

**RANGE ELEVATION POLICY FOR TEMPORARY
UNIT 3 EMPLOYEES****PROCEDURE**

Implementation Date: 01/01/03

Revised: 00/00/00

Purpose

This policy describes the intent and procedures involved in range elevation for temporary faculty (part time or full time). Range elevation is an increase in salary subject to meeting the criteria defined below.¹

Eligibility

Temporary faculty who are eligible for range elevation shall be limited to those who have served at least five calendar years, not necessarily consecutive, in their current range and are not eligible for additional Service Salary Increases in their current range. The one exception to the five-year eligibility criterion is if an employee attains a higher degree appropriate to her/his work assignment before completing five years of service.

Criteria

To be considered for range elevation under this policy, an applicant shall:

Attain a higher degree appropriate to her/his work assignment;

OR

1) Hold additional accreditation or suitable professional experience or present evidence of professional development in her/his field appropriate for her/his work assignment(s); and 2) present evidence of excellence in teaching and/or professional duties; and 3) present evidence of sustained contribution to the instructional mission of the University.

Longevity alone is an insufficient basis for range elevation.

Examples of contributions to the instructional mission of the University include, but are not limited to: 1) activities enhancing the effective teaching of the discipline; 2) research and/or creative activity involving the campus or the community; or 3) contributions to improving the learning climate of the University. Evidence of sustained contributions in any one of these areas would be sufficient to meet this requirement.

¹ This policy is mandated by language in the Collective Bargaining Agreement (Article 12) stipulating that each CSU campus establish appropriate range elevation procedures.

Application

A temporary faculty member who wishes to be considered for range elevation shall provide the following materials:

- 1) Memorandum stating the applicant's request
- 2) Current vitae
- 3) Personnel evaluations since last range elevation
- 4) a) Faculty with teaching assignments:
Documentation supporting excellence in teaching, including the following:
 - i) Syllabi for all courses taught over the past 5 academic years
 - ii) Assigned grade distribution and summary of student evaluation of teaching for all courses taught in the last academic year and at least one course per academic year for the previous 5 academic years.
 - iii) Narrative describing teaching philosophy and development as a teacher over the past 5 years (5 pages maximum).
 - iv) Evidence of additional accreditation, professional experience or professional development discussed in narrative.
- b) Faculty with non-instructional assignments:
Documentation supporting excellence in professional duties, including the following:
 - i) Job description
 - ii) List of professional development activities
 - iii) Narrative describing development as a professional over the past 5 years (2 pages maximum).
 - iv) Evidence of additional accreditation, professional experience or professional development discussed in narrative.

Procedures

1. The deadline for application is on or before October 15.
2. Applications shall be submitted to the appropriate Center Director/Program Director/Department Chair with a copy to the Dean. Where departments, programs, or centers do not exist, the employee shall submit the application directly to the Dean. The Director/Chair shall make his/her recommendation, and forward both the application and the recommendation to the Dean no later than November 15. The Director/Chair shall provide the applicant with a copy of the recommendation. The applicant may submit a rebuttal to the Dean no later than November 22.
3. The Dean shall provide written notification to the applicant of the decision no later than December 5. The award will become effective the first semester after the final decision.
4. Denial of range elevations shall be subject to the peer review process. If a temporary faculty member wishes to appeal a negative decision, he/she should submit in writing the rationale of the appeal. The President will then establish a panel, within the unit,

1 consisting of all full-time tenured employees who have served on committees that made
2 recommendations on matters of appointment, reappointment, promotion or tenure and
3 who have attained the rank of full professor or equivalent. The membership of the Range
4 Elevation Appeals Committee shall be selected by lot from that panel and will consist of
5 three members and one alternate.

