

**NEAC Recommendations
March 1, 2006**

Name	Committee	Representing	Term
Fang, Fang	Student Grievance Committee	At large	05/06

1 **Resolution Concerning the Recent CSU Board of Trustees Decision**
2 **To Augment Compensation for Top Administrators**
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6 WHEREAS, The California State University San Marcos (CSUSM) Academic Senate
7 recognizes the need for all employees of the California State University (CSU) to
8 receive fair and equitable raises to maintain quality instruction and services to
9 students and remain competitive with comparable institutions of higher
10 education; and
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12 WHEREAS, The CSU Board of Trustees authorized compensation increases for top
13 administrators including a 13.7% average raise in salary, \$50,000-\$60,000 per
14 year housing allotment, and a monthly automobile allowance of \$1,000 for
15 presidents, the executive vice chancellor and chief financial officer, the vice
16 chancellor of human resources, and the general counsel; and
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18 WHEREAS, These raises, made in concert with the announcement of student fee
19 increases, fuel the perceptions that such benefits accrue only to top administration
20 and costs are borne only by students; and
21

22 WHEREAS, The CSU Board of Trustees authorized only a 3.5% general salary increase
23 for faculty and are still in contract negotiations; now, therefore, be it
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25 RESOLVED, That the CSUSM Academic Senate calls upon the CSU Board of Trustees
26 to recognize and reward the considerable contributions of all its employees; and
27 be it further
28

29 RESOLVED, That the CSUSM Academic Senate calls upon the CSU Board of Trustees
30 to adopt a balanced and equitable method to close the 16% gap between CSU
31 faculty salaries and those of comparable institutions of higher education
32 (California Postsecondary Education Commission) and increase salaries of all its
33 employees without unduly burdening students; and be it further
34

35 RESOLVED, That the CSUSM Academic Senate send copies of this resolution to
36 Governor Schwarzenegger, members of the California Legislature, Assembly
37 Speaker Nunez, Chancellor Reed, CSU Board of Trustees, CFA President John
38 Travis, Presidents of all CFA Chapters, Chair of the CSU Academic Senate, and
39 Chairs of all CSU Campus Academic Senates.
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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 (or designee) shall bestow the title on a temporary or tenure-track instructional faculty member, librarian, or SSP-AR ~~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

Normally, emerita/emeritus status is limited to those individuals who:

1. for tenure-track 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-ARs, hold the rank of SSP-AR III with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
4. for temporary instructional faculty, have served for at least 10 years in full-time employment or have accumulated part-time service equivalent to 10 years of full-time service.

These eligibility criteria may be waived in exceptional cases.

III. Procedures

1. Deans shall inform their colleges in a timely manner of the retirement of each employee who is eligible for emerita/emeritus status.
2. Each nomination of an eligible candidate shall be presented to the appropriate department chair, dean, or program director, who shall then refer it to a representative committee of the nominee's academic unit. This committee shall evaluate the candidate's curriculum vitae based on the criteria stated in section V, and shall determine whether to recommend the candidate for emerita/emeritus status.
3. ~~The academic unit, department, or its representative committee~~ If the committee makes a positive decision, it shall forward the candidate's curriculum vitae and a recommendation letter for each candidate to the Dean outlining why the faculty member candidate should be granted emerita/emeritus status based on the recommendation criteria.
4. The Dean shall review the recommendation and state in writing whether s/he concurs with the recommendation.
5. Both recommendations shall then be forwarded to the Provost who shall make his/her recommendation.
6. The President (or designee) shall make a final determination based on his/her review of the recommendations.
7. Emerita/emeritus status may be bestowed posthumously.
8. The President (or designee) shall announce the names of faculty awarded emeritus status at spring commencement.

IV. Recognition and Privileges

1. Emeriti faculty are considered an important and integral part of the university community.

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- 46 2. Emeriti faculty shall be recognized through:
- 47 a. listing of the names of emeriti faculty in the campus commencement program at the
- 48 time of retirement,
- 49 b. issuing a permanent ID card indicating status as an emerita/emeritus member of the
- 50 faculty,
- 51 c. listing of name and title of all emeriti faculty in all university catalogues,
- 52 d. listing of name and title in the CSUSM phone directory.¹
- 53 3. Upon commencement of ~~permanent~~ retirement and approval of emeritus status by the
- 54 President (or designee), the following privileges shall become available²:
- 55 a. eligibility to propose research projects/creative endeavors, compete for and administer
- 56 grants from agencies outside the CSU system,
- 57 b. free parking privileges,
- 58 c. Emeritus level library and technology privileges (to be determined by LATAC in
- 59 consultation with the Library and IITS, and to be reviewed annually)
- 60 d. invited participation in selected department, school and university functions,
- 61 e. attendance at public university functions and celebrations affirming the academic
- 62 mission of the university,
- 63 f. invitations to participate in seminars, lectures, and scholarly meetings and ceremonies
- 64 both as contributors and attendees.
- 65

V. Criteria for Recommendation

66 ~~The academic unit, department, or its representative committee may decide not to recommend a~~

67 ~~faculty member for emeritus status on the basis of the criteria below.~~ When formally

68 recommending a faculty member for emeritus status, ~~the following criteria should be~~

69 ~~considered and incorporated into the recommendation letters~~ the representative committee of

70 the relevant academic unit must demonstrate that the candidate has achieved excellence in the

71 performance of his or her appropriate professional duties in all of the areas of normal review.

