

**AGENDA**  
 Executive Committee Meeting  
 CSUSM Academic Senate  
 Wednesday ~ February 19, 2014 ~ Kellogg 5207

- I. Approval of agenda
- II. Approval of minutes of 01/29/2014 & 02/12/2014 meetings
- III. Chair's report, [Vivienne Bennett](#)
- IV. Provost's report, Graham Oberem
- V. Discussion items
  - A. Directors as eligible faculty *attached*
  - B. Memo re ANTH discussion in Dec. Senate from group of CHABSS dept chairs *attached*
  - C. BLP Self-support delivery of existing programs *attached*
  - D. FAC/NEAC Update from Lecturer Inclusion Task Force
  - E. LATAC Proposed revised charge *attached*
  - F. UCC Flow chart re opposition & new curricular form language *attached*
  - G. Addressing UCC's workload/creating Graduate Studies Program & Policies Cmte.
  - H. FAC Post-tenure review policy revision *attached*
  - I. NEAC Election rules revision *attached*
  - J. NEAC Changes to APC's membership *attached*
  - K. Senate chair & vice chair terms
- VI. EC members' concerns & announcements

Coming soon to EC & Senate	
<b>EC</b>	2/26 WASC/Assessment update
<b>Senate</b>	3/5 Graduation Initiative update, Palliative Care presentation

*Next meeting: February 26, 12-2 p.m. ~ Kellogg 5207*

~ March 2014 ~						
◀ February						April ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 Senate mtg Initiate amend- ments to Consti-tution (or 3/12)	6	7	8
9	10	11 Send out list of open seats	12 Initiate amend- ments to Consti-tution (or 3/5)	13	14	15
16	17 Nominations due	18 Send out sample ballot Announce referendum	19	20	21	22
23	24	25	26	27 Send reminder: ballot changes due 4/7	28	29
30	31 Cesar Chavez	<b>Notes:</b>				

~ April 2014 ~						
◀ March						May ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 SPRING	2 BREAK ~	3 FACULTY	4 OFF CLOCK	5
6	7 Ballot changes due	8 Polls open	9 Senate mtg	10	11	12
13	14	15 Polls close	16 Reconcile results	17 Reconcile results	18 Reconcile results	19
20	21 Reconcile results	22 Announce results	23 Penultimate Senate meeting	24	25	26
27	28	29 Send out call for Parliamentarian (elected at last EC meeting)	30	<b>Notes:</b>		

## Directors as “eligible faculty”

### Constitution & Bylaws excerpt: Article 3: Faculty Membership

Voting members of the Faculty shall consist of tenured and tenure-track persons holding faculty rank, library faculty, Student Services Professional-Academic Related faculty (hereafter, SSP-AR), and full-time temporary faculty holding at least one-year appointments in academic departments.<sup>1</sup> Faculty with the voting franchise shall be called eligible faculty.

Persons with substantial managerial and supervisory responsibilities that involve faculty and academic programs are excluded from membership. Persons holding MPP appointments are excluded.<sup>2</sup> Persons with work assignments that are substantially similar to the duties and responsibilities of persons holding MPP appointments are excluded.<sup>3,4,5</sup>

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#### Endnotes

1. Disputes shall be resolved by the Executive Committee of the Academic Senate.

2. MPP, addressing the employment rights, benefits, and conditions of The CSU employees designated as 'management' or 'supervisory' under the HEERA. The Calif. Code of Regulations, Title 5.Education.Division 5: Board of Trustees of The CSU, Article 2.2: Management Personnel Plan uses definitions as specified in HEERA. Supervisory and managerial employee work assignments are described in HEERA.

3. HEERA California Codes, Government Code, Section 3580.3 "Supervisory employee...With respect to faculty or academic employees, any department chair, head of a similar academic unit or program, or other employee who performs the foregoing duties primarily in the interest of and on behalf of the members of the academic department, unit or program, shall not be deemed a supervisory employee solely because of such duties; ... Employees whose duties are substantially similar to those of their subordinates shall not be considered to be supervisory employees.

4. HEERA California Codes, Government Code, Section 3560-3562.1. Definitions: Section 3562 (1) - "managerial employee means any employee having significant responsibilities for formulating or administering policies and programs. No employee or group of employees shall be deemed to be managerial employees solely because the employee or group of employees participate in decisions with respect to courses, curriculum, personnel and other matters of educational policy. A department chair or head of a similar academic unit or program who performs the foregoing duties primarily on behalf of the members of the academic unit or program shall not be deemed a managerial employee solely because of those duties."

5. CBA 2002 contract, Article 20, Workload: Administrator as used in the CBA refers to an employee serving in a position designated as management or supervisory in accordance with HEERA. The CBA provides further definitions of faculty.

"The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity; and service to the University, profession and to the community. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

"The assignment of a librarian may include, but shall not be limited to, library services, reference services, circulation services, technical services, online reference services, teaching in library subject matter, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.

"The assignment of Counselor faculty may include, but shall not be limited to, individual counseling, group counseling, consultation and referral, intern training and supervision, teaching, service on system-wide and campus committees and task forces and activities that foster professional growth, including creative activity and research.

"Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions."

