

5 December 2005

Dear Executive Committee and Academic Senators,

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

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

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

Respectfully,

LATAC Committee Members

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

3                   LATAC  
4                   March 21, 2006

5  
6  
7                   **Historical Background**

8  
9                   In March 2005, the Library and Academic Technology Advisory Committee (LATAC)  
10                  was charged by the Executive Committee of the Academic Senate to recommend a policy  
11                  concerning intellectual property rights for faculty that is specific to the CSUSM campus.  
12                  In Spring 2005 the Academic Senate passed an earlier version of this policy. The  
13                  President, Provost, and other administrators of CSUSM then commented on this  
14                  document and raised some concerns. This document is the LATAC's response and  
15                  revisions to the Spring 2005 policy.

16  
17                  **I Purpose**

18  
19                  The purpose of this document is to state the CSUSM (hereafter referred to as the  
20                  University) policy regarding ownership of intellectual property on copyright and fair use  
21                  as it pertains to the University and its faculty. The policy applies only to copyright and  
22                  fair use of intellectual property created as part of a faculty member's normal bargaining  
23                  unit work or that employs substantial University resources (i.e., more than an office  
24                  telephone or office computer for e-mail). Intellectual property created outside a faculty  
25                  member's normal bargaining unit work that does not employ substantial university  
26                  resources does not fall under the purview of this policy.

27  
28                  This policy acknowledges that issues of intellectual property on copyright and fair use are  
29                  complex and that individual circumstances may affect establishment of ownership. Three  
30                  factors have been identified by the Consortium for Educational Technology for  
31                  University Systems (C.E.T.U.S.) as important for determining ownership: creation,  
32                  control, and compensation. This policy provides a framework for assigning ownership in  
33                  situations where intellectual property rights on copyright and fair use would not reside  
34                  solely with the creator. The Academic Senate of the CSU has created a comprehensive  
35                  policy statement on Intellectual Property Policy.<sup>2</sup> This policy is intended to be  
36                  consistent with said policy and existing copyright law and collective bargaining  
37                  provisions. This policy shall be re-examined periodically and revised by the University  
38                  as necessary.

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<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>

39 **II Definitions**

40

41 **a) Creator**

42

43

44 ~~The creator(s) is the author(s) who puts~~ The author or authors (hereafter referred to as the  
45 creator) is the person(s) who place(s) the intellectual property material into a fixed  
46 tangible medium of expression. The creator may also have originated the intellectual  
47 property material.

48

49 **b) Intellectual Property**

50

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

58

59 **c) Copyright**

60

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

69

70 **d) Fair Use**

71

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

80

81 Fair Use is both complex and changing. In accordance with the campus Fair Use Policy  
82 (Policy #44557968, May 19, 2000), all faculty are required to participate in training to  
83 become familiar with copyright and fair use.<sup>3</sup>

84

### 85 **III General Policy on Intellectual Property Rights on Copyright and Fair Use** 86 **concerning Faculty**

87

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

102

### 103 **IV Specific Assignments and University Support**

104

105 “Specific assignment” refers to work produced by a faculty member recruited by the  
106 University to produce that particular work and for which resources and/or compensation  
107 are provided under an express agreement. In these cases, the copyright may be owned by  
108 the University or jointly owned by the University and the faculty member. In cases of  
109 specific assignments, ownership of intellectual property rights on copyright ~~and fair use~~  
110 shall be determined before the work begins. The University shall create a form governing  
111 intellectual property rights on copyright ~~and fair use~~. It is recommended that this form be  
112 based on the sample licensing forms found in Appendix B of the CSU Academic Senate’s  
113 *Intellectual Property, Fair Use, and the Unbundling of Ownership Rights*.<sup>4</sup> The  
114 individual designated by the University to negotiate intellectual property rights shall  
115 negotiate an agreement and complete the form governing intellectual property rights on  
116 copyright ~~and fair use~~, which entitles the creator to exercise certain rights without  
117 permission, and file it with the Provost before work begins. See section VI for more  
118 information.