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- 74 ~~1. For faculty, a history of positive evaluations to include:~~
- 75 ~~a. effective teaching,~~
- 76 ~~b. research/creative endeavors, publications, and presentations at professional meetings,~~
- 77 ~~c. contributions to the development of their academic program, the University, the~~
- 78 ~~community, and/or their profession.~~
- 79 ~~2. For librarians, a history of positive evaluations to include:~~
- 80 ~~a. effective professional performance and growth, as well as effective leadership,~~
- 81 ~~supervision, and administrative responsibilities,~~
- 82 ~~b. research/creative endeavors, publications, and presentations at professional meetings,~~
- 83 ~~c. contributions to the University and profession, locally, nationally, and internationally.~~
- 84 ~~3. For SSP ARs, a history of positive evaluations to include:~~
- 85 ~~a. effective professional performance,~~
- 86 ~~b. professional development,~~
- 87 ~~c. service to the department, division, university, and community.~~

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

² For faculty opting into the Faculty Early Retirement Program (FERP), emerita/emeritus privileges listed in Section IV.3 will become available upon completion of FERP.

1 5 December 2005

2 Dear Executive Committee and Academic Senators,

3

4 In March 2005, the Library and Academic technology Advisory Committee (LATAC)
5 was formally charged by the Executive Committee of the Academic Senate to
6 recommend a policy concerning intellectual property rights for faculty specific to the
7 CSUSM campus. The committee did so and proposed Intellectual Property Policy for
8 Faculty (LATAC 279-04) to the Academic Senate last spring. The Academic Senate then
9 passed the policy. The policy then went to the administration for comment. LATAC
10 reviewed those comments and suggestions and has revised the policy and now proposes a
11 revised policy, Intellectual Property Policy For Faculty On Copyright And Fair Use
12 (LATAC 279-05).

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14 One concern the administration expressed was whether an Intellectual Property Rights
15 Policy should also include a section on patent rights. In LATAC 279-04, patent rights
16 were only addressed by way of definition. The administration said LATAC should clarify
17 whether 279-04 should cover copyright and/or patent policy. We have clarified our policy
18 to focus only on copyright policy and fair use, as this is what falls within our oversight
19 and advisory capacity. We also eliminated references to patent policy this does not fall
20 within our oversight and advisory capacity.

21

22 However, we would like to suggest that a special task force be charged with this task and
23 that said taskforce be comprised of faculty representatives from disciplines that would be
24 impacted by the policy such as biotechnology, business, math and computer science and
25 possibly others. Further having crafted this revised policy and its predecessor; we would
26 like to suggest to future taskforce members a couple of documents that might be helpful.
27 We found the CSU's Academic Senate proposed policy on intellectual property rights
28 (passed by Senate) as well as CSU San Bernardino's proposed IP policy and those of
29 CSU Chico to be quite helpful to us in drafting our policy and there are sections of or
30 related policies that also deal with patent rights. Please contact LATAC Co-chair Pamela
31 Stricker for links to these documents.

32

33 Respectfully,

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35 LATAC Committee Members

36 **INTELLECTUAL PROPERTY POLICY FOR FACULTY ON**
37 **COPYRIGHT AND FAIR USE¹**

38 LATAAC
39 February 22, 2006
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42 **Historical Background**
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44 In March 2005, the Library and Academic Technology Advisory Committee (LATAAC)
45 was charged by the Executive Committee of the Academic Senate to recommend a policy
46 concerning intellectual property rights for faculty that is specific to the CSUSM campus.
47 In Spring 2005 the Academic Senate passed an earlier version of this policy. The
48 President, Provost, and other administrators of CSUSM then commented on this
49 document and raised some concerns. This document is the LATAAC's response and
50 revisions to the Spring 2005 policy.
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52 **I Purpose**
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54 The purpose of this document is to state the CSUSM (hereafter referred to as the
55 University) policy regarding ownership of intellectual property on copyright and fair use
56 as it pertains to the University and its faculty. The policy applies only to copyright and
57 fair use of intellectual property created as part of a faculty member's normal bargaining
58 unit work or that employs substantial University resources (i.e., more than an office
59 telephone or office computer for e-mail). Intellectual property created outside a faculty
60 member's normal bargaining unit work that does not employ substantial university
61 resources does not fall under the purview of this policy.
62

