Curriculum for Consent Calendar
March 3, 2010

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BA	P-2		B.S. in Business Admin. – Finance Option	P-2	Wenyuh Tsay	2/18/10	2/23/10	3/1/10
BIOL	383		Tropical Ecology	C	George Vourlitis	10/29/09	11/18/09	3/1/10
BIOL	683		Tropical Ecology	C	George Vourlitis	10/29/09	11/18/09	3/1/10
CHEM	P-2		Chemistry Major and Minor /Biochemistry Major	P-2	Jackie Trischman	2/9/10	2/12/10	3/1/10
DNCE	201		Contemporary Dance Technique I	C-2	Karen Schaffman	2/9/10	2/12/10	2/15/10
MASS	P-2		Bachelor of Arts in Mass Media	P-2	Dreama Moon	12/1/09	12/1/09	2/15/10
SPAN	314 B-E		Advanced Spanish for Professional Use	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	315		Reading & Analysis of Hispanic Literary Texts	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	316		Advanced Spanish for the Professional	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	317		Spanish Sociolinguistics	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	330		Techniques for Professional Translation /Interpretation	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	331		Introduction to Spanish Linguistics	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	350A		Spanish Civilization	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	350B		Spanish American Civilization	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	400 A-D		Hispanic Prose Fiction, Poetry, Theatre & Essay	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	410 A-Z		Spanish Author Studies	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	415		Hispanic Women Authors	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
SPAN	422S		Literature Chicano/a	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
VPA	P-2		B.A. in Visual and Performing Arts	P-2	Marcos Martinez	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Art History	P-2	Andrea Liss	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Arts and Technology	P-2	Kristine Diekman	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Dance	P-2	Karen Schaffman	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Music	P-2	Bill Bradbury	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Theatre	P-2	Marcos Martinez	2/9/10	2/12/10	2/15/10
VPA	P-2		Minor in Visual and Performing Arts	P-2	Karen Schaffman	2/9/10	2/12/10	2/15/10
VSAR	403		Interactive Multimedia	P-2	Karen Schaffman	2/9/10	2/12/10	2/15/10

WLAN	101	MLAN	Beginning Study of a Second Language	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	102	MLAN	Beginning Study of a Second Language	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	115	MLAN	Intro to Literatures: to 1600	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	116	MLAN	Intro to Literatures: from 1600	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	201	MLAN	Int. Study of a Foreign Language I	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	202	MLAN	Int. Study of a Foreign Language II	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	216	MLAN	Int. Second Language for Special Purpose	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	316	MLAN	Adv. Second Language for Special Purpose	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	331	MLAN	World Languages & Their Speakers	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	350	MLAN	Origins & Aspects of Latino Culture	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	370	MLAN	Literature of the Spanish/Portuguese World	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	415	MLAN	Modern France/N.African Immigrant Writers	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10
WLAN	450	MLAN	Art of Advertising: French & Francophone Culture	C-2	Michael Hughes	2/1/10	2/23/10	3/1/10

Curriculum Reconciliation

College of Arts & Sciences

Changes to course:

MASS 490   Delete course

NEAC Recommendations - 3/3/10

Committee	Seat (#)	Term	Name(s)	
Budget & Long Range Planning Cmte.	CoE	09-11	Pat Stall	
Institutional Review Board	CoAS Sociology	10-12	Konane Martinez	Jill Weigt

The Computer Competency Requirement (CCR) at CSUSM

Information for Senators regarding the policy change to eliminate the CCR as a graduation requirement

The GEC is bringing forth a motion to eliminate the CCR from the GE curriculum, effective immediately. Included is the following: 1. Current catalog language in regards to the CCR, 2. Proposed catalog language regarding technology use at CSUSM, 3. Rationale for eliminating the CCR, 4. Replacing the CCR, 5. A brief history of the CCR, 6. A copy of the CCR exam

1. Current catalog language

Delete the following from the CSUSM University Catalog, 2008-2010, Graduation Requirements, page 91:

Computer Competency Requirement (CCR)
The purpose of this requirement is to ensure that students are competent in the basics of computer use early in their studies. The "basics" comprise the following areas:
• browsing the internet and e-mail,
• basic word processing skills,
• basic spreadsheet skills, and
• virus detection and computer ethics.

The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a student at Cal State San Marcos. After the second semester, registering for any further classes at Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled. Students fulfill the Computer Competency Requirement by passing the CCR exam. There is no cost for taking the exam, and study materials are available on-line. The CCR exam tests students' competencies in the four areas listed above. Students pass the CCR exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the failed modules; once a module is passed, a student need not retake it. The CCR exam is offered throughout the year. The exam takes approximately two-to-three hours to complete. Exam schedules and meeting places will be posted on the CCR web site: *www.csusm.edu/iits/CCR*. Students who are certain that they cannot pass the CCR exam may register for CS 100. This 1 unit, CR/NC course will provide instruction for each of the modules on the CCR exam. Students who have already passed the CCR exam may not register and receive credit for CS 100. Effective with Fall 2009, students will no longer be able to use a course taken at another institution to satisfy the CCR. Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at (760) 750-4788.

2. Proposed catalog language

The language below would be placed under "Other Policies" section of "Academic Regulations and Catalog Rights" of University Catalog. ("Other Policies" includes policies on academic freedom, academic honesty, course syllabi, and student conduct.)

Technology Use at CSUSM
Students at Cal State San Marcos will be required by faculty to use a variety of technologies to deliver instruction and complete assignments. Such technologies include, but are not limited to: web-based technology, word-processing software, and learning management systems. Students are also expected to have a basic knowledge of safe and ethical computing.

Students who feel they need support in building their technology skills may register for CS 100. This course provides training in basic computing. The Student Technology Help Desk (STH) also provides support and training

52 for students. Hours and types of assistance are detailed at: http://www.csusm.edu/iits/support/studenthd/ Degree
53 programs may also have specific technology skills requirements. Students are expected to inquire with faculty
54 and/or advisors to determine what these requirements are and to seek out assistance if needed.
55
56   **3. <u>Why eliminate the CCR?</u>**
57 The CCR is under the purview of the GEC per Article 6.8.1 of *the Constitution and Bylaws of the*
58 *University Faculty and Academic Senate.* Particularly in the last several years, various problems
59 regarding not only the content of the exam but the administration of the CCR have been
60 addressed by the GEC. This past spring, a new set of problems were brought to the attention of
61 GEC. As conversations began in earnest about the CCR, there was virtually unanimous
62 agreement that the CCR was not doing what the faculty who had established the CCR in 1990
63 intended it to do: ensure that entering students had a level of technology fluency necessary to
64 succeed at CSUSM.
65
66 The current exam focuses on Microsoft Office software, and includes portions on using the
67 Internet and some multiple-choice questions on ethical issues in computing. Discussions in GEC
68 frequently brought up concern that this does not reflect the wide range of technologies that
69 students need to be conversant with. The exam is also very labor-intensive to administer and
70 grade. Work has begun to administer and grade the exam online, but as discussions continued
71 about the systematic problems regarding the exam, concern was expressed about the amount
72 of time and resources being placed on improving a fundamentally flawed exam. Further, a
73 consistent theme in conversations was that even once a student has passed the CCR, significant
74 gaps in their technology skills are still evident.
75
76 Creating a valid and reliable exam that captures the variety of technologies that CSUSM
77 students will need to use would be an enormous undertaking. Given the current budget
78 environment, it would be almost unseemly to add this to anyone's workload. Further, a single
79 exam is most likely not the best means to effectively assess students' technology skills.
80
81 The current budget environment is admittedly another reason for this proposal. The CCR
82 requires a significant amount of resources from a variety of units on campus. Students spend a
83 significant amount of time fulfilling this requirement. The cost of continuing this requirement
84 does not seem to worth the benefit (if any) to students' educational experience.
85
86 It is also worth noting that no other CSU campus has a single exam requirement for entering
87 students regarding technology skills. CSU-Monterey Bay does require students to select a
88 course that has a particular emphasis on information/technology, and a few campuses require
89 a tutorial/course/learning module for information literacy/competency. Information
90 literacy/competency is not the same as technology skills.
91
92   **4. <u>What, if anything, should replace the CCR?</u>**
93 Eliminating the CCR does not mean that students are now entering CSUSM with all the
94 technology skills they need. A very valid concern is that there would be no formal means of

95 assessing students' skills without the CCR and students from high schools with minimal
96 technology use would be especially affected.
97
98 GEC is asking that several actions be taken in order to ensure that entering students are aware
99 of the high expectations from faculty regarding technology skills. Academic Advising is willing
100 and able to dedicate a portion of orientation to discussing technology expectations at CSUSM.
101 Students will also be directed to take CS 100 or a similar course such as those available at
102 community colleges if they feel they need extensive training on basic computing. And lastly,
103 they will ensure that students are reminded about the Student Technology Help Desk, which
104 exists solely to support students' technology use at CSUSM. Language on all of these issues will
105 also be added to the student handbook that is distributed to students at orientation.
106 Instructors can also include a statement in their syllabi regarding technology expectations in
107 their course or field of study.
108
109 A particular area of concern is providing students with information on ethical and safe
110 computing. GEC will ask the Executive Committee to refer to the appropriate Senate committee
111 a review the existing Responsible Use Policy
112 (http://www.csusm.edu/iits/security/program/rup.html) and Academic Honesty Policy (p. 84,
113 2008-2010 General Catalog) to determine if further clarification to students regarding ethical
114 and safe computing needs to be drafted and communicated to students. Further, the Executive
115 Committee will refer to APC, the task of determining what, if any requirement regarding
116 technology is still appropriate for the campus as a whole. Feedback from faculty in specific
117 disciplines indicates the the campus is moving towards a dispersed model of assessing
118 technology skils, i.e. instead of a single exam for all students, each program is determining how
119 to assess and support students' technology skills that are needed for that particular program of
120 study. Given this feedback, GEC would no longer have purview of such a requirement. GEC only
121 has purview of the General Education program, not program/major/school-specific
122 requirements.
123

124 **5. A brief history of the CCR at CSUSM**
125 In order to provide a historical context to the CCR, below are the relevant excerpts from the
126 CSUSM General Catalogs as well as Senate resolutions passed in regards to the CCR.
127
128 From the (first) 1990-1991 General Catalog:
129
130 ***Computer Literacy***
131 Beginning with academic year 1991-92, all students must pass the CSU, San Marcos basic computer
132 competency examination the first semester of attendance. The examination will be "hands-on", and will
133 assess the following competencies:
134 • Knowledge of booting personal computer,
135 • Ability to recognize basic computer terminology such as: what constitutes a floppy disk, a hard disk, a
136 terminal, etc.
137 • Knowledge of how to set up, find, or edit a directory (or how to use the hierarchical file system on the
138 Macintosh personal computers)
139 • Ability to use at least three different computer applications such as:
140   a word processor (editing, moving text, spell-checking, etc)

141   a spreadsheet (create, edit and balance a checkbook)
142   a database (create an address file)
143   a statistical package
144   a graphics application
145   • Knowledge of computer ethics, especially regarding copyright issues
146
147   Students who are unable to complete all or parts of the examination will be referred to self-paced tutorials
148   and/or workshops on selected topics.
149
150   Upon completion of the examination, students will be certified for computer competency and will be
151   permitted to register for a second semester at the University.
152

153   The exact same statement also appeared in the 1992-1993 General Catalog.

154

155   Beginning with the 1992-1993 General Catalog, students were given one more semester to
156   meet this requirement and they were allowed to complete certain courses instead of passinbg
157   the examination. Additionally, this catalog section was now re-titled and the samples of basic
158   computer terminology were updated.

159

160   *Computer Competency*
161   All students must fulfill the CSU, San Marcos basic computer competency examination by the end of the
162   second semester of attendance. Students will be required to demonstrate the following competencies:
163   • Knowledge of booting a personal computer,
164   • Ability to recognize basic computer terminology such as: RAJM, byte, hard disk, etc.
165   • Knowledge of how to find, and access a directory (IBM PC) or a folder (Macintosh)
166   • Ability to use a word processor
167   • Ability to use at least three different computer applications such as:
168   a spreadsheet
169   a database
170   a statistical package
171   a graphics application
172   a desktop publishing application
173   • Knowledge of computer ethics, especially regarding copyright issues, information rights, and
174   computer viruses
175
176   Students may fulfill the requirement in several ways such as:
177   • Passing the CSU, San Marcos computer competency examination
178   • Obtaining a grade of C or better in one of the following CSU, San Marcos courses:
179   Business Administration 201
180   Computer Science 304
181   Psychology 300
182   Visual Arts 302
183   • Obtaining a grade of C or better in one of the many approved courses offered at local community
184   colleges, completed within two years of first enrollment at CSUSM.
185
186   Students who wish to prepare for the computer competency examination may take advantage of self-paced
187   tutorials and workshops offered at the University.
188
189   Upon completion of the examination, students will be certified for computer competency and will be
190   permitted to register for a third semester at the University.
191

192 With minor changes, this same wording was used through the 1996-1997 General Catalog. The
193 most significant changes had to do with the list of courses that could be taken to meet this
194 requirement:
195 • Business Administration 201 was removed in the 1993-1994 General Catalog
196 • MUSC 302 was added, and CS 304 become CS 301, in the 1994-1995 General Catalog
197 • CS 101 was added in the 1995-1996 General Catalog
198
199 This was revised substantially for the 1997-1998 General Catalog:
200
201 **Computer Competency Requirement**
202 The Computer Competency Requirement (CCR) at CSU San Marcos is a requirement for all baccalaureate
203 students, irrespective of major. The requirement states that a student must demonstrate basic computer
204 competency in the following areas:
205 • an understanding of basic computer concepts,
206 • the ability to recognize basic computer terminology,
207 • an understanding of software ethics issues and concerns in today's society
208 • virus protection and prevention,
209 • the ability to use a word processing application, and
210 • ability to use two other computer applications.
211 The CCR should be cleared in the first or second semester of attendance at CSU San Marcos. After the second
212 semester, registering for any further classes at CSU San Marcos will be restricted until the CCR is fulfilled.
213
214 How can the Computer Competency Requirement be fulfilled?
215 • By earning a C or better in a course which meets CSU San Marcos' minimum computer literacy requirements
216 either at CSU San Marcos or at another institution of higher learning. Students are advised to consult with their
217 academic advisor or the CCR Coordinator at (760) 750-4788.
218
219 Currently the following courses at CSUSM meet this requirement. Please refer to the Class Schedule for days
220 and times of course offerings:
221 CS 101   MUSC 302
222 CS 111   PSYC 300
223 CS 301   VSAR 302
224 Please refer to the current CSU San Marcos Schedule for days and times of course offerings.
225 The following is a partial list of courses from other San Diego County educational institutions, which meet the
226 requirement:
227 Mesa, San Diego City, Miramar Community College: *CIS 110*
228 Palomar College: *CIS 105, 120*
229 MiraCosta Community College: *CIS 100*
230 Any off-campus course taken more than two years prior to the student's first semester of attendance at CSU San
231 Marcos will not be considered for CCR equivalency.
232
233 Questions about eligibility of a particular course for CCR equivalency should be referred to the Academic
234 Advisors and/or to the CCR Coordinator at (760) 750-4788.
235
236 • By passing the Computer Competency Requirement Exam at CSU San Marcos.
237
238 All materials covered in the Computer Competency Requirement exam are available at the Reserve Desk in the
239 CSU San Marcos Library. In addition to assist students in their preparation for the CCR exam, the Univeristy
240 offers a series of workshops each semester. These workshops are designed for the student who already has
241 considerable experience but needs to review basic computer concepts before taking the CCR exam. Workshop
242 schedules and registration forms as well as information about CCR exam scheduling are available in the
243 Instructional Computing Labs in Academic Hall.
244

245 Questions regarding the Computer Competency Requirement should be directed to the Academic Advisors
246 and/or to the CCR Coordinator at (760) 750-4788.
247
248 This version remained in effect (with some editorial changes) through the 2001-2002 General
249 Catalog. The two most significant changes between 1997-98 and 2001-02 were:
250 • In 1999-2000, this material was re-arranged so that the bullet about passing the CCR exam
251   was moved from third to first position on the list of ways to satisfy the CCR (as part of an
252   effort to encourage students to take the CCR exam).
253 • In 2000-01, the reference to workshops was removed.
254
255 The Academic Senate approved the following resolution changing the CCR policy in May 2001.
256 The policy change was approved by administration in on January 25, 2002 (the text presented
257 below is taken from Official Policies and Procedures website):
258
259 A resolution proposing updating of the University Computer Competency graduation requirement,
260 forwarded from the General Education Committee [GEC] of the Academic Senate, for first reading before
261 the Senate on April 11, 2001.
262
263 BACKGROUND
264 • the Founding Mission Statement of the California State University, San Marcos [CSUSM] included
265 "fundamental computer competence" in the "university's definition of the liberal arts and sciences in these
266 times," and promises to prepare students to "live cooperatively and competitively in a world of
267 ...technological change"
268 • the current Computer Competency Graduation Requirement [CCR] was set up to insure that students
269 become competent in the rudiments of computer use early in their studies at CSUSM
270 • a large majority of students fulfill the CCR by earning a C or better in designated courses (all currently
271 three-unit courses) rather than passing the computer competency exam
272 • there is currently no assessment of whether the students receiving a C or better in these courses actually
273 can demonstrate competency in the areas designated in the CCR
274 • many students arrive on campus already possessing basic computer competency and thus able to fulfill the
275 CCR by exam, but choose instead to take one of the designated three-unit courses, thus creating a
276 disproportionate demand for these courses
277 • the expectations of computer-competent graduates of CSUSM far exceed those expectations embodied in
278 the current CCR
279 • the expectations by the faculty and the surrounding community of computer-competent graduates will
280 vary depending on the program, department or college granting the degree
281
282 BE IT RESOLVED THAT
283 1. the CCR be revised to comprise two parts or levels: an entry-level Computer Basics Requirement, the
284 CBR, and a discipline-specific Computer Intensive Requirement, or CIR;
285 2. the skills comprising the CBR be designated as the basics of computer use, word processing, internet
286 browsing, email, and spreadsheets;
287 3. students must pass a computer basics competency exam which covers these competencies, within their
288 first semester of attendance at CSUSM, in order to fulfill the CBR;
289 4. the GEC work with interested faculty and IITS [Instructional and Informational Technology Services] to
290 develop this computer competency exam;
291 5. students failing to demonstrate sufficient competency on this exam be directed to complete non-credit
292 modules, which focus on the basic computer competencies, and to seek help from tutors in the Computer
293 Consulting Center;
294 6. the GEC work with interested faculty and IITS to develop learning modules covering each of the entry-
295 level computer competencies, and that these modules be made available to all prospective and enrolled
296 students;

297   7. the GEC explore the possibility of embedding this requirement in a self-paced one-unit Credit/No Credit
298   all-University course, in which students would be required to exercise the Credit by Challenge Examination
299   option;
300   8. all programs, departments and/or colleges specify the computer competency learning objectives which
301   will qualify their graduates as being computer competent in their respective fields, and further, specify how
302   CIR objectives would be met by students in each major;
303   9. the GEC will regularly review the CCRs to be sure they reflect changing technology and University
304   expectations.
305

306 The CBR (redubbed CCR as explained below) was implemented in AY 2002-03, and at the end of
307 that year the GEC brought the following resolution to the Senate (May 7, 2003):

308
309   **Background:**
310
311   In 2001, the Academic Senate, upon recommendations of the General Education Committee (GEC),
312   reformed the Computer Competency Requirement (CCR) to include two parts or levels: an entry-level
313   Computer Basics Requirement, the CBR (later renamed the CCR for ease of administrative
314   implementation) and a discipline-specific Computer Intensive Requirement, or CIR.
315
316   The first part of this new requirement was implemented in Fall, 2002 and is proceeding as planned,
317   although some minor adjustments may need to be made as the number of students grows. This new CCR is
318   in fact more comprehensive in coverage than the original CCR.
319
320   The second part of the requirement, the CIR, was designed to address the "expectations of computer-
321   competent graduates of CSUSM" which "far exceed those expectations embodied in the [original] CCR;"
322   expectations which "will vary depening on the program, department or college granting the degree." In an
323   attempt to implement the CIR, the General Education Committee, in the Spring of 2002, solicited
324   information from programs, departments and colleges about how they intended to ensure that their
325   graduates had more advanced, discipline-specific computer skills. However, the 2002-2003 General
326   Education Committee determined that review of these proposals was outside of the jurisdiction of the GEC,
327   as they involved specific degree programs and not General Education.
328
329   While the GEC supports the goal of enhancing the computer skills of all graduates at all levels, it does not
330   believe that a named, University-wide requirement, administered by the GEC, is an appropriate instrument
331   for achieving this goal.
332
333   Therefore, be it
334
335   **RESOLVED,** that the CIR established by resolution of the Senate in 2001 be abolished, and also be it
336
337   **RESOLVED,** that the Program Assessment Committee be instructed to specifically address, in its reviews
338   of degree programs, how students in these programs are aided in the acquisition of advanced computer
339   skills relevant to the degree programs under review.
340

341 This passed with a key amendment. Here are the official Senate minutes:

342
343   [GEC Chair] Hamill indicated that about two years ago the CCR (Computer Competency Requirement)
344   was split into a Computer Basics Requirement (which ultimately retained the CCR moniker) and a
345   Computer Intensive Requirement (for those majors requiring a more intensive computer education). The
346   new CCR was successfully implemented this year. Thus far, 1,558 exams have been given, and 759
347   students have passed (49% pass rate). The GEC believes that the current CCR is more comprehensive than
348   the original and sufficient for GE purposes.
349

350   This year, the GEC set about implementing the CIR and began by contacting those departments which had
351   indicated a need for a more intensive education for their students. It became apparent, however, that while
352   some departments have courses which meet this need, other do not and will need to develop proposals. The
353   GEC believes that it is not within their purview to review such proposals, which relate to specific degree
354   programs and not General Education. The committee therefore proposes abolishing the CIR.

