

## CoAS Policy on the Evaluation of Temporary Faculty Unit 3 Employees

- 1 Definition: A policy for the evaluation of temporary faculty within the College of Arts & Sciences.  
2  
3 Authority: CSU/CFA Unit 3 Collective Bargaining Agreement  
4  
5 Scope: Temporary Unit 3 employees within the College of Arts & Sciences.  
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### 7 I. General elements

- 8  
9 A. The purpose of this policy is to provide procedures for periodic and performance review of  
10 temporary faculty. This policy follows the procedures for periodic evaluation in accordance with  
11 the Collective Bargaining Agreement (CBA<sup>1</sup>). Within fourteen (14) days<sup>2</sup> of the beginning of the  
12 semester,<sup>3</sup> the Dean/Associate Dean's<sup>4</sup> office will provide all temporary faculty Unit 3<sup>5</sup> members  
13 in the College of Arts and Sciences with a copy of this Policy.  
14  
15 B. The California State University (CSU) Unit 3 collective bargaining agreement distinguishes  
16 among three types of Temporary Faculty Unit 3 Employees:

- 17  
18 1. Part- or full-time appointment for one semester or less;  
19 2. Part-time appointments for two or more semesters;  
20 3. Full-time appointments for two or more semesters;  
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22 The evaluation process for each category of appointment will be discussed separately in this  
23 document.  
24

- 25 C. Temporary faculty who work for more than one department or program<sup>6</sup> shall be evaluated by  
26 each department.  
27

- 28 D. All temporary faculty shall submit a working personnel action file (WPAF) to the Department  
29 Chair according to the timelines for the type of appointment. Failure to submit a WPAF, or  
30 submitting an incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted  
31 according to established timelines and no evaluation takes place, performance of the temporary  
32 faculty is assumed to be satisfactory. In such cases, temporary faculty may request to be  
33 evaluated by the appropriate administrator.  
34

- 35 E. Electronic submission for part or all elements of the WPAF is acceptable. The department should  
36 inform faculty of any preferences.  
37

- 38 ~~EE.~~ The WPAF shall include the following as appropriate to the terms of the appointment:  
39

- 40 1. A current curriculum vita;  
41 2. Copies of all prior periodic evaluations and performance reviews;  
42 3. A list of courses taught each semester in the evaluation period;  
43 4. A syllabus for each course taught in the evaluation period;  
44 5. A representative sample of examinations and assignment materials for each course;  
45 6. Student evaluations for each section of each course in which student evaluations were

<sup>1</sup> The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

<sup>2</sup> Throughout this Policy, the term "days" shall signify calendar days.

<sup>3</sup> 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/](http://www.csusm.edu/faculty_affairs/)) to view the current contract.

<sup>4</sup> Hereafter referred to as the Dean.

<sup>5</sup> Hereafter referred to as temporary faculty.

<sup>6</sup> Hereafter referred to as department.

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46 conducted, including all University-prepared numerical analyses and all student comments.  
47 When student evaluations for the current semester are not available at the time the Working  
48 Personnel Action File (WPAF) is submitted, the Dean or the Department Chair shall add  
49 them to the WPAF as soon as they are received;

- 50 7. Additional material required by the Department (e.g. classroom observations). Temporary  
51 faculty should be advised in writing of additional Department standards for the WPAF  
52 contents by the Department Chair/Program Director<sup>7</sup> within fourteen (14) days after the first  
53 day of instruction of the academic term. Once the evaluation process has begun there shall  
54 be no changes in criteria and procedures;
- 55 8. Evidence of scholarly/creative activity and/or service if appropriate to the terms of  
56 appointment;
- 57 9. Other material deemed pertinent to a teaching evaluation by the temporary faculty, e.g. peer  
58 input, reflective statement on teaching experiences, evidence of innovative pedagogy,  
59 curriculum development, teaching awards, students supervised (independent study, etc.),  
60 student advising or mentoring;
- 61 10. Mailing address to which a copy of the candidate's evaluation may be sent.

62  
63 It is the intent of this policy that the evaluation considers all materials submitted. The WPAF will  
64 be returned to the faculty member once the evaluation process is complete.

