

**ACADEMIC SENATE MEETING**

**Wednesday, April 9, 2014  
1 – 2:50 p.m. (approx.)  
Commons 206**

- I. Approval of agenda
- II. *Minutes of 03/05/2014 meeting are not available at this time due to Marcia Woolf's absence.*
- III. Chair's Report
- IV. Secretary's Report  
*The following items have been forwarded to the administration for information/approval:*
- FAC Faculty awards policy revision  
SAC Field trips policy, new
- V. Consent Calendar\* *attached*
- NEAC Recommendations  
UCC Recommendations
- VI. Action items *These are items scheduled for a vote, including second reading items.*  
**5-minute time limit for items A, B, E, and F. 3-minute time limit for items C and D.**
- A. [APC](#) Graduate probation, disqualification, and reinstatement policy revision\* *attached*  
B. [FAC](#) Sabbatical leave policy revision *attached*  
C. [LATAC](#) Resolution in support of CALM *attached*  
D. [BLP](#) Resolution on restructuring *attached*  
E. [BLP](#) *Policy and Procedure for Expanding Existing Programs to Self-Support Delivery, new attached*  
F. [UCC](#) Flow chart re opposition to curricular proposals *attached*
- VII. Discussion about ROTC, per Senate Resolution of 12-4-13. Time certain: 1:45-2:15pm
- VIII. Discussion items\* *These are items scheduled for discussion, including first reading items.*  
**We have 45 minutes to get through these 8 Items. Please use the discussion period for substantive comments. Send editing revisions to the chair of the sponsoring senate committee via email.**
- |            |  |                                 |
|------------|--|---------------------------------|
| A. BLP/UCC | CEHHS, Applied Behavior Analysis program               | <i>attached</i>                 |
| B. NEAC    | Faculty Service and voting while on leave*             | <i>attached</i>                 |
| C. BLP/UCC | CEHHS, B.S. Speech Pathology                           | <i>attached</i>                 |
| D. FAC     | Psychology Department Standards for RTP*               | <i>attached</i>                 |
| E. FAC     | Post Tenure Review policy revisions*                   | <i>attached (2 attachments)</i> |
| F. FAC     | CHABSS, Evaluation of Lecturer Unit 3 Employees*       | <i>attached</i>                 |
| G. BLP     | Moving Self-Support Academic Programs to State Support | <i>attached</i>                 |
| H. APC     | Dual Listing of LD and UD courses*                     | <i>attached</i>                 |
- \*Pending EC action.
- IX. [Standing Cmte](#) reports *written reports attached*
- X. Information items
- A. [GEC](#) Program Student Learning Outcomes (SLOs) *attached*

- B. FAC                    University RTP Policy revision                    *attached*
- C. EC                      Letter from CHABSS faculty request for information, ROTC/MILS *attached*
- D. EC                      Program Growth: Stateside vs. Extended Learning. *attached*  
EC has been discussing the question of how approval of programs to be offered through Extended Learning occurs program-by-program, yet at a certain point the cumulative effect may be the shift of too many degree programs into EL. The origin of this lies with the economic recession of the past five years during which faculty were informed we could not develop new programs stateside. The result, now, is that the number of programs offered via EL has grown without following any vision for what constitutes a healthy balance between stateside and EL programs for our campus. This discussion continues in EC, but two steps have been taken to date: (1) the Provost will make sure that the College Deans have informed the faculty that the 'ban' on developing new programs stateside has been lifted and that new programs no longer must be developed only with Extended Learning, and (2) EC will initiate a process of developing criteria to guide faculty in deciding when a new program is best developed stateside vs in conjunction with Extended Learning.
- E. Senate Officers                    Report on Results of ROTC Survey and Forum,  
<http://www.csusm.edu/senate/index.html>, top link on right under Quick Links
- F. NEAC Election Rules    *attached*
- G. FAC    CEHHS RTP Policy, name changes only                    *attached*
- X.                    Senators' concerns and announcements

***Next meeting: April 23, 2014***

### REFERRALS TO COMMITTEES

Committee	Description
GEC	Nursing, request for waiver of Area E
BLP/LACTAC	Extending existing stateside programs to online via EL
UCC	Revision of UCC charge to let college curriculum committees have the final say on C/C2 Forms that do not affect more than one college
APC	Policy on Centers and Institutes

### CONSENT CALENDAR

#### NEAC Recommendations

Committee	Seat & Term	Name(s)
Faculty Engagement Advisory Committee	CHABSS-BSS 14-16	Joely Proudfit
Faculty Engagement Advisory Committee	At-large 14-16	S. Deborah Kang (CHABSS)
Instructional Related Activities Fee Committee	Spring 2014	Ofer Melich

#### UCC Course/Program Change Proposals & Reconciliation

SUBJ	No.	COURSE/PROGRAM TITLE	FORM	ORIGINATOR	TO UCC	UCC APPROVED
ANTH		B.A. in Anthropology	P-2	Bonnie Bade	8/26/2013	7/27/2014
HIST		History M.A. Program	P-2	Alyssa Sepinwall	9/18/2013	3/13/2014
CHEM	106	Introduction to Organic and Biochemistry	C	Sajith Jayasinghe	10/22/2013	2/27/2014
CHEM	106L	Introduction to Organic and Biochemistry Laboratory	C	Sajith Jayasinghe	10/22/2013	2/27/2014
BIOL	489	Introduction to Laboratory/Field Research	C-2	Deborah Kristan	10/22/2013	2/27/2014
MKTG	451	Customer Lifecycle Marketing	C-2	Camille Schuster	10/2/2013	3/6/2014
CHEM	250	Quantitative Chemistry	C-2	Paul Jasien	10/22/2013	3/13/2014
HIST	621	Thesis Research, Writing, and Media Presentation Continuation	D	Alyssa Sepinwall	6/20/2013	3/13/2014
EDMI	663	Middle Level Leadership	C	Erika Daniels	10/23/2014	3/27/2014
KINE	202	Introduction to Physical Education and Kinesiology	C-2	Jeff Nessler	10/29/2013	3/27/2014
KINE	307	Techniques and Analysis of Team Court Sports	C-2	Jeff Nessler	10/29/2013	3/27/2014



49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93

- C. The student shall be advised of probation status promptly, and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed. Notification shall occur through one of the following actions, as appropriate:
  - 1. Students whose GPA places them on academic probation shall be informed in writing by the department/program's graduate coordinator or designee prior to the beginning of the next term (with a copy provided to the Dean of Graduate Studies).
  - 2. Students shall be placed on administrative-academic probation by the Dean of Graduate Studies, following consultation with the program/department. The probationary student shall be informed in writing by the graduate dean (with a copy provided to the department/ program).
  - ~~3.~~ The Dean of Graduate Studies shall inform Registration and Records when students have been placed on or removed from administrative-academic probationary status so that student records can be updated.
- D. When a student is placed on academic or administrative-academic probation, s/he must work with the program coordinator to develop a plan for remediation, including a timeline for completion. In the case of administrative-academic probation, the remediation plan must be approved by the Dean of Graduate Studies, who will send a letter to the student documenting the plan.
- E. A student cannot be advanced to candidacy or ~~continue in candidate status~~graduate if s/he is on either academic or administrative-academic probation. <sup>1</sup>

Formatted: Font: +Body, 11 pt, Not Highlight

~~F.~~

II. DISQUALIFICATION

- A. A student who has been placed on administrative-academic probation may be disqualified from further attendance by the Dean of Graduate Studies if:
  - 1. The conditions in the remediation plan (for removal of administrative-academic probation) are not met within the period specified; or
  - 2. The student becomes subject to academic probation while on administrative-academic probation; or
  - 3. The student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

~~4.~~  
When such action is taken the student shall receive written notification including an explanation of the basis for the action.

~~5.~~  
B. In addition, the Dean of Graduate Studies ~~an appropriate campus administrator,~~ in

<sup>1</sup> Advancement to candidacy occurs when a master's program has approved a student to proceed toward completing the final requirements for the master's degree, e.g., final coursework, and culminating experience (thesis, project, or comprehensive exam).

Formatted: Not Highlight

94 | consultation with the graduate program coordinator, may disqualify a student who at any  
95 | time during enrollment has demonstrated behavior so contrary to the standards of the  
96 | profession for which the student is preparing as to render him/her unfit for the profession.  
97 | In such cases, disqualification will occur immediately upon notice to the student, which shall  
98 | include an explanation of the basis for the action, and the campus may require the student  
99 | to discontinue enrollment as of the date of the notification.

100 |  
101 | CB. Disqualification may be either from further registration in a particular program or from  
102 | further enrollment at the campus, as determined by the Dean of Graduate Studies. A  
103 | student disqualified for academic deficiency may not enroll in any regular session of the  
104 | campus without permission from the appropriate campus authority, and may be denied  
105 | admission to other educational programs operated or sponsored by the campus.

106 |  
107 | DC. In the event that a student fails the thesis/project defense, the student may repeat the  
108 | thesis/project defense once. Failure at the second thesis/project defense will result in  
109 | disqualification from a program. The thesis/project committee will specify the time period  
110 | and/or conditions of the repeated defense.

111 |  
112 | DE. A student may repeat a comprehensive examination once. Failure of the second  
113 | comprehensive examination results in disqualification from a program. The comprehensive  
114 | exam committee will specify the time period and/or conditions of the repeated  
115 | examination.

116 |  
117 | FE. Students who are disqualified at the end of an enrollment period should be notified by the  
118 | Dean of Graduate Studies before the beginning of the next consecutive regular enrollment  
119 | period. Students disqualified at the beginning of a summer enrollment break should be  
120 | notified at least one month before the start of the fall term. In cases where a student  
121 | ordinarily would be disqualified at the end of a term, save for the fact that it is not possible  
122 | to make timely notification, the student may be advised that the disqualification is to be  
123 | effective at the end of the next term. Such notification should include any conditions which,  
124 | if met, would result in permission to continue in enrollment. Failure to notify students does  
125 | not create the right of a student to continue enrollment.

### 126 | III. REINSTATEMENT

127 |  
128 |  
129 | If the student is disqualified, either academically or administratively, s/he may petition for reinstatement.  
130 | Reinstatement must be based upon evidence that the causes of previous low achievement have been  
131 | removed. Reinstatement will be approved only if the student is able to provide compelling evidence of  
132 | her/his ability to complete the degree. If the candidate is disqualified a second time, reinstatement will  
133 | normally not be considered.

134 |  
135 | Master's students should submit a petition requesting reinstatement to the Dean of Graduate Studies. The  
136 | petition, along with a recommendation from the student's graduate coordinator, ~~and~~ will be forwarded to  
137 | the reinstatement subcommittee of the Graduate Studies Committee. The subcommittee will make  
138 | recommendations to the Dean of Graduate Studies, who has final authority to approve reinstatement. The  
139 | size of the reinstatement subcommittee may vary, depending on the volume of applications, but shall have  
140 | one member representing each college at a minimum. The subcommittee must evaluate the probable  
141 | impact of any medical condition on previous unsatisfactory performance. If the student is approved for

142 reinstatement, the Dean of Graduate Studies will send a letter granting reinstatement that specifies the  
143 conditions and time frame for achieving good standing. Students must achieve good standing to advance to  
144 candidacy and to be eligible to graduate.  
145  
146 | Reinstatement for credential students is handled by a separate process in the [College School](#) of Education  
147 and is not governed by this document.

1 **FAC: Sabbatical leave policy revision**

2  
3 **Rationale:** *FAC has approved a change to the Sabbatical Policy (FAC 059-94) approved by the*  
4 *Academic Senate 04/20/2011. FAC changed IX.D, the instructions for the report to be submitted by*  
5 *faculty upon completion of their sabbatical. FAC added specifics about the length of the report, the*  
6 *due date, and instructions that the report address "any reasons for modification of the original*  
7 *aims" if applicable.*

8  
9  
10 I. AUTHORIZATION

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

12  
13  
14 II. OBJECTIVE

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

22  
23  
24 III. ELIGIBILITY

25 A. A full-time faculty unit employee shall be eligible for sabbatical leave if:

- 26  
27 1. The individual has served full-time for six (6) years at CSU San Marcos in the preceding seven  
28 (7) year period prior to the leave; and  
29 2. The individual has served full-time at least six (6) years after any previous sabbatical leave or  
30 difference in pay leave<sup>2</sup>.

31  
32 B. Credit granted towards completion of the probationary period for service elsewhere shall also apply  
33 towards fulfilling the eligibility requirements for sabbatical.

34  
35 C. A leave of absence without pay or service on an academic administrative appointment excluded from  
36 the bargaining unit shall not constitute a break in service for eligibility requirements.

37  
38 D. For tenure track faculty, final approval of a sabbatical leave is contingent upon having earned tenure.

39  
40 IV. SALARY

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

- 42  
43  
44 • One (1) semester at full salary; or  
45 • Two (2) semesters at one-half (1/2) the full salary.

46  

---

<sup>2</sup>Difference in Pay Leaves. Academic employees who have completed at least six consecutive academic years of service may be granted a leave of absence for one or more semesters not exceeding one year, with compensation equal to the difference in salary between that received by the person on leave and minimum salary of the instructor rank.



- 47 V. SSP-ARs  
48  
49 A. All full time SSP-ARs are eligible to apply for sabbaticals.  
50  
51 B. The process for SSP-ARs will be the same as it is for instructional faculty with the following  
52 exceptions:  
53 1. The Professional Leave Committee will evaluate the applications separately from the  
54 instructional faculty and assign them to one of the categories identified in Section VII. C.  
55 2. The Professional Leave Committee will submit their report to the Vice President for Student  
56 Affairs instead of the Vice President for Academic Affairs.  
57
- 58 VI. APPLICATION PROCESS  
59  
60 A. Sabbatical leaves are awarded the year prior to the sabbatical leave itself. Each spring semester,  
61 faculty who are eligible to apply for a sabbatical leave shall be notified of their eligibility and the  
62 application submission date for the Fall semester. A copy of the notification shall be sent to the Dean  
63 and the Department Chair or equivalent<sup>3</sup>. In order to facilitate resource planning, faculty are asked to  
64 notify the Dean and Department Chair (or equivalent) as soon as they make the decision to apply for  
65 a sabbatical leave.  
66  
67 B. An application for a sabbatical leave shall include the following:  
68 1. A 3 to 5 page narrative which states the purpose of the sabbatical leave and gives a detailed  
69 description of the applicant's plan of scholarly research or creative activity, instructional  
70 improvement and/or faculty retraining. This narrative shall include the following:  
71 a. A full description of the proposed activities including a timeline, and a description of  
72 the methodology, and/or course of study (or other types of activities). The activities  
73 proposed should be of a nature to clearly make full use of the applicant's working  
74 time for the duration of the sabbatical leave.  
75 b. An explanation of how the project positively impacts the applicant's professional  
76 development (including the ability to carry out responsibilities at CSUSM). The  
77 applicant should put the professional development into context. For example, if the  
78 proposed activity involves a course of research, the applicant should explain  
79 whether it represents a continuation of ongoing research or a change in direction;  
80 likewise, if the proposed activities are directed at instructional improvement, the  
81 applicant should describe the courses which will benefit and how they will benefit  
82 from the proposed activities.  
83 2. A statement specifying the CSU resources (e.g., the need to use one's faculty office/lab, the  
84 need to secure an internal grant, or the need for travel funds), if any, necessary to carry it  
85 out;  
86 3. A statement of the time requested, which shall not exceed one (1) year (N.B.: a sabbatical  
87 leave of two (2) semesters may be implemented within a two (2) consecutive year period);  
88 4. A copy of the applicant's curriculum vitae and a copy of original reports for previous  
89 sabbatical leaves (see section IX.D., below).  
90 5. Applicants who have been recommended or conditionally recommended for a sabbatical but  
91 not funded in any of the previous two years may also include copies of previous  
92 recommendations from the Professional Leave Committee for one or both of the previous  
93 two years.  
94  
95 C. There are *two* options for submitting the application. The application may be submitted as a PDF file  
96 to the Academic Resources Office *and* to the Department Chair (or Equivalent Unit Lead).

<sup>3</sup> A faculty member not belonging to a "department" has an appropriate administrator, for example a Center Director or a Program Director, who functions as the equivalent of the Department Chair for the purposes of this document.

97 Alternatively, nine (9) copies may be submitted to the Professional Leave Committee via the Office of  
98 the Academic Senate. When submitted to the Office of the Academic Senate, the Office shall  
99 distribute seven copies to the Professional Leave Committee, one copy to the Associate Vice  
100 President for Academic Affairs - Academic Resources office, and one copy to the applicant's  
101 department (or equivalent unit).  
102

- 103 D. A Difference in Pay Leave may be filed simultaneously with a request for a sabbatical leave according  
104 to academic unit policy and procedures but only one type of leave may be granted.  
105

106 VII. EVALUATION PROCESS  
107

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

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

- 111 a. The Professional Leave Committee shall be elected on an annual basis by  
112 probationary and tenured faculty unit employees.  
113  
114 b. The Professional Leave Committee shall be an all university committee composed of  
115 full-time tenured professors.  
116 c. NEAC will determine the number of members from each unit as appropriate. At  
117 least one member shall be elected from the faculty in each college and the Library  
118 by the eligible faculty. The distribution of areas shall parallel that of the University  
119 Retention, Tenure, and Promotion committee. One at-large representative shall be  
120 elected from the faculty as a whole.  
121 d. Faculty unit employees applying for a sabbatical leave shall not be eligible for  
122 election to the Professional Leave Committee.

123 2. The Professional Leave Committee shall use only the following criteria listed in order of  
124 importance in evaluating the merit of applications:

- 125 a. The quality of the professional development of the applicant through scholarly  
126 research or creative activity, instructional improvement and/or faculty retraining  
127 with no implied priority among these (including the impact on the faculty member's  
128 ability to carry out responsibilities to CSUSM).  
129 b. The quality of the application in terms of clarity, purpose, methods, and objectives.

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

- 131 a. *Highly Recommended*: Applications that indicate exceptionally high quality  
132 projects. The expectation is that all Highly Recommended applications will be  
133 funded.  
134 b. *Conditionally Recommended*: Applications that indicate high quality sabbatical  
135 leave projects. The expectation is that funding of Conditionally Recommended  
136 applications will be based on the availability of resources.  
137 c. *Not Recommended*: Applications that do not indicate high quality sabbatical leave  
138 projects.

139 The Professional Leave Committee shall recommend against all applications whose proposed  
140 activities are not of a nature to account for all of the applicant's working time for the  
141 duration of the sabbatical leave.

142 The *Highly Recommended* category should be a small, select group. In no case should more  
143 than 25% of the proposals be assigned to this category.

144 4. The Professional Leave Committee shall rank order all applications in the *Conditionally  
145 Recommended Category* (this information will not be included in the letter sent to the  
146 applicant).

