

**NEAC Recommendations
November 2, 2005**

Name	Committee	Representing	Term
Staci Beavers	Search Comm. – Sr. Dir. of Development	At Large	Temp
Sue Thompson	Univ. Computing & Telecom. Committee	CoE	05-07

**Curriculum for Consent Calendar
November 2, 2005**

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	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
11	CS	536		Introduction to 3D Game Graphics	C	New	Xiaoyu Zhang	5/10/05	9/23/05	9/23/05	Approved
12	CS	537		Data Communication and Computer Networks	C-2	Change	Rocio Guillen	5/10/05	9/23/05	9/23/05	Approved
13	CS	542		Design Patterns and Object-Oriented Analysis	C-2	Change	Rocio Guillen	5/10/05	9/23/05	9/23/05	Approved
14	CS	551		Advanced Programming Languages	C-2	Change	Rocio Guillen	5/10/05	9/23/05	9/23/05	Approved
15	CS	571		Artificial Intelligence	C-2	Change	Rocio Guillen	5/10/05	9/23/05	9/23/05	Approved
19	ECON	PForm		B.A. in Economics	P Form	Change	Robert Brown	5/10/05	9/23/05	9/23/05	Approved
20	ECON	302		Intermediate Macroeconomic Theory	C-2	Change	Roger Arnold	5/10/05	9/23/05	9/23/05	Approved
21	ECON	331		Money, Banking, and the Economy	C-2	Change	Roger Arnold	5/10/05	9/23/05	9/23/05	Approved
22	ECON	405		Great Economic Thinkers	C-2	Change	Roger Arnold	5/10/05	9/23/05	9/23/05	Approved
23	ECON	411		Public Choice	C-2	Change	Roger Arnold	5/10/05	9/23/05	9/23/05	Approved
24	ECON	421		The Public Economy	C-2	Change	Roger Arnold	5/10/05	9/23/05	9/23/05	Approved
25	ECON	422		Economics of Taxation	C-2	Change	Robert Brown	5/10/05	9/23/05	9/23/05	Approved
26	ECON	455		Public Policy Issues	C-2	Change	Robert Brown	5/10/05	9/23/05	9/23/05	Approved
27	ECON	471		Econometrics	C-2	Change	Robert Brown	5/10/05	9/23/05	9/23/05	Approved
36	EDMX	547		Social Studies/Science Education in Integrated Program	D	Deletion	Antonette Hood	9/8/05	9/23/05	9/23/05	Approved
79	HTM	PForm		High Technology Management Option	P Form	Change	Robert Aboolian	8/8/05	9/23/05	9/23/05	Approved
89	LTWR	PForm		Major in LTWR	P Form	Change	Susie Lan Cassel	5/10/05	9/23/05	9/23/05	Approved
90	LTWR	PForm		Single Subject program in LTWR	P Form	Change	Susie Lan Cassel	5/10/05	9/23/05	9/23/05	Approved
99	MATH	242		Probability Modeling and Statistical Inference	C-2	Change	Amber Puha	5/10/05	9/23/05	9/23/05	Approved

**COAS 300.4.5 RETENTION, TENURE, AND PROMOTION
STANDARDS AND PROCEDURES**

Ratified: 11/18/91

I. DEFINITIONS OF TERMS AND ABBREVIATIONS

The College of Arts and Sciences (CoAS) uses the same definitions, terms, and abbreviations as defined in the University RTP document.

~~A. In the standards and procedures described by this document, "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.~~

~~B. The following terms, important to understanding faculty policies and procedures for retention, tenure, and promotion, are herein defined.~~

~~1. Candidate – a faculty unit employee being evaluated for retention, tenure, or promotion.~~

~~2. College – College of Arts and Sciences.~~

~~3. Discipline – a program with full-time tenure track faculty positions (including joint appointments) and those designated as Interdisciplinary.~~

~~4. Evaluation – an assessment of a faculty member's performance. An evaluation shall not include a recommendation for action.~~

~~5. Peer Review Committee – the committee of full-time faculty unit employees whose purpose is to review and make recommendations on faculty unit employees who are being considered for retention, tenure, and promotion.~~

~~6. Probationary Faculty – a full-time faculty unit employee appointed on a term contract who is on a tenure track.~~

~~7. Promotion – the advancement of a probationary or tenured faculty unit employee who holds academic rank to a higher academic rank.~~

~~8. Recommendation – a position on the personnel action for which the faculty unit employee is being considered. A recommendation shall state in writing the reasons for the recommendation.~~

