continuing education related to the faculty
- 230 members' program of research.

231 Comment about other scholarly achievements: We recognize that other items not
 232 explicitly included in Categories A or B may be considered scholarly achievements. In
 233 these cases it is expected that the faculty member will provide evidence and arguments
 234 that make the case that an item belongs in this category. We suggest that the faculty
 235 member consult with senior faculty in Liberal Studies if there are questions about the
 236 most appropriate category for an item.

237
 238 Assessment of Scholarly Research/ Creative Activities

239 1. **General Standards**

240 Candidates will be assessed on the quality of the evidence provided, the evidence of
 241 sustained scholarship and a trajectory that extends beyond the period under review,
 242 and the totality of their work, as defined in paragraph 1 of this section (D.
 243 Research/Creative Activity). *A variety of types of work must be provided including*
 244 *peer reviewed publication*. The candidate's body of work will be evaluated
 245 holistically, as described above. In all cases, the scholarly reputation of the
 246 dissemination venue (e.g., journal) and/or meeting will be considered when
 247 evaluating the contribution.

248 2. **Tenure and/or Promotion from Assistant Professor to Associate Professor:** At
 249 least six scholarly items (or equivalent, as demonstrated by the candidate in the file,
 250 and explained in the narrative), no fewer than three of which must be from Category
 251 A.

252 3. **Promotion from Associate Professor to Professor*:** At least six scholarly items (or
 253 equivalent, as demonstrated by the candidate in the file, and explained in the
 254 narrative), no fewer than three of which must be from Category A.

255 *Only items not considered in the last promotion may be submitted.

256 3. When multiple authors are present on scholarly research and creative activities,
 257 candidates shall specify their role on the item (e.g., role: first author; second author;
 258 mentoring author; etc.), and describe their contributions to the final product.

259 4. Effective teaching is multifaceted. Some of the practices and attributes that
 260 characterize effective college teaching include the continuing development of discipline-
 261 specific knowledge and research. The statement on teaching should address the
 262 relationship between teaching and candidate's discipline-specific research.
 263

264 5. All LBST departmental faculty face the challenge of being members of a multi-
265 disciplinary department, where fundamental aspects of a given discipline might not be
266 evident to another departmental member. As such, it is incumbent upon each candidate to
267 write about their disciplinary interests as though readers were not practitioners of their
268 discipline.

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272 **E. Service**

273

274 1. Service activities are highly valued and are an essential component of retention, tenure
275 and promotion evaluations. In addition to routine service (as defined below) that is
276 required by each tenure line faculty member, we expect that all faculty will participate in
277 further service that is impactful and meaningful. The college has a strong tradition of
278 faculty governance, which requires ongoing participation by a wide range of faculty; this
279 means that faculty should plan to be active participants in the faculty governance
280 structure, including attendance at, e.g., all-faculty meetings, and involvement in
281 governance committees at all levels.

282 Documentation of service should be accompanied by a discussion in the narrative
283 of the impact of the service on the Department, College, University, community, or
284 profession. A narrative of service impact may include a description of the nature of the
285 work, the roles played on committees, and the outcomes of the work. Faculty should
286 convey how the service activity is making a difference on campus, in the community,
287 and/or in the profession. Please see point 3. below for further guidance on
288 documentation about service.

289

290 2. Service activities should reflect increasing levels of engagement throughout the
291 candidate's career trajectory. While it is typical for candidates to focus initially on
292 departmental service and then to become increasingly involved in College, University,
293 and community service, that may not be appropriate for all candidates. LBST values
294 service which coheres with candidates' broader goals and visions across the career
295 trajectory, and which feeds into and supports candidates' teaching and research goals.
296 The narrative should be used to explicate the service philosophy and to show these links.
297 The narrative should also include discussion and evidence of service at the routine,
298 significant, and major service levels (described below).

299

300 **a. Routine service:**

301

302 Routine service is significant and expected of every tenure track faculty member
303 regardless of commitments outside of the Department or University. Liberal Studies
304 faculty are expected to participate in routine service as part of their standard workload
305 (15 WTUs). Faculty who are not teaching due to grant work or outside service
306 commitments are still expected to routinely participate in Department activities (unless
307 on sabbatical). On occasion, routine service might be considered more major service. For
308 example, work on the Department curriculum committee may be quite extensive one
309 year; that would not be considered routine service. It is up to the individual to explain the
310 impact and importance of the service. The following tasks are considered routine service

311 in the Liberal Studies Department and should not be used as evidence of exemplary
312 service when being considered for retention, tenure, or promotion:

- 313 • Attendance at Department meetings
- 314 • Attendance at Departmental retreats
- 315 • Attendance at Department welcome-back lunch
- 316 • General academic advising
- 317 • General mentoring of junior and PT faculty
- 318 • Ongoing curriculum maintenance (e.g., catalogue review, updating courses, etc.)
- 319 • Participating in regular program assessment activities
- 320 • Participating in the program review process
- 321 • Participating in tenure-track search process (not a search committee member)
- 322 • Attendance at the department graduation celebration
- 323 • Other activities may also count as routine service

324

325 **b. Major service:**

326

327 These activities are expected of tenure line faculty members but are typically above and
328 beyond routine service. Over time, service activity should be at the department, college
329 and University and community levels, but may vary depending on the year and the
330 faculty members' commitments and interests. It is expected that tenure line faculty will
331 take increasing leadership within these activities as they progress in their career.

332 Examples of major service include but are not limited to:

333

334 1. *Department level*

- 335 • Department chair
- 336 • PRC membership
- 337 • Program or curriculum development beyond routine changes
- 338 • Developing a major new departmental initiative
- 339 • Assessment Coordinator
- 340 • Coordinator of major option or minor (i.e., ICP, BRS, LING, GEOG)
- 341 • Lecturer evaluations
- 342 • Program review activities beyond basic assessment activities
- 343 • Website maintenance
- 344 • Coordinating the graduation celebration
- 345 • Social media coordinator
- 346 • Student club advisor
- 347 • Other activities may count as major department service

348

349 2. *College/University level:*

- 350 • Chair or member of College or Academic Senate committee (e.g., FDC,
351 CAPC, HAPC, FAC, APC, UCC, etc.), including Executive Committee
352 roles
- 353 • Chair of the College Faculty
- 354 • Task force participation
- 355 • Faculty Mentoring Program participant

- 356 • Special event chair (e.g., organizing a conference)
- 357 • Serving as external member on thesis committee
- 358 • Serving as external member on faculty review committees (e.g., PTPE,
- 359 Full Professor), or administrator review committees
- 360 • Chairing a search committee
- 361 • Serving on a search committee outside of home department
- 362 • Development of Extended Learning or other non-departmental curriculum
- 363 • Other activities may count as major College/University service
- 364