147 5. The Professional Leave Committee shall submit a letter for each application to the Vice  
148 President for Academic Affairs giving the following information: (a) the category of

149  
150  
151  
152  
153  
154  
155  
156  
157  
158  
159  
160  
161  
162  
163  
164  
165  
166  
167  
168  
169  
170  
171  
172  
173  
174  
175  
176  
177  
178  
179  
180  
181  
182  
183  
184  
185  
186  
187  
188  
189  
190  
191  
192  
193  
194  
195  
196  
197  
198

recommendation (Highly Recommended, Conditionally Recommended, or Not Recommended); (b) the reasons for the recommendation; and (c) suggestions for improvement if Not Recommended. The Professional Leave Committee shall also submit to the Vice President for Academic Affairs the rank order of applications in the category. A copy of this letter shall be provided to the applicant. The applicant shall be informed that a recommendation by the Professional Leave Committee does not guarantee that the Sabbatical will be approved by the President.  
**Applicants may respond in writing to the VPAA regarding the committee's recommendation within two weeks of receipt of the recommendation.**

- B. The Senate Office shall send a copy of the application to the faculty unit employee's department (or equivalent unit). The department (or equivalent unit) shall provide a statement to the Vice President for Academic Affairs (with a copy to the Dean) regarding the possible effect on the curriculum and the operation of the department (or equivalent unit) should the employee be granted a sabbatical.
- C. The Vice President for Academic Affairs shall make a recommendation to the President regarding each sabbatical leave application.
  - 1. After reviewing the recommendations of the Professional Leave Committee, the Vice President for Academic Affairs may meet and confer with the Professional Leave Committee for clarification.
  - 2. The Vice President for Academic Affairs, in consultation with the appropriate deans, shall consider other campus program needs and campus budget implications. In particular, the distribution of sabbatical leaves among different academic units may be considered (taking into account such factors as the FTES, FTEF, number of eligible faculty, number of faculty applying, and the number of faculty highly recommended or conditionally recommended by the Professional Leave Committee in each unit).
  - 3. When resources do not allow funding of all sabbatical leaves of a given category or subcategory of recommendation, the Vice President for Academic Affairs shall also take into account the number of years (since the applicant's previous sabbatical leave, if any) an applicant has been eligible for sabbatical leave as well as the number of years the applicant has been recommended or conditionally recommended for a sabbatical leave by the Professional Leave Committee, but not awarded.
  - 4. Arrangements may be developed by the department and approved by the President to accommodate granting sabbatical leaves for faculty unit employees whose leaves have been approved. Such arrangements may include rearranging workload within the department, and other university funding. No faculty unit employee will be involuntarily required to work in an overload situation by such arrangements.
  - 5. The recommendation of the Vice President for Academic Affairs shall be forwarded to the President with copies to the applicant, the Dean, the department (or equivalent), and the Professional Leave Committee. The letter should contain reasons for the recommendation.

VIII. APPROVAL

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

- 199 B. Final approval of a sabbatical leave shall not be granted until the applicant has filed with the  
200 President a suitable bond or an accepted statement of assets (not including PERS holdings) and/or a  
201 promissory note that is at least equal to the amount of salary paid during the leave.  
202  
203 C. The guarantee posted shall indemnify the State of California against loss in the event the employee  
204 fails to render the required service in the CSU following return of the employee from the sabbatical  
205 leave.  
206  
207 D. The guarantee posted shall immediately be canceled in full upon completion of required service or  
208 upon waiver of that service by mutual agreement of the faculty member and the CSU.  
209  
210 E. A faculty unit employee whose leave requested has been approved shall normally be granted that  
211 leave. A leave may be deferred up to one year in circumstances when the President or the  
212 President's designee determines that granting the sabbatical leave in the succeeding academic year  
213 would cause an undue hardship on the department's ability to offer its program.  
214

215 IX. FACULTY RESPONSIBILITIES  
216

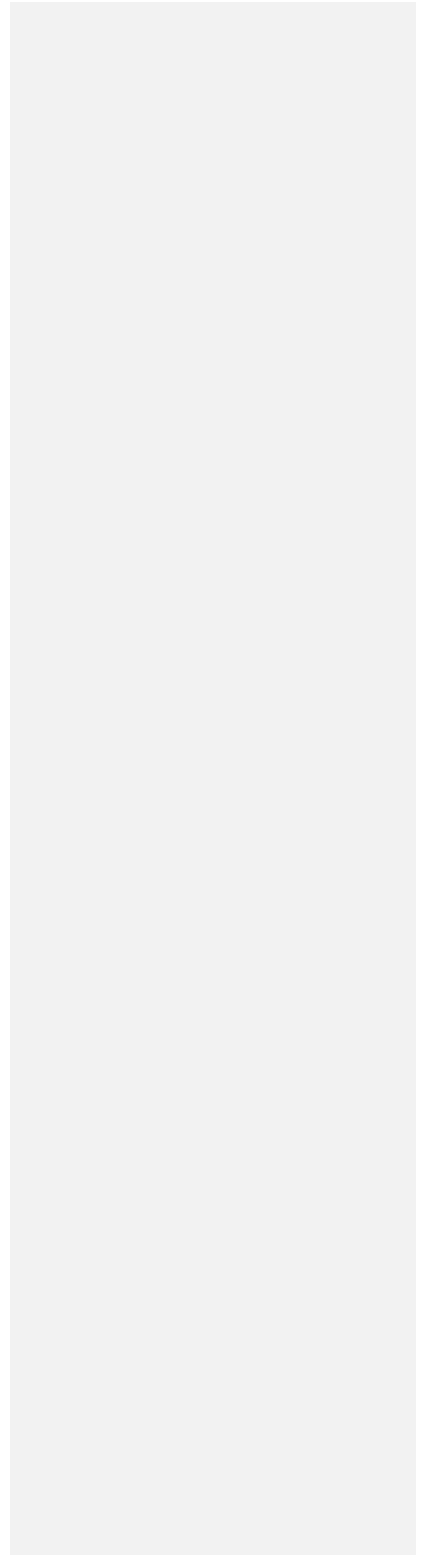
- 217 A. A faculty unit employee on a sabbatical leave shall not accept additional and/or outside employment  
218 without prior approval of the president or the President's designee.  
219  
220 B. A faculty unit employee granted a sabbatical leave may be required by the president to provide  
221 verification that conditions of leave were met. The statement of verification shall be provided to the  
222 president and the Academic Senate office for the Professional Leave Committee.  
223  
224 C. A faculty unit employee shall render service to the CSU upon return from a sabbatical leave at the  
225 rate of one (1) term of service for each term of leave.  
226  
227 D. A faculty member, upon return from sabbatical, shall submit a written report (250-500 words) to the  
228 department(s) (or equivalent unit(s)), Dean(s), and President's designee. The report shall describe the  
229 progress made toward completion of the proposed project, and, if applicable, address any reasons for  
230 modification of the original aims. The report shall be submitted within two months from the start of  
231 first semester of return from a leave.  
232 ~~A faculty member, upon return from sabbatical, shall submit a written report of approximately one~~  
233 ~~page to the department (or equivalent unit) and Dean describing accomplishments during the period~~  
234 ~~of leave.~~  
235

236 X. FACULTY RIGHTS  
237

- 238 A. It is the intent of this policy that faculty unit employees eligible for sabbatical leave who meet the  
239 conditions of this policy receive their sabbatical leave.  
240  
241 B. Faculty on a sabbatical leave may not serve on university-wide committees. However, faculty on a  
242 sabbatical leave may vote in university-wide elections and run for university-wide offices for which  
243 they are eligible. The voting rights and committee service restrictions of an individual on sabbatical,  
244 within their college, department, or program, should be decided by the college/department/program  
245 and included in pertinent governance documents.  
246  
247 C. A faculty unit employee on a sabbatical leave shall be considered in work status and shall receive  
248 health, dental, and appropriate fringe benefits provided by the CSU in the same manner as if the  
249 individual were not on a sabbatical leave.  
250

251  
252  
253  
254  
255  
256  
257  
258

- D. A faculty unit employee on a sabbatical leave shall be entitled to accrue sick leave, vacation, and service credit toward merit salary adjustment, eligibility toward promotion, if applicable, and seniority credit.
- E. If approved leaves are deferred, in succeeding years first preference for leave shall be given to faculty whose leave applications were approved in the earliest prior year.



259 XI. TIMELINE

260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283

**May of year before request process begins**

- Associate Vice President for Academic Affairs - Academic Resources notifies eligible faculty
- NEAC constitutes the Professional Leave Committee.

**Last business day of September**

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

**First business day of October**

- Associate Vice President for Academic Affairs - Academic Resources requests impact statement from the department (or equivalent unit)

**Last business day of October**

- Professional Leave Committee forwards recommendations to Vice President for Academic Affairs with a copy to applicant
- Impact statements due to Vice President for Academic Affairs with a copy to applicant

**Last day of Fall semester**

- President or designee notifies candidates of sabbatical decisions with copies to the department (or equivalent unit), the Dean and the Office of the Academic Senate for the Professional Leave Committee

1           **LATAC: Resolution in Support of the CSUSM Affordable Learning Solutions Initiative**

2   WHEREAS, CSU San Marcos students face economic challenges in completing their degrees, and the  
3   2008 California Bureau of State Audits Report indicates that the average CSU student pays an  
4   estimated \$812 per year for textbooks; and many studies have shown book prices have risen at  
5   least 6% a year yielding a 2013 cost estimate of over \$1000; and

6   WHEREAS, The growing availability of low or no cost, high-quality online or open access  
7   instructional content, as well as lower-cost commercially published content, has provided a  
8   possible alternative to traditional textbooks in many disciplines; and

9   WHEREAS, New technologies are becoming available that make it possible for CSU San Marcos  
10   faculty, staff and students to discover, choose, create, and use digital or open access content; and

11   WHEREAS, The Affordable Learning Solutions program is an initiative launched by the CSU  
12   Chancellor's Office in 2010 to assist faculty in choosing and providing quality affordable educational  
13   content for students; and

14   WHEREAS, The goal of the Affordable Learning Solutions initiative campaign is to make a CSU  
15   degree more affordable while protecting quality learning experiences for students; now, therefore,  
16   be it

17   RESOLVED, That the Academic Senate support CSU systemwide efforts that encourage CSU faculty  
18   to consider using high quality, low cost or no cost, accessible textbook alternatives, such as those  
19   promoted by the Affordable Learning Solutions initiative, while also preserving academic freedom;  
20   and be it further

21   RESOLVED, That the Academic Senate support the Cougars Affordable Learning Solutions Initiative  
22   (CALM) initiative developed by IITS and urges faculty to consider participating in the CALM  
23   initiative; and be it further

24   RESOLVED, That the Academic Senate urge faculty to assist in this effort by utilizing existing  
25   procedures to keep costs down such as complying with textbook request due dates in order to give  
26   the bookstore time to provide lower cost options such as buyback, used books, rentals, etc.; and be  
27   it further

28   RESOLVED, That the Academic Senate urge all faculty to continue exploring ways to increase the  
29   use of high quality, low cost or no cost, accessible instruction materials alternatives.

1 **BLP: Resolution on restructuring**

2  
3 WHEREAS, An institution's relevance to its constituencies sometimes dictates that its structure must adapt to  
4 meet changing needs; and

5  
6 WHEREAS, The goal of any such structural change must be to enhance the institution's ability to fulfill its  
7 mission, vision, and values and to meet the needs of its constituents, now, therefore be it

8  
9 RESOLVED, That the Academic Senate expresses its commitment to the principles and guidelines provided  
10 below.

11  
12  
13 **I. Principles**

14  
15 The goal of Academic Affairs' organizational structure is to facilitate employees' performance of their duties and  
16 responsibilities in an effective and efficient manner in achieving the overall mission of Academic Affairs. These  
17 principles were originally presented to the campus in the Final Report of the Academic Affairs Structure Task  
18 Force (January, 2009). We continue to view these as the criteria against which any restructuring proposals  
19 should be evaluated.

- 20  
21 1. Any change in the organizational structure needs to be consistent with the mission, vision, core  
22 values, and goals of Academic Affairs.  
23  
24 2. The organizational change needs to be consistent with the Division's human, fiscal and physical  
25 resources. There must be sufficient resources to sustain the new unit(s), and the change should  
26 produce a net positive benefit for the entire division.  
27  
28 3. The organizational change should result in more effective and efficient decision-making and  
29 operation in terms of effective communications, coordination and integration of efforts across and  
30 within units.  
31  
32 4. The organizational change should provide for clear authority, responsibility, and  
33 control/accountability.  
34

35 **II. Recommended Process**

36  
37 We urge a collaborative consultation process to ensure that any restructuring is carried out in a manner  
38 consistent with the principles of shared governance. We would anticipate that any proposals for reorganization  
39 or new structures would include consultation with the relevant Departments, Schools, and Colleges as well as  
40 with the Academic Senate, including the Senate's Budget & Long Range Planning committee.

41  
42 We include the following flow charts simply as examples of consultative processes. These flow charts were also  
43 first put forward by the Final Report of the Academic Affairs Structure Task Force (January, 2009), which was  
44 endorsed by the Senate in Spring, 2010.



**Academic Affairs Structure: Recommended Process for Structuring Academic Units**

45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72

**Create<sup>4</sup>**

The appropriate administrator may hire an outside consultant to prepare the proposal when sufficient expertise in the subject matter is deficient internally.

↗ To AALC

↘

Initiator

To Provost

↘ To Senate BLP → To Academic Senate ↗

**Merge**

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

**Split**

Initiator → Faculty in splitting units vote → aggregate School or College vote recorded → To Dean

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

**Transfer**

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected → To Provost

**Abolish**

Initiator<sup>5</sup> → Faculty in affected units vote → School or College faculty vote → To Dean

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

<sup>4</sup> If the process requires a curriculum change, the proposal is sent to the University Curriculum Committee (UCC) concurrent with Budget and Long-Range Planning (BLP) review.

<sup>5</sup> The Program Assessment Committee (PAC) of the Academic Senate may initiate the formation of an Ad Hoc Program Review Committee (AHPRC) when “the PAC finds that the Program Review report fails to document satisfactory program viability.” Thus the PAC may be the initiator, and the process outlined in Appendix C of the PAC policy on Program Review will be followed.

**BLP: Policy & Procedure for Expanding Existing Stateside Programs to Self-Support Delivery at CSUSM at Temecula or other Off-Site Physical Locations**

Formatted: Strikethrough

**Rationale:** CSU policy does not allow existing state-supported programs to be “supplanted” via Extended Learning offerings; however, CSU campuses may offer existing state-supported programs ~~on off-campus sites~~ where at least one of the following conditions is met: “i. the courses or program is designed primarily for career enrichment or retraining (Education Code § 89708)[;] ii. the location of the courses or program offerings is removed from permanent, state-supported campus facilities; [or], iii. the client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support” (a determination made by the Chancellor’s Office per Executive Order 1047, at <http://www.calstate.edu/eo/EO-1047.html>).

Formatted: Strikethrough

The most recent revision of CSUSM’s policy on “Extended Learning’s Roles and Responsibilities” (signed by President Haynes on June 27, 2012) indicates that CSUSM’s existing for-credit programs can be offered via Extended Learning if “approved by the Dean (or designee) of the College offering the programs, the Dean of Extended Learning (or designee), the CSUSM Academic Senate (via a policy to be developed by the BLP), and the President (or designee).” This proposed policy/procedure is intended to establish standards and procedures by which such a program expansion will be considered by the Academic Senate, once it is proposed by faculty from within a program. The appended template is derived from the P form.

~~This policy refers only to off-site program delivery. The launching of self-support online versions of existing programs will need to be addressed in a separate policy, yet to be developed.~~

Formatted: Strikethrough

Definition: Policy and procedure for the offering of State-supported, for-credit programs by Extended Learning.

Authority: California State Education Code § 89708 and CSU Executive Order 1047.

Scope: State-supported, for-credit programs considered for ~~off-site~~ offering by Extended Learning.

Formatted: Strikethrough

**Policy:**

CSU campuses may offer existing state-supported programs ~~at off-campus sites~~ where at least one of the following conditions is met: “i. the courses or program is designed primarily for career enrichment or retraining (Education Code § 89708)[;] ii. the location of the courses or program offerings is removed from permanent, state-supported campus facilities; [or], iii. the client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support” (Executive Order 1047, at <http://www.calstate.edu/eo/EO-1047.html>).<sup>6</sup>

Formatted: Strikethrough

**Procedure:**

1. Proposals to expand existing stateside programs to include self-support delivery shall be generated by faculty within those programs. Faculty generating proposals shall work closely with the Dean of Extended Learning (or his/her designee) to fill out all required paperwork. This paperwork shall include any documentation required by the Chancellor’s Office as well as a proposal based upon CSUSM’s approved template (“Off-Site EL Delivery” template, below).
2. Proposals shall be considered for approval by the Academic Senate after review by the
  - a) appropriate College-level planning committee;
  - b) appropriate College Dean; and
  - c) BLP.

<sup>6</sup> The Chancellor’s Office makes the determination with regard to whether a program has met the requirements set forth in EO 1047.

Template for Stateside Program Expansions to Self-Support at CSUSM at Temecula or other Off-Site Physical Locations

Formatted: Strikethrough

**1. Program Identification**

- a. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
- b. Term and academic year of self-support program launch (e.g. Fall 2007).
- c. Specify ~~the off-site location (i.e., CSUSM at Temecula, etc.)~~ how this proposed expansion meets one or more of the E.O. 1047 conditions for self-support delivery.
- d. Identify the unit that will have primary responsibility for offering the self-support program, and all CSUSM programs or Departments that will provide courses as part of the self-support degree or certificate.
- e. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

Formatted: Strikethrough

**2. Student Demand**

- a. What evidence exists to demonstrate the need to expand the program to a self-support offering ~~at an off-site location~~?
- b. What community participation, if any, was engaged in the planning process? (This may include prospective employers of graduates.)
- c. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to expand this program to ~~an off-site~~ self-support offering?
- d. What is the expected number of majors in the year of initiation and three years and five years thereafter.<sup>7</sup> What impact on existing campus stateside and EL programs is anticipated (both for the program wishing to expand and other existing programs on campus)?

Formatted: Strikethrough

Formatted: Strikethrough

**3. Support Resources for Expanding Programs to a Self-Support Offering**

**Note:** The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

- a. Anticipated impact on existing CSUSM campus resources, including faculty and staff resources. All affected departments offering courses in this program should be addressed here. How will the new self-support program be offered without negatively impacting the existing stateside offerings? Give particular attention to how existing tenure-track faculty resources will be deployed across the existing stateside program and the proposed new off-site program.
- b. Space and facilities that would be used in support of the proposed program expansion. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.
- c. A report provided by the campus Library.<sup>8</sup> What additional library resources (including library instruction, library materials and staff/faculty support) will be needed to expand the program to include a self-support delivery model? Indicate the commitment of the campus either to purchase these resources or to borrow through interlibrary loan or the San Diego Circuit. Note: Student demand figures may be especially helpful in determining database expenses as well as necessary reference or other library faculty/staff support.
- d. How will existing academic technology, equipment, and other specialized materials be impacted by the program's expansion to include a self-support delivery?<sup>9</sup> What additional academic technology, equipment, staff support, or other specialized materials will be needed to implement the additional delivery model?

