











**FORM A**  
DIRECTOR EVALUATION  
FOR ALL TEMPORARY FACULTY UNIT 3 EMPLOYEES

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Temporary faculty unit employee: \_\_\_\_\_

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

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

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

\_\_\_\_\_  
Director

Date \_\_\_\_\_

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

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

*Note: This form will be placed in the faculty member's PAF. Faculty members have ten (10) days to respond following the receipt of the evaluation, if they wish to do so.*

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

Temporary faculty unit employee: \_\_\_\_\_

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

Evaluator \_\_\_\_\_

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

I. Report on observations or material reviewed:

**PEER EVALUATOR** \_\_\_\_\_

**DATE** \_\_\_\_\_

*NOTES: This form will be placed in the faculty member's WPAF and PAF, and a copy will be sent to the temporary faculty employee. Faculty members have ten (10) days to respond following receipt of the form if they wish to do so.*

*Information about peer coaching/peer mentoring is available in the Faculty Center.*

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

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328 Temporary faculty unit employee: \_\_\_\_\_  
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330 Semester(s) / Year of Review: \_\_\_\_\_  
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332 Class(es) reviewed in this cycle: \_\_\_\_\_  
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335 I. Student evaluation of teaching:  
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340 II. Additional elements:  
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346 III. Overall Recommendation:  
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351 PRC member \_\_\_\_\_ Date \_\_\_\_\_  
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353 PRC member \_\_\_\_\_ Date \_\_\_\_\_  
354

355 PRC member \_\_\_\_\_ Date \_\_\_\_\_  
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357 I have been provided a copy and have read the evaluation.  
358

359 Faculty member \_\_\_\_\_ Date \_\_\_\_\_  
360

361 *Note: This form will be placed in the faculty member's PAF. Faculty members have ten (10) days to respond following the receipt of the recommendation, if they wish to do so.*  
362

363 \_\_\_\_\_ Date \_\_\_\_\_  
364

Director



1                   **Resolution Endorsing the Latino Faculty and Staff Association’s**  
2                   **Resolution Reaffirming the Mission, Vision, and Values of**  
3                   **California State University San Marcos**  
4  
5

6   WHEREAS, A founding principle of California State University San Marcos (CSUSM) has been  
7   a commitment to diversity and appreciation for the differences which enrich campus life and  
8   learning; now, therefore, be it  
9

10   RESOLVED, That the Academic Senate of CSUSM endorses the Latino Faculty and Staff  
11   Association’s Resolution Reaffirming the Mission, Vision, and Values of CSU San Marcos.  
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16                   **Resolution Reaffirming the Mission, Vision, and Values of**  
17                   **California State University San Marcos (CSUSM)**  
18  
19

20   WHEREAS, From time to time it seems prudent to reaffirm the mission and commitment of our  
21   campus to diversity and free speech within a context of safety and tolerance; and  
22

23   WHEREAS, Our University Mission Statement declares “CSUSM provides a range of services  
24   that responds to the needs of a student body with diverse backgrounds, expanding student access  
25   to an excellent and affordable education”; and  
26

27   WHEREAS, Our University Vision statement proclaims “CSUSM will celebrate and capitalize  
28   on its diversity to form a learning community committed to this shared vision”; and  
29

30   WHEREAS, Among the core values identified in our university mission is “Inclusiveness” for  
31   individual and cultural diversity, and multiple perspectives; and  
32

33   WHEREAS, CSUSM seeks to embody this mission, vision, and values by becoming a minority-  
34   serving institution including designations as an Asian American and Pacific Islander-Serving  
35   Institution (AANAPISI) and as an Hispanic-Serving Institution (HSI); now, therefore, be it  
36

37   RESOLVED, That the Latino Association of Faculty & Staff, reaffirms our university mission,  
38   vision, and core values embracing diversity.