~~9. Retention – the decision to renew a contract at the probationary status.~~

~~10. RTP – retention, tenure, and/or promotion.~~

42 11. ~~Tenure—the right to continued permanent employment at the campus as a~~
43 ~~faculty unit employee except when such employment is voluntarily~~
44 ~~terminated or is terminated by the employer pursuant to the MOU or law.~~
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47 II. PREAMBLE
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49 This document sets forth general standards and criteria for retention, tenure, and promotion
50 of full-time faculty in the College of Arts and Sciences. The provisions of this document
51 are intended to be implemented in conformity with University-wide RTP policies, and may
52 be complemented and refined by disciplinary documents that further specify standards,
53 criteria, and expectations of performance.
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55 III. GUIDING PRINCIPLES
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57 A. GENERAL GUIDING PRINCIPLES
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- 59 1. All standards and criteria should reflect the University Mission, Vision and
60 Values Statement and advance the goals embodied in that statement, including the
61 following:
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- 63 • That students be "taught by active scholars and artists."
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 - 65 • That student learning be enhanced through "sustained excellence in
66 teaching, research, and community partnerships."
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 - 68 • That "individual and cultural diversity, and multiple perspectives" be
69 promoted and endorsed.
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 - 71 • That the education of students include dedication to the values of intellectual
72 engagement, community, integrity, innovation, and inclusiveness.
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- 74 2. The three performance areas that shall be evaluated, ~~scholarship~~research/creative
75 activity, ~~instruction~~teaching, and service, are integral faculty activities. While
76 recognizing ~~instruction~~teaching as a central institutional mission, the College and
77 disciplinary standards and criteria should recognize the diversity of each faculty
78 member's contribution to the University. While the College affirms the university-
79 wide requirement of sustained high quality performance in all areas, it encourages
80 flexibility in the relative emphasis placed on each of the three performance areas.
81 The College respects and allows diversity of contribution in individual attainment
82 of the expected level of overall performance.
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- 84 3. The evaluation of faculty performance in the areas of ~~instruction~~teaching,
85 ~~scholarship~~research/creative activity, and service must be done in the context of
86 the University's level of development. Methods of performance assessment for
87 ~~scholarship~~research/creative activity, ~~instruction~~teaching, and service shall be

88 clearly specified and uniformly applied to all faculty. Activities assessed in one
89 area of performance shall not be duplicated in any other area of performance
90 evaluation.

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- 92 4. As specified in the CBA, faculty have the right to clearly articulated performance
93 expectations at all levels and stages of the RTP process. The RTP process should
94 be simultaneously evaluative and developmental and be carried out in a
95 cooperative, collaborative environment.
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- 97 5. Retention, tenure, and promotion decisions are made on the basis of evaluation of
98 individual performance, and ultimate responsibility for meeting all standards and
99 criteria rests with the candidate. Sound advice and counsel by tenured faculty can
100 significantly contribute to the achievement of the highest level of individual
101 performance and should be available. Candidates may choose whether to avail
102 themselves of such advice and counsel.
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105 B. STANDARDS APPLIED IN DIFFERENT TYPES OF DECISIONS

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- 107 1. It is expected that candidates for retention at the rank of assistant professor will
108 show increasing effectiveness in each area of performance and demonstrate
109 consistent progress toward meeting the tenure requirements in the areas of
110 ~~instruction~~teaching, ~~scholarship~~research/creative activity, and service.
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- 112 2. Promotion to the rank of associate professor requires an established record of
113 effectiveness in ~~instruction~~teaching, ~~scholarly~~research/creative achievements, and
114 involvement in service activities that enhance the institution and the profession.
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- 116 3. Promotion to the rank of professor requires evidence of continued commitment to
117 and effectiveness in ~~instruction~~teaching, service to the University and/or the
118 profession, and evidence of substantial achievement in ~~scholarly~~research/creative
119 activities.
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- 121 4. The granting of tenure at any rank recognizes accomplishments and services
122 performed during the probationary years. Further, the granting of tenure is an
123 expression of confidence that the faculty member has both the commitment to and
124 the potential for continued development and accomplishment throughout his/her
125 career. Tenure should ~~ordinarily~~ not be granted to individuals whose record does
126 not meet the standards required to earn promotion to the rank at which the tenure
127 will be granted.
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130 IV. STANDARDS AND CRITERIA

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132 A. ~~INSTRUCTION~~TEACHING

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1. The central, although not exclusive, mission of the faculty is to enable students to comprehend and to utilize knowledge through scholarly ~~intellectual~~ activity that is both challenging and encouraging. Quality ~~instruction~~teaching requires continual crafting and dedication. Toward that end faculty are expected to learn about pedagogy, to carefully consider how to teach as well as what to teach. Faculty members are expected to strengthen ~~continually~~ their teaching skills continually and to demonstrate overall effectiveness in ~~scholarly~~ instruction at the undergraduate and/or graduate level. Toward this end, faculty are encouraged in every way to cultivate and maintain useful, innovative, and stimulating instructional techniques, in consultation with mentoring peers and to be mindful of the conclusions and recommendations of evaluating entities.
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2. Probationary and tenured faculty are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty should involve students actively in the learning process and employ various instructional techniques. Faculty should adapt their instructional methods to reach and to encourage the participation of all segments of a ~~diverse~~ the student body. ~~Faculty should emphasize practices known to be effective at increasing substantially the participation of women, underrepresented groups, and the disabled in the learning process.~~
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3. ~~Instructional~~Teaching activities include, but are not limited to:
- 157 • classroom teaching
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 - 159 • laboratory teaching
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 - 161 • studio teaching
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 - 163 • conducting seminars
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 - 165 • supervision of field work, independent research, and library research
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 - 167 • training and supervision of teaching and graduate assistants
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 - 169 • individual consultation with students concerning course related matters.
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4. While the elements of ~~instruction~~teaching may vary among disciplines and candidates, ~~the~~ evaluations of ~~instructional~~teaching performance ~~should~~will consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve ~~instruction~~teaching, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.