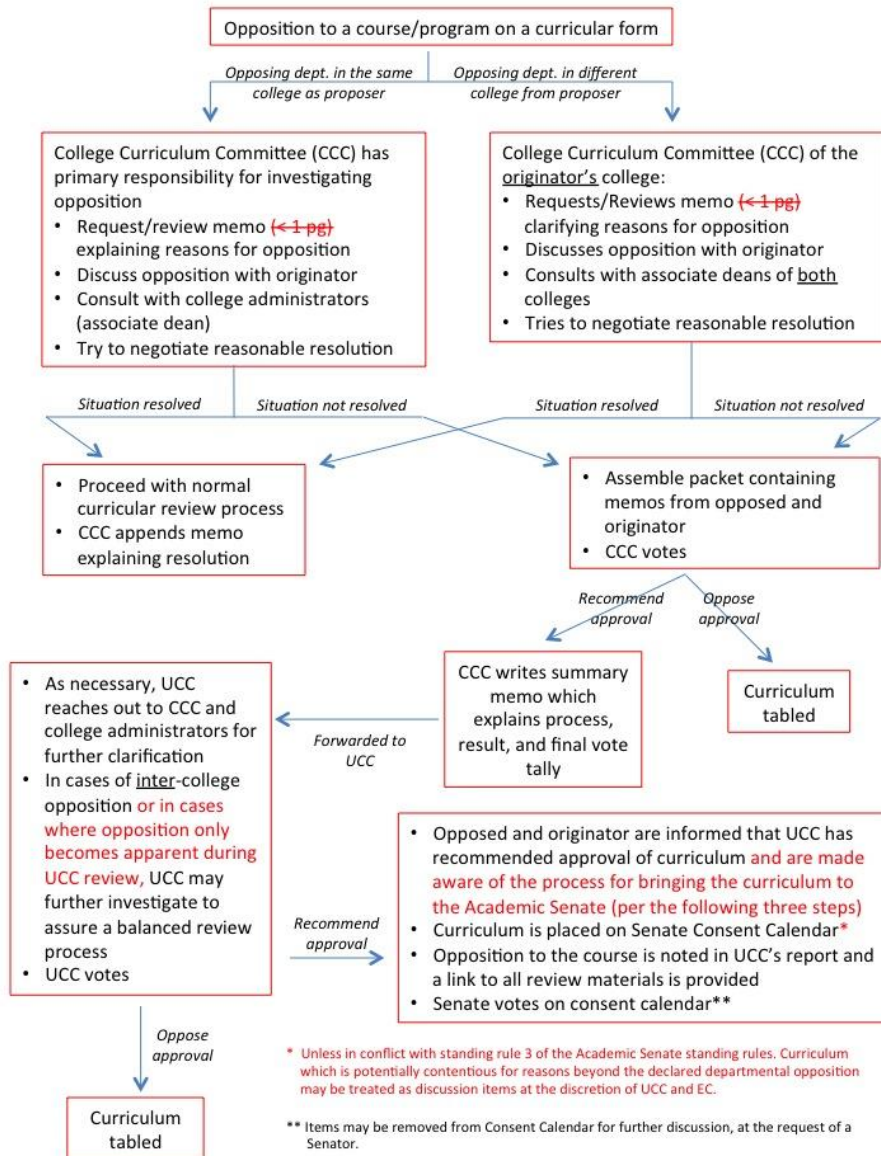
**4. Budget & Anticipated Revenues from Program Expansion**

Include a draft budget prepared by Extended Learning that outlines anticipated program costs, tuition and fees, and distribution of revenues.

<sup>7</sup> Contact [Extended Learning Academic Programs](#) for assistance in estimating the number of majors and graduates.

<sup>8</sup> Contact the Library for this report.

<sup>9</sup> Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.



If proposed new curriculum or a curricular/program change (C, C-2, P-2 form) is formally opposed by a department/unit, but the form is recommended for approval by the college-level curriculum committee and the University Curriculum Committee (UCC), then the following procedure will be followed:

1. The originator and the opposed will be informed that the curriculum has been recommended for approval by UCC and are made aware of the process for bringing the curriculum to the Academic Senate (per the following three steps).
2. The curriculum will be placed on the Academic Senate Consent Calendar.\*
3. Opposition to the course will be noted in UCC's report to the Senate and a link to all relevant review materials will be provided.
4. Senate will vote on the consent calendar\*\*

\*Unless in conflict with standing rule 3 of the Academic Senate standing rules. Curriculum which is potentially contentious for reasons beyond the declared departmental opposition may be presented as discussion items, at the discretion of UCC and EC.

\*\*Items may be removed from the Consent Calendar for further discussion, at the request of a Senator.

1  
2  
3 **BLP/UCC: Applied Behavior Analysis (CEHHS)**  
4

5 **Report from BLP**

6 The Budget and Long Range Planning Committee (BLP) has reviewed CEHHS's proposed certificate in Applied  
7 Behavior Analysis. We gave attention to the immediate and long-range enrollment prospects for this proposed  
8 degree program as well as the resource implications of the program's launch. BLP submits the following analysis of  
9 the impact of this program to the Academic Senate to guide senators in their consideration of the proposal.

10 This two-track certificate would be offered as self-support program through Extended Learning and is designed to  
11 be offered entirely online. The program, funded in part by a grant from the CSU's Commission on the Extended  
12 University, is designed to train professional behavior analysts working with clients with a variety of developmental  
13 disabilities, most notably autism. The program's content and the qualifications for teaching courses in the  
14 program are established in accordance with the Behavior Analyst Certification Board, the program's accrediting  
15 agency. The program's accreditation proposal has already been approved, so the program can launch with  
16 accreditation secured; the program will operate on a 5-year accreditation cycle.

17  
18  
19 **Program Demand:** Detailed projections are not typically provided in P-forms for certificate programs. However,  
20 the P-form makes clear the program's potential for strong enrollment based on the demand for Board Certified  
21 Behavior Analysts (BCBAs) and Board Certificate Assistant Behavior Analysts (BCaBAs).

22  
23 Extended Learning's draft budget for the program (available on BLP's Moodle page) estimates that tuition will run  
24 \$315/unit. Additional campus fees for EL students can be found at <http://www.csusm.edu/el/aboutus/fees.html>.<sup>10</sup>  
25 The program will be offered in cohorts, with classes offered successively in 11-week special sessions. The current  
26 budget is based on cohorts of 30 students. Each cohort's students will complete the first four courses together;  
27 the final two courses will be taken only by post-master's-level students in the BCBA track. Professor Robledo and  
28 EL anticipate the potential of eventually launching multiple cohorts each year, depending on demand and the  
29 availability of certified instructors; however, the initial plan is to launch one new cohort each Academic Year.

30  
31 **Resource Implications:**

32 *Faculty:* This proposed program requires the creation of 6 new courses (3 units each). While CSUSM's Dr. Jodi  
33 Robledo (CEHHS) will serve as the Program Director, nearly all instruction will be provided by lecturers. All of the  
34 lecturers listed in the P-form are associated with the ACES firm (Autism Comprehensive Educational Services) in  
35 San Diego. ABA courses leading to the BCBA certification must be taught board-certified instructors; currently, no  
36 CSUSM tenure-track faculty members are eligible to teach the courses, though Professor Robledo is currently  
37 securing her certification. Correspondence with CEHHS's Curriculum Committee Chair Carol Van Vooren indicates  
38 the College's endorsement of proceeding with this delivery model, given the lack of requisite expertise within the  
39 tenure-track ranks.

40  
41 *Space:* All six courses and all office hours are taught entirely online, so no new instructional or office space is  
42 required.

43  
44 *Accreditation:* EL's draft budget includes \$5000/year for accreditation; while there is no accreditation fee, the  
45 program may need to hire consultants to assist with program and/or accreditation review. **Note:** Adding new self-  
46 support programs ultimately generates additional work for the Program Assessment Committee (PAC), so the  
47 Academic Senate and EL need to discuss how to factor such costs into future program budgets.

48  
49 *Staff:* Dr. Jodi Robledo's duties as Program Director will also include some student advising, and additional  
50 advising support will come from EL staff. This staff support will include "admissions evaluation, support services  
51 referrals, etc." (email from EL Associate Dean Sarah Villarreal, 2/15/14). However, if circumstances require  
52 consultation with stateside CEHHS Advising staff, CEHHS should seek EL reimbursement for such consultation.

53  

---

<sup>10</sup> Campus fees for students enrolled in state-support programs can be found at  
[http://www.csusm.edu/schedule/spring\\_2013/fees\\_and\\_charges.html](http://www.csusm.edu/schedule/spring_2013/fees_and_charges.html).

54 *Library:* Registered students in this fully online program are eligible for all requisite Library Distance Services. The  
55 Library's existing database subscriptions will serve many of the program's needs; based on the Library's  
56 recommendation, EL added \$2000/year to the budget to support additional Library subscription and monograph  
57 needs. If additional needs arise, the Library will consult with EL about adjusting the budget accordingly.  
58

59 *IITS:* Since this program is designed to be delivered entirely online, determining the demands on IITS is particularly  
60 critical. Per Extended Learning's existing MOU with CSUSM, IITS services are funded by  
61 "Direct chargeback for pre-approved services on a billed-quarterly basis (to include both instructional and  
62 administrative services)," and "Added contract services are paid separately." BLP has inquired about IITS's capacity  
63 to continue supporting the expansion of fully online programs. We have been informed that IITS has requested an  
64 additional Instructional Development Support (IDS) hire for next year.  
65

---

66  
67 **Report from UCC:**

68 In October 2013, UCC received a P-form to create a new graduate certificate in Applied Behavioral Analysis.  
69 Accompanying the P form were six C forms which will create the following courses:

70 ABA 601- Foundations and Concepts in Behavior Analysis

71 ABA 602- Behavior Analysis Process for Behavior Change

72 ABA 603- Applied Behavior Analysis Applications for Complex Procedures and Promoting Behavior Change

73 ABA 604- Classroom Management, Instructional Methods, and Ethical Considerations in Behavior Analysis

74 ABA 605- Applied Behavior Analysis in Autism Spectrum Disorder

75 ABA 606- Ethics and Professional Conduct in Behavior Analysis

76 The course series will be offered fully online, through Extended Learning, using a cohort model.  
77

78 Becoming a Board Certified Behavior Analyst (BCBA) or a Board Certified Assistant Behavior Analyst (BCaBA) is a  
79 three step process in which students must: 1. Complete approved university coursework, 2. Complete a supervised  
80 fieldwork experience, and 3. Pass the Behavior Analyst Certification Board exam. The proposed CSUSM graduate  
81 certificate provides students with all necessary university coursework in applied behavior analysis (step 1),  
82 allowing them to move forward to the supervised fieldwork and exam process (which would not be offered at  
83 CSUSM). Students interested in becoming a BCBA must have a Master's degree in an approved field and complete  
84 all of the proposed courses (ABA 601-606), while students interested in pursuing a BCaBA must have a Bachelor's  
85 degree and complete only ABA 601-604.  
86

87 The proposed courses will be taught by Dr. Jodi Robledo (Assistant Professor, Special Education) and by adjunct  
88 lecturers from the Autism Comprehensive Educational Services, a San Diego-based organization that provides  
89 professional services to individuals with autism and their families. All instructors will be Board Certified Behavioral  
90 Analysts.  
91

92 UCC's review process was focused on the academic integrity and quality of both the proposed courses and the  
93 certificate as a whole. Following consultation with the proposing faculty (Dr. Jodi Robledo, Assistant Professor,  
94 Special Education) during Feb. 2013, UCC voted unanimously to recommend the P-form and the associated C-  
95 forms for Senate approval.  
96  
97

98 The Applied Behavior Analysis Certificate of Advanced Study Program: BCBA Track and BCaBA Track

99  
100 Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals,  
101 industrial and business settings, and other agencies working with individuals who require intensive behavioral  
102 training and/or consultation. Special populations such as individuals with Autism Spectrum Disorder and other  
103 developmental disabilities have been shown to benefit greatly from Applied Behavior Analysis (ABA) services.  
104 ABA is also frequently used in the field of education for both neuro-typical students and students with disabilities.  
105 Behavior analyst professionals are strongly encouraged by the Behavior Analyst Certification Board (BACB) to  
106 pursue Board Certified Behavior Analyst (BCBA) or Board Certified Assistant Behavior Analyst (BCaBA)  
107 certification. BCBA and BCaBA certifications are considered the industry standard in this field and are nationally  
108 and internationally recognized.  
109

110 The Applied Behavior Analysis Certificate of Advanced Study program provides coursework required by the BACB  
111 for those seeking either the BCBA or the BCaBA\*. All courses are approved by the BACB as meeting coursework  
112 eligibility requirements for certification under the BACB's 4<sup>th</sup> Edition Task List core curriculum standards. Each  
113 online course is for 11 weeks, with a 2-week break in between courses. Courses must be taken in sequential order.  
114

115 Candidates for the BCBA track enroll in a six-course sequence totaling 18 units of study. Admission requirements  
116 for this track include possession of a Master's degree (or concurrent enrollment in) conferred in behavior analysis or  
117 other natural science, education, human services, engineering, medicine or a field related to behavior analysis and  
118 approved by the BACB from an accredited institution of higher education.  
119

120 BCBA Track Course Sequence

121	ABA 601	3 units
122	ABA 602	3 units
123	ABA 603	3 units
124	ABA 604	3 units
125	ABA 605	3 units
126	ABA 606	3 units

127  
128 Total units for Applied Behavior Analysis Certificate of Advanced Study BCBA Track: 18 units  
129

130 Candidates for the BCaBA track enroll in a four-course sequence totaling 12 units of study. The admission  
131 requirement for this track is a bachelor's degree from an accredited institution of higher education.  
132

133 BCaBA Track Course Sequence

134	ABA 601	3 units
135	ABA 602	3 units
136	ABA 603	3 units
137	ABA 604	3 units

138  
139 Total units for Applied Behavior Analysis Certificate of Advanced Study BCaBA Track: 12 units  
140

141 \*NOTE: CSUSM offers only the coursework to prepare candidates to receive BCaBA or BCBA certification. To  
142 become certified, candidates must complete additional requirements outlined by the BACB.  
143  
144



1  
2  
3 **NEAC: Faculty Voting While on Leave policy revision**  
4

- 5 **Rationale:** Changes to the current policy are needed to reflect current voting procedures related to  
6 faculty on leave. Paper ballots are no longer sent to faculty who want to vote while on  
7 leave; the process is now done electronically.  
8  
9  
10 **Definition:** A policy which specifies faculty voting and service responsibilities during times of leave  
11 or participation in the Faculty Early Retirement Program.  
12  
13  
14 **Authority:** Unit 3 Collective Bargaining Agreement; pPresident of the  
15 uUniversity.  
16  
17  
18 **Scope:** Unit 3 faculty members.  
19  
20  
21  
22

23 **I. Service**  
24

25 **A. Leave of Absence**  
26

27 Faculty members who are on any leave of absence may not serve in the Academic Senate or on  
28 university-level committees during the time of their leave. Refer to the following chart for  
29 eligibility to serve on Peer Review or Promotion and Tenure Committees:  
30

<i>Performance Review for:</i>	<i>Must not be on leave for any part of:</i>
Retention only	Fall Semester
Retention w/ Tenure and/or Promotion	Academic Year
Tenure and/or Promotion	Academic Year
Periodic Evaluation and Post-Tenure Review	Spring Semester

31  
32  
33  
34  
35  
36  
37 During the time of their leave, faculty may run for election to the Academic Senate or a university-  
38 level committee for a term that begins after the time of their leave ends.  
39

40 **B. Faculty Early Retirement Program (FERP)**  
41

42 Faculty members who have a FERP appointment shall be eligible to serve on committees only  
43 during periods of active FERP employment. They may serve on a Peer Review Committee during  
44 a period of inactive employment only upon the request of the department and approval of the  
45 President, as defined in CBA Article 15. During inactive employment periods, they may run for  
46 election to the Academic Senate or a university-level committee for a term that begins during a  
47 period of active employment.  
48

49 **II. Voting**  
50

51 Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are ineligible to vote.  
52 Faculty members who are on any other type of leave of absence, or in a period of inactive employment for  
53 the FERP or Pre-retirement Reduction in Time Base Program (as defined in CBA Articles 23, 24, 27, 28,  
54 29 and 30 respectively) may retain their voting rights during the time of their leave or inactive employment  
55 period. If a faculty member desires to vote while on leave or during an inactive employment period, the  
56 faculty member must ~~notify~~~~furnish~~ the Office of the Academic Senate, by the beginning of the leave or  
57 inactive employment period, ~~an address to which the faculty member wants ballots sent.~~ Faculty who do  
58 not exercise this option to vote will not be counted as voting members for purposes of determining whether  
59 sufficient votes have been cast to settle an election.

## 'B.S. in Speech Language Pathology (CEHHS)

### Report from BLP, B.S. in Speech Language Pathology (CEHHS)

The Budget and Long Range Planning Committee (BLP) has reviewed the proposed B.S. in Speech Language Pathology, giving attention to the immediate and long-range enrollment prospects for this proposed degree program as well as the resource implications of the program's launch. We thank proposer Sue Moineau for her patience and assistance as we reviewed the program's resource implications.

This proposed B.S. was added to CSUSM's University Academic Master Plan (UAMP) in March 2013, to be established as a self-support program.<sup>11</sup> Proposers hope to launch the program in Spring 2015 as a residential program at the CSUSM campus, although they do envision moving the program fully online within the next several years.

**Program Demand:** The program is designed as a 2-year full-time transfer program, with all upper-division coursework to be offered via EL. All lower-division coursework, including 15 units of prerequisites, can be completed by matriculated CSUSM students through stateside offerings or transferred from community colleges. The prerequisite courses will also be packaged as a full-time EL special session offering each Fall, so that a new cohort can begin the full-time Speech Language Pathology each Spring. The 60-unit major includes 51 units of Speech-Language Pathology and 9 units of specified courses to meet UDGE requirements.

While undergraduate Speech-Language Pathology programs are offered at 9 other CSU's and at other private institutions in Southern California, SDSU offers the only such program in San Diego County. No campus-specific survey data were provided to document existing demand within CSUSM's current student body, but figures from the Bureau of Labor Statistics and other resources indicate high demand for professionals in this field. Clients for such professionals include children as well as the elderly, and CSUSM's master's-level graduates have found ready employment. Demand is also evidenced by strong enrollments at CSU campuses that do offer the degree; for example, CSULB's program is currently impacted. CSUSM's Speech-Language Pathology Department already offers a master's degree (currently offered as an Option for the M.A. in Education, under review to launch as a stand-alone program within CEHHS in AY 2014-15). The P-form for the B.S. notes, "Students graduating from the B.S. program would be qualified for employment as a speech aid[e] or a speech pathology assistant." Further, this proposed B.S. will better position holders of a baccalaureate degree to apply for and begin master's level work. As the P-form notes, "this is an optimal time to propose this program as it meets the needs of local students and of the master's program in addressing the shortage of well-prepared undergraduates for entry into the professional preparation masters program."