6 Appeals shall be submitted to the Office of Academic Resources by December 15. The
7 temporary faculty member will be notified of the decision by February 15. Pursuant to
8 CBA Article 12, the Range Elevation Appeals Committee decision is final.
9

2004-2005 ACADEMIC CALENDAR

SUMMER 2004 Term

May 19-21 (Wed - Fri)	Faculty pre-instruction activities
May 24 (Mon)	First day of classes for 12-week Summer classes and 6-week classes in first Summer block
May 31 (Mon)	Memorial Day holiday— campus closed
July 3 (Sat)	Last day of classes for 6-week classes in first Summer block
July 5 (Mon)	Independence Day holiday - campus closed
July 6 (Tue)	First day of classes for 6-week classes in second Summer block
August 1 (Sun)	Initial Period for filing applications for Spring 2005 begins
August 13 (Fri)	Last day of classes for all 12-week Summer classes and 6-week classes in second Summer block
August 14-18 (Sat-Wed)	Final examinations for all 12-week Summer classes and 6-week classes in second Summer block
August 23 (Mon)	Grades due from instructors; end of Summer term

FALL 2004 Semester

August 24-27 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 30 (Mon)	First day of classes
September 6 (Mon)	Labor Day holiday— campus closed
October 1 (Fri)	Initial period for filing applications for Fall 2005 begins
October 23 (Sat)	Last day of class for first session of Fall half-semester classes*
October 25 (Mon)	First day of class for second session of Fall half-semester classes*
November 25-27 (Thur-Sat)	Thanksgiving holiday — campus closed
December 13 (Mon)	Last day of classes
December 14-18 (Tue-Sat)	Final examinations
December 22 (Wed)	Last day of Fall semester
December 23 (Thur)	Grades due from instructors; last day of Fall semester
Dec. 24 - Jan. 2 (Fri-Sun)	Staff accumulated holidays — campus closed

SPRING 2005 Semester

January 12-14 (Wed-Fri)	Faculty pre-instruction activities
January 17 (Mon)	Martin Luther King Jr. Day – campus closed
January 18 (Tue)	First day of classes
March 12 (Sat)	Last day of class for first session of Spring half-semester classes*
March 14 (Mon)	First day of class for second session of Spring half-semester classes*
March 28-April 2 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 5 (Thur)	Last day of classes
May 6-12 (Fri-Thur)	Final examinations
May 14-15 (Sat-Sun)	Commencement weekend
May 17 (Tue)	Grades due from instructors; last day of Spring semester

* Some Fall and Spring semester classes meet in a half-semester term.

2005-2006 ACADEMIC CALENDAR

SUMMER 2005 Term

May 18-20 (Wed - Fri)	Faculty pre-instruction activities
May 23 (Mon)	First day of classes for 12-week Summer classes and 6-week classes in first Summer block
May 30 (Mon)	Memorial Day holiday— campus closed
July 2 (Sat)	Last day of classes for 6-week classes in first Summer block
July 4 (Mon)	Independence Day holiday - campus closed
July 5 (Tue)	First day of classes for 6-week classes in second Summer block
August 1 (Mon)	Initial Period for filing applications for Spring 2006 begins
August 12 (Fri)	Last day of classes for all 12-week Summer classes and 6-week classes in second Summer block
August 13-17 (Sat-Wed)	Final examinations for all 12-week Summer classes and 6-week classes in second Summer block
August 22 (Mon)	Grades due from instructors; end of Summer term

FALL 2005 Semester

August 23-26 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 29 (Mon)	First day of classes
September 5 (Mon)	Labor Day holiday— campus closed
October 1 (Sat)	Initial period for filing applications for Fall 2006 begins
October 22 (Sat)	Last day of class for first session of Fall half-semester classes*
October 24 (Mon)	First day of class for second session of Fall half-semester classes*
November 24-26 (Thur-Sat)	Thanksgiving holiday — campus closed
December 12 (Mon)	Last day of classes
December 13-17 (Tue-Sat)	Final examinations
December 21 (Wed)	Last day of Fall semester
December 22 (Thur)	Grades due from instructors
December 23 (Fri)	Grades due from instructors; last day of Fall semester
Dec. 24 - Jan. 2 (Sat-Mon)	Staff accumulated holidays — campus closed

SPRING 2006 Semester

January 11-13 (Wed-Fri)	Faculty pre-instruction activities
January 16 (Mon)	Martin Luther King Jr. Day – campus closed
January 17 (Tue)	First day of classes
March 11 (Sat)	Last day of class for first session of Spring half-semester classes*
March 13 (Mon)	First day of class for second session of Spring half-semester classes*
March 27-April 1 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 4 (Thur)	Last day of classes
May 5-11 (Fri-Thur)	Final examinations
May 13-14 (Sat-Sun)	Commencement weekend
May 16 (Tue)	Grades due from instructors; last day of Spring semester

* Some Fall and Spring semester classes meet in a half-semester term.