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5. As outlined in the university RTP policy, the candidate must include a reflective statement on their teaching. ~~In addition,~~ The following items may be included in the reflective statement: a self evaluation, a statement of teaching philosophy, reflections on student evaluations, discussion of the type of classes taught, discussion of collaboration in teaching, or a discussion of learning goals, ~~and activities, and methods for assessment.~~
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56. Evidence of ~~instructional teaching~~ performance in the ~~supplemental file~~ WPAF shall ~~not~~ include, but is not limited to, the following: ~~peer evaluations;~~ student evaluations for a minimum of two classes annually; a list of courses taught; samples of ~~instructional teaching~~ materials, such as syllabi, examinations, assignments, handouts, and other assessment tools, ~~and handouts;~~ and descriptions of new courses developed; ~~and certificates of recognition for instruction.~~ Additionally, the supplemental file may include:
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- ~~Selected, representative course materials, such as assignments, examinations, handouts.~~
 - Information about the direction/supervision of independent study/research projects, graduate theses, etc. ~~Limit of one (1) paragraph regarding each.~~
 - Statements from colleagues who have observed the candidate in the classroom or who have systematically reviewed the candidate's course materials.
 - Information concerning the candidate's performance as a faculty advisor (e.g., notes/letters from students, letters from faculty who are in a position to judge the candidate's performance as an advisor). The authors of such documents must be identified by name (~~M.O.U. CBA~~ 15.16b).
 - Information concerning honors or recognition related to ~~instruction teaching~~ (e.g., distinguished teaching awards).
 - An audiotape or videotape of a representative class session.
 - Statements from alumni addressing the candidate's quality of teaching/advising. The authors of these documents must be identified by name (~~M.O.U.CBA~~ 15.16b)
 - Examples of graded student work showing excellent, average, and poor work, along with the professor's comments as to why they were so graded.
 - Any additional information not included in the narrative (e.g., documentation of professional development related to pedagogy).
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67. Limitations that may be relevant for the faculty's effectiveness in ~~instruction teaching~~ (e.g., limited library and laboratory resources, limited

225 availability of audiovisual, computing, and other nonprint materials, and the need
226 to teach courses outside one's area of expertise) shall be taken into account when
227 evaluating performance in this area.
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229 B. RESEARCH/CREATIVE ACTIVITY 230

- 231 1. It is essential to the University's mission that each faculty member demonstrate
232 continued commitment, dedication, and growth as a scholar and/or creative artist.
233 In all cases, ~~scholarship~~research/creative activity results in an original
234 contribution to knowledge or understanding in the field and includes the
235 dissemination of that knowledge beyond the classroom.
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- 237 2. Research/creative activity may be basic, applied, integrative, and/or related to
238 ~~instruction~~teaching. The relative weights given to ~~scholarly~~research/creative
239 contributions in each of these areas may vary across disciplines. Similarly, the
240 nature of the expected ~~scholarly~~research/creative contributions will vary across
241 disciplines. ~~Each discipline shall clearly specify in its personnel document those~~
242 ~~activities that are appropriate indicators of scholarship/creative activity for its~~
243 ~~faculty.~~
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- 245 3. Research/creative activity includes, but is not limited to:
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 - 247 • publications in refereed journals
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 - 249 • publications in refereed conference proceedings
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 - 251 • published book chapters, books, music, scripts, poetry
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 - 253 • scholarly editing and/or reviewing
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 - 255 • translating into other languages or media
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 - 257 • artistic presentations, performances, recitals, or exhibits
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 - 259 • films, videos, or other media projects
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 - 261 • research published on digital media
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 - 263 • presentations at professional meetings
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 - 265 • pedagogic research and exposition, or materials development
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 - 267 • demonstration of creative work for peer review
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 - 269 • applied research
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- 271 • grant activity (funded grants, proposals)
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273 • computer software development
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275 • documented, active participation in specialized colloquia, seminars, symposia,
276 or conferences
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278 • fellowships, awards, or honors
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280 • evidence of research or creative activity ~~evidence~~ in progress
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282 • refereeing of a book, journal article, monograph, or conference papers
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284 4. Measurement of scholarly/creative achievements should always include
285 evaluation by professional persons in a position to assess the quality of the
286 contribution to the field. Professional evaluation includes, but is not limited to,
287 acceptance of a scholarly or creative work by an editorial board or jury. In all
288 cases, quality of scholarly/creative achievements should be evaluated.
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290 5. In the development of its Standards, each discipline shall take into account those
291 inherent limitations of the developmental stage of the University that may be
292 relevant for its faculty's scholarly/creative achievements.
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294 C. SERVICE

- 296 1. The College views activities that enhance the institution and the profession, both
297 locally and nationally, as integral components of faculty service responsibility. In
298 a growing institution such as CSUSM, service endeavors can prove to be
299 immense and deserve to be evaluated with consideration for the demands of such
300 undertakings. Not only should the contributions' value be considered, but so also
301 should the effect of the level of service contribution on other scholarly and
302 instructional areas of performance.
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304 2. ~~While the magnitude of service rendered may vary, in each instance the~~
305 ~~evaluation of service must be guided by the quality of that service and its~~
306 ~~relevance to the University's mission. of service shall include evaluation of the~~
307 ~~quality of service rendered, the extent to which the service rendered contributed to~~
308 ~~the University's mission, and the appropriateness of the service to the faculty~~
309 ~~member's rank.~~

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311 While the magnitude of service rendered may vary, in each instance the
312 evaluation of service must be guided by the quality of that service and its
313 relevance to the University's mission. While all faculty are expected to contribute
314 service at multiple levels, probationary faculty shall be protected from excessive
315 service responsibilities.
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317 ———— 3. ~~Evaluation of service shall include evaluation of the quality of service rendered,~~
318 ~~the extent to which the service rendered contributed to the University's mission,~~
319 ~~and the appropriateness of the service to the faculty member's rank.~~

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321 34. Service activities may include, but are not limited to, the following:

- 322 • membership and offices held on committees, governing bodies, and task
- 323 forces at the Department/Program, College, and University level.
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- 326 • membership and offices held on committees, editorial boards, professional
- 327 advisory boards, external review teams, governing bodies, and task forces at
- 328 the local, national, and international level.
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- 330 • consultantship to community organizations
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- 332 • professional consultantships of a service nature
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- 334 • service as faculty advisor to student organizations
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- 336 • mentoring of faculty and/or students
- 337
- 338 • advising a student group
- 339
- 340 • administrative activities such as scheduling, program coordination, or other
- 341 special assignments
- 342
- 343 • offices held and participation in professional organizations
- 344
- 345 • lectures, presentations, performances or displays given to community groups,
- 346 or schools
- 347
- 348 • organizing regional or national conferences, workshops, or seminars
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- 350 • service award, fellowship or honor
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- 352 • editing of a journal, book, or monograph
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- 354 • refereeing of a book, journal article, monograph, conference
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- 356 • op-ed pieces, letters to the editor, radio and TV interviews
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358 45. Documentation of service may include, but shall not be limited to:

- 359 • a list/description of service to the community, university, college, department,
- 360 or discipline
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- evaluation by fellow committee members regarding quality of service provided
 - documents, reports or other evidence of committee service
 - letters from appropriate organizers, officers, panel chairs, editors or similar officials of regional or national organizations/publications with which the candidate was involved as an officer, speaker, panelist, external reviewer, referee, consultant, visiting lecturer, etc.
 - letters from community members who are in a position to comment on the candidate's contributions, such as those who invited the candidate to speak or worked with the candidate on a project
 - meeting agendas or programs
 - programs or fliers describing the event and/or listing the participants
 - awards made for the service (e.g., certificates, plaques)
 - newspaper clippings
 - videotapes
 - audiotapes

APC Resolution on Academic Calendar Construction

WHEREAS, The current academic calendar only extends through Tuesday, May 16, 2006; and

WHEREAS, A new academic calendar is needed to schedule classes as soon as Summer 2006; and

WHEREAS, The Academic Policy Committee has developed a set of calendar principles that

- Balances instruction across the days of the week to the greatest extent possible,
- Increases time for grading final exams and assigning final grades,
- Corrects an unintended consequence of the current calendar which sometimes eliminates January benefits for adjunct instructors,
- Adds an additional day of final exams in the Fall to reduce the number of weekday classes with Saturday final exams,
- Creates a longer break between the Fall and Spring semesters,
- Keeps Commencement before Memorial Day weekend,
- Restores a Fall start date that allows Financial Aid checks to be mailed out further in advance of the start of the Fall semester,
- May assist veterans in receiving “Break Pay” during Summer,
- Gives students needing to take remedial Palomar mathematics classes a longer schedule adjustment period, and
- Satisfies the Assembly Bill 720 requirement that all CSU campuses be closed in observance of Veteran’s Day; now, therefore, be it

RESOLVED, That California State University San Marcos adopt the attached APC Academic Calendar Construction Principles, and in particular the attached Academic Calendars for 2006-07 and 2007-08.

2006-2007 ACADEMIC CALENDAR

SUMMER 2006 Term

June 3 (Sat)	First day of classes for 10-week Summer classes and 5-week classes in first Summer block
July 4 (Tue)	Independence Day holiday - campus closed
July 7 (Fri)	Last day of classes for 5-week classes in first Summer block
July 8 (Sat)	First day of classes for 5-week classes in second Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2007 begins
August 11 (Fri)	Last day of classes for all 10-week Summer classes and 5-week classes second Summer block
August 17 (Thur)	Grades due from instructors; last day of Summer term

FALL 2006 Semester

August 21-23 (Mon-Wed) <i>TBD</i>	Faculty pre-instruction activities <i>Convocation for faculty and staff</i>
August 24 (Thur)	First day of classes
September 4 (Mon)	Labor Day holiday— campus closed
October 1 (Sun)	Initial period for filing applications for Fall 2007 begins
October 18 (Wed)	Last day of class for first session of Fall half-semester classes
October 19 (Thur)	First day of class for second session of Fall half-semester classes
November 10 (Fri)	Veteran's Day (observed) — campus closed
November 23-25 (Thur-Sat)	Thanksgiving holiday — campus closed
December 8 (Fri)	Last day of classes
December 9-15 (Sat-Fri)	Final examinations
December 21 (Thur) <i>TBD</i>	Grades due from instructors; last day of Fall semester Staff accumulated holidays — campus closed

SPRING 2007 Semester

January 17-19 (Wed-Fri)	Faculty pre-instruction activities
January 20 (Sat)	First day of classes
March 16 (Fri)	Last day of class for first session of Spring half-semester classes
March 17 (Sat)	First day of class for second session of Spring half-semester classes
March 26-31 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 11 (Fri)	Last day of classes
May 12-18 (Sat-Fri)	Final examinations
May 19-20 (Sat-Sun)	Commencement weekend
May 24 (Thur)	Grades due from instructors; last day of Spring semester

2007-2008 ACADEMIC CALENDAR

SUMMER 2007 Term

June 2 (Sat)	First day of classes for 10-week Summer classes and 5-week classes in first Summer block
July 4 (Wed)	Independence Day holiday - campus closed
July 6 (Fri)	Last day of classes for 5-week classes in first Summer block
July 7 (Sat)	First day of classes for 5-week classes in second Summer block
August 1 (Tue)	Initial Period for filing applications for Spring 2008 begins
August 10 (Fri)	Last day of classes for all 10-week Summer classes and 5-week classes second Summer block
August 16 (Thur)	Grades due from instructors; last day of Summer term

FALL 2007 Semester

August 20-22 (Mon-Wed)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 23 (Thur)	First day of classes
September 3 (Mon)	Labor Day holiday— campus closed
October 1 (Mon)	Initial period for filing applications for Fall 2008 begins
October 17 (Wed)	Last day of class for first session of Fall half-semester classes
October 18 (Thur)	First day of class for second session of Fall half-semester classes
November 12 (Mon)	Veteran's Day (observed) — campus closed
November 22-24 (Thur-Sat)	Thanksgiving holiday — campus closed
December 7 (Fri)	Last day of classes
December 8-14 (Sat-Fri)	Final examinations
December 20 (Thur)	Grades due from instructors; last day of Fall semester
<i>TBD</i>	Staff accumulated holidays — campus closed