355

356   Discussion included (1) whether the new CCR is more rigorous and more comprehensive than the old
357   CCR; (2) increasing demands for advanced computer skills; (3) using other avenues to establish a CIR. A
358   friendly amendment was offered to amend the resolution thusly: "RESOLVED, that the CIR established by
359   resolution of the Senate in 2001 be ~~abolished~~ suspended and referred back to the Executive Committee."

360

361 The CIR was never referred back to GEC from the Executive Committee.

362

363 After the 2001 GEC Resolution on the Computer Competency Requirement was approved, the
364 CCR section in the catalog was substantially revised for the 2002-2004 General Catalog.

365   *Computer Competency Requirement (CCR)*

366   An updated Computer Competency Requirement takes effect in the Fall 2002 semester. Students who have
367   already satisfied the previous requirement are exempt from the new CCR, which applies to all other
368   baccalaureate students, irrespective of major. The purpose of this requirement is to ensure that students become
369   competent in the basics of computer use early in their studies. The "basics" comprise the following areas:

370   • essential computing concepts and skills,
371   • browsing the internet and e-mail,
372   • basic word processing skills,
373   • basic spreadsheet skills, and
374   • virus detection and computer ethics.

375   The Computer Competency Requirement must be fulfilled in the first or second semester of attendance as a
376   matriculated student at Cal State San Marcos. After the second semester, registering for any further classes at
377   Cal State San Marcos will be restricted until the Computer Competency Requirement is fulfilled.

378   Students are strongly encouraged to attempt to fulfill the Computer Competency Requirement by passing the
379   CCR exam. There is no cost for taking the exam, and study materials are available for purchase at the
380   bookstore. The CCR exam tests students' competencies in the five areas listed above. Students pass the CCR
381   exam and fulfill the Computer Competency Requirement by achieving a passing score in each area. Students
382   may take the CCR exam multiple times until all of the modules are passed. Students only need to retake the
383   failed modules; once a module is passed, a student need not retake it. The CCR exam is offered over many
384   weekends (Friday – Sunday) throughout the year. Seating is offered on a first-come, first-served basis with
385   multiple testing times on exam days. The exam takes approximately two hours to complete. Exam schedules
386   and meeting places will be posted in Academic Hall 202 and on the CCR web site
387   www.csusm.edu/computer_labs/ccr.htm.

388   Transfer students may also satisfy the CCR by earning a C or better in an approved course taken at another
389   institution prior to matriculation at Cal State San Marcos. A list of approved courses at other institutions can be
390   found on the CCR web site www.csusm.edu/computer_labs/ccr.htm. In particular, the following courses at San
391   Diego County colleges meet the requirement:

392   Mesa, San Diego City, Miramar Community College: CISC 181
393   Palomar College: CIS 105, 120
394   MiraCosta Community College: CIS 100

395 An off-campus course taken more than two years before the student's first semester of attendance at Cal State
396 San Marcos cannot be used to satisfy the CCR.

397 If a student doesn't pass the exam (either in part or in its entirety) and wants instruction on the modules, he/she
398 may sign up for CS 100. Students who are certain that they cannot pass the CCR exam may register for CS 100
399 before attempting the CCR exam. This 1 unit, CR/NC course will provide instruction for each of the modules
400 on the CCR exam. Students pass the course by passing the CCR exam.

401 Any questions regarding the CCR should be directed to the Computer Competency Requirement Coordinator at
402 (760) 750-4788.

403 This formulation has lasted until now with the following changes:

404 • In the next catalog (2004-06), the parts about courses taken elsewhere ("Transfer may also
405 satisfy….cannot be used to satisfy the CCR") were excised. This was part of a GEC plan to
406 phase in enforcement of the prohibition on using external courses ot satisfy the
407 requirement.
408 • In the 2006-08 General Catalog, the "essential skills and concepts" module was removed
409 from the CCR "basics." The paragraph on CS 100 was rewritten to allow students to take CS
410 100 without having already failed some of the module exams, and to make explicit that
411 students could not earn credit if they had already passed the CCR exam. It dropped the
412 sentence, "Students pass the course by passing the CCR exam," but did not promise that
413 passing CS 100 meant that the CCR had been met.
414 • In the 2008-2010 General Catalog, a sentence making it explicit that, effective with Fall
415 2009, students could not use a course taken elsewhere to satisfy the CCR was added to
416 arrive at the current catalog statement. The GEC had originally sought to have this take
417 effect in Fall 2008, but agreed to postpone implementation for one year because the other
418 NCHEA institutions had not been given adequate notice that this part of the 2001 CCR
419 resolution was going to be enforced.
420
421 **6. A copy of the CCR exam**
422
423 Below are the four sections of the exam and what is included:
424
425 1. Word processing: formatting a Word document, correcting spelling and grammar,
426 inserting a reference
427 2. Spreadsheet: create formulas and a chart
428 3. Internet: see attached
429 4. Ethics and virus: see attached

Internet and the World Wide Web
You need a 75% on this section to pass

Name: Your Name   ID: 000 00 0000   Date: xxx xx, 2007

(Use any search engine you wish to locate the answers)

A) (30 pts) The United States Congress.
Pick a State – *not California* – name the state and answer the following
a) Who is the Governor of the state?
∽ b) Who is the Speaker of the House in that state?
c) What political party is in the majority in the legislature of that state?

B) (20 pts) Pick a year.
a) What was the best selling fiction book (title and author) of that year in the United States?
b) What other books has that author written?
c) What was the best selling non-fiction book (title and author) of that year in the United States?
d) What other books has that author written?

C) (50 pts) Internet: *General Information (one URL for this entire section is acceptable)*

1) What is the general rule regarding the use of information that was downloaded from the Internet?

2) What does a "spider" program do?

3) What is a homepage? Give an example.

4) Why would you use different search engines?

5) Is the Internet maintained and administered by the federal government?

6) Which of the following will return the largest number of "hits" from a search?
    a) "Tiger" or "Woods"
    b) "Tiger Woods"
    c) "Tiger" not "Woods"

7) Web documents are created in what language?

8) Which part of the URL http://www.prenhall.com/grauer/win2000/index.html identifies the *network* of the Web site (server)?

9) What is Wikipedia?

10) What is considered the "best" search engine?

Name: Your Name **ID: 000 00 0000** **Date: xxx xx, 2007**

(*Use any search engine you wish to locate the answers*)

A) (30 pts) The United States Congress.
Pick a State – *not California* – name the state and answer the following
a) Who is the Governor of the state?
꙳ b) Who is the Speaker of the House in that state?
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9) What is Wikipedia?

10) What is considered the "best" search engine?

12. You can protect yourself from Phishing by ?

    a. Not responding to requests for account updates
    b. Not opening any attachments to email
    c. Getting good anti-virus software and keeping it up to date
    d. Never sharing information with untrustworthy sites
    e. All of the other answers are correct

13. A computer virus is ?

    a. Something that gets into your computer
    b. Executable code that takes over the processing of your computer
    c. Like a human virus
    d. Data with bugs in it
    e. None of the other answers are correct

14. Computer viruses will ?

    a. Take over your computer's (the host) internal processor
    b. Disconnect the computer from the Internet
    c. Track your computer purchases on the Internet
    d. Trick a person into giving out their personal information
    e. All of the other answers are correct

15. To protect your computer from viruses you should ?

    a. Install a firewall
    b. Beware of attachments to emails
    c. Beware of using a computer that is not your own
    d. Get virus protection software and keep it up dated
    e. All of the other answers are correct

16. What are the possible consequences of violation of the software copyright laws ?

    a. Up to one year in jail
    b. Fines of up to $50,000
    c. Students might face expulsion from the University
    d. Referral to the software copyright owner for civil and criminal proceedings
    e. All of the other answers are correct

17. When you buy software you ?

    a. Own the software to do with as you see fit
    b. Own that software for as long as it runs and you can install it anywhere
    c. Are entering into a license agreement with the copyright owner
    d. Own the software and can loan it to your friends if you wish
    e. None of the other answers are correct

SAC - Student Absence from Class for University Events and Religious Observances

Definition: Provides a means for students to request reasonable accommodations from instructors for official university events and religious observances.

Authority: Academic Affairs

Scope: The Student Absence from Class for University Events and Religious Observances Policy applies to students who are (1) members of teams, organizations, or classes officially recognized by the university or religious followers. The policy provides a means for students to notify their instructors of potential conflicts between class dates and required events, and for instructors to convey to students and sponsoring organizations any concerns about the student's completion of course requirements.

Policy: CSUSM provides a fair opportunity for students to attend required courses in a manner that allows them to participate in the requirements of their sponsored activities and religious beliefs.

Procedures:

I. ABSENCE FOR OFFICIAL UNIVERSITY EVENTS AND ACTIVITIES

  A. Official university events and activities such as fine arts performances, forensics, and other academic competitions supported by the university require participation by students as official members of groups. Responsibilities shall be as follows.

    1. Sponsoring Departments or Programs: A sponsor (faculty, staff or administrator) of an official university event or activity shall provide each student participant with a memorandum regarding specific absences from classes. The memorandum shall be given to the student's instructors within the first week of classes. If scheduling changes occur, the sponsor shall provide the student with a revised memorandum to be given to instructors.

    2. Student Participants: Within the first week of classes, a student who expects to be part of an official event shall notify the instructors of affected courses. At that time, the student shall request accommodation for any missed examinations or other assignments. If scheduling changes occur, the student shall immediately notify the instructors.

    3. Instructors: When possible, the instructor shall reasonably accommodate the student's required absence from class. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student by the end of the second week of classes.

II. ABSENCE FOR RELIGIOUS OBSERVANCES

  By the end of the first week of classes, students should notify instructors of affected courses of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances. An instructor who believes that the anticipated absences would preclude successful completion of the course or would seriously affect the student's grade shall inform the student by the end of the second week of classes.

Resolution to Make
California State University San Marcos
a Smoke-Free Campus

WHEREAS, The Surgeon General has stated that tobacco use in any form presents a significant health hazard, and the United States Environmental Protection Agency and the California Environmental Protection Agency have determined that **there is no safe level for exposure to environmental tobacco smoke (ETS, aka second-hand smoke)**; and

WHEREAS, ETS has been declared a toxic air contaminant and classified as a Class-A carcinogen by the State of California Air Resources Board; and

WHEREAS, Executive Order 599, the California Code of Regulations Title 5, Division 5, Section 42356, and the CSU Board of Trustees in its meeting on September 17-18, 2002 all gave authority to each CSU campus to establish its own policies with regard to tobacco use; and

WHEREAS, The current policy of restricting smoking to certain areas of campus actually requires already extraordinarily limited campus funds to be spent on signage, ash collection receptacles, enforcement, and leads to areas of campus that are, for all intents and purposes, inaccessible to those who wish not to be exposed to second-hand smoke; and

WHEREAS, The California Maritime Academy (a CSU campus), ~~Palomar Community College~~, Point Loma Nazarene University, Grossmont-Cuyamaca Community College, and San Diego Mesa College have all banned smoking throughout their campuses; and

WHEREAS, CSUSM has an ethical obligation to safeguard the health of the entire campus community; now, therefore, so be it

RESOLVED, That the Academic Senate of California State University at San Marcos requests that President Karen Haynes considers banning smoking anywhere on the CSUSM campus, except in institutionally-approved research situations, effective immediately, thereby creating a smoke-free learning and working environment for all.

FAC - CoE Evaluation of Temporary Faculty Unit 3 Employees

A. General Elements

1. **Definition of Temporary Faculty Employees -** Temporary faculty in the College of Education may be instructors in courses and/or supervisors of clinical practice.

2. **Appointment Categories of Temporary Faculty Employees -** For the purposes of appointment[1] and evaluation[2], the collective bargaining agreement (CBA) distinguishes between three types of Temporary Faculty Unit 3 Employees:
    (1) part-time or full time appointments for one (1) semester or less
    (2) part-time appointments for two (2) or more semesters
    (3) full-time appointments for two (2) or more semesters

3. **Submission of WPAF** – All temporary faculty members shall submit a Working Personnel Action File (WPAF) to the office of the Associate Dean or appropriate administrator according to the timeline of the type of appointment described under Evaluation Cycle. Failure to submit a WPAF, or submitting an incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted according to the established timeline and no evaluation takes place, performance of the temporary faculty member is assumed to be satisfactory. In such cases, temporary faculty may request to be evaluated by the appropriate administrator. Electronic submission for part of or all elements of the WPAF is acceptable. The program should inform faculty of any preferences.

4. **Evaluation Cycle**
    a. Temporary faculty appointed for one semester (1) shall be evaluated at the discretion of the Associate Dean or appropriate administrator. The employee may request that an evaluation be performed.
    b. Temporary faculty appointed for two (2) or more semesters, regardless of break in service, shall be evaluated after every two semesters of employment. Evaluations may be conducted more frequently than every two semesters at the discretion of the Associate Dean or appropriate administrator.
    c. Temporary faculty on three-year appointments (3) shall be evaluated at least once during the term of their appointment or more frequently at the discretion of the Associate Dean or appropriate administrator. The employee or the President may request more frequent evaluations.

5. **Peer Input (Optional) –** The temporary faculty member may request additional peer input in the file. Peer input can be provided by Unit 3 faculty, tenure-track faculty members or lecturers only from the same content area or program. The peer input must be provided in alignment with the timeline of the evaluation process. Faculty members who provide peer input may not serve on the PRC of a full-time temporary faculty member.

6. Field Personnel Input (Optional)
    Temporary faculty members engaged in clinical practice supervision may also request input from field personnel (i.e. from cooperating teachers, clinical personnel, etc.) optional input regarding the performance of the temporary faculty supervisor.

B. Evaluation Procedures

1. General Procedures:

    a. At the time of appointment, the College of Education will provide temporary faculty with a copy or web link of this policy no later than 14 working days after the first day of instruction of the academic term. All evaluation instruments will be provided to the faculty member.[3]

    b. If an evaluation is to be performed, the Associate Dean or appropriate administrator must notify the

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[1] The appointment of temporary faculty is governed by Article 12 of the Collective Bargaining Agreement. Please refer to the Faculty Affairs web site, then go to Academic Resources (http://www.csusm.edu/faculty_affairs/) to view the current contract .

[2] The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

[3] Evaluation instruments including rubrics may be periodically revised. All instruments must be approved by the COE Personnel Committee prior to use in the process.

temporary faculty member no later than the 10th week of the semester of the appointment that the WPAF should be submitted to the office of the Associate Dean or appropriate administrator in accordance with the timeline. When analysis of student evaluations of instruction and/or supervision of clinical practice is available, they must all be placed in the WPAF by the Associate Dean or appropriate administrator.

  c. Temporary faculty must provide all candidates[4] (university students) with the opportunity to evaluate faculty performance. Official CSUSM College of Education Student Evaluations of Teaching shall be administered in accordance with university and college procedures. All Clinical Practice Supervisors must administer prescribed evaluations each semester in accordance with the evaluation procedure.

  d. Temporary Faculty will follow the specific procedures defined by the appointment (Full-time, Part-time, or Supervisory) as described below in 2, 3, or 4.

  e. The evaluation process should be completed within 45 days after the receipt of the WPAF. If circumstances require an extension, the Associate Dean or appropriate administrator shall notify the affected temporary faculty member.

  f. The temporary faculty member shall be provided copies of the evaluation(s), sign the evaluation form(s), and is advised to retain a copy. The Associate Dean or appropriate administrator shall place the original evaluation form(s) in the temporary faculty member's Personnel Action File (PAF).

  g. Within 10 working days from the date noted on the evaluation report, the temporary faculty member may request a meeting with the Associate Dean or appropriate administrator to discuss the evaluation and/or may submit a written response to the evaluation for inclusion in the WPAF.

  h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the classroom observation between the temporary faculty member and the visitor. Written confirmation that a consultation has taken place shall be provided to the associate dean within ten (10) days of the classroom visit.

  i. Any party to the evaluation may request an external review in accordance with the CBA.

2. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)

  a. Full-time temporary faculty members must be evaluated in accordance with the university periodic evaluation procedure. Evaluation of full-time temporary faculty shall include:
    i. Candidate evaluations of teaching performance for those with instructional duties;
    ii. Candidate evaluations of supervision performance for those who supervise clinical practice;
    iii. Field Experience Coordinator input for those who supervise clinical practice;
    iv. Review by the College of Education Peer Review Committee (PRC); and
    v. Evaluation by the Associate Dean or appropriate administrator.

  b. Full-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator's office for evaluation by the Peer Review Committee (PRC) no later than the Monday of the 15th week of the semester. When analysis of student evaluations of teaching is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator:
    i. Cover Sheet including teaching activities with courses taught and information on supervision of clinical practice, if applicable, each semester since the previous evaluation (Form A)
    ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement on instructional duties.
    iii. Content Area or Program Coordinator/Program Faculty Evaluation (Form B) and, if

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[4] The term "candidates" refers to university students enrolled in credential or MA. For the College of Education, the term "student" refers to K-12 students. Where terms may be misleading, clarifying language will be used.

