

**NEAC Recommendations  
December 7, 2005**

<b>Name</b>	<b>Committee</b>	<b>Representing</b>	<b>Term</b>
Bennett, David	Citation Appeals Board	At large	05/06
Brodowsky, Glen	Student Grade Appeals Committee	At large – alternate	05/06
Chien, David	Student Grade Appeals Committee	At large	05/06
Fiegen, Ann	Faculty Affairs Committee	Library	Spr '06

**Curriculum for Consent Calendar  
December 7, 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	Action Date
99	MATH	PForm		B.S. in Mathematics	P Form	Change	Linda Holt	5/10/05	10/12/05	10/12/05	Approved	11/14/05
100	MATH	PForm		Minor in Mathematics	P Form	Change	Linda Holt	5/10/05	9/9/05	9/9/05	Approved	11/14/05
108	MATH	378		Number Systems	C	New	Wayne Aitken	5/30/05	10/12/05	10/12/05	Approved	11/14/05
107	MATH	372	422	Introduction to Number Theory	C-2	Change	Wayne Aitken	5/10/05	10/12/05	10/12/05	Approved	11/14/05
106	MATH	360	430	Foundations Analysis	C-2	Change	Wayne Aitken	5/10/05	10/12/05	10/12/05	Approved	11/14/05
109	MATH	441		Introduction to Probability	C	New	Amber Puha	5/10/05	10/12/05	10/12/05	Approved	11/14/05
110	MATH	442		Introduction to Mathematical Statistics	C	New	Amber Puha	5/10/05	10/12/05	10/12/05	Approved	11/14/05
111	MATH	470		Introduction to Abstract Algebra	C-2	Change	Wayne Aitken	5/10/05	10/12/05	10/12/05	Approved	11/14/05
20	COMM	400		Discourse Analysis	C-2	Change	Barry Saferstein	9/30/05	10/21/05	10/21/05	Approved	11/7/05
61	HIST	350		Chicana/o Experience in the Borderlands	C-2	Change	Carmen Nava	10/24/05	10/21/05	10/21/05	Approved	11/7/05
95	LTWR	334A		Myth, Hero, Text, Ideology and Genre	T Form	New	Ken Mendoza	9/7/05	9/7/05	10/21/05	Approved	11/7/05
96	LTWR	336D		European Cinema	T Form	New	Oliver Berghof	9/13/05	9/13/05	10/21/05	Approved	11/7/05
118	PSCI	320		Politics and Administration	D	Deletion	Staci Beavers	9/21/05	10/21/05	10/21/05	Approved	11/7/05
119	PSCI	414		U.S. Judicial Process	C-2	Change	Staci Beavers	9/21/05	10/21/05	10/21/05	Approved	11/7/05

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

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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.

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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.

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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**

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

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

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

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

69 RESOLVED, That, the Academic Senate endorse the recommendation in the report, that  
70 the university set aside funding for assessment giving a priority to those programs  
71 undergoing program review. To include:

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

75 b) funds in future years (up to an additional \$2000) may be requested to  
76 support the implementation of specific assessment projects;

77 c) a stipend to be provided for one faculty member from each of the  
78 programs undergoing review to participate in a learning community to  
79 work together; and

80 d) a course release for the chair of the Program Assessment Committee  
81 following standard practice for Academic Senate Committee chairs.

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

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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.  
73
- 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.  
83
- 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.
- 96
- 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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#### 104 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.
- 111
- 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.
- 115
- 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

#### 131 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:
    - classroom teaching
    - laboratory teaching
    - studio teaching
    - conducting seminars
    - supervision of field work, independent research, and library research
    - training and supervision of teaching and graduate assistants
    - 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~~ 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
  - 254
  - 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
  - 264
  - 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

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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.  
303  
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.  
310  
311 ~~3. Evaluation of service shall include evaluation of the quality of service rendered,~~  
312 ~~the extent to which the service rendered contributed to the University's mission,~~  
313 ~~and the appropriateness of the service to the faculty member's rank.~~  
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315 34. Service activities may include, but are not limited to, the following:  
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- membership and offices held on committees, governing bodies, and task forces at the Department/Program, College, and University level.
  - membership and offices held on committees, editorial boards, professional advisory boards, external review teams, governing bodies, and task forces at the local, national, and international level.
  - consultantship to community organizations
  - professional consultantships of a service nature
  - service as faculty advisor to student organizations
  - mentoring of faculty and/or students
  - advising a student group
  - administrative activities such as scheduling, program coordination, or other special assignments
  - offices held and participation in professional organizations
  - lectures, presentations, performances or displays given to community groups, or schools
  - organizing regional or national conferences, workshops, or seminars
  - service award, fellowship or honor
  - editing of a journal, book, or monograph
  - refereeing of a book, journal article, monograph, conference
  - op-ed pieces, letters to the editor, radio and TV interviews
45. Documentation of service may include, but shall not be limited to:
- a list/description of service to the community, university, college, department, or discipline
  - 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

- 363 candidate was involved as an officer, speaker, panelist, external reviewer,  
364 referee, consultant, visiting lecturer, etc.
- 365
- 366 • letters from community members who are in a position to comment on the  
367 candidate's contributions, such as those who invited the candidate to speak or  
368 worked with the candidate on a project
- 369
- 370 • meeting agendas or programs
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- 372 • programs or fliers describing the event and/or listing the participants
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- 374 • awards made for the service (e.g., certificates, plaques)
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- 376 • newspaper clippings
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- 378 • videotapes
- 379
- 380 • audiotapes

**CALIFORNIA STATE UNIVERSITY  
SAN MARCOS**

**1. Definition of the Proposed Degree Major Program<sup>1</sup>**

- a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.*
- b. *Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program. Identify the unit which will have primary responsibility.*
- c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*
- d. *Objectives of the proposed degree major program.<sup>2</sup>*
- e. *Total number of units required for the major. List of all courses, by catalog number, title and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.*
- f. *List elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.*
- g. *If any formal options, concentration, or special emphases are planned under the proposed major, explain fully.*
- h. *Course prerequisites and other criteria for admissions of students to the proposed degree major program, and for their continuation in it.*
- i. *Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.<sup>3</sup>*
- j. *For undergraduate programs, provisions for articulation of the proposed major with community college programs.<sup>4</sup>*
- k. *Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.*

**2. Need for the Proposed Degree Major Program**

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<sup>1</sup> Instructions to Program Proposer: When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent program proposals.

<sup>2</sup> Instructions to Program Proposer: Objectives should be expressed as overarching student learning outcomes that the program is intended to produce: what the graduates should know and be able to do. Make reference to the more detailed presentation provided in the table required in section 6a. Use 1d to address how the program is aligned with the University Mission, Vision and Values.

<sup>3</sup> Instructions to Program Proposer: This section may not be applicable to some proposals.

<sup>4</sup> Instructions to Program Proposer: Undergraduate majors should take into consideration any Lower Division Transfer Patterns (LDTPs) that have been adopted by the CSU system for this major: <http://www.calstate.edu/AcadAff/agreements.shtml>. See Enrollment Management Services for assistance in completing this section.