1                   **Resolution to Support Asian American and Native American Pacific**  
2                   **Islander-Serving Institution (AANAPISI) Task Force**  
3

4   WHEREAS, The Mission statement of CSUSM declares that “CSUSM provides a range  
5   of services that responds to the needs of a student body with diverse backgrounds,  
6   expanding student access to an excellent and affordable education,” and CSUSM values  
7   “inclusiveness: individual and cultural diversity, and multiple perspectives” (CSUSM  
8   Mission, Vision and Values Statement), and two of our strategic priorities include  
9   focusing on “campus climate” and “educational equity”; and

10  
11   WHEREAS, In 2007-2008, the Asian American and Native American Pacific Islander-  
12   Serving Institution Program became law; and

13  
14   WHEREAS, In Spring 2008 CSUSM applied for and was designated an AANAPISI  
15   since it met the criteria set forth under Title III, Part A and Title V of the Higher  
16   Education Act of 1965, namely: 1) that it has an enrollment of undergraduate students  
17   that is at least 10 percent Asian American and Native American Pacific Islander students,  
18   and 2) the majority of students on campus qualify for federal student aid; and

19  
20   WHEREAS, An AANAPISI designation serves the greater good of the CSUSM  
21   community: it allows for the waiver of cost-sharing requirements for the Federal Work  
22   Study and the TRIO Student Support Services (SSS) Programs, as well as the  
23   Undergraduate International Studies and Foreign Language Programs authorized by Title  
24   VI. Some federal grants, in acknowledging that AANAPISI and other Minority Serving  
25   Institutions face special challenges, will also give special preference to faculty/staff/  
26   students at AANAPISI-designated institutions; and

27  
28   WHEREAS, A task force was appointed by the Provost on April 8, 2009, to begin  
29   developing a grant proposal in anticipation of a new AANAPISI Program grant cycle in  
30   2009-2010; and

31  
32   WHEREAS, AANAPISI is distinct from and complementary to other Minority Serving  
33   Institution designations (e.g. Hispanic-Serving Institution); now, therefore, be it

34  
35   RESOLVED, That the Academic Senate of Cal State University San Marcos  
36   acknowledges with pride our AANAPISI designation; and be it further

37  
38   RESOLVED, That the Academic Senate of Cal State University San Marcos fully  
39   supports the AANAPISI task force in the development and submission of an AANAPISI  
40   grant application that will help CSUSM to “increase [its] self-sufficiency by improving  
41   academic programs, institutional management, and fiscal stability” (AANAPISI Grant  
42   Program Description, [www.ed.gov/programs/aanapicraa/index.html](http://www.ed.gov/programs/aanapicraa/index.html) as of April 13,  
43   2009).

1 *Rationale for Changes: This policy was updated to match EO1038. All new sentences are*  
2 *underlined. Words were copied from EO1038. We have made it clear that the policy applies to*  
3 *undergraduate students. We have separated academic probation from administrative probation. All*  
4 *parts copied verbatim from 1038 are boxed.*

5  
6 **APC: Undergraduate Probation, Disqualification, and Reinstatement**

7  
8 Definition: The policy governs the policies on probation, disqualification and reinstatement of  
9 undergraduate students.

10 Authority: Executive Order 1038

11 Scope: The following policies and procedures govern undergraduate students according to their  
12 class levels based on units accumulated.

13  
14 **I. EXECUTIVE SUMMARY**

15  
16 It is the policy of California State University San Marcos to place ~~students~~ undergraduate students  
17 on academic probation if at any time the cumulative grade point average in all college work  
18 attempted or cumulative grade point average at CSUSM falls below 2.0 when their overall work is  
19 less than satisfactory, as reflected in a deficient cumulative grade point average, or other failure to  
20 make adequate academic progress. Undergraduate students are subject to academic disqualification  
21 dismissed from the university through academic disqualification when their grade point average in all  
22 units attempted or in all units attempted at CSUSM falls below standards established by class level  
23 deficiency is so great that it is unlikely that the students will be able to graduate in a timely fashion.  
24 Consideration for reinstatement is provided through a petition process.

25  
26 **II. ACADEMIC PROBATION**

27 An undergraduate student will be placed on academic probation if, during any academic term, the  
28 overall GPA or the cumulative Cal State San Marcos GPA falls below 2.0 (a C average). The student  
29 shall be advised of probation status promptly.