Extended Learning's draft budget (available on BLP's Moodle page) anticipates a Year 1 cohort of 25 students; however, if demand proves sufficient, up to 50 students could be admitted (divided into cohorts of 25 each, per correspondence with EL Associate Dean Sarah Villarreal). The draft budget estimates tuition at \$350/unit for the first five years of the program. For 30 units per Academic Year, undergraduate students would thus pay tuition of \$10,500/year, plus standard EL student fees laid out at <http://www.csusm.edu/el/aboutus/fees.html>, which includes CSUSM's ongoing Academic Excellence & Student Success Fee.<sup>12</sup> Built into the student tuition structure is the cost of an iPad, which each student in the program will use in class and for various projects. Any additional software needed will be purchased as part of standard course materials.

### Resource Implications:

**Faculty:** The program requires 51 units of undergraduate instruction in Speech-Language Pathology, or 17 new courses (3 units each). The Department of Speech-Language Pathology currently includes 2 tenure-track faculty

<sup>11</sup> The program was added to the UAMP under the name "Communicative Sciences and Disorders."

<sup>12</sup> Current stateside CSUSM tuition and fees are available at [http://www.csusm.edu/schedule/spring\\_2014/fees\\_and\\_charges.html](http://www.csusm.edu/schedule/spring_2014/fees_and_charges.html); the Academic Excellence & Student Success Fee for both stateside and EL students will be \$150/semester for AY 2014/15, per E.O. 1086.

members, and the Department is now conducting a search for a third TT faculty member to support this program as well as the existing master's level program.<sup>13</sup> Additionally, several TT faculty members from the School of Education will contribute relevant classes in their own fields of expertise, for which EL will reimburse the School of Education. The Speech-Language Pathology Department will continue to utilize lecturer instruction in the master's-level as well as in the new B.S. program. Speech-Language Pathology's existing master's level program employs three full-time and one part-time lecturer, all of whom are anticipated to teach in the new B.S. program; a new lecturer will be hired to teach in the B.S. program in AY 2014/15. Lecturers in EL are paid according to the same pay scale as stateside lecturer employees, and those teaching at least 6 units at CSUSM (even through a combination of EL and statewide programs) earn full benefits. While courses taught through EL do not count toward lecturer "entitlements" to future work in these classes, SLP's lecturers are hired by CEHHS and reimbursed by EL, so these lecturers do earn entitlements for their work. Finally, assigned time (3 units of assigned time each semester, plus 3 units each summer) is also built into Extended Learning's budget to allow a Program Coordinator to run the program.

*Space:* No labs are necessary for this program, and EL has assured BLP that EL has sufficient classroom space at its disposal so that no demands for stateside classrooms will be requested for this program (per email correspondence with EL Associate Dean Villarreal).

*Staff:* All staff advising and staff assistance for this program will need to be funded by EL. The current master's level program is supported by 1 full-time staff member (funded by EL), who will also support the B.S. program. Staff advising (including transcript reviews to confirm prerequisites are met) will be handled by EL staff, and EL provides additional staff for the program on an as-needed basis. All faculty advising will be provided by the Program Director.

*Library:* The Library's report anticipates \$3000/year in new subscription costs to support both the B.S. and the existing master's degree. The Library will conduct an assessment after Year 1 to determine what, if any, additional Library subscription and monograph needs require funding from EL. The Library report also indicates that two tenure-line Library faculty members have the requisite subject expertise to support the B.S. and stand-alone M.S. degrees in the near term; however, the report makes clear that this must be a temporary arrangement. It is imperative that adequate Library resources, including faculty and staff resources, be accounted for as self-support programs increase demand for Library services. The Library will need to maintain and analyze records to document additional demands and reimbursement needs, tasks which themselves place additional burdens on Library faculty, staff, and administration.

*IITS:* The current master's-level program makes heavy use of the "flipped classroom" model, and the P-form envisions ultimately moving the entire B.S. program online. The current master's-level instructors have all been trained in CamtasiaRelay (per correspondence with IITS and proposer Sue Moineau). All student software and other materials needs will be met by students' independent purchases. IITS should be kept informed of the Department's progress in developing its online curriculum so that adequate infrastructure and staff support can be secured as the program moves toward its goal of becoming a fully online program. Academic Affairs must remain vigilant in tracking the development of this and other online programs to ensure that IITS has the funding necessary to support the growing online presence as well as existing and future face-to-face stateside programs on campus.

*Equipment:* This program will not require any labs, but the EL draft budget does include purchase of "assessment and treatment materials" (\$20,000 in Year 1, with \$10,000/year in later years that), including items such as audiometers.

---

<sup>13</sup> Correspondence with Dr. Moineau indicates that the program anticipates hiring for a fourth tenure-track position in AY 2014/15; however, they have been approved for the fourth hire this year if an appropriate candidate presents him/herself during the current search.

### **Report from the University Curriculum Committee (UCC), B.S. in Speech Language Pathology**

In Oct. 2013, UCC received a P-form to create a new Bachelor's of Science degree in Speech Language Pathology (SLP) along with associated C-forms to create 14 new courses. UCC's review process was focused on the academic soundness and quality of both the proposed courses and the degree as a whole. Following extensive review and consultation with the proposing faculty (Suzanne Moineau, Associate Professor, Speech Language Pathology) during Feb. 2014, UCC voted to recommend the P-form and all associated C-forms for Senate approval.

Currently, the Speech Language Pathology Department offers a Certificate in Communicative Sciences and Disorders (offered through Extended Learning) that provides post-baccalaureate students with the background knowledge required to successfully pursue CSUSM's Master's of Arts in Education, Option in Communicative Sciences and Disorders (also offered through Extended Learning). The proposed B.S. would allow students interested in a career in Speech Language Pathology to gain a more thorough grounding in the field at the undergraduate level and would provide a specialized degree that would allow graduates to apply for admission to any Speech Language Pathology Master's program in the state without needing to take any supplementary prerequisites.

The proposed B.S. in Speech Language Pathology will be offered through Extended Learning as a two-year, 60 unit program using a cohort model. It is anticipated that cohort sizes of up to 50 students will be admitted annually. The program includes nine units of upper division general education and 51 units (17 courses) of major requirements. Defined courses are required for the upper division BB (BIOL 320: Anatomy and Physiology of Speech and Hearing) and DD (EDUC 380: Applications in Child and Youth Development) requirements, while the CC requirement will be variable depending on departmental offerings. All students will take the same series of courses in the same order, with no elective units or concentrations within the program. Lower division general education and lower division preparatory coursework for the degree can be taken at CSUSM or at other institutions, and must be completed prior to enrolling in the B.S. program.

1 **Proposed Catalog Description:**

2 COMMUNICATIVE SCIENCES AND DISORDERS

3 OFFICE: Extended Learning

4 TELEPHONE: 760-750-8729

5 CHAIR and PROGRAM DIRECTOR: Suzanne Moineau, Ph.D.

6 FACULTY:

7 Devina Acharya, M.A.

8 Erika Daniels, Ed.D.

9 Elizabeth Garza, Ed.D.

10 Lori Heisler, Ph.D.

11 Deanna Hughes, Ph.D.

12 Kristen Nahrstedt, M.A.

13 Suzanne Moineau, Ph.D.

14 Alice Quiocho, Ed.D.

15 Jodi Robledo, Ph.D.

16 Alison Scheer-Cohen, Ph.D.

17  
18  
19  
20  
21  
22  
23  
24 Extended learning offers a Bachelor of Science degree in speech language pathology (SLP)  
25 that provides foundational coursework necessary for application to graduate programs that  
26 lead to a career in speech language pathology. Students who earn this Bachelor of Science  
27 in SLP will be eligible to apply to the Master of Arts in Education, Option in Communicative  
28 Sciences and Disorders at CSUSM\*. The program will provide students with a broad  
29 education, covering content related to speech, language, communication, cognitive and  
30 swallowing disorders across the lifespan. It will build important foundational skills in public  
31 speaking, professional writing, evidence-based practice, and cultural sensitivity. As the  
32 coursework has both breadth and depth in related fields, the Bachelor's degree can lead to  
33 careers in related fields including communication, counseling, general education, health,  
34 human development, rehabilitation, social service, and special education.

35  
36 \* The coursework associated with the major will satisfy most other speech language  
37 pathology/communicative sciences and disorders master's program's admissions  
38 requirements, but this may differ from program to program, and applicants are  
39 encouraged to contact specific programs for additional information. Application to the  
40 speech language pathology master's program at CSUSM does not guarantee  
41 admission.

42

43 Student Learning Outcomes:

44 Students who graduate with a Bachelor of Science in speech language pathology will be  
45 able to:

- 46 1) Explain development of communication functions and their breakdown across the  
47 lifespan;  
48 2) Synthesize knowledge across disciplines, including basic science, behavioral science,  
49 and humanities to apply to speech language pathology;  
50 3) Describe the most common speech, language, communication and swallowing disorders  
51 that are diagnosed and treated by speech-language pathologists

52  
53 Degree Requirements: The courses are sequenced as a cohort model such that accepted  
54 students go through the same courses at the same time. Students must complete 15 units  
55 of lower-division preparatory coursework prior to beginning the major. The lower-division  
56 preparatory coursework can be satisfied at any college/university that offers this content.

57  
58 Preparation for the major (21 units)

59  
60 Required Lower-Division Preparatory Coursework (15 units)

61  
62 Introduction to Communicative Sciences and Disorders or Communicative Disorders in the  
63 Media (SLP 150 or 175) 3 units  
64 Hearing Disorders and Measurement (SLP 201) 3 units  
65 Evidence-based Practice in speech language pathology (SLP 222)  
66 3 units  
67 Diagnostics in SLP (SLP 260) 3 units  
68 Statistics (MATH 242) 3 units

69  
70  
71 Supporting Upper-Division Coursework (6 units)

72  
73 BIOL 320: Anatomy & Physiology of Speech/Hearing 3 units\*  
74 EDUC 380: Application for Child and Youth Development 3 units\*

75  
76 Required Major Courses (51 units)

77  
78 SLP 351: Language Acquisition/Assessment for Practitioners 3 units  
79 SLP 352: Literacy Development & Assessment for the speech-language pathologist  
80 3 units  
81 SLP 357: Science of Speech and Hearing 3 units  
82 SLP 364: Role of Cultural Diversity in Schooling 3 units  
83 SLP 391: Clinical Phonetics and Analysis of Disordered Speech for speech-language  
84 pathologists 3 units  
85 SLP 400: Professional Speaking and Presentations in speech language pathology  
86 3 units

87	SLP 401: Professional Report Writing for Speech-Language Pathologists	
88		3 units
89	SLP 432: Augmentative and Alternative Communication for Speech-Language Pathologists	
90		3 units
91	SLP 451: Professional Aspects of speech language pathology	
92		3 units
93	SLP 452: Introduction to Clinical Practice	3 units
94	SLP 461: Speech Development and Disorders	3 units
95	SLP 462: Communicative Disorders in Individuals with Craniofacial Anomalies	
96		2 units
97	SLP 463: Voice and Fluency Disorders	4 units
98	SLP 471: Developmental Language and Literacy Disorders	3 units
99	SLP 473: Adult Neurogenic Communication Disorders	3 units
100	SLP 492: Swallowing Disorders	3 units
101	SLP 494: Communication Disorders in Autism	3 units

102  
103 \* If taken after students have completed 60 units, these courses will satisfy requirements in  
104 Upper Division General Education requirements in areas BB and DD.

105  
106  
107 All courses taken for the major, including preparation for the major, must be completed with  
108 a grade of C (2.0) or better.

109  
110 Admission and Graduation Requirements: The Bachelor of Sciences in speech language  
111 pathology has the same general Undergraduate Admission and Graduation Requirements  
112 and/or Transfer Policies/Requirements described in California State University San Marcos'  
113 Catalog. Students must, however, complete the 15 units of lower-division preparatory  
114 coursework prior to the start of the major.

#### 115 116 **4. Curriculum**

117  
118 a. Program Student Learning Outcomes (PSLOs) [Goals for the Program] are to develop  
119 graduates who possess:

120  
121 PSLO-1) Skills and knowledge of human communication and its disorders and an  
122 understanding of evidence-based practice in the field;  
123 PSLO-2) Oral and written communication skills, interaction styles and personal dispositions  
124 that reflect a respect for diversity, collaboration and professionalism; and  
125 PSLO-3) Summative skills and knowledge for competitive entry into graduate school or a  
126 professional position in public service in speech language pathology.

127  
128 b. PSLOs will be assessed in each course as indicated in the PSLO table via signature  
129 assignments, grades and overall GPA.

130

131 c. As noted above, there are 51 units of curriculum required for the major, and an additional  
132 9 units of UDGE coursework.

133  
134 d. N/A – this program will not require more than 120-semester units.

135  
136 e. N/A – there are no formal options, concentrations, or special emphases.

137  
138 Required Major Courses (51 units)

139		
140	SLP 351: Language Acquisition/Assessment for Practitioners	3 units
141	SLP 352: Literacy Development & Assessment for the speech-language pathologist	
142		3 units
143	SLP 357: Science of Speech and Hearing	3 units
144	SLP 364: Role of Cultural Diversity in Schooling	3 units
145	SLP 391: Clinical Phonetics and Analysis of Disordered Speech for speech-language	
146	pathologists	3 units
147	SLP 400: Professional Speaking and Presentations in speech language pathology	
148		3 units
149	SLP 401: Professional Report Writing for Speech-Language Pathologists	3 units
150	SLP 432: Augmentative and Alternative Communication for Speech-Language Pathologists	
151		3 units
152	SLP 451: Professional Aspects of speech language pathology	
153		3 units
154	SLP 452: Introduction to Clinical Practice	3 units
155	SLP 461: Speech Development and Disorders	3 units
156	SLP 462: Communicative Disorders in Individuals with Craniofacial Anomalies	
157		2 units
158	SLP 463: Voice and Fluency Disorders	4 units
159	SLP 471: Developmental Language and Literacy Disorders	3 units
160	SLP 473: Adult Neurogenic Communication Disorders	3 units
161	SLP 492: Swallowing Disorders	3 units
162	SLP 494: Communication Disorders in Autism	3 units

163  
164 g. N/A – there are no elective courses for the major

165  
166 h. Proposed Catalog descriptions for NEW courses.

167  
168 **SLP 352 Literacy Development and Assessment for the Speech-Language Pathologist:**  
169 Provides a speech language pathology perspective on the development, assessment and  
170 instruction of reading and writing in English language learners. Focuses on knowledge and skills  
171 related to: a culture of literacy, the components and strategies of literacy instruction, literacy  
172 assessment to meet individual needs, curriculum-based literacy, and second language literacy  
173 development.



174	0	
175	1	<b>SLP 400 Professional Speaking and Presentations in speech language pathology:</b> Focuses
176		on the construction and delivery of informative professional conversations, speeches and
177		presentations in a public arena, as relevant to speech-language pathologists.
178		
179	2	<b>SLP 401 Professional Report Writing for Speech-Language Pathologists:</b> Focuses on the
180		construction and writing of professional and technical correspondence and reports for various
181		SLP professional practice settings. Emphasis will be placed on writing conventions, style, design
182		and format for all aspects of clinical practice.
183		
184		<b>SLP 432 Augmentative and Alternative Communication for Speech Language Pathologists (3).</b>
185		Survey of technologies and assistive/adaptive devices used for working with individuals with
186		communication disorders across the lifespan. Covers best practices in assessment as well as
187		appropriate ways to differentially identify interventions for effective communication utilizing state of the art
188		technology and other augmentative communication devices.
189		
190		<b>SLP 451 Professional Aspects of Communicative Sciences and Disorders:</b> Survey of professional
191		issues that are central to the practice in the field of speech language pathology. Includes theory in
192		counseling, supervision, and behavior management as a basis for reflective clinical experience.
193		Introduces the code of ethics, which governs the practice of speech language pathology and explores
194		ways in which these ethical principles guide practice across the lifespan.
195		
196	3	<b>SLP 452 Introduction to Clinical Practice:</b> Provides an in depth understanding of the expertise
197		and professional skills required to become a Speech Language Pathologist. Reviews the roles
198		and responsibilities of the SLP, as well as professional and ethical responsibilities for certification
199		and licensure. Will aid in the first steps of career planning to become a speech-language
200		pathologist.
201		
202		<b>SLP 461 Speech Development and Disorders:</b> Applies knowledge of articulation and phonological
203		development to the assessment and intervention of children with speech delay/disorder. Covers
204		theoretical constructs relevant to how we conceptualize developmental speech disorders, explores
205		assessment issues and procedures, and reviews current evidence-based intervention approaches.
206		
207		<b>SLP 462 Communication Disorders in Individuals with Craniofacial Anomalies:</b> Covers the
208		biological and neurological aspects of craniofacial anomalies leading to speech disorders. Addresses
209		etiologies, characteristics, prevention, assessment, and intervention procedures and issues associated
210		with cleft lip and palate and other craniofacial disorders.
211		
212		<b>SLP 463 Voice and Fluency Disorders:</b> Reviews theories and principles in the onset, development and
213		maintenance of stuttering and voice disorders in children and adults. Current best practices in prevention,
214		assessment and treatment will be reviewed through reading research literature for populations across the
215		lifespan.
216		
217		<b>SLP 471 Developmental Language and Literacy Disorders:</b> Reviews current theories regarding the
218		underlying etiology of language disorders in infants and children. Uses knowledge and principles from
219		typical communication development to inform assessment and treatment. Emphasis on gathering and
220		analyzing diagnostic information to develop evidence-based treatment plans for infants and children.
221		
222	4	<b>SLP 473 Adult Neurogenic Communication Disorders:</b> Covers the neuroanatomical and
223		neurophysiological bases of adult human communication and discuss types of brain injuries (i.e.
224		diagnoses) that lead to acquired communication disorders in adults. Covers the linguistic and
225		cognitive-communicative disorders of aphasia, right brain dysfunction, traumatic brain injury and
226		dementia. A survey of historical and contemporary literature related to the nature of these
227		communication disorders, including prominent theories will be covered.
228		
229	5	<b>SLP 492 Swallowing Disorders:</b> Covers the anatomy and physiology of typical swallowing
230		function across the lifespan. Introduces common etiologies that result in swallowing disorders
231		and reviews the assessment and treatment of these disorders.
232		
233		<b>SLP 494 Introduction to Autism Spectrum Disorders:</b> Explores the nature of autism spectrum
234		disorders across the lifespan. The neurological, genetic, and anatomic underpinnings of the disorder will

235 be reviewed based upon current research and compared to typically developing populations. Current and  
236 best practices for evaluation, treatment and behavior management will be discussed. Reviews the  
237 disorder from the perspective of a multidisciplinary team.

1 *Rationale: FAC has approved this document. FAC finds that this document coheres with the CBA, the University*  
2 *RTP document, and is also consistent with the FAC Guidelines for Department RTP Standards (Approved by the*  
3 *Academic Senate May 5, 2009).*

4  
5 *In our discussion of the document, FAC has decided to request a table of contents appear at the*  
6 *beginning of each department RTP document. FAC thanks the Department of Psychology for*  
7 *working so collegially with the committee during the review process.*

8  
9

10 **Department of Psychology Standards for Retention, Tenure, and Promotion**  
11  
12

13 **I. Introduction and Overview**

14

15 This document elaborates on the CSUSM *Faculty Personnel Policies and Procedures for Retention, Tenure,*  
16 *and Promotion* and the CHABSS *College Standards and Procedures for Retention, Tenure, and Promotion*. It  
17 provides guidance to faculty members concerning the Psychology Department's expectations, and it guides review  
18 committees in recommendations related to retention, promotion, and tenure. In addition, it is intended to encourage  
19 faculty members to think carefully about how they can best contribute to the mission of the university and the  
20 Department throughout their careers. Faculty are encouraged to seek advice and assistance from more senior  
21 colleagues regarding ways to meet these expectations.

