

**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

- 58  
59 1. All standards and criteria should reflect the University Mission, Vision and  
60 Values Statement and advance the goals embodied in that statement, including the  
61 following:  
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63 • That students be "taught by active scholars and artists."  
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65 • That student learning be enhanced through "sustained excellence in  
66 teaching, research, and community partnerships."  
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68 • That "individual and cultural diversity, and multiple perspectives" be  
69 promoted and endorsed.  
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71 • That the education of students include dedication to the values of intellectual  
72 engagement, community, integrity, innovation, and inclusiveness.  
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74 2. The three performance areas that shall be evaluated, ~~scholarship~~research/creative  
75 activity, ~~instruction~~teaching, and service, are integral faculty activities. While  
76 recognizing ~~instruction~~teaching as a central institutional mission, the College and  
77 disciplinary standards and criteria should recognize the diversity of each faculty  
78 member's contribution to the University. While the College affirms the university-  
79 wide requirement of sustained high quality performance in all areas, it encourages  
80 flexibility in the relative emphasis placed on each of the three performance areas.  
81 The College respects and allows diversity of contribution in individual attainment  
82 of the expected level of overall performance.  
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84 3. The evaluation of faculty performance in the areas of ~~instruction~~teaching,  
85 ~~scholarship~~research/creative activity, and service must be done in the context of  
86 the University's level of development. Methods of performance assessment for  
87 ~~scholarship~~research/creative activity, ~~instruction~~teaching, and service shall be

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

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

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

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132 A. ~~INSTRUCTION~~TEACHING

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1. The central, although not exclusive, mission of the faculty is to enable students to comprehend and to utilize knowledge through scholarly ~~intellectual~~ activity that is both challenging and encouraging. Quality ~~instruction~~teaching requires continual crafting and dedication. Toward that end faculty are expected to learn about pedagogy, to carefully consider how to teach as well as what to teach. Faculty members are expected to strengthen ~~continually~~ their teaching skills continually and to demonstrate overall effectiveness in ~~scholarly~~ instruction at the undergraduate and/or graduate level. Toward this end, faculty are encouraged in every way to cultivate and maintain useful, innovative, and stimulating instructional techniques, in consultation with mentoring peers and to be mindful of the conclusions and recommendations of evaluating entities.

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  2. Probationary and tenured faculty are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty should involve students actively in the learning process and employ various instructional techniques. Faculty should adapt their instructional methods to reach and to encourage the participation of all segments of a ~~diverse~~ the student body. ~~Faculty should emphasize practices known to be effective at increasing substantially the participation of women, underrepresented groups, and the disabled in the learning process.~~

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

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

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

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294 C. SERVICE

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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.
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- 304 2. While the magnitude of service rendered may vary, in each instance the
- 305 ~~evaluation of service must be guided by the quality of that service and its~~
- 306 ~~relevance to the University's mission.~~ of service shall include evaluation of the
- 307 quality of service rendered, the extent to which the service rendered contributed to
- 308 the University's mission, and the appropriateness of the service to the faculty
- 309 member's rank.
- 310 ~~3. Evaluation of service shall include evaluation of the quality of service rendered,~~
- 311 ~~the extent to which the service rendered contributed to the University's mission,~~
- 312 ~~and the appropriateness of the service to the faculty member's rank.~~
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- 314 34. Service activities may include, but are not limited to, the following:
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- 316 • membership and offices held on committees, governing bodies, and task
- 317 forces at the Department/Program, College, and University level.
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- 319 • membership and offices held on committees, editorial boards, professional
- 320 advisory boards, external review teams, governing bodies, and task forces at
- 321 the local, national, and international level.
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- 323 • consultantship to community organizations
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- 325 • professional consultantships of a service nature
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- 327 • service as faculty advisor to student organizations
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- 329 • mentoring of faculty and/or students
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- 331 • advising a student group
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- 333 • administrative activities such as scheduling, program coordination, or other
- 334 special assignments
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- 336 • offices held and participation in professional organizations
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- 338 • lectures, presentations, performances or displays given to community groups,
- 339 or schools
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- 341 • organizing regional or national conferences, workshops, or seminars
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- 343 • service award, fellowship or honor
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- 345 • editing of a journal, book, or monograph
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- 347 • refereeing of a book, journal article, monograph, conference
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- 349 • op-ed pieces, letters to the editor, radio and TV interviews
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- 351 45. Documentation of service may include, but shall not be limited to:
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- 353 • a list/description of service to the community, university, college, department,
- 354 or discipline
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- 356 • evaluation by fellow committee members regarding quality of service provided
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- 358 • documents, reports or other evidence of committee service
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- 360 • letters from appropriate organizers, officers, panel chairs, editors or similar
- 361 officials of regional or national organizations/publications with which the



362 candidate was involved as an officer, speaker, panelist, external reviewer,  
363 referee, consultant, visiting lecturer, etc.  
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365 • letters from community members who are in a position to comment on the  
366 candidate's contributions, such as those who invited the candidate to speak or  
367 worked with the candidate on a project  
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369 • meeting agendas or programs  
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371 • programs or fliers describing the event and/or listing the participants  
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373 • awards made for the service (e.g., certificates, plaques)  
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375 • newspaper clippings  
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377 • videotapes  
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379 • audiotapes  
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1           APC Draft Outline of a New Academic Calendar Proposal  
2           (Appendix to the 2004-05 Academic Policy Committee Annual Report)

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7           Considerations that have guided the development of a New Academic Calendar

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

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

- 18          • Restoring a Fall start date that allows Financial Aid checks to be mailed out further in
- 19           advance of the start of the Fall semester.
- 20          • An earlier Fall start date may assist Veteran's in receiving "Break Pay."