- 65  
66 F. Temporary faculty who teach must provide students the opportunity to fill out the official  
67 CSUSM student evaluations in their classes, each semester, in accordance with the Departmental  
68 policy established in terms of the CBA.
- 69  
70 G. Any party to the evaluation may request peer input (Form B), which can come from either  
71 tenured or non-tenured faculty. In the case of a classroom observation, temporary faculty shall  
72 be given a minimum of five days written notice prior to the classroom visit. After the visit, there  
73 shall be consultation about the classroom observation between the temporary faculty member and  
74 the visitor. (CBA 15.14)
- 75  
76 H. Any party to the evaluation may request an external review. In the case of a request for an  
77 external review, see Appendix C of the University RTP policy for responsibilities and timetable.
- 78  
79 I. Each semester, the Dean's office shall provide to each Department Chair, within ten (10) days of  
80 the start of the semester, a list of the names of all temporary faculty who will be evaluated in  
81 his/her department at the end of that semester. It shall be the responsibility of the Department  
82 Chair to notify the Dean within 10 days of the receipt of the list of any changes to the list.
- 83  
84 J. Any academic department shall have the right to establish its own written policy on the  
85 evaluation of temporary faculty employees. Such policy shall establish guidelines for the  
86 evaluation of temporary faculty that are consistent with the CBA and meet or exceed the  
87 minimum requirements of the College of Arts and Sciences policy. Any such policy shall be  
88 reviewed by College Faculty Development Committee and the University Faculty Affairs  
89 Committee to ensure compliance with the CBA and CoAS policies before adoption.

### 90 91 **II. Evaluation Process for temporary faculty with part - or full-time appointments for one semester or 92 less**

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94 A. Evaluation of all temporary faculty appointed for one semester or less is required at the end of the  
95 semester of appointment.

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<sup>7</sup> Hereafter referred to as the Department Chair.

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- 97 B. The Department Chair shall notify temporary faculty that they should submit their WPAF no later  
98 than the Monday of the fifteenth week of the semester of appointment. Such notification shall be  
99 provided to the temporary faculty employee in writing within twenty-eight (28) days of the start  
100 of the semester. If circumstances require it, the temporary faculty member may request an  
101 extension from the Department Chair.  
102
- 103 C. The evaluation (Form A) shall be completed and signed by the Department Chair within thirty  
104 (30) days after the completion of the semester of appointment. If circumstances require an  
105 extension, the evaluator shall notify the Dean, prior to the end of the semester of appointment,  
106 who will, in turn, notify the affected temporary faculty.  
107
- 108 D. Within seven (7) days of the submission deadline, the Department Chair shall review the WPAF  
109 for completeness and shall notify the temporary faculty member in the event that she/he needs to  
110 add required and additional documentation. If the temporary faculty fails to submit the required  
111 materials within ten (10) days, the Department Chair shall have the right to add the materials to  
112 the file. With approval of the Department Chair, the temporary faculty may also add items that  
113 were unavailable at the time the WPAF was submitted, such as a response to student evaluations.  
114
- 115 E. Temporary faculty will be provided with copies of their evaluation(s) and will sign and return the  
116 evaluation form(s), and retain a copy. The Department Chair may arrange a meeting with the  
117 temporary faculty to review the evaluation. In the case where the Department Chair does not  
118 arrange a meeting to review the evaluation, the temporary faculty may request a meeting with the  
119 Department Chair within ten (10) calendar days of receiving the evaluation, to discuss the  
120 evaluation.  
121
- 122 F. In addition, regardless of whether a temporary faculty meets with the Department Chair, a  
123 temporary faculty member may submit a written rebuttal or response to the evaluation for  
124 inclusion in the Personnel Action File (PAF). The faculty member's response must be submitted  
125 within ten (10) days of receiving the evaluation. The response should be filed at the office of the  
126 Dean, who will sign and provide a copy to the Department Chair. The Department Chair may  
127 respond to a temporary faculty's written rebuttal within ten (10) days of receipt of the rebuttal.  
128 No formal, written response to a temporary faculty's rebuttal is required.  
129
- 130 G. After all signatures have been obtained, the Department Chair will send the original evaluation  
131 form(s) to the Dean, who will sign, date, and place the evaluation in the temporary faculty's PAF.  
132