365 3. *Community/Professional Service level:*

- 366 • Speaker, community event
- 367 • Reviewer for journals, conferences, grants
- 368 • Professional presentations to university or community organizations
- 369 • Officer or committee member professional society
- 370 • Journal editor
- 371 • Board member of a journal
- 372 • Board member of an organization
- 373 • Given the value our department places on engaged scholarship, it may be
- 374 that there are some activities where there is significant overlap in the areas
- 375 of teaching, research, and service; we encourage candidates to talk
- 376 explicitly about this, and to explain the overlapping ways in which a
- 377 particular activity may serve two or more areas under evaluation
- 378 • Other activities may count as major Community/Professional service
- 379

380 c. **Other meaningful service:** These activities are important for the smooth
 381 governance of the college and university and they represent a key element in creating and
 382 maintaining collegiality and engagement with the greater campus community. They are
 383 not activities which are part of the required routine service for all faculty members, and
 384 also do not require a major commitment of time and effort. Examples include but are not
 385 limited to:

- 386 • Attendance at the annual University commencement ceremony
- 387 • ICP admission interview
- 388 • Participation in the ICP retreats
- 389 • Academic Senator
- 390 • Regular participation in university events/open houses
- 391 • Serving on staff search committee
- 392 • Serving as a member of a tenure-track search process
- 393

394 3. The most important articulation of the scope and goals of a candidate's service
 395 activities takes place in the narrative. Candidates can provide supporting evidence which
 396 further demonstrates their service commitment in a number of ways, which may include
 397 the following:

- 398 • Committee reports where the candidate was a significant contributor
- 399 • Handouts/slides/notes from presentations
- 400 • Programs/event handouts from events which the candidate planned/helped to plan

- 401 • Copies of reviews
- 402 • Curricular forms
- 403 • Other documentation may count as an item to show significant participation in
- 404 service activities
- 405

Senate Officers: DRAFT: California State University San Marcos Academic Senate Resolution in Support of CSU Academic Senate’s Resolution AS-3249-16/AA/FA/EX – Concerns About Administrative Communications Regarding Classroom Discussion of Possible Strike Action

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WHEREAS, on March 4, 2016 the Academic Senate of the California State University unanimously approved the resolution titled ‘Concerns about administrative communications regarding classroom discussion of possible strike action’, and

WHEREAS, on March 2, 2016 the Academic Senate of California State University San Marcos unanimously approved the resolution titled ‘California State University San Marcos Academic Senate Resolution in Support of CFA’s Call for a Strike’; now, therefore, be it

RESOLVED, That the Academic Senate of California State University San Marcos endorse the Academic Senate of the California State University resolution ‘Concerns about administrative communications regarding classroom discussion of possible strike action’, and be it further

RESOLVED, That this resolution be sent to the CSU Board of Trustees, Chancellor White, the Academic Senate of the California State University, all California State University Academic Senates, and to the California State University San Marcos campus community.

**CONCERNS ABOUT ADMINISTRATIVE COMMUNICATIONS REGARDING
CLASSROOM DISCUSSION OF POSSIBLE STRIKE ACTION**

RESOLVED: That the Academic Senate of the California State University (ASCSU) express consternation over recent communications from some CSU presidents and administrators forbidding faculty to discuss the potential strike action planned by the California Faculty Association (CFA) in their classrooms; and be it further

RESOLVED: That the ASCSU affirm that the determination of the relevance of material to a particular class is the decision of the faculty teaching that class in the context of accepted pedagogical and disciplinary standards; and be it further

RESOLVED: That the ASCSU urge campus senates to communicate the content of this resolution to all faculty; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Chancellor, CSU Board of Trustees, CSU campus Presidents, CSU campus Academic Senates, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association (CFA), California State Student Association (CSSA), Campus Associated Students Incorporated Presidents, California State University Emeritus and Retired Faculty Association (CSU ERFA) and American Association of University Professors (AAUP).

***RATIONALE:** On February 6, 2016 the California Faculty Association (CFA) announced plans for a system-wide strike in April 2016 if a settlement is not reached in negotiations for a pay increase for the second year of the current three-year contract. Several CSU Presidents sent a letter to their campuses regarding the possible strike that included this sentence: "Classroom time cannot and should not be used by faculty to discuss issues related to the strike..." (see, for example, Attachment A, letter from CSU LA President William A. Covino) This language would seem to be consistent with the American Association of University Professors (AAUP) 1940 Statement on Academic Freedom which states that, "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject." However, in 1970 the AAUP acknowledged that controversy is at the heart of free academic inquiry, and that its 1940 language was not meant to discourage what is controversial, but rather underscored the need for teachers to avoid persistently intruding material which has no relation to their subject. Indeed, in a later statement about controversy in the classroom, the AAUP stated that, "Controversy is often at the heart of instruction; good teaching is often served by referring to contemporary controversies even if only to stimulate student interest and debate." (<http://www.aaup.org/report/controversy-classroom>).*

Strike Frequently Asked Questions (FAQ) provided by the CSU Chancellor's Office begin to acknowledge this point. In the FAQs, the initial statement in presidents' letters is amended to declare that,

In general, however, faculty members cannot and should not use classroom time to discuss other issues related to the strike, unless such a discussion is directly relevant to the content of the course. That will not be true in the vast majority of cases.” (<http://www.calstate.edu/hr/employee-relations/bargaining-updates/documents/2016/CFA-Strike-QandA.pdf>). It is not the place of campus Presidents or the Chancellor's Office to decide what is relevant to the content of a course. That decision can only be made by the faculty teaching the class as would be consistent with pedagogical and disciplinary expectations.

Approved Without Dissent – March 3-4, 2016

**Text of Message from Cal State LA President Covino
Regarding Possible Strike**

From: Office of the President <OfficeofthePresident@calstatela.edu>

Date: Tuesday, February 23, 2016 at 11:52 AM

Subject: Message from President Covino

Dear Campus Community:

As you are no doubt aware, the CFA recently announced plans for a potential strike on all 23 CSU campuses April 13-15 and April 18-19, 2016. CSU representatives have not been able to reach a salary agreement with the CFA through the collective bargaining process. While we remain committed to the process and hopeful for its outcome, our campus leadership team and many others throughout the university have been planning for the possibility of a strike.

I want to assure you that if a strike occurs, our campus, and all of the CSU's campuses, will remain open. While some classes may be canceled, many classes will be held, because not all faculty will strike. Students are advised to check with their instructors about their individual class schedules and to attend classes that are not canceled. We anticipate that all campus operations and administrative services will be available and scheduled events will be held. The campus will remain open to students, staff and the public. Our university police and security will be serving the campus to ensure a safe environment for all, which is always one of our primary goals.

The strike should not interfere with students being able to complete their semester and quarter courses and graduate on time. Faculty who strike will generally arrange for assigned reading or other work if their classes are canceled.

