

NEAC Recommendations
December 1, 2004

Name	Committee	Representing	Term
Jeffrey Charles	GEC	CoAS Hum/FA	04/05
Ann Fiegen	Room Scheduling Work Group	At large	04/05

CURRICULUM TRACKING
Academic Year 2004-05

Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
230	VSAR	231	311	Drawing II	C	New	Judit Hersko	4/23/04	9/13/04	9/13/04	Approved	10/25/04
231	VSAR	232	312	Sculpture II	C	New	Judit Hersko	4/23/04	9/13/04	9/13/04	Approved	10/25/04

Resolution to Endorse the Support of Civic Engagement at CSUSM

WHEREAS, a key component of Cal State San Marcos' mission statement is to create a distinctive university known not only for academic excellence, but also for playing a vital role in its broader community; and

WHEREAS, a key aspect of our community involvement requires training students to become responsible and engaged participants, volunteers, and leaders within the community; and

WHEREAS, becoming engaged community members demands that individuals learn to examine issues, voice opinions, and participate civilly in social and political discourse; and

WHEREAS, the American Democracy Project, a non-partisan initiative promoted by the American Association of State Colleges and Universities (AASCU), has provided leadership and support toward these ends; be it therefore

RESOLVED, that the Academic Senate reaffirms its commitment to guide students in their development toward taking the social responsibility expected of educated men and women through a range of activities on campus including, but not limited to the following:

Continually encouraging on-campus mechanisms for voter registration;

Providing an academic environment conducive to civil political discourse;

Bringing civic issues inside the classroom while encouraging students to increase their civic engagement beyond the classroom; and

Voicing its support for CSUSM's joining of the American Democracy Project, support which entails

- coordinating a campus conversation to develop our institution's vision of civic engagement and developing CSUSM's own goals toward the advancement of that vision.
- developing and planning programs and activities to achieve our established goals. These may incorporate curricular, co-curricular, and extra-curricular campus activities.

EMERITUS FACULTY POLICY**POLICY**

Implementation Date: 04/17/00

Revised: 00/00/00

I. Preamble

Emerita/emeritus status is an honorary title awarded for distinguished service to the academic community. The President shall bestow the title on a tenured faculty member who is entering permanent retirement from CSUSM and who has served the University with distinction. It is expected that emerita/emeritus status will be granted to faculty members who have contributed continuously throughout their career and have a distinguished professional record.

II. Eligibility

Emerita/emeritus status is limited to those individuals who:

1. for instructional faculty, hold the rank of full professor with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
2. for librarians, hold the rank of full librarian with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
3. for ~~SSP, AR~~SSP-ARs, hold the rank of ~~SSP, AR~~SSP-AR III with tenure and have at least 10 years of active unit-3 faculty service to CSUSM.

III. Procedures

- ~~1. Each academic unit, department, or its representative committee shall receive a list during the fall semester of eligible faculty members who have informed the President of their intention to retire, anticipated date of retirement, and status with respect to service retirement.~~
- ~~2. The academic unit, department, or its representative committee shall review the list and make a recommendation list to the Dean by the end of the fall semester.~~
1. The academic unit, department, or its representative committee shall forward a recommendation letter and curriculum vitae for each candidate ~~on the recommendation list~~ to the Dean outlining why the faculty member should be granted emeritus status based on the recommendation criteria. A candidate's name may be put forward no more than two times.
2. The Dean shall review the recommendation and state in writing whether s/he concurs with the recommendation, ~~by the end of the second week of the spring semester.~~
3. Both recommendations shall then be forwarded to the ~~Vice President for Academic Affairs~~ Provost who shall make his/her recommendation, ~~by the end of the fourth week of the spring semester.~~
4. The President or designee based, on his/her review of the recommendations, shall make final determination, ~~by the end of the sixth week of the spring semester.~~
5. Emerita/emeritus status may be bestowed posthumously.
6. The President (or designee) shall announce the names of faculty awarded emeritus status at spring commencement.

EMERITUS FACULTY POLICY**POLICY**

Implementation Date: 04/17/00

Revised: 00/00/00

IV. Recognition and Privileges

1. Emeriti faculty are considered an important and integral part of the university community.
2. Emeriti faculty shall be recognized through:
 - a. listing of the names of emeriti faculty in the campus commencement program at the time of retirement,
 - b. issuing a permanent ID card indicating status as an emerita/emeritus member of the faculty,
 - c. listing of name and title of all emeriti faculty in all university catalogues,
 - d. listing of name and title in the CSUSM phone directory.¹
3. All emeriti faculty shall be accorded the following privileges Upon commencement of permanent retirement and approval of emeritus status by the President (or designee), the following privileges shall become available:
 - a. eligibility to propose research projects/creative endeavors, compete for and administer grants from agencies outside the CSU system,
 - b. ~~Emeritus level Library privileges (to be determined by the Library in consultation with LACAC LATAC and reviewed annually);~~
 - b. free parking privileges,
 - c. ~~Emeritus level Computing Privileges~~ library and technology privileges (to be determined by Computing Services in consultation with LACAC LATAC in consultation with the Library and IITS, and to be reviewed annually)
 - d. invited participation in selected department, school and university functions,
 - e. attendance at public university functions and celebrations affirming the academic mission of the university,
 - f. invitations to participate in seminars, lectures, and scholarly meetings and ceremonies both as contributors and attendees.