### 133 III. Evaluation process for temporary faculty with part-time appointments for two or more semesters 134

- 135 A. All Temporary Faculty with part-time appointments for two or more semesters, except those with  
136 three-year appointments, shall be evaluated annually at the end of the spring semester. If the end  
137 of the appointment is not at the end of the spring semester, the faculty member may be evaluated  
138 additionally at the end of the appointment, at the discretion of the Department Chair or upon the  
139 request of the temporary faculty member. The review period, in all cases, shall include all  
140 semesters of the appointment.  
141
- 142 B. All Temporary Faculty with three-year part-time appointments shall be evaluated at the end of the  
143 second year of appointment. The review period will include all semesters of the first two years of  
144 appointment. At the request of the Dean or the Department Chair, evaluations of all temporary  
145 faculty with three-year appointments in a given department may be conducted more frequently.  
146 Any temporary faculty member with a three-year appointment may request that his/her  
147 evaluations be conducted more frequently.  
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- 149 C. The Department Chair shall notify the temporary faculty that they should submit their WPAF no  
150 later than the Monday of the fifteenth week of the semester in which the evaluation is due. Such  
151 notification shall be provided to the temporary faculty in writing within twenty-eight (28) days  
152 of the start of the semester. If circumstances require it, the temporary faculty may request an  
153 extension from the Department Chair.  
154
- 155 D. Within seven (7) days of the submission deadline, the Department Chair shall review the WPAF  
156 for completeness and shall notify the temporary faculty member in the event that she/he needs to  
157 add required and additional documentation. If the temporary faculty fails to submit the required  
158 materials within ten (10) days, the Department Chair shall have the right to add the materials to  
159 the file. With approval of the Department Chair, the temporary faculty may also add items that  
160 were unavailable at the time the WPAF was submitted, such as a response to student evaluations.  
161
- 162 E. The evaluation (Form A) shall be completed and signed within thirty (30) days after the  
163 completion of the semester of appointment. If circumstances require an extension, the evaluator  
164 shall notify the Dean prior to the end of the term of appointment who will, in turn, notify the  
165 affected temporary faculty.  
166
- 167 F. Temporary faculty will be provided copies of their evaluation(s) and will sign the evaluation  
168 form(s) and retain a copy. The Department Chair may arrange a meeting with the temporary  
169 faculty to review the evaluation. In the case where the Department Chair does not arrange a  
170 meeting to review the evaluation, temporary faculty may request a meeting with the Department  
171 Chair within ten calendar days of receiving the evaluation, to discuss the evaluation.  
172
- 173 G. In addition, regardless of whether a temporary faculty member meets with the Department Chair,  
174 a temporary faculty may submit a written rebuttal or response to the evaluation for inclusion in  
175 the Personnel Action File (PAF). The faculty member's response must be submitted within ten  
176 (10) days of receiving the evaluation. The response should be filed at the office of the Dean, who  
177 will sign and provide a copy to the Department Chair. The Department Chair may respond to a  
178 temporary faculty's written rebuttal within ten (10) days of receipt of the rebuttal. No formal,  
179 written response to a temporary faculty's rebuttal is required.  
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- 181 H. After all signatures have been obtained, the Department Chair will send the original evaluation  
182 form(s) to the Dean, who will sign, date, and place the evaluation in the temporary faculty's PAF.  
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### 184 **IV. Evaluation process for temporary faculty with full-time appointments<sup>8</sup> for two or more semesters**

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- 186 A. All Temporary Faculty with full-time appointments of two or more semesters must be evaluated  
187 by a Peer Review Committee (PRC) elected in accordance with the College of Arts and Sciences  
188 Policy on the Election of Peer Review Committees<sup>9</sup>.  
189
- 190 B. All Temporary Faculty with full-time appointments for two or more semesters, except those with  
191 three-year appointments, shall be evaluated annually at the end of the spring semester. If the end  
192 of the appointment is not at the end of the spring semester, the faculty member may be evaluated  
193 additionally at the end of the appointment, at the discretion of the Department Chair or upon the  
194 request of the temporary faculty member. The review period, in all cases, shall include all  
195 semesters of the appointment.  
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<sup>8</sup> A full-time two-semester appointment is 30 WTUs. The temporary faculty's entitlement may be less than full-time.

<sup>9</sup> According to the CoAS PRC election policy, the Department Chair or his/her designee shall be a member of the PRC of each full-time temporary faculty employee.