If a strike does occur, it is important to note the following:

- No individual, including students, can be compelled to take either the CSU administration's position or the CFA's position.
- Classroom time cannot and should not be used by faculty to discuss issues related to the strike.
- Students cannot be compelled to walk out of class, walk picket lines, stay away from campus or support the strike as part of a class assignment or in exchange for a grade.
- Striking faculty may not block or otherwise obstruct student access to campus, campus services or the classroom.

Should a strike occur, media may be on campus and may ask people to comment. I encourage you to direct any media inquiries to our public affairs staff at (323) 343-3050, or paffairs@cslanet.calstatela.edu.

I again emphasize that **in the event of a strike, we plan to maintain full campus operations with minimal disruption to students, faculty, staff and guests.** We respect our faculty's rights

and remain committed to the collective bargaining process. I encourage you to review the Q&A document at www.calstate.edu/hr/employee-relations/bargaining-updates/documents/2016/CFA-Strike-QandA.pdf for more information.

Going forward we will keep you apprised of any updates.

Sincerely,

William A. Covino
President

1 **SAC: Student Course Grade Appeals Policy (SAC 216-02) – Revision**

2
3 *Rationale:*

4
5 *On February 16, 2015, the Secretary of the Academic Senate submitted to the CSUSM President*
6 *and Provost a Senate-approved revised Student Course Grade Appeals Policy (SAC 216-02) for*
7 *administrative review and approval. The revisions addressed the areas of electronic submission*
8 *of student appeals, including a more clearly defined process that students must follow to submit*
9 *an appeal. In the course of administrative review and questions regarding clarification of some*
10 *parts of the policy document, the Senate Office noted that SAC had not removed wording which*
11 *outlined the previous process for submission of documents; specifically, the policy still stated*
12 *that hard copies should be mailed to the Senate Office for distribution. This rendered the*
13 *updated policy inaccurate, and it was determined by the Senate Officers that it would be*
14 *returned to SAC for proper editing/updating.*

15
16 *The changes to this document reflect the appeal process for students which have been followed*
17 *for, now, the third academic year. Changes are highlighted in yellow, below. Strikethroughs*
18 *(highlighted in grey) are areas which should have been deleted with last year's iteration of this*
19 *document. Additionally, updated forms are provided to support the accuracy of student*
20 *submissions. This updated policy document, including related forms, reflects the proper steps*
21 *for the appeal process, as confirmed by the Chair of the Student Grade Appeal Committee, and*
22 *the Academic Senate Office.*

23
24
25 **Definition:** Provides a means for students to seek redress of complaints regarding grades.

26
27 **Authority:** California State University San Marcos Faculty Ethics Policy, and Executive
28 Order 1037.

29
30 **Scope:** The purpose of the Student Course Grade Appeals Policy and Procedures shall be
31 to enable students to seek redress of complaints about course grade(s) (hereafter
32 referred to as "grade appeal"). A grade appeal arises when circumstances prevent
33 assignment of an earned course grade or cause an assigned course grade to be
34 questioned by a student. This procedure shall also be available for the resolution
35 of grade appeals alleging inappropriate application to the student of any other
36 rules or policies of California State University San Marcos. The burden of proof
37 shall rest on the student seeking redress.

38
39
40 I. Preamble

41 The California State University San Marcos Student Course Grade Appeal Policy
42 acknowledges the rights of students and faculty as expressed in "Joint Statement of
43 Rights and Freedoms of Students" drafted by the American Association of University
44 Professors, the United States National Student Association, the Association of American

45 Colleges, the National Association of Student Personnel Administrators, and National
46 Association of Women Deans and Counselors in 1967, and the rights of all members of
47 the campus as outlined in the California State University San Marcos Faculty Ethics
48 policy, Executive Order 1037 states that "faculty have the sole right and responsibility to
49 provide careful evaluation and timely assignment of appropriate grades" and that, "in the
50 absence of compelling reasons, such as instructor or clerical error, prejudice or
51 capriciousness, the grade assigned by the instructor of record is to be considered final" (p.
52 7).

53 II. Purpose

54 The purpose of the Student Course Grade Appeal Policy and Procedures shall be to
55 enable students to seek redress of complaints about a course grade (hereafter referred to
56 as "grade appeal). A grade appeal arises when circumstances prevent assignment of an
57 earned grade or cause an assigned grade to be questioned by a student. This procedure
58 shall also be available for the resolution of grade appeals alleging inappropriate
59 application to the student of any other rules or policies of California State University San
60 Marcos.

61 III. Terms and Definitions

62 Throughout this document, the words, "shall," "will," and "must" refer to mandatory
63 (required) actions. The words, "may" and "should" refer to discretionary actions (i.e.,
64 recommended or voluntary, but not required). The word "dean" refers to the dean or
65 his/her designee (referring to the dean of the college in which the student is filing an
66 appeal). The word "principals" refers to the student appellant and the instructor
67 respondent.

68 IV. Jurisdiction

69 This policy applies solely to students' appeals of assigned course grade. Separate
70 grievance policies and procedures have been established for discrimination and
71 harassment grievances. Students wishing to initiate a grievance against an administrator,
72 faculty or staff member because of discrimination on the basis of sex, race, color,
73 national origin, age, disability, veteran status, religion, or sexual orientation are advised
74 to obtain written instructions on the filing of such grievances from the Office of Human
75 Resources and Equal Opportunity or the Office of the Dean of Students.

76 Separate policies and guidelines also exist for complaints involving Greek social service
77 organizations or individual members of a Greek Organization. These policies and
78 guidelines may be found in the Greek Handbook available in the Office of Student Life
79 and Leadership.

80 V. Membership

81 A. Committee Structure

82 Membership of the Student Grade Appeals Committee (SGAC) shall consist of:

83 • Three students (two undergraduate, one graduate) to be named under
84 procedures established by the Associated Students Incorporated (ASI).
85 Student members serving on this committee must be regular students in good
86 standing, have at least junior status, and have a minimum of 30 units
87 completed at CSUSM. Student alternates will be named as needed; see section
88 V.E.

89 • Four faculty members and four faculty member alternates selected by the
90 Academic Senate. All faculty members of the committee and all faculty
91 alternates must hold tenured appointments.

92 The Chair shall be elected yearly from the faculty membership of the committee.

93 B. Chair's Duties

94 The Chair is non-voting except in cases of a tied vote. The Chair shall be the
95 administrative officer of the committee. The duties of the office shall include
96 arranging for appropriate times and places of committee meetings and hearings;
97 informing committee members of the committee's standing meeting time and
98 place, and the time and place of any hearings; informing in writing all interested
99 parties of the times and places of committee meetings or hearings which they are
100 requested to attend and supplying them with a statement of the grade appeal;
101 informing all other interested parties that an appeal is pending; securing and
102 distributing to the committee written material appropriate for its consideration;
103 arranging for the recording of committee proceedings; maintaining committee
104 records; and informing in writing all interested parties of the recommendations of
105 the committee.