V. Criteria for Recommendation

The academic unit, department, or its representative committee may decide not to recommend the faculty member for emeritus status on the basis of the criteria below. When formally recommending faculty for emeritus status, the following criteria should be considered and incorporated into the recommendation letters:

1. For faculty, a history of positive evaluations to include:
 - a. effective teaching,
 - b. research/creative endeavors, publications, and presentations at professional meetings,
 - c. contributions to the development of their academic program, the University, the community, and/or their profession.
2. For Librarians, a history of positive evaluations to include:

¹ At the request of the emerita/emeritus faculty, he or she will be listed in the CSUSM phone directory.

EMERITUS FACULTY POLICY

POLICY

Implementation Date: 04/17/00

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- a. effective professional performance and growth, as well as effective leadership, supervision, and administrative responsibilities,
 - b. research/creative endeavors, publications, and presentations at professional meetings,
 - c. contributions to the University and profession, locally, nationally, and internationally.
3. For ~~SSP, AR~~'s SSP-ARs, a history of positive evaluations to include:
- a. effective professional performance,
 - b. professional development,
 - c. service to the department, division, university, and community.

Resolution Concerning Minor Policy Revisions

WHEREAS, there are many minor revisions to policies and procedures previously passed by the Academic Senate; and

WHEREAS, Academic Senates on other California State University campuses usually meet twice per month; and

WHEREAS, the technology exists via email and web forums to speedily communicate information about minor policy changes to all senators and solicit comment; now, therefore, be it

RESOLVED, that whenever a policy change is deemed unanimously by the Executive Committee (EC) to be insignificant enough not to require discussion by the full Senate, the information will be sent out to all Senators by email for review. If no objection is raised concerning these changes within two weeks of the email communication, the EC may approve the change on behalf of the Senate. In this case, the EC shall inform the full Senate.

1 **Fair Use Guidelines Training**
2 **LATAC Recommendation to the EC**
3
4
5

6 LATAC was charged with implementing the training component to the campus Fair-Use Policy.
7 The charge further specified that this training was to be web-based and made mandatory for
8 campus faculty and staff. A tutorial has been developed in the WebCT learning management
9 system and is ready for review by the Academic Senate.

10
11 LATAC recommends

- 12
13 (a) that this tutorial be released for implementation after review by CSU legal counsel;
14
15 (b) that on implementation, Human Resources and Equal Opportunity should take
16 responsibility for monitoring individual compliance with this mandatory tutorial.

1 **MINOR IN COGNITIVE SCIENCE**

3 **Office:**

4 TBD

6 **Telephone:**

7 (760) 750-XXXX TBD

9 **Program Director:**

10 TBD

12 **Faculty:**

13 Jocelyn Ahlers, Ph.D. (Linguistics)

14 Katherine Brown, Ph.D. (Communication)

15 Jule Gomez de García,, Ph.D. (Linguistics)

16 Gina Grimshaw, Ph.D. (Psychology)

17 Rocio Guillen-Castrillo, Ph.D. (Computer Science)

18 Mtafiti Imara, Ph.D. (Visual and Performing Arts)

19 Alicia Munoz Sanchez, Ph.D. (World Languages and Hispanic Literatures)

20 Barry Saferstein, Ph.D. (Communication)

21 Miriam Schustack, Ph.D. (Psychology)

22 Shaun-inn Wu, Ph.D. (Computer Science)

23 Robert Yamashita, Ph.D. (Liberal Studies)

24 Rika Yoshii, Ph.D. (Computer Science)

25 Lorna Zorman, Ph.D. (Computer Science)

27 **Program Offered:**

- 28 • Minor in Cognitive Science

29 The Cognitive Science Minor at Cal State San Marcos offers students the opportunity to broaden their
30 academic experience through systematic study of the interdisciplinary field of Cognitive Science.

31 Cognitive science has a variety of definitions, but one simple one is that it is the interdisciplinary

32 scientific study of mind. ~~The field involves contributions from the disciplines of psychology,~~

33 ~~computer science, linguistics, communication, biology, neuroscience, philosophy, anthropology, and~~

34 ~~social science.~~ The field involves contributions from the disciplines of psychology, computer science,

35 linguistics, communication, biology, neuroscience, philosophy, anthropology, music, mathematics,

36 and social science. The minor in Cognitive Science allows students to focus on the domain of

37 Cognitive Science from multiple perspectives, and to customize their course selections in accordance

38 with their individual interests within the field. The program requires courses from at least four

39 different disciplines, and allows courses from several more. Students choosing to pursue the minor in

40 Cognitive Science will get exposure to some of the breadth of this emerging field of study. The

41 minor is appropriate for students in any major, but may be especially of interest to students majoring

42 in one of the disciplines that are related to the cognitive sciences. This minor helps to prepare

43 students for graduate study in related fields, as well as for a variety of careers in both public and

44 private sectors.

45

Cognitive Science Minor Requirements

Completion of ~~nineteen (19)~~ twenty-two (22) units, at least twelve (12) of which must be at the upper-division level. Students are advised that some optional courses have prerequisites, and should plan accordingly.