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- C. All Temporary Faculty with three-year -time appointments shall be evaluated at the end of the second year of appointment. The review period will include all semesters of the first two years of appointment. At the request of the Dean or the Department Chair, evaluations of all temporary faculty with three-year appointments in a given department may be conducted more frequently. A PRC may recommend more frequent evaluations to the Dean or Department Chair. Any temporary faculty with a three-year appointment may request that his/her evaluations be conducted more frequently.
  - D. Each year, the Dean shall publish a timetable for the review of full-time temporary faculty. This calendar shall be published no later than the Monday of the fifteenth (15<sup>th</sup>) week of the fall semester and shall include a due date for the WPAF of no earlier than the Monday of the third week of the spring semester.
  - E. Temporary faculty shall be responsible for the organization and comprehensiveness of the WPAF and its submission in adherence to the college timetable. The Dean's office shall receive the initial file, and date and stamp the initial page of the file and each subsequent incoming piece of documentation.
  - F. During the time specified for this activity, the members of the PRC shall review the file for completeness. Within seven days of the submission deadline, the PRC chair shall notify the Dean in writing outlining any material that is lacking. Within two working days of the end of the review for completeness, the Dean's office shall notify the temporary faculty that she/he needs to add required and additional documentation requested by the PRC chair. If the temporary faculty member fails to submit the required materials and a reviewing party submits the materials, the Dean's office will notify the temporary faculty of materials that are added to the file. Given the time-line of the student evaluation process, the student evaluations for the spring semester will not be included in the WPAF during the PRC review but will be included in the WPAF prior to the Dean level of review. With approval of the PRC, the temporary faculty may add items that were unavailable at the time the WPAF was submitted, such as a response to student evaluations.
  - G. Consistent with the college timetable, the PRC shall review and evaluate the WPAF of each temporary faculty undergoing review. The PRC's evaluation shall be based on the contents of the WPAF. The PRC shall submit a signed copy of Form C to the Dean by the deadline specified in the college timetable. The Dean will place a copy of Form C in the WPAF and the temporary faculty employee will be provided with copies of the PRC evaluation(s) and will sign the evaluation form(s) and retain a copy. The PRC may arrange a meeting with the temporary faculty member to review the evaluation. In the case where the PRC does not arrange a meeting to review the evaluation, temporary faculty may request a meeting with the PRC within ten calendar days of receiving the evaluation, to discuss the evaluation.
  - H. In addition, regardless of whether a temporary faculty meets with the PRC, a temporary faculty member may submit a written rebuttal or response to the evaluation for inclusion in the PAF. The faculty member's response must be submitted within ten days of receiving the evaluation. The response should be filed at the office of the Dean, who will sign and provide a copy to the PRC. The PRC may respond to a temporary faculty member's written rebuttal within ten days of receipt of the rebuttal. No formal, written response to a temporary faculty member's rebuttal is required.
  - I. Consistent with the college timetable, the Dean shall review and evaluate the WPAF of each temporary faculty member undergoing review and will complete Form D by the deadline specified in the college timetable. A copy of the Dean's evaluation will be provided to the temporary faculty member. The Dean may arrange a meeting with the temporary faculty member to review the evaluation. In the case where the Dean does not arrange a meeting to review the evaluation, temporary faculty may request a meeting with the Dean within ten calendar days of receiving the evaluation, to discuss the evaluation.

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- J. In addition, regardless of whether a temporary faculty meets with the Dean, a full-time temporary faculty member may submit a written rebuttal or response to the evaluation for inclusion in the PAF. The faculty member's response must be submitted within ten days of receiving the evaluation. The response should be filed at the office of the Dean. The Dean may respond to a temporary faculty's written rebuttal within ten days of receipt of the rebuttal. No formal, written response to a temporary faculty member's rebuttal is required.
- K. If any stage of the evaluation is not completed by the specified time period then the evaluation will automatically move to the next level of review and the temporary faculty member shall be so notified.
- L. After all signatures have been obtained, the Department Chair will send the original evaluation form(s) to the Dean, who will sign, date, and place the evaluation in the temporary faculty's PAF.

### V. Forms to be used for evaluation of temporary instructors

- A. Form A: Department Chair Evaluation - required for the evaluation of all part-time Temporary Faculty Unit Employees.
- B. Form B: Peer Input to the Evaluation – optional for the evaluation of any Temporary Faculty Unit Employee.
- C. Form C: PRC Evaluation- required for the evaluation of all full-time Temporary Faculty Unit Employees.
- D. Form D: Dean Evaluation- required for all full-time Temporary Faculty Unit Employees.