106 C. Service of Alternates

107 Alternates shall be called upon as necessary to fill permanent or temporary
108 vacancies (see section V. E., "Vacancies."). Alternates shall serve on the
109 committee as full voting members for grade appeal grievances.

110 D. Terms of Service and Continuation

111 ~~The term of service on the SGAC shall run from June 1 to May 31.~~ All committee
112 members/alternates shall serve two-year staggered terms, ~~from June to May.~~ All
113 student members shall serve one-year terms. Committee members may serve
114 consecutive terms of service.

115 The members who begin hearing an appeal shall continue as a panel for that
116 appeal until it reaches resolution, unless a member is unable to continue or is no
117 longer eligible to serve. In the event that a particular grade appeal extends beyond
118 ~~May 31~~ the academic year, the members hearing that particular grade appeal shall

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continue with that appeal until the committee's decision is rendered in the next academic year-

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E. Vacancies

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1. Permanent vacancies

When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the faculty alternates or, in the case of students, through an appointment made by ASI. The replacement shall have full voting rights for the remaining term of office of the original committee member.

130

2. Temporary vacancies

If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grade appeal. (That is, the member must recuse him/herself.) When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. In addition, a student appellant shall have the right to have one member of the committee replaced with an alternate member for any reason within two academic days prior to the committee's first review of the appeal. An alternate faculty member shall be selected by the Chair of the committee. An alternate student member shall be appointed by ASI.

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F. Quorum and Voting

The quorum (which must include at least one student member) for holding meetings and making grade appeal recommendations shall be a majority of the seated members of the SGAC. A majority of members in attendance, including at least two faculty members, is required to make a grade appeal recommendation. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal.

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G. Confidentiality

To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.

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No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee members except at the request of the committee as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities

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164 by the Student Grade Appeal Committee in the event that the committee perceives
165 the safety of any person or property to be in jeopardy.
166

167 No member of the committee shall discuss personal and/or pertinent information
168 relating to a specific grievance with any of the principals throughout the course of
169 the investigation and following the recommendation of the committee except at
170 the request of the committee and/or at a hearing.
171

172 Communication Guidelines: All documentation and recommendations relating to
173 individual grade appeals shall be marked and handled "confidential," and are only
174 for the use of those directly involved in the grade appeal (interested parties). All
175 records relevant to an individual grade appeal shall be stored in perpetuity
176 electronically (e.g. via Moodle Container). Members of the committee shall not
177 discuss the facts of any grade appeal through electronic mail, such discussion
178 must occur when the SGAC convenes. Notifications and other procedural
179 correspondence may be conducted electronically.
180

181 VI. Grade Appeal Process
182

183 Students who wish to avail themselves of the grade appeal process may obtain
184 information and assistance from the Office of the Dean of Students, from the Associated
185 Students, Inc., or their faculty advisor (as applicable).
186

187 These consultants may assist with:

- 188 • Defining the basis of the appeal using the criteria specified in this procedure;
- 189 • Explaining the options available to the student for resolving the grade dispute;
- 190 • Suggesting steps toward informal resolution;
- 191 • Completing the grade appeal form process (advice and critique) and compiling
192 supporting documentation.

193 Consultants are expressly prohibited from writing students' grade appeals or supporting
194 documentation.

195 The grade appeal process has two parts: the required Informal Resolution Process
196 (described in VI. B. below); and the Formal Grade Appeal Process (described in
197 VI. C. below). In cases where the informal process does not result in a resolution
198 of the dispute, a series of documents need to be filed for the formal grade appeal.
199 Before filing a formal grade appeal, students must complete all three steps of the
200 informal resolution process.

201
202 A. Deadlines for the Informal Resolution Process and for the Formal Grade Appeal

203 The deadlines for completing the required Informal Resolution Process and the
204 Formal Grade Appeal shall be as follows:

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<u>For courses taken during the previous fall and winter session:</u>	<u>Deadline for completion:</u>
<u>Last day to complete the Informal Process</u>	<u>March 15</u>
<u>Last day to complete the Formal Grade Appeal</u>	<u>March 29</u>

The deadline for completing both the informal and formal appeal processes shall be as follows:

<u>For courses taken during:</u>	<u>Deadline for completion:</u>
<u>Preliminary process for previous fall semester</u>	<u>March 15</u>
<u>Previous fall semester</u>	<u>March 29 March 15</u>
<u>Preliminary process for previous spring & summer semester</u>	<u>October 15</u>
<u>Previous spring and summer semester</u>	<u>October 15 Oct. 29</u>

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<u>For courses taken during the previous spring and summer session:</u>	<u>Deadline for completion:</u>
<u>Last day to complete the Informal Process</u>	<u>October 15</u>
<u>Last day to complete the Formal Grade Appeal</u>	<u>October 29</u>

B. **Informal Resolution Process**

A good faith effort to settle a dispute must be made before filing a formal grade appeal. Even after a formal appeal is filed, efforts to resolve the dispute by informal means should continue. The SGAC Chair may facilitate the resumption of the informal appeal.

In order to seek resolution before the formal grade appeal filing deadline, students should begin the informal resolution process as soon as possible. Any grade appeal policy and procedure of a college or department is considered part of the informal process, and falls within the time restrictions as discussed in Step 1 through Step 3, below.

Step 1: The student must consult with the faculty member(s) involved to try to reach an agreement. If the faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time, keeping in mind the filing deadline, then the student shall proceed to step 2.

Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. (e.g., department chair or program director). If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.

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Step 3: The process shall continue at the level of dean, or the administrative director of equivalent rank. If the dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the student shall file a formal grade appeal.

NOTE: Grade appeals involving administrators who have served as the instructor for the course should be directed to the SGAC after Step 1.

Students should document their efforts to complete Steps 1-3 by keeping records of contact with the faculty member, the Department Chair, and the Dean (emails sent and received, notes about phone conversations, etc.); for this purpose, they may use the "Informal Resolution Process Log" appended to this policy. If the informal resolution process fails and the student decides to file a formal grade appeal, the completed "Informal Resolution Process Log" must be submitted as part of the formal grade appeal.

- C. Formal Process
The Formal Process shall be filed on-line via the Student Grade Appeal Committee (SGAC) secured website.

Students filing grade appeals should contact the Academic Senate Coordinator at academicenateoffice@csusm.edu for access to the SGAC secured website.

~~The complete grade appeal requires submission of:~~

Step 1: the "Agreement to follow the Student Grade Appeal Policy", and the "Acknowledgement and Release" statement;
Step 2: the "Informal Resolution Process Log and Supporting Documentation";
Step 3: the "Formal Grade Appeal Form";
Step 4: "Supporting Documentation to the Formal Grade Appeal Form";
Items (1) to (4) must be uploaded to the designated places in the SGAC secured website; templates of the required forms are attached to this policy. For a detailed overview of the online submission process, please see Appendix A.