Core Courses

- CS 111 Computer Science I (4 units)
- PSYC 100 Introduction to Psychology (3 units)*
- PSYC 362 Cognitive Processes (3 units)

Brain and Mind

Select at least one course:

- BIOL 348 Brain and Mind (3 units)
- CS 573 Artificial Neural Networks (3 units)
- PSYC 361 Brain and Mind (3 units)
- PSYC360 Biopsychology (3 units)
- PSYC 465 Human Neuropsychology (3 units)

Language and Mind

Select at least one course:

- LING 300 Introduction to Linguistics (3 units)
- LING 360 Cognitive Linguistics (3 units)
- LING 371 Language and Culture (3 units)
- LING 371B Language and Culture (3 units)
- LING 381 Language and Gender (3 units)
- LING 450 Language Acquisition (3 units)

Communication and Distributed Cognition

Select at least one course:

- COMM 355 Communication and Collaboration (3 units)
- COMM 400 Discourse Analysis (3)

Electives

Select at least one course:

- ANTH 315 Human Origins (3 units)
- CS 571 Artificial Intelligence (3 units)
- CS 574 Natural Language Processing (3 units)
- CS 575 Machine Learning (3 units)
- LBST 361 The Social Construction of Science (3 units)
- LBST 361B The Social Construction of Science (3 units)
- PHIL 210 Symbolic Logic (3 units)
- PSYC 392 Laboratory in Sensation and Perception (3 units)
- PSYC 393 Laboratory in Cognitive Psychology (3 units)

* Per Gina Grimshaw and UCC.

1 **APC Resolution on Credit by Challenge Examination**

2
3 Whereas,

4
5 All CSU campuses have been asked to re-evaluate policies, procedures and requirements to
6 facilitate student success in achieving the baccalaureate degree, and

7
8 Allowing students who can demonstrate having achieved the learning objectives of a course
9 through a challenge examination not only can accelerate their own progress but may also create
10 another space in a filled class section for other students, and

11
12 The existing policy and procedure was last changed prior to the publication of the 1995-96
13 General Catalog,

14
15 Therefore Be It Resolved,

16
17 That the following Policy and Procedure for Credit by Challenge Examination be approved and
18 that the Provost charge the Colleges with collecting and maintaining lists of courses which
19 students may challenge. The complete list of all such courses will be made available to students
20 on the University webpage and in the General Catalog.

Policy:

[Deletion/addition version: deletions are in strike-out format; additions are bold]

A student may elect to receive credit for a course by challenge examination for any course approved by the academic discipline as a course eligible for challenge. The following **restrictions apply** ~~procedures are applicable:~~

- A student must be enrolled currently in the course elected for challenge, as well as one additional course.
- ~~A course challenge form containing the approval of the student's faculty advisor and the designated signature(s) within the course's college must be completed prior to the examination. [Amended and moved to Procedures]~~
- ~~Examinations must be administered and graded prior to the last day to add courses in any given semester or term. Students are required to file course challenge forms prior to the end of the first week of classes in order to insure adequate time for the examination process. If the student does not successfully complete the exam, the student will be allowed to remain in the course or drop the course in accordance with normal withdrawal policies. [Moved to Procedures]~~
- ~~The grading option for a challenge exam is at the discretion of the discipline. Disciplines may designate the grading method (letter grade, CR/NC) and may establish a minimum grade that must be obtained in order to receive course credit in accordance with University policy.~~
- **Successful challenge of a course will result in a grade of Credit. Successfully challenged courses do not count against the limit on the number of courses that may be taken for a grade of Credit/No Credit.**
- Credit by examination may not be used to fulfill the residency requirement.
- The challenge examination must include a writing assessment that reflects the all-university writing requirement.
- There is a six-unit limit on credit by challenge examination within the major
- A student may not elect to challenge a course for which a grade of "U", "F", "WU", "IC", "NC", or "AU" was received in a previous semester, for which academic renewal has been granted, or for which a prior challenge has been unsuccessful.
- ~~As a matter of general policy, a student may not challenge a course for which a prerequisite is listed unless the prerequisite requirement has been met. Exceptions to this policy require special approval as designated by the college or discipline.~~ A student may not challenge a course that is listed in the catalog as a prerequisite for a course in which academic credit has already been granted.
- Courses cannot be challenged to fulfill upper-division General Education requirements.

Policy:

[Clean version]

A student may elect to receive credit for a course by challenge examination for any course approved by the academic discipline as a course eligible for challenge. The following restrictions apply:

- A student must be enrolled currently in the course elected for challenge, as well as one additional course.
- Successful challenge of a course will result in a grade of Credit. Successfully challenged courses do not count against the limit on the number of courses that may be taken for a grade of Credit/No Credit.
- Credit by examination may not be used to fulfill the residency requirement.
- The challenge examination must include a writing assessment that reflects the all-university writing requirement.
- There is a six-unit limit on credit by challenge examination within the major
- A student may not elect to challenge a course for which a grade of “U”, “F”, “WU”, “IC”, “NC”, or “AU” was received in a previous semester, for which academic renewal has been granted, or for which a prior challenge has been unsuccessful.
- A student may not challenge a course that is listed in the catalog as a prerequisite for a course in which academic credit has already been granted.
- Courses cannot be challenged to fulfill upper-division General Education requirements.

Procedure:

Students register for credit-by-challenge examination in the first week of the semester, and take and receive the results of the examinations in the second week.