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22          Balancing Instructional Days

- 23          • The 1998 Academic Senate established as a calendar planning principle that "Fifteen
- 24           (15) instructional days of each day of the week be included in each semester. A
- 25           maximum of one day of the week with only 14 instructional days is acceptable."
- 26          • The current calendar has a 15-15-15-14-14 M-T-W-R-F pattern in the Fall and a
- 27           14-15-15-15-14 pattern in the Spring.
- 28          • The new calendar proposal has a 14-15-15-15-15 M-T-W-R-F pattern in the Fall
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  - 30           • The "missing" Monday is Labor Day
  - 31           and either (depending on the year) a 14-15-15-15-15 or a 15-15-15-15-15 pattern in
  - 32           the Spring
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    - 34           • The "sometimes missing" Monday is Martin Luther King, Jr. Day

34          Time for Grading Exams

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

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#### Effect on Adjunct Benefits

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

#### Restoring Complete Finals Weeks

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

#### Increasing the Winter Break

- The current calendar starts the Wednesday before Martin Luther King, Jr. Day (mid-January) and has only the following holidays before the Winter break
  - Martin Luther King, Jr. Day
  - Spring Break (scheduled to include Cesar Chavez Day)
  - Memorial Day
  - Independence Day
  - Labor Day
  - Thanksgiving Day (and the following Friday)
- Even so, sometimes Fall grades are not due until January.
  - In January 2009 (even with only a 3-day finals grading period), there would only be 11 calendar days between Fall grades due and the Spring Faculty Preparation Period.
  - This doesn't leave enough time to perform essential processes (rolling and posting final grades, schedule adjustments in light of Fall grades received, etc.)

#### Increasing the Winter Break

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

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

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Commencement before Memorial Day weekend

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

How is this all possible?

- The current calendar was designed to be a YRO calendar and in order to achieve CO standards for a YRO Summer, it included a Summer Session with
  - 12 weeks of instruction (with two holidays: Memorial Day and Independence Day)
  - A 3-day faculty preparation period
  - A 4-day (Saturday-through-Wednesday, with no exams on Sunday) Final Exams period
  - A 3-day grading period at the end of the session
  - A total of almost 14 weeks
- Budget realities have kept us from being able to significantly grow Summer enrollments, and so the new calendar proposal returns the campus to a ten week Summer session with
  - 10-week classes running the full length of the session
  - 5-week classes running in each half of the session
- This gives almost 4 weeks that can be reallocated elsewhere in the calendar.

- 115 What else changes?  
 116 Due to calendar nuances, the details may change slightly from year-to-year, but roughly ...  
 117 1. Two of these weeks are used to create one week “dead period” buffers before and  
 118 after the summer session.  
 119 2. The Fall semester begins a week and a half earlier. The additional days  
 120 – Balance Fall instructional days  
 121 • Classes begin on a Thursday to make-up for the Thanksgiving holiday  
 122 – Add an additional exam day, and an additional grading day  
 123 – The Faculty Preparation Period is shortened from 4 days to 3  
 124 – End the Fall semester earlier  
 125 3. The Spring semester gains an additional instructional day (in most years) and starts a  
 126 little later.  
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128 Some of the Fine Detail Stuff (Start of the Fall Semester)

129 Current Calendar

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

133 New Calendar Proposal

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

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

139 Current Calendar

- 140 • First day of classes is the Tuesday after Martin Luther King, Jr. Day (January
- 141 16-22)
- 142 • Faculty Preparation Period is the preceding Wednesday-Friday

143 New Calendar Proposal

- 144 • If there are 18 Mondays between Martin Luther King, Jr. Day and Memorial
- 145 Day
  - 146 – First weekday of classes is the Monday after Martin Luther King, Jr.
  - 147 Day (January 22-28)
    - 148 • Classes begin on the preceding Saturday
  - 149 – Faculty Preparation Period is the preceding Wednesday-Friday
- 150 – If there are 17 Mondays between Martin Luther King, Jr. Day and Memorial
- 151 Day
  - 152 • First weekday of classes is the Tuesday after Martin Luther King, Jr.
  - 153 Day (January 16-22)
    - 154 • Classes begin on the preceding Saturday
  - 155 • Faculty Preparation Period is includes as many days of the
  - 156 Wednesday-Friday as can be included in the February pay period
    - 157 • Only Thursday and Friday in 2009

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

Current Calendar

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

New Calendar Proposal

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

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

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

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

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#### Financial Aid Disbursement 101

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

#### Calendar Effect on Veteran’s Benefits

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

**Resolution Honoring the Memory of Dr. Kevin Igasaki**

WHEREAS, The success of Cal State San Marcos represents the hard work of talented and dedicated professionals; and

WHEREAS, Some of the most talented and dedicated among those individuals seldom draw attention to their hard work and accomplishments; and

WHEREAS, In our frenetic efforts to build a great institution, we often miss opportunities to adequately acknowledge, thank, and honor those among our colleagues who, in the ordinary course of their work make truly extraordinary contributions to our university; now, therefore, be it

RESOLVED, That the Academic Senate of California State University San Marcos acknowledges the extraordinary contributions of Dr. Kevin Igasaki to this institution, both in his official role as Director of the Language Learning Center, and also through his service on numerous university-level committees and initiatives; and be it further

RESOLVED, That the Academic Senate expresses its gratitude not only for more than a decade of Dr. Igasaki's service, but for the kindness and grace with which he served; and be it further

RESOLVED, That the Academic Senate honors the exemplary life of our colleague Dr. Igasaki and greatly mourns his passing and the immeasurable loss this represents to our university; and be it further

RESOLVED, That the Academic Senate extends its deepest sympathy to the family of our colleague who we will miss dearly and remember fondly always.