- a. *List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program.*
- b. *Differences between the proposed program and programs listed in a. above.*
- c. *List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor, option or concentration is offered in the proposed subject area, indicate the number of students enrolled.<sup>5</sup>*
- d. *Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.<sup>6</sup>*
- e. *For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program.<sup>7</sup>*
- f. *Professional uses of the proposed degree major program.*
- g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.<sup>8</sup>*

### **3. Existing Support Resources for the Proposed Degree Major Program**

- a. *Faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publications if the proposal is for a graduate degree), who would teach in the proposed program.*
- b. *Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.*
- c. *Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.<sup>9</sup>*
- d. *Equipment and other specialized materials currently available.<sup>10</sup>*

---

<sup>5</sup> Instructions to Program Proposer: See Enrollment Management Services to obtain numbers of students with declared majors, options/concentrations/emphases/tracks/etc., and minors. See Academic Programs to obtain enrollment histories in specific courses.

<sup>6</sup> Instructions to Program Proposer: See the Career Center for assistance in completing this section.

<sup>7</sup> Instructions to Program Proposer: See Enrollment Management Services for these data.

<sup>8</sup> Instructions to Program Proposer: See Academic Programs for assistance in estimating the number of majors and graduates.

<sup>9</sup> Instructions to Program Proposer: See the Library for this report.

<sup>10</sup> Instructions to Program Proposer: See Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.



#### 4. Additional Support Resources Required

- a. *Complete Table I, enrollment and faculty positions should be shown for all discipline categories which will increase because of the new program and for all discipline categories which will decrease because of the new program. If faculty positions are to be transferred into the new program from other areas, the reductions in faculty positions should be shown in the appropriate discipline category.*<sup>11</sup>
- b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.*<sup>12</sup>
- c. *The amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.*<sup>13</sup>
- d. *Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.*<sup>14</sup>
- e. *Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.*<sup>15</sup>

#### 5. Abstract of the Proposal and Proposed Catalog Description<sup>16</sup>

#### 6. Additional CSUSM New Program Requirements

- a. *Complete Table II, indicating the courses in which the student learning outcomes are addressed.*<sup>17</sup>
- b. *Provide an initial assessment plan for the program. The data collected via this assessment plan will be the basis of the first program review (generally scheduled five years after program implementation).*<sup>18</sup>
- c. *(For undergraduate degrees) Attach a sample schedule showing how a student beginning as a first-time freshman at CSUSM could fulfill all graduation requirements in four years.*<sup>19</sup>

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<sup>11</sup> Instructions to Program Proposer: CSUSM proposals replace Table I with equivalent tables constructed from College Academic Master Plans and the Academic Blueprint. See Academic Programs for these tables.

<sup>12</sup> Instructions to Program Proposer: Include additional faculty lines needed to support the course offerings indicated in 6c and 6d. Indicate whether any external funds are expected to support faculty lines.

<sup>13</sup> Instructions to Program Proposer: See Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.

<sup>14</sup> Instructions to Program Proposer: This should follow directly from the Library report in 3c.

<sup>15</sup> Instructions to Program Proposer: Information technology and academic computing needs should follow directly from the IITS report in 3d. Additional specialized equipment and materials that will be needed should be addressed here.

<sup>16</sup> Instructions to Program Proposer: Use the format found in the most recent General Catalog.

<sup>17</sup> Instructions to Program Proposer: The template for Table II may be downloaded from (fill in URL). See Academic Programs for sample tables from other program proposals.

<sup>18</sup> Instructions to Program Proposer: See Academic Strategic Planning and Assessment for assistance in developing an assessment plan.

<sup>19</sup> Instructions to Program Proposer: See First Year Programs for assistance in developing detailed graduation road maps for the first two years of study.

- d. Attach a proposed course offering plan for the first three years of program implementation. Where possible, indicate likely faculty teaching assignments.
- e. Summarize the responses in items 4b-4e by completing the Table III below.<sup>20</sup>

**Table III.**

Necessary Resources	Start-up Costs	On-going Costs	Expected On-going External Funding (indicate expected duration of funding)
<b>Additional Faculty</b> <ul style="list-style-type: none"> <li>• Tenure-line</li> <li>• Adjunct</li> </ul>			
<b>Program Administration:</b> Release time for Chair or Director			
<b>Additional Staff</b>			
<b>Library/Collections</b>			
<b>Technology:</b> Special Hardware and/or Software			
<b>Other:</b> Computer and Furniture Complements, telephone, equipment, operating expenses, etc.			

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<sup>20</sup> Instructions to Program Proposer: See the Office of the Provost for assistance in estimating costs associated with additional faculty positions.

Table II: Student Learning Outcomes Receiving Attention in Selected Courses

	Preparation for the Major		Upper-Division Core			First Set of Choices in Major		Second Set of Choices in Major			
	Required Course 1	Required Course 2	Required Course 1	Required Course 2	Required Course 3	Elective Course 1	Elective Course 2	Elective Course 1	Elective Course 2	Elective Course 3	Elective Course 4
Program	SLO 1										
Student	SLO 2										
Learning	SLO 3										
Outcomes	SLO 4										
	SLO 5										
	SLO 6										
	SLO 7										

Use an X to mark Student Learning Outcomes that are developed within particular courses.

More refined versions of such a chart might use different symbols to differentiate between primary and secondary focus on an SLO in a course.

**NEW PROGRAM PROPOSAL - Form P**

COLLEGE \_\_\_\_\_ Discipline \_\_\_\_\_

**TITLE OF PROGRAM:** \_\_\_\_\_

This form is the signature sheet for new programs and new options/concentrations/emphases/tracks within existing programs. For all changes to existing programs (other than addition of new options/concentrations/emphases/tracks), use the Form P-2.

Check one: \_\_\_\_\_ New Undergraduate Major or New Graduate Degree      Attach a completed New Program Template  
 \_\_\_\_\_ New Option/Concentration/Emphasis/Track      }      Attach a completed New Option/Concentration/  
 \_\_\_\_\_ New Minor      }      Special Emphasis, Teaching Credential and Minor  
 \_\_\_\_\_ New Teaching Credential      }      Attach a completed New Certificate Template  
 \_\_\_\_\_ New Certificate

Does this proposal impact other disciplines? \_\_\_\_\_ Yes \_\_\_\_\_ No      If yes, obtain signature(s).  
 Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____ Discipline	_____ Signature	<input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline	_____ Signature	<input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline	_____ Signature	<input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose
_____ Discipline	_____ Signature	<input type="checkbox"/>	_____ Date	_____ Support	_____ Oppose

1. \_\_\_\_\_ Originator (Please Print) \_\_\_\_\_ Date      2. \_\_\_\_\_ Program/Department - Director/Chair \_\_\_\_\_ Date

**REVIEW PROCESS**

3a. \_\_\_\_\_ Dean of Library\* \_\_\_\_\_ Date      3b. \_\_\_\_\_ Dean of Information and Instructional Technology Services\* \_\_\_\_\_ Date  
 3c. \_\_\_\_\_ Vice President for Student Affairs\* \_\_\_\_\_ Date      3d. \_\_\_\_\_ Director of Planning, Design and Construction (if applicable)\* \_\_\_\_\_ Date

**COLLEGE-LEVEL APPROVAL PROCESS**

4. \_\_\_\_\_ College Curriculum Committee^ \_\_\_\_\_ Date      5. \_\_\_\_\_ College Dean\* \_\_\_\_\_ Date

**UNIVERSITY-LEVEL APPROVAL PROCESS**

*(May not begin until all Review and College-Level Approval signatures have been obtained.)*

6a. \_\_\_\_\_ University Curriculum Committee^ \_\_\_\_\_ Date      6b. \_\_\_\_\_ Budget and Long-Range Planning Committee^ \_\_\_\_\_ Date  
 7. \_\_\_\_\_ Academic Senate \_\_\_\_\_ Date      8. \_\_\_\_\_ Provost \_\_\_\_\_ Date  
 9. \_\_\_\_\_ President \_\_\_\_\_ Date      10. \_\_\_\_\_ Date to Chancellor's Office

\* Attach a memo on program impact on the unit and the ability of the unit to support it.  
 ^ Attach a memo summarizing the curricular and/or resource deliberations.