TITLE 5. Education

Division 5. Board of Trustees of the California State Universities

Chapter 1. California State University

Subchapter 7. Employees

Article 2.7. Twelve-Month Librarians Electing to Work on a Ten-Month Basis

§42777. Effective Date of Appointments to Ten-Month Positions.

Appointments made pursuant to Section 42771 of this Article shall be effective at the beginning of each fiscal year.

NOTE

Authority cited: Sections 66600, 89030, 89035 and 89500, Education Code. Reference: Section 89518, Education Code.

HISTORY

1. Amendment filed 9-20-82; effective thirtieth day thereafter (Register 82, No. 39).

Article 3. Compensation and Pay Plan

§42800. Fixing of College Year, Semesters, Quarters, and Academic Holidays.

§ • Note • History

The President of each campus shall annually for pay plan purposes:

(a) Fix, and publish in the annual bulletin of the campus after consultation with the faculty council or senate, the beginning and ending dates for each of the following:

(1) The college year.

(2) The semesters or quarters, as the case may be.

(b) Fix, and publish in the annual bulletin of the campus all college academic holidays.

(c) Fix for the college year, with the approval of the Chancellor, the pay periods for academic year employees of the campus, hereinafter called academic pay periods. The first academic pay period of a semester or quarter may include up to 45 calendar days.

(d) Certify to the Chancellor and to the State Controller prior to the beginning of each college year of the campus:

(1) The academic pay periods of the campus for the year.

(2) The number of academic workdays in the college year and in each of the semesters or in each of the quarters of the campus, as fixed and published in the annual bulletin or as changed by the President with the approval of the Chancellor subsequent to such publication. Unless an academic holiday falls thereon, each Monday, Tuesday, Wednesday, Thursday, and Friday in the college year, semester, or quarter, as the case may be, is an academic workday therein, regardless of whether or not any such day is a legal holiday enumerated in Section 42920 of this Subchapter.

(e) Certify separately the college year, the academic pay periods, the number of academic workdays, and academic holidays for the laboratory demonstration elementary school whenever they differ from those of the campus; whenever the terms "college year," "academic pay period," "academic day," and "academic holiday" are hereinafter used in this Article, they shall refer to the facts so separately certified in any instance involving the pay plan of an academic year employee performing services in the campus

laboratory demonstration school as an elementary teacher, principal, or supervisor. This certification shall be used only for the purpose of determining payments of salary to laboratory demonstration elementary school teachers, supervisors, and principals.

(f) Certify separately the college year, the semesters, the quarters, the academic pay periods, the number of academic workdays, and academic holidays for an off-campus center whenever they differ from those of the campus; whenever the terms "college year," "semesters," "academic pay period," "academic day," and "academic holiday" are hereinafter used in this article, they shall refer to the facts so separately certified in any instance involving the pay plan of an academic year employee performing services in an off-campus center.

(g) Submit a revised certification:

(1) When the President with the written approval of the Chancellor makes a change after the beginning of the college year in the college year, any semester, any quarter, or any academic holiday.

(2) When a change occurs in the college year or any semester of the laboratory demonstration elementary school.

NOTE

Authority cited: Sections 66600, 89030, 89035 and 89500, Education Code. Reference: Section 89500, Education Code.

HISTORY

Definition of Upper-Division EducationBackground

In 1999, the Academic Senate, upon recommendations of the General Education Committee (GEC), passed the following definition for Upper-Division General Education (UDGE):

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

This definition did not specify the number of units for an UDGE course, as all previous submissions for UDGE credit had been three units.

The CSU requirement for UDGE, specified in Title V and Executive Order 595, is a total of nine units. Executive Order 595 authorizes each campus to make "reasonable adjustments" in the number of units, but warns that the adjusted requirements "will not unduly exceed any of the prescribed credit minima."

California State University San Marcos (CSUSM) has further required that the 9 units be specified to include 3 units each in Mathematics and Physical or Biological Science (Area BB), 3 units in Arts and Humanities (Area CC), and 3 units in the Social Sciences (Area DD).

In the 2003-2004 academic year, several courses previously approved for UDGE credit were changed to 4 unit courses, and several new 4-unit courses were proposed for UDGE credit. The approval of 4-unit courses has several possible consequences:

(1) 3-unit UDGE courses may be unavailable for a student in a given area if (a) no 3-unit courses are offered in the area, (b) all the 3-unit courses in the area fill up prior to a student's registration time, or (c) available 3-unit courses in a given area conflict with other aspects of a student's schedule.