1 **DATE: January 17, 2014**  
2  
3 **TO: Vivienne Bennett, Chair, and**  
4 **Executive Committee**  
5 **Academic Senate**  
6  
7 **FROM: Concerned Chairs**  
8 **College of Humanities, Arts, Behavioral and Social Sciences**  
9 Jocelyn Ahlers, Liberal Studies  
10 Roger Arnold, Economics  
11 Michael Hughes, Modern Language Studies  
12 Sheryl Lutjens, Women’s Studies  
13 Cyrus Masroori, Political Science  
14 Elizabeth Matthews, Global Studies  
15 Michael McDuffie, Philosophy  
16 Salah Moukhlis, Literature and Writing Studies  
17 Liliana Rossmann, Communication  
18 Miriam Schustack, Psychology  
19 Jill Watts, History  
20  
21 **RE: Curriculum Process and December Academic Senate Meeting**  
22

23 We write to share with the Senate Executive Committee our deep concern about the Senate  
24 discussion of the Anthropology course proposals at the December 4, 2013 Academic Senate  
25 meeting. The issues of concern are several, and from our perspective, each of them requires urgent  
26 action on the part of the entire Senate and its committees.  
27

28 First, the procedural concerns: the Senate facilitated a discussion of courses that had already been  
29 vetted and approved by two required levels of faculty scrutiny of curricular proposals. In terms of  
30 process, the CHABSS curriculum committee had already reviewed, reconciled, re-reviewed, and  
31 approved the courses. The CHABSS curriculum committee sent the approved courses forward to  
32 UCC with memos from Native Studies, Anthropology, and the committee itself in order to provide  
33 UCC with a complete account of the college’s decisions to support the Anthropology courses. The  
34 UCC received the Anthropology proposals (after this lengthy and surely delayed review and  
35 decision), conducted its own review, and unanimously approved the courses. UCC’s decision to put  
36 the courses on the agenda for floor discussion and vote, rather than onto the consent calendar, ran  
37 counter to its usual practice. To agendize these courses rather than placing them on the consent  
38 calendar had the effect of undermining of the work of the CHABSS CAPC and the UCC; it had the  
39 further effect of privileging the concerns raised by the non-approving faculty member above the  
40 responses of the proposing department *and* the careful consideration of the curriculum  
41 committees. UCC’s decision to not place these courses on the consent calendar represents a  
42 change in practice that should be examined and articulated; it also implies that the “do not  
43 approve” mark made by one faculty member should take precedence over two years of  
44 deliberation, and unanimous approval, by both College and University curriculum committees.  
45

46 We therefore request that the Senate consider and articulate the meaning of the “do not approve”  
47 box on curricular forms, as well as its procedure for handling irreconcilable opposition to courses  
48 and programs in future.

49  
50 Second, concerns about the personnel affected: the UCC and Senate Executive opened the  
51 discussion of the new Anthropology courses to the full Senate and visitors, at the expense of the  
52 Assistant Professor who proposed and would teach these courses. As stated above, this discussion  
53 took place at the instigation of UCC itself, rather than because a Senator requested that the courses  
54 be removed from the consent calendar for floor discussion; such an action runs contrary to the  
55 usual practice and happened in spite of UCC’s unanimous approval of the courses. These facts  
56 together had the effect of heightening the impact of the discussion, because they implied that UCC  
57 and the Senate shared the concerns raised by the objecting faculty. This was compounded by the  
58 fact that the discussion was allowed to focus in many points on the qualifications of the proposer of  
59 the courses, rather than the course content and curricular value. Decisions about who might or will  
60 teach proposed new courses are solely a departmental responsibility, and subjecting the courses to  
61 the scrutiny of a large group of Senators, ad hoc observers, and non-faculty guests had costly  
62 consequences for Dr. Laurette McGuire, who was hired to teach the very courses that had been  
63 proposed. The debate about the courses impugned Dr. McGuire’s credentials, expertise, and  
64 experience, and did so publicly; in essence, her competence, rather than the content of the courses  
65 and their curricular appropriateness, became part of the debate. One outcome of this is that Dr.  
66 McGuire has, understandably, withdrawn from the Senate; another, broader, outcome is to create a  
67 general climate of fear and hostility on the Senate floor, particularly for junior faculty members who  
68 may wish to participate in the Senate.

69  
70 It is our recommendation to you that the Senate take immediate action to restore Dr. McGuire’s  
71 reputation and to do so publicly.

72  
73 Beyond the inappropriate critique of an assistant professor’s ability and right to teach courses for  
74 which she was hired, important matters of disciplinary and interdisciplinarity are raised.  
75 Specifically, who has the right or privilege of criticizing Anthropology’s disciplinary methods, subject  
76 matter, and development? More broadly, what assumptions about the relationships among  
77 disciplines inform the curriculum process? And the necessary interdisciplinarity which means,  
78 among other things, that our social and intellectual realities can be studied from varied disciplinary  
79 perspectives at the same time, and that one department or unit does not own a part of reality? As  
80 Department Chairs, these questions concern us greatly. We would like to see a careful look at the  
81 spaces of conflict created by the curriculum process, including, for example, how approvals are  
82 sought and from whom and what understanding of the horizontal approvals (or vetoes) is  
83 imbedded in curricular traditions. It also seems crucial to us that we restate the principles of  
84 collegiality, respect, and trust that have for so long informed our acceptance of each department’s  
85 integrity and responsibility to hire qualified faculty to teach courses that are not owned by  
86 individuals.

87  
88 We look forward to hearing from the Senate leadership on these issues.

89

90 Dear CHABSS Chairs,

91

92 First of all, thank you for your input. I know that the curricular review of ANTH 360 and 465 has been a  
93 trying experience for everyone in CHABSS, especially faculty in Anthropology and Native Studies. Your  
94 memo provides me with an opportunity to fully explain UCC's process and intent in the review of these  
95 courses.