**PROGRAM CHANGE PROPOSAL - Form P-2**

COLLEGE \_\_\_\_\_ Discipline \_\_\_\_\_

TITLE OF PROGRAM: \_\_\_\_\_

Check one: \_\_\_ Change to Program \_\_\_ Program Deletion

\_\_\_\_\_  
**TITLE OF DEGREE PROGRAM:** \_\_\_\_\_

This form is the signature sheet for a change to, or deletion of, an existing program.  
 Note that the addition of a new option/concentration/emphasis/track is a new "program," and requires the use of Form P.

For a change to a program,

1. Attach a page (or pages) giving a brief summary of the purpose of this proposal, and its connection to the mission and student learning outcomes of the program.
2. Attach catalog copy showing exactly how the program should appear in the catalog if the changes are approved.

For a program deletion, attach a statement explaining the impact on students: how will the program be "taught-out" for declared majors?

\_\_\_\_\_

Does this proposal impact other disciplines or units? \_\_\_ Yes \_\_\_ No If yes, obtain signature(s).  
 Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

_____	_____	<input type="checkbox"/>	_____	_____ Support	_____ Oppose
Discipline/Unit	Signature		Date		
_____	_____	<input type="checkbox"/>	_____	_____ Support	_____ Oppose
Discipline/Unit	Signature		Date		
_____	_____	<input type="checkbox"/>	_____	_____ Support	_____ Oppose
Discipline/Unit	Signature		Date		
_____	_____	<input type="checkbox"/>	_____	_____ Support	_____ Oppose
Discipline/Unit	Signature		Date		

\_\_\_\_\_

1. \_\_\_\_\_ Date \_\_\_\_\_  
 Originator (Please Print)

2. \_\_\_\_\_ Date \_\_\_\_\_  
 Program/ Department - Director/Chair

**APPROVAL PROCESS**

3. \_\_\_\_\_  \_\_\_\_\_ Date \_\_\_\_\_  
 College Curriculum Committee^

4. \_\_\_\_\_  \_\_\_\_\_ Date \_\_\_\_\_  
 College Dean (or Designee)\*

5a. \_\_\_\_\_  \_\_\_\_\_ Date \_\_\_\_\_  
 University Curriculum Committee^

5b. \_\_\_\_\_  \_\_\_\_\_ Date \_\_\_\_\_  
 Budget and Long-Range Planning Committee (if applicable)^

6. \_\_\_\_\_ Date \_\_\_\_\_  
 Academic Senate

7. \_\_\_\_\_ Date \_\_\_\_\_  
 Provost (or Designee)

8. \_\_\_\_\_ Date \_\_\_\_\_  
 President

9. \_\_\_\_\_  
 Date to Chancellor's Office (if applicable)

\* Where appropriate, attach a memo on program impact on the unit and the ability of the unit to support it. Check the box next to the signature line to indicate whether a memo has been attached.

^ Where appropriate, attach a memo summarizing the curricular and/or resource deliberations. Check the box next to the signature line to indicate whether a memo has been attached.

**COBA ##                      RETENTION, TENURE, AND PROMOTION (RTP)  
STANDARDS AND PROCEDURES**

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Revised and Ratified: 10/14/2005

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**I.        ADHERENCE TO THE UNIVERSITY RTP POLICIES AND PROCEDURES**

A.        The College of Business Administration (CoBA) uses the same definitions, terms, and abbreviations as defined in the University RTP document.

B.        Provisions of this document are to be implemented in conformity with University RTP policies and procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct. The candidate should note, particularly, University procedures that provide guidance on the working personnel action file (WPAF) and describe the responsibilities of the candidate in the review process.

C.        The CSUSM RTP document specifies a role of departments and chairs in the retention, tenure, and promotion policy in accordance with the CBA. In its present form, CoBA is organized into departments with designated department chairs who have administrative and program responsibilities. Thus, the College of Business Faculty have agreed that the standards set forth in this CoBA Retention, Tenure and Promotion Document provide the following:

1.        The academic unit reviewing the candidate’s file will be a department specific Peer Review Committee.

2.        Whereas the CSUSM RTP document states that departments may specify standards for retention, tenure and promotions, CoBA Faculty designate the standards set forth in this document as the standard for all departments within CoBA until such time as departments wish to create separate standards.

3.        Department chairs may make separate recommendations. Such recommendations shall be forwarded to subsequent levels of review. If the chair makes a separate recommendation, he/she shall not participate as a member of the peer committee (see University RTP policy; CBA Articles 15.19, 15.34).

**II.       GUIDING PRINCIPLES**

A.        The performance areas that shall be evaluated include teaching, scholarship, and service. While there will be diversity in the contributions of faculty members to the University, CoBA recognizes that teaching, scholarship and service are all central to the institution, therefore, faculty members must submit a curriculum vita and narrative statements describing the summary of teaching, research and service for the review period. The faculty member must meet the minimum standards in each of the three areas

B.        Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Candidates are responsible for 1) becoming familiar with

43  
44 the standards; 2) understanding the standards; 3) engaging in activities that meet the standards and  
45 4) effectively communicating how they have met the standards. Sound advice and counsel by  
46 tenured faculty can significantly contribute to the achievement of the highest level of individual  
47 performance. Candidates are encouraged to avail themselves of such advice and counsel.  
48

49 C. Activities counted and assessed in one area of performance shall not be duplicated in  
50 any other area of performance evaluation.  
51

52 D. Candidates for retention will show effectiveness in each area of performance and  
53 demonstrate progress toward meeting the tenure requirements in the areas of teaching, scholarship  
54 and service.  
55

56 E. Candidates for the rank of associate professor require an established record of  
57 effectiveness in teaching, nationally recognized scholarship and service to the University.  
58

59 F. Candidates for the rank of professor require, in addition to continued effectiveness,  
60 an established record of initiative and leadership in teaching, scholarship, and service to the  
61 University, the profession and the community. Promotion to the rank of professor will be based on  
62 the record of the individual since he/she was promoted to the rank of associate professor.  
63

64 G. The granting of tenure at any rank recognizes accomplishments and services  
65 performed by the faculty member during his/her career. The record must show sustained and  
66 continuous activities and accomplishments. The granting of tenure is an expression of confidence  
67 that the faculty member has both the commitment to and the potential for continued development  
68 and accomplishment throughout his/her career. Tenure will be granted only to individuals whose  
69 record meets the standards required to earn promotion to the rank at which the tenure will be  
70 granted.  
71