22

23 The Department expects the WPAF to demonstrate active engagement of the faculty member in his/her role as a  
24 university professor. This may be shown in a variety of ways, depending upon the interests and strengths of the  
25 faculty member, the faculty member's rank and experience, and the needs of the Department, University, and  
26 community. However, each faculty member is expected to be actively engaged in each of the three RTP evaluation  
27 areas. Of particular importance are the required self-reflection statements that must be included for all three areas of  
28 evaluation.

29

30 Some activities cut across categories. For example, supervising student research and theses and co-conducting  
31 research with students may represent teaching, service, and scholarly activity. In accordance with the University's  
32 RTP Document, each activity must be assigned to only one category. However, the faculty member is encouraged to  
33 demonstrate the activities' relevance to multiple criteria in their reflective statement.

34

35 At every review, probationary faculty in tenure-track lines should be able to clearly  
36 demonstrate their progress toward the standards for tenure and promotion, as described below.  
37 Additionally, faculty are expected to respond explicitly to advice offered in the most recent prior  
38 review when submitting the file for subsequent evaluations.

39 **II. Teaching**

40 **A. Overview**

41 Effective teaching is indispensable for retention, promotion, and tenure. While the number  
42 of courses offered by a faculty member in a given semester may vary, all faculty are expected to  
43 teach courses on a regular basis and to teach courses that serve the needs of the Psychology  
44 Department. Faculty are also expected to teach students outside of the classroom by serving on  
45 and chairing thesis committees and supervising students in independent study and/or independent  
46 research.

47

48 Effective teaching is multifaceted. Some of the practices and attributes that characterize  
49 effective college teaching include the possession and continuing development of discipline-  
50 specific and pedagogical knowledge; the use of varied instructional techniques; the planning,  
51 implementing, assessing, and revising of learning interventions to achieve learning objectives;  
52 and the reflection on feedback from students.

53

54 **B. Reflective statement**

55

56 The teaching section of the WPAF centers on the reflective statement. In that statement, the  
57 faculty member should tell his or her "teaching story," and then directly support the points made  
58 in the story with items that provide evidence of teaching effectiveness. The reflective statement  
59 should begin with a brief description of teaching philosophy. The form the reflective statement  
60 takes will vary by faculty member, but each of the three aspects of teaching effectiveness  
61 described below must be addressed. In addition, issues raised at any level of the most recent  
62 prior review must be addressed. Changes made in response to feedback given in prior reviews  
63 should be documented or, if the faculty has chosen not to make suggested changes, an  
64 explanation should be given.

- 65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90
- i. **Instructional methods:** the faculty member is expected to:
    - a. Effectively employ a variety of instructional methods such as lecture/discussion, active or collaborative learning, Socratic method, etc.;
    - b. Have an appropriate level of technological competence;
    - c. Be sensitive to diverse needs of students;
    - d. Provide prompt, constructive feedback to students;
    - e. Listen carefully and communicate respectfully with students.
  - ii. **Course content:** the faculty member's courses are expected to:
    - a. Reflect the scientific foundation of psychology;
    - b. Have learning goals that appropriately reflect a diversity of perspectives and breadth of content;
    - c. Promote the development of basic skills such as clear writing, critical thinking, information literacy, collaboration with peers, and articulate oral and written communication;
    - d. Incorporate ethical and diversity issues (where appropriate);
    - e. Include exams and assignments that require students to spend 2 additional hours on course-related work for every hour spent in class;
    - f. Result in fair but rigorous grading of students in accordance with the definitions of letter grades provided in the University Catalog.
  - iii. **Assessment:** the faculty member is expected to:
    - a. Have established specific, measurable learning outcomes;
    - b. Align evaluation of learning with learning outcomes;
    - c. Assess those learning outcomes;
    - d. Utilize the results of assessment to improve teaching and learning.

91 **C. Sources of evidence for teaching effectiveness**

92 There are many ways by which a faculty member can demonstrate that s/he is an effective  
93 teacher. In all cases, items included in the WPAF should directly relate to points made in the  
94 reflective statement, and should be discussed in terms of how they demonstrate teaching  
95 effectiveness. Three required sources of evidence *must be* included in the WPAF and will be  
96 used to assess teaching effectiveness across categories. The required sources listed in Section 1  
97 below are necessary but not sufficient to demonstrate teaching effectiveness, and must be  
98 supplemented with additional evidence, exemplified by the types of evidence suggested in Section  
99 2 below.

100  
101 **i. Required evidence**

- 102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114
- a. **University administered student evaluations of teaching** are required for all faculty but do not count as part of the 30 item limitation. We recognize that student evaluations will vary across faculty and course as a function of course type, course difficulty, teaching style, and other variables that may or may not be reflected in the evaluations themselves. Therefore, student evaluations will always be viewed in the context of multiple sources of evidence of teaching effectiveness. However, the Psychology Department standard is that the mean scores on student evaluation items will be in the 4 to 5 (good to excellent) range and not be consistently and substantially lower than the mean scores for similar courses. Instances in which course evaluations are low should be discussed in the reflective statement.
  - b. **Peer evaluation.** During the probationary period leading up to tenure and promotion to Associate Professor, faculty will be observed in the classroom by a peer at least

115 three times (for the 2nd, 4th, and 6th year reviews); additional classroom observations  
116 may be conducted at the request of the those being reviewed. Following a minimum  
117 of five days notice to the Candidate, the observations will be conducted by a tenured  
118 faculty member in the Psychology Department, using the department's Observable  
119 Teaching Behaviors Inventory. Each observation shall be followed by consultation  
120 between the Candidate and the reviewer and subsequently will result in a written  
121 report that will be included in the WPAF. For promotion from Associate to Full  
122 Professor, one peer observation is required. The Department expects that problems  
123 noted in the reports will be addressed by the faculty member such that improvements  
124 are seen over time. This report shall count toward the 30 item limitation.  
125

- 126 c. **Course syllabi.** Syllabi are expected to provide essential course material (schedules,  
127 assignments, grading policies, performance expectations, etc.) and should reflect the  
128 extent to which the faculty member has identified and given thoughtful consideration  
129 to the student learning outcomes of each course. Assignments, activities, and methods  
130 for evaluating student learning should be consistent with those outcomes.  
131

132 ii. **Examples of additional evidence:** In order to demonstrate teaching effectiveness,  
133 evidence beyond the required elements described above must be discussed and  
134 included in the WPAF. Examples of such evidence include, but are not limited to:

- 135 a. Teaching awards;  
136 b. Samples of graded assignments, papers, and/or exams (with student name removed);  
137 c. Samples of assignments and activities;  
138 d. Examples of assessment techniques;  
139 e. Lecture outlines;  
140 f. PowerPoint slide sequences;  
141 g. Additional classroom observations;  
142 h. Effective use of guest speakers, videos, etc.  
143 i. Examples of changes made in pedagogy based on feedback, assessment, additional  
144 training, etc.;  
145 j. Participation in teaching-related workshops with evidence of how the new  
146 information was used in teaching;  
147 k. Student feedback other than in course evaluations;  
148 l. Examples of technological competence.  
149

### 150 III. Research/Creative Activity

#### 151 B. Overview

152  
153 In the realm of scholarship, the Department holds three primary expectations of its faculty at  
154 all ranks: 1) a clear research agenda leading to 2) sustained, effective scholarly effort and 3)  
155 public contributions to Psychology as a scientific discipline. The Department particularly values  
156 scholarly activity in which students play a meaningful role in the conception, conduct, analysis,  
157 interpretation, and final reporting of the scholarly effort. The faculty member under review is  
158 encouraged to provide information regarding the role that students play in their scholarly  
159 endeavors. In each case it is the responsibility of the faculty member to provide evidence of the  
160 nature of his or her contribution and the quality of the completed work.

#### 161 C. Criteria for demonstrating effective scholarship: major and additional achievements

162

##### 163 i. Major scholarly achievements include:

- 164 a) Peer reviewed journal articles on which the faculty member's contribution was  
165 substantial (e.g., lead author or senior author or co-author with a student the faculty  
166 member directly supervised), and which are published (or accepted for publication) in  
167 well-respected academic journals.  
168 b) Book chapters published (or accepted for publication) on which the candidate's  
169 contribution was substantial (e.g., lead author or senior author), which is an original  
170 work, and which had the possibility of being rejected.  
171 c) Scholarly book authored or edited by the faculty member.  
172 d) Successful externally funded major grant. Normally, this would be grants from  
173 federal agencies, such as National Institute of Health (NIH), National Science  
174 Foundation (NSF), Department of Energy (DOE), etc.; however, substantial grants  
175 from nationally recognized private foundations may also be included.  
176

177 We recognize that other items may be considered major scholarly achievements. In these  
178 cases it is expected that the faculty member will provide evidence and arguments that make the  
179 case that an item belongs in this category. Evidence of the quality of a journal may be  
180 demonstrated, for example, by published rejection rates or impact factors. We suggest that the  
181 faculty member consult with senior faculty if there are questions about the most appropriate  
182 category for an item.

- 183  
184 ii. **Additional scholarly achievements:** There are a number of other products that are  
185 considered evidence of additional scholarly activity. Examples include, but are not  
186 limited to:  
187 a. External grant proposals (approved, but not necessarily funded)  
188 b. Internal grants or small external grants;  
189 c. Book chapters, books, conference presentations, invited addresses, and journal  
190 articles that do not meet the criteria set forth under major scholarly achievements (for  
191 example, more minor contributions, articles or chapters on which the candidate is a  
192 junior author).
- 193 D. Examples of evidence documenting Research/Creative Activity can be found in the CHABSS and University  
194 RTP policies

#### 195 **IV. Service**

##### 196 **A. Overview**

197 The faculty of the Psychology Department have a rich tradition of service given to the Department, College,  
198 University, and broader communities. Our department has functioned very well since its inception because faculty  
199 have taken service obligations very seriously. Consequently, service activities are highly valued and are an essential  
200 component of retention, tenure and promotion evaluations. In addition, to routine service that is required by each  
201 tenure line faculty member, we expect that all faculty will participate in additional service that is impactful and  
202 meaningful. The extent to which we have this expectation varies with rank, as described below.  
203

##### 204 **B. Impact of service**

205  
206 Documentation of service should be accompanied by a narrative of the impact of the service on the Department,  
207 College, University, community, or profession. A narrative of service impact may include a description of the nature  
208 of the work, the number of hours spent on tasks, the roles played on committees, and the outcomes of the work.  
209 Faculty should convey how the service activity is making a difference on campus, in the community, and/or in the  
210 profession.  
211

##### 212 **C. Levels of service**

213

- 214 i. **Routine service:** Routine service is expected of every tenure track faculty member regardless of  
215 commitments outside of the Department or University. Psychology faculty are expected to participate  
216 in routine service as part of their standard workload (15 WTUs). Faculty who are not teaching due to  
217 grant work or outside service commitments are still expected to routinely participate in Department  
218 activities (unless on sabbatical). On occasion, routine service might be considered more major service.  
219 For example, work on the Department curriculum committee may be quite extensive one year; that  
220 would not be considered routine service. It is up to the individual to explain the impact and  
221 importance of the service. The following tasks are considered routine service in the Psychology  
222 Department and should not be used as evidence of exemplary service when being considered for  
223 retention, tenure, or promotion:
- 224 a) Attendance at Department meetings
  - 225 b) Scribe for Department meetings (1-2 times per year, as needed)
  - 226 c) General academic advising
  - 227 d) Monitoring a page on the Psychology Department's website
  - 228 e) Conducting transfer/freshmen orientations as needed
  - 229 f) Service on the following department-level committees: GA/TA Committee; Policies and  
230 Procedures Committee; Budget and Equipment Committee
  - 231 g) Attendance at Master's proposals/defenses when one is not a committee member
  - 232 h) Participating in regular program assessment activities
  - 233 i) Participating in the program review process
  - 234 j) Participating in tenure-track search process (not a search committee member)
  - 235 k) Attendance at the Psychology Student Research Fair
  - 236 l) Attendance at the annual commencement ceremony
- 237
- 238 ii. **Major service:** These activities are expected of tenure line faculty members but are typically above  
239 and beyond routine service. Over time, service activity should be at the department, college and  
240 university and community levels, but may vary depending on the year and the faculty members'  
241 commitments and interests. It is expected that tenure line faculty will take increasing leadership within  
242 these activities as they progress in their career. Examples of major service include but are not limited  
243 to:
- 244
- 245 **1. Department level**
- 246 a) Department chair (typically limited to Full Professors but may in some circumstances be  
247 filled by a faculty member at the Associate Professor level)<sup>14</sup>
  - 248 b) Graduate Coordinator
  - 249 c) Because-I-Care (BIC) Resource Fair coordinator
  - 250 d) Childhood and Adolescent Development (CHAD) program chair
  - 251 e) Vivarium/Instructional Support Technician (IST) manager
  - 252 f) Research Fair advisors
  - 253 g) Human Participant Pool (HPP) coordinator
  - 254 h) Faculty advisor for course approvals
  - 255 i) PRC common members
  - 256 j) MA Thesis Committee work (routinely serve on more than 3 masters theses at a time)
  - 257 k) Program or curriculum development beyond routine changes
  - 258 l) Psi Chi/Psychology Student Organization (PSO) advisor

---

<sup>14</sup> The Department Chair is a time consuming job that is essential to the very existence of an academic department. Given the burden of this job, the Psychology Department is committed to a model whereby the Chair is rotated among Full Professors for one full term each. Faculty are added to the rotation when they are promoted to the rank of Full Professor. No one is exempt from the obligation to serve a full term as Chair, and thus newly promoted Full Professors should begin to think ahead, planning their research and other service such that they will be ready and able to assume the role of Chair when their time in the rotation arrives. Additionally, it is possible that under some circumstances, an Associate Professor may serve as chair. It is our hope that we will continue to add new tenure-track faculty to our department over time such that no faculty member needs to serve as Chair for more than one term or serve while an Associate Professor. However, faculty must be prepared to serve again if the rotation does not expand or serve as an Associate if circumstances warrant it.



- 259 m) Lecturer coordinator  
260 n) Psychology Academic Resource Lab (PARL) Coordinator  
261 o) Developing a major new departmental initiative  
262  
263 **2. College/University level:**  
264 a) Academic senator  
265 b) Chair or member of College or Academic Senate committee (e.g., FDC, CAPC, HAPC, FAC,  
266 APC, UCC, etc.)  
267 c) Task force participation  
268 d) Faculty Mentoring Program participant  
269 e) Regular participation in university events/open houses  
270 f) Special event chair (e.g., organizing a conference)  
271  
272 **3. Community/Professional Service level**  
273 a) Speaker, community event  
274 b) Reviewer for journals and conferences  
275 c) Professional presentations to university or community organizations  
276 d) Officer or committee member professional society  
277 e) Journal editor  
278 f) Board member
- 279 D. Examples of evidence documenting Service can be found in the CHABSS and University RTP policies

280 **V. Departmental expectations at Performance and Periodic Reviews**

281  
282 Although the areas of evaluation are the same for all levels, expectations differ for assistant, associate, and full  
283 professors. Retention recommendations will be based on evaluation of achievements of the faculty member in  
284 the three areas as well as an assessment of the faculty member's potential to be a productive department,  
285 college, and university citizen. Tenure and promotion recommendations will be based upon evaluations of the  
286 overall record of the faculty member in the three areas. Faculty members' accomplishments that were part of the  
287 record at the time of hiring or prior promotion generally are not considered in subsequent evaluation cycles,  
288 except as evidence of performance continuity or in the case of new hires who were awarded service credit.  
289

290 **A. Expectations for retention of probationary faculty**

- 291  
292 i. **Teaching:** Faculty are expected to clearly establish their effectiveness as instructors  
293 during the probationary period.  
294  
295 ii. **Research/Creative Activity:** In the first year, the faculty member is expected to  
296 establish a scholarly agenda. In the second and third years the faculty member is  
297 expected to present work at a major conference so that by the end of the third year  
298 there is at least one journal article in the publication pipeline. Major and additional  
299 scholarly achievements should then accumulate across successive reviews at a rate  
300 that will enable the faculty member to meet the scholarship standard at the time of  
301 tenure and promotion.  
302  
303 iii. **Service:** Service activities should reflect increasing levels of engagement starting  
304 with Department service in the first year or two and additional service at the College,  
305 University, and/or community level in the later probationary years. In the first year,  
306 service will primarily be routine department service. In the second and third years, in  
307 addition to routine Department service, the faculty member *may* include participation  
308 in some College or University committees or task forces. It may also include  
309 participating in community level events or programs. In the fourth through sixth  
310 years, service *should* include some major Department service in addition to routine  
311 service as well as some College or University level work. Service may also include

312 participation in local or professional community.

313

314 **B. Expectations for tenure and promotion to Associate Professor**

315

316 i. **Teaching:** The faculty member should have generated considerable evidence of  
317 excellence in teaching documented by effective course materials, student evaluations  
318 of teaching, and other relevant items.

319

320 ii. **Research/Creative Activity:** In addition to evidence of continuous engagement in  
321 scholarship, faculty should be able to demonstrate the sustainable nature and  
322 independence of their research programs by providing evidence of at least six (6)  
323 contributions, at least three (3) of which must be major scholarly achievements. Of  
324 the three major scholarly achievements, at least two (2) should be peer-reviewed  
325 journal articles on projects initiated after coming to CSUSM.

326

327 iii. **Service:** The record of service must include some major Department service in  
328 addition to routine service as well as some College or University level work. Service  
329 may also include participation in local or professional community.

330 **C. Expectations for promotion to Full Professor**

331

332 i. **Teaching:** The faculty member should show continued excellence in teaching, as  
333 evidenced by effective course materials and student evaluations of teaching that are  
334 not substantially below the mean scores for similar courses offered in the Department.

335

336 ii. **Research/Creative Activity:** The faculty member should demonstrate a sustained  
337 contribution to the scientific knowledge base of the discipline by providing evidence  
338 of at least six (6) scholarly achievements, of which three (3) must be major scholarly  
339 achievements. These achievements must have occurred after submission of the file  
340 for tenure/promotion; therefore, only items that were not included in or added to the  
341 WPAF for tenure/promotion will be considered.

342

343 iii. **Service:** After earning tenure and promotion, service should continue at the  
344 Department level and must also include some leadership positions within the College,  
345 University or larger community (e.g., chair of a College committee; leadership in a  
346 professional group).

347 **D. Expectations for post tenure periodic review after promotion to Full Professor**

348

349 i. Faculty are expected to remain engaged in teaching, scholarship, and service.