63 This policy acknowledges that issues of intellectual property on copyright and fair use are
64 complex and that individual circumstances may affect establishment of ownership. Three
65 factors have been identified by the Consortium for Educational Technology for
66 University Systems (C.E.T.U.S.) as important for determining ownership: creation,
67 control, and compensation. This policy provides a framework for assigning ownership in
68 situations where intellectual property rights on copyright and fair use would not reside
69 solely with the creator. The Academic Senate of the CSU has created a comprehensive
70 policy statement on Intellectual Property Policy.² This policy is intended to be
71 consistent with said policy and existing copyright law and collective bargaining
72 provisions. This policy shall be re-examined periodically and revised by the University
73 as necessary.

¹ This document is based on a proposed intellectual property policy of California State University, San Bernardino, and the proposed CSU Academic Senate's intellectual property policy.

² Intellectual Property, Fair Use, and the Unbundling of Ownership Rights , The Academic Senate of the CSU, Resolution AS-2605-03/AA/FA - March 6-7, 2003, accessed online at <http://www.calstate.edu/AcadSen/Records/Resolutions/2002-2003/2605.shtml>

74 **II Definitions**

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76 **a) Creator**

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78 The creator(s) is the author(s) who puts the intellectual property material into a fixed
79 tangible medium of expression. The creator may also have originated the intellectual
80 property material.

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82 **b) Intellectual Property**

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84 Intellectual property refers to materials that can be copyrighted, patented, or trademarked.
85 These materials include scholarly and literary works, creative and artistic works,
86 software, data and databases; multimedia works, electronic media and communications,
87 and as otherwise defined by federal law. Certain discoveries and inventions, including
88 trade secrets and know-how, may not be patentable but may have material commercial
89 value or potential as revenue producers. These accomplishments are subject to the same
90 policy as any patentable invention.

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92 **c) Copyright**

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94 Copyright is a form of statutory protection granted to the creator of certain types of works
95 fixed in a tangible medium of expression as an incentive for that creator and/or author to
96 disseminate the work to the public. Copyright is applicable to computer software,
97 artwork, music, articles, books, and other literary works. Copyright protects the
98 expression of the idea but not the idea itself. Registration of a copyrightable work creates
99 additional protection and is sometimes advisable. Registration is accomplished by
100 completing the necessary forms and filing them with the U.S. Copyright Office in
101 Washington, D.C.

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103 **d) Fair Use**

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105 Fair use today is embodied in Section 107 of the U.S. Copyright Act, and it exempts
106 limited uses of materials from infringement liabilities when that material is used for
107 purposes of teaching, research, and scholarship. The scope of the fair use right depends
108 on the four statutory factors: 1) the purpose and character of the use, including whether
109 such use is of a commercial nature or is for nonprofit educational purposes; 2) the nature
110 of the copyrighted work; 3) the amount and substantiality of the portion used in relation
111 to the copyrighted work as a whole; and 4) the effect of the use upon the potential market
112 for or value of the copyrighted work.

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114 Fair Use is both complex and changing. In accordance with the campus Fair Use Policy
115 (Policy #44557968, May 19, 2000), all faculty are required to participate in training to
116 become familiar with copyright and fair use.³

³~~Several sources of information exist, such as:~~ More information about fair use and copyright is available
on the campus fair use/copyright website (<http://www.csusm.edu/copyright>) ~~the training material~~

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III General Policy on Intellectual Property Rights on Copyright and Fair Use concerning Faculty

In accordance with collective bargaining agreements (faculty CBA article 39), our first principle is that work produced by a faculty member at CSUSM in the course of normal faculty bargaining unit work belongs to the faculty member unless the creation of the work required extraordinary support from the University or an external organization. Bargaining unit work includes, but is not limited to, scholarly papers, works of art, syllabi, and course contents and material either in hard copy or electronic form (such as WebCT). Exceptions to this principle include: 1) where the creator has been given a specific assignment and University support to develop work beyond normal work expectations, and 2) where the University and/or external organization has provided to the creator extraordinary support or compensation. In these cases, copyright and fair use rights may be solely owned by the University or an external organization or jointly owned by the University and/or an external organization and the faculty member as specified by agreement. Definitions and guidelines for these circumstances are described below.