72 H. The recommending of early tenure (prior to the 6<sup>th</sup> year in rank) is considered an  
73 exception. An individual should have a minimum of three years of service at CSUSM. A positive  
74 recommendation requires that the candidate's record clearly exceeds the articulated standards for  
75 the granting tenure and that the record demonstrates a sustained level of accomplishment at CSUSM  
76 in all areas.  
77

78 I. Faculty who are hired at an advanced rank without tenure may apply for tenure after  
79 two years of service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive  
80 recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued  
81 level of accomplishment in all areas and, together with the candidate's previous record, satisfies the  
82 articulated standards for the granting of tenure at the Faculty member's rank.  
83

### 84 **III. STANDARDS AND CRITERIA FOR TEACHING**

85

86 A. For retention, tenure, and promotion, College faculty members are expected to  
87 demonstrate effective teaching. "Effective teaching" is instructional activity in support of the  
88 College Mission and is demonstrated by information in the *teaching portfolio* section of the WPAF.  
89

90 B. "Teaching" includes instructional activity such as the following:

- 91
- 92
- 93
- 94
- 95
- 96
- 97
- 98
- 99
- 100
- classroom teaching
  - laboratory teaching
  - supervision of Senior Experience and Masters projects
  - course development
  - curriculum development
  - program development
  - pedagogical self-development
  - supervision of student independent study
  - student advising and counseling

101

102 C. The teaching portfolio

103

104 1. The following documentation is *required*:

105

- 106
- 107
- 108
- 109
- 110
- A reflective statement on teaching.
  - University-approved student evaluation of teaching forms and summary for all classes taught (e.g. all sections of HTM 305)
  - Student grade averages in the courses for which student evaluations of teaching are furnished
  - Syllabi for each course taught (e.g. HTM 305)

111

112

113 2. The following documentation is *optional*:

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- 115
- 116
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- 120
- 121
- 122
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- 125
- Other course instructional materials such as candidate-prepared cases and assignments, handouts, and exams
  - Written peer evaluations
  - Documentation regarding course, curriculum, or program development
  - Documentation regarding pedagogical innovations
  - Documentation regarding pedagogical self-development
  - Documentation regarding supervision of student independent study
  - Documentation regarding student advising and counseling
  - Additional summary information regarding grading
  - Unsolicited letters from former students
  - Teaching awards
  - Other items chosen by the faculty member

126

127 3. A candidate's teaching effectiveness shall be based on an evaluation of the

128 entire teaching portfolio rather than an evaluation of selected items in the portfolio.

129

130 4. Occasionally, candidates may conclude that their Student Evaluation of

131 Teaching ratings are not an accurate reflection of their teaching effectiveness. In these cases,

132 candidates may believe that their peers would be better able to evaluate their teaching effectiveness.

133 Accordingly, candidates are given the option of obtaining a written peer evaluation of their

134 teaching, which they may submit as evidence of their teaching effectiveness.

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136 D. Standards



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1. Promotion from Assistant Professor to Associate Professor

At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to: student evaluations that are typical of CoBA Assistant Professors for the types of courses taught and grades given, syllabi that articulate course objectives and requirements, assignments that help students accomplish the course objectives, and evaluation criteria that reflect how successfully students accomplish the course objectives. While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.

2. Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard than described in the preceding section. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to provide evidence of course, curriculum, or program development activities in addition to documentation of teaching performance that is typical of experienced CoBA faculty for the types of courses taught. (Also see Section II. F.)

3. Retention

Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. As a formative evaluation, candidates will be evaluated on their activities to enhance and improve teaching effectiveness.

4. Tenure

Candidates for tenure who are not requesting a promotion in rank must show evidence of effective teaching at CSUSM that meets standards appropriate for their rank as specified in Sections III D1 and 2.

**IV. STANDARDS AND CRITERIA FOR SCHOLARSHIP**

A. For retention, tenure, and promotion, College faculty members are expected to engage in scholarship and creative activity. The emphasis is on **quality** and **sustained** scholarship over the entire period of the review.

1. It is essential to the University's Mission that each faculty member demonstrate continued commitment, dedication, and growth as a scholar. Faculty seeking promotion are expected to provide evidence of a **continual** record of quality scholarship. In all cases, scholarship results in dissemination of that knowledge or understanding beyond the classroom.

2. Scholarship must be in the field of Business/Management or a related discipline and may be basic, applied, integrative, and/or pedagogical.

185                   3.       Measurement of scholarly achievement should always include evaluation by  
186 professional persons in a position to assess the quality of the contribution to the candidate's  
187 discipline. Evidence of professional evaluation includes, but is not limited to, acceptance of  
188 scholarly work by an academic peer reviewed publication or acceptance of scholarly work by an  
189 editorial board of a practitioner-oriented publication. In evaluating scholarship, factors such as  
190 single authorship, relative contribution to multiple authored pieces, and contribution of the work to  
191 the faculty member's field will be considered.

192  
193                   B.       Scholarship and evidence of scholarly activities include, but are not limited to:

194  
195                   1.       Category A:  
196                   •       papers published or accepted for publication in peer reviewed or editorial-  
197 board reviewed journals recognized as reputable and of good quality  
198 (quality as defined in 3 above).  
199                   •       books or manuscripts recognized as seminal works (typically does not  
200 include survey textbooks)  
201                   •       published book chapters of original material and original monographs

202  
203                   2.       Category B:  
204                   •       papers published in refereed proceedings  
205                   •       refereed paper presentations at professional meetings including abstracts  
206 published in proceedings  
207                   •       invited papers presented at professional meetings  
208                   •       published computer software  
209                   •       published case studies  
210                   •       other research publications not qualified in category A.

211  
212                   3.       Category C  
213                   •       working papers  
214                   •       submitted papers  
215                   •       grant or contract research  
216                   •       technical reports  
217                   •       special recognition and awards for research

218  
219                   C.       Standards: The following standards are intended to be consistent with AACSB  
220 standards: "Schools with a mix of undergraduate and graduate programs, but without doctoral  
221 programs, may have a balance among basic scholarship, applied scholarship, and instructional  
222 development."

223  
224                   1.       Promotion from Assistant Professor to Associate Professor: The following  
225 paragraphs (a and b) describe the research standards for a faculty member to be promoted from  
226 Assistant to Associate:

227  
228                   a.       Three items from Category A  
229  
230                   b.       Three additional items from Categories A and/or B  
231

232 2. Promotion from Associate Professor to Professor: Candidates for a  
233 promotion from Associate to Full professor must meet the standards defined above for promotion  
234 from Assistant to Associate. Only publications since the last promotion shall be considered for this  
235 promotion. (Also see Section II. F.)  
236

237 3. Retention: Candidates for retention may include documentation from  
238 Category C (in addition to A and B) to show effectiveness in performance and demonstrate progress  
239 toward meeting the tenure requirements in the area of scholarship.  
240

241 4. Tenure: Candidates for tenure who are not requesting a promotion in rank  
242 must meet the scholarship standards for their current rank as specified in Sections IV C 1 and 2, and  
243 have demonstrated a continual record of quality scholarship.  
244