**FORM A**  
PROGRAM DIRECTOR OR DEPARTMENT CHAIR EVALUATION  
FOR ALL TEMPORARY FACULTY UNIT 3 EMPLOYEES

Temporary faculty Unit 3 employee: \_\_\_\_\_

Semester(s) / Year of Review: \_\_\_\_\_

Class(es) reviewed in this cycle: \_\_\_\_\_

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

\_\_\_\_\_ Date \_\_\_\_\_  
Department Chair/Program Director

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

Faculty member \_\_\_\_\_ Date \_\_\_\_\_

*Faculty members have ten (10) days to respond following the receipt of the evaluation, if they wish to do so.*

\_\_\_\_\_ Date \_\_\_\_\_  
Dean/Associate Dean

**FORM B**  
PEER INPUT TO THE EVALUATION (OPTIONAL)  
FOR  
**ALL TEMPORARY FACULTY UNIT 3 EMPLOYEES**

Temporary faculty Unit 3 employee: \_\_\_\_\_

Semester(s) / Year of Review: \_\_\_\_\_

Class(es) reviewed in this cycle: \_\_\_\_\_

I. Report on classes observed or material reviewed:

Peer evaluator \_\_\_\_\_

Date \_\_\_\_\_

NOTES:

1. This form must be turned in to the Department Chair within 5 days of a classroom observation and a copy must be provided to the temporary faculty member.
2. Information about peer coaching/peer mentoring is available in the Faculty Center.

**FORM C**  
PRC EVALUATION (REQUIRED)  
FOR  
FULL-TIME TEMPORARY FACULTY UNIT 3 EMPLOYEES

Temporary faculty Unit 3 employee: \_\_\_\_\_

Semester(s) / Year of Review: \_\_\_\_\_

Class(es) reviewed in this cycle: \_\_\_\_\_

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

PRC member \_\_\_\_\_ Date \_\_\_\_\_

PRC member \_\_\_\_\_ Date \_\_\_\_\_

PRC member \_\_\_\_\_ Date \_\_\_\_\_

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

Faculty member \_\_\_\_\_ Date \_\_\_\_\_

*Note: Faculty members have ten (10) days to respond following the receipt of the recommendation, if they wish to do so.*

\_\_\_\_\_  
Dean/Associate Dean Date \_\_\_\_\_

**FORM D**  
DEAN/ASSOCIATE DEAN EVALUATION (REQUIRED)  
FOR  
FULL-TIME TEMPORARY FACULTY UNIT 3 EMPLOYEES

Temporary faculty Unit 3 employee: \_\_\_\_\_

Semester(s) / Year of Review: \_\_\_\_\_

Class(es) reviewed in this cycle: \_\_\_\_\_

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

\_\_\_\_\_  
Dean/Associate Dean

Date \_\_\_\_\_

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

Faculty member \_\_\_\_\_

Date \_\_\_\_\_

*Faculty members have ten (10) days to respond following the receipt of the evaluation, if they wish to do so.*

## ADMINISTRATIVE COURSE DROP

1 **Definition** Administrative Course Drop is a procedure that offers instructors the option of  
2 making enrollment in a course contingent upon the student's attendance at  
3 specified class meetings and/or proof of having satisfied the Enrollment  
4 Requirements.

5  
6 **Authority** The President of the University.

7  
8 **Scope** All courses

9  
10 Students registered in a course but not present at the first class session, or who do not  
11 demonstrate participation during the add/drop period for online courses, will not be guaranteed a  
12 place in the class. Administrative Drop is a procedure that offers instructors the option of  
13 making enrollment in a course contingent upon the following:

- 14  
15 1) the student's attendance at specified class meetings, and/or  
16 2) proof of having satisfied the Enrollment Requirements.

17  
18 Instructors are not required to drop students for non-attendance or lack of Enrollment  
19 Requirements. Therefore, students should not assume that they will be automatically dropped  
20 for non-attendance, and should confirm their enrollment status before the add/drop deadline.  
21 Students absent from the first class meeting, or not participating in the online course, may be  
22 administratively dropped from the course at the instructor's request. In addition, instructors may  
23 stipulate that attendance/participation at other specified class meetings before the add/drop  
24 deadline is required for the students to remain enrolled in the course. These dates must be  
25 specified in the course syllabi. (For example, in some science laboratory courses, student  
26 attendance at safety instruction sessions is mandated by state law.) Students who are unable to  
27 attend the first class meeting, or class meetings where attendance/participation is required for  
28 enrollment, should make every effort to communicate their interest in remaining enrolled in the  
29 course; however, notification of the instructor may not be sufficient to ensure enrollment in the  
30 course. Students may be administratively dropped from courses for failure to attend first class  
31 meetings or other mandatory meetings, even when the instructor is given prior notification.  
32 Students who cannot provide evidence of having satisfied the Enrollment Requirements for the  
33 course may be administratively dropped from the course at the instructor's request.  
34 For an Administrative Drop to occur, instructors must send the request to the Office of  
35 Registration and Records at least two working days before the end of the add/drop deadline.