119

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<sup>3</sup> More information about fair use and copyright is available on the campus fair use/copyright website  
(<http://www.csusm.edu/copyright>)

<sup>4</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>

120 **V Extraordinary Support or Compensation from the University**

121

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

129

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

135

136 All affected parties shall consider the matter of copyright ownership and disclose  
137 potential products of the work before work begins or before extraordinary support is  
138 provided. The unit providing extraordinary support shall request that the individual  
139 designated by the University to negotiate intellectual property rights negotiate an  
140 agreement and complete the form governing intellectual property rights on copyright ~~and~~  
141 ~~fair use~~ and file it with the Provost in order to avoid disputes over ownership at a later  
142 date.

143

144 **VI University Ownership and Joint Ownership of Copyright**

145

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

153

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

160

- 161 • the right to make reproductions of the work to use in teaching, scholarship, and  
162 research;
- 163
- 164 • the right to make derivative works, such as translations, videotaped versions, film  
165 scripts, etc.

166

167 **VII Extraordinary Support from an External Organization**

168

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

175

176 **VIII Group Work**

177

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

184

185

186 **IMPLEMENTATION**

187

188 **IX Procedures**

189

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

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

**I. General Elements**

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

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

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

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

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

**II. Terms of appointments**

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

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

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

B. Temporary SSP-AR faculty possessing six or more years of prior consecutive service at CSUSM shall be offered a three-year temporary appointment (CBA 12.12). For purposes of determining eligibility for this appointment, one year of service will be considered employment of at least four

51 continuous months during a single calendar year. In other words, to qualify for a three-year appointment,  
52 the employee must have been employed within Student Affairs for at least four consecutive months within  
53 each of the prior six calendar years.

54  
55 **III. Procedures**

56  
57 A. At the time of appointment, the unit Director's office will provide temporary SSP-ARs  
58 with a copy of this policy, along with the relevant evaluation calendar and the retention, tenure and  
59 promotion policy for Student Affairs Counselor Faculty. The Temporary SSP-AR employee should be  
60 advised of any additional program or department standards for WPAF contents within 14 days of this  
61 appointment.

62  
63 **B. Full- and part-time temporary SSP-ARs with an appointment of one semester or less**

64  
65 1. If an evaluation is to be done, each unit Director that works directly with the  
66 employee will complete an evaluation of the employee (using Form A), addressing each of the major  
67 areas of responsibility from the employee's job description.

68  
69 2. Peer input may be requested by the employee and/or by the unit Director(s) who  
70 work directly with the employee. In such cases, appropriate selected peers will be asked by the unit  
71 Director(s) to submit their evaluations of the employee's performance in any of the areas of responsibility  
72 with which they are familiar (using Form B).

73  
74 3. The unit Director(s) will submit two copies of the evaluation (including peer input  
75 where applicable) to the employee. The employee will sign both copies and keep one. The other will be  
76 sent by the unit Director(s) to the Student Affairs office for placement in the employee's personnel file.

77  
78 **C. Part-time temporary SSP-ARs with an appointment of more than one semester**

79  
80 1. Each unit Director that works directly with the employee will complete an  
81 evaluation of the employee (using Form A), addressing each of the major areas of responsibility from the  
82 employee's job description.

83  
84 2. Peer input may be requested by the employee and/or by the unit Director(s) who  
85 work directly with the employee. In such cases, appropriate selected peers will be asked by the unit  
86 Director(s) to submit their evaluations of the employee's performance in any of the areas of responsibility  
87 with which they are familiar (using Form B).

88  
89 3. The unit Director(s) will submit two copies of the evaluation (including peer input  
90 where applicable) to the employee. The employee will sign both copies and keep one. The other will be  
91 sent by the unit Director(s) to the Student Affairs office for placement in the employee's personnel file.

92  
93 **D. Full-time temporary SSP-ARs with an appointment of more than one semester**

94  
95 1. The employee shall submit a Working Personnel Action File (WPAF; CBA 15.8,  
96 15.12) to the unit Director. The WPAF shall be submitted no later than six weeks prior to the last day of  
97 classes of the second semester of the appointment. If circumstances require an extension, the Senior  
98 Director/Dean shall be notified and will define the revised schedule.