1. Students may only challenge courses as described in the policy.
2. A student wishing to challenge a course for which a credit-by-challenge examination exists must register for the course. Students are urged to have a plan to replace a successfully challenged course with another course (referred to below as the “alternate course”) in their class schedules.
3. The student must then make an appointment with the (staff) academic advisor who will check the student’s academic record to verify that the criteria for challenging the course have been met. Students are urged to make this appointment prior to the start of the semester.
4. The advisor will give the student a signed Credit-by-Challenge Request Form that the student will take to the department chair (or designee) of the department offering the course by the close of business on the first Wednesday after the start of classes. This form will be used by the department to report to Registration & Records the result of the challenge.
5. The Department Chair will post the location and time of the credit-by-challenge examination by the close of business on the first Thursday after the start of classes.

6. Examinations will be scheduled sufficiently early in the second week of the semester so that students and Registration & Records will receive the results prior to the end of the Add/Drop period.
7. Registration & Records will move students who have successfully challenged a course out of the section in which they were registered, and into a section that bears a notation indicating that the course was successfully challenged. Students are urged to replace the successfully challenged course with the alternate course.
8. If the challenge is unsuccessful, the student remains enrolled in the course unless s/he drop it in accordance with normal withdrawal policies.

EVACUATION

General Evacuation procedures

A power outage does not necessarily call for evacuation of a building. The overall safety of the building must first be evaluated: lighting, hazardous materials, ventilation systems, and other hazardous operations. If the building can be safely occupied, evacuation is not necessary. If evacuation is ordered, follow these procedures:

- Stay calm, do not rush, and do not panic.
- Safely stop your work.
- Gather your personal belongings if it is safe to do so. (Reminder: take prescription medications out with you if at all possible; it may be hours before you are allowed back in the building.)
- If safe, close your office door and window, but do not lock them.
- Use the nearest safe stairs and proceed to the nearest exit. **DO NOT** use the elevator.
- Proceed to designated Emergency Assembly Area and check in with officials.
- Wait for any instructions from emergency responders.
- **DO NOT** re-enter the building or work area until you have been instructed to do so by the emergency responders.

Emergency evacuation of people with physical disabilities

Evacuating a disabled or injured person yourself is the last resort. Consider your options and the risks of injuring yourself and others in an evacuation attempt. Do not make an "emergency" situation worse. Evacuation is difficult and uncomfortable for both the rescuers and people being assisted. Some people have conditions that can aggravated or trigger problems if they are moved incorrectly. Remember that environmental conditions (smoke, debris, loss of electricity) will complicate evacuation efforts.

The following guidelines are general and may not apply in every circumstance.

- Occupants should be invited to volunteer ahead of time to assist disabled people in an emergency. If volunteers are not available, designate someone to assist who is willing to accept the responsibility.
- Volunteers should obtain evacuation training for certain types of lifting techniques through the Disabled Student's Program.
- Two or more trained volunteers, if available, should conduct the evacuation.
- **DO NOT** evacuate disabled people in their wheelchairs. This is standard practice to ensure the safety of disabled people and volunteers. Wheelchairs will be evacuated later if possible.
- Always **ASK** disabled people how you can help **BEFORE** attempting any rescue technique or giving assistance. Ask how they can best be assisted

or moved, and if there are any special considerations or items that need to come with them.

- Before attempting an evacuation, volunteers and the people being assisted should discuss how any lifting will be done and where they are going.
- Proper lifting techniques (e.g. bending the knees, keeping the back straight, holding the person close before lifting, and using leg muscles to lift) should be used to avoid injury to rescuer's backs. Ask permission of the evacuee if an evacuation chair or similar device is being considered as an aid in an evacuation. When using such devices, make sure the person is secured properly. Be careful on stairs and rest at landings if necessary.
- Certain lifts may need to be modified depending on the disabilities of the people.

EVACUATION

Evacuation of people with physical disabilities

The following guidelines have been adopted by the Cal State San Marcos campus to assist in planning for the evacuation of people with physical disabilities.

Evacuation in all emergencies...

AFTER AN EVACUATION HAS BEEN ORDERED:

Evacuate people with disabilities if possible.

- **DO NOT** use elevators, unless authorized to do so by police or fire personnel. Elevators could fail during a fire or major earthquake.
- If the situation is life threatening, call 9-1-1.
- Check on people with special needs during an evacuation. A "buddy system," where people with disabilities arrange for volunteers (co-workers/neighbors) alert them and assist them in an emergency, is a good method.
- Attempt a rescue evacuation **ONLY** if you have had rescue training or the person is in immediate danger and cannot wait for professional assistance.
- Always **ASK** someone with a disability how you can help **BEFORE** attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

Blindness or Visual Impairment for.....

Bomb Threat, Earthquake, Fire, Hazardous Materials Releases, and Power Outages:

- Give verbal instructions to advise about safest route or direction using compass directions, estimated distances, and directional terms.
- **DO NOT** grasp a visually impaired person's arm. Ask if he or she would like to hold onto your arm as you exit, especially if there is debris or a crowd.

- Give other verbal instructions or information (i.e. elevators cannot be used).

Deafness or Hearing Loss for.....

Bomb threat, Earthquake, Fire, Hazardous Materials Releases, and Power Outages:

- Get the attention of a person with a hearing disability by touch and eye contact. Clearly state the problem. Gestures and pointing are helpful, but be prepared to write a brief statement if the person does not seem to understand.
- Offer visual instructions to advise of safest route or direction by pointing toward exits or evacuation maps.

Mobility Impaired for.....

Bomb Threat, Earthquake, Fire, and Hazardous Materials Releases:

It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area.