30 An undergraduate student shall be removed from academic probation when the overall GPA and the  
31 cumulative Cal State San Marcos are both 2.0 or higher.

32 **III. ADMINISTRATIVE-ACADEMIC PROBATION**

33 A student may also be placed on administrative-academic probation by the Office of the Registration  
34 and Records for any of the following reasons:

- |  |
|--|
| 35 a <u>Withdrawal from all or a substantial portion of a program of studies in two successive terms</u><br>36 <u>or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic</u><br>37 <u>or recurring medical condition or its treatment is not to be subject to administrative-academic</u><br>38 <u>probation for such withdrawal.)</u> |
| 39 b <u>Repeated failure to progress toward the stated degree objective or other program objective,</u><br>40 <u>including that resulting from assignment of 15 units of NC (No Credit), when such failure</u><br>41 <u>appears to be due to circumstances within the control of the student.</u>  |

- 42 c Failure to comply, after due notice, with an academic requirement or regulation, as defined  
43 by campus policy which is routine for all student or a defined group of students (examples:  
44 failure to complete a required CSU or campus examination, failure to complete a required  
45 practicum, failure to comply with professional standards appropriate to the field of study,  
46 failure to complete a specified number of units as a condition for receiving student financial  
47 aid or making satisfactory progress in the academic program).

48 Notification of Academic Probation and Administrative-Academic Probation:

49 The student shall be notified in writing by the Office of Registration and Records prior to the  
50 beginning of the next term of their probation status, and shall be provided with the conditions for  
51 removal from probation along with circumstances that would lead to disqualification, should  
52 probation not be removed.

53 **IV. ACADEMIC DISQUALIFICATION**

54 Undergraduate students on academic probation shall be subject to academic disqualification when:

- 55 a As a freshman (less than 30 semester units completed) the student falls below a grade point  
56 average of 1.50 in all units attempted or in all units attempted at CSUSM;
- 57 b As a sophomore (30-59 semester units completed) the student falls below a grade point  
58 average of 1.70 in all units attempted or in all units attempted at CSUSM;
- 59 c As a junior (60-89 semester units completed) the student falls below a grade point average of  
60 1.85 in all units attempted or in all units attempted at CSUSM; or
- 61 d As a senior (90 or more semester units completed) the student falls below a grade point  
62 average of 1.95 in all units attempted or in all units attempted at CSUSM.

63 **V. ACADEMIC DISQUALIFICATION OF STUDENTS NOT ON PROBATION:**

64 Undergraduate students not on academic probation shall be disqualified when:

- 65 a At the end of any term, the student has a cumulative grade point average below 1.0 (a grade  
66 of D), and
- 67 b The cumulative grade point average is so low that it is unlikely, in light of their overall  
68 education record, that the deficiency will be removed in a reasonable period.

69 **VI. ADMINISTRATIVE-ACADEMIC DISQUALIFICATION**

70 An undergraduate student who has been placed on administrative academic-probation may be  
71 disqualified if any of the following occur:

- 72 a The conditions for removal of administrative academic-probation are not met within the  
73 period specified.
- 74 b The student becomes subject to academic probation while on administrative academic-  
75 probation.

76 c The student becomes subject to administrative academic-probation for the same or similar  
77 reason that the student has previously been placed on administrative academic probation,  
78 although the student is not currently in such status.

79 When such action is taken, the student shall receive written notification including an explanation of  
80 the basis for the action.

### 81 **Special Cases of Administrative-Academic Disqualification:**

82 In addition, an appropriate campus administrator, in consultation with the Office of Registration and  
83 Records, may disqualify a student who at any time during enrollment has demonstrated behavior so  
84 contrary to the standards of the profession for which the student is preparing as to render him/her  
85 unfit for the profession. In such cases, disqualification will occur immediately upon notice to the  
86 student, which shall include an explanation of the basis for the action, and the campus may require  
87 the student to discontinue enrollment as of the date of the notification.

## 88 **VII. CONSEQUENCES OF DISQUALIFICATION**

89 Students who have been disqualified, either academically or administratively may not enroll in any  
90 regular campus session (e.g., open university) without permission from Office of Registration and  
91 Records and may be denied admission to other educational programs operated or sponsored by the  
92 University.