IV Specific Assignments and University Support

“Specific assignment” refers to work produced by a faculty member recruited by the University to produce that particular work and for which resources and/or compensation are provided under an express agreement. In these cases, the copyright may be owned by the University or jointly owned by the University and the faculty member. In cases of specific assignments, ownership of intellectual property rights on copyright and fair use shall be determined before the work begins. ~~A standard Intellectual Property Rights on Copyright and Fair Use agreement form, which entitles the creator to exercise certain rights without permission, (see section VI for more and Appendix A for the form). This agreement will be completed and filed with the Provost before work begins.~~ The University shall create a form governing intellectual property rights on copyright and fair use. It is recommended that this form be based on the sample licensing forms found in Appendix B of the CSU Academic Senate’s *Intellectual Property, Fair Use, and the Unbundling of Ownership Rights*.⁴ The individual designated by the University to negotiate intellectual property rights shall negotiate an agreement and complete the form governing intellectual property rights on copyright and fair use, which entitles the creator to exercise certain rights without permission, and file it with the Provost before work begins. See section VI for more information.

mandatory under the campus Fair Use Policy (Policy #44557968, May 19, 2000), and educational materials at the campus copyright web site (<http://www.csusm.edu/copyright/testing>).

⁴ Intellectual Property, Fair Use, and the Unbundling of Ownership Rights , The Academic Senate of the CSU, Resolution AS-2605-03/AA/FA - March 6-7, 2003, accessed online at <http://www.calstate.edu/AcadSen/Records/Resolutions/2002-2003/2605.shtml>

V Extraordinary Support or Compensation from the University

The words “extraordinary support or compensation” refer to support provided for the creative efforts that represent resources beyond those available to members of the University community in the course of performing their normal work. The following are usually not considered products of extraordinary support or compensation: research, scholarship, and creative activities or works resulting from mini grants (such as departmental or Faculty Center research or travel grants) and/or sabbatical and difference in pay leaves.

Since “ordinary” and “extraordinary” support are general terms whose parameters are subject to change over time, it is recommended that campus support organizations, particularly the library and IITS, ~~provide periodic~~ publish annual reports to the campus copyright website with basic descriptions of what would typically constitute ordinary and extraordinary levels of support from their units for faculty to carry out their teaching and research.

All affected parties ~~should~~ shall consider the matter of copyright ownership and disclose potential products of the work before work begins or before extraordinary support is provided. ~~They should also disclose potential products of the work before the negotiation of a contract and to complete and file an Intellectual Property Rights Agreement form in order to avoid disputes over ownership at a later date.~~ The unit providing extraordinary support shall request that the individual designated by the University to negotiate intellectual property rights negotiate an agreement and complete the form governing intellectual property rights on copyright and fair use and file it with the Provost in order to avoid disputes over ownership at a later date.

VI University Ownership and Joint Ownership of Copyright

The copyright to administrative works created by faculty – ranging from committee minutes to curriculum studies – appropriately is owned by the University for its use in the advancement of its mission. Nevertheless, in the spirit of the “unbundling” of copyrights rights espoused here, the university may own the copyright, but the professor who created it should have appropriate rights to use the copyrighted expressions in other contexts, particularly future projects of a similar nature, or to incorporate the material into scholarly studies, instruction, portfolios, or workshops, for example.

In cases where the University is the sole or joint owner of works created at CSUSM, the individual designated by the University to negotiate intellectual property rights on copyright and fair use ~~with creators~~ will discuss with the creator(s) of the work the possibility of licensing certain rights to the creator, including, but not limited to, a determination of the distribution of royalties and other compensation. As suggested by C.E.T.U.S., examples may include:

- the right to make reproductions of the work to use in teaching, scholarship, and research;

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- the right to make derivative works, such as translations, videotaped versions, film scripts, etc.

VII Extraordinary Support from an External Organization

In the case of work produced by faculty with extraordinary support from an external organization, the organization, the faculty member(s), and the University should consider the matter of copyright ownership before work begins or before extraordinary support is provided. They should also disclose potential products of the work before the negotiation of ~~a contract~~ an agreement and ~~to~~ complete and file ~~an Intellectual Property Rights Agreement on Copyright and Fair Use form~~ the form governing intellectual property rights on copyright and fair use in order to avoid disputes over ownership at a later date.

VIII Group Work

In the case of work created jointly by a group of faculty, or faculty with students, all parties should discuss the matter of copyright ownership before work begins or before extraordinary support is provided. They should also disclose potential products of the work before the negotiation of ~~a contract~~ an agreement and ~~to~~ complete and file ~~an Intellectual Property Rights Agreement on Copyright and Fair Use form~~ the form governing intellectual property rights on copyright and fair use in order to avoid disputes over ownership at a later date.

IMPLEMENTATION

IX Procedures

The University will disclose this policy via a posting on the University Policies Web page and paper copies will be distributed to the Provost and Vice President for Academic Affairs for further dissemination to the CSUSM constituents.