- If people with mobility impairments cannot exit, they should move to a safer area, e.g. (Most enclosed stairwells)
- An office with the door shut with is a good distance from the hazard (and away from falling debris in the case of earthquakes)
- Notify police or fire personnel immediately about any people remaining in the building and their locations.
- Police or fire personnel can decide whether people are safe where they are, and will evacuate them as necessary. The Fire Department may determine that it is safe to override the rule against using elevators.
- If people are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary to evacuate them using an evacuation chair or a carry technique.

Power Outages:

- If an outage occurs during the day and people with disabilities choose to wait in the building for electricity to be restored, they can move near a window where there is natural light and access to a working telephone. During regular building hours, officials should be notified so they can advise emergency personnel.
- If people would like to leave and an evacuation has been ordered, or if the outage occurs at night, call the University Police at 750-4567 from a campus telephone to request evacuation assistance.
- Some multi-button campus telephones may not operate in a power outage, but single-line telephones and pay telephones are likely to be operating. If you have questions about this policy or need additional information, contact the University Police Department 750-4567

**CSUSM Goals and Objectives—DRAFT 11/22/04
for Academic Programs, Institutional Management, and Fiscal Stability**

Academic Program Goals

1. Expand academic programs to meet the existing and future needs of the region and state.
2. Enhance and sustain academic program quality by assessing and improving student learning.
3. Increase student engagement in communities on and off campus.
4. Increase outreach to diverse communities.
5. Increase retention and support of well-qualified and diverse students, faculty, and staff.

Institutional Management Goals

6. Strengthen existing community partnerships and increase new partnerships.
7. Promote a climate of collaborative leadership and representative governance.
8. Improve management of existing resources to align with the university's values, mission, and vision.

Fiscal Stability

9. Enhance sources of revenue.
10. Enhance the physical learning environment of the university.

Academic Program Goals and Objectives

Goal 1: Expand academic programs to meet the existing and future needs of the region and state.

- 1.1** Implement at least 8 Bachelor's programs on the Academic Blueprint for 2004-2009.
- 1.2** Implement at least 3 Master's programs on the Academic Blueprint for 2004-2009.
- 1.3** Implement the university's first joint doctoral program, an Ed.D. in educational leadership, in January 2005, enrolling at least 20 doctoral candidates in the first cohort.
- 1.4** Increase new program enrollments so that at least 40% of FTES growth from 2006-7 to 2008-9 comes from new program growth.
- 1.5** Based on a 20:1 Student/Faculty ratio, increase the number of tenure-track faculty positions from 242 to 300 by 2008-9 to strengthen existing programs and build new programs.
- 1.6** Hire a Dean and support staff of the CHHS by 2006-7 and inaugurate the new college in Fall 2006.

Goal 2: Enhance and sustain academic program quality by assessing and improving student learning.

- 2.1** All new academic programs proposals will have well-developed learning outcomes and assessment strategies starting in 2004-5.

- 2.2** Using our current program review process, all existing academic programs will develop rigorous methodologies to assess student learning (e.g., longitudinal data and competency-based assessment) and design feedback loops to improve outcomes. All programs will have this process finished by 2007-8.
- 2.3** Analytic Studies will implement the new writing assessment plan in 2004-5 and begin longitudinal analysis in Fall 2007.
- 2.4** Maintain the current percentage of hands-on experiences as we increase the number of students to 2009.
- 2.5** Decrease the advisor to student ratio from 1:1100 to 1:700 by 2009 to reflect national standards.
- 2.6** Hire a full-time director of Learning Assistance Services by 2006-7.

Goal 3: Increase student engagement in communities on and off campus at a higher rate than FTES growth.

- 3.1** Increase the number of students engaged in applied and hands-on experiences in direct relation to the FTES growth through such efforts as service learning, internships and research experiences.
- 3.2** Increase number of freshmen served by First-Year programs by 25% over 2004-5 levels by 2008-9. Increase the number of learning communities organized through the First year Programs Office (and in collaboration with Student Residential Life) from one in 2004-5 to five in 2008-9.
- 3.3** Increase student satisfaction with faculty interactions as reported on the Spring 2002 NSSE report by 10% when the NSSE is readministered in Spring 2008
- 3.4** Increase the number of on-campus work experiences for students by 15% by 2008-9 to support student affiliation and persistence to graduation.
- 3.5** Reinstate the Honors Program by 2007-8.
- 3.6** Begin implementation of the 2010 vision for Athletics, beginning women's or men's soccer in 2006 and the second team in 2007.
- 3.7** Increase campus usage of the Clarke Field House/University Student Union by 5% during 2004-5.
- 3.8** Increase student engagement in leadership opportunities from approximately 1,030 participants to 1,300 participants by 2009.

Goal 4: Increase outreach to underserved communities.

- 4.1** Increase participation in student and parent sessions from 1000 in 2003-4 to 3000 in 2008-9.
- 4.2** By Fall 2005 the campus will adopt an enrollment management plan that is consistent with the values and direction of the University and the communities that we serve.
- 4.3** Towards the goal of attaining HSI status, increase by 25% annually the number of Spanish-speaking parents served by outreach efforts from 2004-05 to 2006-7.

4.4 Implement American Indian Outreach Initiative by 2004-5 to increase college eligibility rates from .8 % (State/Federal average) to 1% for individuals in our region.

4.5 Initiate a community-based outreach model with African-American civic organizations in areas such as Oceanside and northern Riverside which will yield an increase of 25% in eligible students for college admissions by 2008-9.