## 245 **V. STANDARDS AND CRITERIA FOR SERVICE ACTIVITIES**

246  
247 A. For retention, tenure and promotion, College faculty members are expected to  
248 demonstrate a record of effective service contributions, both internally and externally. Service  
249 activities will be evaluated based on the quality of the service and its relevance to the College and  
250 University Missions. Each faculty member is expected to participate in service activities; however,  
251 the appropriate mix and magnitude of service will vary with the faculty member's rank. Assistant  
252 professors are expected to participate primarily in internal service activities whereas Associate and  
253 Full professors are expected to participate in both internal and external activities and in leadership  
254 roles. Attendance at meetings is expected but attendance alone is not sufficient to demonstrate  
255 significant contribution.  
256

257 B. Service activities may include, but are not limited to the following:  
258

### 259 1. Internal Service Activities

#### 260 a. College level activities

- 262 • membership and offices held on committees or task forces
- 263 • governing groups
- 264 • administrative activities
- 265 • special assignments/initiatives
- 266 • student advising/mentoring
- 267 • faculty mentoring

#### 268 b. University level activities

- 269 • membership and offices held on committees or task forces
- 270 • governing groups
- 271 • administrative activities
- 272 • special assignments/initiatives

### 273 2. External Service Activities

#### 274 a. Service in/to the profession and professional organizations

- 275 • membership and offices held

- 279
- committees, task forces and advisory boards
- 280
- organizing conferences, workshops, and seminars
- 281
- serving as referee, editor or advisor
- 282
- special assignments
- 283

284           b.     Service in/to community organizations

- 285
- membership and offices held
- 286
- committees, task forces and advisory boards
- 287
- organizing events and programs
- 288
- special assignments
- 289

290           c.     Gratis professional consulting

291

292           C.     Standards

293

294           1.     Promotion from Assistant Professor to Associate Professor: Candidates for  
295 promotion from Assistant to Associate Professor must demonstrate evidence of significant internal  
296 service contributions. While not required, external service contributions will be considered in the  
297 evaluation.

298

299           2.     Promotion from Associate Professor to Professor: Candidates for promotion  
300 from Associate Professor to Professor must provide evidence of leadership in one or more service  
301 activities in addition to demonstrating active participation in both internal and external service  
302 activities.

303

304           3.     Retention: Candidates for retention must demonstrate evidence of significant  
305 internal service. While not required, external service contribution will be considered  
306 in the evaluation.

307

308           4.     Tenure: Candidates for tenure who are not requesting a promotion in rank  
309 must meet the service standards for their current rank as specified in Sections V C1 and 2.

310

311           5.     Service standards for early decisions: Early decisions require evidence of  
312 significant quality service contributions both internally and externally to the University.

1 **MASTER OF ARTS IN HISTORY**

2  
3 **Department of History**

4 **California State University San Marcos**

5 **Telephone: (760) 750-4152**

6 **FAX: (760) 750-3430**

7 **Website: <http://www.csusm.edu/history/>**

8  
9 **Department Chair**

10  
11 Patricia Seleski, Professor of History

12  
13 **Faculty**

14  
15 Peter Arnade, Professor of History

16 Jeffrey Charles, Associate Professor of History

17 Darel Tai Engen, Assistant Professor of History

18 Anne Lombard, Assistant Professor of History

19 Reuben Mekenye, Associate Professor of History

20 Carmen Nava, Associate Professor of History

21 Jasamin Rostam-Kolayi, Assistant Professor of History

22 E.A. Schwartz, Associate Professor of History

23 Patricia Seleski, Professor of History

24 Alyssa Goldstein Sepinwall, Associate Professor of History

25 Jill Watts, Professor of History

26 Zhiwei Xiao, Associate Professor of History

27  
28 **Overview**

29  
30 The mission of the Master of Arts in History is to build students' expertise in the field of history with an  
31 additional focus on the critical study of the history of media and/or the applied use of media in presenting  
32 history to the public. Historians have always used various forms of media to communicate information  
33 about the past and they have always taken advantage of advances in media technology to teach the public  
34 about its history. Currently, new media technology is revolutionizing how history is taught and how the  
35 stories of the past are conveyed to the public. The CSUSM program will offer students opportunities to  
36 explore media as they have changed over time, beginning with the earliest oral and visual forms of  
37 historical communication through the rise of modern electronic media and computer technology.  
38 Students pursuing the Master of Arts in History will be required to take courses that develop their skills in  
39 critically analyzing media as they relate to history and acquire skills in new media and/or technology to  
40 convey historical information to the public.

41  
42 This program is designed to provide students with a practical degree that prepares them for a variety of  
43 post-graduate careers including: community college and post-credential teaching (enhanced by training in  
44 history and the new media classroom); public history (including museumship, historical societies, and  
45 electronic archives); media and journalism; doctoral education; urban planning; local, state, and city  
46 governmental jobs; public service; and a number of other possibilities both in the public and private  
47 sectors. The degree is designed to offer students the opportunity to practice their skills in the workplace.  
48 Some students may elect to pursue the option of an internship in a public or private agency where their  
49 training in historical content and media/technology can be practically applied. Additionally, the program,  
50 in an effort to serve students who are interested in educational careers in history at the college level,  
51 offers a curriculum that will allow them to explore pedagogical issues associated with history teaching  
52 and to gain actual experience teaching history in college classrooms.

54 During their course of study, students will be required to master historiography, the philosophy of history,  
55 specific historical topics, and acquire technical skills. All Master of Arts Degree candidates will take one  
56 course in the critical study of the history of media and one course in applied media and history in which  
57 they will produce a media-based project. This will consist of an applied media project from History 502,  
58 a seminar paper representative of one's best work, and either a thesis or media project which may  
59 include, but is not limited to, web-based presentations of historical research or digital video presentations  
60 of historical topics.

61  
62 The Department of History at California State University, San Marcos is ideally situated to offer an  
63 advanced degree in History. Located in Southern California with access to the Los Angeles and San  
64 Diego areas, the Department of History can draw on the region's resources in the film and television  
65 industries as well as the well-established computer and software industries connected with multi-media  
66 production. The faculty of the Department of History offer a wide coverage of world areas and periods  
67 including Africa, Asia, Europe, Latin America, the Middle East, the United States, and  
68 Comparative/World History. Additionally, the department houses faculty who have expertise in critical  
69 historical media studies and in applying new media technology to preserving history and delivering  
70 historical content. Building on these strengths, the Department of History at California State University,  
71 San Marcos is able to offer this unique degree that blends the benefits of the traditional history Master's  
72 program with an applied dimension in new technologies that are revolutionizing the communication of  
73 information and the public's understanding of the past.