96

97 I would first like to address the procedural issue. It is absolutely true that almost all C forms that are  
98 recommended for approval by a college curriculum committee and by UCC are placed on the consent  
99 calendar and are approved by the Senate without further discussion. It is also true that almost all C  
100 forms are essentially non-contentious: following minor revisions, they pass through the review process  
101 completely unopposed. Occasionally, a piece of curriculum is formally opposed by another department,  
102 but in the past this opposition has been resolved during the review process, either through changes to  
103 the curriculum, mediation by CAPC/UCC, or acquiescence by the opposed. With this thought in mind,  
104 UCC contacted ANTH and NATV in order to discuss the possibility of meeting to explore cross-listing or  
105 other possible mutually acceptable resolutions of the issue. It is typical practice for UCC to reach out to  
106 faculty in cases of unresolved conflicts related to curricular forms, based on the first sentence of UCC's  
107 charge: "*The University Curriculum Committee shall have general oversight of all issues related to the*  
108 *review of proposed curriculum.*" Had UCC been provided with information about previous attempts at  
109 mediation, this offer would likely have been considered redundant, but UCC did not have this  
110 information at the time of review. To be clear, UCC's decision to ultimately bring ANTH 360 and 465 to  
111 the Senate as a discussion item was based on the contentious issues surrounding the curriculum itself,  
112 not the unsuccessful (and in hindsight, unnecessary) attempt to mediate between ANTH and NATV.

113

114 To provide some historical perspective, David Barsky, who served on UCC for the past 15 years, could  
115 not recall another example in which curricular opposition was vigorously pursued throughout the review  
116 process and remained unresolved going to Senate. Thus, the curriculum was quite contentious at all  
117 levels of review: separate members of UCC, EC, and Senate all questioned whether the curriculum  
118 should move forward at all. My consistent position was to move it forward through the review process  
119 and let Senate have the final say.

120

121 Based on consultation with Marcia Woolf prior to UCC's final vote on the ANTH curriculum, I confirmed  
122 that the Consent Calendar is utilized only for Senate approval of simple, non-contentious curriculum (i.e.  
123 99.9% of all C, C-2, and P-2 forms). When CAPC and UCC vote to "approve" a piece of curriculum, they  
124 are actually voting to recommend approval by Senate. This may seem like semantics, but the reality is  
125 that the buck stops at the Senate. As you know, the Consent Calendar provides essentially no  
126 information about the courses that are being voted on. So, when UCC places an item on the consent  
127 calendar, we are asking senators to "rubber stamp" the approval process, with the understanding that  
128 there are no remaining questions or controversies surrounding the curriculum.

129

130 Thus, approval of curriculum by a college curriculum committee and by UCC does not guarantee that a  
131 piece of curriculum will be placed on the consent calendar. Two years ago, C-forms related to dual listing  
132 of Biology courses (undergraduate-graduate level) were approved by both CSM CAPC and UCC, and then  
133 brought to the Senate floor as discussion items. Most recently, four ROTC courses that had been  
134 approved by COBA CAPC and UCC were brought to the Senate floor as discussion items at the November  
135 2013 Senate meeting. The fact that dual listing and ROTC courses were discussed on the Senate floor in  
136 no way disparaged or "undermined" the previous work of UCC, CSM CAPC, and CoBA CAPC. It was  
137 simply a reflection of the fact that the Senate is the deciding authority and that it needs to be provided

138 with the background to make informed decisions when curriculum is potentially contentious. Senate  
139 discussions of the ROTC courses were especially informative, given that Senators decided not to follow  
140 the recommendations of CAPC, UCC, and EC, instead tabling the curriculum for future discussion. In the  
141 rare cases where unresolved questions/issues are associated with a piece of curriculum, I believe that all  
142 senators need to be made aware of this fact and need to have the opportunity to fully inform  
143 themselves about the issues so that they can make an informed vote. As we found out in the case of the  
144 ROTC courses, this vote may not always follow previous recommendations of CAPC and UCC. Overall, I  
145 believe that placing contentious curriculum on the consent calendar without providing senators with  
146 any means of identifying it and learning more about it is a betrayal of the Senate's trust.

147  
148 At the November Senate meeting, the Senate was provided with a clear description (preview) of the  
149 proposed procedure to be utilized in Senate review of ANTH 360 and 465 during the December Senate  
150 meeting. No questions or concerns about the process were raised and no additional information  
151 (beyond what was included in the review packet) was provided to UCC or EC until after the process was  
152 implemented at the December meeting. UCC and EC acted in good faith, based on the information  
153 available about the courses, using an established process. There is no question that hurtful accusations  
154 were made during the course of Senate discussions at this meeting. I was also immensely frustrated that  
155 senators chose not to waive the rules, allowing an immediate vote on the courses so that they could be  
156 implemented in the Spring. Still, this painful outcome cannot be used as a justification to undermine the  
157 process retroactively. It can, however, be used to question and improve the process going forward,  
158 which is exactly what EC and UCC are currently undertaking.

159  
160 Your memo was included in the agenda packet for the February Senate meeting and both UCC and the  
161 Senate leadership made clear that Laurette McGuire is eminently qualified to teach the proposed  
162 courses. Now that ANTH 360 and 465 have been approved, we are currently working to develop a new  
163 process/workflow for dealing with contentious curricular issues moving forward. Central to this process  
164 will be a "middle way" to present curriculum to Senate; i.e. a means to provide Senators with more  
165 information about contentious pieces of curriculum (so that they can make informed votes) without  
166 necessarily introducing them as full discussion items (which requires two full readings). I anticipate that  
167 we will bring a proposal outlining this process to the Mar. Senate meeting, and I look forward to any  
168 input that you may provide to help us to assure an equitable, transparent, and streamlined treatment of  
169 curriculum at Senate.