(2) If a student has to take a 4-unit course instead of a 3-unit course for any of the reasons outlined in (1), that student's fees may increase if (a) the student was planning on taking two 3-unit courses and instead has to take one 4-unit course and one 3-unit course in regular session, or (b) the student is taking the 4-unit course in special session.

(3) Standard schedule times for 4-unit courses do not mesh well with standard schedule times for 3-unit courses, so a student majoring in a discipline with many 3-unit courses may have a hard time scheduling a 4-unit GE courses to fit his or her schedule, if there are no open 3-unit UDGE courses available.

In examining the UDGE programs of other CSU campuses, the GEC discovered that some 4 unit courses have been approved for UDGE credit; however, in the vast majority of cases, these courses carry 3 *or* 4 units of credit, with 4 units being required for majors in the department where the course is being offered and optional for nonmajor and general education students. The GEC would be willing to consider approving such a structure for UDGE courses at CSUSM after consultation with academic departments and with the office of the Vice-President for Academic Programs about its effect on class scheduling and other practical issues concerning the delivery of the curriculum.

Therefore, be it

RESOLVED, that the following paragraph be appended to the Definition of Upper-Division General Education:

Upper Division General Education courses shall be three-unit courses, or shall provide a 3-unit option to students seeking GE credit, so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

And be it further

RESOLVED, that the UDGE-BB, UDGE-CC, and UDGE-DD forms be amended to reflect this change in the definition of Upper Division General Education.

Proposal for:
Center for Leadership Innovation and Mentorship Building (CLIMB)

1. Rationale

a. Why is the Center needed?

CoBA's mission states that "The College will continue to develop programs and relationships with organizations in Southern California. Through these cooperative programs, the College will promote the exchange of ideas and information, provide a laboratory for student learning, and make available the expertise of CoBA faculty." As part of CoBA's mission to reach out to the greater community, the College has been able to attract a large number of scholars, teachers and practitioners of leadership who are dedicated to the idea of serving the needs of the community by providing them with current knowledge of effective leadership and mentoring concepts to improve the practice of leadership in their organizations.

CoBA offers courses in leadership at both the undergraduate and graduate levels. These courses are in very high demand among the students and all the sections (at the undergraduate level) are usually overenrolled. *A Center is needed to focus the faculty expertise in the College of Business Administration and harness it to serve the needs of the community through innovative research and collaboration with various internal and external constituencies (e.g., students, faculty in other colleges, business and community organizations).* Thus, a successful leadership center would serve to considerably increase the visibility of both the College and the University.

There is a significant amount of interest in and demand for best practices in leadership and mentoring, especially in the businesses that are located in the rapidly growing North County area. The College of Business conducted an informal survey of businesses at the Senior Experience Banquet and business students in our MBA program to assess attitudes towards the establishment of a Center. The survey revealed that leadership development is considered an important issue in this region. However, respondents felt that organizations often do not have the resources necessary to conduct their own leadership development and training. In a parallel fashion, because business faculty often do not have readily available primary data sources for research (e.g., organizational employees for survey research), these organizations could successfully provide case studies and other sources of data to facilitate faculty research in the broader business disciplines.

The new center would enhance the reputation of the entire institution and the business program through these reciprocal relationships that help carry out the mission of both the University and CoBA. At universities across the country (e.g., University of Pennsylvania, SUNY at Buffalo, Arizona State University), leadership centers act as catalysts for path-breaking research and discussion and also serve as an easy entry point for local businesses to get connected to the university in various capacities.

b. Why is the present organizational structure not able to coordinate these needs?

There is no formal mechanism to capitalize on the leadership expertise in the College of Business Administration with a view to coordinating formal student interactions with business leaders and collaborative research in the leadership area. Whereas individual faculty sporadically offer programs and consult with the business community, there is no central “go-to” organization that students and businesses can take advantage of in order to avail the collective expertise in the College.

2. Mission

a. What activities will the Center promote?