100                   2.       Peer input may be requested by the employee and/or by the unit Director(s) who  
101 work directly with the employee. In such cases, appropriate selected peers will be asked by the unit  
102 Director(s) to submit their evaluations of the employee's performance in any of the areas of responsibility  
103 with which they are familiar (using Form B).  
104

105                   3.       The WPAF shall include:

- 106                   a.       A copy of the employee's job description(s).  
107  
108                   b.       A narrative (no more than five pages) describing work accomplished in  
109 each of the major areas of responsibility during the term of the evaluation.  
110  
111                   c.       Evidence of fulfillment of job requirements and work accomplished.  
112  
113                   d.       A copy of each previous evaluation as a CSUSM faculty unit employee  
114 (including any employee responses/rebuttals).  
115  
116

117                   4.       The WPAF will be evaluated by a Peer Review Committee (PRC, elected  
118 according to the guidelines specified in the Student Affairs RTP policy for SSP-ARs). The PRC  
119 evaluation (Form C) will be submitted, signed by all members, to the unit Director's office. The unit  
120 Director will give a copy of the PRC evaluation to the employee. The PRC will have two weeks to  
121 complete its evaluation.  
122

123                   5.       Within seven calendar days of receiving the PRC evaluation, the employee may  
124 request a meeting with the PRC to discuss the evaluation and/or may submit a written response to the  
125 evaluation for inclusion in the WPAF. The unit Director's office will provide copies of the written  
126 response to each member of the PRC.  
127

128                   6.       Within two weeks after receiving the PRC evaluation and the employee's response  
129 (if any), the unit Director will meet with the employee to discuss the evaluation. The unit Director will  
130 provide an evaluation memo (including Form A) for the WPAF.  
131

132                   7.       Within seven calendar days of receiving the unit Director's evaluation, the  
133 employee may submit a written response to that evaluation for inclusion in the WPAF.  
134

135                   8.       Copies of all evaluations and responses will be filed in the employee's PAF.  
136

137                   9.       The WPAF will be returned to the employee once the evaluation process is  
138 complete.  
139

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

- 141       Form A: Unit Director Evaluation  
142       Form B: Peer Input to the Evaluation  
143       Form C: PRC Evaluation

**Form A  
Unit Director Evaluation**

Name:

Evaluation Period:

**Professional Performance**

**Clinical Service Provision**

**Clinical Supervision**

**Education & Outreach**

**Professional Development**

**Service to the Unit, Division, University & Community**

**Recommendations for Continued Development**

\_\_\_\_\_  
Rater's Name/ Position

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

I have been provided a copy and have read the evaluation. Evaluations are taken into consideration for subsequent appointments.

\_\_\_\_\_  
SSP-AR

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Faculty members have seven days to respond following receipt of the evaluation, if they wish to do so.*

\_\_\_\_\_  
AVP

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Form B**  
**Peer Input to the Evaluation (Optional)**

Name:

Evaluation Period:

**Professional Performance**

**Clinical Service Provision**

**Clinical Supervision**

**Education & Outreach**

**Professional Development**

**Service to the Unit, Division, University & Community**

**Recommendations for Continued Development**

\_\_\_\_\_  
Peer Evaluator

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Form C**  
**PRC Evaluation (Required)**

Name:

Evaluation Period:

**Professional Performance**

**Clinical Service Provision**

**Clinical Supervision**

**Education & Outreach**

**Professional Development**

**Service to the Unit, Division, University & Community**

**Recommendations for Continued Development**

\_\_\_\_\_  
PRC Member

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PRC Member

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PRC Member

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
SSP-AR

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
AVP

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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**Resolution on Satisfaction of the BB Requirement for Natural Science Majors**

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

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

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

**General Education Committee**  
**Senate meeting – April 5, 2006**

Commentary from the chairman on the proposal to modify the BB requirement for majors in the natural sciences.

1. **The aim of the proposal is more to facilitate graduation than it is to create freedom of choice in courses.** Its effect will vary depending on to what extent a student's major requires courses outside the major department.
  - For departments (BIOC, CS) that require an upper division course in other BB departments, this required course is the BB course for that major.
  - For those which only allow upper division courses in other BB departments as an elective (BIOL, CHEM), it provides a curious conundrum for the student: take a course in your major department plus an 'official' BB class - or take a single upper division course in some other science department to satisfy BB. (I.e. choose 6 units of "safety" vs. 3 units of "risk" to double count toward the major and GE.)
  - For departments which do not require or allow as electives any upper division courses in other BB departments (MATH) the consequence is merely an expansion of the menu for BB courses.