170  
171

172 Sincerely,

173  
174 Matt Escobar, UCC Chair

175

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

3  
4   **Rationale:** *CSU policy does not allow existing state-support programs to be “supplanted” via Extended*  
5 *Learning offerings; however, CSU campuses can offer existing state-supported programs on off-campus*  
6 *sites. CSUSM’s policy on “Extended Learning’s Roles and Responsibilities” was signed by President*  
7 *Haynes on June 27, 2012. This policy indicates that CSUSM’s existing for-credit programs can be offered*  
8 *via Extended Learning if “approved by the Dean (or designee) of the College offering the programs, the*  
9 *Dean of Extended Learning (or designee), the CSUSM Academic Senate (via a policy to be developed by*  
10 *the BLP), and the President (or designee).” This document is intended to establish standards and*  
11 *procedures by which such a program expansion will be considered by the Academic Senate.*

12  
13 Procedures:

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

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

26  
27 **1. Program Identification**

- 28 a. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.  
29  
30 b. Term and academic year of self-support program launch (e.g. Fall 2007).  
31  
32 c. Identify the off-site location (i.e., CSUSM at Temecula, etc.)  
33  
34 d. Please identify the unit that will have primary responsibility for offering the self-support  
35 program and all CSUSM programs or Departments that will provide courses to offer the self-  
36 support degree or certificate.  
37  
38 e. Is this program offered in collaboration with any other institutions (for example, in partnership  
39 with a community college)?  
40

41 **2. Student Demand**

- 42 a. What evidence can be provided of the need to expand the program to a self-support offering at  
43 an off-site location?  
44  
45 b. Community participation, if any, in the planning process. This may include prospective  
46 employers of graduates.  
47



48 c. What issues of access were considered when planning to expand this program to an off-site self-  
49 support offering?  
50

51 d. The expected number of majors in the year of initiation and three years and five years  
52 thereafter. What impact on the existing stateside program is anticipated?  
53

### 54 3. **Support Resources for Expanding Programs to a Self-Support Offering** 55

56 **Note:** The following items should be prepared in consultation with the campus administrators  
57 responsible for faculty staffing and instructional facilities allocation and planning. A statement from the  
58 responsible administrator(s) should be attached to the proposal assuring that such consultation has  
59 taken place.  
60

61 a. Anticipated impact on existing CSUSM campus resources, including faculty and staff  
62 resources. All affected departments offering courses in this program should be addressed  
63 here. How will the new self-support program be offered without negatively impacting the  
64 existing stateside offerings? Give particular attention to how existing tenure-track faculty  
65 resources will be deployed across the existing stateside program and the proposed new off-site  
66 program.  
67

68 b. Space and facilities that would be used in support of the proposed program expansion. The  
69 amount of additional lecture and/or laboratory space required to initiate and to sustain the  
70 program over the next five years. Indicate any additional special facilities that will be required.  
71

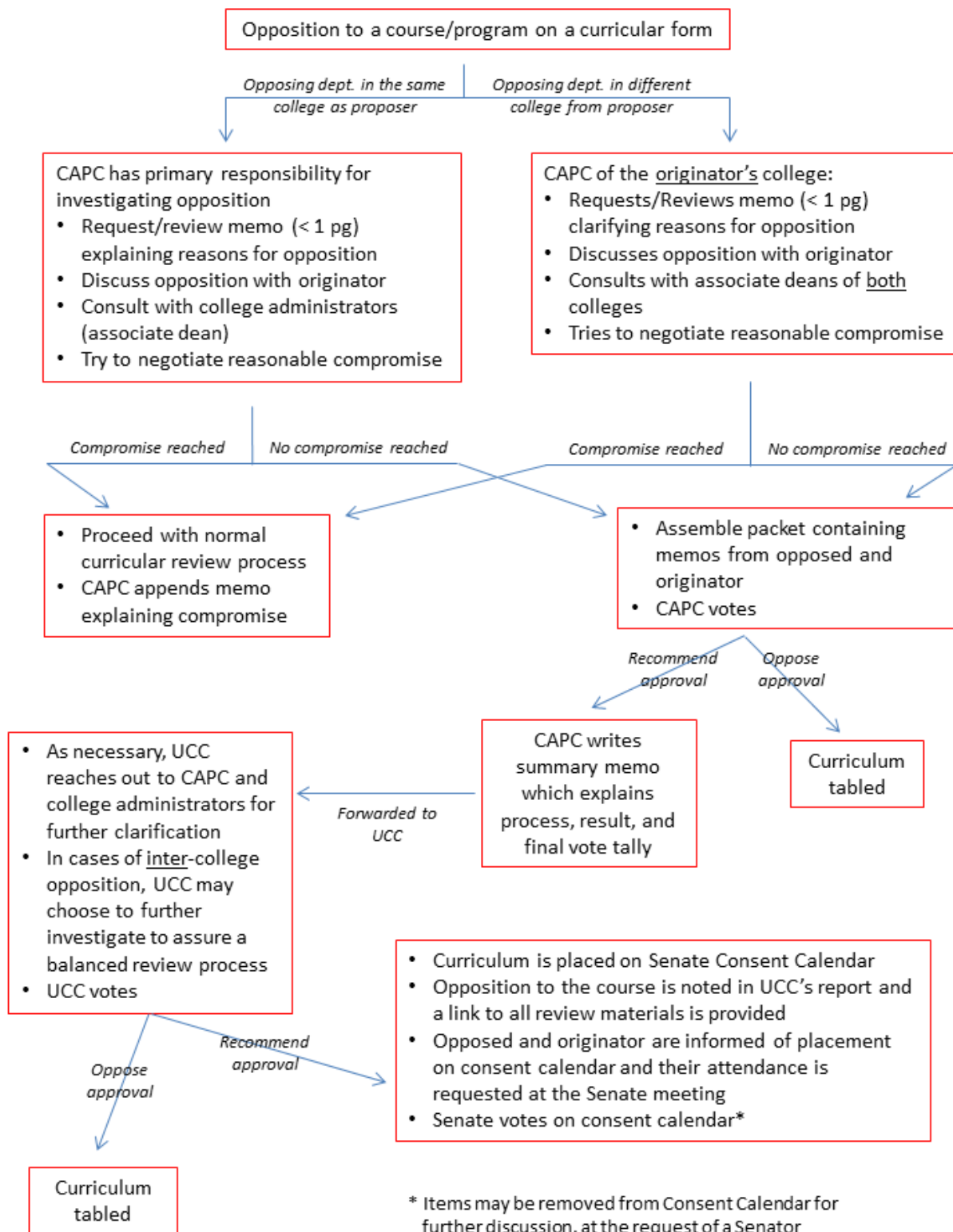
72 c. A report provided by the campus Library. What additional library resources (materials and  
73 staff/faculty support) will be needed to expand the program to include a self-support delivery  
74 model? Indicate the commitment of the campus either to purchase these resources or to  
75 borrow through interlibrary loan. Note: Student demand figures may be especially helpful in  
76 determining database expenses.  
77