- 1. Basic Guidelines for Grade Appeals
 - a. The SGAC presumes that the grade assigned is correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 1037, p.9)
 - b. Students may only appeal grade assignments on the following bases:
 - An instructor refuses to (or cannot) assign a grade;
 - The instructor is not available to review possible computational error;
 - The student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.
 - c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's claim that the

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283 grade was improperly assigned, based on appeal grounds listed in
284 paragraph (b), above.
285 d. The burden of proof shall lie with the student.
286

287 2. How to File

288 Where informal Preliminary resolution fails, the student may file a
289 formal grade appeal in writing to the Student Grade Appeals Committee
290 (SGAC), stating the specific allegations and the desired remedy,
291 accompanied by available documentary evidence. The grade appeal must
292 be submitted by completing the (1) Informal Preliminary Process Log, (2)
293 Student Grade Appeal Form, and (3) Documentary Evidence (Appendix A)
294 and uploading them via the specific link at the SGAC secured website.
295 Students may obtain a formal grade appeal form at the following
296 locations:

- 297 ● Office of Associated Students Incorporated
- 298 ● Office of the Dean of Students

299 2. How to File

300 Where the informal resolution process fails, the student may file a
301 formal grade appeal electronically using the SGAC website, stating the
302 specific allegations and the desired remedy, accompanied by available
303 documentary evidence (described in VI. C. above);

304 The complete grade appeal requires submission of:

305
306
307 Step 1: the “Agreement to follow the Student Grade Appeal Policy”, and the
308 “Acknowledgement and Release” statement.

309 Step 2: the “Informal Resolution Process Log and Supporting Documentation”.

310 Step 3: the “Formal Grade Appeal Form”.

311 Step 4: “Supporting Documentation to the Formal Grade Appeal Form”.

312 Items (1) to (4) must be uploaded to the designated places in the SGAC secured
313 website: templates of the required forms are attached to this policy. For a detailed
314 overview of the online submission process, please see Appendix A.

315 It is strongly recommended to submit the documentation for step 1 and 2 as soon as the
316 informal resolution process is completed, i.e., on or before March 15/October 15.

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321
322 3. Filing Deadline

323 All parts of the grade appeal must be uploaded to the SGAC secured
324 website no later than March 29~~15~~ for the prior fall session or October 15
325 29 for the prior Spring/Summer session. In the event of extenuating
326

327 circumstances, the Provost or designee shall be able to waive the
328 deadline.

330
331 4. Withdrawal and Termination of Formal Process

332 A student has the right to withdraw his/her grade appeal at any stage of
333 the proceedings, in which case the proceedings shall terminate
334 immediately. Efforts to resolve the dispute by [informal](#) means may
335 continue throughout the formal process. ~~Written notification by the
336 appellant to the Student Grade Appeals Committee is required to
337 terminate the proceedings.~~

338
339 ~~The Student Grade Appeals Committee address is:~~

340
341 ~~Student Grade Appeals Committee
342 e/o Academic Senate Office
343 California State University San Marcos
344 San Marcos, CA 92096-0001~~

345
346
347
348 5. Preliminary Screening

349 ~~Students are required to submit the log for informal [Preliminary](#) process by
350 uploading it via the specific link at the SGAC secured website.~~

351
352 Upon receipt of the uploaded written [formal](#) grade appeal, the Chair of
353 the Student Grade Appeals Committee will review the grade appeal to
354 determine if:

- 355 • The Student Grade Appeals Committee has jurisdiction (See section
356 "Purpose" and "Jurisdiction" page 1.); and
- 357 • The filing deadline has been met; and
- 358 • The ~~informal~~[informal resolution](#) process, steps 1 through 3, has been
359 completed.

360
361 If any of the three above conditions have not been met, the Chair of the
362 Student Grade Appeals Committee shall respond in writing within seven
363 (7) calendar days to the complainant stating which condition(s) has not
364 been met and terminating the appeal.

365
366 If the above conditions have been met, the Chair shall send written
367 notice of receipt of a [formal](#) grade appeal within seven (7) calendar
368 days to all parties involved in the ~~informal~~[informal resolution](#) process.
369 The Chair shall also provide the instructor (the person responsible for
370 assigning the student's grade) with a complete copy of documents
371 submitted by the student, and request that the instructor provide a

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written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no longer in residence or is on leave or vacation, the committee shall provide an additional notification period not exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of other qualified faculty to review the grade (CSU Executive Order 1037, p.5). Executive Order 1037 specifies that "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at California State University San Marcos. Typically, this is the department or program chair.

6. Consideration of Grade Appeals

Upon review of documentation from the instructor and the student, the committee Chair shall establish and distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the committee shall use appropriate means to collect relevant data. Any party within the University community who is contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other documents such as syllabi and assignments that may be pertinent to the appeal.

The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable about grading practices, teaching strategies, or classroom management. This panel of experts shall include at least one individual from the general academic discipline or area of the course in which the disputed grade(s) occurred.

- a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs, program directors, or center directors of appropriate academic units.
- b. The panel shall not include a faculty member objected to by either the student or faculty member involved in the dispute. Either the student or faculty member may ask for the replacement of no more than two members of the panel. Such a request must be made in writing and within no more than seven (7) calendar days of the notification by SGAC.
- c. The SGAC shall make its recommendation in the grade appeal based on information received during its fact-finding, including information provided by the panel of faculty.

418 7. Hearing Process
419 The committee shall attempt to make its recommendation on the basis of
420 the documentation provided by the student, the instructor, and any other
421 parties from whom it has requested information. If, by a majority vote,
422 the committee determines a need for a hearing, the hearing process will
423 proceed as follows:
424 • The committee shall determine who will be involved in the hearing process.
425 • The committee may seek advice from a "panel of experts" from the appropriate
426 area as noted above.
427 • The committee may invite persons having information related to the grade appeal
428 to testify in the hearing.
429 • The committee Chair shall reserve the appropriate facility and notify all parties
430 involved of the hearing date(s) and location.

431
432 The hearing shall be conducted according to the following standards:

- 433 • The hearing is a fact-finding/information gathering proceeding, not a
434 judicial process.
- 435 • There shall be no confrontation or cross-examination of witnesses by instructor
436 and the student.
- 437 • Only the committee and those currently providing information shall be present
438 during that portion of the hearing.
- 439 • The Chair shall preside at the hearing.
- 440 • Only the committee members, including the Chair, shall ask questions.

441
442 All hearings will be audio- or audio and video-recorded. Recordings will
443 be available for review by the student, the instructor, and committee
444 members in a specially supervised place. Recordings of hearings shall
445 only be copied for Student Grade Appeal Committee record-keeping
446 purposes.

447
448 Once all information has been received, including information obtained
449 through hearings, the committee will issue a recommendation.