4.6 Implement a community-based outreach model for other under-represented groups that will increase the number of CSU-eligible students over 2004-5 levels to better reflect the service area of the university.

4.7 Create a center in Southwest Riverside, enrolling at least 300 FTES by September 2009.

4.8 Increase international student enrollment from 1% to 2% of the student body by September 2009.3.00

Goal 5: Increase retention and support of well-qualified and diverse students, faculty, and staff.

5.1 Increase the one-year continuation rate for first-time freshmen from 70% for the Fall 2002 cohort to 75% for the Fall 2007 cohort.

5.2 Increase the percentage of first-time freshmen who are fully remediated within one year of entry from 72% for the Fall 2002 cohort to 77% for the Fall 2007 cohort.

5.3 Secure at least two endowed professorships at CSUSM by 2008-9.

5.4 Implement full services to Re-Entry and Transfer Students by Spring 2006, improving their retention by 5% by Fall 2009.

5.5 Recognize and support faculty in their scholarly and creative activity with a 10% increase in internal grants by 2007-8.

5.6 Faculty and staff service to students and the community should be recognized through new awards starting in 2005-6.

5.7 Support of a diverse campus should be enhanced by creating a multicultural center by 2006-7

5.8 Increase grant programs over current numbers, such as TRIO, OBRT and CAMP, to support student success.

5.9 Develop an aggressive plan to aggressively recruit a diverse pool of faculty, staff and MPPs by 2005-6.

Institutional Management Goals

Goal 6: Strengthen existing community partnerships and increase new partnerships.

6.1 Faculty at CSUSM will provide workshops for Palomar and Mira Costa Community Colleges at least one year in advance of implementation for each new degree program.

6.2 In partnership with Palomar Pomerado Health Systems, design layout of laboratories, classrooms and offices in the space donated for the Nursing Program by March 2005. Develop two joint faculty appointments between community partners and CHHS by 2008-9.

6.3 The Colleges of Education and Arts & Sciences will conduct at least 10 workshops with school districts by May 2006 to develop arts education projects in schools through Center ARTES.

6.4 The College of Business Administration will expand community Senior Experience partners by 8-10% by 2008-9.

6.5 Establish a partnership with a second North County city similar to that with the City of Escondido, to expand service learning opportunities within city government.

6.6 Establish a consistent presence at the San Marcos City Council and other targeted groups.

6.7 CSUSM will create land easements and provide public testimony in support of the light rail project now scheduled to come to campus in December 2006.

6.8 Increase participation of CSUSM personnel by adding at least two memberships per year in community organizations such as enhancing partnerships through Chambers of Commerce.

6.9 Institute a faculty service learning award in 2004-5.

6.10 Lead the expansion of collaborations and alliances with other higher education institutions in our region.

6.11 Improve our capacity to host community groups on campus by increasing community visits by 10% per year.

6.12 Coordinate and strengthen various advisory councils affiliated with the university.

6.13 Increase alumni involvement within the university.

Goal 7: Promote a climate of collaborative leadership and representative governance.

7.1 Institute open budget information sessions during the 2004-5 year and improve timeliness of communication.

7.2 Create regularly scheduled open office hours for each academic administrator starting in 2004-5.

7.3 Increase student participation on key campus groups and committees.

7.4 Create a presidential student engagement program by 2005-06, providing opportunities for students to describe their university experiences and advocate for the university in presentations to/ discussions with community members.

7.5 Implement a shared governance report on a biennial basis.

Goal 8: Enhance sources of revenue

8.1 Implement a collaborative development model by June 2005.

8.2 Expand the university's donor base. Double the size of President's Circle by 2006.

8.3 Raise a total of \$1.6 million by 2008-9 to implement and operate CHHS.

8.4 Establish an equipment endowment fund of at least \$400,000 for CHHS by September 2009; secure additional pledges and contributions of at least \$200,000 for equipment, library and operations.

8.5 Secure external funding for the College of Business Administration for building enhancements of at least \$250,000 by its opening in 2006.

8.6 Increase externally funded grants and contract by 25% by 2008/09.

8.7 Increase private fundraising in the Colleges of Arts and Science and Education by at least 10% by 2008-9.

8.8 Obtain endowments for Library collections of at least \$100,000 by September 2009.

8.9 When state budget is restored, include a review of budget reductions including position cuts when determining how to allocate increases.

Fiscal Stability Goals

Goal 9: Improve management of existing resources to align with the university's values, mission, and vision.

9.1 Double percentage of FTES generated on Fridays, on weekends and in on-line/distance courses from 2003 (5%) to 2009 (10%).

9.2 90% of Student Financial Aid will be through Electronic Fund Transfer by 2005-6. 90% of all student financial services operations will be performed through the web by 2008-9.

9.3 75% of eligible employees will receive electronic payroll deposits by 2006-7. 100% of eligible vendor payments and employee reimbursements will be received via electronic fund transfer by 2008-9.

9.4 Fully implement PeopleSoft Finance and HR packages by Fall 2008.

9.5 Implement a permit-tracking software system for all new construction projects in 2004-5.

9.6 Close audit findings in 100% of audits within six months of audit report by 2004-5.

9.7 Implement HREO campuswide training in 2004-5 to enhance the dissemination of information required by federal, state and CSU requirements. Increase percentage of employees who participate in required training by 10% per year.