108		applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D).
109	iv.	Classroom Observation (Form C)
110	v.	Student Evaluations of Teaching and evaluations of supervision of clinical practice as
111		described in section 4 below, if applicable.
112	vi.	Course materials including syllabi for each course, sample lesson plans, assessments of
113		student learning outcomes, assignments, and examples of student work for use in
114		completion of Form B.
115	vii.	Evidence of candidates (university students) meeting program/course learning
116		outcomes (such as TPEs[5], TPAs[6], or other program-based assessments)
117	viii.	Evidence of scholarly/creative activity and/or service (if appropriate)
118	ix.	Current vita
119	x.	Optional Peer Input (See p. 2 for description)
120		
121	3.	Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical
122		practice).
123		
124	a.	Evaluation of part-time temporary faculty shall include:
125	i.	Candidate evaluations of teaching performance
126	ii.	Candidates evaluations of supervision performance for those who supervise clinical
127		practice
128	iii.	Field Experience Coordinator Input for those who supervise clinical practice
129	iv.	Evaluation by the Associate Dean or appropriate administrator
130	v.	Current vita
131		
132	b.	Part-time temporary faculty members shall submit the following documentation to the Associate Dean
133		or appropriate administrator's office no later than the Monday of the 15th week of the semester. When
134		analysis of student evaluations of teaching is completed for the semester, they must be placed in the
135		file by the Associate Dean or appropriate administrator:
136	i.	Cover Sheet including teaching activities with courses taught each semester since the
137		previous evaluation and information on supervision of clinical practice, if applicable
138		(Form A).
139	ii.	A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in
140		carrying out instructional and supervision duties (if applicable).
141	iii.	Content Area or Program Coordinator/Program Faculty Evaluation of Instructional
142		Materials (Form B) and, if applicable, Clinical Practice Coordinator and/or Program
143		Coordinator Input (Form D)
144	iv.	Classroom Observation (Form C).
145	v.	Student Evaluations of Teaching and, if applicable, student evaluations of clinical
146		supervision.
147	vi.	Course materials including syllabi for each course, sample lesson plans, assessments of
148		student learning outcomes, assignments, and examples of student work for use in
149		completion of Form B.
150	vii.	Evidence of candidates meeting program/course learning outcomes (such as TPEs,
151		TPAs, or other program-based assessments).
152	viii.	Current vita
153	ix.	Optional Peer Input (See p. 2 for description)
154		
155	4.	Supervisors of Clinical Practice
156		
157	a.	Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their
158		documentation to the Associate Dean's office no later than the Monday of the 15th week of the
159		semester. When analysis of student evaluations of supervision is completed for the semester, they must
160		be placed in the file by the Associate Dean or appropriate administrator.
161		
162	b.	The supervisor documentation shall include the following:

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[5] TPE – Teaching Performance Expectations – The TPEs are the California standards used to assessment basic credential
teacher candidates.
[6] TPA – Teaching Performance Assessment – The TPA is a state approved performance assessment for teacher candidates.

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      i. Cover Sheet including a list of teacher candidates with descriptions of the candidates (university students) (e.g., beginning, advanced, shared supervision) since the previous evaluation (relevant portion of Form A)

      ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out supervision duties.

      iii. Clinical Practice Coordinator and/or Program Coordinator Input (Form D)

      iv. Candidate evaluations of supervisor

      v. Examples of completed observation and evaluation forms for teacher candidate performance

      vi. Other supporting material related to supervision (e.g., communication with candidates (university students) and site personnel, evidence of supporting candidates in meeting performance assessments, agendas and handouts for candidate support meetings.

      vii. Optional Field Personnel Input (See p. 3 for description)

  c. Temporary faculty (part-time and full-time) supervisors of clinical practice who are asked to leave a clinical site by the site administrator, shall have the site administrator's request for removal and any response submitted by the faculty member placed in the PAF by the Associate Dean or appropriate administrator[7], in accordance with the procedures in the CBA.

C. Timeline

#	ACTIVITY	ASSUMPTIONS	DEADLINE	TIME OF SEMESTER
1	Hiring of Temporary Faculty	Latest date of hire is 1st day of class	1st day of classes	1st day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2nd week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15th week	2-15th week
4	Notice of Evaluation by Associate Dean	Only for the semester when the faculty is due for evaluation – or in which an evaluation has been requested	No later than the 10th week of the semester.	6-12th week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15th week of the semester	15th week of the semester
6	Receive university student evaluations	Student evaluations of the last semester taught/supervised	Upon receipt of evaluations – must be placed in the file by the Associate Dean or appropriate administrator	
7	Evaluation Report to Temporary Faculty	Required	Within 45 days from the day WPAF was submitted	
8	**Temporary Faculty Request for a meeting**	**Optional**	**Within 10 days after the date of the evaluation report**	

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[7] Please note that the appointment of a supervisor assigned to a specific site is conditional upon the site administrator's approval. Should an administrator request a supervisor to leave a clinical site, the supervisor will not have an opportunity for another appointment until the following semester. Removal from a clinical site serves as a strong basis for non-reappointment as a university supervisor. Additionally, the CFA contract states that part-time temporary appointments are contingent upon funding, enrollment, and other considerations as allowed.

185 D. Responsibilities for evaluation of temporary faculty
186

	Tenure–line Faculty and Lecturers, Program Coordinators	Clinical Practice Coordinator	Field Experience Personnel	Peer Review Committee	Associate Dean or Appropriate administrator
Notification of Policy					X
Oversee Policy					X
Peer Input (Optional)	X				
Content Area/ Program Coordinator Input – Form B	X				
Classroom Observation – Form C	X				
Clinical Practice Coordinator and/or Program Coordinator Input – Form D	X	X			
Field Experience personnel Input (optional)			X		
Peer Review (F/T only)				X	
Associate Dean Evaluation Form for Temporary Instructional Faculty – Form E1					X
Associate Dean Evaluation Form for Temporary Supervisor Faculty – Form E2					X
Decision to Rehire					X
Maintenance of Files					X

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191 **E.   Forms to be used for evaluation of temporary faculty**
192
193 Form A   Cover Sheet: Summary Information

194 Form B   Content Area Faculty/Program Coordinator Input

195 Form C   Classroom Observation for Instructors

196 Form D   Clinical Practice Coordinator and/or Program Coordinator Input

197 Form E1   Associate Dean Evaluation Form for Temporary Instructional Faculty

198 Form E2   Associate Dean Evaluation Form for Temporary Supervisor Faculty

199 **FORM A**
200
201 **COVER SHEET**
202 **(To be completed by temporary faculty member)**
203
204 Temporary Faculty Member: _____
205
206 Date of Evaluation: _____
207
208 Status (check one):
209 _____ Part-time instructional   _____ Full-time supervision
210 _____ Part-time supervision   _____ Full-time instructional
211 _____ Part-time instructional and supervision   _____ Full-time instructional and supervision
212
213
214 Date of prior temporary faculty evaluation: _____
215
216 **Instructional faculty**: List of courses taught since last evaluation:

Semester	Course number/title	No. of students

217 Insert additional rows as needed
218
219 **Supervision faculty**: List of candidates (university students) supervised since last evaluation:

Semester	Candidate Name	Placement Site (school & district)	Program Level (Beg/Adv)

220
221 Attach additional rows and sheets as needed.
222

FORM B
(For instructional faculty)

CONTENT AREA FACULTY OR PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Content Area Faculty or Program Coordinator _____

Date _____

Documentation is attached describing the temporary faculty member's performance in the following areas (Please check all that apply):

_____ Syllabi for each course taught

_____ Sample lesson plans

_____ Assignments

_____ Assessments

_____ Classroom Visits (attach form C – Classroom Observation)

_____ Other

Overall Assessment (areas of strength, suggestions for improvement):

_____
Signature of Evaluator

256
257 **FORM C**
258 **(For instructional faculty)**
259
260 **OBSERVATION OF CLASSROOM INSTRUCTION**
261
262
263
264 Temporary Faculty Member _____
265
266 Content Area or Program Faculty Member _____
267
268 Course Observed (prefix, number and title) _____
269
270 Date of Observation_____
271
272 Observation notes on subject matter coverage, organization, pedagogy, and instructional delivery:
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287 Overall assessment:
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293
294
295 _____   Date _____
296 *Signature of Evaluator*
297
298

FORM D
(For clinical supervisors)

CLINICAL PRACTICE COORDINATOR and/or PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Clinical Practice Coordinator/Program Coordinator _____

Date _____

Documentation is attached describing the temporary faculty member's performance in the following areas:

_____ Completed observation forms of candidate performance.

_____ Completed evaluation forms of candidate performance.

_____ Communication with candidates (university students).

_____ Communications with site personnel.

_____ Candidate evaluations of supervisor.

_____ Other.

Overall Assessment (areas of strength, suggestions for improvement):

_____   Date _____
Signature of Evaluator

341 **FORM E1**
342
343 **EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY**
344 **(Including those who may also be engaged in supervision of clinical practice)**
345
346 **By Associate Dean or Appropriate Administrator**
347
348
349 Temporary Faculty Member _____
350
351 Documentation is attached describing the temporary faculty member's performance in the following areas:
352
353 _____ Syllabi
354
355 _____ Lesson Plans
356
357 _____ Assignments
358
359 _____ Examinations/Assessment Instruments
360
361 _____ Classroom Visits (attach form C1 – Classroom Observation)
362
363 _____ Student Evaluations
364
365 _____ Other Elements
366
367 Overall Assessment (areas of strength, suggestions for improvement):
368
369
370 Overall Recommendation:
371 _____   Date _____
372 *Signature of Associate Dean*
373 _____
374 I have been provided a copy and have read the evaluation.
375
376 Signature of Temporary Faculty Member _____ Date _____
377
378 *Faculty members have ten working days from the date noted on the Associate Dean's evaluation to respond if they*
379 *wish to do so.*
380
381

FORM E2

EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY -
SUPERVISORS OF CLINICAL PRACTICE
(Not engaged in instruction of program courses)

By Associate Dean or Appropriate Administrator

Temporary Faculty Member _____

Evaluative documentation is attached describing the temporary faculty member's performance in the following areas:

_____ Completed observation forms of candidate performance.

_____ Completed evaluation forms of candidate performance.

_____ Communication with candidates (university students).

_____ Communications with site personnel.

_____ Agendas and handouts for candidate support meetings.

_____ Candidate evaluations of supervisor.

_____ Other elements: _____

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

_____ Date _____
Signature of Associate Dean or appropriate administrator

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

Temporary Faculty Member Signature _____ Date _____
Faculty members have ten days from the date noted on the Associate Dean's evaluation letter to respond if they wish to do so.

Certificate Program for Video Production in K-12 Education

<u>Budget & Long Range Planning Committee</u>: The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a proposed Certificate Program for Video Production in K-12 Education. BLP has reviewed the immediate and long range prospects for this proposed certificate and has considered the resource implications of the initiation of the certificate. We appreciate the cooperation of the proposer, Dr. Katherine Hayden, and thank her for her willingness to meet with BLP to provide timely responses to our questions which enabled us to complete our work. BLP submits the following analysis of the impact of this certificate program to the Academic Senate to guide Senators in their consideration of the proposal.

Program Demand: The certificate program would provide K-12 teachers access to online courses to certify them in Video Production. The International Society for Technology in Education has added a new standard category titled "Innovation and Creativity," which would be addressed by the proposed certificate program. In addition, the General Option Masters in CoE does not currently have a certificate program in Technology. There are ongoing requests for online courses from teachers in the CoE Masters, and present online offerings have high enrollments due to the flexibility, convenience and cost savings of not having to drive to campus. This proposed program would address this need for online courses in the CoE MA program. The course content goes beyond professional development and incorporates a more scholarly element consistent with a certificate.

The certificate could also be used as a marketing tool for the Master's program. CoE has WASC approval to move the full Masters program online, and CoE may move in that direction. This would allow all 12 units of the certificate to transfer from Extended Learning to the Master's.

Resource Implications: The program was developed in collaboration with the San Diego Office of Education based on a federally funded grant in Arts and Education. That collaborative effort is currently being implemented in San Diego and Orange County. Teachers are currently receiving units as part of this project through CSUSM Extended Learning.

The program will be delivered through Extended Learning, compensated by self-support, or matriculated for the MA students. The certificate requirements are 12 units of fully online courses, including one existing course and three proposed Topics Masters Level Courses offered under the General Option MA program in CoE. The courses are online and will not require classroom space. The intent is to provide access for anyone throughout the state of California. Teachers would use facilities and resources at the schools in which they are presently teaching, thus studios and other on-campus facilities would not be used. Faculty may use some multi-media resources on campus as necessary for course development. Some IITS support may be needed since the courses would be offered through WebCT (or Moodle).

<u>University Curriculum Committee</u>: The UCC has finished its review of the Video Production in K-12 Education Certificate. The program is proposed as an online certificate program which addresses a new standard added in 2006 to the National Standards for Technology for Students (NETS-S): Innovation and Creativity. It also addresses the need for online classes for students in the College of Education MA programs who are currently teaching in K-12 classrooms. The certificate program is developed in collaboration with the San Diego County Office of Education and will offer additional courses to one currently available to students through CSUSM Extended Learning. The courses will also be added to the menu of courses available to students in the CSUSM College of Education General Option MA program and will be offered both through Extended Learning and the General Option MA program.

The program is based on three newly proposed Education courses. EDST 638, Using Visual Literacy to Improve K-12 Student Learning, will allow teachers to explore elements of video production in the classroom from the targeting of students' needs to the assessment of outcomes of the production project. EDST 639, Digital Storytelling to Inspire Creativity in the K-12 Classroom, prepares educators to apply principles of digital storytelling and project-based learning in their classrooms. In EDST 640, Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 teachers will learn how to use web tools to inspire creativity in their classrooms. These courses will build on an already existing course, EDST 637, Instructional Technology Planning and Management, in which educators learn to plan, manage and access a technology infused classroom environment through the development and piloting of a technology-rich instructional unit. While these courses are the requirements of the certificate program, students can supplement them with courses from Mass Media and Visual and Performing Arts.

UCC supports the program proposal, finding it to be academically sound and providing students with an opportunity to use the techniques learned through the certificate program as an enhancement in K-12 classrooms.

Catalog Copy

For the complete curriculum associated with this proposal, visit the Curriculum Review website: http://www2.csusm.edu/academic_programs/Curriculum_review_09_10/index.htm#UCC_Packet_6 This proposal is in Packet #6.

Proposed Catalog Language for the
Certificate of Advanced Study
in Video Production in Education

This certificate program provides K-12 teachers with experiences, knowledge of resources, and models for effective implementation of video production with students in their classrooms. The four courses in the certificate are all on-line and provide a variety of experiences in using Web-based tools, project development based on student needs, and implementation of both content and Visual and Performing Arts standards in their curriculum. The experiences prepare teachers to be teacher-leaders in the area of technology in K-12 educational settings. Teachers are encouraged to supplement the certificate courses with additional video production and media courses offered in the College of Arts and Sciences.

Course Requirements

	Units
EDST 637 Instructional Technology Planning and Management	3
EDST 638 Using Visual Literacy to Improve K-12 Student Learning	3
EDST 639 Digital Storytelling to Inspire Creativity in the K-12 Classroom	3
EDST 640 Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom	3
Program Total	12

New courses being approved together with the certificate

EDST 638: Using Visual Literacy to Improve K-12 Student Learning	3
EDST 639: Digital Storytelling to Inspire Creativity in the K-12 Classroom	3
EDST 640: Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 Classroom	3

APC: Excess-Units Seniors

Background and Rationale (APC 10/19/09)
- o The Chancellor's Office has asked each campus to have a policy on excess-units seniors (aka. Super Seniors) to better manage our enrollment.
- o There are currently 337 Active students (excluding Nursing) with over 135 total earned units
  - • 98 have NOT applied for graduation (37 in COBA and 61 in COAS)
  - • 239 (71 %) have already applied for graduation
- o ~~135 was chosen as the cut off line because of the unit requirements in certain disciplines (e.g. COBA).~~ The cut-off line was chosen to be 11 units above the stated requirement for the bachelor's degree in the student's major. Currently this means 146 units for the Liberal Studies Integrated Credential Program, 144 units for Nursing, 135 units for Business Administration, and 131 units for all other majors.
- o It will be very time consuming to come up with the list of students for each category to treat them differently. This is going to be manual work. Information is not online. ***Therefore, we have decided to treat all students in the same manner until they come in for an advising session.***
- o It may take many weeks to give an advising session to all students. If a hold is placed, these students will have trouble registering on time. *Therefore, we have avoided placing a hold.*
- o **There is no way in People Soft to force students to register for specific courses.**
- o There may only be a very small number of students in the last table (i.e. have not applied for graduation and have no excuses) (much less than 100).
- o Especially in times of reduced FTES targets for the University, this policy increases access for students by redirecting enrollment from students who already have earned over 131 units to students who are trying to make progress toward graduation, and it can also increase the number of prospective students that the University can admit.

Definition: This policy defines the term "excess-units seniors", outlines the
                         procedure for facilitating graduation of such students, and gives a
                          policy to prevent "excess-units seniors."

Scope: All CSUSM undergraduate students seeking a first baccalaureate degree

Authority: The President of the University

Policy

I.   EXCESS-UNITS SENIORS

The term "excess-units senior" will be used in this document to describe students seeking a first baccalaureate degree who have earned ~~more than 10~~11 or more units above what is required for their major and who have not yet graduated. ~~more than 134 total earned units and not declared in a Nursing plan or the Liberal Studies Integrated Credential Program.~~ There are two different groups of excess-units seniors: the first group has already applied for graduation, and the second group has not applied for graduation. For both groups, intrusive advising shall be used to facilitate their graduation.

II.   EXCESS-UNITS SENIORS WHO HAVE APPLIED FOR GRADUATION

If the student is already in the Graduation Review Process, advisors will determine if the student will be able to graduate on time.

If the student has all the courses needed to graduate, the Registrar shall automatically graduate the student immediately.

52 If it is determined that it will not be possible for the student to graduate as planned, the
53 following procedure shall be followed:
54
55   • If 2 or fewer classes are needed beyond the planned graduation date, the advisor shall
56   review the student's records for possible course substitution approvals from appropriate
57   departments or programs to graduate the student on time.
58
59   • If more than 2 classes are needed beyond the planned graduation date,
60
61   1. The student shall be given the earliest priority registration date to facilitate enrollment
62   in outstanding course requirements.
63   2. Student's expected graduation term shall be updated to keep the student in the
64   graduation review process.
65   3. A special notation without a registration hold shall be placed on the student record,
66   and an email shall be sent urging the student to come in for an advising session.
67   4. The list of outstanding course requirements determined through the graduation review
68   process shall be given to the student and a copy shall be kept in the student's file.
69   5. The student shall be told to register for the needed courses to complete the degree as
70   quickly as possible.
71
72 III.   EXCESS-UNITS SENIORS WHO HAVE NOT APPLIED FOR GRADUATION
73
74 There are two different categories of students within this group of students who have not applied
75 for graduation. The students in Category A have legitimate documented reasons for not being
76 able to apply for graduation yet.
77
78 Throughout this section, let N = the number of units required for a student's declared major. (In
79 the case of multiple majors, N is the maximum of the number of units required for each declared
80 major.)
81

Category A.	**Remedy**
>= ~~135~~ $N + 11$ units but with multiple majors	advising
>= ~~135~~ $N + 11$ units but with a minor	advising
>= ~~135~~ $N + 11$ units but changed majors	advising
>= ~~135~~ $N + 11$ units but transfer units > 70	advising

88 For Category A students, the following procedure shall be followed:
89
90   1. A special notation (without a registration hold) shall be placed on the student record, and
91   an email shall be sent urging the student to come in for an advising session.
92   2. An advisor shall check the degree progress to make sure the student is on the right track
93   for graduation.
94   3. A graduation report document shall be created outlining necessary courses. This
95   document shall be given to the student and a copy shall be kept in the student's file.
96
97 The students in the following category do not have legitimate documented reasons for not
98 applying for graduation.

Category B.	Remedy
>= ~~135~~ *N* + 11 units and no documented reasons. Still need courses to graduate ~~advising~~	
	advising
>= ~~135~~ *N* + 11 units and no documented reasons. No courses needed to graduate	
	advising + graduation

For Category B students, the following procedure shall be followed:

1. A special notation shall be placed on the student record, and an email shall be sent urging the student to come in for an advising session.
2. Advisors will determine if there is a special reason for not applying for graduation.
3. Advisors shall review the student's Degree Progress Report to determine exactly which classes are needed for graduation. This report shall be provided to the student and a copy shall be kept in the student's file.
4. The student shall be told to register for the needed courses to complete the degree and any possible goals as quickly as possible.
5. If the student has no special reason and the student has enough units to apply for graduation, the application shall be submitted automatically for the student.
6. If the student has no special reason and the student already has all the courses needed in his/her major to graduate, the Registrar shall automatically graduate the student immediately.