### 94 Notification of Academic Disqualification and Administrative-Academic Disqualification:

95  
96 Students who are academically or administratively disqualified at the end of an enrollment period  
97 shall be notified by the Office of Registration and Records before the beginning of the next  
98 consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment  
99 break should be notified at least one month before the start of the fall term. In cases where a student  
100 ordinarily would be disqualified at the end of a term, save for the fact that it is not possible to make  
101 timely notification, the student may be advised that the disqualification is to be effective at the end of  
102 the next term. Such notification should include any conditions which, if met, would result in  
103 permission to continue in enrollment. Failure to notify students does not create the right of a student  
104 to continue enrollment.

## 105 **VI. REINSTATEMENT**

106 Students who have been disqualified, either academically or administratively, may petition for  
107 reinstatement. Reinstatement must be based upon evidence that the causes of previous low  
108 achievement have been removed. Reinstatement will be approved only if compelling evidence is  
109 provided, indicating their ability to complete the degree program. Petitions are reviewed by the  
110 Office of the Dean of the college of the student's major program, or, in the case of undeclared  
111 majors, the Office of the Dean of the College of Arts and Sciences. The review must consider the  
112 probable impact of any medical condition on previous unsatisfactory academic performance.

## 113 **VII. NOTICE IN CAMPUS BULLETINS**

114 A summary of the provisions for probation and disqualification shall appear in the General Catalog.  
115 Procedures for orientation of new students shall include distribution of written materials concerning  
116 all aspects of probation and disqualification as well as provisions for review and reinstatement.

1 *Rationale for changes: This policy was changed to conform with E.O. 1037. All new sentences are*  
2 *underlined and lines directly borrowed from E.O. 1037 are boxed.*

### 4 **APC: Course Repeats and GPA Adjustment**

6 Definition: The policy governs the Course Repeats and GPA Adjustment Policy.

8 Authority: Executive Order 243-1037

10 Scope: Automated application of adjusting the GPA of courses repeated by  
11 continuing students at CSU San Marcos.

#### 13 I. EXECUTIVE SUMMARY

15 The PeopleSoft student system has the functionality to automatically calculate repeated  
16 attempts and academically renewed courses.

#### 18 II. PROCEDURE/APPLICATION

- 19
- 20 a. Upon completion of grades, the PeopleSoft student system will identify all courses  
21 academically renewed and apply the corrected value to designate them as repeated  
22 courses, along with re-calculation of students' GPA.
- 23 b. Undergraduate students may repeat courses only if they earned grades lower than a C  
24 (2.0).
- 25 c. An individual course may be repeated for "Grade Forgiveness" no more than two times.  
26 (Grade forgiveness is the circumstance in which the new grade replaces the former grade  
27 in terms of the calculation of GPA.)
- 28 d. A maximum of 16 semester units of Course Repeats can be used for "Grade Forgiveness"  
29 With regard to the limits on repeats, all such running totals begin at zero (0) at the  
30 beginning of the Fall term of 2009.
- 31 e. Limits on repeated courses do apply to courses taken in matriculated status as well as  
32 coursework completed via self support, e.g. extended learning, open university, etc.

#### 34 III. PUBLICATION in UNIVERSITY NOTICES

35 Information will be updated, as follows:

- 36
- 37 a. Curriculum and Scheduling Office will publish in the General Catalog;
- 38 b. The CSUSM Enrollment Management Registration and Records website will be updated.
- 39

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#### 42 **Revised Catalog Copy**

#### 44 **Repeat of Courses for Units**

45

46 When a course is designated in the catalog as "May be repeated," a student may repeat the  
47 course up to the maximum indicated in the course description and all of the grades received will be  
48 included in the calculation of the grade point average. A student may also repeat such a course for  
49 the purpose of a GPA Adjustment, as listed below, but the ~~repeat~~ completion of the course will not

50 result in the award of additional units of credit. When a course is not designated as "May be  
 51 repeated," a student may not repeat the course to receive additional units and grade points.  
 52  
 53