#### 74 75 ***Admission Requirements***

76  
77 All applicants to the M.A. in History program must meet both the admission requirements of the  
78 Department of History and the University requirements for graduate study. Applicants to the Master  
79 Program in History must have completed a Bachelor's degree from an accredited university in history or  
80 in an allied field with at least four upper-division courses in history. Furthermore, applicants must have  
81 completed History 301 (Historical Methods and Writing) or the equivalent before beginning graduate  
82 work. Applicants must have either met the CSUSM requirements for Computer Competency or the  
83 equivalent at another institution. Additional requirements for admission to the program are as follows:

- 84
- 85 • Overall minimum grade point average of 3.0 with a minimum grade point average of 3.0 in the  
86 undergraduate major.
  - 87 • The General Test for the Graduate Record Examination (GRE). While the minimum acceptable  
88 score may vary year by year, it is unlikely that an applicant will be admitted with a score of less  
89 than 500 on the verbal section of the exam.
  - 90 • TOEFL/TWE if appropriate with a minimum TOEFL score of 550 and of 4.5 on the TWE.
  - 91 • Two sets of official transcripts from all colleges and universities attended with official  
92 verification of graduation.
  - 93 • At minimum, three letters of recommendation that assess academic accomplishments and  
94 potential for graduate study.
  - 95 • A 750-word statement of research intent describing historical fields of study including mention of  
96 interest and/or experience in media and technology, relevant educational background, and post-  
97 graduate career/educational objectives.
  - 98 • One formal academic writing sample, as recent as possible. Preferably, this should be a sample  
99 from previous college or university coursework and should not be written simply for the purpose  
100 of admission.

#### 101 102 ***Application Materials***

103  
104 Application materials to be sent directly to the Office of Admissions

- 105 • Completed university application form.
- 106 • Application fee.

- 107       • One set of official transcripts that include all work done at all colleges and universities.

108  
109 Application materials to be sent directly to the Department of History (see address below)

- 110       • Completed departmental application form.  
111       • One set of official transcripts that includes work done at all colleges and universities.  
112       • Statement of Interest.  
113       • GRE test scores (and TOEFL/TWE where appropriate.)  
114       • Writing Sample.  
115       • Three Letters of recommendation

116  
117 Address for Departmental materials: Graduate Coordinator, Department of History, 333 South Twin  
118 Oaks Valley Road, California State University, San Marcos, San Marcos, California, 92096

119  
120 Deadline for submission: Applications for Fall admissions are due no later than March 15. Applications  
121 for Spring admission are due no later than November 15. However, applications may be accepted for  
122 review for as long as space is available in the program. It is possible that class scheduling and available  
123 spaces will significantly limit spring admissions.

124  
125 ***Degree Requirements***

126  
127 Students must complete 30 units of graduate study, 24 of which must be at the graduate level. Generally,  
128 none of the 30 units of course work applied to the Master of Arts degree in History may have been  
129 applied toward a previous academic degree, however, in some cases up to 6 graduate history units not  
130 earned at CSUSM may be applied by petition. (Only coursework done as a post-baccalaureate student  
131 will be considered for application toward the graduate degree.) All students are required to complete the  
132 core sequence of graduate courses (History 601, History 501, History 502, History 620). Additionally, all  
133 students are required to complete two semesters of thesis research and presentation (History 620: Directed  
134 Thesis Research, Writing, and Media Presentation). Students who do not complete their thesis project in  
135 the first two semesters may register for additional semesters of History 620 but only two semesters (6  
136 units) may count toward conferral of the degree. The remainder of the units will consist of 500 or 600  
137 level courses in history but the department will allow up to two 400 level courses (6 units) to count  
138 towards the degree. Additionally, students may apply no more than 6 units of History 510 (Experiential  
139 Learning in Public History) or 6 units of History 699 (Advanced Independent Study in Historical Issues)  
140 toward the degree, although they may register for additional semesters of these courses.

141  
142 ***Course of Study***

143  
144 Students enrolled full-time in the program will proceed with graduate coursework in the following  
145 manner:

146  
147 **Year One:**

148  
149 **First Semester**

150  
151 History 601: The Philosophy and Practice of History (3 Units)  
152 History 501: Historical Perspectives on Media (3 Units)  
153 History 500 or 600 level seminar or approved elective

154  
155 **Second Semester**

156  
157 History 502: History and Applied Media Technology (3 Units)  
158 History 512: Teaching History: Theory and Practice or approved elective  
159 History 500 or 600 level seminar or approved elective

160 **Year Two:**

161  
162 **First Semester**

163  
164 History 510: Experiential Learning in Public History or approved elective  
165 History 500 or 600 level seminar or approved elective  
166 History 620: Directed Thesis Research, Writing and Media Presentation  
167

168 **Second Semester**

169  
170 History 500 or 600 level seminar or approved elective  
171 History 500 or 600 level seminar or approved elective  
172 History 620: Directed Thesis Research, Writing and Media Presentation  
173

174 ***Continuation***

175  
176 For a student to continue in the program they must meet the following requirements:  
177

- 178 • Students must maintain a 3.0 GPA (A=4.0). If a student's GPA falls below 3.0, s/he will be  
179 placed on academic probation the following semester. If the GPA remains below 3.0 for two  
180 semesters in a row, then the student will be dropped from the program.
- 181 • Students must be continuously enrolled unless they apply for a leave of absence. Students who  
182 are not continuously enrolled or who have a leave of absence longer than two semesters are  
183 dropped from the program and must reapply.
- 184 • All the requirements for the degree are to be finished within five years after matriculation into the  
185 graduate program. Authorized leaves of absence do not extend the time limit for completion of  
186 the degree.

187  
188 ***Advancement to Candidacy***

189  
190 All students must select a main thesis advisor from the tenure-track history faculty based on areas of  
191 interest and planned thesis or media project. Students should consult regularly with their advisor  
192 regarding course selection and research proposal. Students will also compose a committee of two  
193 additional faculty members (at least one must be another member of the history faculty). A student must  
194 request to be advanced to candidacy after completing 18 units. To be advanced to candidacy, the student  
195 must do the following:

- 196 • Form a thesis or media presentation committee and submit to the committee approval form with  
197 copies to committee members and the history graduate coordinator.
- 198 • Submit a thesis or media presentation proposal (750 words excluding working bibliography) to  
199 committee members that states the topic, a working thesis, the nature of the project, and  
200 establishes that the project can be successfully completed.
- 201 • Receive approval on the proposal from all committee members.

202  
203 ***Thesis or Media Project Requirement***

204  
205  
206 Students may opt either to complete the degree with a thesis or a media project. A thesis is comprised of  
207 a primary source-based research paper that makes an original and substantial contribution to historical  
208 scholarship. The thesis will also demonstrate an appropriate grasp of the secondary materials related to  
209 the topic under investigation.

210  
211 Alternatively, students may submit a media project that applies new media techniques to the delivery of a  
212 primary source-based research project. In this instance, students will prepare a New Media presentation  
213 (i.e. a substantial website project, a video or film project, a digitized database, or an archival project) that



214 will be accompanied by a written analysis that discusses the media project and demonstrates how the  
215 project both exhibits the appropriate grasp of related secondary materials as well as makes an original,  
216 primary source-based contribution.

218 *I. Total Number of Units:*

219

220 Master of Arts in History (30 Units)

221 *Core requirements: (15 Units)*

222

223 History 501: Historical Perspectives on Media (3 Units)

224 History 502: History and Applied Media Technology (3 Units)

225 History 601: The Philosophy and Practice of History (3 Units)

226 History 620: Directed Thesis Research, Writing, and Media Presentation (6 Units)

227

228 In some rare circumstances, the department may allow by petition substitutions for History 501 and/or  
229 502.

230

231 *Electives (15 Units)*

232 Students must take 15 units of history graduate electives.

233

234 • Course work may include no more that two 400 level courses that must be approved by either the  
235 Graduate Coordinator or Thesis Advisor (6 units)

236 • Students may include no more than 6 units of the following: History 510: Experiential Learning  
237 in Public History (3 units) and/or History 699 a,b,c: Advanced Independent Study in Historical  
238 Issues (1-3 units)

239 • Students may include up to three units of 400, 500, 600 level courses taken from another  
240 department if approved by petition. It is possible, in some specific cases, that students may be  
241 allowed to petition to take limited additional graduate credits outside of the Department of  
242 History.