78 d. How will existing academic technology, equipment, and other specialized materials be impacted  
79 by the program's expansion to include a self-support delivery? What additional academic  
80 technology, equipment, staff support, or other specialized materials will be needed to  
81 implement the additional delivery model?  
82

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

84 Extended Learning shall provide a draft budget that outlines anticipated program costs, tuition and  
85 fees, and distribution of revenues.





**UCC: Revision to C and P forms**

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*New language for C, C-2, P-2 forms:*

Responses (oppose/support) to requests to evaluate a curricular form must be returned to the originator or the College Curriculum Committee no later than ten faculty working days after the request is received. If there is opposition to a piece of curriculum, attach a rationale/explanation of no more than one page. The written explanation will be taken into consideration by the College Curriculum Committee during review of the proposal and the committee may ask for more input if needed. Lack of response within the review period will be considered an expression of support.

*New language for P forms:*

Responses (oppose/support) to requests to evaluate a P-form must be returned to the originator or the College Curriculum Committee no later than 15 faculty working days after the request is received. If there is opposition to a piece of curriculum, attach a rationale/explanation of no more than one page. The written explanation will be taken into consideration by the College Curriculum Committee during review of the proposal and the committee may ask for more input if needed. Lack of response within the review period will be considered an expression of support.

**Rationale:** FAC has approved changes to the FAC Policy “Post-Tenure Review Policy” (Approved by the Academic Senate 04/06/2005). Overall, the main change is to distinguish between post-tenure periodic evaluation for faculty who have the rank of Associate Professor and faculty with the rank of Full Professor.

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

The title of the document was changed to cohere with the CBA.
The rule stating that FERP faculty “...shall maintain their five-year review cycle” was removed because the rule has changed in the new CBA.
In appropriate instances, the “faculty” member is referred to as “Candidate,” which is the format of the updated University RTP document.
A line was added to encourage but not require that the Candidate submit the Periodic Evaluation of Tenured Faculty (PETF) electronically.
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. Introduction

The purpose of ~~Post-Tenure~~ Periodic Evaluation of Tenured Faculty (PETE) is to provide periodic feedback to faculty members<sup>1</sup> on their effectiveness in all areas considered for retention, tenure, and promotion in order to maintain and improve faculty performance. ~~PTPE-PETF~~ should be seen as an important part of a faculty member's professional growth, ~~which provides faculty members with a regular opportunity to assess and revise their professional development plans and goals.~~ PTPE-PETF may serve different functions at various points in a faculty member's career: for faculty aspiring to promotion to Full Professor, it will provide guidance and an assessment of strengths and weaknesses; for faculty who have achieved the rank of Full Professor it will provide ongoing, systematic opportunities to assess and revise their professional development plans and goals.

## II. Required Review Intervals

- A. Faculty unit employees not being considered for promotion are subject to review every five years following the awarding of tenure.
- B. Faculty on sabbatical or leave of absence during the scheduled year of review shall undergo PTPE-PETF upon return to campus.
- C. Faculty who are participating in the Faculty Early Retirement Program (FERP) ~~shall maintain their five-year review cycle.~~ shall not be required to undergo evaluation unless an evaluation is requested by either the FERP participant or the appropriate administrator.

## III. Procedure and Timeline

- A. A peer review committee (PRC) of the department or equivalent unit and the Dean/Director of the College/Library/unit shall conduct the PTPE-PETF.

<sup>1</sup> The term “faculty member” refers to instructional faculty, librarians, and SSP-ARs.

38 B. ~~PTPE-PETF~~ Report = The faculty member (Candidate) undergoing a fifth-year ~~PTPE-PETF~~ shall  
39 submit a ~~PTPE-PETF~~ report. The ~~PTPE-PETF~~ report shall address the ~~faculty member~~  
40 Candidate's work in all areas considered for retention, tenure, and promotion for the years under  
41 review. For faculty with teaching responsibilities, the ~~PTPE-PETF~~ report will cover the areas of  
42 Teaching, Research/Creative Activity, and Service. For librarians, the ~~PTPE-PETF~~ report will  
43 cover the areas of Professional Performance, Research/Creative Activity, and Service. For SSP-  
44 ARs, the ~~PTPE-PETF~~ report will cover the areas of Professional Performance, Professional  
45 Development, and Service.