IV.   PREVENTION OF EXCESS-UNITS SENIORS

- ~~Students on academic probation desiring to declare a new major or minor may do so only upon an approval by a faculty advisor~~[DJB1].

- Students with more than 120 attempted units may ~~not~~ only change their majors ~~unless~~ if the change of major allows for ~~a faster~~ graduation at a date no later than the earliest date possible with current major. Similarly, students with more than 120 attempted units may only declare additional major(s) or minor(s) if the additional major(s) or minor(s) allow for graduation at a date no later than the earliest date possible with first major.[DJB2] In these cases, approval from a staff advisor in Advising Services will be needed. Exceptions can be granted by an appropriate faculty advisor such as the department chair or designee[EC3].

ELECTION RULES AND ~~GUIDELINES~~PROCEDURES

~~Rules f~~For Elections of: **Academic Senate**
     Senate Officers
     Academic Senate Standing Committee Members
     Senate Parliamentarian
     Statewide Academic ~~Senate~~Senators

I.   <u>PREPARATION OF ELECTION BALLOTS</u>

     A.   The Nominations, Elections, Appointments, and Constitution Committee (NEAC) shall provide ~~a Preference Form~~an Election Announcement to all ~~full time (tenure line and temporary)~~ eligible faculty (as defined in the Constitution and Bylaws).

         1.   The ~~Preference form~~Election Announcement shall include a listing of the continuing Senators and continuing Academic Senate Standing Committee members, as well as a listing of all vacant seats on the Academic Senate, ~~and~~ Academic Senate Standing Committees, and some university committees.

         2.   The ~~Preference Form~~Election Announcement shall solicit self-nomination by interested faculty for ~~all~~ vacant seats on the Academic Senate and Academic Senate Standing Committees.

         3.   Faculty eligibility for specific committee seats shall be described in the Election Announcement.

         4.   Faculty are not expected to provide university-level service to the Academic Senate during their first year as a tenure-line faculty member.

     B.   NEAC shall use the responses to prepare a sample ballot. ~~that includes at least two candidates for each vacant seat assuming there are enough eligible and willing faculty to achieve this.~~

         1.   ~~A~~The sample ballot shall be provided to eligible faculty at least two weeks before the date of election with a deadline clearly stated for all nomination petitions and requests for deletions (to be submitted in writing).

         2.   If, after NEAC has circulated the sample ballot, faculty wish to nominate themselves for vacant positions, such nominations must be submitted to NEAC.

         3.   For persons wishing to change their candidacy from either at-large or College/School/Library/SSP-AR (hereinafter referred to as "academic unit") representative, the request for such a change must ~~also~~ be submitted to NEAC.

         4.   If the request for a name deletion or a move between ~~College/School/~~ Library unit and at-large representative creates a vacancy on the ballot for that position, the eligible faculty represented by that position shall be notified ~~through e-mail~~ of the vacancy.

II.   <u>GENERAL PROCEDURES FOR ELECTIONS</u>

     A.   The elections for the Academic Senate, Senate Officers, Academic Senate Standing Committees, and Statewide Academic Senate shall be by submission of ballots to ~~NEAC~~the Academic Senate Office. Elections will be held annually in the Spring, except in the case of Statewide Academic Senator elections which need not be held unless a term is expiring. The election process will be timed to ensure that Senators are seated prior to the penultimate Senate meeting of the Spring semester.

         1.   The date of election shall be the date ~~ballots are due~~the poll closes.

         2.   Polls shall be open for one week unless otherwise stated.

     B.   Eligible faculty~~, in compliance with Article 3 of the Constitution and Bylaws of the University Faculty and the Academic Senate,~~ shall be permitted to vote for one candidate for each vacant position. Write-in votes and abstentions shall be allowed.

     C.   Election ~~will~~shall be by plurality of votes cast.

         1.   NEAC shall certify the election results.

         2.   In the event that there is a tie among more candidates than there are seats available, NEAC shall select a winner by lot.

     D.   Election results for Academic Senate elections shall be reported. Vote totals shall be available at the Academic Senate Office.

E. Any eligible voter has ten (10) instructional days after NEAC certifies the results of an election to challenge the result.

1. Challenges must be submitted in writing to the chair of NEAC and must specify the nature of the challenge.

2. If no challenge is received within the allotted time, all ballots and related materials shall be destroyed.

3. If a challenge is received, ballots and related materials shall be retained until the issue is resolved.

F. Any Faculty Senator, Statewide Academic Senator or Faculty Senate Standing, Special, or Ad Hoc committee member may be subjected to recall by a petition to the Executive Committee of the Senate.

1. The recall may be initiated by any eligible faculty member.

2. The initiator of the recall must write a petition explaining the reason(s) for the proposed recall, obtain signatures of at least 20% of the eligible faculty from the unit that elected the person, and then present the petition to the Executive Committee.

3. Upon receipt of such a petition and verification of the signatures on it, the Executive Committee shall direct NEAC to conduct a recall election.

4. Recalls become effective when they have received a favorable vote of at least two-thirds of the eligible faculty who voted, provided greater than one-half of the eligible faculty voted in the recall.

5. The vacancy thus created shall be filled under the election procedure set forth in these rules within thirty calendar days of the removal.

III. ~~GUIDELINES~~ PROCEDURES FOR ACADEMIC SENATE ELECTIONS

A. Election and balloting for Senate seats shall be by academic unit.

1. The Senate shall be representative of the full-time faculty ~~in compliance with Article 5.1.1 of the Constitution and Bylaws of the University Faculty and the Academic Senate.~~

2. The number of Senators from each ~~College/School/Library/SSP AR~~academic unit shall be determined by NEAC each spring, prior to spring elections, in compliance with Article 5.1.1 of the Constitution and Bylaws of the University Faculty and the Academic Senate.

3. ~~In~~ Based on the response to the ~~Preference Forms submitted~~Election Announcement, NEAC shall conduct an election in accordance with these Rules.

4. Eligible faculty shall be permitted to vote for as many candidates as there are vacant seats allocated to the ~~College/School/Library or SSPs AR~~academic unit (e.g., if ~~a~~ an ~~College/School/Library/SSP AR~~academic unit may elect six representatives, the ballot will read "Vote for up to six persons").

5. ~~The final Senate meeting shall be a joint meeting of the extant Senators and the newly elected Senators. The terms of the extant Academic Senate and Executive Committee shall end on the last day of the Spring semester.~~ Any business that must be addressed before the academic year ends will be conducted by the extant Academic Senate and Executive Committee.

B. NEAC shall be responsible for filling vacancies on the Academic Senate.

1. Subsequent to the spring election, NEAC will interpret those seats that remain unfilled as "Vacant." Vacant seats shall be filled by implementing the previous rule.

2. ~~When vacancies arise on the Senate due to a faculty member being on leave or due to a faculty member's resignation Upon learning of any senator's~~ When a senator notifies NEAC of his or her inability to serve, NEAC shall issue a call for a volunteer replacement to serve ~~for the remainder of the term~~during the vacancy.

IV. ~~GUIDELINES~~ PROCEDURES FOR ELECTION OF SENATE OFFICERS

A. Nominees for officers of the Senate must be either current voting members of the Senate or eligible faculty who have served on the Senate in any capacity for two of the past three years. Nominees for Chair Elect must be tenured at the time of nomination.

B. Each spring, NEAC will distribute a Call for Senate Officers to full time (tenure line and temporary) faculty ~~by the end of the second week of March~~.

138   1.   The Call will request that nominations for secretary and chair-elect of the Senate be sent to the Senate Office by the end of the third week of March.

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141   2.   The Call will request that faculty obtain permission of nominees prior to submitting their names. Nominees for officers of the Senate shall be voting members of the Senate.

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144   C.   A sample ballot will be provided, and faculty will have one week to review and respond (end of the fourth week of March). Faculty may make additional nominations or may request that their name be removed from the ballot.

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147   D.   The Official Ballot for the Election of Senate Officers will be provided to the current Senate members the first week of April, and will be due in the Senate office the beginning of the third week of April. Senators will have one week to vote.

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150   E.   Senate Officers will be announced at the second to last penultimate Senate meeting of the Spring semester.

151

152   F.   In the event that the chair becomes unable to serve, the vice chair/chair elect shall assume the position of chair.

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154   G.   In the event that the vice-chair becomes unable to serve, NEAC shall conduct an election for vice chair/chair elect.

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156   H.   In the event that the chair-elect cannot assume the position of chair, NEAC shall conduct an election for chair (and, if necessary, vice chair/ chair elect) will be held.

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159 V.   GUIDELINES PROCEDURES FOR ELECTION OF STANDING COMMITTEES

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161   A.   Standing Committee membership is of two types: College/School/Library academic unit representatives and at-large representatives.

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164   B.   The members of the various committees serve staggered two-year terms.

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166   C.   Election and balloting for College/School/Library specific academic unit representation representatives shall be elected by College/School/Library eligible faculty within that unit (, or, in the case of CoAS seats on the General Education Committee (GEC) and the Promotion and Tenure Committee (PTC), by area college division;). and for At-large representation representatives shall be elected, by the all eligible faculty.

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171 3.   The Preference Form shall ask faculty to indicate which committees they would choose to serve on and whether they would choose to represent their College/School/Library or the faculty at-large. Additionally, faculty will be asked to indicate whether they would be willing to serve on more than one committee and to rank their preferences (i.e., #1, #2 with #1 being the most preferred).

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175   D.   Elections for Promotion and Tenure Committee (PTC)

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177   1.   Only tenured full professors may serve on the PTC.

178

179   2.   Elections for PTC member positions seats must be contested (at least two candidates per seat).

180

181   3.   If there are fewer than two candidates per seat in the Spring Election, NEAC will put out a call for nominees within the first two weeks of the subsequent semester (fall semester). NEAC will conduct an election for the uncontested seats once a minimum of two candidates per open Promotion and Tenure Committee seat is secured. This special election does not require a sample ballot.

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186   E.   A person may be elected to serve on no more than two committees.

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188   F.   No person shall be elected chair of more than one standing committee.

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190   G.   After election results have been announced, each current committee chair shall convene a meeting of current committee members and new committee members to (a) review the year-end committee report and (b) elect a committee chair from among the tenured members of the committee for the next academic year.

191

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193

194   1.   Each current committee chair shall notify the Academic Senate Office of their committee's newly elected chair.

195

196   2.   The newly elected chairs (with the exception of the Promotion and Tenure Committee [PTC]) and the newly elected Academic Senate Officers will constitute part of the Executive Committee for the following academic year.

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199   H.   The terms of those standing committee members rotating off the committees whose terms are expiring shall end on the last day of the Spring semester; however, they may be called upon to respond to urgent matters during the summer following their term's expiration.

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203   1.   Any business that must be addressed before the academic year ends will be conducted by the extant standing committees.

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206   2.   Newly elected members' terms begin with the start of the fall semester; however, they may be called upon to
207   respond to urgent matters during the summer prior to their term's commencement.

I.   Vacancies

    1.   When vacancies arise on Standing Committees due to a faculty member being on leave or due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve for the duration of that faculty member's absence.

       a.   NEAC will review the volunteers and make recommendations for Senate confirmation. ~~Promotion and Tenure Committee~~

       b.   PTC vacancies may not be filled through NEAC's recommendation process. These seats may only be filled by an election, in accordance with item ~~4 of the Guidelines for Election of Standing Committees.~~V.C. above.

    2.   Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception of ~~Promotion and Tenure Committee~~PTC vacancies. These may only be filled by an election, in accordance with item ~~4 of the Guidelines for Election of Standing Committees.~~V.C. above.

VI.   PROCEDURES FOR SELECTION OF SENATE PARLIAMENTARIAN

    A.   NEAC shall distribute a call for Parliamentarian no later than one week after the announcement of the spring election results.

    B.   NEAC will forward the list of nominees to the Executive Committee (EC) which will select the Parliamentarian by the last EC meeting of the academic year.

    C.   Should no nominees come forward by the end of the academic year, the incoming Senate Chair shall appoint a member from the Senate to act as interim Parliamentarian until NEAC is able to solicit nominees and the EC takes action.

       1.   The interim Parliamentarian shall be a non-voting member while acting as Parliamentarian.

VII.   ~~GUIDELINES~~ PROCEDURES FOR ELECTION OF STATEWIDE ACADEMIC SENATE REPRESENTATIVES

    A.   CSUSM has two statewide academic senators (this number is determined by the statewide ~~A~~academic ~~s~~Senate) who serve staggered three-year terms.

    B.   When ~~appropriate~~necessary, NEAC shall put out a call for candidates to fill the position of the senator whose term is expiring.

    C.   The statewide academic senator shall be elected ~~by March 1~~during NEAC's annual spring Senate election process ~~of each election year~~.
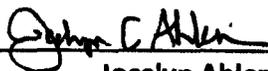
       1.   Election and balloting for statewide academic senators shall be by all eligible faculty.

       2.   NEAC shall nominate all eligible faculty who indicate a desire to run. Senators whose terms have expired are eligible to run again.
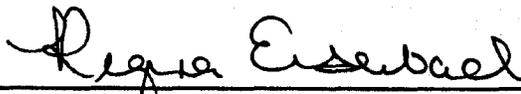
Report from the Academic Affairs Ad-Hoc Faculty-Administration Workload Committee

Submitted February 16, 2010

Members

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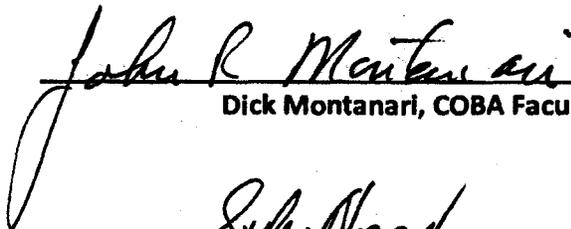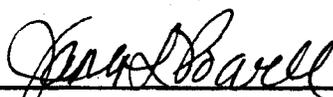
Jocelyn Ahlers, COAS Faculty

(signature)

Regina Eisenbach, COBA Associate Dean

(signature)

Dick Montanari, COBA Faculty

(signature)

Graham Oberem, COAS Associate Dean

(signature)

Janet Powell, Interim AVP for Academic Resources

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Jackie Trischman, COAS Faculty

Introduction

The Ad-Hoc Committee on Faculty Workload received its charge from the Provost and Vice President for Academic Affairs and the Chair of the Academic Senate on November 4, 2009. The committee was charged with documenting the history of workload at CSUSM and exploring various aspects of how we determine and document faculty workload (see the complete charge in Appendix A). The final report is to be made on February 16, 2010 to a joint meeting of the Academic Affairs Leadership Committee (AALC) and the Executive Committee of the Academic Senate (ECAS).

History of CSUSM Workload Practices

The founding faculty believed strongly in a writing requirement that would improve the thinking and writing skills of CSUSM students. When this idea was shared with colleagues around the CSU system, other faculty advised the founders that such a requirement entailed an unusual amount of work and that they should be sure that this was recognized in the accounting of faculty workload. It is uncertain if President Stacy acted formally on this recommendation. However, the Faculty Assignment by Department (FAD) reports of faculty time indicated clearly that a typical faculty member got one D-WTU for "Nonstandard instruction" for each course taught. These WTUs were reported as D (for Direct) and not I (for Indirect). This implies that these additional units were not for duties such as committee work or other such service, which would have been reported as Indirect WTUs.

During the first few years of the university's existence, faculty were explicitly told the reason that CSUSM had a 9 unit teaching load was because of the writing requirement. In the fall of 1996, it was discovered that the university could be at considerable risk of liability because lecturers were not receiving writing requirement units to teach the same courses with the same amount of writing assignments.

Around this time some WTUs were shifted to being reported as "indirect" in one college but not in the other two. This practice continued through 1998, but in 1999, the reporting practices of the administration changed. Routine assignments of Indirect WTUs in all colleges stopped. As a result, it appeared that faculty WTUs dropped from a total of almost 13 units (Direct + Indirect) to just under 10, when the actual work of the faculty had not changed.

In 2003-04, Provost Bob Sheath, Mary Elizabeth Stivers, AVP Academic Resources, CFA Representative George Diehr, and Senate Chair Dick Montanari worked together to try to resolve some of the issues surrounding workload. While a tentative agreement was reached, it was not adopted after parts of the report were disputed at different administrative levels. Instead, General Fund Assigned Time Guidelines for Instructional Faculty at Cal State San Marcos were adopted in June of 2005 and implemented for the 2005-6 academic year. They are still in place with little modification. What is in dispute in the reporting from these guidelines is the advisory portions of the teaching workload.

The WASC Capacity and Preparatory Reports (2007) states:

> Concern remains, for example, about the workload of staff and faculty, and the university has yet to develop a common understanding, vocabulary, and commitment to demonstrating educational effectives. (p. 2)

The report also comments on the effectiveness of the "well-rounded and engaged faculty":

> From the beginning, CSUSM has placed considerable emphasis on the important role faculty research plays in successful teaching, and tenure-track faculty members consistently have indicated their interest in maintaining a relatively high level of research activity for a master's, comprehensive-level institution. Tenure-track faculty typically devote more of their time to research and creative activities than do their peers at comparable institutions, while also committing extraordinary amounts of time to shared governance activities compared to their peers (Table 5; HERI Survey). While this degree of faculty involvement in governance reflects the university's value of "inclusiveness," this commitment, at a time when the institution has shifted from start-up mode, merits assessment to assure the most appropriate balance among teaching, research, and service. (p. 4)

The Report from the Academic Affairs Ad-Hoc Faculty-Administration Budget Committee submitted on October 1, 2009 states:

> At present there are no agreed upon ways of …. accurately describing the current faculty workload. The university is still grappling with how to report and evaluate workload at either the aggregate or the individual levels in order to arrive at a shared understating of faculty work. For many TT faculty who teach 9WTUs/semester, their teaching has already undergone a workload increase due to contact with upwards of 125 students per semester in classes that average around 40 students each. (p.16)

Each of these reports point to the fact that faculty workload documentation has long had a number of flaws, and that current reporting practices do not adequately reflect many aspects of faculty workload, including but not limited to active engagement in research and creative activity, and the increased workload associated with increased class sizes.

(Thanks to George Diehr, Trini Melcher, Dick Montanari, Brooks Reid, Victor Rocha, Isabel Schon, Robert Sheath, and Pat Worden for their assistance on the history of workload at CSUSM)

Workload Documentation Methods at CSUSM

The committee found that there are variations on how workload is reported between colleges, the School of Nursing, and the Library. Appendix B provides an overview of how WTUs are determined in the Colleges and the School of Nursing. Following are descriptions of the process used for determining workload in each unit.

COE   (See also Appendix C)

Faculty load in COE is comprised of teaching courses, teacher candidate supervision, and other assigned time work, such as serving as a program coordinator or grant work. In addition, COE faculty may count MA thesis chair work as workload at a ratio of 4 thesis chairs to 1 unit of workload. Serving as a doctoral dissertation chair may also be counted as 3 units of workload upon successful defense of the dissertation.

The COE utilizes the Faculty Load Report form (Appendix C) to track tenure-track faculty load. Each semester the form is sent to all tenure-track faculty from the Associate Dean's office. Faculty are given a deadline approximately 10 days later to return the form. The forms are then reviewed by the Associate Dean. Any questions are referred back to the faculty member.

Mission Action Plans are a feature of COE workload. MAP's are assigned time that faculty utilize to engage in academic work around the COE mission. Each spring, faculty submit MAP proposals to the Dean as well as a report documenting the work completed the previous year. MAP's account for 3 units of workload for each faculty member annually.

The Assigned Time reports are prepared based on these Faculty Load Reports.

The faculty load report serves dual purposes. The college is able to track faculty load as well as other compensated work that makes up faculty professional development funds. This feature allows COE to collaboratively manage faculty funds that may be used for professional development purposes.