36  
37 Where students have been administratively dropped from a course, and where the absence or  
38 inability to contact the instructor was caused by mitigating circumstances, students should appeal  
39 to the instructor to regain enrollment in a course prior to census. Students who have been  
40 administratively dropped from a course may be reinstated prior to census, upon consent of the  
41 instructor. The instructor will make the reinstatement request to the Office of Registration and  
42 Records. Once census has been reported to the Chancellor's Office, appeals for reinstatement  
43 will not be honored.

# APC Online Instruction Policy

1 **Definition** The Online Instruction policy defines online, hybrid, and web-facilitated courses, and  
2 delineates student, faculty, and university responsibilities with regard to online  
3 instruction.  
4

5 **Authority** The President of the University  
6

7 **Scope** All CSUSM online and hybrid credit-bearing courses, course sections, and  
8 degree programs.  
9

## 10 **I. Definitions\***

11  
12 Online Course - A course where most or all of the content is delivered online. Typically have no  
13 face-to-face meetings.  
14

15 Hybrid Course (Blended) – A course that blends online and face-to-face delivery. Substantial proportion  
16 of the content is delivered online, typically uses online discussions, and typically has a  
17 reduced number of face-to-face meetings.  
18

19 Web-Facilitated Course – A course that uses web-based technology to facilitate what is essentially a  
20 face-to-face course. May use a course management system or web pages to post the syllabus and  
21 assignments.  
22

## 23 **II. Preamble**

24  
25 Technology is changing quickly and influencing the development of new models of teaching and learning. At  
26 the same time, these new technologies are playing an increasingly important role in society. The purpose of  
27 this policy is to provide continuity in the quality and climate of the educational environment as we move to  
28 incorporate online instruction into the mainstream of instruction at California State University San Marcos.  
29 This policy shall apply to all credit-bearing courses, course sections, and degree programs offered partially  
30 (hybrid) or fully online by California State University San Marcos.  
31

## 32 **III. Principles for Online Instruction**

### 33 **A. Student Support and Information**

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35  
36 1. All course sections that are offered solely or partially through online instruction shall provide  
37 the opportunity for appropriate and timely interactions between faculty and students and among  
38 students.  
39  
40 2. Students have the right to know the modes of delivery, including any on-campus meeting  
41 requirements, and technological requirements of each course section, program and degree  
42 offered by the University. Students will have access to this information before enrolling in a  
43 course section or program.  
44  
45 3. Criteria for student success in online and hybrid course sections and programs will be as  
46 rigorous and comprehensive as those used in classroom-based course sections, and these  
47 criteria will be clearly communicated to students.  
48  
49 4. Students enrolled in online or hybrid course sections are subject to the same academic  
50 regulations applicable to students enrolled in any CSUSM course section. Academic standards  
51 regarding cheating, plagiarism, and appropriate behavior will be clearly communicated to

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\* Definitions are from I. E. Allen and J. Seaman, *Staying the Course Online Education in the United States, 2008*. The Sloan Consortium, p. 8.

## APC Online Instruction Policy

52 students in online and hybrid course sections and programs. [For example, see Academic  
53 Honesty Policy.]

- 54
- 55 5. Students taking online course sections have the same basic privileges as other CSUSM  
56 students. Each student enrolled in an online course section or program shall be informed of  
57 available instructional support, student services/advisers, library resources, and support services  
58 for students with disabilities.
- 59
- 60 6. Technical support consistent with that available to all other CSUSM students shall be made  
61 available to students in online course sections and programs.
- 62
- 63 7. In accordance with the CSU Accessible Technology Initiative, accessible design will be  
64 incorporated into the creation of all new course sections with online components (web  
65 facilitated, hybrid or online) by fall term 2012. Existing online course content will be made  
66 accessible as online materials are redesigned or modified or when a student with a disability  
67 enrolls in the course.
- 68