The mission of the Center is to foster the development of effective leaders at all levels - individual, team, organization, and community. This mission is achieved by promoting innovative leadership research and by offering educational programs and mentoring opportunities to current and aspiring leaders. Listed below are some of the activities that the Center proposes to undertake:

- Conducting research on leadership and related areas such as mentoring
- Presenting papers at professional conferences
- Developing student awards for leadership
- Promoting student and faculty interactions with business leaders (e.g., business breakfasts, In the Executive’s Chair speakers course)
- Organizing and supporting leadership conferences
- Creating collaborations with other leadership centers, domestic and international
- Offering leadership development programs

b. How does the Center’s mission statement support the mission statement of the university?

An important element of CSUSM’s mission is fostering innovative ideas and programs that address the needs of the regional community. As the mission statement states, “As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.” The Center will serve as a visible symbol of the College of Business reaching out to both internal and external constituencies (students, CoBA faculty, and other colleges) and the business community to foster leadership research, education, and practice in the North County area.

3. Structure and Personnel

a. What is the proposed structure for the Center?

The Center will initially have an Executive Director who will be a full-time faculty member. In addition, there will be area directors with responsibility for different areas, faculty associates and an advisory board comprised of successful leaders from the community and university personnel (e.g., Bruce Nichols, former CEO of Formulabs and recipient of the President's Distinguished Service Award, Lori Pfeiler, Mayor of Escondido and CSUSM alum, Suzanne Valery, Grants Development Specialist, CSUSM).

b. What will be the responsibilities of the Center Director (s)? Who will be the founding director?

The Executive Director and the area directors will be responsible for coordinating basic and applied research projects on leadership and mentoring, identifying the needs of the community and devising programs to meet those needs. They will also work to raise funds from the external community to supplement the initial grant from Qualcomm. The founding director will be Raj Pillai who will serve as Executive Director and oversee the work of the Center. She will be supported by Troy Nielson, Jeff Kohles, and David Bennett who will serve as area directors, and Kathleen Watson, Regina Eisenbach and Ben Cherry who will serve as faculty associates. Dean Guseman will serve in an ex-officio capacity.

c. Who are the unit's founding members and how does their expertise relate to its purpose?

Faculty members Raj Pillai, Troy Nielson, Jeff Kohles, David Bennett, Ben Cherry, Kathleen Watson and Associate Dean Regina Eisenbach are founding members. All of them have expertise in the area of Management and Organizational Behavior. Raj Pillai and Jeff Kohles teach and publish in the area of Leadership. Raj Pillai teaches the Leadership course at both the undergraduate and MBA levels and has worked with community groups like the Carlsbad Chamber of Commerce on leadership programs. Jeff Kohles teaches the Leadership course at the undergraduate level and has previously worked for two other leadership centers in the U.S. Troy Nielson and David Bennett offer the highly successful "In the Executive's Chair" class that has attracted students across the campus and leading members of the business community. In addition, Troy Nielson teaches and does research in mentoring and leadership to a lesser extent. David Bennett has held top management positions in several Fortune 500 companies, serves on several local company boards and is a member of the Chairmen's Round Table. He, too, teaches leadership at both the undergraduate and MBA levels. Regina Eisenbach, a management scholar, has also taught leadership at both the undergraduate and MBA levels. Ben Cherry has expertise in Human Resources Management, and has published research in the areas of trust and effective decision making. Kathleen Watson, who also serves as

1 Department Chair of Management and Marketing, has expertise in the Organizational
2 Behavior and Entrepreneurship areas.

3
4 Members of the business community have been approached and are willing to serve on
5 the advisory board.

6
7 **d. What are the rights, responsibilities, and benefits of membership in the Center?**
8

9 The rights and responsibilities will involve identifying opportunities for research and
10 implementing research projects, collaborating with other entities on campus that are
11 involved in leadership activities, selecting student leaders for the annual leadership
12 awards, and working with the external community to address leadership issues through
13 research, consulting relationships and other activities. The benefits of membership
14 include the opportunity to raise the profile of CSUSM and CoBA in the local community
15 and thereby facilitate fundraising at all levels, as well as generating collaborative activity
16 among University faculty. This, we hope, will benefit the local community and enhance
17 the quality of leadership research and education both inside and outside the classroom.

18
19 **e. Will the Center have an advisory Board? For what purpose? How will members**
20 **be selected?**
21

22 The Center will have an advisory board. They will brainstorm collaborative activities
23 and help with fundraising. A protocol for selecting board members has not been
24 developed yet but it is likely to be based on invitations to individuals who have already
25 demonstrated enthusiasm for supporting leadership research and programs in their
26 institutions and the greater community.