COAS (See also Appendix D

Faculty instructional workload in CoAS is comprised of teaching "regular" courses, as well as supervising research projects and independent study courses. In addition, faculty are expected to engage in research and creative activity, and to provide service to their departments and on the College Governance committees. Supervision activities are counted as part of the instructional workload, whereas assigned time is provided for research/creative activity and service activities.

Note that many faculty in the college have an understanding that increased class sizes fund the assigned time that they use to conduct research and creative activity.

In the spring semester of each academic year, the Associate Dean sends a request to all tenure-track faculty in CoAS, asking them to provide a) a prospective plan for the next academic year and b) a retrospective report on the year just ending. The prospective plan includes information about the courses that will be taught the following year, and de facto presents a request for assigned time for research/creative activity and service activities. The retrospective

plan confirms that the faculty member carried out the activities proposed for the current year, and provides evidence of some of that work.

These reports are submitted electronically. If there are questions about the prospective plan, the Dean will contact the faculty member for clarification.

COBA (See also Appendix E)

Faculty load in CoBA is comprised of teaching courses along with possibly supervising Senior Experience teams. Most courses in the College are 2 or 4 units – the exception being lower division courses which are 3. Faculty are awarded WTUs commensurate with the course units – unless the course has a limit of 120; then the faculty get double the WTUs. Senior Experience team supervision is awarded at 1 WTU per team.

Regarding workload reporting, at the end of Spring Semester, the Dean e-mails all tenure track faculty asking them to complete a Faculty Activity Report describing activities in teaching, research, and service for the current Academic Year. The Dean also asks for completion of an Assigned Time Application proposing activities for the upcoming Academic Year that would qualify for 3 WTUs of assigned time per semester.

The reports are submitted electronically to the dean's office. If there are any questions or concerns, either the Associate Dean or Dean will contact the faculty member (depending on the issue).

SON (see also Appendix F)

Faculty in nursing receive one unit for every one unit of lecture they teach and they receive WTUs for clinical courses. All clinical courses end in an uneven number while lecture courses are even numbered. They calculate WTUs by multiplying the student clinical units by 2. For example, NURS 471 is 3 student units and must meet three hours / week/ unit. This class has 9 clinical hours /week and the faculty receives 6 WTU / section.

When the schedule is being built, an official email/form asking for teaching assignment preferences is sent from the SON Director's office. In addition to the preference list, they use a list from PeopleSoft (that shows what classes, an instructor has taught by semester, and how many units they have taught), as well as the entitlement list to assign classes.

The "Faculty Workload Assignments" form in the appendix is how they track faculty workload in any given semester. It is updated regularly and is used for many purposes including budget/contracts/reimbursed time/grants, etc.

Library

As part of annual strategic planning process, librarians develop individual and program goals for three areas: professional performance, scholarship and service.

Individual goals documents outlining responsibilities and plans for professional performance, scholarship, and service are presented to program colleagues and coordinator and approved and signed by the Dean. Completed goals documents are shared with all librarians. If formal release time and funding is indicated, the librarian proposes how to apply the time and funding to complete his/her duties.

There are no library-wide standards for assignment of workload. Responsibilities are based on library programmatic goals and priorities based on strategic planning. Each librarian has specialized responsibilities for which they are individually responsible. Program coordinators (access services, collection development/acquisitions, instruction, metadata, systems) also have supervisory and program coordination responsibilities.

Instruction librarians share some common responsibilities for GE library instruction and general reference hours. Individual tasks are assigned for research consultations and collection development in areas of subject responsibilities. For planning purposes, certain common expectations are agreed to among instruction librarians which may vary year by year, for example, total number of sections are divided among instruction librarians which recently have averaged 5 GEL library modules spread over the 3 semester year (fall, spring, summer). Assignments are allocated based on personal preferences, subject expertise, and scheduling preferences. General reference (on call hours) of 6-8 hours per week is scheduled monthly taking availability and preferences into consideration. Scheduled times vary widely so that reference desk hours are staffed by a librarian 48 hours per week. Weekend hours as on-call hours are also scheduled.

Adjustments are made as needed. For example librarians in Social Sciences and Sciences may be more in demand to teach library research sessions in the beginning of the semester, while demand for business library instruction takes place later in the semester. Workload assignments for professional performance or general reference may be adjusted to accommodate for heavier or lighter weeks or for released campus service or funded research. Non-instruction librarians plan their workload around student and curricular needs.

Other CSU Workload Processes

Although requests for information were sent through various statewide listservs, we could find very little information regarding how other CSUs deal with workload. The few responses we did receive reflected variations across campuses and even within a campus. This may be why we received little information that can inform this committee's work.

Various Aspects of Faculty Workload
Faculty professional responsibilities (Workload) are described in several documents including but not limited to the following. These documents, and the discussion below, are intended to

provide a historical record of the perspective on WTUs as a measure of faculty workload agreed to in collective bargaining by the CSU and CFA. These documents also represent the current interpretation of the appropriate use of WTUs by the CSU as stated in executive orders and other supporting documents originating from the Office of the Chancellor CSU.

The Collective Bargaining Agreement.

The CBA dated May 15, 2007 – June 30, 2010 mentions WTUs in seven places. Typically, these references are broad statements about what constitutes faculty professional responsibilities in summer and extension teaching of credit courses and measuring part-time faculty workload. (Articles 6.13, 20.3, 21.19, 21.21, 21.23, 21.28, 40.13 and Appendix F) The CBA also describes those activities and conditions for which workload consideration *shall* be granted. For those reasons, the relevant sections of Article 20 have been cited here.

It is understood that the CBA supersedes the documents listed below. Some of the following documents, such as EP&R 76-36, include sections that are not consistent with the *current* CBA—that is, these documents have never been explicitly revised to reflect changes in the CBA. (EP&R 76-36 was first drafted in 1976.)

For example, revisions to the CBA, first made in 1995, "softened" the constraints and limitations of EP&R 76-36. The CBA side letter of October 16, 1995 expands on the changes made in 1995 regarding workload. (That side letter has also been reproduced in this document.) The side letter states that "[EP&R 76-36] is not intended to unreasonably constrain how each campus constructs its faculty workload in its attempt to meet its FTES enrollment obligation, while promoting the various professional responsibilities identified in Article 20."

Article 20 itself explicitly overrides some (apparent) constraints of EP&R 76-36. For example, EP&R 76-36 and "APDB Instruction Related Assigned Time Codes" (see code 22) use the phrase "instructionally related research" in describing responsibilities for which WTUs may be granted. Article 20 now explicitly recognizes the importance of research, scholarship and creative activity in general (20.1.c & d). "Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching." Thus, there is no longer a requirement that research activity relate to courses a faculty member teaches or involve research into instructional pedagogy.

As another example, EP&R 76-36 requires assignment of 6 WTUs for teaching a class of 120 or more students. This has been interpreted by some to preclude assignment of additional WTUs for enrollments below 120. But the side letter, the CBA, and widespread practice across the CSU make it clear that additional WTUs may be awarded for class sizes that exceed the norm but are less than 120.

University, College, and Unit Retention, Tenure, Promotion Standards and Historical Practices.
RTP documents set out evaluation criteria and process. They make it obvious, for example, that promotion and tenure include an expectation that faculty professional responsibilities include

scholarly research and/or creative activity and service contributions as well as proficiency in teaching.

<u>The Current CBA on the Use of WTUs as a Measure of Workload</u>

The sections on workload from the current Collective Bargaining Agreement can be found in Appendix G. It is important to note that the uses of WTUs for workload were substantially modified in 1995: see 20.2.d and 20.3.c and the side letter of October 16, 1995 (see Appendix H). These modifications remain in effect.

Another important point is that the language has remained the same since 1995 with the exception of the following paragraph:

d.   **The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time base for both appointment and benefits eligibility.** *(emphasis added)*

Current and Proposed Workload Metrics

The committee identified a number of areas of tenure-track faculty members' workloads which are either under-documented or which cannot be documented using the current system. These include:
- Increased workload which comes with incremental increases in class sizes.
- Workload associated with the University-wide writing requirement.
- Research and/or creative activity which is currently required by Colleges' RTP standards, but which is not assigned as part of each faculty member's baseline workload assignment.

We have developed the following rubric, meant to be used for faculty workload reporting internal to the University, as one possible response to these concerns; due to the practice in a number of units of asking faculty for both prospective and retrospective workload reporting, this rubric also inherently involves the assignment of faculty workload. The overarching goal is to provide a set of metrics which are fine-grained enough to allow faculty members to accurately represent all facets of their workload. Each College, School or Library would develop methods for converting these metrics to the Assigned Time Codes to be reported to the Chancellor's Office.

Assigning WTUs for Increased Class Sizes

Class sizes have gradually increased in some units, thus the current cap may be above the normal class size shown in Table 1 and EPR 76-36. Therefore, Table 1 presents the proposed method for accounting for enrollments that are above the maximum prescribed class size per EPR 76-36/Table 1. The course cap listed in the column to the far right represents an additional 1 WTU of work for a course of that C-factor. Please see EPR 76-36 for a more detailed

discussion of the course and subject types associated with each C-factor. The WTUs assigned should be based on the enrollment caps placed on the class during the schedule build, using the Z factors presented below as necessary. In addition, when a class repeatedly enrolls more than 20% above its enrollment cap, the WTU expectation for that course may be further adjusted in consultation with the department, College or School, even if the enrollment cap remains the same. For example, if a course is set at 45 each semester, but graduating seniors are always allowed to crash, such that the course has reached 60 students for 3 semesters in a row and may reasonably be expected to enroll 60 in the next semester, the WTU assignment for that course should be adjusted in response to the higher enrollment load; similarly if a course consistently enrolls under the set maximum the department should consider lowering the class cap and balancing workload elsewhere.

If a course routinely requires more work to prepare and deliver than the designated C factor would suggest, regardless of who is teaching the course, a department should consider changing the Classification Number for the course.

Table 1. Proposed WTU Calculations for Enrollments Above Normal Class Size

CC #	Style (see EPR 76_36 for more complete descriptions)	WTU /K	Con-tact Hr/ Unit	Normal Class Size			◆ Z Factor	)(Class Size for +1 WTU
				LD	UD	GD		
C1	Large Lecture	1	1	60	60	-	0.04	85
C2	Discussion/Methods	1	1	45	40	35	0.055	63
C3	Lecture - Composition, Counseling, Case Studies	1	1	30	30	25	0.075	43
C4	Lecture w/ participation as primary instructional method (recitation)	1	1	25	25	20	0.085	37
C5	Seminar	1	1	20	20	15	0.1	30
C6	Clinical Seminar	1	1	20	10	10	0.1	30
C7	Art, Anthro, Science Activities	1.3	2	24	24	24	0.085	36
C8	Social Sci activities, Science Demos	1.3	2	30	30	30	0.075	43
C9	Music-lg group	1.3	2	40	40	40	0.065	55
C10	Music - sm group	1.3	2	10	10	10	n/a	n/a
C11	PE	1.3	2	30	30	30	0.075	43
C12	Speech, Drama, Journalism	1.3	2	20	20	20	0.1	30
C13	Language Labs/Psych, Business	1.3	2	24*	24*	24*	n/a	n/a
C14	Remedial	1.3	2	15	15	15	0.15	22
C15	Art, Speech, Math, Kinesiology Labs	1.5	3	24*	24*	24*	n/a	n/a
C16	Science Labs	2	3	16	to	24*	n/a	n/a
C17	Clinical - off-campus	2	3	8	8	8	0.2	13
C18	Coaching - major	6	>3	20	20	-	0.1	30
C19	Coaching - minor	3	>3	20	20	-	0.1	30

| C20 | Production | 3 | >3 | 20 | 20 | 20 | 0.1 | 30 |
| C21 | Music - Performance | 3 | >3 | 40 | 40 | 40 | 0.065 | 55 |

* Limited by physical size of facility

♦ Z Factor is used to assign additional WTUs for increased class size for internal reporting. (E-N)Z = Additional WTUs for the increased class size, where E is the Actual Enrollment Cap and N is the Normal Class Size.

)�(Z Factor applied to determine what class size would be needed to reach 1 additional WTU for the class.

Assigning WTUs for New Modes of Teaching

Many technologies used in today's classrooms were not available when the current course classification numbers were developed. New methods of course delivery may involve an increased workload compared to more traditional methods. If the overall workload associated with the course is similar to that of the face-to-face version of the course, the usual classification number should be assigned for assignment and reporting purposes.

If the new method of course delivery increases the workload associated with a course, two new classification numbers are proposed (see Table 2.) Classification T1 should be used for a lecture course where C1 would have been the typical designation, and T2 should be used where C2 would have been the typical designation for the face-to-face course. Class sizes for courses classified with other C factors should be evaluated by appropriate committees on a course-by-course basis prior to permanent conversion to a new mode of delivery.

We also recognize that conversion of a course to a new instructional mode may involve a substantial time commitment, as much as or even more than designing the course initially. In this case, a code of T3 is proposed for internal assignment and reporting.

Table 2. Proposed Classifications and WTU Calculations for Classes where New Modes of Teaching Increase Workload

CC #	Style (see EPR 76_36 for more complete descriptions)	WTU /K	Con-tact Hr/ Unit	Normal Class Size			♦ Z Factor	)ᛐ(Class Size for +1 WTU
				LD	UD	GD		
T1	On-line lecture**	1	0	40	40	-	0.065	55
T2	On-line Discussion/Problem-based	1	0	30	30	25	0.075	37
T3	Work on substantial change in delivery method of a course, e.g. bringing a course on-line in the next offering (0.5-1 WTU)							
**	Only where workload changes substantially							

Supervision Classes

Accounting for supervision courses, such as independent research courses, has varied widely over the years and between the Colleges. When a supervision course is large enough to teach methods to a group of students all at the same time, a traditional class code, such as C5, C7, C10 or C12, should be considered. Otherwise, the independent study or supervision courses should follow the WTU assignments in Table 3 (below) for internal assignment and reporting. These are similar to the classification numbers in EPR 76-36, though they vary in using WTU assigned per student rather than WTU assigned per unit in some cases. In using these codes, there are some instances where supervision of a student requires 3 contact hours for 1-unit of supervision. For example, a student may not work in a science laboratory without faculty supervision. In this case, the first student requires 3 contact hours, but additional students may only require an additional 30 minutes individual consultation beyond the 3 hours of supervision in the laboratory. In this case, the first student supervised by each faculty member should be classified as C25, while each additional student is classified as C48. In such cases, a clear procedure that reflects actual workload implications for the faculty should be established for the department, in consultation with the College or School.

Table 3. Proposed Classifications and WTU Calculations for Supervision Courses

CC#	Course Credit Units Assigned (Contact Hours per Week)	WTUs
48	S1 - Undergraduate - 1 or 2 units (45 minutes contact) Includes CoBA Senior Experience (1 team per 1 WTU)	0.25
36	S2 - Undergraduate - 3 or 4 units (60 minutes contact)	0.33
25	S3 - Undergraduate - 5 or more units (90 minutes or more contact)	0.5
25	S3 - Graduate - 1 or 2 units (90 minutes contact)	0.5
24	S4 - Graduate - 3 or more units (>90 minutes Contact)	0.67
25	S3 - Graduate in Education – (1 WTU per 3 students)	0.33

Accounting for the University-wide Writing Requirement

As discussed in the historical segments of this document, the University-wide Writing Requirement has created an additional workload expectation in many of our courses. To account for an increased workload as a result of adherence to the University-wide Writing Requirement, departments should consider converting C1 (lecture courses) to C2 (Discussion/Methods) courses, or from C2 courses to C3 (Composition/Case Studies) courses to reflect the increased workload of giving good quality feedback on student writing. Courses that already had expectations of a significant amount of writing, such as C3-C8, C12, and potentially C13-C17, should not see a substantial increase in workload as a result of the writing requirement, so their normal class size should be feasible.

Research/Creative Activity

Because research/creative activity is part of faculty workload, both by contract and in practice, we need a way to express our expectations to faculty, and to assign and report the typical research component of our workload. Table 5 presents our proposal for our typical

engagement in research and creative activity. Each faculty member who is engaged in research would be assigned 1 WTU per semester for this purpose. Expectations of results based on this time vary so much even within departments, that minimal evidence should be required for this WTU. Assignment of R2-R4 should be accompanied by a more substantial expectation of evidence. In the case of R3 or R4 assignment, a subsequent assignment of R3 or R4 should not be made until the results of a previous R3/R4 assignment are produced.

Table 5. Proposed Research/Creative Activity Classification Numbers

R1 Standard complement of research/creative activity necessary for faculty to stay engaged, 1 WTU (3 hr/wk)

R2 Standard complement of research/creative activity necessary for junior faculty to establish a research program, 2 WTU (6 hr/wk)

R3 Paper/Grant/Creative Work/Chapter/Conference Presentation or other significant work to be produced by semester end (1-2 WTUs, depending on project)

R4 Special research/creative activity assigned time to be negotiated with Department Chair/Dean/Appropriate administrator

For example, a faculty member with tenure who is engaged in research/creative activity at the R3 level would be assigned 1 WTU for R1 and 2 WTU for R3.

Additional assigned time, such as that for preparation of new classes or coordination of multiple sections of the same course (instruction-related services) may be provided by the department in consultation with the Dean, Director or appropriate administrator.

Recommendations

The committee based its development of this metric on a set of criteria which we believe form a useful foundation in deciding upon a faculty workload documentation method. Any workload documentation metric should provide for adequate documentation of all dimensions of a faculty member's job by:

1. Documenting and accounting for the incremental workload increases associated with increased class sizes;
2. Acknowledging that research/creative activity is one of the three core elements of a faculty member's job, as laid out in both the University mission statements and College RTP policies, by explicitly assigning research/creative activity as part of a faculty member's baseline workload in the same way that teaching and service are assigned; and
3. Making allowances for the fact that individual units need room to adjust the documentation metric as necessary to appropriately describe the workload requirements of each unit.

Having considered past workload documentation practices within the Colleges and, to the degree possible, across the system, and having developed one possible faculty workload

documentation rubric as shown above, the committee recommends departments, colleges, and schools:

1. Carefully re-examine their C factors for each course to ensure they are appropriately classified based on programmatic needs and course learning objectives.
2. Adopt such a faculty workload documentation rubric based upon the criteria described above.
3. Adequately reflect the University mission statement and College RTP requirements by including research/creative activity as a core part of faculty workload assignment, particularly for junior faculty.
4. Adopt or refine a model of prospective and retrospective workload reporting, whereby faculty members propose a workload distribution for the coming academic year in consultation with their Chairs and Deans, and then report on completed work at the close of the academic year.
5. Where schedules are built at the department level, Chairs should submit a workload report to the Dean's office each semester for inclusion in the APDB.
6. Have Chairs and Deans make every effort to distribute workload evenly amongst their faculty, assuming a 15-WTU expectation that includes 3 WTUs for routine service.

Regarding the next steps for this report, the committee recommends that a task force be formed immediately to address implementation issues quickly (i.e. by the end of Spring 2010) so that implementation can occur for Fall 2010/Spring 2011. One such issue concerns associating the appropriate assigned time code with the WTUs resulting from the use of the Z factors.

Finally, the committee would like to propose a mechanism to ensure follow-up on these recommendations. Within two years of implementation of these workload metrics, a task force comprised of both administrative and faculty representatives should be formed to examine the efficacy of the metrics. In addition, this task force should be charged with examination of any discrepancies in temporary and tenure-track faculty workload using these metrics.

APPENDIX A – COMMITTEE CHARGE

Academic Affairs Ad Hoc Faculty-Administration
Faculty Workload Committee
Fall 2009

Members

Jocelyn Ahlers, COAS faculty   Regina Eisenbach, COBA Associate Dean
Dick Montanari, COBA faculty   Graham Oberem, COAS Associate Dean
Jackie Trischman, COAS faculty   Janet Powell, Interim Assoc. VP, Acad. Resources

Charge

The committee, composed of three administrators named by the provost and three faculty members named by the Senate chair, will consider how we determine and document workload of all faculty (tenure track and lecturer) at CSUSM. The committee will seek to reflect what CSUSM faculty members do, and how their work is documented. The committee will make clear the activities faculty members engage in and how they contribute to the mission of the university. In pursuit of this general charge, the committee will:

1. Provide context for current workload documentation through a brief history of CSUSM practices.

2. Report the workload documentation methods currently in effect in COAS, COBA, COE, Library, and SoN.

3. Compare CSUSM's workload documentation to other CSUs' workload determination processes.

4. Consider various aspects of workload such as those listed in Article 20 of the CBA and those in practice at CSUSM (such as the writing requirement).