The point is that this allows departments to affect student behavior in GE course choice. Senators might or might not consider that a good thing.
  
2. **There are some risks to natural science departments.** Chief among these is the high probability of loss of FTES. This would occur because science majors would no longer need to take certain classes to satisfy the BB requirement.

**PROGRAM PROPOSAL - Form P**

COLLEGE Arts and Sciences \_\_\_\_\_ New Major \_\_\_\_\_ New Option \_\_\_\_\_ Change to Program \_\_\_\_\_  
 Discipline Linguistics \_\_\_\_\_  New Minor \_\_\_\_\_ New Certificate \_\_\_\_\_ Delete Program \_\_\_\_\_  
 \_\_\_\_\_ New Credential \_\_\_\_\_ New Track, Emphasis or Concentration \_\_\_\_\_ Discontinue Program \_\_\_\_\_

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:** Linguistics Minor

Enter a brief summary of the purpose of this proposal.

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide area of inquiry, including the investigation of the ways that languages change over time, description of the ways in which language functions as a part of cultures, considerations of the interrelatedness of language and thought, examination of the process of language acquisition, and analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Linguistics Minor to be an excellent complement to their chosen field of study. The purpose of the Linguistics Minor is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

Does this proposal impact other disciplines?  Yes \_\_\_\_\_ No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

WLHL \_\_\_\_\_ Darci Struthers 10/18/05  Support \_\_\_\_\_ Oppose  
 Discipline Signature Date  
 \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Discipline Signature Date  
 \_\_\_\_\_ Support \_\_\_\_\_ Oppose  
 Discipline Signature Date

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

**REVIEW PROCESS**

Jocelyn Ahlers Jule Gómez de García	3/14/05	<u>Marion J. Rud</u>	11-1-05
Originator (Please Print)	Date	Library and Information Services	Date
<u>Kim Knowles-Janey</u>	10/17/05	<u>[Signature]</u>	11-9-05
Program/Center/Department - Director/Chair	Date	Computing & Telecommunications	Date
<u>Jule Gómez de García</u>	10/18/05	_____	_____
College Curriculum Committee	Date	Campus Physical Planning (if applicable)	Date

**APPROVAL PROCESS**

1. <u>[Signature]</u>	10/19/05	4. _____	_____
College Dean (or Designee)	Date	Vice President for Academic Affairs (or Designee)	Date
2a. <u>[Signature]</u>	4/3/06	5. _____	_____
Academic Planning and Policy Committee	Date	President (or Designee)	Date
2b. _____	_____	6. _____	_____
Budget and Long Range Planning (if applicable)	Date	Date to Chancellor's Office	

## MINOR IN LINGUISTICS

Linguistics is the scientific study of language, and as such offers students the opportunity to look at one of the tools used by human beings to create and perform cultural and social identities and practices. The field of linguistics draws on a wide area of inquiry, including the investigation of the ways that languages change over time, description of the ways in which language functions as a part of cultures, considerations of the interrelatedness of language and thought, examination of the process of language acquisition, and analysis of the functioning of the brain and the vocal organs in the production and analysis of speech. Thus, students from a wide range of majors will find the Linguistics Minor to be an excellent complement to their chosen field of study. The purpose of the Linguistics Minor is to introduce students to the analysis of linguistic structures through the core courses of the minor, and then to provide students with the opportunity to pursue, through a range of course options, the direction of linguistic study that best complements their chosen major.

### *Course Requirements*

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. No more than 9 units may be counted towards other majors or minors. Coursework applied to the minor may also be used to fulfill General Education requirements. Each course counted toward the minor must be completed with a grade of C or better.