450
451 8. Recommendation

452 The SGAC shall recommend one of two courses of action. Either

- 453 • The original grade was properly assigned and should therefore remain on the
454 student's record, or
- 455 • The original grade was improperly assigned, and the student's work should
456 therefore be reevaluated, and the assigned grade should be changed.

457
458 The SGAC recommendation shall go to the instructor of record, the
459 student, the instructor's Department Chair or Program Director, the Dean
460 of the college offering the course, the Provost, and the Office of
461 Enrollment Services if a grade change is recommended. The
462 recommendation will be transmitted within ten (10) calendar days of

463 the completion of the committee's information gathering procedures and
464 deliberations.

465
466 If a grade change is recommended, the instructor of record shall notify the
467 Student Grade Appeals Committee of the course of action taken within
468 fourteen (14) calendar days.

469
470 CSU Executive Order 1037, p. 8, specifies that: "If the instructor of
471 record does not assign a grade, or if he/she does not change an assigned
472 grade when the necessity to do so has been established by appropriate
473 campus procedure... (i.e., SGAC recommendation), it is the responsibility
474 of other qualified faculty to do so."

475
476 Executive Order 1037 further specifies that "Qualified faculty" means one
477 or more persons with academic training comparable to the instructor of
478 record who are presently on the faculty at California State University San
479 Marcos. The qualified faculty (typically the department or program chair)
480 shall notify the SGAC of the course of action taken within fourteen (14)
481 calendar days after receiving the SGAC's request.

482
483 9. Appeal of Violations of Procedure
484 The only possible further action after the SGAC reached its
485 recommendations is allegation of violation of procedure. Either the student
486 or the instructor may appeal the procedure by which a decision of the
487 SGAC was reached.

488
489 The sole basis for such an appeal shall be that the SGAC so substantially
490 departed from the guidelines and procedures set forth herein as to have
491 seriously prejudiced the outcome of the case. It is recognized that a
492 procedurally perfect process is impossible to achieve and therefore not
493 required to satisfy due process. It must be shown that the violation has had
494 an actual and not merely a speculative adverse effect on the final decision
495 of the grade appeal.

496
497 Such an appeal should be submitted to the Provost or the Provost's
498 designee within fourteen (14) days of the SGAC's official
499 recommendations. The Provost or the Provost's designee shall reply within
500 fourteen (14) days of the appeal.

501
502 The Provost or the Provost's designee may:

- 503 • Reject the appeal (In this case, the decision of the SGAC shall be final);
- 504 or
- 505 • Direct the SGAC to reconsider the case, correcting the prior error, and submit a
- 506 report.

507
508 VII. Annual Reports

509 The SGAC Chair shall report to the President of California State University San Marcos
510 and Academic Senate by September 1 the number and disposition of cases heard the
511 previous academic year (see CSU Exec Order 1037, p.9).
512
513

514 Formal Notice of Student Grade Appeal 515

516 Instructions

517 ~~Before completing this form, please take the time to carefully read the Student Grade Appeal~~
518 ~~Policy and Procedure; paying particular attention to the basic guidelines for grade appeals~~
519 ~~(Section V.B.1.b). Filing of Formal Process requires the following 3 documents (please save each~~
520 ~~document as a separate file. i.e. you should have a total of 3 files ready to be uploaded to the SGAC~~
521 ~~secured website).~~
522

- 523 | (1) Informal [Preliminary](#) Resolution Log*
524 | (2) Formal Grade Appeal Form*
525 | (3) Supporting Documentation.

526 * An electronic version of the template can be downloaded from the SGAC secured website.
527

528 Note:

- 529
- 530 • Access to (2) and (3) are prohibited until the SGAC chair has reviewed and confirmed that
531 the Informal [Preliminary](#) Process has been completed.
 - 532 • Students should notify the SGAC chair via e-mail once the Informal [Preliminary](#) Resolution
533 Log has been submitted to the SGAC secured website.

534 ~~After reading the policy and procedures, complete this form as thoroughly as possible. You~~
535 ~~may request assistance to complete the above 3 documents from the Office of the Dean of~~
536 ~~Students.~~
537

538

539 Confidentiality will be maintained in accordance with Student Grade Appeals Policy and 540 Procedures, "Confidentiality," Section IV.G.
--

541

542 Once you have completed this form, place in a sealed envelope and send it to:

543 Student Grade Appeals Committee
544 C/O Office of the Academic Senate
545 California State University, San Marcos
546 San Marcos, CA 92096-0001
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UPDATED FORMS - Senate First Reading

Appendix A

California State University, San Marcos

Overview of the Formal Submission Process of a Student Grade Appeal Case

All items are to be submitted via the secure Moodle container of the Student Grade Appeal Committee (SGAC) (accessible via the community.csusm.edu page). Please contact the Academic Senate Coordinator at academicsenateoffice@csusm.edu to be granted access to the Moodle container.

Please take the time to carefully read the Student Grade Appeal Policy and Procedure.

To submit a case, there are four (4) steps to be followed in the Moodle Container. Detailed instructions about each step are provided in the Moodle container (click on the links provided in the Moodle container for each step). Templates of the required forms are posted in the Moodle container and attached below.

Overview:

1. Step 1: Complete the **Agreement to Follow the Student Grade Appeal Policy** and the **Acknowledgement and Release** statement. Note: access to step 2 is prohibited until Agreement is completed in step 1.
2. Step 2: Submission of **Informal Resolution Process Log and Supporting Documentation** (e.g., email communications)*. Note: access to step 3 is prohibited until step 2 is completed and verified.
3. Step 3: Submission of **Formal Grade Appeal Form**.
4. Step 4: Submission of **Supporting Documentation** to the Formal Grade Appeal Form.

*According to the current Student Grade Appeal Policy, in order for the Student Grade Appeal Committee to accept an appeal case from a student, the student must demonstrate that they have **completed the informal [resolutiongrade-appeal](#) process** with the instructor, department chair, and ~~de~~[dean of the college](#). Failure to contact all three people (instructor, department chair, and dean) is considered “Informal Process Incomplete” and the case will not be considered. You are required to provide evidence for completion of the informal [resolutiongrade-appeal](#) process by submitting the ~~“Informal~~[Informal](#) Resolution [Process Log](#)” in step 2.

599 (Step 1) **AGREEMENT** to follow the Student Grade Appeal Policy, and
600 **ACKNOWLEDGEMENT AND RELEASE**

601
602 I have received and read the Student Grade Appeals Policy and Procedures and
603 understand what I am required to do in the Formal Grade Appeals Procedures.

604
605 Initials _____

606
607 I hereby release to the Student Grade Appeals Committee all documents, including my
608 academic records, which may be pertinent to the Committee's investigation.

609
610 Initials _____

611
612 I certify that, to the best of my knowledge, the information I have provided is accurate
613 and the circumstances surrounding the problem are as I have described them.