### 69 **B. Faculty Support, Rights and Responsibilities**

- 70
- 71 1. Criteria for student success in online and hybrid course sections and programs shall be as rigorous  
72 and comprehensive as those used in classroom-based course sections, and these criteria shall be  
73 clearly communicated to students.
- 74
- 75 2. Students enrolled in online or hybrid course sections are subject to the same academic regulations  
76 applicable to students enrolled in any CSUSM course section. Academic standards regarding  
77 cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in  
78 online and hybrid course sections and programs. [For example, see Academic Honesty Policy.]
- 79
- 80 3. In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty  
81 shall have the same control and ownership of the substantive and intellectual content of their  
82 online course-related materials that faculty have with respect to their face-to-face courses.
- 83
- 84 4. Faculty shall follow the guidelines established by the CSU San Marcos Policy on Fair Use of  
85 Copyrighted Works for Education and Research.
- 86
- 87 5. Faculty teaching a fully online course section will use the Student Evaluation of Instruction Form  
88 for Online Courses.
- 89
- 90 6. Because online instruction involves the use of technologies and teaching methods that require  
91 specialized training, the University shall offer training and support to faculty.
- 92
- 93 7. Any faculty member who teaches online shall have the opportunity and sufficient time to receive  
94 training in online instruction and is responsible for making use of university-offered resources  
95 and training.
- 96
- 97 8. In order to ensure technical support, each time a new or existing course section will be taught  
98 online, the instructor will contact Academic Technology Services within IITS. Normally, training  
99 and development to offer new online course materials will take six weeks.
- 100
- 101 9. In accordance with the CSU Accessible Technology Initiative, accessible design will be  
102 incorporated into the creation of all new course sections with online components (web facilitated,  
103 hybrid or online) by fall term 2012. Existing online course content will be made accessible as  
104 online materials are redesigned or modified or when a student with a disability enrolls in the  
105 course.

## APC Online Instruction Policy

- 106 10. All online and hybrid courses listed in the Class Schedule shall normally be hosted on California  
107 State University servers or other servers approved by the Dean of IITS and Chief Information  
108 Officer.  
109
- 110 11. Any course section that uses online instruction shall indicate so in the course syllabus. In addition  
111 to information specified in the Syllabus Guidelines, the following information shall be included in  
112 course syllabi for online and hybrid course sections:  
113
- 114 a. Prerequisite technical competencies
  - 115 b. Contact information for technical assistance
  - 116 c. Guidelines for appropriate communication (Netiquette)
  - 117 d. Course requirements for participation
  - 118 e. Schedule of assignment and posting deadlines (dates and times)
  - 119 f. Instructor contact information
  - 120 g. On-campus meeting requirements, if applicable
- 121
- 122 12. Faculty have a right to know, and department chairs and program directors have the responsibility  
123 to inform faculty, the modes of delivery, including any on-campus meeting requirements, and  
124 technological requirements of relevant course sections, program and degree offered by the  
125 department or the program. Faculty shall have access to this information before being assigned  
126 any course.  
127

### 128 **IV. Approval of Online Courses and Degree Programs**

#### 129 **A. New Online Degree Programs**

130 New online degree programs or program modifications (including majors, minors, options, certificates  
131 and subject matter preparation programs) shall be reviewed in accordance with the usual Program  
132 Proposal process. Any department or program in which at least 50% of the instruction is offered  
133 online shall be required to meet Western Association of Schools and Colleges (WASC) substantive  
134 change requirements. [See <http://www.wascweb.org>]

#### 135 **B. New Online Courses**

136 New online courses are approved through the regular curriculum review process, following the same  
137 process as any new course.

#### 138 **C. Converting Existing Courses or Sections to an Online Format**

139 In the case of existing courses, approval for the use of online instruction is within the purview of the  
140 department and/or program subject to the principles set forth in this Policy.

#### 141 **D. Compliance of Existing Online Courses and Sections**

142 Extant courses or sections that fit the definition of an online or hybrid course shall not be offered after  
143 spring term 2012 if they do not comply with this policy and have not received the appropriate  
144 approvals required by this policy. Each college dean shall be responsible for ensuring compliance.  
145



Academic Affairs Structure Task Force  
Final Report

**Presented to:**

Provost Emily Cutrer

**Committee Members:**

Don Barrett

Dennis Guseman, Chair

Jennifer Jeffries

Linda Holt

Jeff Marks

Laurie Stowell

Kathleen Watson

## **Scope of the AA Structure Task Force Charge**

The initial charge of the AA task force on structuring was interpreted broadly by the committee to include concerns about the location within Academic Affairs of ancillary units that were instruction-related but were not directly part of an existing college or school (e.g., Library, Southwest Riverside County operations, the Faculty Center, Global Education, First Year Programs and many others). Our review found multiple inconsistencies between these unit's responsibilities and their levels of reporting authority within AA, but that these inconsistencies were often dictated by factors (e.g., budget constraints, formal requirements from the Chancellor's office, workload exigencies) that were not amenable to change. The task force thus makes no recommendations regarding the protocols for organizing ancillary, instruction-related services within AA in order to focus on units that fit the definitions described below.