#### a. Required Lower Division (3 units)

	<b>Units</b>
LING 100 .....	3

#### b. Required Upper Division (9 units)

LING 300 or LING 305 .....	3
LING 361 or LING 391 .....	3
LING 480 .....	3

#### c. Three (3) units selected from the following: Language Structures Courses

	<b>Units</b>
LING 305 .....	3
LING 350 .....	3
LING 360 .....	3
GRMN 331 .....	3
SPAN 331 .....	3
SPAN 450A .....	3
LING 499 .....	3



d. Three (3) units selected from the following: Language and Society Courses

	<b>Units</b>
LING 331 .....	3
LING 341 .....	3
LING 351 .....	3
LING 371 .....	3
LING 381 .....	3
LING 400 .....	3
LING 451 .....	3
SPAN 317 .....	3
WLAN 331 .....	3
LING 499 .....	3

New Linguistics Courses:

**LING 331 (3 units)**

**Survey of Native American Languages**

Includes Native American language families, the geographical locations of Tribal people at the time of European contact, and the current locations of their descendents. It introduces the basics of linguistic structure of languages representing many of these families using language phenomena such as counting systems, non-verbal and written communication systems, songs and culture tales. Current social situations that have led to the endangerment of the majority of indigenous languages in the world will also be discussed.

**LING 361 (3 units)**

**Introduction to Morphology**

Morphology is the study of the meaningful pieces that make up words. Introduces students to the major morphological typologies of the world's languages through analysis of data sets from different languages that represent those typologies. Students will discover how morphological systems work through examination of data from languages as diverse in their structure as Chinese, Navajo, and Russian.

*Prerequisite: LING 300 or 305 or GRMN 331 or SPAN 331.*

**LING 391 (3 units)**

**Phonetics and Phonology**

Introduction to the phonetic properties of speech sounds and their organization into sound systems. Practice in recognizing, transcribing, and describing sounds. Basic

principles and methods of phonological analysis and theory. *Prerequisites: LING 300 or 305 or GRMN 331 or SPAN 331.*

**LING 499 (3 units)**

**Supervised Independent Study**

Addresses a special interest not covered in a regular course or provides an opportunity to explore in greater depth a subject introduced in a regular course.

Discussion in individual conferences. *May be repeated for a total of six (6) units.*

*Prerequisite: Consent of Instructor.*

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3       **Resolution on satisfaction of UDGE by transfer from other CSU campuses**  
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7       RESOLVED: *A student may satisfy at most one of the upper division general education*  
8 *(GE) requirements (that is, BB, CC, or DD) at CSUSM by transferring from another CSU*  
9 *campus credit for a course which satisfies a corresponding upper division GE*  
10 *requirement on that other campus. Consistent with CSU system mandates (Executive*  
11 *Order 595, Title V, and/or their successors) the student must take at least 9 units of GE at*  
12 *the CSUSM campus; these may include lower division GE courses. (EO 595, page 1)*  
13 *Also, transferred upper division GE courses may not be taken sooner than the term in*  
14 *which upper division status is attained at a CSU campus. (EO 595, page 3)*

15       *The Associate Vice President for Enrollment Management Services or designee*  
16 *shall report annually to the Academic Senate chair and the GEC chair the total number*  
17 *of credits for each of BB, CC, and DD which are transferred in this manner.*

18       *The General Education Committee is hereby charged with the responsibility of*  
19 *determining whether upper division GE requirements on another CSU campus can be*  
20 *said to “correspond” to the BB, CC and DD requirements at CSUSM. For a campus*  
21 *where this correspondence is unclear, the committee may decline to certify transfer*  
22 *credit.*

23       *This measure shall take effect immediately and apply retroactively to all CSUSM*  
24 *students.*

**Draft proposal to permit transfer of a single upper division GE course  
General Education Committee**

**Commentary from the chairman on the merits of the proposal.** This proposal is in fact extremely limited, as Executive Order 595 and Title V are not permissive in this area. Executive Order 595 and Title V require two things of note:

- that a student must take 9 units of GE at the campus he/she graduates from;
- that a student must take 9 units of upper division GE.

At this campus, and others, it has been traditional, for reasons of bureaucratic simplicity, to make these 9 units the same.