	Repeatable for Additional Units	Repeatable for GPA adjustment
Course designated "May Be Repeated"	Yes - Maximum allowable	Yes*
Course NOT designated "May Be Repeated"	No	Yes

\*GPA Adjustment Form will be processed in the  
Registration and Records Office

54 Note: If a course with variable topics is repeated, the same topic (identified by specific course  
 55 number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. For  
 56 additional information, refer to Item 4 of the Repeat of Courses for GPA Adjustment.  
 57

58 **Repeat of Courses for GPA Adjustment**

59  
 60 The following policy, applies to repeated, undergraduate courses (including courses completed via  
 61 self support e.g. open university) with grades lower than a C (2.0), completed at Cal State San  
 62 Marcos, that can be used for the adjustment to the GPA.  
 63

64 **1. Grade Forgiveness:**

65 When students repeat a course for the sake of improving upon an earlier unsatisfactory  
 66 performance, they may, under certain circumstances, have the new grade replace the former  
 67 grade in terms of calculation of GPA.

- 68 a. Students may repeat an individual course for grade forgiveness no more than two times.
- 69 b. Students may repeat up to 16 semester units with grade forgiveness. Grade forgiveness  
 70 shall not be applicable to courses for which the original grade was the result of a finding  
 71 of academic dishonesty.
- 72 c. All grades for a given course will be maintained as a part of the student record and will  
 73 appear on the student's transcripts.  
 74

75 **2. Grades Averaged:**

76 Undergraduate students may repeat an additional 12 semester units in addition to the 16 units  
 77 for which grade forgiveness is permitted. In such instances the repeat grade shall not replace  
 78 the original grade; instead both grades shall be calculated into the student's overall GPA. All  
 79 grades for a given course will be maintained as a part of the student record and will appear on  
 80 the student's transcripts.  
 81

- 82 3. The course repeated for the GPA Adjustment must have been assigned a grade of C-(1.7) or  
 83 less. Repeated courses with grades of: CR, NC, I, RD, SP will not be processed for the GPA  
 84 adjustment. Thus, if a course previously taken for a grade is repeated with a CR/NC, the  
 85 original grade(s) will continue to be calculated in the GPA. (It is not necessary to repeat a  
 86 course with a grade of NC since CR/NC grades are not calculated in the GPA.)  
 87

~~Only one adjustment may be granted for any single course. A maximum of five (5) GPA adjustments will automatically be processed for the first five courses where student received a grade of C or less. Once the fifth course renewal has been reached, students will be notified of the GPA adjustment policy and encouraged to meet with an advisor. Any additional attempts will be averaged into the GPA where all grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.~~

4. If a student wishes to repeat a course, and the course is not scheduled to be offered during the student's expected time to degree, then the department chair/program director (or designee) of the program offering the original course may approve substitution of a similar course to be repeated instead. If a course with variable topics is repeated, then with the pair of exceptions stated immediately below, the same topic (identified by specific course number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. If the topic has been converted to a new course, and is identified as such in the catalog description of the new course, then the new course may be taken to repeat the topic. If the same topic is not scheduled to be offered again within the term of the student's expected time to degree, the department chair/program director (or designee) of the program offering the course may approve substitution of a similar topic offered under the same course number. The substitute course (or topic) must be taken after completion of the original course.
5. ~~Students will have an opportunity to submit a petition for a GPA adjustment for individual courses repeated in the five?? (16 units) lowest grades earned in their undergraduate career at CSU San Marcos.~~

~~For example, a student receives a "D" grade in five different classes in their first year, repeats the courses in their second year. After grades are submitted at the end of the semester, the student system will automatically identify these courses as academic renewal and remove the "D" grade in the GPA calculation and calculate the better grade. In the third year, the student receives an "F" grade in two different courses and immediately repeats the courses. At this point in time, the original grade and improved grade will be averaged in unless the student submits a **Petition for GPA Adjustment form** to request that the "F" grades be considered as part of the maximum 5 GPA adjustments. The student will receive notification that filing a Petition for GPA Adjustment can reverse the academic renewal action for two courses in which a grade of "D" was received.~~