5. Consult expert witnesses and/or call for broader input for information, data, interpretation of the CBA, etc.

6. Consider eliciting feedback from larger audiences (e.g., Senate, administrators) prior to finalizing the report.

7. Make a report to AALC/ASEC by the end of January 2010 that: addresses the legitimacy and efficacy of various workload metrics and processes; is as transparent as possible; and can be made public in Academic Affairs.

APPENDIX B – DETERMINATION OF WTUs BY COLLEGE AND SON

HOW DO YOU DETERMINE WTUs?

QUESTION	COAS	COE	COBA	SON
1. Large class size	6 WTUs for classes of 120 or more	In general additional WTU for large class size are negotiated on an individual basis. For every 10 students over the course cap, a faculty member is offered an additional WTU	For 120 students sections we give double the WTUs	Max 55 no extra units
2. Graduate Instruction	As specified in the original C-Form & Course Summary Rpt	We are all graduate instruction so no special process	Same as for undergraduate	None
3. Activity Classes	As specified in the original C-Form & Course Summary Rpt	None	N/A	?
4. Supervision	As specified in the original C-Form & Course Summary Rpt	None	For senior experience, we give WTU for each team supervised	None
5. Distance Learning	Faculty request different amounts	None	N/A	None
6. Directed Study	As specified in the original C-Form & Course Summary Rpt, if applicable	None	If this is independent study, we don't give WTUs	If independent study - None

7. Preparation for substantive changes in instructional methods	Faculty request different amounts	Faculty assigned such tasks apply to a pool of units for compensation	No WTUs awarded	so far this grant supported units for unit
8. Research	Faculty request different amounts	In accordance with the CBA	3 WTUs per semester-assuming a faculty activity rpt is submitted for prior year, and assigned time application submitted for following year	None
9. Student teacher supervision	N/A in CoAS	For shared supervision, the ratio is 6:1 & for non-shared the ratio is 3:1	N/A	None yet...but will look at 4 student/unit in the graduate program
10. Thesis supervision	As specified in the original C-Form & Course Summary Rpt	Faculty chairs are compensated a ratio of 4:1 when theses are completed	N/A our MBA project is part of a course	have not determined but want to be consistent with university norms

11. Supervision of Field Work	N/A in CoAS or faculty request different amounts	None	N/A	We have 2 courses that are in this category NURS 491 & NURS 493 and in all of them students are placed with preceptors and faculty receive one unit for ten students
12. Service on a university committee	Faculty request different amounts	Determined by University guidelines	N/A unless allocated by Academic Senate	None

Faculty Load AY07-08

Faculty Member:	
Date Submitted/Revised:	

*Please provide your anticipated workload for the fall and spring semesters. Your fall workload should reflect courses actually assigned to you on the schedule. If you are sharing a course, be sure to only list those units for which you receive workload. If you have reassigned time, you may choose to divide some of your reassigned time activities between semesters to balance your load. NOTES: (1) If you are claiming credit for Masters students, see page 3. This should be consistent with your MA Compensation Plan submitted to Bonnie in Spring 07; (2) It is assumed that your MAP has been turned in and obtaining credit has been granted. **Record your MAP distribution on the report in the space marked.***

FALL LOAD 2007

TEACHING

	Course (Example - EDUC 350)	CRN (Important!)	UNITS
1			
2			
3			
4			
5			
		TOTAL Teaching Units (A)	0

SUPERVISION

Program (Example: Mult. Subj, Single Subj. SpEd)	Number of St's	Check (✓) unit value		UNITS
		Shared (1/6)	Full (1/3) unit	1
		TOTAL Supervision Units (B)		1

REASSIGNED TIME

Purpose (Example: DTiR grant Program Coordinator; UPD grant, MA compensation, etc.)	Source of Support (Example - COE, university, external grant, etc.)	UNITS
	TOTAL Reassigned Time Units (C)	

Mission
Action Plan
(MAP) - All
3 units? Half
(1.5)?   **(D)** _____

TOTAL FALL
LOAD (add
A+B+C+D) _____

Faculty Load for Spring Semester 2008

Faculty Member: 0
Date Submitted/Revised

SPRING LOAD 2008

TEACHING

	Course (Example - EDUC 350)	CRN (Important!)	UNITS
1			
2			
3			
4			
5			
		TOTAL Teaching Units (A)	0

SUPERVISION

Program (Example: Mult. Subj, Single Subj. SpEd)	Number of St's	Check (✓) unit value		UNITS
		Shared (1/6)	Full (1/3) unit	
			TOTAL Supervision Units (B)	0

REASSIGNED TIME

Purpose (Example: DTiR grant Program Coordinator; UPD grant, MA compensation, etc.)	Source of Support (Example - COE, university, external grant, etc.)	UNITS
	TOTAL Reassigned Time Units (C)	

Mission Action Plan for Spring (MAP) - All 3 units? Half (1.5)?

(D) _____

TOTAL SPRING LOAD (add A+B+C+D) _____

TOTAL FALL Workload brought forward from previous page _____

TOTAL 07-08 WORL LOAD (fall + Spring) _____

(You must account for 24 total units which includes your MAP)

ANTICIPATED OVERLOAD _____

Must be verified through schedule after census is completed in Spring 2008.
Overload is compensated at $1000 per unit.
Overload cannot exceed 3 units.

Faculty Member:	0
Date Submitted/Revised:	1/0/1900

MA Compensation for Chairs

Compensation for chairing MA culminating activities can only occur AFTER the candidate has completed the degree. The information below should be consistent with the MA Compensation Plan you submitted in spring 2007.

OLD COMPENSATION FORMULA (8:1)

Candidate whose first enrollment in EDUC 698 was in Spring 2007 or prior

Academic Year	Number of candidates	Academic Workload @ 8 = 1 unit	Prof. Development Fund @ $125
TOTAL Candidates*			

Please list the candidates below for whom you are requesting compensation

	PROGRAM OPTION	CANDIDATE
1		
2		
3		
4		
5		
6		
7		
8		

NEW COMPENSATION PLAN (4:1)

Refers to compensation for candidates whose first enrollment in EDUC698 occurred in Summer 2007 or after. Compensation for candidates who complete in Spring 2008 cannot occure until the 2008-09 academic year.

	PROGRAM OPTION	CANDIDATE

APPENDIX D – COAS WORKLOAD REPORT

Name _____ Department/Program _____ Academic Year 2009-10

A. Instruction	Courses to Be Taught				WTUs
Fall 2009	1. Please list the courses you expect to teach in Fall 2008 here.				0
	2				
	3				
	Course release(s)		Funding source	# of CRs	
	E.g. Work on NGF grant on UFOs.		NGF	1	3
Spring 2010	1. Please list the courses you expect to teach in Spring 2009 here.				
	2				
	3				
	Course release(s) project name		Funding source	# of CRs	
	E.g. Department Chair		CoAS	1	3

B. Routine Service				Hours/Week	WTUs
Fall				18	6
Spring					

C. Research & Creative Activities	Title of Project & Proposed Activities (Do not include projects for which you have funded course releases.)	Expected Outcomes	Dissemination Venue (e.g., journal, conference, performance)		
Fall 2009	E.g., Gathering and analyzing data on the composition of Jupiter's moon IO from NASA observations.	Journal article in to be submitted in 2008	Peer reviewed journal	5	1.67

Spring 2010	E.g. 1. On-going data analysis 2. Preparing and writing a journal article	Conference presentation in Spring 2009.	International conference	4	1.33
D. Additional Service	Title of Project & Proposed Activities *If internally *or* externally funded, please attach "Request for Reimbursement" form	Expected Outcomes		Hours/Week	WTUs
Fall 2009	Routine service, such as Senate Committees and routine advising does not count. Being the department graduate advisor, for example, does count.			5	1.67
Spring 2010	Routine service, such as Senate Committees and routine advising does not count. Being the department graduate advisor, for example, does count.			4	1.33
Total	* Must add up to 30 WTUs for the full academic year. 1 WTU = an average of 3 hours of effort per week for throughout the semester.				18

Notes:
1. The total must be 30 WTUs for the full academic year. 1 WTU = an average of 3 hours of effort per week for throughout the semester.
2. Section A must add up to 9 WTUs per semester, 18 WTUS for the year (including course releases). If you are teaching less than 9 WTUs in a semester, please show the course release project(s) and funding source.
3. Sections C and D must together add up to a total of 3 WTUs per semester, 6 for the year. The work in C and D would normally be different from the work for which you have course release time.
4. Enter numbers in Column F. The WTUs in Column G will be calculated by the worksheet.

Rank	Gender	Ethnicity	Instructional	Dept. Chair	Other	Assigned time	Notes
Associate Professor			12.00				Sabbatical
Full Professor			15.00			2.30	(22b) Work on book draft Foundations of mathematics, and research on number theory publication
Associate Professor			9.00	6.00		1.30	(22b) Prepare journal article for International Conference in Spring 09. (23) Global Studies Steering Committee.
Full Professor						8.50	Faculty Fellow (22b) Book publication #2 From Europe to the Americas. (31b) Special Major Advisor.
Full Professor						3.00	(22b) Revision of text - Economics: New Ways of Thinking. (23) Serving on post-tenure committees
Associate Professor				3.00		2.10	(22b) Continue research on notions of justice in Aristotle. (32a) Philosophy Club Advisor.
Associate Professor						1.00	(22b) Work on four conference presentations & journal submissions. (23) IRB Chair, Student Research Conference Judge, Faculty Affairs Committee, KINE Program Assessment.
Assistant Professor						3.80	(22b) Research paper on Latino Criminal Outcomes for journal publication. (23) Dept. Graduate Committee
Full Professor						5.70	(41) CFA. (22b) Critical & creative writing/collaborative public art/ sculpture

CoBA Faculty Activity Report

September 2008 through May 2009

Name   Date
Rank   Department

> In no more than two (2) single-spaced, typewritten page using 12-point type and one-inch margins, provide information on your activities, contributions, and accomplishments in the following areas, for the period covered by this report.

I.   Teaching & Contributions to Student Development
     A.   List courses taught and enrollments
     B.   Describe any modifications/improvements in courses or teaching approaches/responsibilities
     C.   Other

II.   Scholarly/Creative Activities and Professional Development/Practice
     A.   List/describe work completed (books, journal articles, performances, editing, presentations, grant proposals, etc.)
     B.   Work in Progress – Describe and provide evidence (such as draft manuscripts, copies of survey instruments, letters from journal editors, etc.)
     C.   Other

III.   University & Community Service – please provide a listing and discuss the responsibilities you had on the following types of committees/service activities:
     A.   College, University, System-wide Committees/Service
     B.   Professional Service Activities
     C.   Community Service Activities
     D.   Other

IV.   Special Accomplishments & Other Activities Not Included Above

Fall 2009/Spring 2010

Name   Date
Rank   Department

In no more than one (1) single-spaced, typewritten page using 12-point type and one-inch margins, provide information on your anticipated activities, contributions, and accomplishments in the area of research for the
Fall 2009 and Spring 2010 semesters.

Scholarly/Creative Activities - please attach any materials relevant to research outcomes
A.   Title of project(s)
B.   Proposed research activities
C.   Expected outcomes (e.g. books/book chapters, journal articles, presentations, grant proposals)
D.   Proposed outlet(s) for research outcomes (e.g. journal title, conference/proceedings name, etc.)

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[1] Extra Service Activities and Outcomes - please contact Dean's office for information on how to apply for this type of Assigned Time

Tenure Track Faculty Assignments

FACULTY FULL - TIME	Summer 2009			Fall 2009			Spring 2010			Summer 2010		
	Course Activity	Units	WTU	Course Activity	Units	WTU	Course Activity	Units	WTU	Course Activity	Units	WTU
	Course N360 Summer Extra Pay	2	2	N440 N500 AD/GD Chr MSN grant PC N500	3 3 3 3 12		N352 N500 N440 AD/GD Chr	 2 3 1 3 9				
							Direct Pay MSN grant N510 via EL	3				
				MSN Grant Devlp N508 N 324 N220 N370 RN N370	3 1 2 3 3 12		MSN Grant Devlp N572A N450 N450 Will also dev MSN 573 field work fall 10	3 3 3 9				
				MSN Grant Devlp N580 UG Chr N350 N351 N351	 3 3 2 1	 3 3 2 2 2 12	N352 UG Chr N260 N495	3 3 2 1 9	Sp 10			
				N504 MSN Grant Dvlp N504 MSN Grant Dvlp N506	3 3 3 9		N504 N506 N320	3 1 2 6	w/ Evans			

Academic Year   2009 – 20010 Revised 12/15/09

Lecturer Faculty (12 Month)

FACULTY FULL-TIME	Summer 2008			Fall 2009			Spring 2010			Summer 2010		
	Course/ Activity	Units	WTU	Course Activity	Units	WTU	Course Activity	Units	WTU	Course Activity	Units	WTU
	Skills Cord.	9	9	Skills Cord.	7	7	Skills Cord.	7	7			
	N490	1	1	Sim Grant	4	4	Sim Grant	4	4			
	N232	1	1	N331	4	4	N490	1	1			
	N233	2	4		15	15	N490	1	1			
			15				N490	1	1			
							N352	1	1			
								15	15			
	Skills Cord.	7	7	Skills Cord.		5	Skills Cord.		5	Teri Larsen	Skills	7
	N322	4	4	Sim Grant		4	Sim Grant		4	Lecturer 12	Cord.	4
	N323	2	4	N300		4	N322		2	month	N322	2
			15	N324		2			15	15 Units	N323	
						15				Summer ,Fall and Spring		
				Skills /Simulation Laboratory Assistant	8	8	Skills /Simulation Laboratory Assistant	8	8	Skills /Simulation Laboratory Assistant	8	8

Assignments Academic Year 2009 – 2010

Lecturer Faculty (Academic Year)
Assignments Academic Year   2009 – 2010

FACULTY FULL - TIME	Summer 2009 Course Activity	Units	WTU	Fall 2009 Course Activity	Units	WTU	Spring 2010 Course Activity	Units	WTU	Summer 2010 Course Activity	Units	WTU
				N441	6		N360	2				
				N441	3		N361	4				
				N441	3		N447	1	*			
				N441	3			15				
					15							
				N440	3		N447	1				
				N441	3		N447	4				
				N441	3		N447	4				
				N441	3		N447	4				
					6		N 440	2				
					15			15				
				N212B	2	2	N212A	2	2			
				N222	2	2	N221	3	6			
				N325	4	8	N321	2	4			
				N493	2	2	N451	2	2			
						14	N451	2	2			
					-1				16			
				N201	2	4	N447	3	1			
				N211	1	2	N447	2	4			
				N201	2	4	N447	2	4			
				N211	1	2	N447	2	1			
				N210	2	2			16			
					-1	14		+1				
				N325	4	8	N323	4	8			
				N325	4	8	N221	3	6			
						16			14			
					+1			-1				

Appendix G
ARTICLE 20, WORKLOAD (Instructional Faculty: Professional Responsibilities

20.1 a. The primary professional responsibilities of instructional faculty members are: teaching, research, scholarship, creative activity, and service to the University, profession and to the community.

b. Faculty members have additional professional responsibilities such as: advising students, participation in campus and system-wide committees, maintaining office hours, working collaboratively and productively with colleagues, and participation in traditional academic functions.

c. The performance of instructional responsibilities extends beyond duties in the classroom and includes such activities as: preparation for class, evaluation of student performance, syllabus preparation and revision, and review of current literature and research in the subject area, including instructional methodology. Research, scholarship and creative activity in the faculty member's field of expertise are essential to effective teaching. Mentoring students and colleagues is another responsibility that faculty members are frequently expected to perform.

d. The professional responsibilities of faculty members include research, scholarship and creative activity which contribute to their currency, and the contributions made within the classroom and to their professions. The professional responsibilities of faculty members are fulfilled by participation in conferences and seminars, through academic leaves and sabbaticals that provide additional opportunities for scholarship and preparation, and through a variety of other professional development activities.

e. The parties understand that instructional faculty members may not normally participate in all activities identified in this Article during each academic term or year.

20.2 a. The composition of professional duties and responsibilities of individual faculty cannot be restricted to fixed amount of time, and will be determined by the appropriate administrator after consultation with the department and/or the individual faculty member.

b. The instructional assignments of individual faculty members in the classroom, laboratory, or studio, will be determined by the appropriate administrator after consultation with the department chair or designee and/or the individual faculty member. The department or other appropriate unit's overall instructional or course assignments shall be consistent with department and student needs.

c. The scheduling of academic leaves, sabbaticals, and other professional responsibilities will be determined by the appropriate administrator after consultation with the

department chair or designee and/or the individual faculty member and shall be consistent with campus policies on such matters.

d. The parties agree to continue the current practice regarding the calculation of Weighted Teaching Units for the purpose of determining time-base for both appointment and benefits eligibility. *(emphasis added)*

20.3 a. Members of the bargaining unit shall not be required to teach an excessive number of contact hours, assume an excessive student load, or be assigned an unreasonable workload or schedule.

b. In the assignment of workload, consideration shall be given at least to the following factors: graduate instruction, activity classes, laboratory courses, supervision, distance learning, sports, and directed study. Consideration for adjustments in workload shall be given to at least the following: preparation for substantive changes in instructional methods, research, student teacher supervision, thesis supervision, supervision of fieldwork, and service on a University committee.

c.   In determining what is "excessive" or "unreasonable" under this section, the items listed under 20.3b, above, as well as the number of students seeking to take courses in the academic area, the distribution of student enrollment, the level of support provided the program, and the effects of the introduction of new instructional technologies, and the prior practices of the University shall be among the primary elements to be considered. **The parties agree that consideration of the prior practices of the University shall include the calculation of Weighted Teaching Units in prior years.** *(emphasis added)*

d. The parties agree to jointly request from the Legislature the amount of monies necessary to fully implement the jointly developed response to ACR 73 in each fiscal year of this Agreement. The request shall be given priority status in the University's budget submission to the State for each of the fiscal years of this Agreement.

Appendix H
ARTICLE 20 Changes (Memorandum of Understanding)
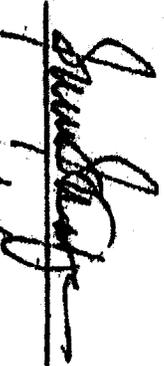
Memorandum of Understanding
Article 20 Changes

The changes in article 20 of the Agreement were undertaken primarily for two reasons. First, to allow for the more accurate representation and presentation of faculty responsibilities; and second; to encourage universities, colleges/schools and departments to plan their curricular, staffing and professional development needs.

The changes were not undertaken for the purpose of either (a) changing current appointment practices on campuses, or (b) having faculty exceed the previous contractual workload requirements. In fact, the parties have agreed in provision 20.5 to continue measuring what constitutes unreasonable or excessive workload assignments by considering the past practices of the University, including the calculation of Weighted Teaching Units in prior years pursuant to EP&R 75-36.

Further, the parties have agreed to continue reporting faculty workload in accordance with EP&R 75-36 for the purpose of review by the Faculty Workload Review Committee, which shall assess the ramifications of the contract's changes in Article 20. That document is not intended to unreasonably constrain how each campus constructs its faculty workload in its attempt to meet its FTES enrollment obligation, while promoting the various professional responsibilities identified in Article 20. It is the intention of the parties that teaching continue to be the primary responsibility of faculty.