## **Definitions Used by the AA Structure Task Force**

The AA task force's recommendations on appropriate terminology for academic units that generate FTES took into consideration the factors associated with such terminology. Both within the university and to external bodies, terms such as 'college' and 'school' serve to indicate multiple organizational factors including: 1) the extent that the activities of the unit have been vetted by the faculty through the Senate or College governance processes, 2) the location of the unit within both faculty governance<sup>1</sup> and administrative reporting (e.g., whether there are Senators from the unit and where the unit would fit in an AA organizational chart), 3) the evaluation obligations of the unit (e.g., to WASC), and 4) the obligations of the unit within personnel actions (e.g., RTP). The task force also recognizes that the terms used to describe an academic unit have important public-relations impact on how the status of the unit is perceived by future students and users, employers, external accrediting organizations and the like. The task force feels that the organizational factors are of primary importance within the question of the structure of AA, but acknowledges the public-relations value of the 'school' terminology in its recommendations (below).

### ***University:***

1. A larger institution of higher learning that encompasses such academic entities as colleges and/or schools, institutes, and graduate and professional schools/programs.
2. It has an administrative structure (president/chancellor, provost, vice presidents, directors), support staff, teaching faculty, and governance.

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<sup>1</sup> When a new unit is formed, it is the responsibility of the Academic Senate to determine the new unit's representation.

3. A university will also have a research component involving faculty in contrast to some colleges (especially community colleges) that focus on teaching.

***College:***

1. A college is a sub-unit of a university, part of the organizational structure with its own distinct leadership and governance structure.

2. It consists of subgroups of related academic departments or programs offering degrees or credentials, organized for efficient resource usage and efficient and equitable governance.

3. Through its colleges, the university shall grant baccalaureate degrees, and graduate degrees.

***School not housed within a College:***

1. A school functions in the same way as a college, with the difference being that a school is more specialized than a college in that it offers a single degree or a distinct cluster of closely related degrees. A school may focus on nursing or law but would not have as many degree offerings as a college of Natural Sciences, which may have Physics, Chemistry, Biology, Ecology, Earth Sciences, and others. Typically schools are professional programs with distinct accrediting standards.

## **Principles for Changing the Organizational Structure of Academic Affairs**

### ***Goal of Organizational Structure***

The goal of the organizational structure is to facilitate people performing their duties and responsibilities in an effective and efficient manner in achieving the overall mission of Academic Affairs.

### ***Signs When an Organizational Change Might be Needed***

- Decision making is dysfunctional due to differences in values and perspectives.
- Decision making is delayed. Decision-makers are overloaded and/or information is not reaching the right people.
- The current organization does not respond in an innovative manner to a changing environment.
- A different grouping would allow better synergy due to common interests, purposes, and values, creating an increase in cohesion in the unit.

### ***Principles to Consider When Changing the Organizational Structure (Creating, Merging, Splitting or Transferring Units)***

- Any change in the organizational structure needs to be consistent with the mission, vision, core values, and goals of Academic Affairs.
- The organizational change needs to be consistent with the Division's human, fiscal and physical resources. There must be sufficient fiscal resources to sustain the new unit(s) and the change should produce a net positive benefit for the entire division.
- The organizational change should result in a more effective and efficient decision making and operation in terms of effective communications, coordination and integration of efforts across and within units.
- The organizational change should provide for clear authority, responsibility and control/accountability.

## Academic Affairs Structure: Process for Structuring Academic Units

### Proposals

Proposals for the creation, merger, split, transfer or abolition of departments<sup>2</sup> or schools or colleges may be initiated by departments or schools or colleges, faculty members, or administrative officers of the university. The proposal is written justification based on the Academic Affairs Principles for Structuring. The proposal shall address employment options, informed by the Memorandum of Understanding, for the affected tenured and probationary faculty and for permanent staff.

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### Create<sup>3</sup>

The appropriate administrator may hire an outside consultant to prepare the proposal when sufficient expertise in the subject matter is deficient internally.

↗ To AALC

↘

Initiator

To Provost

↘ To Senate BLP → To Academic Senate ↗

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### Merge

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

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### Split

Initiator → Faculty in splitting units vote → aggregate School or College vote recorded → To Dean

↗ To AALC

↘

To Provost

↘ To Senate BLP → To Academic Senate ↗

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### Transfer

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected → To Provost

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<sup>2</sup> The creation, merger, split or transfer of a department within an existing school or college is handled internal to that entity.

<sup>3</sup> If the process requires a curriculum change, the proposal is sent to the University Curriculum Committee (UCC) concurrent with Budget and Long-Range Planning (BLP) review.