6. ~~Exceptions such as students requesting to have more than 5 courses count toward academic renewal and GPA adjustments, will be deferred to the Graduation Issues Committee for review and decision. The Graduation Issues Committee is comprised of members of the University Advising Services, faculty representatives or designee from the colleges, and a member of the Graduation Evaluations team in Enrollment Management Services.~~



1 *Rationale for changes: This policy was updated to conform with E.O. 1037, Item C, Academic*  
2 *Renewal. All new sentences are underlined. Footnotes indicate where the boxed text was taken*  
3 *from.*

### 5 **APC: Academic Renewal Policy**

7 Definition: A student may request that one or two semesters of  
8 academic work be disregarded for purposes of grade point average and progress  
9 toward degree completion once during their academic career.

11 Authority: Executive Order 1037

13 Scope: Applies to any student enrolled at CSUSM

15 ~~A student may request that one or two semesters (or quarters) of academic work be disregarded for~~  
16 ~~purposes of grade point average and progress toward degree completion once during their academic~~  
17 ~~career. Conditions necessary for this approval include:~~

18 ~~1. At least five years must have elapsed between the semester(s) {or quarter(s)} for academic renewal~~  
19 ~~and the request.~~

20 ~~2. All coursework attempted during the semester(s) {or quarter(s)} for academic renewal will be~~  
21 ~~negated. Students may not selectively eliminate coursework.~~

22 ~~3. The student must produce evidence of extenuating circumstances relating to the semester(s) {or~~  
23 ~~quarter(s)} in question or evidence of some change in the student's ability to satisfactorily~~  
24 ~~perform at the required level.~~

25 ~~4. The student's California State University San Marcos Grade Point Average (CSUSM GPA) on all~~  
26 ~~work attempted since the most recent work to be disregarded was completed must be 3.0 for 15 units,~~  
27 ~~2.5 for 30 units, or 2.0 for 45 or more units.~~

28 ~~5. All requests for academic renewal will be reviewed by the Academic Renewal Review Committee.~~  
29 ~~Only currently enrolled students may petition for academic renewal.~~

30 ~~6. The Academic Renewal Review Committee will be appointed by the President and shall include~~  
31 ~~the Vice President for Academic Affairs and consist of at least three members.~~

33 A student whose graduation will be delayed by a grade point average deficiency may petition to have  
34 up to two semesters or three quarters of undergraduate coursework taken ~~previous<sup>1</sup> college study (at~~  
35 any ~~collegiate level~~ institution) disregarded from all considerations associated with requirements for  
36 the baccalaureate degree. All coursework attempted during the term(s) approved for academic  
37 renewal will be disregarded in computing the student's cumulative GPA. In addition, any coursework  
38 successfully completed during term(s) approved for academic renewal will no longer count toward  
39 fulfillment of any degree requirements. Students may not selectively eliminate coursework. When  
40 such action is taken, the student's permanent academic record is annotated so that it is readily  
41 evident to the users of the record, that no work taken during the disregarded term(s), even if  
42 satisfactory, has been applied towards the<sup>2</sup> meeting of degree requirements. The record will ~~to show~~  
43 the adjusted grade point average, but all coursework will remain legible on the transcripts.

1 1037 Section 1

2 1037 Section 2

45 If another institution has acted to remove coursework from consideration, such action shall be  
46 honored in terms of that institution's policy. But, elimination of any coursework's consideration shall  
47 reduce by one term the two semester maximum on the application of academic renewal to an  
48 individual CSU student's record<sup>3</sup>.

49  
50 Academic renewal is intended only to facilitate graduation from Cal State San Marcos. It does not  
51 apply to individuals who already possess a baccalaureate degree or who are able to meet graduation  
52 requirements in a timely manner without the approval of a petition for academic renewal.  
53

54 To qualify for academic renewal, a student must meet all of the following conditions:

- 55 • The student has formally requested such action and presented evidence that substantiates that  
56 the work in question is not representative of the student's current academic ability and/or  
57 performance level.<sup>4</sup>
- 58 • The previous level of performance was due to extenuating circumstances.<sup>5</sup>
- 59 • All degree requirements except the earning of at least a "C" (2.0) grade point average have or  
60 will soon have been met.<sup>6</sup>

- 61 • The student must present evidence that if the petition is not approved the student will be  
62 required to enroll in additional coursework involving one or more additional terms to qualify  
63 for the degree.