For the California State University

Signature: [signature]

Date: [date]

For the California Faculty
Association

Signature: [signature]

Date: 10/16/05

Cal State San Marcos

MEMORANDUM

DATE: February 4, 2010

TO: Emily F. Cutrer, Provost and Vice President for Academic Affairs

FROM: Gerardo M. González, Dean of Graduate Studies and
            Associate Vice President for Research

RE: Periodic Review of Center ARTES

In accordance with our University Policy on Centers and Institutes, Center ARTES underwent a formal periodic review. Per our campus policy, a committee was convened to conduct the periodic review. The Review Committee was comprised of two faculty members with relevant expertise appointed by the Academic Senate (Ranjeeta Basu and Rajnandini Pillai), one member appointed by the Dean of College of Arts & Sciences (David Avalos), one member by the Dean of and Education (Joan Hanor), one member appointed by the Foundation (Grant Hubbard), and myself as the Associate Vice President for Research.

Center ARTES Director Dr. Merryl Goldberg prepared a self-study of the Center. The Committee reviewed the self-study, as well as annual reports for the period under review, conducted an interview with the director, and surveyed several CSUSM faculty and community professionals associated with the Center. The Committee also toured the Center's physical facilities in the Arts Building.

The Review Committee's evaluation examined the academic, financial, legal, and administrative viability of Center ARTES. The Committee shared a preliminary report of findings, conclusions, and recommendations with Dr. Goldberg. Per our campus policy, the recommendations will also be reported to the Academic Senate.

Attached is a copy of the Review Committee's final report for your consideration and appropriate action (e.g., charter renewal, discontinuance, reorganization, or changes in scope and focus). Please feel free to contact me or convene the committee to discuss the report.

cc: Rajnandini Pillai, Chair, Center ARTES Review Committee
        Merryl Goldberg, Director, Center ARTES

The California State University

Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles • Maritime Academy • Monterey Bay • Northridge • Pomona •Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

Performance Review of the Center ARTES

Review Committee

Rajnandini Pillai, Committee Chair, Professor of Management
David Avalos, Professor, Visual and Performing Arts
Ranjeeeta Basu, Associate Professor Economics
Gerardo Gonzalez, Associate Vice President for Research
Joan Hanor, Professor, College of Education
Grant Hubbard, Director of Sponsored Projects, UARSC

Executive Summary

 The Center ARTES Review Committee concludes that Center ARTES, which was established in 2003, meets all requirements stated by the University Policy on Centers and Institutes. Center ARTES provides services that are not offered by existing programs that involve students, faculty, staff, and community organizations. Throughout its existence, Center ARTES has distinguished itself by providing opportunities to enhance arts education in the community by partnering with school districts, museums, and arts organizations. It has also provided significant learning opportunities for our students on campus through workshops and internships. The ARTES van goes out into the community to school sites to provide arts activities and also bring back performers for the benefit of students on campus. The committee recognizes the strong on-line presence created through the Center ARTES website. Center ARTES has also made it possible for some of our faculty to showcase their work in the external community, thus helping to enhance the reputation of CSUSM. Center ARTES fosters interdisciplinary work and aids in obtaining external support. It continues to be academically, financially, administratively, and legally viable. The committee strongly recommends that the charter be renewed. The committee requests that Center ARTES receive short-term campus support for a Project Coordinator to alleviate the time-demands on the Center Director. The short-term support would allow the Director to secure additional resources toward the sustainability of the Center.

Background

Center ARTES was conceived in 2002 by a diverse group of individuals including prominent university donors, faculty from the College of Arts and Sciences, Education, and the Library, staff from University Advancement, and community artists. It was proposed to provide an umbrella for several university/arts education partnerships including the award-winning SUAVE program (developed by Dr. Merryl Goldberg, Center Director), and partnerships with the La Jolla Playhouse, Old Globe, and Center for the Arts, Escondido. Center ARTES was officially chartered in spring 2003 and the first year of official operation was 2003-2004. Center ARTES' governance includes two boards, an advisory board comprised of representatives from arts partners with faculty from CSUSM, and an executive board comprised of highly motivated donors.

The mission of Center ARTES (Art, Research, Teaching, Education, and Schools) is to restore arts to education by teaching with and through the arts and to better prepare CSUSM education students with the arts education skills they will need in order to be successful in their K-12 teaching careers. Through Center ARTES' long term partnerships with the San Diego County Office of Education, schools, districts, artists, and arts education institutions, the Center connects university students and the community with the tools, resources, and personnel to seamlessly integrate the arts into their classrooms and programs. Center ARTES facilitates county-wide strategic planning for arts education and sponsors an annual arts education summit. The Center provides significant professional development opportunities for teachers and student teachers. Center ARTES produces and publishes newsletters and advocacy pieces, and research associated with Center projects has been presented at major conferences and published in professional journals.

Center ARTES' activities are designed to advance the University's mission, particularly in our "alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state" (CSUSM Mission Statement). Center ARTES' *SUAVE* program is nationally recognized and respected for its innovative approaches to teaching English learners and our *AVID for Arts* program is so sought after by arts deprived schools that they are unable to meet current demand. The University's Values address intellectual engagement, community, integrity, innovation, and inclusiveness. To this end, Center ARTES has dedicated its efforts through innovative programs, intellectual development (both on and off campus), and inclusiveness through their attention to the needs of diverse learners. Their community outreach is extensive and regional. The Center's annual arts education summit has attracted interest from Imperial and Orange Counties in addition to the growing San Diego County constituency. The Center is in partnership with the national advocacy group Americans for the Arts, the nation's largest arts advocacy organization, and they work closely with comparable state organizations, California Alliance for Arts Education and the California Arts Council. The Center is formally partnered with the San Diego County Office of Education and the North County Professional Development Federation (a collaborative partnership of north county districts providing professional development for teachers).

I. ACADEMIC VIABILITY

A. Service Areas Not Normally Offered by a Single Academic Department

Center ARTES provides significant learning opportunities for our students that are not provided by any single department or program on campus. Each year Center ARTES conducts 8 -10 professional development workshops focused on training teachers to integrate the arts in their classrooms. A majority of the participants in these workshops are credential students from College of Education, and in the ICP program. A unique aspect of these workshops is that student teachers learn along side of classroom teachers who come on campus to also attend these workshops. These workshops have been the only opportunity for these students to attend training workshops that provide them with tools to integrate the arts in to the classroom. Over the past five years Center ARTES has increased the number of workshops in response to demand from local schools. There is still a lot of unmet demand that Center ARTES could address if they had

more staff support. Center ARTES has also sponsored family day activities and concerts on our campus for faculty and students. Starting just this year, Center ARTES has begun internships for students as part of the Arts van program as well as performances in schools. For example, Visual and performing Arts student-led groups including Dagnabit (music theater) and Jam Control (world dance) have recently received a grant to work with the TRIO program to train students to create theater pieces on the subject of peace and justice.

B. Enhance Services and Professional Development Opportunities for Students

To best address the ways in which the Center ARTES has enhanced services and professional development opportunities for students, we place our review within the context of the mission statement for the Center ARTES. It reads:

Our Mission is to expand presence and practicality of arts in education by: Educating students and teachers in the arts; Creating strategies to use the arts to improve education across the curriculum; Advocating for arts education at the local, state and national levels.

Applying this framework, services and learning opportunities for students will include not only direct learning experiences for teachers and students, but also the development of strategies to use arts to improve education across the curriculum and finally, advocating for the arts to assure continued access to the arts for all students.

1) Direct learning experiences for teachers and students,

Center ARTES provides unique learning opportunities that address multiple learning modalities for students enrolled in CSUSM, in the COE, and in the greater educational community including K-12 teachers. They offer excellent learning opportunities that extend beyond what might be gathered from attending classes. These include four to five workshops a semester, often delivered by arts partners from institutions such as the Old Globe, Playwrights project, the Puppetry Guild, and the Center for the Arts Escondido. Workshops are posted online at www.csusm.edu/centerartes

Classroom events: The Arts van is sent out to school sites to provide arts activities and offer occasional performances. They have guests come into university classrooms to present what they're doing in the field.

Training for teachers includes several comprehensive professional development programs including SUAVE, DREAM, and AVID for Arts. There were 44 teachers trained during the summer alone. Teacher participants value their experiences and speak highly of the opportunities that are provided both to their students and themselves.

" *Center ARTES is a deep well of resources and opportunities for students to meet with and learn from artists and other professionals involved in all the varied forms of performing and visual arts. There are workskhops available, performances, and social activities where students can network and have occasion to approach mentors.*"

Ildiko Demeter
3rd grade
Central School
idemeter@eusd4kids.org

Visiting artists provide their expertise through scheduled visits with the Arts Van.

2) Development of strategies to use arts to improve education across the curriculum
Center ARTES is increasing arts education in schools by sponsoring school programs and developing strategies to make essential connections between the arts and learning in multiple contexts.

- Family day activities
- Concerts
- CSUSM Arts & Lectures
- Arts Van

3) Advocating for the arts to assure continued access to the arts for all students.

- Becoming partners with Americans for the Arts
- Establishing statewide presence with the California Alliance for Arts Education
- Arts Education Summit: Partnering with the San Diego County Office of Education, they organize and host a yearly event that brings together classroom teachers, specialists, administrators, parents and arts partners to go deeply into issues concerning arts education.
- AVID for Arts: This program targets middle and high schools to reach teachers and kids in the AVID program teaching them how to better communicate, express themselves, and concentrate through arts-based strategies, all goals of the AVID program itself.
- Publications include

    o Two different advocacy brochures for parents and teachers

    o Newsletters

    o Blogging: Dr. Goldberg is a blogger for Americans for the Arts

    o Research papers (Dr. Goldberg has also published a few research papers)

    o Conference Presentations on research related to center ARTES' programs

    o Evaluation Guide: Dr. Goldberg co-authored an evaluation guide at the state level for school districts as a guide to evaluating arts education.

C. Enhance Services and Professional Development Opportunities for Faculty and Staff

Faculty members from College of Arts and Sciences (CoAS) and College of Education (CoE) work with Center ARTES on both programming and planning. Marcos Martinez (CoAS), Fran Chadwick (CoE) and Laura Wendling (CoE) are on the Advisory Board. Jack Leu (CoBA) has also helped with planning center activities such as the Artist-in-residence program.

Center ARTES has enhanced professional development opportunities for several faculty on our campus. Many of the lecturer faculty and staff who teach on our campus such as Mindy Donner, Eduardo Parra, Eduardo Garcia, Richard Hunt, Berta Villaescuesa, Lisa Berger, Maureen Lorimer and others conduct many of the training workshops and activities for the Center. These activities not only provide unique learning opportunities for our students but they also provide our faculty with the opportunity to work with teachers and students in elementary and middle schools in our community. For example, Maureen Lorimer (CoE) facilitated conversations with teachers at Capri Elementary last year, in which she helped teachers find clear and direct ways to apply workshop content immediately to their classrooms. As Center ARTES has grown more faculty have been getting involved in Center ARTES activities.

As listed in the self study, over the years increasing number of professors and their students at CSUSM have also participated in Center ARTES projects. These include Judit Hersko (project science/art), Judy Bauerlein (AVID drama) and Deborah Small (Baja Native Artist program). As a result of these projects, faculty have been able to involve students in their classes with students and teachers in local schools leading to a very rich collaborative learning experience for our students and those in our community. For example, Professor Hersko and her students developed a project that brought together science and art in Rancho Minerva middle school. They designed specific lesson plans to teach science through the arts. The science teachers at Rancho Minerva adopted these lesson plans for future use. These projects have also made it possible for our faculty to further their professional development by applying for external grants with the support of Center ARTES. Professor Hersko explained that the institutional support provided by Center ARTES made it possible for her to secure a prestigious NSF sponsored Antarctic Artists and Writers grant. In addition, Center ARTES has supported three other grant proposals submitted by Professor Hersko which are pending at this time. According to Judit, "Center ARTES is a wonderful resource that brings the campus and community together through art."

Center ARTES has made it possible for some of our faculty, such as professors Hersko, Karen Schaffman and David Avalos to present their work at California Center for the Arts as part of the museum partnership project. In addition, Center ARTES partnered with professors Schaffman and Bauerlein to host a site-specific dance performance created and performed by their class at our annual benefit at the Museum of Man. This past summer, faculty from the COE as well as VPA participated in the DREAM summer institute by presenting their work to the institute teachers. Next summer several more faculty members are slated to join in as workshop leaders as well.

D. Build Links with Government, Industry, and Community Organizations

One of the most important elements of Center ARTES' mission is to actively advocate for arts education at the local, state and national levels. Through long term partnerships with schools, districts, artists, and arts institutions, the Center connects educators with the tools, resources, and personnel that they need to seamlessly integrate the arts into their classrooms. In the short time that it has existed, Center ARTES has made a significant contribution to arts education in the county by providing over hundred workshops, events, and performances.

The work that the Center does greatly enhances the reputation of Cal State San Marcos in the county.

Center ARTES' programs are provided in collaboration with several arts partners including the Old Globe, the California Center for the Arts Escondido, the Museum of Making Music, the San Diego Museum of Man, the Lux Art Institute, the Puppetry Guild, and the San Diego Chamber Orchestra (now Orchestra Nova). Their workshops are offered in partnership with the San Diego County Office of Education and include puppetry, poetry, classical music, visual arts, technology, drama, movement, arts standards, and playwriting and these collaborations have evolved over the years of their existence from small beginnings in 2003-2004 to several activities in 2008-2009. One particularly noteworthy and successful collaboration was with the Rancho Buena Vista High School drama department and Greg Evans (Luann comic strip writer and Center ARTES board member). Evans wrote a script for a musical, *Luann: Scenes from a Teen's life* , which was well received when it premiered at the California Center for the Arts Escondido in 2006. The Center has put on arts oriented Family Days and low cost classical music performances with the San Diego Chamber Orchestra for economically disadvantaged families. They have also sponsored a Young Artist-in-Residence program featuring Andy Leu who acted as an ambassador for the Center by performing at several events on campus and in local schools in 2007-2008.

The Center ARTES review committee asked for feedback from several of the Center's community partners. The questions asked about the length of their relationship with Center ARTES, the nature of the collaboration, ways that Center ARTES has benefited the community partners, and the ways that their work with Center ARTES impacts and benefits their clients. Four community partners supplied detailed responses to these questions. They were Ron Jessee, Visual and Performing Arts Coordinator for the San Diego County Office of Education (SDCOE), Lynne Jennings from the San Diego Guild of Puppetry, Brenda Hall, Director of the North County Professional Development Federation (NCPDF), and Jillian Jepson, Education and Development Manager, Museum of Making Music. A fifth community partner, Jung Ho Pak, Artistic Director and Conductor of Orchestra Nova (formerly the San Diego Chamber Orchestra) responded briefly stating that he hoped to work directly with the students at CSUSM and help them with classical music appreciation. Each of these individuals spoke very highly of their interactions with Center ARTES. Repeated efforts were made to contact the California Center for the Arts Escondido, the Carlsbad Unified School District, and the Escondido school district to no avail.

SDCOE and Center ARTES have formed a partnership to promote arts advocacy, the building of arts capacity and the dissemination of professional development. Center ARTES continues to work with Dr. Patti Saraniero and Ron Jessee on the development of the Arts Assessment Resource Guide (http://www.ccsesaarts.org/content/assessment_guide.asp) funded by a grant from the William and Flora Hewlett Foundation. Their productive association goes back about six years. The Center Director is a frequent speaker at arts education conferences and is the founder of the San Diego County Arts Education Summit. According to Mr. Jessee, "the power of the Center ARTES model is seen in the arts capacity it builds in teachers and administrators. Administrators learn strategies for building and sustaining arts programs in their districts. Teachers acquire the ability to infuse language arts and math curriculum with visual and performing arts strategies. The students are the beneficiaries."

Center ARTES' relationship with the San Diego Guild of Puppetry goes back over five years. The Guild facilitated and collaborated in creating a variety of Center ARTES teacher workshops and in bringing them and occasional performances as well to both the CSUSM campus and to SDSU for the Theatre of the World Festival for a number of years. One year, the Center also helped partially underwrite one of the Guild's in depth 4th grade residency programs at one of their partner schools. The Guild sees its relationship with Center ARTES as a win-win association because of the contacts with government, foundation, community, and business leaders. The Guild's Lynne Jennings sees the annual Arts Education Summit as a ground breaking event, which "educates, empowers and inspires local teachers, schools, administrators, teaching artists, and arts organizations alike."   She also contends that the interaction that goes on at that event with state and national leaders is important and transformative. In general, the increased networking and collaborative opportunities that result from the Guild's work with Center ARTES benefit other community organizations and the community as a whole.

Center ARTES and the NCPDF were awarded the DREAM (Developing Reading Education through Arts Methods) grant. Brenda Hall serves as co-director with Dr. Merryl Goldberg on this grant and also continues to support efforts to provide opportunities for AVID teachers to work with arts coaches. Through the DREAM grant, they work closely to ensure that teachers receive quality professional during the summer institute and throughout the year, either through online support or with arts coaches. Center ARTES' expertise also made possible a grant (just under $1 million) which supports the professional development of teachers in the north county school districts. According to Ms. Hall, "the work of Center ARTES supports the arts standards as well as the academic content area standards that teachers must address. This particular grant focuses specifically on supporting 3rd and 4th grade students in their reading. This is a skill that is essential for them in every arena of their life. Working collaboratively with staff members from the university, the local districts, individual artists, SUAVE art coaches and others provides for a very rich experience for our students."

Center ARTES and the Museum of Making Music has had a formal relationship for approximately five years. It developed when Richard Hunt from the Center approached MOMM to facilitate the creation of a drum circle for CSUSM students. They have primarily worked with Center ARTES on professional development projects, specifically arts integration. They have also hosted several events at the Museum for Center ARTES donors. In regard to professional development, the most recent project was a workshop held at the Museum as part of the Center

ARTES workshop series. This project reached beyond the normal classroom walls and incorporated a Museum scavenger hunt for hands-on experience with music history. For this project, the Museum staff created the scavenger hunt and Center ARTES worked on the lecture portion of the workshop. According to Jillian Jepson, Education and Development Manager, "Our work with Center ARTES has helped the Museum become a more useful and relevant organization. They have a tremendous understanding of arts education and the community and just their pure advisement on these subjects has directly benefited Museum constituents and the surrounding community. Through their understanding of community arts organizations, arts advocacy issues, and arts integration, Center ARTES serves as an intelligent resource and pillar of our community. Though the professional development workshop held at the Museum only directly impacts the educators who participate, it will indirectly affect the thousands of students these educators will encounter throughout their teaching career. Center ARTES is a wonderful organization and a highly valued partner of the Museum of Making Music."

Center ARTES and its director, Dr. Goldberg, have an excellent reputation in the community. It is very clear from the responses to our review questions that the organizations that work with Center ARTES are very grateful for the catalytic role that the Center plays in building relationships between the university and the Arts community and also between the community partners and their own constituents. Center ARTES has served in an advisory capacity for the Community Partners, provided expertise for workshops organized by them, helped them obtain external grants, and facilitated discussions among elementary school principals. In sum, Center ARTES has been an excellent resource for Arts education in the county and it has gone from strength to strength over the years from some very humble beginnings to a powerhouse provider of arts education and a strong partner of the local arts education community.

 E. Foster interdisciplinary work

Examples of Center ARTES supporting interdisciplinary work are significant and include professors in the College of Arts and Sciences (COAS) receiving grant support from the Center via the Arts and Lectures exhibitions at the California Center for the Arts, Escondido (CCAE), as well as a puppet play involving a Center ARTES Art Coach and Visual and Performing Arts Department (VPA) lecturer. The Center also provided support for the publication of a calendar, and book focusing on local Native American ecoculture.

In Spring Semester of 2005, COAS professors Deborah Small, a visual artist and writer, and Bonnie Bade, an anthropologist, collaborated on the exhibition *Mixtec Medicine* illustrating the continuity of Mixtec cultural knowledge from past to present. The following Spring, Center ARTES supported COAS professors Judit Hersko, a visual artist, and Victoria Fabry, a biologist, in their collaborative exhibition *Shifting Baselines* that explored the acidification of the oceans due to the absorption of atmospheric CO_2. *San Diego Union-Tribune* art critic Robert Pincus named the exhibition one of San Diego's Ten Best in 2006.