243

244 *II. Course Descriptions:*

245

246 *History 501: Historical Perspectives on Media (3 Units)*

247

248 This course explores the history of media communication and popular culture as well as the relationship  
249 between the change in media over time and the messages that they convey. Advanced undergraduates  
250 interested in taking this course should consult with instructor.

251

252 *History 502: History and Applied Media Technology (3 Units)*

253

254 This course is designed to introduce students to various techniques in applying media technology to  
255 present historical research and interpretation. Course may include, but is not limited to, online  
256 instructional techniques, web-based archival preservation or museum presentations, multimedia  
257 presentations of historical findings, and video presentations of historical topics. Advanced  
258 undergraduates interested in taking this course should consult with instructor.

259

260 *History 510: Experiential Learning in Public History (3 Units)*

261

262 An introduction to the field of public history, combining graduate level training in the theory and  
263 methods of public history with a minimum of 30 hours of an internship in a field placement. This  
264 course will consider issues in archival techniques, museum exhibition, oral history, historical  
265 preservation, and local history. Advanced undergraduates interested in taking this course should consult  
266 with instructor. May be taken for credit twice.

267

268 *History 512: Teaching History: Theory and Practice* (3 Units)

269

270 An introduction to the issues and techniques involved in the effective teaching of history at all levels.  
271 The course will cover the historical context of history teaching; major themes in world and U.S. history;  
272 and methods that teachers can use to involve students in actively learning about the past. Special  
273 emphasis will be placed on the use of technology in the classroom. Advanced undergraduates  
274 interested in taking this course should consult the instructor.

275

276 *History 513: History Teaching Practicum* (1-3 Units)

277

278 Practical applications of teaching history in the college or university classroom for graduate teaching  
279 assistants. Consent of Instructor required for enrollment.

280

281 *History 518: Advanced Seminar in Ancient History* (3 units)

282

283 Exploration of primary and secondary sources and advanced research on a topic in Ancient History.  
284 Advanced undergraduates interested in taking this course should consult with instructor. May be taken up  
285 to four times for credit as topics change. Same topic may not be repeated for credit.

286

287 *History 528: Advanced Seminar in European History* (3 units)

288

289 Exploration of primary and secondary sources and advanced research in the historical literature of a topic  
290 in European History. Advanced undergraduates interested in taking this course should consult with  
291 instructor. May be taken up to four times for credit as topics change. Same topic may not be repeated for  
292 credit.

293

294 *History 538: Advanced Seminar in United States History* (3 units)

295

296 Exploration of primary and secondary sources and advanced research on a topic in United States History.  
297 Advanced undergraduates interested in taking this course should consult with instructor. May be taken up  
298 to four times for credit as topics change. Same topic may not be repeated for credit.

299

300 *History 558: Advanced Seminar in Latin American History* (3 units)

301

302 Exploration of primary and secondary sources and advanced research on a topic in Latin American  
303 History. Advanced undergraduates interested in taking this course should consult with instructor. May  
304 be taken up to four times for credit as topics change. Same topic may not be repeated for credit.

305

306 *History 568: Advanced Seminar in Asian History* (3 units)

307

308 Exploration of primary and secondary sources and advanced research on a topic in Asian History.  
309 Advanced undergraduates interested in taking this course should consult with instructor. May be taken up  
310 to four times for credit as topics change. Same topic may not be repeated for credit.

311

312 *History 578: Advanced Seminar in African History* (3 Units)

313

314 An examination of the dominant historiographical themes and issues and advanced research on a topic in  
315 African history. Advanced undergraduates interested in taking this course should consult with instructor.  
316 May be taken up to four times for credit as topics change. Same topic may not be repeated for credit.

317 .

318 *History 588: Advanced Seminar in Middle Eastern History (3 Units)*  
319  
320 Exploration of primary and secondary sources and advanced research on a topic in Middle Eastern  
321 History. Advanced undergraduates interested in taking this course should consult with instructor. May  
322 be taken up to four times for credit as topics change. Same topic may not be repeated for credit.  
323  
324 *History 591: Advanced Seminar in World History (3 Units)*  
325  
326 Exploration of primary and secondary sources and advanced research on a topic in World History.  
327 Advanced undergraduates interested in taking this course should consult with instructor. May be taken  
328 up to four times for credit as topics change. Same topic may not be repeated for credit.  
329  
330 *History 592: Advanced Seminar in International History (3 Units)*  
331  
332 Exploration of primary and secondary sources and advanced research on a topic in International History.  
333 Advanced undergraduates interested in taking this course should consult with instructor. May be taken  
334 up to four times for credit as topics change. Same topic may not be repeated for credit.  
335  
336 *History 601: The Philosophy and Practice of History (3 Units)*  
337  
338 Course explores the nature of historical inquiry, historiography, particularly an overview of the different  
339 genres of history, and methods of research used in advanced historical writing. Students will be  
340 introduced to core philosophical debates about the historical method and texts that exemplify different  
341 types of historical writing as well as library and archival skills required for advanced historical research.  
342  
343 *History 620: Directed Thesis Research, Writing, and Media Presentation (3 units)*  
344  
345 Faculty supervision of the research and writing of the thesis project and/or development of the media  
346 presentation of research findings. May be taken up to four times for credit. (Credit/no credit)  
347  
348 *History 621 a, b, c Thesis Research, Writing, and Media Presentation Continuation ( 1-3 Units)*  
349  
350 Continuation of faculty supervision of the research and writing of the thesis project and/or development  
351 of the media presentation of research findings. Only six units of credit may be counted toward the  
352 degree. (Credit/no credit)  
353  
354 *History 699A, B, C: Independent Study in Advanced Historical Issues (1-3 units)*  
355  
356 Intensive Independent study of advanced historical issues based on secondary and/or primary sources.

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

For Academic Programs Office Use Only  
 D.B. \_\_\_\_\_ Catalog \_\_\_\_\_ File \_\_\_\_\_

**PROGRAM PROPOSAL - Form P**

COLLEGE Arts and Sciences

New Major  
 New Minor  
 New Credential

New Option  
 New Certificate  
 New Track, Emphasis  
 or Concentration

Change to Program  
 Delete Program  
 Discontinue Program

Discipline History

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

**TITLE OF DEGREE PROGRAM:** Master of Arts in History

Enter a brief summary of the purpose of this proposal.

The purpose of this proposal is to seek approval for a Master of Arts in History to begin in Fall 2006. The Department of History has designed a program which will address a variety of student needs and demands. Both surveys of potential students and employers have demonstrated strong interest in our planned degree. Additionally, our degree is planned to require an applied component and encourage students to develop skills in new media technology to research, preserve, and deliver historical content to the public. This would be the first program of its nature west of the Mississippi and the third in the nation to offer an advanced history degree with a technological component.