- 46
- 47 a. ~~In recognition that PTPE may serve different functions at various points in a faculty~~  
48 ~~member's career, the PTPE report may take one of three possible forms. The faculty~~  
49 ~~member under review shall determine the form best suited for the particular PTPE~~  
50 ~~review. The forms are as follow:~~
  - 51
  - 52 b. ~~A complete curriculum vitae (in the format recommended for the WPAF<sup>2</sup>) and up to a~~  
53 ~~three page narrative highlighting the faculty member's accomplishments since the last~~  
54 ~~review. The complete CV shall contain sections on Teaching (for instructional faculty)~~  
55 ~~or Professional Performance/Professional Development (for librarians and SSP ARs),~~  
56 ~~Research/ Creative Activity (if appropriate), and Service.~~
  - 57
  - 58 c. ~~Five annual reports and up to a three page narrative highlighting the faculty member's~~  
59 ~~accomplishments since the last review. Each annual report shall contain sections on~~  
60 ~~Teaching (for instructional faculty) or Professional Performance/Professional~~  
61 ~~Development (for librarians and SSP ARs), Research/ Creative Activity (if appropriate),~~  
62 ~~and Service.~~
    - 63
    - 64 1. ~~A five to seven page narrative highlighting the faculty member's~~  
65 ~~accomplishments in Teaching (for instructional faculty) or Professional~~  
66 ~~Performance/Professional Development (for librarians and SSP ARs), Research/~~  
67 ~~Creative Activity (if appropriate), and Service.~~
    - 68
    - 69 2. ~~All teaching faculty shall include consideration of student evaluations of teaching~~  
70 ~~as partial evidence of teaching effectiveness. This consideration may take~~  
71 ~~various forms; for example, a description of student evaluations may be included~~  
72 ~~in the narrative, or a page from the summary statistics provided with the student~~  
73 ~~evaluations of instruction obtained for each of the chosen classes, or a single~~  
74 ~~table summarizing item statistics for all courses to be highlighted in the review~~  
75 ~~may be included with the PTPE.~~
    - 76
    - 77 3. ~~Any reviewer may request of the candidate additional information on their PTPE~~  
78 ~~report.~~
    - 79
    - 80 4. ~~Upon the request of the PRC and/or the Dean/Director, faculty shall be prepared~~  
81 ~~to provide evidence of accomplishments listed in the annual reports.~~

82

- 83 1. The PETF report shall consist of a comprehensive curriculum vitae (in the format  
84 recommended for the WPAF) and a narrative of between 1,250-1,750 words (five-to-  
85 seven pages) highlighting the Candidate's accomplishments during the period covered in  
86 the PETF review. The CV shall contain sections on Teaching (for instructional faculty)

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<sup>2</sup> Please refer to the RTP Handbook produced by the Faculty Center.

87 | or Professional Performance/Professional Development (for librarians and SSP-ARs),  
88 | Research/Creative Activity (for instructional faculty), and Service.

89 |  
90 | 2. All teaching faculty shall include consideration of student evaluations of teaching as  
91 | partial evidence of teaching effectiveness. This consideration may take various forms; for  
92 | example, a description of student evaluations may be included in the narrative, or a page  
93 | from the summary statistics provided with the student evaluations of instruction obtained  
94 | for each of the chosen classes, or a single table summarizing item statistics for all courses  
95 | to be highlighted in the review may be included in the PETF report.

96 |  
97 | 3. Any reviewer may request of the Candidate additional information related to the PETF  
98 | report.

99 |  
100 | 4. Upon the request of the PRC and/or the Dean/Director, faculty shall provide evidence of  
101 | accomplishments listed in the PETF materials submitted.

102 |  
103 | C. The ~~faculty member~~ Candidate shall submit a copy of the PTPE PETF report to the office of the  
104 | Dean/Director of the College/Library/unit. The PETF may be submitted electronically

105 |  
106 | D. The PRC will review the PETF and write a summary report

107 |  
108 | E. The Dean/Director will review the Candidate's PTPE PETF and the PRC summary report, and  
109 | write a summary report.

110 |  
111 | F. The ~~faculty member~~ Candidate shall be provided a copy of the PRC and Dean/Director summary  
112 | reports.

113 |  
114 | G. The PRC chair and the Dean shall meet with the ~~faculty member~~ Candidate, upon completion of  
115 | his or her evaluation to discuss strengths and weaknesses. If necessary, a plan for improvement  
116 | will be developed that shall include periodic status reports.

117 |  
118 | H. The ~~faculty member~~ Candidate may submit a written response to the PTPE PETF assessment.

119 |  
120 | I. A copy of the PRC's summary report, the Dean's/Director's summary report, the improvement  
121 | plan (if any), and the faculty member's response (if any) shall be placed in the faculty member's  
122 | Personnel Action File.

123 |  
124 | J. Academic units may develop guidelines for the appropriate level of performance in each of the  
125 | areas covered by the PTPE PETF report.

126 |  
127 | K. PTPE PETF Calendar

128 | March 1: Fifth-year PTPE reports due

129 | April 1: PRC summary report due to faculty member

130 | May 1: Dean/Director's summary report due

131 | End of semester: Meeting with Candidate, PRC chair and Dean completed

1 **NEAC: Election Rules revision**

2  
3 *Rationale: The Election Rules make reference to COAS, which needs to be referred to as CHABSS. In*  
4 *addition, a few extra spaces have been removed and a few commas added.*

5  
6 **ACADEMIC SENATE**

7  
8 **ELECTION RULES AND PROCEDURES**

9  
10  
11 **For Elections of:**       **Academic Senate**  
12                               **Senate Officers**  
13                               **Academic Senate Standing Committee Members**  
14                               **Senate Parliamentarian**  
15                               **Statewide Academic Senators**