27
28 **4. Relationship of the Center to other university entities.**
29

30 **a. Which programs, administrative units, colleges or library, other centers or**
31 **institutes will be involved with the new Center?**
32

33 The Center plans to interface with the College of Arts and Sciences, specifically with
34 their Women's Leadership Studies program and possibly with the College of Education
35 through their Joint Doctoral Program in Educational Leadership. The Center will also
36 work in collaboration with External Affairs on fundraising initiatives, and with Extended
37 Studies toward offering both self-supporting academic credit certificate programs and
38 non-credit programs to the business community.

39
40 **b. What effect will the Center have on the Faculty's departments academically,**
41 **operationally, and financially?**
42

43 There is no doubt that establishing a successful leadership Center will enhance the
44 visibility of the College of Business Administration in the business community. Informal
45 discussions with, and surveys of, the business community have revealed that there is a

1 need for a Center focusing on leadership research, programs and conferences in the North
2 County area.

3
4 Academically – The Center will help keep faculty members current in the leadership area.
5 The research that the Center supports can enhance the delivery of existing courses and
6 may spur the creation of new courses. Also, involving students as part of coursework or
7 through assistantships/scholarships would enhance the quality of their education.

8
9 Operationally – The Center would need a physical location. Given the construction of
10 the new business building, we would need to identify an office for the Executive Director
11 that is designated as such. Until then, the Center will be coordinated from the office of
12 the Executive Director. Down the road, should there be on campus teaching, we would
13 need access to a classroom.

14
15 Financially – The Center, through its pursuit of grants, community partnerships, and
16 other fundraising activities, would provide much needed funds, both for faculty research
17 and for promoting and rewarding leadership development among business students.

18
19 **c. What is the relationship to teaching, coursework, and the instructional program**
20 **of the faculty's home department?**

21
22 Leadership is an important element of the Service Sector Management option. In the
23 undergraduate program, the elective, SSM 452 (Leadership in Organizations) builds upon
24 concepts in the basic management and organizational behavior courses (either SSM 304
25 or MGMT 302) and provides students an in-depth coverage of the topic. In the MBA
26 program, BA 622 (Effective Leadership) uses a variety of methods (i.e. case studies,
27 readings, films, etc.) to analyze the factors that lead to leadership effectiveness. The
28 innovative course In the Executive's Chair, which will be supported by the Center,
29 enables students and community members to learn from the wisdom of successful
30 executives from both for-profit and not-for-profit organizations.

31
32 The Center will potentially enhance the coursework of the students in CoBA by
33 providing specifically targeted courses on leadership that incorporate best practices in the
34 leadership development business that compare with state-of-the-art courses offered in the
35 business curriculum of top rung universities. These courses will be part of the academic
36 curriculum. The Center will also host conferences and research competitions for CSUSM
37 students. The Center's opportunity to enhance faculty research in the area of leadership
38 and mentoring will undoubtedly be translated to more salient, current, and real-life
39 examples in the classroom.

40
41 **5. Operating expenses, facilities, and equipment**

42
43 **a. What support for the center will be derived from non-university sources?**

44
45 Programs developed by the center will be self-sustaining, either through fees charged or a
46 combination of donations and fees charged. The Center will be set up with a \$100,000

1 initial allocation of funds from the Qualcomm grant to CoBA. We expect that these
2 funds should keep us operating for at least 3 years. We are also planning to raise
3 necessary funds from the business community to fund the activities and operating
4 expenses of the Center in the future.

5
6 **b. What operating support from the university is required for this Center to be**
7 **functional on an ongoing basis?**

8
9 The CoBA Dean supports the creation of this center and is willing to provide basic
10 operational support for the center, including computer, telephone, postage, and basic
11 secretarial support. The Center will not unduly utilize resources of the College and is
12 expected to be self-supporting. The dean has allocated \$100,000 from the QUALCOMM
13 gift to initially fund the Center which should allow the Center sufficient funds to become
14 self-supporting. To support faculty involvement in the establishment and operations of the
15 Center, the Executive Director and the CoBA Dean will negotiate appropriate release
16 time for carrying out these duties in accordance with the College's budget. Should the
17 Center prove itself incapable of generating outside funding this will be taken as a sign of
18 limited need for the Center and it will therefore be scaled back to the level of available
19 support. The Center will not divert resources from the College's basic mission of
20 providing a quality educational experience for our students.