However, due to recent interest in facilitation of graduation, it seems reasonable to pilot a transfer proposal such as this one. There are two situations of note where a student might take advantage of it: (1) a student transfers to CSUSM from another CSU campus at upper division and (2) a student is away during the summer and wishes to take an upper division GE course at another CSU campus while away. The resolution would also ameliorate a problem advisors encounter: suppose a student is about to graduate and move far from San Marcos and a discovery is made that one upper division GE requirement has not been satisfied. Currently the only option we have to offer is an online course if available, or have the student upend plans to leave the area. Is this reasonable? While some might justifiably have little sympathy for such a student, people do make honest mistakes, and it would be pleasant to have an option to offer. Also, the GE system in the CSU is so complicated that honest people have made and do make honest mistakes regarding precisely what graduation requirements are.

Under current CSU guidelines, there is no way such a course could be taken at a community college – only another CSU campus.

The resolution would not allow transfer from outside the CSU system.

The resolution allows transfer of only one course as a precaution against unforeseen problems. The presence of a clause reporting number of transfers is there for the same reason. A future resolution might allow transfer of more upper division GE.

There is no reason to fear an aggregate loss of FTES to other campuses, because 9 units must still be taken on the CSUSM campus. It is possible that FTES may move from one department to another. Any student transferring one upper division class would have to take at least one lower division class on campus. (If a student took a CC course elsewhere, for example, that student would have to compensate by, for example, taking an area E course at CSUSM.)

The resolution has been designed to minimize bureaucratic approval processes. It is a GE requirement transfer proposal, not a course transfer proposal. Individual courses will not be evaluated on their GE merits – we will assume that if the corresponding requirement has been satisfied on another campus, it is satisfied at CSUSM. For campuses which do not have requirements clearly “corresponding” to the BB, CC and DD requirements, the resolution frees the General Education Committee from time-consuming examination of requirements on those campuses.

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Comparison of Upper Division GE requirements at CSUSM with other CSU campuses, Spring 2006.  
(Shading indicates uncertainty requiring further investigation.)

<b>Campus</b>	<b>BB</b>	<b>CC</b>	<b>DD</b>
Bakersfield	Upper div, Theme 1: Natural Sciences and Tech	Upper div, Theme 1: Arts and Humanities	Upper div, Theme 2: Social and Behavioral sciences
Channel Islands	UDGE different (interdisciplinary); transfer might be possible		
Chico	UDGE system substantially different, but transfer might be possible		
Dominguez Hills	F2: Integrative Studies in Natural Sciences	F1: Integrative Studies in Humanities	F3: Integrative Studies in Social Sciences
East Bay (Hayward)	B6: Upper division science	C4: Upper division humanities	D4: Upper division Social Sciences
Fresno	Integration: Physical Universe and its life forms	Integration: Arts and Humanities	Integration: Social, Political...
Fullerton	(III)(A3) Implications and Explorations in Math and Natural Science	(III)(B3) Implications, Explorations... in Arts and Humanities	(III)(C2) Implications and Explorations in Social Sciences
Humboldt	B, upper division	C, upper division	D, upper division
Long Beach	B3, Physical Universe upper division	C3, Humanities and the arts, upper division	D2
Los Angeles	B, upper division	C, upper division	D, upper division
Maritime	no clue		
Monterey Bay	no clue		
Northridge	B, upper division	C, upper division	D, upper division
Pomona	B4: Science and Technology Synthesis	C4: Humanities Synthesis	D4: Social Science Synthesis
Sacramento	B5: Further Studies in Physical Science, Life Forms and Quantitative Reasoning	C4: Further Studies in the Arts and Humanities	unclear
San Bernardino	B5: Integrative Capstone in Natural Sciences	C5: Integrative Capstone in Humanities	D5: Integrative Capstone in Social and Behavioral Sciences
San Diego	Explorations, area A (Natural Sciences)	Explorations, Area C (Humanities)	Explorations, area B (Social/Behavioral sciences)
San Francisco	not clear		
San Jose	R: Earth and Environment	V: Culture, Civilization & Global Understanding	S: Self, Society & Equality in the US
San Luis Obispo	B5 ( Upper division area B)	C4: Upper division elective	D5: Upper division elective
Sonoma	B, upper division	C, upper division	D, upper division
Stanislaus	F1, Natural Sciences and Mathematics	F2, Humanities	F3, Social, Economic, and Political Institutions and Human Behavior