CSU San Marcos
Policy on the Evaluation of
Temporary Counselor Faculty (SSP-ARs)

I. General Elements

A. The purpose of this policy is to provide periodic and performance evaluations; these are taken into consideration in subsequent hiring decisions. This policy must be distributed to all temporary faculty unit employees within 14 days of the start of work (Collective Bargaining Agreement [CBA] 12.2), along with the relevant evaluation calendar and the RTP policy for SSP-ARs (if appropriate) by the unit Director.

B. In this policy, if the employee works for more than one unit, or if the employee serves as an interim Director of a unit, the appropriate Associate Vice President for Student Affairs will serve in the roles described as those of the 'unit Director'.

C. The appropriate Associate Vice President for Student Affairs is responsible for ensuring that the relevant evaluation process is in place for each temporary SSP-AR. Before a contract is issued for subsequent reappointment, the appropriate Associate Vice President for Student Affairs shall consult the unit Director(s) who worked directly with the employee, as well as the employee's Personnel Action File (PAF).

D. For SSP-AR employees, the Custodian of the Files (PAFs) is the office of the Vice President of Student Affairs.

E. Evaluations may be mailed to the employee for review and signature(s). A meeting to discuss the evaluation may be requested by the employee or the appropriate administrator, but is not required.

II. Terms of appointments

A. The California State University (CSU) Unit 3 collective bargaining agreement distinguishes among various temporary faculty unit employee appointments. There are two different evaluation review periods possible for temporary SSP-ARs

1. **An appointment of one semester or less:** Evaluations of temporary SSP-ARs appointed for one semester or less are optional and shall be at the discretion of the unit Director. (It is highly recommended that the unit Director conduct an evaluation for future employment considerations.) The employee may, however, request that an evaluation be performed (CBA 15.23).

2. **An appointment of more than one semester:** Periodic and performance evaluation for both full- and part-time temporary SSP-AR employees appointed for more than one semester is mandatory and must be done in accordance with the University's specific evaluation procedures for tenure track faculty (see CSUSM Retention, Tenure and Promotion policy; CBA 15.21, 15.22) and may include the opportunity for peer input. Temporary SSP-ARs shall be formally evaluated following the second semester of employment, regardless of a break in service, and then annually.

49 B. Temporary SSP-AR faculty possessing six or more years of prior consecutive service at
50 CSUSM shall be offered a three-year temporary appointment (CBA 12.12). For purposes of
51 determining eligibility for this appointment, one year of service will be considered employment of at
52 least four continuous months during a single calendar year. In other words, to qualify for a three-year
53 appointment, the employee must have been employed within Student Affairs for at least four
54 consecutive months within each of the prior six calendar years.

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56 **III. Procedures**

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58 A. At the time of appointment, the unit Director's office will provide temporary SSP-ARs
59 with a copy of this policy, along with the relevant evaluation calendar and the retention, tenure and
60 promotion policy for Student Affairs Counselor Faculty. The Temporary SSP-AR employee should be
61 advised of any additional program or department standards for WPAF contents within 14 days of this
62 appointment.

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64 B. **Temporary SSP-ARs with an appointment of one semester or less**

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66 1. If an evaluation is to be done, each unit Director that works directly with the
67 employee will complete an evaluation of the employee (using Form A), addressing each of the major
68 areas of responsibility from the employee's job description.

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70 2. Peer input may be requested by the employee and/or by the unit Director(s) who
71 work directly with the employee. In such cases, appropriate selected peers will be asked by the unit
72 Director(s) to submit their evaluations of the employee's performance in any of the areas of
73 responsibility with which they are familiar (using Form B).

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75 3. The unit Director(s) will submit two copies of the evaluation (including peer
76 input where applicable) to the employee. The employee will sign both copies and keep one. The other
77 will be sent by the unit Director(s) to the Student Affairs office for placement in the employee's
78 personnel file.

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80 C. **Temporary SSP-ARs with an appointment of more than one semester**

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82 1. The employee shall submit a Working Personnel Action File (WPAF; CBA
83 15.8, 15.12) to the unit Director. The WPAF shall be submitted no later than six weeks prior to the last
84 day of classes of the second semester of the appointment. If circumstances require an extension, the
85 Senior Director/Dean shall be notified and will define the revised schedule.

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87 2. Peer input may be requested by the employee and/or by the unit Director(s) who
88 work directly with the employee. In such cases, appropriate selected peers will be asked by the unit
89 Director(s) to submit their evaluations of the employee's performance in any of the areas of
90 responsibility with which they are familiar (using Form B).

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92 3. The WPAF shall include:
93 a. A copy of the employee's job description(s).
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95 b. A narrative (no more than five pages) describing work accomplished in
96 each of the major areas of responsibility during the term of the evaluation.
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- 98 c. Evidence of fulfillment of job requirements and work accomplished.
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100 d. A copy of each previous evaluation as a CSUSM faculty unit employee
101 (including any employee responses/rebuttals).