350

351 ii. The Department recognizes that, after promotion to Full Professor, a faculty career  
352 may take a variety of forms. Therefore, the weight given to each of the three areas  
353 may differ among faculty.

354 **E. Expectations for faculty hired with service credit**

355

356 When faculty join CSUSM with service credit based on their work elsewhere, expectations for their teaching,  
357 scholarship, and service will be applied based on their credited service time plus their CSUSM service time. For  
358 example, an Assistant Professor who arrived with one year of service credit who is being reviewed after one year at  
359 CSUSM will be evaluated by the standards appropriate for a faculty member who has completed two years.

359

**FAC Memo to Executive Committee**

RE: Post Tenure Periodic Evaluation

4/9/14

The Executive Committee had requested that FAC add a requirement to the document (relevant section below) that all Candidates for Post Tenure Periodic Evaluation (now to be renamed Periodic Evaluation of Tenured Faculty or PETF) shall include all course evaluations.

Policy Section 3.B.1

*All teaching faculty shall include consideration of student evaluations of teaching as partial evidence of teaching effectiveness. This consideration may take various forms; for example, a description of student evaluations may be included in the narrative, or a page from the summary statistics provided with the student evaluations of instruction obtained for each of the chosen classes, or a single table summarizing item statistics for all courses to be highlighted in the review may be included with the ~~PTPE~~-PETF.*

Upon reflection and discussion, FAC declined to do so, reasoning that this was not required by the policy, the CBA, nor was it a change FAC wanted to elect to make because it would fundamentally change the nature of this evaluation.

In response, EC directed FAC to consult with CFA and the administration, based on the idea that the CBA in fact directed that all course evaluations be included. FAC requested a written response from both CFA and the Administration, which are included in full here:

From Michelle Hunt:

*As CFA mentioned, below, the CBA and our campus require student evaluations of instruction to occur for all courses taught. Article 15.15 specifically mentions the word "all." CSUSM abides by that requirement, ensuring the evaluations are completed and incorporated in PAFs.*

*In comparison, the CBA does not clearly dictate how, or in what amount, the student evals are to be "considered" in post tenure evaluations. Article 15.34 does not use the word "all." Thus, I agree with CFA that the campus has room to determine how the evaluations should be considered. A policy could be written to require all, which would be consistent with evaluations for lecturers or candidates for tenure and promotion; or Senate could chose to continue past practice, treating those with tenure differently by allowing flexibility in how the student evals are considered.*

From Besosa for CFA:

*The CBA requires that student evaluations of teaching be conducted for faculty who teach (15.15) and that the results of these evaluations be placed in faculty PAFs, which can now be done electronically by extension (15.15). Student evaluations are part of periodic evaluation (15.21) and performance review procedures (15.37).*

*It is up to the senate to determine in what form the student evaluations of teaching are represented or "considered" in evaluation/review files. The senate may want to consider that the post tenure review procedure be consistent in this matter with other evaluation/review procedures so as to avoid confusion.*

For everyone's reference, the relevant CBA section is:

CBA 15.34

*For the purpose of maintaining and improving a tenured faculty unit employee's effectiveness, tenured faculty unit employees shall be subject to periodic performance evaluations at intervals of no greater than five (5) years.*

*Participants in the Faculty Early Retirement Program (FERP) shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator. Such periodic evaluations shall be conducted by a peer review committee of the department or equivalent unit, and the appropriate administrator. For those with teaching responsibilities, consideration shall include student evaluations of teaching performance.*

On 3/24/14, after being briefed on the EC feedback and reviewing the responses from CFA and the Administration, FAC considered the question: Does FAC wish to change the instructions about student evaluations? Since the

CBA allows the faculty to define how to implement the CBA, and since neither the CFA nor the administration believes that this change is required, FAC declined to make the change. The vote was unanimous.

FAC's revision will make the Periodic Evaluation of Tenured Faculty process more clear to all involved, and maintains it as a "periodic performance evaluation" (CBA) that is a distinctive from other evaluations. FAC emphasizes that university policy requires that all Candidates for retention, tenure and promotion include all student evaluations in the WPAF. In contrast, the Periodic Evaluation of Tenured Faculty is not concerned with retention, tenure or promotion but rather serves to provide feedback to faculty members on their "effectiveness" in order "to maintain and improve faculty performance" (PETF preamble).

1  
2 *Post-Tenure Review Policy*

3  
4 *FAC Rationale*

5 *FAC has approved changes to the "Post-Tenure Review Policy" (Approved by the Academic Senate*  
6 *04/06/2005). Overall, the main change is to distinguish between the periodic evaluation for tenured*  
7 *faculty who have the rank of Associate Professor and tenured faculty with the rank of Full Professor.*

8  
9 *In section III.B, we rewrote the entire section to remove the menu of three options for their report and*  
10 *now require all Candidates to follow one format for the report. By requiring all Candidates to present a*  
11 *comprehensive curriculum vitae (in the format recommended for the WPAF) and a narrative of between*  
12 *1,250-1,750 words (five-to-seven pages), we have changed the report into something we believe will be*  
13 *more useful to all post-tenure Candidates, and will also be more useful for PRC members and deans.*

14  
15 *As result of the detailed discussion, the following changes were also made:*

16

<i>The official document is entitled "Post Tenure Review Policy." The document calls the process "Post Tenure Periodic Evaluation (PTPE)." FAC has voted to change the name of the document and the process to "Periodic Evaluation of Tenured Faculty" (PETF), to cohere with the CBA.</i>
---

<i>The rule stating that FERP faculty "...shall maintain their five-year review cycle" was removed because the rule has changed in the new CBA.</i>
---

<i>In appropriate instances, the "faculty" member is referred to as "Candidate," which is the format of the updated University RTP document.</i>
--

<i>A line was added to encourage but not require that the Candidate submit the Periodic Evaluation of Tenured Faculty (PETF) electronically.</i>
--

<i>An established step in the process was made explicit in the document by adding the sentence: "The PRC will review the PETF and write a summary report."</i>
--

17

18 |

19 **I. Introduction**

20  
21 The purpose of Post-Tenure Periodic Evaluation of Tenured Faculty (PTPE) (PETF) is to provide periodic feedback  
22 to faculty members<sup>15</sup> on their effectiveness in all areas considered for retention, tenure, and promotion in order to  
23 maintain and improve faculty performance in the interest of carrying out the university's mission.

24  
25 ~~PTPE~~ **(PETF) should be seen as is an important part of a faculty member's professional growth,**  
26 **which provides faculty members with a regular opportunity to assess and revise**  
27 **their professional development plans and goals and may serve different needs at**  
28 **different points in the faculty member's career.**

- 29 • For faculty aspiring to promotion to Full Professor, the PETF will provide feedback about  
30 maintaining and improving the faculty member's effectiveness and also feedback about  
31 strengths and weaknesses relevant to a future application for promotion to full professor.
- 32 • For faculty who have achieved the rank of Full Professor the PETF will provide feedback  
33 about maintaining and improving the faculty member's effectiveness.

34  
35 **II. Required Review Intervals**

- 36  
37 A. Faculty unit employees not being considered for promotion are subject to review every five years  
38 following the awarding of tenure.
- 39  
40 B. Faculty on sabbatical or leave of absence during the scheduled year of review shall undergo ~~PTPE~~  
41 PETF upon return to campus in the first Spring semester upon their return to campus following the  
42 regular timeline per Section III.C. of this policy.
- 43  
44 C. Faculty who are participating in the Faculty Early Retirement Program (FERP) ~~shall maintain their~~  
45 five-year review cycle shall not be required to undergo evaluation unless an evaluation is  
46 requested by either the FERP participant or the appropriate administrator.

47  
48 **III. Procedure and Timeline**

- 49  
50 A. A peer review committee (PRC) of the department or equivalent unit and the Dean/Director of the  
51 College/Library/unit shall conduct the ~~PTPE~~ PETF.
- 52  
53 B. ~~PTPE~~ PETF Report -- Faculty undergoing a fifth-year ~~PTPE~~ PETF shall submit a ~~PTPE~~ PETF  
54 report. The ~~PTPE~~ PETF report shall address the faculty member's work in all areas considered for  
55 retention, tenure, and promotion for the years under review. For faculty with teaching  
56 responsibilities, the ~~PTPE~~ PETF report will cover the areas of Teaching, Research/Creative  
57 Activity, and Service. For librarians, the ~~PTPE~~ PETF report will cover the areas of Professional  
58 Performance, Research/Creative Activity, and Service. For SSP-ARs, the ~~PTPE~~ PETF report will  
59 cover the areas of Professional Performance, Professional Development, and Service.

- 60  
61 1. The PETF Report shall consist of:
  - 62 • A comprehensive curriculum vitae (in the format recommended for the WPAF).  
63 For instructional faculty, the CV shall contain sections on Teaching,  
64 Research/Creative Activity, and Service. For librarians and SSP-ARs, the CV  
65 shall contain a section of Professional Performance/Professional Development,  
66 Research/Creative Activity, and Service.
  - 67 • A narrative of 1,250-1,750 words (approximately 5-7 pages) highlighting the  
68 Candidate's accomplishments during the period covered in the PETF.
    - 69 ○ The Candidate should indicate their goals for the evaluation, including  
70 if they believe they may apply for promotion to full professor following  
71 the PETF.
  - 72 • All teaching faculty shall include consideration of student evaluations of  
73 teaching as partial evidence of teaching effectiveness. This consideration may  
74 take various forms; for example, a description of student evaluations may be  
75 included in the narrative, or a page from the summary statistics provided with  
76 the student evaluations of instruction obtained for each of the chosen classes, or

<sup>15</sup> The term "faculty member" refers to instructional faculty, librarians, and SSP-ARs.

77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135

a single table summarizing item statistics for all courses to be highlighted in the review may be included with the ~~PTPE~~ PETF.

2. The ~~Candidate~~ faculty member shall submit a copy of the ~~PTPE~~ PETF report to the office of the Dean/Director of the College/Library/unit.

~~In recognition that PTPE may serve different functions at various points in a faculty member's career, the PTPE report may take one of three possible forms. The faculty member under review shall determine the form best suited for the particular PTPE review. The forms are as follow:~~

- a. ~~A complete curriculum vitae (in the format recommended for the WPAF<sup>16</sup>) and up to a three page narrative highlighting the faculty member's accomplishments since the last review. The complete CV shall contain sections on Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~
- b. ~~Five annual reports and up to a three page narrative highlighting the faculty member's accomplishments since the last review. Each annual report shall contain sections on Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~
- e. ~~A five to seven page narrative highlighting the faculty member's accomplishments in Teaching (for instructional faculty) or Professional Performance/Professional Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate), and Service.~~

- 2. ~~All teaching faculty shall include consideration of student evaluations of teaching as partial evidence of teaching effectiveness. This consideration may take various forms; for example, a description of student evaluations may be included in the narrative, or a page from the summary statistics provided with the student evaluations of instruction obtained for each of the chosen classes, or a single table summarizing item statistics for all courses to be highlighted in the review may be included with the PTPE.~~
- 3. ~~Any reviewer may request of the candidate additional information on their PTPE report.~~
- 4. ~~Upon the request of the PRC and/or the Dean/Director, faculty shall be prepared to provide evidence of accomplishments listed in the annual reports.~~

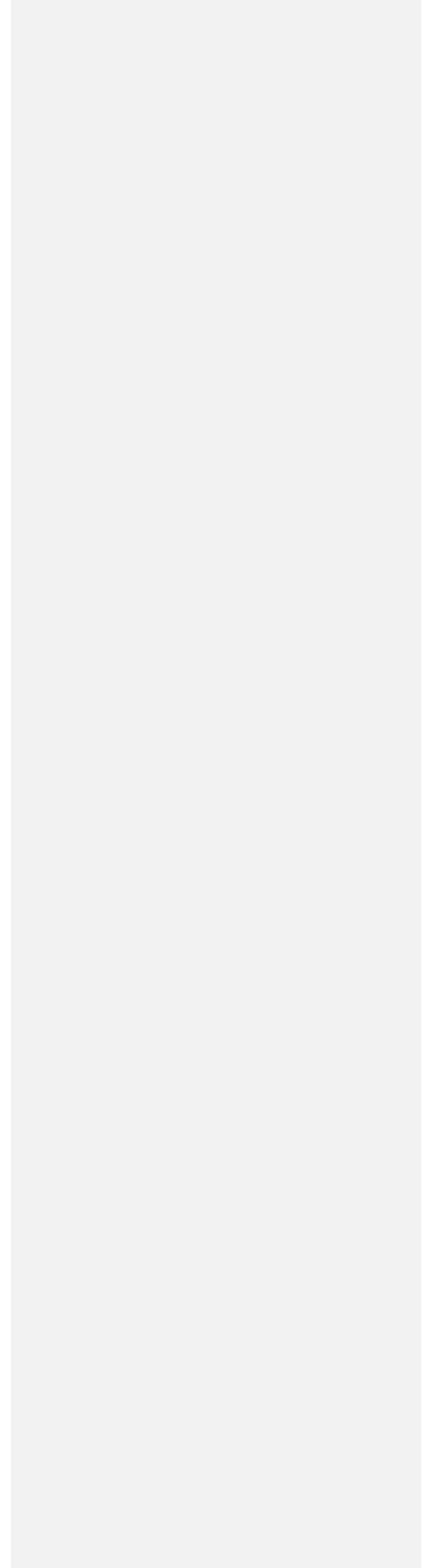
C. Evaluation of the Candidate's Report

- 1. The PRC shall review the Candidate's report and write a summary report. If the Candidate has stated that they may apply for promotion to full professor following the PETF, the PRC shall provide feedback about strengths and weaknesses.
- D. 2. The Dean/Director will review the PTPE Candidate's report and the PRC report, and write a summary report. If the Candidate has stated that they may apply for promotion to full professor following the PETF, the Dean/Director shall provide feedback about strengths and weaknesses.
- E. 3. The faculty member Candidate shall be provided a copy of the PRC and Dean/Director reports.
- F. 4. The PRC chair and the Dean shall meet with the faculty member-Candidate, upon completion of his or her evaluation to discuss strengths and weaknesses. If necessary, a plan for improvement will be developed that shall include periodic status reports.
- G. 5. The faculty member Candidate may submit a written response to the PTPE assessment.

<sup>16</sup> Please refer to the RTP Handbook produced by the Faculty Center.  
Page 47 of 68

- 136 | H. 6. A copy of the PRC’s report, the Dean’s/Director’s summary report, the improvement plan  
 137 | (if any), and the ~~faculty member~~ Candidate’s response (if any) shall be placed in the ~~faculty~~  
 138 | ~~member~~ Candidate’s Personnel Action File.  
 139 |  
 140 | I. 7. Academic units may develop guidelines for the appropriate level of performance in each  
 141 | of the areas covered by the ~~PTPE~~ PETF report.  
 142 |  
 143 | J. 8. ~~PTPE~~ PETF Calendar  
 144 |  
 145 | 6 **March 1: Fifth-year ~~PTPE~~ PETF reports due**  
 146 | April 1 PRC report due to ~~faculty member~~ Candidate  
 147 | May 1 Dean/Director’s summary due  
 148 | End of semester Meeting with PRC chair and Dean complete





2 **Rationale:**

3 *FAC deleted anything that directly reiterated the University policy to avoid the need to change this document if the*  
4 *University policy is updated. This is a supplementary document that serves to document the unique requirements for*  
5 *CHABSS Lecturers.*

6  
7 **College of Humanities, Arts, Behavioral & Social Sciences**  
8 **Evaluation of Lecturer Faculty Unit 3 Employees**  
9

10 **I. Purpose**

11 The purpose of this ~~policy document~~ is to provide additional ~~procedures-standards~~ for periodic **evaluation**  
12 ~~and performance review~~ of Lecturer Faculty in CHABSS. This ~~policy document~~ is in accordance with the  
13 Collective Bargaining Agreement (CBA), and the University ~~Policy of Lecturer Evaluation FAC 389-12. Procedure~~  
14 ~~for Periodic Evaluation of Lecturer Faculty (UPPELF)~~. In the case of any conflict or omission, the University-wide  
15 procedure shall be considered authoritative. This document provides ~~additional requirements of CHABSS lecturers,~~  
16 ~~over and above those stated in the University policy guidelines so that:~~ (1) the Lecturer Faculty can (a) prepare for  
17 periodic evaluations, (b) receive feedback to improve teaching and enhance student learning; (2) evaluators are  
18 informed about the procedures for the evaluation of Lecturer Faculty; and (3) appropriate administrators can make  
19 decisions about reappointment and other personnel actions relating to Lecturer Faculty based on proper assessments  
20 and documentations.

21 **II. Procedure**

22 **A. General Procedure**

23 1. Within fourteen (14) days from the first day of the academic term the Dean/Associate Dean's office will  
24 provide all Lecturers in the College of Humanities, Arts, Behavioral and Social Sciences (hereafter CHABSS) a  
25 copy of this ~~Policy document~~.

26 2. Within ten (10) days from the start of each semester, the Dean's office shall provide Department Chairs  
27 or their equivalents a list of the names of all Lecturers who will be evaluated in their departments at the end of that  
28 semester. It shall be the responsibility of the Department Chair to notify the Dean within ten (10) days of the receipt  
29 of the list of any changes to the list.

30 3. Within fourteen (14) days from the first day of the academic term, Department Chairs shall inform all  
31 eligible Lecturers about their forthcoming evaluations.

32 4. Each academic department shall have the right to establish its own written ~~policy-standards~~ on the  
33 evaluation of its Lecturers. Where such ~~policy-standards are~~ established ~~it~~ they must be consistent with the CBA,  
34 and meet or exceed the minimum requirements outlined by ~~the University and CHABSS documents~~ policies. Any  
35 such ~~policy-standards~~ shall be reviewed by the College Faculty Development Committee and the University Faculty  
36 Affairs Committee to ensure compliance with the CBA and CHABSS ~~policies-standards~~ before adoption. Where  
37 such ~~policy-standards are~~ established, which may include additional Department ~~standards-requirements~~ for the  
38 WPAF contents, the Lecturers within the department shall be provided a copy of that policy within 14 days from the  
39 first day of the academic term. ~~Criteria must be appropriate to Lecturer assignments.~~

40 5. All Lecturers are responsible to consult ~~the University Procedure for Periodic Evaluation of Lecturer~~  
41 ~~Faculty Evaluation Policy~~. It is also the responsibility of Lecturers to meet the deadlines established by  
42 ~~Timetables for the Periodic Evaluation of Lecturer Faculty~~ published by the Office of Faculty Affairs.

43 6. ~~Reviewing for the completeness of the WPAF for a Lecturer under review shall be the responsibility of~~  
44 ~~(a) the Chair of the department (or equivalent) in the case of a Lecturer hired for one semester or less or in the case~~  
45 ~~of a part-time Lecturer not eligible for a three-year appointment, and (b) of the Peer Review Committee (hereafter~~  
46 ~~PRC) in all other cases.~~

47 7. ~~Adding material to the WPAF after it is declared complete may be allowed only with the approval of~~  
48 ~~the PRC (where applicable), and the appropriate administrator, and as elaborated by paragraph III.E. of the~~  
49 ~~university Procedure for Periodic Evaluation of Lecturer Faculty.~~

50 8. If a classroom visit is a required part of the evaluation, a notice to the Lecturer shall be provided at  
51 least five (5) days prior to the classroom visit (CBA 15.14). There ~~shall~~ be consultation between the peer  
52 observer and the Lecturer to schedule a classroom visit that is convenient for all parties. The Lecturer shall be  
53 provided an opportunity following such a visit to discuss the visiting evaluator's report.