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**Resolution on satisfaction of DD requirement for “Social Science” majors**

RESOLVED: *A student in the “Social Sciences” major may use (and double count) a course taken in one of his/her secondary fields toward the Upper Division General Education requirement in the Social Sciences (DD).*

V. PRINCIPLES FOR THE REVIEW PROCESS

A. General principles

1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for their Departments or equivalent units (when such standards exist), standards approved by their College/Library/SSP,AR, and in accordance with this policy. ~~Such standards shall be reviewed by the College Dean, the Faculty Affairs Committee, and the Provost, approved by the Faculty Affairs Committee, and forwarded to the Academic Senate as an information item.~~ In case of conflict between the Department and College/Library/SSP,AR standards, the College/Library/SSP,AR standards shall prevail. The policies and procedures in this document are subject to Board of Trustees policies, Title 5 of the California Administrative Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal laws.
2. Faculty members will present the relevant evidence in each category of performance. Each level of review is responsible for evaluating the quality and significance of all evidence presented.
3. Everyone, at all levels of review, shall read the Candidate's file.
4. Committee members shall work together to come to consensus.
5. Retention, tenure, and promotion of a faculty member always shall be determined on the basis of professional performance as defined by the CBA (20) and the University and Department/Unit/College/Library/SSP,AR documents, demonstrated by the evidence in the WPAF. In the evaluation of teaching performance, student evaluation forms shall not constitute the sole evidence of teaching quality. No recommendation shall be based on a Candidate's beliefs, nor on any other basis that would constitute an infringement of academic freedom.
6. The Candidate shall have access to her/his WPAF at all reasonable times except when the WPAF is actually being reviewed at some level.
7. Prior to the final decision, candidates for promotion may withdraw, without prejudice, from consideration at any level of review.
8. Maintaining confidentiality is an extremely serious obligation on the part of committee reviewers and administrators. All parties to the review need to be able to discuss a Candidate's file openly, knowing that this discussion will remain confidential. All parties to the review shall maintain confidentiality, respecting their colleagues, who, by virtue of election to a personnel committee, have placed their trust in each other. Deliberations and recommendations pursuant to evaluation shall be confidential (CBA, 15). There may be a need for the parties to the review to discuss the Candidate's file with other levels of review when all levels do not agree. Also, the Candidate may request a meeting with parties to the review at any level. These particular discussions fall within the circle of confidentiality and comply with this policy. Otherwise, reviewing parties shall not discuss the file with anyone. Candidates who believe that confidentiality has been broken may pursue relief under the CBA. (10)
9. Service in the personnel evaluation process is part of the normal and reasonable duties of tenured faculty, Department Chairs, and administrative levels of review. Lobbying or harassment of parties to the review in the performance of these duties constitutes unprofessional conduct. Other University policies cover harassment as well. The statement here is not intended to restrict the University in any way from fulfilling the terms of other policies that cover harassment.
10. When a probationary faculty member does not receive tenure following the mandatory sixth year review, the University's contract with the individual shall conclude at the end of the seventh year of service, unless the faculty member is granted a subsequent probationary appointment by the President. (13.17)