- 64 • At least five years must have elapsed since the term or terms to be disregarded<sup>7</sup>
- 65 • Since the most recent work to be disregarded, the student must have achieved the following  
66 academic record at Cal State San Marcos<sup>8</sup>

- 67 ○ At least 15 semester units with a GPA of 3.00 or higher
- 68 ○ At least 30 semester units with a GPA of 2.50 or higher
- 69 ○ At least 45 semester units with a GPA of 2.00 or higher

- 70 • ~~The student must present an academic record that clearly indicates the coursework to be~~  
71 ~~disregarded is not representative of the student's current academic ability and achievement.~~
- 72 • ~~The student must present evidence that if the petition is not approved the student will be~~  
73 ~~required to enroll in additional coursework involving one or more additional terms to qualify~~  
74 ~~for the degree.~~

75  
76 Petitions for academic renewal ~~may be~~ are obtained and submitted in the Office of Registration &  
77 Records. Final decisions on petitions shall be based on careful review of evidence by a committee  
78 appointed by the president, which shall include the designee of the Provost and consist of at least  
79 three faculty members.<sup>9</sup>

<sup>3</sup> 1037 Section 1a

<sup>4</sup> 1037 Section 1a

<sup>5</sup> 1037 Section 1b

<sup>6</sup> 1037 Section 1c

<sup>7</sup> 1037 Section 2a

<sup>8</sup> 1037 Section 2b

<sup>9</sup> 1037 Section 2

1 *Rationale for changes 4/15/09: This policy was updated to conform with EO1038. All new language*  
2 *is underlined. If sentences/phrases are directly copied from 1038, a footnote is included.*  
3

#### 4 **APC: Graduate Probation, Disqualification, and Reinstatement**

5  
6 **Definition:** It is the policy of California State University San Marcos to place graduate students  
7 on academic or administrative probation when their overall work is less than  
8 satisfactory, as reflected in a deficient cumulative grade point average, or other  
9 failure to make adequate academic progress. Graduate students are dismissed from  
10 the university through academic disqualification when the conditions needed to  
11 achieve good standing are not met in a timely fashion. Consideration for  
12 reinstatement is provided through a petition process.  
13

14 **Authority:** E.O. 1038.

15  
16 **Scope:** The following policies and procedures govern students admitted to Graduate  
17 Standing: Conditionally Classified; Post baccalaureate Standing; Classified; and  
18 Graduate Standing: Classified. Students admitted to Post baccalaureate Standing:  
19 Unclassified will be governed by the undergraduate policy on Academic Probation,  
20 Disqualification and Reinstatement.  
21

#### 22 **PROBATION**

- 23
- 24 1. A student will be placed on academic probation if, during any academic term, the cumulative  
25 GPA in all course work in the master's program falls below 3.0.<sup>1</sup>  
26
  - 27 2. A student may also be placed on administrative probation by the Dean of Graduate Studies for  
28 any of the following reasons:  
29
    - 30 a. Withdrawal from all or a substantial portion of a program of studies in two successive  
31 terms or in any three terms. (Note: A student whose withdrawal is directly associated  
32 with a chronic or recurring medical condition or its treatment is not to be subject to  
33 administrative probation for such withdrawal).<sup>2</sup>
    - 34 b. Repeated failure to progress toward the stated degree objective or other program  
35 objective, including that resulting from assignment of 15 units of No Credit, when such  
36 failure appears to be due to circumstances within the control of the student. ~~Repeated~~  
37 ~~failure to progress toward an educational objective, when such failure appears to be due~~  
38 ~~to circumstances within the control of the student.~~<sup>3</sup>
    - 39 c. Failure to comply, after due notice, with an academic requirement or regulation, as  
40 defined by campus policy, which is routine for all students or a defined group of students  
41 (examples: failure to complete a required examination, failure to complete a required  
42 practicum, failure to comply with professional standards appropriate to the field of study,  
43 failure to complete a specified number of units as a condition for receiving student  
44 financial aid or making satisfactory progress in the academic program).<sup>4</sup>  
45

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<sup>1</sup> 1038, V.