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103 4. The WPAF will be evaluated by a Peer Review Committee (PRC, elected
104 according to the guidelines specified in the Student Affairs RTP policy for SSP-ARs). The PRC
105 evaluation (Form C) will be submitted, signed by all members, to the unit Director's office. The unit
106 Director will give a copy of the PRC evaluation to the employee. The PRC will have two weeks to
107 complete its evaluation.

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109 5. Within seven calendar days of receiving the PRC evaluation, the employee may
110 request a meeting with the PRC to discuss the evaluation and/or may submit a written response to the
111 evaluation for inclusion in the WPAF. The unit Director's office will provide copies of the written
112 response to each member of the PRC.

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114 6. Within two weeks after receiving the PRC evaluation and the employee's
115 response (if any), the unit Director will meet with the employee to discuss the evaluation. The unit
116 Director will provide an evaluation memo (including Form A) for the WPAF.

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118 7. Within seven calendar days of receiving the unit Director's evaluation, the
119 employee may submit a written response to that evaluation for inclusion in the WPAF.

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121 8. Copies of all evaluations and responses will be filed in the employee's PAF.

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123 9. The WPAF will be returned to the employee once the evaluation process is
124 complete.

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126 **IV. Forms to be used for evaluation of temporary SSP-ARs**

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128 Form A: Unit Director Evaluation
129 Form B: Peer Input to the Evaluation
130 Form C: PRC Evaluation

Form B
Peer Input to the Evaluation (Optional)

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Name:

Evaluation Period:

Professional Performance

Clinical Service Provision

Clinical Supervision

Education & Outreach

Professional Development

Service to the Unit, Division, University & Community

Recommendations for Continued Development

Peer Evaluator

Signature

Date

Form C
PRC Evaluation (Required)

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Name:

Evaluation Period:

Professional Performance

Clinical Service Provision

Clinical Supervision

Education & Outreach

Professional Development

Service to the Unit, Division, University & Community

Recommendations for Continued Development

PRC Member

Signature

Date

PRC Member

Signature

Date

PRC Member

Signature

Date

I have been provided a copy and have read the evaluation.

SSP-AR

Signature

Date

Note: Faculty members have seven days to respond following the receipt of the recommendation, if they wish to do so.

AVP

Signature

Date

1 **APC Resolution: Change to Add/Drop and Withdrawal Policy**

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3 WHEREAS, As of 12:01 a.m. on the first day of class, students may no longer add
4 courses electronically via the SMART system; and

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6 WHEREAS, Once the semester has begun, students must submit a Schedule Adjustment
7 Form to the Enrollment Services Information Center that has been signed by the
8 instructor (or the instructor's designee) in order to add a course; and

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10 WHEREAS, The requirement that students must obtain such a signature allows faculty to
11 control the enrollment of their sections once the semester is in progress; and

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13 WHEREAS, Students who have obtained a properly signed Schedule Adjustment Form
14 expect to be able to turn it in immediately to the Enrollment Services Information Center;
15 and

16
17 WHEREAS, The APP Resolution on a Revised Add/Drop and Withdrawal Policy that
18 was approved by the Academic Senate on April 5, 2000 and accepted by President
19 Gonzalez on May 1, 2000 did not address, and left intact, an existing prohibition on
20 adding of classes on the first day of the academic term¹; now, therefore, be it

21
22 RESOLVED, That the Academic Senate of Cal State San Marcos amend the portion of
23 the Add/Drop and Withdrawal Policy dealing with the addition of classes to read:

24
25
26 ***Adding Courses***

27 Beginning with the first day of the academic term, students must use a
28 Schedule Adjustment Form (available at the Enrollment Services Information
29 Center) to add a class. The Schedule Adjustment Form, with the instructor's
30 signature (or that of the instructor's designee), must be submitted to the
31 Enrollment Services Information Center. Beyond the published add/drop
32 deadline, students may add courses only with signature approval of the course
33 instructor (or designee) and the Dean of the College offering the course (or
34 designee); a late fee will be assessed. Adds beyond the University census date
35 are normally not considered.