SPRING 2008 Semester

January 16-18 (Wed-Fri)	Faculty pre-instruction activities
January 19 (Sat)	First day of classes
January 21 (Mon)	Martin Luther King Jr. Day – campus closed
March 14 (Fri)	Last day of class for first session of Spring half-semester classes
March 15 (Sat)	First day of class for second session of Spring half-semester classes
March 31-April 5 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 9 (Fri)	Last day of classes
May 10-16 (Sat-Fri)	Final examinations
May 17-18 (Sat-Sun)	Commencement weekend
May 22 (Thur)	Grades due from instructors; last day of Spring semester

APC Academic Calendar Construction Principles

Executive Summary:

Primary considerations that have guided the development of a New Academic Calendar

- Balancing instruction across the days of the week to the greatest extent possible
- Increasing time for grading final exams and assigning final grades
- Correcting an unintended consequence of the current calendar which sometimes eliminates January benefits for adjunct instructors
- Adding an additional day of final exams in the Fall to reduce the number of weekday classes with Saturday final exams
- Creating a longer break between the Fall and Spring semesters
- Keeping Commencement before Memorial Day weekend

Additional factors that have guided the development of a New Academic Calendar

- Restoring a Fall start date that allows Financial Aid checks to be mailed out further in advance of the start of the Fall semester.
- An earlier Fall start date may assist veterans in receiving “Break Pay.”
- A Fall start closer to that of Palomar College will give students needing to take remedial Palomar mathematics classes a longer schedule adjustment period.

A final change is required by Assembly Bill 720, which requires all CSU campuses to observe Veteran’s Day by closing on November 11 (or the weekday closest to November 11, if November 11 falls on a weekend); this requirement takes effect in Fall 2006.

The Primary Factors:

Balancing Instructional Days

- The 1998 Academic Senate established as a calendar planning principle that “Fifteen (15) instructional days of each day of the week be included in each semester. A maximum of one day of the week with only 14 instructional days is acceptable.”
- The current calendar has a 15-15-15-14-14 M-T-W-R-F pattern in the Fall and a 14-15-15-15-14 pattern in the Spring.
- Neglecting the effect of the Veteran’s Day campus closure, the new calendar proposal would have a 14-15-15-15-15 M-T-W-R-F pattern in the Fall
 - The “missing” Monday is Labor Day
 - One additional instructional day (which could be a Monday, Tuesday, Wednesday, Thursday or Friday) will be removed for Veteran’s Day and either (depending on the year) a 14-15-15-15-15 or a 15-15-15-15-15 pattern in the Spring
 - The “sometimes missing” Monday is Martin Luther King, Jr. Day

Time for Grading Exams

- The current calendar was developed with three work days for grading in each term:
 - Monday-Wednesday in Fall (unless the grading period spills into January because the campus closes)
 - Friday, Monday and Tuesday in the Spring
 - Thursday, Friday and Monday in the Summer
- Discussion in the Academic Senate last year clearly established a need for at least one additional grading day in the Fall.
- The new calendar proposal will have a four working day (Monday through Thursday) final exam grading/grade assignment period in both the Fall and Spring.

Effect on Adjunct Benefits

- The current calendar has January as the first pay period of the Spring semester
 - Under older calendars, the first pay period was February
- Adjunct faculty whose contracts are reduced from .40 or higher in the Fall to below .40 in the Spring, now lose their benefits one month sooner
 - At the end of December, instead of the end of January.
- The new calendar proposal starts the Spring semester slightly later than the current calendar does, making it possible to once again have February be the first pay period of the Spring semester
 - Thus benefits will continue through January for adjunct instructors whose time bases are reduced as described above.

Restoring Complete Finals Weeks

- The current calendar has a five-day (Tuesday-through-Saturday) Final Exams period in the Fall
 - The Monday of the last week is an instructional day which balances the loss of an instructional Monday due to Labor Dayand a six-day (Friday-through-Thursday, with no exams on Sunday) Final Exams period in the Spring
- The new calendar proposal has six-day (Saturday-through-Friday, with no exams on Sunday) Final Exams periods in both the Fall and Spring semesters.

Increasing the Winter Break

- The current calendar starts the Wednesday before Martin Luther King, Jr. Day (mid-January) and has only the following holidays before the Winter break
 - Martin Luther King, Jr. Day
 - Spring Break (scheduled to include Cesar Chavez Day)
 - Memorial Day
 - Independence Day
 - Labor Day
 - Thanksgiving Day (and the following Friday)
- Even so, sometimes Fall grades are not due until January.
 - In January 2009 (even with only a 3-day finals grading period), there would only be 11 calendar days between Fall grades due and the Spring Faculty Preparation Period.

- This doesn't leave enough time to perform essential processes (rolling and posting final grades, schedule adjustments in light of Fall grades received, etc.)

Increasing the Winter Break

- The new calendar proposal starts the Fall semester early enough that (even with an additional day of exams, and an additional grading day) grades are always due before Christmas.

Calendar days between Fall and Spring semesters	Current Calendar	New Calendar Proposal
2006-07	20	26
2007-08	12	26
2008-09	11	27
2009-10	20	33

Commencement before Memorial Day weekend

- The New Calendar Proposal preserves the feature in the current calendar of having Commencement take place before the Memorial Day weekend
 - With earlier calendars, there had been complaints about having Commencement take place on the Memorial Day weekend.
 - The New Calendar Proposal determines Spring semester dates so as to give the latest possible start to the Spring semester that is consistent with having Commencement on the weekend before the Memorial Day weekend.