16  
17 **I. PREPARATION OF ELECTION BALLOTS**

- 18  
19     A. The Nominations, Elections, Appointments, and Constitution Committee (NEAC) shall provide an  
20     Election Announcement to all eligible faculty (as defined by the Constitution and Bylaws).  
21  
22         1. The Election Announcement shall include a listing of the continuing Senators and continuing  
23         Academic Senate Standing Committee members, as well as a listing of all vacant seats on the  
24         Academic Senate, Academic Senate Standing Committees, and some university committees.  
25         2. The Election Announcement shall solicit self-nomination by interested faculty for vacant seats on  
26         the Academic Senate and Academic Senate Standing Committees.  
27         3. Faculty eligibility for specific committee seats shall be described in the Election Announcement.  
28         4. Faculty members are not expected to provide university-level service to the Academic Senate  
29         during their first year as a tenure-line faculty member.  
30  
31     B. NEAC shall use the responses to prepare a sample ballot.  
32  
33         1. The sample ballot shall be provided to eligible faculty at least two weeks before the date of  
34         election with a deadline clearly stated for all nomination petitions and requests for deletions (to  
35         be submitted in writing).  
36         2. If, after NEAC has circulated the sample ballot, faculty members wish to nominate themselves for  
37         vacant positions, such nominations must be submitted to NEAC.  
38         3. For persons wishing to change their candidacy from either at-large or  
39         College/School/Library/SSP-AR (hereinafter referred to as “academic unit”) representative, the  
40         request for such a change must be submitted to NEAC.  
41         4. If the request for a name deletion or a move between unit and at-large representative creates a  
42         vacancy on the ballot for that position, the eligible faculty represented by that position shall be  
43         notified of the vacancy.  
44

45 **II. GENERAL PROCEDURES FOR ELECTIONS**

- 46  
47     A. The elections for the Academic Senate, Senate Officers, Academic Senate Standing Committees, and  
48     Statewide Academic Senate shall be by submission of ballots to the Academic Senate Office.  
49     Elections will be held annually in the spring, except in the case of Statewide Academic Senator  
50     elections, which need not be held unless a term is expiring. The election process will be timed to  
51     ensure that Senators are seated prior to the penultimate Senate meeting of the spring semester.



- 52
- 53 1. The date of election shall be the date the poll closes.
- 54 2. Polls shall be open for one week unless otherwise stated.
- 55
- 56 B. Eligible faculty shall be permitted to vote for one candidate for each vacant position. Write-in votes
- 57 and abstentions shall be allowed.
- 58
- 59 C. Election shall be by plurality of votes cast.
- 60
- 61 1. NEAC shall certify the election results.
- 62 2. In the event that there is a tie among more candidates than there are seats available, NEAC shall
- 63 select a winner by lot.
- 64
- 65 D. Election results for Academic Senate elections shall be reported. Vote totals shall be available at the
- 66 Academic Senate Office.
- 67
- 68 E. Any eligible voter has ten (10) instructional days after NEAC certifies the results of an election to
- 69 challenge the result.
- 70
- 71 1. Challenges must be submitted in writing to the chair of NEAC and must specify the nature of the
- 72 challenge.
- 73 2. If no challenge is received within the allotted time, all ballots and related materials shall be
- 74 destroyed.
- 75 3. If a challenge is received, ballots and related materials shall be retained until the issue is resolved.
- 76
- 77 F. Any Faculty Senator, Statewide Academic Senator or Faculty Senate Standing, Special, or Ad Hoc
- 78 committee member may be subjected to recall by a petition to the Executive Committee of the Senate.
- 79
- 80 1. The recall may be initiated by any eligible faculty member.
- 81 2. The initiator of the recall must write a petition explaining the reason(s) for the proposed recall,
- 82 obtain signatures of at least 20% of the eligible faculty from the unit that elected the person, and
- 83 then present the petition to the Executive Committee.
- 84 3. Upon receipt of such a petition and verification of the signatures on it, the Executive Committee
- 85 shall direct NEAC to conduct a recall election.
- 86 4. Recalls become effective when they have received a favorable vote of at least two-thirds of the
- 87 eligible faculty who voted, provided greater than one-half of the eligible faculty voted in the
- 88 recall.
- 89 5. The vacancy thus created shall be filled under the election procedure set forth in these rules
- 90 within thirty calendar days of the removal.
- 91

92 III. PROCEDURES FOR ACADEMIC SENATE ELECTIONS

93

- 94 A. Election and balloting for Senate seats shall be by academic unit.
- 95
- 96 1. The Senate shall be representative of the full-time faculty.
- 97 2. The number of Senators from each academic unit shall be determined by NEAC each spring,
- 98 prior to spring elections, in compliance with Article 5.1.1 of the Constitution and Bylaws of the
- 99 University Faculty and the Academic Senate.
- 100 3. Based on the response to the Election Announcement, NEAC shall conduct an election in
- 101 accordance with these Rules.

- 102 4. Eligible faculty shall be permitted to vote for as many candidates as there are vacant seats  
103 allocated to the academic unit (e.g., if an academic unit may elect six representatives, the ballot  
104 will read "Vote for up to six persons").  
105 5. Any business that must be addressed before the academic year ends will be conducted by the  
106 extant Academic Senate and Executive Committee.  
107

108 B. NEAC shall be responsible for filling vacancies on the Academic Senate.  
109

- 110 1. Subsequent to the spring election, NEAC will interpret those seats that remain unfilled as  
111 "Vacant." Vacant seats shall be filled by implementing the previous rule.  
112 | 2. -When a senator notifies NEAC of his or her inability to serve, NEAC shall issue a call for a  
113 volunteer replacement to serve during the vacancy.  
114

115 IV. PROCEDURES FOR ELECTION OF SENATE OFFICERS  
116

117 A. Nominees for officers of the Senate must be either current voting members of the Senate or eligible  
118 faculty who have served on the Senate in any capacity for two of the past three years. Nominees for  
119 Chair Elect must be tenured at the time of nomination.  
120

121 | B. Each spring, NEAC will distribute a Call for Senate Officers to full-time (tenure line and temporary)  
122 faculty.  
123

- 124 1. The Call will request that nominations for secretary and chair-elect of the Senate be sent to the  
125 Senate Office.  
126 2. The Call will request that faculty obtain permission of nominees prior to submitting their names.  
127