¹ From the 2004-2006 General Catalog (page74), under Add/Drop and Withdrawal Policy:

Adding Courses

There will be no adding of classes on the first day of the academic term. Students who wish to add classes may do so, using a Schedule Adjustment Form, beginning the second day of the term until the published add/drop deadline. The Schedule Adjustment Form, with the instructor's signature (or that of the instructor's designee), must be submitted to the Enrollment Services Information Center (where blank forms are available). Beyond the add/drop deadline, students may add courses only with signature approval of the course instructor and the Dean of the College offering the course (or designee); a late fee will be assessed. Adds beyond the University census date are normally not considered

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Resolution on Satisfaction of the BB Requirement for Natural Science Majors

RESOLVED, That a major in the natural sciences (Biological Sciences, Biotechnology¹, Biochemistry, Chemistry, Computer Science, Mathematics, Applied Physics²) may satisfy the BB requirement as follows. He or she may take any upper division course offered by one of the departments in the natural sciences (Biological Sciences, Chemistry and Biochemistry, Computer Science, Mathematics, Physics) as long as the following hold: (1) the course is not offered by the department of the student's major, (2) the course is not cross-listed in the department of the student's major. This course may be used (and double count) toward the requirements of the student's major. Students should consult their academic advisors before choosing such a course.

¹ For the purposes of this resolution, Biotechnology is to be viewed as belonging to the Biological Sciences department, so Biotechnology majors may not take any BIOL course to satisfy BB.

² This major does not currently exist at CSUSM, but is in the process of approval and may as well be included for planning purposes.

CAMPUS GE SURVEY

The General Education Advisory Committee has been charged with giving advice to the chancellor concerning the systemwide GE requirements (described in Executive Order 595¹). EO595 has been in existence since 1993. However, the structure of the program has remained basically unchanged since EO 338 was issued in 1980. As the CSU has entered into the 21st Century, it is a propitious time to examine whether CSU graduates are well-served by the current statewide CSU GE² requirements.

This survey is a follow up to the brief survey that was sent to campuses in September 2005. It will be used to guide the Chancellor's GE Advisory Committee in developing recommendations for change (if any) to the **statewide requirements** of the CSU GE program (see Title 5 and Executive Order 595 [attached]). The first part of the survey (items 1-14) contains more general items designed to give the committee an overall idea of campus attitudes about the current CSU GE structure. The second part of the survey (items 15-35) solicits responses to specific changes suggested by campuses in their responses to the earlier survey.

Note that in all cases we wish you to focus on statewide GE requirements (as opposed to campus-specific implementation and interpretation). The individuals completing this questionnaire should be familiar with the language of EO 595.

For each question please indicate both the extent of agreement with each item and how important it is that the underlying issue be addressed. Feel free to write additional comments to each question throughout.

For the STATEWIDE GE pattern:

1. Retain the existing **CSU GE Program** as outlined in EO595.

STRONGLY DISAGREE	1 2 3 4 <u>5</u>	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

2. The existing Areas A through E of the CSU GE-Breadth requirements should be retained, but the **content area descriptors should be refined**.

STRONGLY DISAGREE	1 2 <u>3</u> 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 <u>3</u> 4 5	VERY IMPORTANT

3. The existing Areas A through E of the CSU GE-Breadth requirements should be retained, but **one or more new areas should be added**.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

¹ EO stands for Executive Order from the Chancellor of the CSU. EO595 describes the Statewide Requirements for the CSU GE Breadth Requirement. It was produced in 1993 and has not been substantively revised since.

² CSU GE stands for the pattern of General Education requirements described in EO595. The lower division component is the primary means of satisfying GE before transfer into the CSU and the required pattern for CSU freshman or for those without a certified GE or IGETC transfer pattern completed at the sending institution. The organizational structure defined in EO595 requires both upper and lower division GE as well as a distribution of requirements across areas A through E. The implementation of the CSU GE pattern is a campus-specific responsibility.

If so, what should be added?

4. Most of the existing Areas A through E of the CSU GE-Breadth requirements should be retained, but **one or more areas should be removed**.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, what should be removed?

5. There should be a **new** structure for GE.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, what should it be?

6. What (if any) **major changes** to GE do you recommend? **NONE**

If we are to revise the content area descriptors:

7. We should **change Area A** from that described in EO595.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how should it be changed?

8. We should **change Area B** from that described in EO595.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how should it be changed?

9. We should **change Area C** from that described in EO595.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how should it be changed?

10. We should **change Area D** from that described in EO595.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how should it be changed?

11. We should **change Area E** from that described in EO595.

STRONGLY DISAGREE	1 2 3 <u>4</u> 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 <u>3</u> 4 5	VERY IMPORTANT

If so, how should it be changed?

Introduce information literacy as an option. Delete the reference to “integrated psychological organism.” Intent should be to equip students for “lifelong learning,” rather than “understanding.”

12. The US History, Constitution, and American Ideals (**“American Institutions”**) requirement should be **changed**.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how should it be changed?

13. **American Institutions** should be **changed from a graduation requirement** to a GE requirement (they are currently separate in Title 5).

STRONGLY DISAGREE	1 2 <u>3</u> 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 <u>3</u> 4 5	VERY IMPORTANT

14. The existing (EO595) CSU GE structure has negatively constrained your campus efforts to develop a coherent GE program.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

If so, how?