9.8 Provide managers with online access to employee leave accruals by 2004-5.

9.9 Develop a multi-year budget model for 2005-6 and following years.

Goal 10: Enhance the physical learning environment of the university.

10.1 Secure 14,000 sq.ft. in off-campus laboratory facilities for nursing by 2006.

10.2 Secure basic equipment and library materials for CHHS by 2009-10.

10.3 Complete feasibility study for the Social Sciences Building by 2005.

10.4 Complete construction and occupy the Business Building in 2005-6.

10.5 Complete the feasibility study by 2007 and the planning and design for the second phase of student housing (450 beds) by 2009-10.

10.6 Complete moves to centralize key student services into a “one-stop-shop” that more effectively support student access to services and resources in 2006.

10.7 Increase parking by at least 1200 spaces in 2006-7.

10.8 Complete 2000 space parking structure by 2009-10.

10.9 Complete feasibility study of a multi-purpose Foundation building adjacent to the first parking structure in 2006/07.

10.10 Fulfill x% of the Athletic Fields fundraising goal by 2009-10 (advice of Cabinet re: % goal).

10.11 Complete the Center for Children & Families by end of 2006 and begin operations in Jan. 2007.

10.12 Begin to operate Cougar Central by (date)

HANDBOOK OF ELECTION ISSUES



Office Of General Counsel

REVISED: OCTOBER 2004

HANDBOOK OF ELECTION ISSUES
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HANDBOOK OF ELECTION ISSUES

I. INTRODUCTION

This is a general reference guide to issues that have arisen within the CSU relating to the use of state resources in elections and guidance for other election questions.

II. THE LAW

The law prohibits the use of public funds for political campaign activity. As stated in the leading case which established this principle, Stanson v. Mott (1976) 17 Cal.3d 206, 210, 130 Cal. Rptr. 697, 699:

“[A] public agency may not expend public funds to promote a partisan position in an election campaign.”

Government Code section 8314 similarly provides:

“It shall be unlawful for any elected state officer, appointee, employee, or consultant to use or permit others to use state resources for a campaign activity . . . which [is] not authorized by law.”

This rule of campaign neutrality is consistent with other laws that establish the foundational principle that the CSU must remain “entirely independent of all political and sectarian influence.” Education Code section 66607. (See also, a similar restriction applicable to the University of California in Art. IX, Sec. 9 of the California Constitution.) It also furthers the California Constitutional proscription against gifts of public funds (Cal. Const. Art. XVI, Sec. 6),

and the statute which prohibits the misappropriation of public funds. (Penal Code § 424). It is consistent with the related proscription on the involuntary assessment of student fees to support political positions. See, Smith v. Regents of University of California, 4 Cal. 4th 843, 16 Cal.Rptr.2d 181 (1993). Requiring state agencies to be politically neutral in election campaigns also promotes basic equity and fairness in the democratic process.

State resources are implicated whenever any state property or asset is used in an election campaign, including land, facilities, equipment, supplies, telephones, computers, vehicles, employee time and funds.

It is impossible to establish clear or bright lines that apply universally in every situation, because the law is premised on reasonableness and balance, and the facts are different in each individual circumstance. Nevertheless, it is hoped that the following general information will be helpful in arriving at thoughtful decisions. Further consultation with the University Counsel assigned to your campus is encouraged with respect to any specific situation that is in doubt.

III. APPLICATIONS

A. WRITTEN MATERIALS

In Stanson, it was ruled that to determine whether written materials are informational, or promotional, reference must be made to their overall content, including style, tenor, and timing. Therefore, it is impossible to establish hard and fast rules which govern every situation. Information which leads to only one logical conclusion will always be suspect.

The closer in time to an election, the more scrutiny written materials can expect to undergo. In 35 Ops.Cal.Atty.Gen. 112, the Attorney General determined that a full page

ad, which contained factual information, but did not explicitly advocate a particular vote, was still campaign advocacy because the ad was placed the day before the election.

B. DEBATES

It is the function of an educational institution to inform the public on both sides of important policy issues. Therefore, a debate, where both sides have an opportunity to present their opinions, is unquestionably an appropriate expenditure of public funds.

Where University officials are participants in a debate and advocate a particular point of view, they should make clear at the outset that they are presenting their own personal opinion and not an institutional position.

C. SPEAKERS

Every university campus is considered “a market place of ideas.” Healy v. James, 408 U.S. 169, 180, 92 S.Ct.2338, 2346 (1972). Broad latitude therefore must be provided for speakers from every spectrum to address groups on campus, both in formal and informal settings, subject only to reasonable campus time, place and manner restrictions.

Reasonable restrictions are those which are designed to avoid material disruption of instruction and/or campus security. Public funds may be used to pay speakers who advocate a particular point of view, and even advocate for a candidate or position in an election year. Balance in viewpoints needs not be achieved at every speaking event.

However, over time campuses should ensure that various points of view have been presented. The closer a speaker comes to the date of an election, the more compelling the need for balance.

D. “FREE SPEECH ZONES”

Areas of campus may be designated as the usual gathering places where public speech occurs (“free speech zones”). These locations should be selected to accommodate large groups, appropriate for sound amplification, and away from places on campus where quiet is important (e.g. dwellings or academic buildings). Speakers can be directed to these locations as the usual place where it is accepted on campus that speech regularly occurs. They should not be regarded, however, as the only locations on campus where public speech is appropriate. Events and locations outside of the “free speech zones” are subject to regulation as to appropriate time, place and manner that is reasonable under all of the circumstances.