B. Standards Applied in Different Types of Decisions

*Excerpt from the University RTP Policy*

- 59 1. Review for Retention of Probationary Faculty  
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61 a. Whenever a probationary faculty member receives reappointment, CSUSM shall provide to the  
62 Candidate a review that identifies any areas of weakness.  
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64 b. To the extent possible and appropriate, the University should provide opportunities to improve  
65 performance in the identified area(s).  
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67 2. Review for Granting of Tenure  
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69 a. The granting of tenure requires a more rigorous application of the criteria than reappointment.  
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71 b. A Candidate for tenure at CSUSM shall show sustained high quality achievement in support of the  
72 Mission of the University in the areas of teaching, research and creative activity, and service (for  
73 teaching faculty and librarians) or in the primary duties as assigned in the job description,  
74 continuing education/professional development, and service (for SSP,ARs).  
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76 c. Normally, tenure review will occur in the sixth year of service at CSUSM or one or two years  
77 earlier in cases where the Candidate has been granted service credit. Tenure review prior to the  
78 normal year of consideration requires clear evidence that the Candidate has a sustained record of  
79 achievement that fulfills all criteria for tenure as specified in University, College/Library, and  
80 Department standards.  
81  
82 d. An earned doctorate or an appropriate terminal or professional degree that best reflects the standard  
83 practices in an individual field of study is required for tenure. In exceptional cases, individuals with  
84 a truly distinguished record of achievement at the national and/or international level will qualify for  
85 consideration for purposes of granting tenure. An ad hoc committee consisting of three members  
86 jointly appointed by the Chair of the Promotion and Tenure Committee and the Department Chair  
87 shall judge all exceptions. This ad hoc committee shall make a recommendation to the President for  
88 or against awarding tenure.  
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90 3. Review for Promotion  
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92 a. Promotion to Associate Professor, Associate Librarian or SSP II AR requires a more rigorous  
93 application of the criteria than reappointment.  
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95 b. Promotion to the rank of Professor, Librarian or SSP III AR shall require evidence of substantial  
96 and sustained professional growth at the Associate rank as defined by University,  
97 College/Library/SSP,AR, and Department standards.  
98  
99 c. In promotion decisions, reviewing parties shall give primary consideration to performance during  
100 time in the present rank. Promotion prior to the normal year of consideration requires clear evidence  
101 that the Candidate has a sustained record of achievement that fulfills all criteria for promotion as  
102 specified in University, College/Library, and Department standards.  
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104 4. College/Library/SSP,AR Standards  
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106 a. A College or equivalent unit shall develop standards for the evaluation of faculty members of that  
College or equivalent unit.  
107  
108 b. College or equivalent unit standards shall not conflict with law or University policy. In no case  
109 shall College standards require lower levels of performance than those required by law or  
University policy.  
110  
111 c. Written College or equivalent unit standards shall address:  
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113 1) Those activities which fall under the categories of Teaching Performance, Scholarly and  
Creative Activity, and Service;



*Excerpt from the University RTP Policy*

- 114 |                   2) A description of standards used to judge the quality of performance;  
115 |                   3) The criteria employed in making recommendations for retention, tenure, and promotion.  
116 |  
117 |           d. These standards shall be reviewed by the Faculty Affairs Committee for compliance with  
118 |           university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified,  
119 |           the College/Library/SSP,AR standards will be recommended to the Academic Senate for approval.  
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122 | 4.5. Departmental Standards

- 123 |           a. A Department or equivalent unit may develop standards for the evaluation of faculty members of  
124 |           that Department or equivalent unit.
- 125 |           b. Department or equivalent unit standards shall not conflict with law or University policy. In no  
126 |           case shall Department standards require lower levels of performance than those required by law or  
127 |           University policy.
- 128 |           c. Written Department or equivalent unit standards shall address:
- 129 |                   1) Those activities which fall under the categories of Teaching Performance, Scholarly and  
130 |                   Creative Activity, and Service;  
131 |                   2) A description of standards used to judge the quality of performance;  
132 |                   3) The criteria employed in making recommendations for retention, tenure, and promotion.
- 133 |           d. The Dean/Director of the College/Library/SSP,AR shall review the Department standards for  
134 |           conformity to College/Library/SSP,AR standards. If the Dean finds it in conformance, she/he will  
135 |           forward the Department standards to the Faculty Affairs Committee. The Faculty Affairs  
136 |           Committee has the responsibility to verify and ensure compliance with university, CSU, and Unit  
137 |           3 CBA policies and procedures. Once compliance has been verified, the Department standards  
138 |           will be forwarded to the Provost for review. The Provost will provide the Faculty Affairs  
139 |           Committee with a recommendation (with explanation) regarding approval of the Department  
140 |           standards. The Faculty Affairs committee will base its approval of the standards on its own review  
141 |           and the recommendation of the Provost. Once approved, Department standards will be forwarded  
142 |           to Academic Senate as an information item. Departments or equivalent units shall follow this  
143 |           approval process each time they wish to change their standards.  
144 |  
145 |