Calendar Construction Methodology:

How is this all possible?

- The current calendar was designed to be a YRO calendar and in order to achieve CO standards for a YRO Summer, it included a Summer Session with
 - 12 weeks of instruction (with two holidays: Memorial Day and Independence Day)
 - A 3-day faculty preparation period
 - A 4-day (Saturday-through-Wednesday, with no exams on Sunday) Final Exams period
 - A 3-day grading period at the end of the session
 - A total of almost 14 weeks

- Budget realities have kept us from being able to significantly grow Summer enrollments, and so the new calendar proposal returns the campus to a ten week Summer session with
 - 10-week classes running the full length of the session
 - 5-week classes running in each half of the session
- This gives almost 4 weeks that can be reallocated elsewhere in the calendar.

What else changes?

Due to calendar nuances, the details may change slightly from year-to-year, but roughly

...

1. Two of these weeks are used to create one week “dead period” buffers before and after the summer session.
2. The Fall semester begins a week and a half earlier. The additional days
 - Balance Fall instructional days
 - Classes begin on a Thursday to make-up for the Thanksgiving holiday
 - Add an additional exam day, and an additional grading day
 - The Faculty Preparation Period is shortened from 4 days to 3
 - End the Fall semester earlier
3. The Spring semester gains an additional instructional day (in most years) and starts a little later.

Some of the Fine Detail Stuff (Start of the Fall Semester)

Current Calendar

- First day of classes is the Tuesday after Labor Day (September 2-4) or the Monday before Labor Day (August 25-31)
- Faculty Preparation Period is the preceding Tuesday-Friday

New Calendar Proposal

- First day of classes is 17 Thursdays before the last Thursday that the campus is open in December (August 20-26)
- Faculty Preparation Period is the preceding Monday-Wednesday

Some of the Fine Detail Stuff (Start of the Spring Semester)

Current Calendar

- First day of classes is the Tuesday after Martin Luther King, Jr. Day (January 16-22)
- Faculty Preparation Period is the preceding Wednesday-Friday

New Calendar Proposal

- If there are 18 Mondays between Martin Luther King, Jr. Day and Memorial Day
 - First weekday of classes is the Monday after Martin Luther King, Jr. Day (January 22-28)
 - Classes begin on the preceding Saturday
 - Faculty Preparation Period is the preceding Wednesday-Friday

- If there are 17 Mondays between Martin Luther King, Jr. Day and Memorial Day
 - First weekday of classes is the Tuesday after Martin Luther King, Jr. Day (January 16-22)
 - Classes begin on the preceding Saturday
 - Faculty Preparation Period includes as many days of the Wednesday-Friday as can be included in the February pay period
 - Only Thursday and Friday in 2009

Some of the Fine Detail Stuff (Start of the Summer Session)

Current Calendar

- First day of classes is the Tuesday after Memorial Day (if Memorial Day is the 4th Monday in May) or the Monday before Memorial Day (if Memorial Day is the 5th Monday in May)
- Faculty Preparation Period is the preceding Wednesday-Friday

New Calendar Proposal

- First day of classes is the Monday after Memorial Day
- No Faculty Preparation Period (but the week of Memorial Day is a “dead week” between the Spring and the Summer)

Some of the Fine Detail Stuff (The Break between Spring and Fall)

- The new calendar proposal does reduce the break between the end of the Spring semester and the start of the Fall semester by typically about one and a half weeks

Calendar days between Spring and Fall semesters	Current Calendar	New Calendar Proposal
Summer 2006	97	96 (transitional year)
Summer 2007	104 (late Fall start; Finals end on 12/22)	87
Summer 2008	97	87
Summer 2009	97	87

The Additional Factors:

Financial Aid Disbursement 101

- Federal regulations determine when aid can be disbursed to the student
- Aid cannot be disbursed to a student's account any earlier than 10 days prior to the first day of classes.
- Once funds are applied to a student's account, Student Financial Services / Accounting runs the processes of creating direct deposits or checks for students.
- Working together with Financial Aid, this is a two-to-three day process.
- Starting on certain days of the week makes the process easier/faster, and other make it harder/slower.
- The worst case is when classes start on Tuesday or Wednesday
 - The earliest disbursement occurs on a weekend
 - The worst of the worst is when the start of term is a Tuesday after a Monday holiday, since students receiving checks by mail could be negatively impacted by the two days prior to the start of term when no mail service is available
- Fall Semesters:
 - The Current Calendar has the first day of class on either the Monday before Labor Day or the Tuesday after Labor Day [Worst cases]
 - The New Calendar Proposal always has a Thursday start.
- Spring Semesters:
 - The Current Calendar has a Tuesday first day of class (day after Martin Luther King, Jr. Day) [Always the worst case]
 - The New Calendar Proposal sometimes has the first day of class on the Tuesday after Martin Luther King, Jr. Day, but also in some years this falls on the Saturday after Martin Luther King, Jr. Day [Sometimes the worst case]
- Summer Session:
 - The Current Calendar has either a Monday first day of class (week before Memorial Day) or a Tuesday after Memorial Day (day after Memorial Day) [Worst cases]
 - The New Calendar Proposal always has a Saturday start (weekend after the Memorial Day weekend)

Calendar Effect on Veteran's Benefits

- An earlier start to the Fall semester makes it easier for veterans to receive "Break Pay," which could be as much as one month's pay.