Much care needs to be exercised in developing advance notice requirements for use of the campus for purposes of speech. It may be appropriate to require advance notice where large groups are anticipated, where sound amplification is required or used, where the speaker is not a member of the campus community, where unusual security issues are presented, and so on. A blanket advance notice requirement for all users would likely be viewed as an inappropriate prior restraint.

E. LEAFLETING

The distribution of printed matter is “permitted on campus,” but is also “subject . . . to reasonable directive by the campus president as to the time, place and manner thereof.” (Title 5, Calif. Code of Regs. Sec. 42352(b)). A campus might for example prohibit leafleting at the bottom of an escalator or near roadways to avoid creating a dangerous condition.

F. POSTERS

Campaign posters, which advocate a position, are a campaign activity and no public money can be used in their production.

Political posters, like all other posters, are subject to content neutral time, place and manner restrictions. Campuses may, for example, have regulations to limit the size or location of all campus posters to protect against fire risk, access problems, or other health or safety issues.

Political posters can be displayed in traditional public areas, such as kiosks or other bulletin board or information arenas. They also can be displayed in areas which are generally regarded as private space, belonging to particular individuals. This could include the interior of dormitory rooms and private office space, depending on the size and nature of the poster, and whether it creates any ambiguity about an “official” position being taken (e.g. office space which is open and adjoined to other public areas). Other displays of political posters are not permissible.

G. USE OF FACILITIES

Campaign groups which request the use of campus facilities for meetings, rallies or other gatherings must be treated like all other outside public groups which request to use campus facilities. If the campus charges other groups for the use of campus facilities, it should also charge campaign groups, and at the same rental rate. If the campus makes its facilities available to other groups without any charge, it should not charge campaign groups for use of the facilities.

H. USE OF E-MAIL

Campuses provide e-mail for employees to conduct official University business.

Therefore, it is not appropriate for individual employees to conduct campaign advocacy or solicit funds by using their University e-mail accounts. On the other hand, to the extent that a certain degree of personal communication is tolerated or allowed under applicable campus policy, then personal communication which includes the expression of political views must also be tolerated. Even if it is appropriate for a campus to expend effort to promote and encourage voter registration, a broadcast effort to get out the vote on e-mail is not appropriate.

Student e-mail and webpages are generally accepted as being made available for personal use. A campus could therefore become vulnerable to a charge of violation of the First Amendment if it attempts to interfere with student communications with political content. Campus policy which limits the use of e-mail accounts and webpages for nonuniversity purposes would also limit the use of student e-mail or webpages for political campaign purposes.

I. PUBLIC RESOLUTIONS

There is a rich tradition in academia that certain bodies within the university may express their common views on matters of public importance. The Academic Senate, for example, frequently “takes positions” on various matters in furtherance of its function within the institution.

There is no reason why such bodies cannot continue to express their viewpoints, even on matters which go before the electorate. University employees do not lose their personal right of individual or collective free speech because of university employment. Thus, a deliberative body may take a position on an issue of importance to society or on a ballot

proposition. But having exercised rights of expression, the body may not then spend state funds to publicize its point of view other than preparing the usual minutes of the meeting and engaging in the normal communications that follow the meeting. If the position is adopted in procedures that are out of the ordinary course – e.g., calling a special meeting just before an election only for the purpose of taking a political position – there is a possibility that such could be labeled illegal campaign activity.

J. CSU AUXILIARIES

CSU auxiliary funds are not “public,” even though they exist only to support the university’s public purpose. Auxiliary funds may, therefore, be used for purposes of campaign advocacy, but only if the position taken is consistent with a formal position taken by the Board of Trustees, and the maintenance of the auxiliary’s tax exempt status.

K. SIGNING ADVOCACY LETTERS

First Amendment rights to free expression are not sacrificed upon assuming public employment. Faculty and staff may sign their name to letters or other written documents that advocate political positions. Where the campus employee’s name is accompanied by his or her campus title, however, there is a risk of confusion that the name listed in support of a political issue represents an official position of the institution. The higher up in rank or office, the more likely that this confusion may exist, and/or that the signature is being solicited, in part, because of an implication of institutional endorsement. Careful judgment should be exercised depending upon the circumstances and the employee’s position.

L. CAMPAIGN BUTTONS

Employees may wear political campaign buttons to work as an expression of their own personal opinion.

M. USE OF UNIVERSITY STATEMENTS

The university cannot restrict the use of its official opinions, by others, as a part of their campaign advocacy. Care should be exercised, however, to ensure that the campus is not so closely affiliated with the campaign advocates to give rise to an argument that the official statement was really engineered for an outside purpose. Circumvention of the restrictions of the law is not permissible.

IV. TIME OFF TO VOTE

If a voter does not have sufficient time outside of working hours to vote at a statewide election, the voter may, without loss of pay, take off enough working time (not to exceed two hours) that, when added to the voting time available outside of working hours, will enable that voter to vote. The time must be taken at the beginning or ending of the employee work period unless otherwise mutually agreed. The employer is required to post notice of this opportunity ten days before every statewide election. Elections Code section 14000. A sample notice form prepared by the Secretary of State is found at: <http://www.ss.ca.gov/elections/toveng.pdf>.

V. CONCLUSION

When questions regarding election issues arise, campuses are urged to consult with their University Counsel. Decisions about appropriate behavior in the context of election issues almost always depend on the peculiar facts of each situation.