In earlier requests for feedback on GE, the following suggestions were put forward. Please indicate your level of agreement and the level of importance of each item.

15. The **upper-division GE requirement** (as listed in EO595) should be **retained**.

STRONGLY DISAGREE	1 2 3 4 <u>5</u>	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

16. The CSU GE pattern (EO595) should be modified to align more closely with IGETC. IGETC is the Intersegmental General Education Transfer Curriculum package used by the UC system and for some transfers into the CSU.

STRONGLY DISAGREE	<u>1</u> 2 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 <u>3</u> 4 5	VERY IMPORTANT

If so, how?

17. The CSU GE pattern should include a requirement for a **language** other than English?

STRONGLY DISAGREE	1 <u>2</u> 3 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 <u>2</u> 3 4 5	VERY IMPORTANT

If so, what should the requirement be?

A language other than English should be an option in GE, but there seems no need to impose it as a requirement.

A number of campuses commented on "double counting," using one course to meet multiple graduation requirements (e.g., GE, major, minor, foreign language, physical education, etc.). At the option of the campuses, double counting is or is not allowed between GE coursework and other graduation requirements. For CSU GE Breadth, American Institutions is explicitly authorized to be double-counted with GE. IGETC does not allow the double-counting of American Institutions and IGETC requirements.

18. **Double counting of American Institutions** and Area Breadth Courses (Areas A through E of EO595) should continue to be allowed at the discretion of the CSU campuses.

STRONGLY DISAGREE	1 2 3 4 <u>5</u>	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

19. **Double counting across GE** and other graduation requirements should continue to be allowed at the discretion of the CSU campuses.

STRONGLY DISAGREE	1 2 3 4 <u>5</u>	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 4 <u>5</u>	VERY IMPORTANT

20. **Double counting** of GE and Major, Minor, American Institutions or other graduation requirements should be **encouraged**

STRONGLY DISAGREE	1 2 <u>3</u> 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 <u>3</u> 4 5	VERY IMPORTANT

21. It is our experience that the 48-unit CSU GE requirement is responsible for pushing units to graduation above the mandated minimum of 120 units.

STRONGLY DISAGREE	1 2 <u>3</u> 4 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 <u>4</u> 5	VERY IMPORTANT

22. There should be **greater flexibility** in campus design of GE programs to meet the established goals of GE.

STRONGLY DISAGREE	1 2 3 <u>4</u> 5	STRONGLY AGREE
NOT VERY IMPORTANT	1 2 3 <u>4</u> 5	VERY IMPORTANT

If so, how?

23. Remove **critical thinking** instruction as a specific area requirement and **incorporate** it within other areas.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

24. Remove **oral communication** instruction as a specific area requirement and **incorporate** it within other areas.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

25. Require **information competency** as a part of the GE pattern.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

If so, how?

Allow as option in area E.

26. **Increase** the **written communication** requirements within GE.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

If so, how?

27. **Require** that courses used to fulfill **Area A3 (critical thinking)** be more writing intensive (as in IGETC).

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

28. Increase the **composition** requirements **incorporated** into areas of GE outside of area A.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

29. **Move area E** to the upper division.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

30. **Broaden one or more areas** to make them more inclusive (e.g., add information competency, personal finance, ethics, globalization, diversity, or technology).

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

31. Clarify the **“Western/Nonwestern”** language and requirements in EO 595 (related to areas C and D).

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
 NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

If so, how?

32. The CSU GE Pattern should require the study of **“human diversity.”**

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
 NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

If so, how? *Campuses have this option, and ours already does.*

33. The CSU GE pattern should provide more guidance about how **upper-division** GE requirements are to be met.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
 NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

If so, how?

Currently, students must complete all requirements within a CSU GE Breadth Area before the receiving campus is obligated to accept certification of courses within that area. Individual courses within an area are not certified for transfer.

34. CSU GE should allow course-by-course certification with community colleges. If a student has taken a course approved for an area of CSU GE at the sending campus, that course should be required to be accepted for transfer as contributing units within that area by the receiving CSU campus.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
 NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

NOTE: *Our answer means that we don't think campuses should be **required** to accept certification – but we do think that they should be **allowed to** accept transfer courses at their own discretion.*

35. If a student has taken a course approved for an area of CSU GE at a sending CSU campus, that course should be required to be accepted for transfer as contributing units within that area by the receiving CSU campus.

STRONGLY DISAGREE 1 2 3 4 5 STRONGLY AGREE
 NOT VERY IMPORTANT 1 2 3 4 5 VERY IMPORTANT

NOTE: Same note as for question 34.

Thank you very much for the time and effort you put into completing this survey.