54 9. Once a recommendation is made at any level of the evaluation, it shall be provided to the Lecturer  
55 under review in writing. The Lecturer may respond to the recommendation within ten (10) calendar days of  
56 receiving the recommendation. The response shall be filed at the office of the Dean, who will sign and provide a  
57 copy to the Department Chair ~~or PRC, as appropriate~~. The Department Chair ~~or PRC~~ may respond to the  
58 Lecturer's written rebuttal within ten (10) calendar days of receipt of the rebuttal. No formal, written response to a  
59 Lecturer's rebuttal is required.

60 10. PRCs shall be composed of tenured faculty only. Probationary and Lecturer Faculty, upon request by  
61 the Lecturer being evaluated, may provide peer input, but shall not be allowed to participate in deliberations or  
62 make recommendations.

63 11. Any Lecturer under review can request an opportunity for peer input.

64 6. Once provided with the evaluation, the Lecturer shall sign and return the evaluation form(s), and retain  
65 a copy. The Department Chair or PRC may arrange a meeting with the lecturer to review the evaluation. In the  
66 case where the Department Chair or PRC does not arrange a meeting to review the evaluation, the Lecturer may  
67 request a meeting with the Department Chair, PRC or appropriate administrator to discuss the evaluation within ten  
68 (10) calendar days of receiving it. 13. Per CBA 11.1 all personnel actions including reappointment decisions shall  
69 be solely based on the Lecturer's Personnel Action File (PAF).

### 70 **B. Particular Procedure**

71 1. A Lecturer hired for one semester or less shall be evaluated at the discretion of the Department Chair  
72 or the equivalent authority. Also, the lecturer may request an evaluation to be performed. It is the college's policy  
73 to encourage department chairs or their equivalents to review Lecturers hired for one semester or less.

74 2. A Part-Time Lecturer Not Eligible for a Three-Year Appointment shall be evaluated on an annual  
75 basis. The evaluation shall be performed by the Department Chair or equivalent. The evaluation shall include  
76 Student Evaluations of the Lecturer (if applicable).

77 3. A Full-Time Lecturer Not Eligible for a Three-Year Appointment shall be evaluated on an annual  
78 basis. The evaluation shall include (a) Student Evaluations of the Lecturer (if applicable); (b) an evaluation by a  
79 PRC (if applicable) and; (c) evaluation by the appropriate administrator.

80 4. A Full or Part-Time Lecturer Eligible for an initial Three-Year Appointment shall be evaluated in  
81 the academic year preceding the issuance of a three-year appointment" (UPPELF). This evaluation shall include (a)  
82 Student Evaluations of Instruction (if applicable); (b) an evaluation by a PRC (if applicable) and; (c) evaluation by  
83 the appropriate administrator. Per CBA 15.28, the Lecturer's "cumulative work performance during the entire  
84 qualifying period for a three-year appointment" shall be subject to evaluation. The evaluators shall rate the  
85 Lecturer's performance as "satisfactory" or "unsatisfactory." Further elaboration on this procedure is provided by  
86 CBA 15.28.

87 5. A Full- and Part-Time Lecturer Holding a Three-Year Appointment shall be evaluated in the third  
88 year of his/her appointment. The Lecturer may be evaluated more frequently upon their request or at the  
89 request of the President or designee (CBA 15.26). This evaluation shall include (a) Student Evaluations of  
90 Instruction (if applicable); (b) an evaluation by a Peer Review Committee (if applicable) and; (c) evaluation by the  
91 appropriate administrator. Per CBA 15.28, the Lecturer's "cumulative work performance during the entire  
92 qualifying period for a three-year appointment" shall be subject to evaluation. The evaluators shall rate the  
93 Lecturer's performance as "satisfactory" or "unsatisfactory." Further elaboration on this procedure is provided by  
94 CBA 15.29.

95  
96 1. All lecturers shall be evaluated on a regular basis in accordance with the type and term of their appointment  
97 per Section IV of the UPPELF University Lecturer Evaluation Policy.

98 2. CHABSS policy is to encourage Department Chairs or their equivalents to review Lecturers hired for one  
99 semester or less.

### 100 101 **III. Working Personnel Action File (WPAF)**

102 1. All Lecturers shall submit a working personnel action file (WPAF) to their respective Department Chair or  
103 equivalent according to the [Timetables for the Periodic Evaluation of Lecturer Faculty published by the Office of](#)  
104 [Faculty Affairs](#) timelines for their type and term of appointment. Failure to submit a WPAF, or submitting an  
105 incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted according to established timelines  
106 and no evaluation takes place, performance of the temporary faculty is deemed satisfactory. In such cases,  
107 temporary faculty may request to be evaluated by the appropriate administrator.

108 2. The WPAF shall include the following as appropriate to the terms of the appointment:

- 109 a) WPAF Checklist, completed and signed by the Lecturer
- 110 b) Index of Materials
- 111 c) A current curriculum vita
- 112 d) A reflective statement of no more than three pages on specific successes and/or challenges of each course taught  
113 during the evaluation period
- 114 e) Copies of all prior periodic evaluations and performance reviews
- 115 f) A list of all courses taught each semester in the evaluation period
- 116 g) A syllabus for each course taught in the evaluation period
- 117 h) A representative sample of examinations and assignment materials for each course
- 118 i) Student evaluations for each section of each course in which student evaluations were conducted, including all  
119 University prepared numerical analyses and all student comments. When student evaluations for the current

120 semester are not available at the time the Working Personnel Action File (WPAF) is submitted, the Dean or the  
121 Department Chair shall add them to the WPAF as soon as they are received  
122 j) Evidence of scholarly/creative activity and/or service if appropriate to the terms of appointment;  
123 k) Other materials deemed pertinent to evaluating the area of teaching, e.g. peer input, evidence of innovative  
124 pedagogy, curriculum development, teaching awards, students supervised (independent study, etc.), student advising  
125 or mentoring;  
126 L) Mailing address to which a copy of the Lecturer's evaluation may be sent.  
127 A copy of the relevant university procedure, and all college/division, and department/program Lecturer evaluation  
128 criteria

129 2. In addition to the required WPAF elements in UPPEL referenced in Section V.B. of the University Lecturer  
130 Evaluation Policy, CHABSS Lecturers are also required to include:

- 131 a) \_\_\_\_\_ A reflective statement of no more than three pages on specific successes and/or challenges of each course  
132 taught during the evaluation period  
133 a)b) \_\_\_\_\_ Evidence of scholarly/creative activity and/or service if appropriate to the terms of appointment

134  
135  
136 **IV. Forms for Evaluation of the Lecturers [hyperlink to PDF to be**  
137 **incorporated]**

- 138 1) Form A: Department Chair Evaluation  
139 2) Form B: Peer Input to the Evaluation  
140 3) Form C: PRC Evaluation

1                                      **BLP: Moving Self-Support Academic Programs to State Support**  
2

3    **Rationale:** *As CSUSM first contemplated opening new academic programs via Extended Learning as fully*  
4 *self-support programs, many asked how such programs might be moved "stateside" once California's*  
5 *budget situation improved and CSUSM could again contemplate enrollment expansion. As we stand now at*  
6 *the cusp of such long-awaited growth, we should examine how such moves might happen. While it is*  
7 *possible to bring self-support programs into the state-supported budget, the benefits and costs (including*  
8 *potential costs to other stateside programs) must be evaluated before any such moves are made. Such a*  
9 *proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent,*  
10 *consultative process for considering whether existing self-support programs should be moved to the*  
11 *"stateside" budget. We are aware of no such proposals at this time; this document is intended as a*  
12 *preemptive measure to allay possible concerns.*  
13

14 **Definition:** Policy and procedure for the moving of self-support, for-credit programs to state support  
15

16 **Authority:** The President of the University.  
17

18 **Scope:** Self-support, for-credit programs considered for moves to ~~EL~~ the state budget  
19

20 **Principles:** Any proposed move of a self-support program to the state-supported budget would require  
21 consideration of the following:

- 22 1. What potential costs and benefits will accrue to a self-support program moved to the  
23 state-supported budget? For example:
- 24     a. how would moving the program stateside affect student tuition/fees?
  - 25     b. can we anticipate any impact on student recruitment?
  - 26     c. what impact can we anticipate on revenues?
  - 27     d. how would currently enrolled students be affected?
- 28 2. What potential costs and benefits will accrue to other existing state-supported programs  
29 and other units if an existing self-support program is moved to the state-supported  
30 budget?
- 31     a. what is the anticipated effect on FTES?
  - 32     b. what existing (and new) program costs would be added to the Academic Affairs  
33         budget? These costs should include FTES, FTEF, Library resources, IITS, advising  
34         and other staff resources, and lab and any equipment costs.
  - 35     c. any other potential impacts on existing stateside programs should also be taken  
36         into account, including space needs and prioritizations for space assignments.
- 37 3. Any other potential costs and benefits, including those to the community and the region,  
38 should be addressed.
- 39 4. Given the need for thoughtful planning, such programs should be incorporated into the  
40 respective unit's 3-year rolling plans in a timely fashion. If the program is not on its  
41 respective unit's 3-year plan when the proposal is submitted for review, the proposer should  
42 explain why that is the case.  
43

44 **Process:** When the Academic Senate is asked to approve any new program, the Budget & Long-Range  
45 Planning (BLP) committee assesses likely resource impacts. Moving existing self-support offerings to  
46 the state-supported budget requires a re-assessment of resource impacts. Before any existing self-  
47 support program moves to the state-supported budget, a proposal addressing all of the points noted  
48 above shall be developed by a current CSUSM faculty member. The review of that proposal, submitted  
49 by a faculty member from within the program in question, will include the following steps:

- 50 1. review by any appropriate College-level committees;  
51 2. review by the Dean of the appropriate College(s) as well as the Dean of Extended  
52 Learning;  
53 3. review by BLP;  
54 4. consideration for approval by the Academic Senate.  
55

**Dual Listing  
Definition**

This policy governs the mechanism for offering undergraduate and graduate courses as dual-listed courses.

**Authority**

*The president of the university*

**Scope**

*This policy applies to all CSUSM undergraduate courses..*

4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

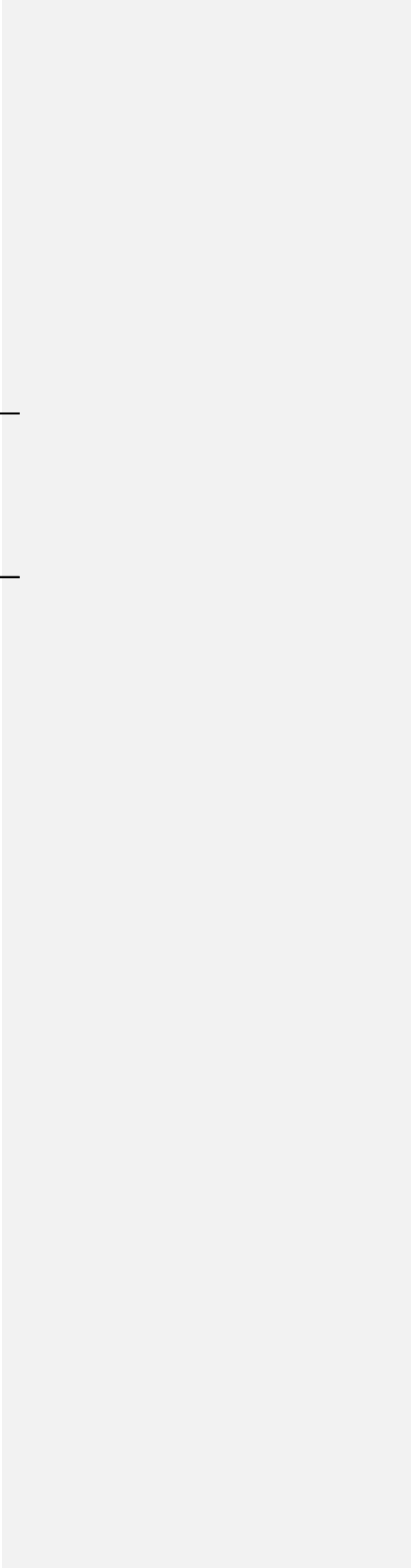
\_\_\_\_\_  
Karen S. Haynes, President

\_\_\_\_\_  
Approval Date

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

\_\_\_\_\_  
Graham E. Oberem  
Provost and Vice President for Academic Affairs

\_\_\_\_\_  
Approval Date



18 **Dual Listing of Lower-Division and Upper-Division Courses**

19 **Preamble**

20 California State University San Marcos allows departments to offer lower-division (100- or  
21 200-level) undergraduate courses with upper-division (300- or 400-level) courses having  
22 similar course content in a dual-listed arrangement with a single instructor and a common  
23 meeting schedule. The dual-listing of lower-division courses with appropriate upper-division  
24 courses is a means of facilitating course offerings in circumstances where limited resources  
25 would prohibit the offering of courses in the same subject area at both levels concurrently.  
26 Such dual-listing could be quite appropriate in studio or activity-based courses. Dual-listing  
27 of courses may be necessary in order to provide sufficient offerings within some subject  
28 areas. This policy addresses the need to ensure the quality and rigor of dual-listed courses.

29

30 **I. CRITERIA**

31 In order to ensure the integrity of the degree programs and the individual courses that may  
32 be used to meet graduation requirements, approval to offer courses in a dual-listed  
33 arrangement is subject to the following conditions.

34 A. The lower-division and upper-division courses must cover similar course content. The  
35 titles and descriptions of the two courses must reflect the similarity of the subject matter.  
36 The courses must meet in the same classroom at the same time and have the same  
37 instructor.

38 B. Dual-listed course pairings normally consist of one 200-level and one 300-level course.  
39 Exceptions to 200- and 300-level pairing should be rare and occur only under extreme  
40 circumstances. A strong rationale must accompany proposals, and only the following pairing  
41 exceptions will be considered:

42 1. 100- and 300-level

43 2. 200- and 400-level

44 C. 100-level courses may not be paired with 400-level courses.

45 D. A lower-division course may not be dual-listed with an upper-division course that is dual-  
46 listed with a graduate course.

47 E. Dual-listed offerings must be arranged through the use of regular courses which are  
48 published in the General Catalog or Catalog Addendum, and the course descriptions must  
49 indicate that the courses can be dual-listed. The course descriptions must also include a  
50 statement regarding whether students who have received credit for the lower-division  
51 course can subsequently receive credit for the upper-division course.

52 F. Students who have completed the upper-division course for credit may not take the  
53 lower-division for credit.

54 G. Any course that is cross-listed with a dual-listed course is considered to be dual-listed  
55 and is governed by this policy.

56 H. Independent study, research and internship courses for which independent student work  
57 is the primary mode of instruction may not be used as part of a dual-listed arrangement.

58 I. If the total enrollment of the dual-listed courses meets minimal enrollment expectations  
59 for at least one of the courses of the pair, the dual-listed courses shall be considered to  
60 have met minimal enrollment.

61 J. The *Class Schedule* should make clear, by means of class notes, that dual-listed courses  
62 meet with the same instructor at the same time and location, but that the two courses have  
63 different requirements reflecting the different course levels.

64 K. Course proposals must be submitted and approved separately for each of the courses in  
65 the proposed pairs through the campus curricular review process. The course proposals  
66 must address the following:

67 1. Both course proposal forms must specify that the courses are dual-listed;

68 2. Justification for the dual-listing must be attached to each of the proposals;

69 3. Specification of the requirements for the upper-division course must clearly  
70 delineate greater expectations and additional requirements for the upper-division  
71 students, appropriate to the field of study. At the time of the review of the dual-  
72 listing, syllabi for both courses complete with course descriptions, course readings  
73 and activities, and Student Learning Outcomes (SLOs) will be submitted to all  
74 curriculum committees as support for the dual-listing.

75 a. Examples of greater expectations may include that upper-division students  
76 conduct more of their work independently and/or demonstrate a higher level  
77 of skill.

78 b. Examples of additional assignments might include significant research  
79 papers, oral presentations of research on course assignments, and/or the  
80 demonstration of more sophisticated laboratory or studio skills than those  
81 required of students in the lower-division course.

82 4. The proposal must specify whether students who have completed the lower-  
83 division course for credit are allowed to take the upper-division course for credit. If  
84 so, the proposal must explain how it is appropriate for students to be able to receive  
85 credit for both courses.

86 5. Proposals for dual-listing of courses can be submitted at the same time as the  
87 proposals for review of the courses as new courses. Approval of the courses is not  
88 contingent upon approval of the dual-listing; however, dual-listing is contingent upon  
89 the approval of the courses. Proposals for dual-listing of courses can be submitted  
90 for already-existing courses if accompanied by a complete syllabus for both courses.

91 6. The Associate Vice President for Academic Programs can approve a temporary  
92 dual-listing of two courses while a dual-listing proposal is under review in the  
93 curriculum approval process. In this situation, the description of the courses is not  
94 changed in the General Catalog but the dual-listing is to be noted in the class notes.  
95 So item E of this policy (on the General Catalog) does not apply in such a temporary  
96 situation, but item J (on the Class Schedule) does.

97

## 98 **II. PROGRAM REVIEW**

99 All proposals for the dual-listing of courses, as well as any exceptions to the provisions of  
100 this policy, shall be reviewed through the campus curricular review process. As with all  
101 courses, the curricular review process will ensure that the above-stated conditions are  
102 satisfied and that the use of dual-listed courses preserves or enhances the quality of  
103 undergraduate programs of the University.

104 In light of the special status of dual-listed courses, it is expected that the review of these  
105 courses will be especially thorough.



## STANDING COMMITTEE REPORTS

### BLP

**P-form Reviews:** We have completed reviews of the following p-forms: certificate in Applied Behavior Analysis (from CEHHS); B.S. in Speech Language Pathology (from CEHHS), M.S. in Speech Language Pathology (from CEHHS). We are currently reviewing a post-bac certificate in Pre-Health Professions (CSM).

**Extended Learning documents:** BLP's proposed policy/procedures document for expanding existing stateside programs to EL delivery is on today's Senate agenda for a second reading. Our policies/procedures document for moving EL programs stateside should be on the agenda for a first reading.

### FAC

FAC has approved a meeting time for the entire Academic Year 2014/2015: M 10am-12pm.

FAC is currently reviewing: (1) Emeritus Policy; and (2) CSM Policy and Procedures for the Nomination and Election of Peer Review Committees

FAC has completed its review of (1) the Post Tenure Review document; (2) RTP Standards for the Department of Psychology; and, (3) CHABSS Lecturer Evaluation Policy

Next in the queue are:

- CEHHS Speech Language Pathology RTP (Referred 11/11/13)
- CEHHS Social Work RTP (Referred 2/19/14)
- CEHHS School of Nursing RTP (Referred 3/11/14)

FAC is informed that RTP Documents from Economics and History are in revision/review between the CHABSS Faculty Development Committee, dean's office, and the departments.