Schedule Adjustments for Students Taking Palomar Math Courses

- Starting the Fall semester closer to when Palomar College begins will make it easier for students needing to take Palomar Math 15 and Math 50 to make progress towards clearing the ELM requirement to make schedule adjustments
 - The Current Calendar had the last day to add these courses falling at the beginning of the second week of classes

Comparisons with Calendars at Primary Feeder Community Colleges (Palomar, MiraCosta, and Mt. San Jacinto):

- Only Palomar College has published its 2006-07 calendar, so the 2005-06 calendars have been compared to the calendar that the proposed guidelines would have generated for CSUSM
- Start of Fall 2005 Classes
 - Mt San Jacinto: Monday, August 15
 - Palomar: Monday, August 22
 - MiraCosta: Monday, August 22
 - **CSUSM (proposed): Thursday, August 25**
 - CSUSM (actual): Monday, August 29
- Start of Spring 2006 Classes
 - Palomar: Tuesday, January 17
 - CSUSM (actual): Tuesday, January 17
 - **CSUSM (proposed): Saturday, January 21 (Monday, January 23 for weekday classes)**
 - MiraCosta: Monday, January 23
 - Mt San Jacinto: Monday, January 23
- Location of Spring Break (also includes closest school districts)
 - Palomar: Week of March 20-24
 - MiraCosta: Week of March 20-24
 - CSUSM (actual): Week of March 27-31
 - **CSUSM (proposed): Week of March 27-31**
 - Mt San Jacinto: Week of April 3-7
 - San Marcos Unified School Elementary and Middle School Schedule: Weeks of April 3-7 and 10-14
 - Vista Unified School District K-8 Schedule: Weeks of April 3-7 and 10-14
 - San Marcos Unified School District Traditional High School Schedule: Week of April 10-14
 - Vista Unified School District High School Schedule: Week of April 10-14
 - Escondido Union School District: Week of April 10-14 & April 17-18

EC Resolution on University Hour

WHEREAS, Associated Students, Inc. has proposed the establishment of a University Hour during which main campus, regular session classes would not be scheduled during Fall and Spring semesters; and

WHEREAS, Associated Students, Inc. presented several reasons for establishment of such a University Hour including

- Improving student retention,
- Increasing participation in co-curricular activities,
- Providing an opportunity for student programming, educational programming, department meetings, and a common time for students to participate in study groups and seek academic advising, and
- Several other CSU campuses have instituted a University Hour; and

WHEREAS, Associated Students, Inc. had indicated a strong preference for a University Hour closer to the noon hour; and

WHEREAS, the 2004-05 Academic Policy Committee examined the feasibility of implementing University Hour at CSUSM in terms of the impact on course schedules and classroom availability; concluded that such a proposal was feasible and recommended using the hour of 2 – 3 on Tuesdays and Thursdays (subsequently changed to 2:30-4:00 in discussions between Associated Students, Inc., Associate Vice President Barsky, and Academic Senate Chair Trischman); and

WHEREAS, a motion to waive the rules for a first reading of the Resolution in Support of the Implementation of a University Hour brought by Associated Students, Inc. to the May 4, 2005 Academic Senate failed for several reasons, which included concerns over

- The impact on 4-unit courses, especially in the afternoon and evening, and
- Demonstration of the effectiveness of University Hour; and

WHEREAS, it is equitable to have a University Hour available to students regardless of whether they are taking classes on a Monday-Wednesday(-Friday) or Tuesday-Thursday schedule, and

WHEREAS, the development of Fall class schedules begins in November in many academic departments; now, therefore be it

RESOLVED, That the Academic Senate supports a two-year trial implementation of a University Hour in Academic Years 2006-07 and 2007-08 from 11:50 a.m. -12:50 p.m. on weekdays during which no main-campus, regular session, undergraduate classes (with the exception of laboratory courses* three or more hours in length) may be scheduled during Fall and Spring semesters (see attached recommended schedule for 75-minute and 110-minute class periods); and be it further

* For such laboratory courses, the pre-laboratory may be scheduled during University Hour.

RESOLVED, That the Director of Institutional Planning and the Office of Institutional Research be asked to conduct a study of the effectiveness and impact of University Hour after Spring Break in the Spring 2007 semester with the study to include such factors as

- Measures of levels of co-curricular programming scheduled for University Hour (Is there sufficient programming to support an hour each day?),
- Measures of student involvement in University Hour (e.g., attendance at University Hour programming),
- Measures of parking availability throughout the week,
- Analysis of changes in time-of-day enrollment patterns throughout the week,
- Surveys of advising and administrative office to determine the impact (both positive and negative) of University Hour on their operations
- Surveys of library to determine the impact (both positive and negative) of University Hour on its operation
- Surveys of Department Chairs and Associate Deans to determine the impact (both positive and negative) of University Hour on academic scheduling and other aspects of the curriculum, and
- Surveys of faculty and students to determine the impact (both positive and negative) of University Hour, with baseline measurement of the first three factors to be obtained in Spring 2006; and be it further

RESOLVED, That the findings of this study be communicated to the Academic Senate and, in particular, the Academic Policy Committee prior to the start of the Fall 2007 semester and that the Academic Policy Committee be charged with reviewing this study and bringing to the Academic Senate for a first reading no later than the October 2007 meeting a recommendation that either

- University Hour be discontinued effective with the Fall 2008 semester, or
- University Hour be continued indefinitely, with or without modifications, or
- University Hour be continued on a trial basis for a fixed period time, at which point another study would be made to serve as the basis for a future recommendation.

Recommended Schedule for 75-minute and 110-minute class periods with a 5-day University Hour from 11:50 a.m. -12:50 p.m.