614
615 _____

616
617 _____

618 Signature Date

619
620 (Step 2) **INFORMAL RESOLUTION PROCESS LOG**

621 Note: an electronic copy of this log is posted in the SGAC secured website. Students should
622 download this template, fill it out, and upload the completed template at the specific link in the
623 SGAC secured website.

624
625 **INFORMAL RESOLUTION PROCESS LOG**

626 **Date of Submission** _____
627 **Your Name** _____
628 **Your Campus E-mail Address:** _____
629 **Your Phone Number** _____
630 **Your Mailing Address** _____
631
632 **Semester:** _____
633 **Course Name** _____
634 **Course Number** _____
635 **Instructor Name** _____

636 **Note:** According to the current Student Grade Appeal Policy, in order for the Student Grade Appeal Committee
637 (SGAC) to accept an appeal case from the students, **students have to demonstrate that they have completed the**
638 **informal ~~grade appeal~~ resolution! process with the instructor, department chairman, and ~~Dean~~ dean of the college.**

639 | *Record of contact with (1) instructor, (2) department chair, and (3) Dean should be listed in the following log*
 640 | *table. Failure to contact all 3 of these people (instructor, department chair, and dean) is considered as "informal*
 641 | *process incomplete," and the case will be rejected.*

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Date	Name of the person you contacted	Title of the Person You Contacted (please indicate the department)	E-mail and phone number for the person you met	Conclusions from the meeting	Format of Communication (phone or E-mail) Note: if E-mail, please attach scanned copy of the e-mail communications from all the persons you had contacted and submit all of them as ONE SINGLE file

642
643

644 (Step 3) **FORMAL GRADE APPEAL FORM**

645 Note: an electronic copy of this form is posted at the SGAC secured website. Students should
 646 download this template, fill it out and upload the filled template at the specific link in the SGAC
 647 secured website.

648
649

Please type or print clearly

650
651

STUDENT INFORMATION

652

Date: _____

Name: _____ Student ID Number: _____

Current Address: _____

Street _____

City _____ State _____ ZIP _____

Home _____ Cell _____
Phone: _____ Phone: _____
Expected _____ E-Mail _____
Graduation: _____ Address: _____

653
654
655

COURSE INFORMATION

Course Number: _____ Semester: _____

Course Title: _____

Instructor(s): _____

656

BASIS FOR GRADE APPEAL

657

Check all that apply and provide evidence and documentation for each basis checked.

658

- The instructor refuses to (or cannot) assign a grade
- The instructor is not available to review possible computational error.
- The grade assigned is:
 - A result of an instructor or clerical error
 - Inequitable or capricious
 - Unreflective of course performance
 - Inconsistent with other grade assignments in the course

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NARRATIVE

Please provide a brief chronological description of the events and actions leading to the assignment of your grade. Please be sure to include the names of any individuals who may have relevant information. **If the space provided here is insufficient, please append the entire narrative on separate page(s).**

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EXPLANATION OF THE APPEAL

For each box checked under "Basis for Appeal," please provide a brief explanation showing how the events and actions cited in your narrative compel a change in your grade. Explain each basis separately, even if this requires citing the same events more than once. **If the space provided here is insufficient, please append the entire explanation on separate pages.**

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(Step 4) SUPPORTING DOCUMENTS/DOCUMENTARY EVIDENCE

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- 692
- 693
- Please upload ONE Adobe pdf file that includes ALL of your supporting documents for your appeal case.
 - **Separate** each document by **inserting a cover page between each document.**
 - Examples of supporting documents may include one or more of the following items:
 - Syllabus
 - Graded assignments
 - Graded projects
 - Graded quizzes, tests and exams
 - Correspondence with your instructor or other individuals involved with your appeal.

694 | ***The following format must be used: In your pdf file, you must use cover pages to***

695 | ***separate different types of documents (e.g., use a cover page for “Syllabus”, “Graded***

696 | ***Assignments”, “Graded quizzes”, etc.). Failure to follow this format will result in***

697 | ***rejection of the case.***

- 698 | Example of submitted file with 4 supporting documents:
- 699 | **Note: remember to insert a cover page to separate each document.**
- 700 | (1) Cover page with the title "Course Syllabus" [put actual syllabus here]
- 701 | (2) Cover page with the title "Graded Assignments" [put all graded
- 702 | assignments here]
- 703 | (3) Cover page with the title "Graded Projects" [put all graded project
- 704 | documentation here]
- 705 | (4) Cover page with the title "Graded quizzes, tests and exams" [put all
- 706 | graded quizzes, tests and exams here]
- 707
- 708
- 709
- 710
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- 714

DRAFT FLOWCHART

A **grade appeal** arises when circumstances either prevent assignment of an earned course grade or cause an assigned course grade to be questioned by a student.

Please read the Student Grade Appeal Policy before you start the grade appeal process summarized below. This document is meant to give an overview of the process – it does not replace the policy.

Structure of the Grade Appeal Process:

The grade appeal process has two parts: the **Informal Resolution Process** and the **Formal Grade Appeal**. In cases where the **Informal Process** does not result in a resolution of the dispute, a **Formal Grade Appeal** may be filed. **Before** you file a Formal Grade Appeal, you need to demonstrate that you tried to solve the disagreement “informally”, i.e, by contacting your instructor, and, if this conversation did not solve the dispute, by contacting the administrators to whom your instructor reports (Chair and Dean – see flowchart below). These administrators will try to help you solve the situation; if there is still no resolution, they can explain next steps, and answer questions you may have about the grade appeal process and policy.

Give yourself ample time to complete the required steps below before the deadline:

Informal and Formal Resolution Process Deadlines

For courses taken during:	Deadline for completion:
Previous fall semester	15-Mar
Previous spring and summer semester	15-Oct

The following steps are **REQUIRED** and need to be completed **before** the deadline:

INFORMAL RESOLUTION PROCESS:

Step 1: Consult with the **faculty member(s)** involved to try to reach an agreement – keep all emails

Step 1
checkmark
here if done:

(Grade appeals involving administrators who have served as the instructor for the course should be directed to the Student Grade Appeal Committee (SGAC) after Step 1.)

if no agreement

Step 2: Consult with **department chair** or **program director** – keep all emails

Step 2
checkmark
here if done:

if no agreement

Step 3: Consult with **dean** or **administrative director** – keep all emails

Step 3
checkmark
here if done:

if no agreement

start the formal grade appeal by emailing the **Academic Senate Coordinator** at academicsenateoffice@csusm.edu who will give you access to the SGAC Moodle container to upload your grade appeal

Ask for access:
checkmark here if done:

→ re-read the Student Grade Appeal Policy 😊

Read Policy:
checkmark here if done:

FORMAL GRADE APPEAL PROCESS:

Prepare your file:
prepare the following documents **well in advance of the deadline** (templates of all forms mentioned below are attached to the policy and available in the Moodle container):

Step 1:
download and fill out the **Agreement to Follow the Student Grade Appeal Policy** and the **Acknowledgement and Release** statement.