128 C. A sample ballot will be provided, and faculty will have one week to review and respond. Faculty may  
129 make additional nominations or may request that their name be removed from the ballot.  
130

131 D. The Official Ballot for the Election of Senate Officers will be provided to the current Senate members  
132 and Senators will have one week to vote.  
133

134 E. Senate Officers will be announced at the penultimate Senate meeting of the spring semester.  
135

136 F. In the event that the chair becomes unable to serve, the vice chair/chair elect shall assume the position  
137 of chair.  
138

139 G. In the event that the vice-chair becomes unable to serve, NEAC shall conduct an election for vice  
140 chair/chair elect.  
141

142 V. PROCEDURES FOR ELECTION OF STANDING COMMITTEES  
143

144 | A. Standing Committee membership is of two types: -academic unit representatives and at-large  
145 representatives.  
146

147 B. The members of the various committees serve staggered two-year terms.  
148

149 C. Specific academic unit representatives shall be elected by eligible faculty within that unit (or, in the  
150 | case of CHABSSoAS seats on the General Education Committee (GEC) and the Promotion and  
151 Tenure Committee (PTC), by college division). At-large representatives shall be elected by all  
152 eligible faculty.

- 153  
154 D. Elections for Promotion and Tenure Committee (PTC)  
155  
156 1. Only tenured full professors may serve on the PTC.  
157 2. Elections for PTC seats must be contested (at least two candidates per seat).  
158 3. If there are fewer than two candidates per seat in the Spring Election, NEAC will put out a call  
159 for nominees within the first two weeks of the subsequent semester (fall semester). NEAC will  
160 conduct an election once a minimum of two candidates per seat is secured. This special election  
161 does not require a sample ballot.  
162  
163 E. A person may be elected to serve on no more than two committees.  
164  
165 F. No person shall be elected chair of more than one standing committee.  
166  
167 G. After election results have been announced, each current committee chair shall convene a meeting of  
168 current committee members and new committee members to (a) review the year-end committee report  
169 and (b) elect a committee chair for the next academic year from among the members of the committee  
170 who are ranked at associate level or above.  
171  
172 1. Each current committee chair shall notify the Academic Senate Office of their committee's newly  
173 elected chair.  
174 2. The newly elected chairs (with the exception of the PTC) and the newly elected Academic Senate  
175 Officers will constitute part of the Executive Committee for the following academic year.  
176  
177 H. The terms of those standing committee members whose terms are expiring shall end on the last day of  
178 the spring semester; however, they may be called upon to respond to urgent matters during the  
179 summer following their term's expiration.  
180  
181 1. Any business that must be addressed before the academic year ends will be conducted by the  
182 extant standing committees.  
183 2. Newly elected members' terms begin with the start of the fall semester; however, they may be  
184 called upon to respond to urgent matters during the summer prior to their term's commencement.  
185  
186 I. Vacancies  
187  
188 1. When vacancies arise on Standing Committees due to a faculty member being on leave or due to  
189 a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for  
190 the duration of that faculty member's absence.  
191  
192 a. NEAC will review the volunteers and make recommendations for Senate confirmation.  
193 b. PTC vacancies may not be filled through NEAC's recommendation process. These seats may  
194 only be filled by an election, in accordance with item V.C. above.  
195  
196 2. Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as  
197 "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception of  
198 PTC vacancies. These may only be filled by an election, in accordance with item V.C. above.  
199  
200 VI. PROCEDURES FOR SELECTION OF SENATE PARLIAMENTARIAN  
201  
202 A. NEAC shall distribute a call for Parliamentarian no later than one week after the announcement of the  
203 spring election results.

- 204  
205 | B. NEAC will forward the list of nominees to the Executive Committee (EC), which will select the  
206 Parliamentarian by the last EC meeting of the academic year.  
207  
208 C. Should no nominees come forward by the end of the academic year, the incoming Senate Chair shall  
209 appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to solicit  
210 nominees and the EC takes action. The interim Parliamentarian shall be a non-voting member while  
211 acting as Parliamentarian.

212  
213 | VII. ~~PROCEDURES FOR ELECTION OF STATEWIDE ACADEMIC SENATE~~  
214 REPRESENTATIVES

- 215  
216 A. CSUSM has two statewide academic senators (this number is determined by the statewide Academic  
217 Senate) who serve staggered three-year terms.  
218  
219 B. When necessary, NEAC shall put out a call for candidates to fill the position of the senator whose  
220 term is expiring.  
221  
222 C. The statewide academic senator shall be elected during NEAC's annual spring Senate election  
223 process.  
224  
225 1. Election and balloting for statewide academic senators shall be by all eligible faculty.  
226  
227 2. NEAC shall nominate all eligible faculty who indicate a desire to run. Senators whose terms have  
228 expired are eligible to run again.

**NEAC: Recommended Constitutional Changes to the Academic Policy  
Committee's (APC's) description**

***Rationale:** The Academic Policy Committee has requested that they have a second student non-voting member on the committee and NEAC recommends that these changes be put into effect.*

Article 6.5: Academic Policy Committee

The Academic Policy Committee shall consist of voting faculty members drawn from the eligible faculty. The eligible faculty of each college-level unit shall elect a representative from the eligible faculty of that college-level unit to serve as a member of the committee. One additional faculty member shall be elected by the eligible faculty to represent the faculty at large. The membership of the Academic Policy Committee shall also include as non-voting members the Associate Vice President for Academic Programs, the Dean of Graduate Studies & Associate Vice President for Research, the Associate Vice President for Enrollment Management Services, the Dean of Extended Learning or designee, and the Project and Degree Audit Coordinator. ~~Two~~ One student representatives appointed by the Associated Students Incorporated shall also be ~~a~~ non-voting member of this committee.