21
22 **c. What space and facilities will be needed?**

23
24 The Center will initially be run out of the office of the Executive Director. If the center
25 activities include the holding of conferences on campus, they will be scheduled at times
26 when the facilities are available for such purpose.

27
28 **d. What other equipment will be needed?**

29
30 No extra equipment will be needed.

31
32 **e. Describe computer and telecommunication needs?**

33
34 The Center will use the normal equipment used by the faculty for teaching and research.
35 If additional equipment is required at a later date, it will be paid for by the Center.
36 Furthermore, the new business building will already have smart classrooms. In addition,
37 there is video conferencing capability planned for the 120 seat auditorium as well as a
38 conference room and a classroom.

39
40 **f. Describe any needs for library collections and services.**

41
42 The library has existing resources in the area of leadership in the form of books, journals
43 and online databases. The media library has several videos that are already being used in
44 the leadership classes offered by CoBA. It is anticipated that once the center gets going,
45 we will work closely with the library to purchase additional materials, books, journals
46 and other resources necessary for the operation of the Center. As we secure funding for

activities, costs for acquisitions will be written into proposals and coordinated with library personnel to ensure a mutually beneficial process. It is not anticipated that other library services will be accessed except for research and borrowing capabilities that are within the normal operating scope of the library.

6. Financial support

a. How will the Center be financed for the first three years and for at least five years thereafter?

The Center will be supported initially by a grant of \$100,000 from the Qualcomm funds. For the purposes of accounting for the deployment of funds over the three year period, CoBA has tentatively budgeted \$30,000 for supporting and sponsoring major conferences on leadership and mentoring, \$ 20,000 for faculty research efforts, \$ 15,000 for developing promotional materials, \$ 10,000 for attendance at major conferences, and \$ 25,000 for the development of programs and awards. These figures are subject to change as the founding members make decisions about Center priorities. However, the goal of the Center is to seek the support of the business community and friends of CoBA to help sustain its activities in the future. The Center is not envisaged as a cost center for CoBA. Instead, it is hoped that it will serve as a springboard for attracting resources from the business community that will benefit both the Center and CoBA. One of the founding members, David Bennett, has extensive contacts within the business community which the Center proposes to build upon. Further, through existing programs like the “In the Executive’s Chair” course, the College has reached out to a number of influential business and community leaders and the Center hopes to capitalize on these relationships to achieve mutually beneficial goals. In seeking external funding for specific projects, the Center will work collaboratively with the Office of External Affairs.

b. What will happen if outside sources of funding are no longer available?

The Center may remain active on a limited basis.

7. Evaluation

a. All centers and institutes will undergo periodic evaluation. What are the critical elements that will go into the assessment of the Center’s degree of success?

The extent to which the Center is able to:

- Promote leadership and mentoring research among faculty and students in the College of Business
- Forge partnerships with the local business community in the area of leadership
- Offer leadership development and mentoring opportunities for students and businesses
- Serve as a focal point for applied and consultative research in support of the business community in the North County area.

MASTER'S THESIS AND PROJECT COMMITTEE COMPOSITION POLICY

Approved by the Graduate Studies Committee 12/04/03

Revised and re-approved by GSC 2/5/04

All members of the thesis or project committee will be individuals with advanced degrees and/or relevant professional experience.

Thesis Committee: Each thesis committee will have a minimum of two members.

- The chair of the thesis committee, who must be a tenure line CSUSM faculty member, ensures that the thesis conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of research.
- The second member of the thesis committee must hold a graduate degree.
- The thesis chair and the coordinator/director of the graduate program must approve the composition of the thesis committee.

Project Committee: Each project committee will have a minimum of two members, one of whom must be a tenure line CSUSM faculty member.

- The chair of the project committee will normally be a tenure line faculty member, who ensures the culminating project conforms to program and university standards. S/he must have knowledge and expertise in the field of study and is responsible for the intellectual integrity, rigor, and quality of the project.
- The coordinator/director of the graduate program must approve the composition of the project committee or delegate the approval of its composition to an appropriate faculty member.
- Any exceptions to the project chair being a tenure line faculty member must be approved by the coordinator/director of the graduate program and the Dean of Graduate Studies. Exceptions will be granted only when the non-tenure track individual has unique knowledge and expertise which will enhance the quality of the project.