Step 1
checkmark here if done:

Step 2:
download and fill out the **Informal Resolution Process Log** and compile your **Supporting Documentation** (examples: email communications with the instructor, chair, and dean).

Step 2
checkmark here if done:

Steps 3 and 4:
download and fill out the **Formal Grade Appeal Form** and compile your **Supporting Documentation** (examples: Syllabus; Graded assignments; Graded quizzes, tests and exams) – make sure you follow the recommended format for submitting the Supporting Documentation (see last page of policy)

Steps 3 and 4
checkmark here if done:

Scan all the documents (forms and supporting documentation) and upload your file into the SGAC Moodle container

as early as possible, but no later than by the deadline mentioned above

The Moodle container has more detailed instructions about the uploading process. It is recommended to upload the documents for Step 1 and 2 before the deadline – the chair of SGAC needs to review them for completeness (if all the required steps have been taken). If you wait until the last day to upload the materials, and you missed some of the required steps, your grade appeal may be rejected (see policy VI.C.5. Preliminary Screening).

draft

**ACADEMIC SENATE
OF
THE CALIFORNIA STATE UNIVERSITY**

AS-3236-15/FA (Rev)
November 5-6, 2015

**REAFFIRMING THE PRINCIPLE OF SHARED GOVERNANCE WITHIN THE
CALIFORNIA STATE UNIVERSITY**

RESOLVED: That the Academic Senate of the California State University (ASCSU) reaffirm the principle of shared governance legislated in the Higher Education Employer-Employee Relations Act (HEERA) 3561 (b) as follows: “The Legislature recognizes that joint decision making [sic] and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions....”; and be it further

RESOLVED: That the ASCSU request that the Chancellor clearly articulate, in the written response to this resolution, how the principle of “shared leadership” – to which he has often referred – either conforms with, or differs from, both the HEERA statute and the “long-accepted manner” of shared governance as defined in the American Association of University Professors’ (AAUP’s) “Statement on Government of Colleges and Universities”¹; and be it further

RESOLVED: That the ASCSU express ongoing concern that, when faculty leaders from CSU campuses have called upon the Chancellor to intervene when serious violations of shared governance on their respective campuses have been documented, the Chancellor’s responses at times reference “shared leadership” yet fail to offer solutions that are responsive to the requests; and be it further

RESOLVED: That the ASCSU distribute this resolution to the CSU Board of Trustees, CSU Chancellor, CSU campus Presidents, CSU campus Senate Chairs, CSU campus Senate Executive Committees, CSU Provosts/Vice Presidents of Academic Affairs, California Faculty Association (CFA), California State Student Association (CSSA), CSU Emeritus and Retired Faculty Association (CSU ERFA).

***RATIONALE:** During the tenure of the former Chancellor, the Academic Senate of the California State University (ASCSU) found that it was necessary to pass a number of resolutions decrying the erosion of shared governance within the system. The history of such resolutions, at least since 2000, has included the following:*

*AS-2489-00/FGA: Shared Governance in the CSU
(<http://www.calstate.edu/acadsen/records/resolutions/1999-2000/2489.shtml>);*

¹ <http://www.aaup.org/report/statement-government-colleges-and-universities>

AS-2599-03/FGA/FA: Shared Governance as a Criterion for Presidential Evaluation (<http://www.calstate.edu/acadsen/records/resolutions/2002-2003/2599.shtml>);

AS-2845-08/FA (Rev): Shared Governance, Academic Freedom and Principles Governing Systemwide Initiatives with Curricular Implications (<http://www.calstate.edu/acadsen/records/resolutions/2007-2008/2845.shtml>);

AS-2934-10/FA: Affirming Shared Governance Within the California State University: Adoption and Use of Deliverology as a Tool to Achieve Administrative Action (<http://www.calstate.edu/acadsen/records/resolutions/2009-2010/2934.shtml>);

AS-2960-10/FA: Objection to Unilateral Decision Making and the Pursuit of a “Culture of Compliance” in the CSU (<http://www.calstate.edu/acadsen/records/resolutions/2009-2010/2960.shtml>);

AS-3051-11/FA: Early Faculty Involvement in California State University Initiatives (<http://www.calstate.edu/acadsen/records/resolutions/2011-2012/3051.shtml>);

AS-3074-12/Shared Governance Committee (Rev); Procedures for CSU Administration and Board of Trustees Responses to Academic Senate CSU (ASCSU) Resolutions (<http://www.calstate.edu/acadsen/records/resolutions/2011-2012/3074.shtml>);

AS-3092-12/AA: Faculty Consultation on Baccalaureate Unit Limits (<http://www.calstate.edu/acadsen/records/resolutions/2012-2013/documents/3092.shtml>);

There was the expectation among faculty that, when Chancellor White assumed the position of Chancellor of the CSU at the beginning of 2013, he would reverse course, and thus, further resolutions protesting violations of shared governance would become unnecessary. Indeed, the hope had been that such resolutions could be relegated to the archives of past practice.

Sadly, this has not been the case. Like his predecessor in the office, the current Chancellor has demonstrated a distinctly different understanding of shared governance from that which has characterized the principles and practice of the ASCSU. Whether in disregarding nearly all of the faculty’s findings of duplication between CSU programs and those proposed in the pilot baccalaureate programs in the California Community College system last year without curricular justification; or in the administration’s recently enacting, without consultation with the ASCSU, a background check policy to which all new faculty are now subject, “shared leadership” in practice has left much to be desired as a reinterpretation of the principle of shared governance.

Additionally, responses from the Chancellor's Office to well-considered ASCSU resolutions have rarely matched those resolutions either in substance or in intent; actions requested through formal resolutions are often deferred or ignored. Rather than being engaged in genuine collaboration on matters of academic policy, faculty often find that they are the "last to know" and are placed in a mode of reaction rather than one of collaboration. This was the case recently when the ASCSU called for a joint effort in revising the policy on academic freedom (AS-3197-14/FA). Instead of first forming a joint task force as requested in the resolution and then collaboratively drafting a policy, the administration has delayed formation of a joint task force and circulated its own draft policy.

Finally, requests from campus faculty leaders for investigations by the Chancellor into the erosion of shared governance on individual campuses have been met, at times, with tepid responses.

In contrast to the universally accepted principle of shared governance, "shared leadership" itself is a concept not native to academe but rather to business settings wherein the lexicon and practice of "team-building" is more normative than is the practice of governance. In matters related to curriculum, in particular (though certainly not limited to curricular matters), there is growing evidence that the expertise of the faculty, and, in fact, faculty's responsibility to preserve quality, is being threatened not only from without (for example, through continual under-funding; performance-based metrics; initiatives lacking evidentiary justification) but also from within.

Approved Unanimously – March 3-4 2016