The FAC chair and Lecturer Representative are participating in a joint task force with NEAC on lecturer inclusion. The task force hopes to bring to the senate this AY a proposal to increase lecturer representation in the Academic Senate.

### GEC

- New GE Mission statement approved at last Senate meeting
- Preparing updated guidelines on syllabi content – working with APC
- Processing lower division GE recertifications. 105 total courses, 36 submitted, 22 recertified, 7 in revision, 7 on the docket.
- A working list of GE programs student learning outcomes was given as an information item on last month's agenda. These are student learning outcomes that are intended to be assessed as a measurement of the broad function of the GE program. GEC asks for feedback on them, but does not propose to make them policy, so as to avoid a struggle over exact wording. It seems to make more sense to have more flexibility to alter them if that appears helpful in the assessment process. The proposed assessment plan will involve assessing one of these outcomes across campus (but not in every course) per semester over the next five years.
- Golden Four Task Force under way to study challenges surrounding raising the minimum grade in Golden Four courses from D- to C.
- Certified NURS 210/211 for area E; ANTH 379 for DD; COMM 410 for DD; GBST 390-4 for CC;
- Working on GE assessment plan for the coming years

### LATAC

LATAC continues to develop a revised charge to update the committee's role. The committee is coordinating with APC on developing definitions of online, hybrid, and face to face courses, working on an open access policy with Carmen Mitchell from the Library, and providing input on a social media policy.

**NEAC**

April NEAC report: NEAC has worked to recommend faculty through its ninth call for volunteers. The committee initiated the proposed amendments to the Constitution and Bylaws in the Executive Committee. In addition, we sent out calls for the Diversity Mapping Committee and the Ad-Hoc Task Force on Institutional Learning Outcomes. We made recommendations to the Community Engagement and Faculty Advisory Committee and we have helped create and update the ballot for the upcoming election.

**PAC**

PAC has completed its work on responses to the Joint Doctoral Program in Educational Leadership and the School of Education M.A. degree programs. The committee is on course to complete its review and response to the following Program Reviews: Literature and Writing Studies, Sociological Practice M.A., and Professional Masters Degree in Biotechnology."

**SAC**

The Student Affairs Committee has met five times during the Spring semester. The field trip policy was submitted to Senate for a second reading and has been approved. In continued collaboration with the President's Task Force on Engaged Education (headed by Scott Gross), SAC revised definitions of the activities listed under the umbrella term. The terms and definitions have been sent to UCC for feedback; once feedback is received, SAC will revise accordingly and submit to EC for review.

**UCC**

- *Work completed since the Mar. Senate meeting:* Following review and consultation with proposing faculty, UCC recommended approval of 2 C-forms (new courses), 4 C-2 forms (course changes), 1 D form (course deletion), 1 P-2 form (program change), and 2 P-forms (new programs), all of which are reflected on the Senate consent calendar or as current/future discussion items. A P-form for a B.S. degree in Speech Language Pathology and a P form for a graduate certificate in Applied Behavior Analysis are on the current Senate agenda for first readings, and separate reports have been provided for these discussion items. UCC will also present a new proposed workflow for reviewing curriculum that is opposed by a department or unit, and how this opposed curriculum will be presented to the Senate (second reading).
- *Continuing work:* UCC is currently reviewing curriculum which was originally received by UCC in Nov. 2013. Curriculum is typically reviewed in the order received (i.e. the earlier the submission date, the higher the review priority). Current status of curriculum review can be monitored by faculty at the Academic Programs Curriculum Review Website at: [http://www.csusm.edu/academic\\_programs/curriculumscheduling/catalogcurricula/2013-14\\_curriculum.html](http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/2013-14_curriculum.html)

**GEC: Draft GE Program Student Learning Outcomes**  
**GEPSLOs**

GEPSLO 1: Describe and/or apply principles and methods that are necessary to understand the physical and natural world.

GEPSLO 2: Compare and contrast relationships within and between human cultures.

GEPSLO 3: Students will communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.

GEPSLO 4: Students will use oral communication to effectively convey meaning to various audiences.

GEPSLO 5: Students will find, evaluate and use authoritative and/or scholarly information to comprehend a line of inquiry.

GEPSLO 6: Students will think critically and analytically about an issue, idea or problem, considering alternative perspectives and reevaluation of one's own position.

GEPSLO 7: Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study (quantitative reasoning).

GEPSLO 8: Describe the importance of diverse experiences, thoughts and identities needed to be effective in working and living in diverse communities and environments. (diversity)

GEPSLO 9: Apply knowledge gained from courses in different disciplines to new settings and complex problems. (interdisciplinary)

## FAC: University RTP

**Rationale:** *In the process of reviewing the department/program RTP documents currently being drafted and reviewed in CHABSS, FAC members were working with the department RTP document in conjunction with the CHABSS and university RTP documents. FAC members, representing the different constituencies across the campus, realized that all users of department RTP documents—faculty members as well as reviewers—would greatly benefit from having a table of contents at the beginning of each RTP document. FAC will be asking departments for this formatting as a simple way to assist all readers. Based on this agreement, FAC members agreed that a table of contents should be added to the university RTP document. In considering the addition of the table of contents, FAC members decided to move the definition section to the end of the document, to improve the readability of this important document. This item is presented as a point of information.*

Table of Contents:  
See current document

*[Section I, Definition of Terms and Abbreviations, has been moved to the end of the document. Renumbering will be required throughout. Remainder of policy text omitted for sake of brevity.]*

**III.** PERSONNEL FILES (etc.)

### **IV.** DEFINITION OF TERMS AND ABBREVIATIONS

- A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
  - 1. Administrator: an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2)
  - 2. Candidate: a faculty unit employee being evaluated for retention, tenure, or promotion.
  - 3. CBA: Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).
  - 4. CFA: the California Faculty Association or the exclusive representative of the Union. (2)
  - 5. College/Library/School/SSP-AR: College of Business Administration (CoBA); College of Education, Health and Human Services (CEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student (etc.)

*[Appendices omitted for sake of brevity.]*

March 19, 2014

The Academic Senate  
California State University San Marcos  
San Marcos, CA 92096

To Members of the Academic Senate,  
Pursuant to the California Public Records Act, I am requesting information regarding the Military Science courses that have been taught beginning in 2008 on the California State University San Marcos campus.

A March 2, 2014 information sheet (draft) entitled "FAQs about ROTC and Military Science Courses," was widely distributed across campus prior to the Open Faculty and Staff Forum on March 4th. That document, prepared by David Barsky and Vivienne Bennett (Senate Chair), and reviewed by U.S. Army Lt. Col. Turner, offers information about the history of Military Science courses and the ROTC on our campus. It describes a current proposal to offer four lower-division Military Science courses (MILS 101, 102, 103, and 104) in the College of Business Administration. In addition, it notes that the "Army has communicated a wish to bring the upper division courses for approval and inclusion in the CSUSM catalog in the next year (MILS 301, 302, 401, and 402)."

The information sheet also states that the "Army ROTC began holding SDSU MILS courses for CSUSM students at the University Village Apartments in Fall 2008." It further states that in the previous academic year, "ROTC was discussed by the Academic Senate in Spring 2008," and in the same academic year a "Study Group on ROTC was jointly charged by the Senate and the Provost, and carried out its work in AY 2008-09."

To our knowledge, during the abovementioned AY 2008-2009 deliberations, neither the Academic Senate nor the ROTC Study Group were informed that MILS courses were already being taught on the CSUSM campus. This is significant for two reasons: 1) the work of the ROTC Study Group and wider campus discussion were based on the understanding that there were no previous or existing Military Science courses offered at CSUSM. Instead, there was intensive consideration about the possible ramifications and effects of starting to offer these courses, and 2) two members of the Study Group (Veterans Coordinator and Associate Vice President for Academic Programs) held professional positions that raise questions about their awareness of the already existing Military Science courses on our campus. However, to our knowledge neither they, nor any person associated with or informed about the already existing Military Science courses, shared information with the Academic Senate, ROTC Study Group, or wider campus community about the existence of these Military Science courses.

Suddenly learning that Military Science courses have been taught on our campus since Fall 2008 raises a number of serious issues. For the public record and to clarify this situation, we make a formal request that the Academic Senate authorize a search for the following information. We also request that this information be made easily accessible to, and is freely and widely shared with, all members of the campus community at California State University San Marcos. The series of events that have led to offering Military Science courses on our campus without the knowledge of the Academic Senate is significant. Making this information available could have an important effect on deliberations regarding the current proposal to offer and house the Military Science courses in the College of Business Administration:

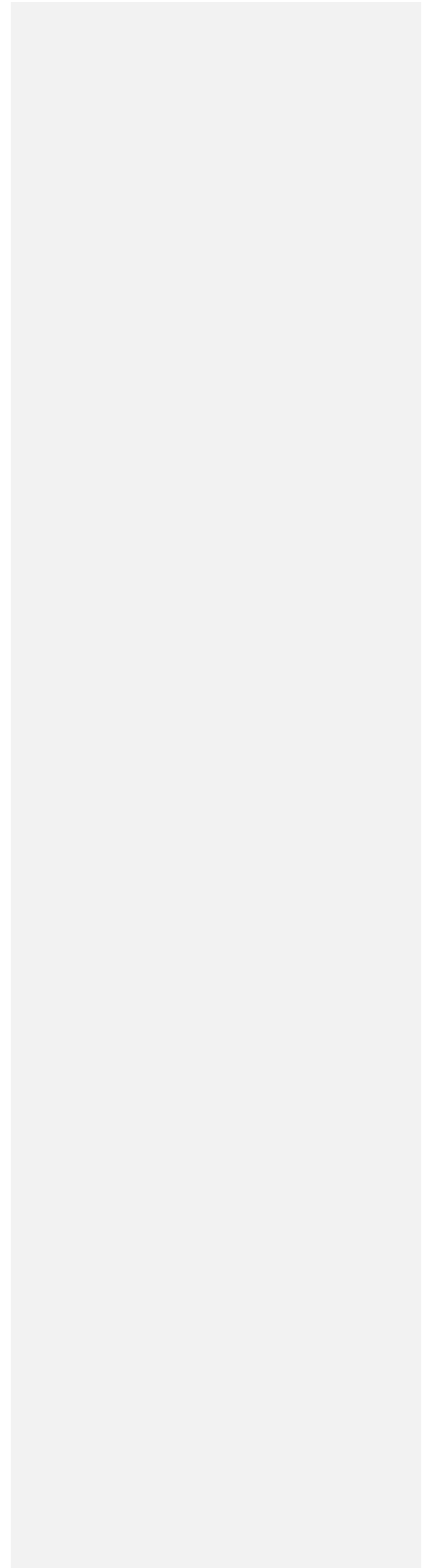
1. How and when did the Academic Senate first learn about the existence of Military Science courses at CSUSM?
2. On what dates were the first Military Science courses taught at CSUSM? When were they first approved? Who approved them?
3. What was the review process for each Military Science course that has been offered at CSUSM? If they were reviewed, when and how did this occur? Which committees reviewed them, approved them, and when did this happen? Which administrators reviewed them, approved them, and scheduled them, and when did this happen? When the first Military Science courses were approved for inclusion in the course schedule, which offices were involved in the approval process? If they were reviewed, were there administrators involved? If so, who were the administrators?

4. If they were reviewed, did the process differ in any way from the review process for academic courses?
5. Was information about the existence or content of Military Science courses at CSUSM shared with any faculty governance group or committee? If so, when, how, and with what committees or groups?
6. What offices or departments were notified about the Military Science courses? When were they notified? Who was in charge of those offices or departments?
7. Were the Military Science courses listed under Extended Learning or scheduled by Extended Learning? If so, how and when did this occur? Who instructed Extended Learning to schedule the courses, and who was in charge of Extended Learning at the time?
8. Were the Military Science courses listed in any published or publicly accessible course schedules, listing of courses, or catalogs? If so, when and where?
9. Were any employees of CSUSM's Veterans Services notified about the existence of Military Science courses when they were first offered? Were they notified at a later date? If so, when, and by whom?
10. Did any employees of CSUSM's Veterans Services know about the existing Military Science courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study Group? If so, did they share this information with the Senate or Study Group?
11. Were any staff members or administrators in Academic Programs notified about the existence of Military Science courses when they were first offered? Were they notified at a later date? If so, when, and by whom?
12. Did administrators or staff members in Academic Programs know about the existing Military Science courses during the AY 2008-2009 ROTC deliberations by the Academic Senate and ROTC Study Group? If so, did they share this information with the Senate or Study Group?
13. The FAQs sheet mentioned above states that the "Army ROTC has 3 offices on the 6th floor of Craven Hall since 2009 and more recently a storage container for equipment near the Mangrum Track." Who authorized this use of space, and when was this done?
14. Did Provost Emily Cutrer know about the existence of Military Science courses at CSUSM? If so, when was she first aware of these courses? If so, did she share this information with the Academic Senate, or with any faculty governance group or committee?
15. Prior to Fall 2013, did Provost Graham Oberem know about the existence of Military Science courses at CSUSM? If so, when was he first aware of these courses? If so, did he share this information with the Academic Senate or with any faculty governance group or committee?
16. Prior to Fall 2013, did President Karen Haynes know about the existence of Military Science courses at CSUSM? If so, when was she first aware of these courses? Did she share this information with the Academic Senate or with any faculty governance group or committee?

Recognizing that curriculum design and development are the responsibility of the faculty, and with a focus on transparency in university governance, we believe the campus community deserves full disclosure. Answers to these questions will clarify the current situation and enable us to understand: How it is that many members of the university community learned only in the last few months about the existence of 100-, 200-, and/or 300-level Military Science courses that have been taught on our campus since as early as 2008?

Sincerely,

Linda Pershing, Professor, Interdisciplinary Programs  
Jocelyn Ahlers, Professor, Liberal Studies  
David Avalos, Professor, Visual and Performing Arts  
Jonathan Berman, Associate Professor, Visual and Performing Arts  
Heidi Breuer, Professor, Literature and Writing  
Sharon Elise, Professor, Sociology  
Alicia Gonzalez, Associate Professor, Sociology  
Minda Martin, Associate Professor, Visual and Performing Arts  
Mary Jo Poole, Lecturer, Sociology



**Information Item**

**Election Rules and Procedures Change:** The language about the academic-unit representation in Section V.C. has been updated and simplified.

Approved by Executive Committee on March 5, 2014

**ACADEMIC SENATE**

**ELECTION RULES AND PROCEDURES**

**V. PROCEDURES FOR ELECTION OF STANDING COMMITTEES**

- A. Standing Committee membership is of two types: academic unit representatives and at-large representatives.
- B. The members of the various committees serve staggered two-year terms.
- C. Specific academic unit representatives shall be elected by eligible faculty within that unit ~~(or, in the case of CoAS seats on the General Education Committee (GEC) and the Promotion and Tenure Committee (PTC), by college division).~~ At-large representatives shall be elected by all eligible faculty.



*Rationale:*

*FAC approved the following changes to the CEHHS RTP Document. The changes update the document with correct program names and accrediting bodies.*

**CEHHS - Retention, Tenure, and Promotion Standards**

Definition: Standards governing RTP process for faculty in the College of Education, Health, and Human Services (CEHHS).

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

Scope: Eligible CEHHS faculty at California State University San Marcos.

Responsible Division: Academic Affairs

Approval Date: 06/22/12 Implementation Date: 07/01/12 Originally Implemented: 07/01/12

Signature Page/PDF: View Signatures for CEHHS - Retention, Tenure, and Promotion Standards Policy

Procedure

**I. CEHHS RTP STANDARDS**

**A. Preamble**

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Education (SoE), School of Nursing (SoN), Human Development Department (HD), and Kinesiology Department (KINE), Speech-Language Pathology Department (SLP) and Social Work Department (SW) as six ~~as four~~ distinct units within the College of Education, Health, and Human Services.

2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

3. The College is guided also by the standards of the ~~National Council for Accreditation of Teacher Education (NCATE)~~ Council for the Accreditation of Educator Preparation (CAEP), American Speech Language Hearing Association (ASHA), and the national accrediting agency for schools, colleges, and departments of education and California Commission on Teacher Credentialing (CCTC). The College is ~~additionally~~ also guided by the standards for the SoN by the Board of Registered Nursing, the American Association of Colleges of Nursing (AACN), and the Commission on Collegiate Nursing Education (CCNE). The college is additionally guided by the standards for Social Work by the Council on Social Work Education (CSWE).

**B. Definitions of Terms and Abbreviations**

1. The CEHHS uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.

2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.

3. Faculty have a right to clearly articulated performance expectations. Departmental and School RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).

4. Departmental, and School RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.

5. Departments and Schools must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department and School standards should be as brief as possible with emphasis on the unique nature of the department.

6. All College, Department, and School RTP Standards shall conform to the CBA and University and School RTP documents. The SoE, SoN, HD, KINE, SLP and SW RTP Standards documents shall contain the elements of School/ Department RTP standards described in RTP documents for each unit and shall not repeat the CBA, or University RTP document, or include School-specific advice.

7. All College, Department, or School RTP Standards must be approved by a simple majority of all tenure-track faculty within a Department or School and then be approved by College/School/Department/ Library and the Academic Senate before any use in RTP decisions.

## **II. ELEMENTS OF THE SoE, SoN, HD, KINE, SLP and SW RTP DOCUMENTS**

### **A. Introduction and Guiding Principles**

1. All standards and criteria reflect the University and School/Department Mission and Vision Statements and advance the goals embodied in those statements.

2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative activities, and scholarly service. While there will be diversity in the contributions of faculty members to the University, the School/Department affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of teaching, research/creative activity, and service for the review period. The faculty members must meet the minimum standards in each of the three areas.

3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their teaching, research/creative activities, and/or service may explain how their work meets given standards/criteria for each area.

4. The School/ Department recognizes innovative and unusual contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, grant writing, conference or community presentations, regional or national profile committee/commission membership, grant reviews, consultancy to community, curriculum development, assessment development, accreditation or other required report generation).

5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty.) Candidates are encouraged to avail themselves of such opportunities.

6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative activities, and scholarly service.

7. Candidates for the rank of associate professor require an established record of effectiveness in scholarly teaching, scholarly research/creative activities, and scholarly service to the School/ Department and University.

8. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to the School/ Department, University, community, and profession. Promotion to the rank of professor will be based on the record of the individual since promotion to the rank of associate professor.

9. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during the individual's career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout the individual's career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.

### **III. GENERAL STANDARDS**

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

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

C. Early Tenure (prior to the 6th year in rank): This option for assistant professors is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure.

D. Early Promotion (prior to the 6th year in rank): This option for associate professors is considered an exception. A positive recommendation for early promotion requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early promotion a candidate must show a record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for promotion.

E. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued level of

accomplishment in all areas and, together with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty member's rank.

F. Standards and criteria for Scholarly Teaching, Scholarly Research and Creative Activities, and Scholarly Service can be gleaned from the School/ Department Standards for each unit: SoE, SoN, HD, and KINE, SLP and SW.