Does this proposal impact other disciplines?  Yes  No

This proposal may slightly impact the departments of Communication and Visual and Performing Arts in that our students may want to take electives in those fields. However, our program is focused on History and only brings in new media technology as a tool to preserve and convey history. We will draw on department strengths in offering this applied component and the new hire that is slated in the blueprint for this program.

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>VPA</u>	<u>[Signature]</u>	<u>3/29/04</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
Discipline	Signature	Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

If additional space is needed to complete this form, use supplementary sheets.

**REVIEW PROCESS**

<u>[Signature]</u>	<u>3/24/05</u>	<u>[Signature]</u>	<u>11-1-05</u>
Originator (Please Print)	Date	Library and Information Services	Date
<u>[Signature]</u>	<u>3/24/05</u>	<u>[Signature]</u>	<u>12/5/05</u>
Program/Center/Department - Director/Chair	Date	Computing & Telecommunications	Date
<u>[Signature]</u>	<u>2/24/05</u>		Date
College Curriculum Committee	Date	Campus Physical Planning (if applicable)	Date

**APPROVAL PROCESS**

<u>[Signature]</u>	<u>2/28/05</u>	4. _____	_____
College Dean (or Designee)	Date	Vice President for Academic Affairs (or Designee)	Date
<u>[Signature]</u>	<u>12/05/05</u>	5. _____	_____
Academic Planning and Policy Committee (APCC)	Date	President (or Designee)	Date
6. _____	_____	6. _____	_____
Budget and Long Range Planning (if applicable)	Date	Date to Chancellor's Office	
3. _____	_____		
Academic Senate	Date		

**California State University San Marcos**  
**Resolution to endorse the SDSU Senate Resolution**  
**Concerning the Recent CSU Board of Trustees Decision to**  
**Augment Compensation for Top Administrators**

WHEREAS, The CSU Board of Trustees has recently authorized compensation increases for the top administrators within the CSU out of proportion to the raises given to the faculty and staff of the CSU; and

WHEREAS, The announcement of these large administrative compensation increases coincided with the announcement of a substantial raise in student fees; now, therefore, be it

RESOLVED, That the Academic Senate of Cal State San Marcos endorses the attached SDSU Senate resolution concerning the recent CSU Board of Trustees Decision to Augment Compensation for Top Administrators.

## **San Diego State University Senate**

### **Resolution Concerning the Recent CSU Board of Trustees Decision to Augment Compensation for Top Administrators**

Whereas, the CSU Board of Trustees has authorized compensation increases for the top administrators within the CSU including (a) a 13.5% raise in salary for each of the next five consecutive years (which amounts to a 49.5% increase, with projected inflation included), (b) a \$60,000 per year housing allotment, and (c) a monthly automobile allowance of \$1,000 for the presidents, the executive vice chancellor and chief financial officer, the vice chancellor of human resources and the general counsel;

Whereas the CSU Board of Trustees has authorized a 3.5% general salary increase for faculty for this year;

Whereas all parties agree that faculty salaries in the CSU lag 13.1% behind those at comparable institutions;

Whereas the well-being of the CSU depends upon the health of its faculty, much more so than upon a generously compensated top administration;

Whereas, to add injury to our students while further impeding the faculty, the CSU Board of Trustees plans to increase student fees 90% in order to close the salary gap for faculty in the CSU, a student fee increase beyond the 90% fee increases already sustained by our students over the past three-and-a-half years and one designed to pit the economic interests of our students against ours;

RESOLVED that the SDSU University Senate strongly urge the CSU Board of Trustees to offer average compensation increases to administrators that are equal in dollar amounts (and not in percentages) to no more than the average compensation increases offered to faculty members (again, in dollar amounts);

RESOLVED that the SDSU Senate strongly urge the CSU Board of Trustees to close any administrative salary gaps only after having closed the longstanding and unmitigated salary gaps for faculty members;

RESOLVED that the SDSU University Senate admonishes the CSU Board of Trustees that its proposed "plan" of closing the CPEC gap by raising student fees by an additional 90% is unacceptable, and that a moratorium on student fee/tax increases should be instituted in AY 2006/07; and

RESOLVED that the SDSU University Senate send copies of this resolution to Governor Schwarzenegger, members of the California Legislature, Assembly Speaker Nunez, Chancellor Reed, CSU Board of Trustees, CFA President John Travis, Presidents of all CFA Chapters, Chair of the CSU Academic Senate, and Chairs of all CSU Campus Academic Senates.

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)*.

13

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,

34

35 LATAC Committee Members

36 **INTELLECTUAL PROPERTY POLICY FOR FACULTY ON**  
37 **COPYRIGHT AND FAIR USE<sup>1</sup>**

38 LATAC

39 December 5, 2005  
40

41  
42 **Historical Background**  
43

44 In March 2005, the Library and Academic Technology Advisory Committee (LATAC)  
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 LATAC's response and  
50 revisions to the Spring 2005 policy.  
51

52 **I Purpose**  
53

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.<sup>2</sup> This policy is intended to be consistent  
71 with said policy and existing copyright law and collective bargaining provisions. This  
72 policy shall be re-examined periodically and revised by the University as necessary.  
73

74 **II Definitions**  
75

---

<sup>1</sup> 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.

<sup>2</sup>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](http://www.calstate.edu/AcadSen/Records/Resolutions/2002-2003/2605.shtml)



76 **a) Creator**

77

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.

81

82 **b) Intellectual Property**

83

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.

91

92 **c) Copyright**

93

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  
107 uses of materials from infringement liabilities when that material is used for purposes of  
108 teaching, research, and scholarship. The scope of the fair use right, depends on the four  
109 statutory factors: 1) the purpose and character of the use, including whether such use is of  
110 a commercial nature or is for nonprofit educational purposes; 2) the nature of the  
111 copyrighted work; 3) the amount and substantiality of the portion used in relation to the  
112 copyrighted work as a whole; and 4) the effect of the use upon the potential market for or  
113 value of the copyrighted work.<sup>3</sup>

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<sup>3</sup> Several sources of information exist such as: the campus fair use/copyright website (<http://www.csusm.edu/copyright>), the training material mandatory under Fair Use Policy (Policy #44557968, May 19, 2000), and educational materials at the campus copyright web site (<http://www.csusm.edu/copyright/testing>).

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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.

**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 reports 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.

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163 All affected parties should consider the matter of copyright ownership before work  
164 begins or before extraordinary support is provided. They should also disclose potential  
165 products of the work before the negotiation of a contract and to complete and file an  
166 Intellectual Property Rights Agreement form in order to avoid disputes over ownership at  
167 a later date.

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## 169 **VI University Ownership and Joint Ownership of Copyright**

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

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

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

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

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## 191 **VII Extraordinary Support from an External Organization**

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

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## 200 **VIII Group Work**

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202 In the case of work created jointly by a group of faculty, or faculty with students, all  
203 parties should discuss the matter of copyright ownership before work begins or before  
204 extraordinary support is provided. They should also disclose potential products of the  
205 work before the negotiation of a contract and to complete and file an Intellectual Property  
206 Rights Agreement on Copyright and Fair Use form in order to avoid disputes over

207 ownership at a later date.

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## **IMPLEMENTATION**

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### **IX Procedures**

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214 The University will disclose this policy via a posting on the University Policies Web page

215 and paper copies will be distributed to the Provost and Vice President for Academic

216 Affairs for further dissemination to the CSUSM constituents.

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