Mindy Donner is a Center ARTES Art Coach and VPA lecturer who received Center ARTES support for a play with puppets about one family motivated by dreams of manifest destiny who traveled with the Donner Party. Center ARTES' initial support allowed her to travel and research both the writings and places of the Donner Party in California. These research activities enabled

her to establish on-going professional relationships with two authors of books on the Donner Party, and the archaeologist at Sutter's Fort, Sacramento. Her self-described interdisciplinary project involves scriptwriting, building puppets, and videotaping the finished play. In subsequent grant-writing efforts, Center ARTES offered in-kind support.

Deborah Small is a VPA Professor and an interdisciplinary artist working with a variety of knowledge sources including local American Indian plant and cultural specialists, an anthropologist, a US Forest Service Ranger, an Anza Borrego State Park archaeologist, a botanist, and American Indian basket weavers. She began working with Center ARTES three years ago and credits the Center for its administrative support for two grants for two ethnobotany projects that involve Professor Small, VPA students and native American community members.

The first grant supplemented a CSUSM Lottery grant and helped fund the publication of the 2010 ethnobotany calendar titled: *Edible, Medicinal, Material, Ceremonial: Ethnobotany of Southern California Indians*. Center ARTES staff worked closely with Professor Small to manage funds.

The second grant is from Burpee Seeds under the auspices of the Wild Animal Park in Escondido to help with the production of a book titled *Gathering Native Plants: Ethnobotany and Basketweaving in Southern California*. Again, Center ARTES is helping with the administration of the grant money to the appropriate people, including student assistants, as well as with the printing of the book.

Both interdisciplinary projects help promote CSUSM as an institution that uses its sophisticated technological infrastructure to benefit local, regional, and statewide indigenous communities committed to cultural, biological and linguistic revitalization, as well as to further CSUSM's strategic plan for Community Partnerships.

Professor Small expresses her appreciation for Center ARTES' "generosity and willingness to help with our community projects in terms of their financial administrative support. This ultimately benefits students, faculty, CSUSM, and regional tribal community members in southern California and Baja, California, Mexico."

F. Complement the Instructional Program

In terms of complementing CSUSM's instructional program Center ARTES is clearly bringing to life the university's charge to all centers while carrying out its own mission. This is done in primarily two ways, first, preparing CSUSM education students with the arts education skills they will need in order to be successful in their K-12 teaching careers, and second, from 2004 to 2007, the restructuring of the Arts and Lectures Program into a committee-based structure representing all members of the university and community in programming. Center ARTES also supports instruction in other ways described below.

1. Preparing CSUSM Education Students

The following narrative summarizes three responses to the Review Committee's survey questions from three faculty colleagues, from the College of Education (COE) and the College of Arts and Sciences. They describe the impact of Center ARTES' mission on COE students, and both Visual and Performing Arts Department (VPA), and Liberal Studies Department students in the COAS.

Fran Chadwick, an Assistant Professor in the COE, has had a relationship with Center ARTES from its inception. She has served on its Board and evaluated its workshops. She reports that Center ARTES offers professional development opportunities that have enabled her to enhance the work of the arts cohort in the COE through the integration and coordination of the arts with all methods classes.

Berta Villaescusa, a lecturer in the VPA Department has had a relationship with Center ARTES since its inception. She is also employed by the Center as an Arts Coach in K-12 classrooms with funds raised by Center ARTES. She works within the AVID for Arts, SUAVE, and DREAM programs.

Ms. Villaescusa describes the providing of art coaching professionals as university instructors as a direct benefit to CSUSM students of Center ARTES' integration efforts. Besides Ms. Villaescusa, the Center ARTES Art Coaches who teach as lecturers in the VPA Department include Mindy Donner and Eduardo Garcia. All of the coaches are able to draw from actual experience in K-8 classrooms to enrich the education of both VPA and Liberal Studies students. Those Liberal Studies students enrolled in the Integrated Credential Program, and planning to go on to teach in K-8 classrooms, benefit from the art coaches'/lecturers' enriched subject area teaching strategies with multidisciplinary arts education in visual arts, theater, puppetry, pantomime and music techniques.

Ms. Villaescusa describes how Center ARTES has brought artists from other art fields as well as from her own visual arts area to workshops, summer institutes, and coaches meetings, held once every two weeks currently, which influence, inform, and expand her knowledge base, and have greatly contributed to both her arts coaching and her VPA Department teaching methods and content benefitting her COAS students. Note that many of the students taking her class at CSUSM will go on to teach in local school districts and themselves become supporters and participants in AVID for Arts, SUAVE, and DREAM programs, truly an example of Center ARTES infusing arts education in San Diego's North County, bringing integrated arts learning to many children and adults in public schools who otherwise may not have an exposure to the arts.

Professor Judit Hersko has been involved professionally with Center ARTES since 2006 when she was invited to give a workshop to a group of teachers and future teachers at her museum exhibition at the Center for the Arts in Escondido. She considers Center ARTES a wonderful resource that brings the campus and community together through art.

Last year she worked with a CSUSM Independent Studies student to design three lesson plans based on Professor Hersko's research and art activity. With Center ARTES providing the link the

CSUSM student (now a biology graduate student here at CSUSM) delivered a presentation teaching science through art to 8th graders at Rancho Minerva Middle school in Vista. The science teacher at the middle school adopted the lessons for future use.

Professor Hersko reports that "[i[t has been wonderful to involve students in this kind of educational outreach that also exposes them to interdisciplinary work."

2. Arts and Lectures

The Arts and Lectures (A&L) events under the direction of Dr. Goldberg during Academic Years 2004-05, 2005-06 and 2006-07 underwent a significant restructuring as it continued to provide lectures, performances, and art presentations supporting instruction.

Karen Schaffman, VPA Department Chair and current A&L Chair, explains that "Dr. Goldberg was crucial and an effective leader in the transition of the Arts & Lectures from a Library directed program to a University-wide ad-hoc committee. With her mentorship I became the Chair of Arts & Lectures."

Center ARTES supported several A&L events. In Fall 2004 A&L sponsored an American Indian Festival. In Spring 2005 A&L hosted MacArthur Fellow, Ishmael Reed during Black History month, a lecture by Rudy Acuña, Ph.D., founder of one of the first Chicano Studies Departments in the nation, and the San Diego Chamber Orchestra. The following academic year A&L sponsored Professor Marcos Martinez' one-person comedy, *Holy Dirt*, Isaac Artenstein presenting his film, *Tijuana Jews*, the Julliard Jazz Orchestra, and *OffCenter*, the annual CSUSM student Spring dance concert. In its final year administering A&L, Center ARTES presented *Luann – Scenes from a Teen's Life* performed by the Rancho Buena Vista High School Drama Department at the California Center for the Arts, Broadway legend Carol Channing, and Pilipino Culture Nights.

All of these events reached CSUSM students both as audience members and as performers. Instructors throughout the university incorporated A&L events into their syllabi, recommending that students attend for extra credit, as well as assigning students to attend and report on the events, and even taking their entire classes to events purposely scheduled during regular class meeting times.

Professor Fran Chadwick (COE) emphasized that Center ARTES offered much needed arts appreciation opportunities for students during the period when it organized the Arts and Lectures Series.

3. Complementing Instruction in Other Ways

In Fall 2008 as part of a Center ARTES fundraiser Karen Schaffman, VPA Dance professor, worked with VPA Theatre professor Judy Bauerlein on a site specific CSUSM student production at San Diego's Museum of Man in Balboa Park. This was one of five intensive VPA workshops with professional artists that Schaffman and Bauerlein called the Performance Lab.

Sixteen students participated in a weeklong process of movement investigations at CSUSM and after-hours at the Museum of Man, which culminated in performances both indoors and outdoors during the duration of the Center event.

Professor Schaffman reports that "Center ARTES provided VPA students with an excellent opportunity to perform off-campus and to a very large public audience."

She explains further how CSUSM students explored the thematic material in a unique museum environment based in history, science, anthropology, and museum studies, and deepened their collaborative skills and understanding of site-specific performance.

"The context of a fundraising event also strengthened students' understanding of the importance of arts and education and also the relationship of community service to art," Schaffman states adding that, "this public event greatly enhanced our applications for funding The Performance Lab… from both the IRA and Lottery Funds."

II. FINANCIAL VIABILITY

In examining the financial viability of the Center ARTES, the external funding history, contributions and event/dues revenues, proposal submission, proposal capture ratio and campus support were reviewed.

Center ARTES's revenue has gone from $24,000 in Fiscal 03-04, to $104,372 in 08-09 (please see Financial-Exhibit A). Campus support has gone from $24,000 in 03-04 to $8,340 in 08-09. Grant activity has contributed to the off-set, however contributions and subscriber dues have accounted for most of the growth.

Center ARTES is currently under staffed (expanded in Administration Section) but they continue to submit new proposals. Center ARTES' capture ratio, by number of grants, is approximately 33%. This capture ratio is good for proposal submissions. The industry average capture ratio is approximately 20% and the campus average is approximately 27%. However, their capture ratio, by dollars, is under 7% (please see Financial-Exhibit B).

Currently, Center ARTES space and utilities are supported by the campus as are the other Centers and Institutes (this support is not reflected on Exhibit A). Center ARTES does receive approximately 25% support for the Center ARTES Director salary and benefits, in lieu of a Faculty Director position, from a Provost's Office UARSC Campus Account.

III. ADMINISTRATIVE AND LEGAL VIABILITY

Center ARTES currently operates with one part time employee at 25% effort and the Center Director at approximately 25% effort. Operations run relatively smooth and deliverable deadlines on extramural agreements continue to be met. Certain internal responsibilities are not executed in a timely fashion due to less than needed staffing. An example would be the timely

processing of Sponsored Project Agreement Forms prior to application submissions. Center ARTES has been relatively successful in fund raising and recruitment of community advisors to assist with fund raising as well as the operation of the Center.

Center ARTES follows campus and UARSC policies and procedures. There was no evidence to suggest that Center ARTES has operated outside prevailing policies, procedures and regulations.

IV. CONCLUSIONS

Center ARTES is a University center that brings into focus the communication, learning, creative activity and research of faculty, students, and staff interested in arts education and arts advocacy and in the building of bridges among the wonderfully diverse cultures in our region through arts based activities and research. This is a crucial area of study and service not normally offered by a single academic department or program on the CSUSM campus. As our review clearly indicates, the Center has become a very indispensable resource for the local arts education community through its collaborative activities with schools and several arts partners including the Old Globe, the California Center for the Arts Escondido, the Museum of Making Music, the San Diego Museum of Man, the Lux Art Institute, the Puppetry Guild, and Orchestra Nova. The success of the Center is in no small measure owed to the dynamic leadership displayed by its Director, Dr. Merryl Goldberg.

Center ARTES complements the CSUSM instructional program through its long term partnerships with the San Diego County Office of Education, schools, districts, and artists realizes the University's general mandate to centers by connecting university students and the community with the tools, resources, and personnel to seamlessly integrate the arts into CSUSM and K-12 classrooms and programs. The examples of interdisciplinary work between faculty artists, an anthropologist, and a biologist attest to Center ARTES fostering of interdisciplinary work. Within this work bridges have built with community participants including numerous Native American and Mexican Indian groups in North County. This is especially crucial, as CSUSM is situated in a region with eighteen Native American reservations, more than anywhere else in the continental United States.

Center ARTES has become a financially viable Center. Considering the current staffing levels, Center ARTES is administered efficiently and continues to interact with the campus and local communities and supports its mission and that of the campus. It is the Committee's opinion that Center ARTES operates in a manner that observes rules and regulations and does not jeopardize the University or UARSC.

In sum, under Dr. Goldberg's leadership Center ARTES has thrived academically and financially. Dr. Goldberg has taken strategic steps to promote Center ARTES in the community. As a result, the Center and the University are visible leaders in arts education. Moreover, Dr. Goldberg has garnered significant support from schools, educational agencies, foundations, and the arts education community to support Center ARTES' success and sustainability.

V. RECOMMENDATIONS

1. We strongly recommend that the Charter for Center ARTES be renewed for the next five years.

2. We recommend that Center ARTES continue to provide opportunities for faculty and students to work with local schools and arts partners to enhance their academic and professional growth. More specifically, Center ARTES should continue its current trend of providing internship opportunities for students and grant writing opporunities for faculty. In order to be able to do that successfully it is critical that staffing levels be continued at current levels or enhanced if possible.

3. We recommend that Center ARTES' external proposal efforts be increased as staffing permits and that university support be continued at levels consistent with other Centers.

4. To establish a base from which the Center can grow in response to the demand in North County, we recommend temporary funding to support a Project Coordinator until this position can move to self-support. This will allow the Director to focus on securing extramural funding.

5. The committee acknowledges the efforts put into the development of the Center ARTES website which has proven helpful to the community. The website functions effectively for posting information, workshop schedules, announcements and resources. Because this online presence helps increase visibility and access, we recommend the continuation and possible expansion of their online resources.

6. We recommend that Center ARTES continue to work with University Advancement in a mutually reinforcing fund-raising effort that benefits both the University and the Center. Although these are tough times for the University in the context of the economic crisis and the budget cuts, Center ARTES has established a reputation in the county and will continue to attract high profile donors. We recommend that the University consider matching donations when the economy turns around as an incentive for Center ARTES supporters.

FINANCIAL EXHIBIT A

Annual Revenue by Source
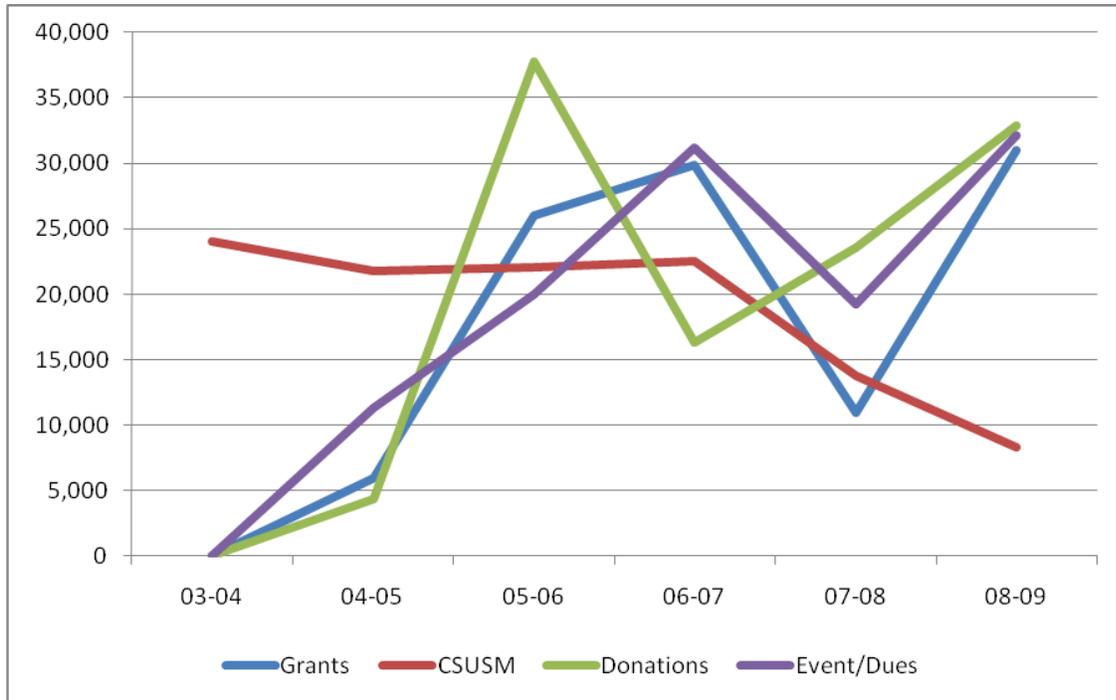
Total Annual Revenue
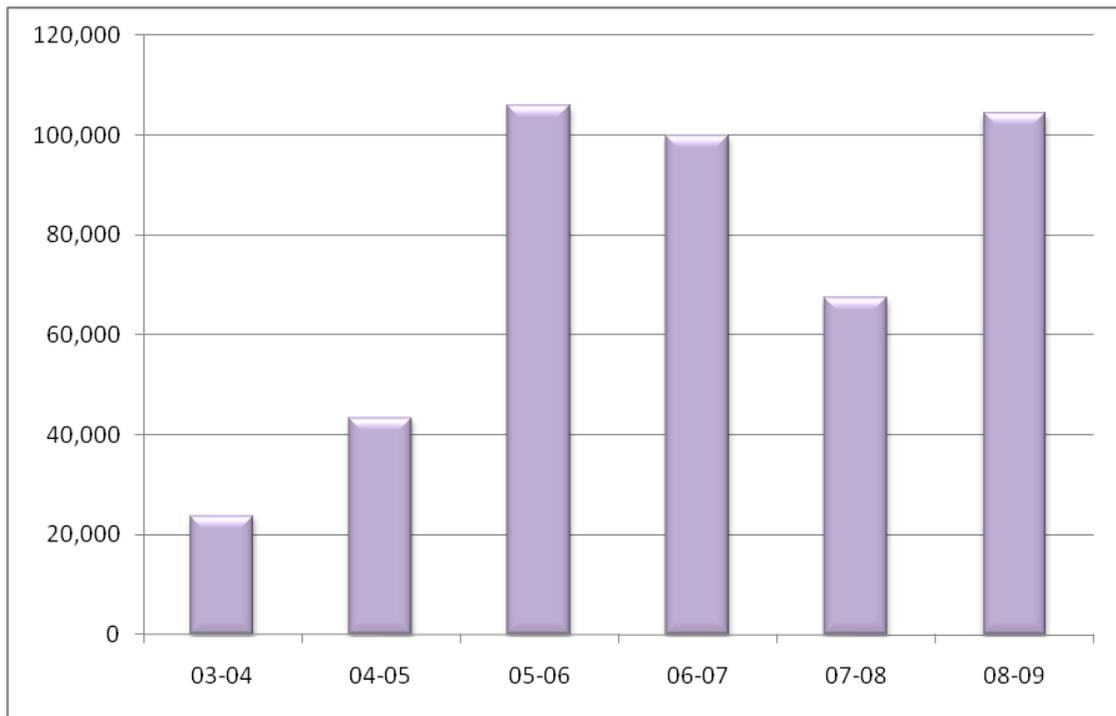
FINANCIAL EXHIBIT B

Proposal & Awards

	Prop #'s	Prop $'s		Award #'s	Award $'s	Capture Ratio #'s	Capture Ratio $'s
08-09	2	102,000		2	31,000	100.00%	30.39%
07-08	2	11,500		2	10,980	100.00%	95.48%
06-07	7	377,560		4	29,900	57.14%	7.92%
05-06	15	429,274		3	26,000	20.00%	6.06%
04-05	5	447,450		1	6,000	20.00%	1.34%
03-04	5	148,223		0	0	0.00%	0.00%
Total	**36**	**1,516,007**		**12**	**103,880**	**33.33%**	**6.85%**

Contributions/Dues

	Cont-Ind	Cont-Corp	Events/Dues		Total
08-09	24,629	8,235	32,168		65,032
07-08	11,460	12,076	19,241		42,777
06-07	10,750	5,600	31,146		47,496
05-06	29,671	8,130	20,025		57,826
04-05	1,000	3,400	11,283		15,683
03-04	0	0	0		0
Total	**77,510**	**37,441**	**113,863**		**228,814**

CSUSM Support-Provost's Office

	Course Releases	Operations		Total
08-09	5,100	3,240		8,340
07-08	10,000	3,755		13,755
06-07	9,836	12,673		22,509
05-06	9,412	12,673		22,085
04-05	9,140	12,673		21,813
03-04	9,000	15,000		24,000
Total	**52,488**	**60,014**		**112,502**