Individual programs may have more stringent guidelines for thesis and project committee membership, as approved by the Dean of Graduate Studies.

**Academic Senate Parliamentarian
Recommendations from NEAC
March 1, 2004**

Background: NEAC was charged with recommending a process for the selection of the AS Parliamentarian, and to outline the duties and authority of the position. NEAC was also charged with clarifying the above in the AS Constitution and By-Laws.

NEAC recommendations:

Member Status:

The Parliamentarian would be a non-voting, ex-officio member of the Academic Senate. He/she must be a tenured faculty with at least two years Senate experience at Cal State San Marcos, and have a good understanding of Robert's Rules of Order. The Parliamentarian shall be selected by the Executive Committee from nominations solicited by NEAC. The call for volunteers/nominations shall occur within one week of the announcement of the spring election results and an appointment made by the last AS Executive Meeting of the AY. Should no nominee come forward, the incoming Senate Chair has the authority to appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to find nominees. The interim Parliamentarian shall be a non-voting member while acting as Parliamentarian.

Rationale: NEAC believes that former experience with the AS is vital. We also excluded non-tenured faculty from consideration because the Parliamentarian may have to make recommendations to the AS Chair that other faculty may find unpopular. We want faculty that perform this function to feel free to make unpopular decisions (as long as they are correctly based on Robert's Rules of Order). Because the position is non-voting, we thought an election was unnecessary. Moreover, we didn't want to exclude faculty that might be interested in serving on the Senate. With this recommendation, faculty that run for AS (but lose) have a chance to volunteer for Parliamentarian. We also wanted to determine the Parliamentarian sooner than our current process in which a Parliamentarian is selected at the first full AS meeting of the AY.

Duties:

The Parliamentarian is expected to attend all full meetings of the Academic Senate. He/she sits next to the Chair of the Senate during the full Senate meetings and advises the Senate Chair rather than the body-at-large on Robert's Rules of Order. The Parliamentarian has the authority to advise the Chair when he/she is not adhering to Robert's Rules of Order. The Parliamentarian is also expected to attend the new Senator orientation, at which she/he provides a brief overview of Robert's Rules of Order.

Rationale: The role of Parliamentarian is to advise the chair, not usurp her/his authority. However, the Parliamentarian must be able to call the chair out of order when necessary. We recommend that the Parliamentarian attend the new senator orientations to present an overview of Robert's Rules of Order so that all senators are aware of the proper procedures at AS meetings.

Constitution Language:

Currently reads:

Article 5.4.3: Parliamentarian

The Senate shall name a Parliamentarian at its first meeting of the academic year. The Parliamentarian shall be a non-voting, ex-officio member of the Senate.

Recommended Change:

Article 5.4.3: Parliamentarian

The Parliamentarian shall be named by the Executive Committee of the Academic Senate at its last meeting of the academic year from a list of nominees forwarded from NEAC. For the selection procedure, see Academic Senate Election Rules and Guidelines. The Parliamentarian shall be a non-voting, ex-officio member of the Senate, must be tenured with a minimum of two years experience in the Academic Senate, and possess a good knowledge of Robert's Rules of Order.

Article 5.4.3.a: Parliamentarian Duties

The Parliamentarian is to attend all full meetings of the Academic Senate and shall be seated next to the Chair of the Senate. The Parliamentarian shall advise the Chair rather than the body-at-large on Robert's Rules of Order, but has the authority to advise the Chair when he/she is not adhering to said Rules. The Parliamentarian shall attend the new Senator orientation to present a brief overview of Robert's Rules of Order. The Parliamentarian shall also be available to Academic Senators for consultation on matters related to Academic Senate meeting procedures.

Guidelines for Elections:

There are no current guidelines for the Parliamentarian. We recommend adding the following:

Guidelines for Election of the Academic Senate Parliamentarian

NEAC shall distribute a call for Parliamentarian no later than one week after the announcement of the spring election results. NEAC will forward the list of nominees to the Executive Committee who will select the Parliamentarian by the last Executive Meeting of the academic year. Should no nominees come forward by the end of the academic year, the incoming Senate Chair shall appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to solicit nominees. Once nominees are solicited, the Executive Committee shall select the Parliamentarian. The interim Parliamentarian shall be a non-voting member while acting as Parliamentarian.