Current 75-minute time periods for 3-unit classes	75-minute class periods modified to reflect a 11:50-12:50 University Hour
7:00 - 8:15 a.m.	7:30 - 8:45 a.m.
8:30 - 9:45 a.m.	9:00 - 10:15 a.m.
10:00 - 11:15 a.m.	10:30 - 11:45 a.m.
11:30 a.m. - 12:45 p.m.	University Hour: 11:50 a.m. -12:50 p.m.
1:00 - 2:15 p.m.	1:00 - 2:15 p.m.
2:30 - 3:45 p.m.	2:30 - 3:45 p.m.
4:00 - 5:15 p.m.	4:00 - 5:15 p.m.
5:30 - 6:45 p.m.	5:30 - 6:45 p.m.
7:00 - 8:15 p.m.	7:00 - 8:15 p.m.
8:30 - 9:45 p.m.	8:30 - 9:45 p.m.

Current 110-minute time periods for 4-unit classes	110-minute class periods modified to reflect a 11:50-12:50 University Hour
7:00 - 8:50 a.m.	8:00 – 9:50 a.m.
9:00 - 10:50 a.m.	10:00 – 11:50 a.m.
11:00 a.m.-12:50 p.m.	University Hour: 11:50 a.m. -12:50 p.m.
1:00 - 2:50 p.m.	1:00 - 2:50 p.m.
3:00 - 4:50 p.m.	3:00 - 4:50 p.m.
5:00 - 6:50 p.m.	5:00 - 6:50 p.m.
7:00 - 8:50 p.m.	7:00 - 8:50 p.m.
8:00 - 9:50 p.m.	8:00 - 9:50 p.m.

1 TO: Linda Holt Academic Senate
2 FROM: Academic Support Task Force
3 DATE: September 28th, 2005

4

5 **Task Force Charge:** To determine what type of support structure is needed to engage
6 academic departments in meaningful assessment strategies for the PEP process as well as
7 other program planning and development efforts. The task force should meet to discuss
8 what types of support are necessary across the different types of academic units and
9 assign cash value to this support. This information should be submitted to the Executive
10 Committee of the Senate within six weeks of the first task force meeting.

11

12

13 **Make-up of Task Force:**

14 Gabriela Sonntag, Chair of Program Assessment Committee

15 Regina Eisenbach, CoBA

16 Linda Shaw, Sociology

17 Denise Garcia, Biological Sciences

18 Bettina Huber, Director of Analytic Studies

19 Marie Thomas, WASC Educational Effectiveness Committee.

20

21 The Taskforce met on two occasions and exchanged ideas via email. Faculty input was
22 invited via the discussion board on the Academic Senate website. Additionally Bettina
23 Huber conducted a survey of practice on other CSU campuses relating to funding for
24 program reviews and assessment.

25 As the campus moves forward with the WASC review and in consideration of the CSU
26 Accountability Reporting process, including the review of educational effectiveness
27 indicators, we foresee heightened focus on the program review process and especially on
28 the assessment of student learning. The campus must acknowledge the serious
29 investments that these entail and provide sufficient resources to faculty in the programs
30 under review, as it is the faculty that takes on the greatest share of the task.

31

32 The CSU survey shows that funding is generally available for external reviewers (12
33 campuses routinely fund it; another 4 sometimes provide funding). Program reviews, per
34 se, are not generally funded although 4 campuses do receive some funds (partial funding
35 for attendance at assessment conferences, reimbursements for one-time expenses such as
36 software purchases, small stipends for summer work).

37 We urge the university to set aside **funding for assessment** giving a priority to those
38 departments undergoing program review. The survey of sister campuses found that 18 of
39 them provide at least some funding for assessment.

- 40 a. Funds (\$10,000 per program) to support the initial development of
41 assessment plans. The department will submit a proposal that explains
42 how the monies will be used: course releases, departmental retreats,
43 attendance at conferences, etc. Flexibility is important to allow for
44 variations in need.
- 45 b. Additional funding in future years (\$2000) to support the implementation
46 of specific assessment projects. Examples may include a survey
47 development and implementation, alternative assessment tools, exit
48 interviews, etc.
- 49 c. Several campuses have used lottery funds to underwrite assessment
50 initiatives.

51 **Creating a faculty learning community** on assessment is an innovative idea seen on
52 other CSU campuses. The programs undergoing review can work together, attend
53 assessment conferences, and provide support. The faculty member would receive a small
54 stipend to participate.
55

56

Resolution on Academic Department Assessment Support

57 WHEREAS, The campus is moving forward with the WASC review and in consideration
58 of the CSU Accountability Reporting process, including the review of educational
59 effectiveness indicators, we foresee heightened focus on the program review process and
60 especially on the assessment of student learning; and

61 WHEREAS, The campus must acknowledge the serious investments that these entail and
62 provide sufficient resources to faculty in the programs under review, as it is the faculty
63 that takes on the greatest share of the task; and

64 WHEREAS, A survey of other CSU campuses found that 18 of them provide at least
65 some funding for assessment; now, therefore, be it

66 RESOLVED, That the Academic Senate endorse the report of the Academic Department
67 Assessment Support Task Force; and be it further

68 RESOLVED, That, as recommended in the report, the university set aside funding for
69 assessment – giving a priority to those departments undergoing program review – to
70 include:

71 a) funds (\$10,000 per program) to support the initial development of
72 assessment plans with the department submitting a proposal on how the
73 monies will be used; and

74 b) additional funding in future years (\$2000) to support the implementation
75 of specific assessment projects; and be it further

76 RESOLVED, That faculty members from the Programs undergoing review receive a
77 small stipend to participate in a learning community to work together, attend assessment
78 conferences, and provide support.