<sup>2</sup> 1038, VI.A.

<sup>3</sup> 1038, VI.B.

<sup>4</sup> 1038, VI.C.

- 46 3. The student shall be advised of probation status promptly, and shall be provided with the  
47 conditions for removal from probation and the circumstances that would lead to  
48 disqualification, should probation not be removed.<sup>5</sup>  
49
- 50 a. Students whose GPA places them on academic probation shall be informed in writing by  
51 the department/program's graduate coordinator or designee prior to the beginning of the  
52 next term (with a copy provided to the Dean of Graduate Studies).  
53 b. Students shall be placed on administrative probation by the Dean of Graduate Studies,  
54 following consultation with the program/department. The probationary student shall be  
55 informed in writing by the graduate dean (with a copy provided to the department/  
56 program).  
57 c. The Dean of Graduate Studies shall inform Registration and Records when students have  
58 been placed on or removed from administrative probationary status so that student  
59 records can be updated.  
60
- 61 4. When a student is placed on academic or administrative probation, s/he must work with the  
62 program coordinator to develop a plan for remediation, including a timeline for completion. In  
63 the case of administrative probation, the remediation plan must be approved by the Dean of  
64 Graduate Studies, who will send a letter to the student documenting the plan.  
65
- 66 5. A student cannot be advanced to candidacy or continue in candidate status if s/he is on either  
67 academic or administrative probation.  
68

#### 69 DISQUALIFICATION

- 70
- 71 1. A student who has been placed on probation may be disqualified from further attendance by the  
72 Dean of Graduate Studies if:  
73
- 74 a. The conditions in the remediation plan are not met within the period specified.  
75 b. The student becomes subject to academic probation while on administrative probation.  
76 c. The student becomes subject to administrative probation for the same or similar reason  
77 for which he/she has been placed on administrative probation previously, although not  
78 currently in such status.<sup>6</sup>  
79 d. When such action is taken the student shall receive written notification including an  
80 explanation of the basis for the action.  
81 e. In addition, an appropriate campus administrator may disqualify a student who at any  
82 time during enrollment has demonstrated behavior so contrary to the standards of the  
83 profession for which the student is preparing as to render him/her unfit for the profession.  
84 In such cases, disqualification will occur immediately upon notice to the student, which  
85 shall include an explanation of the basis for the action, and the campus may require the  
86 student to discontinue enrollment as of the date of the notification.<sup>7</sup>  
87
- 88 2. Disqualification may be either from further registration in a particular program or from further  
89 enrollment at the campus, as determined by the Dean of Graduate Studies. A student  
90 disqualified for academic deficiency may not enroll in any regular session of the campus

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<sup>5</sup> 1038, VI.

<sup>6</sup> 1038, VII.A., B., C.

<sup>7</sup> sections d. and e. are from 1038, VII.

























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D. Calendar for Evaluations

This calendar ensures that all temporary faculty unit employees are evaluated annually, or in the case of one-semester faculty, at the end of the semester in which they were employed.

1. Part-time Temporary Faculty Appointments for One Semester

a. After the first semester of employment, part-time faculty with one-semester appointments may be evaluated at the discretion of the DC (in consultation with the OD) or MBA Director as appropriate.

b. Any evaluation shall take place after the instructor turns in grades, but no later than thirty (30) calendar days after the completion of the appointment year. If circumstances require an extension, the Associate Dean's office should be contacted before the end of the semester who will, in turn, notify the affected temporary faculty.

c. The Associate Dean shall check that the evaluation process has been completed for any first-time, single semester instructor before a contract is issued for a second teaching assignment in any subsequent semester.

2. Part-time Temporary Faculty Appointments for Two or More Semesters

a. All temporary faculty with part-time appointments for two or more semesters, except those with three year appointments, shall be formally evaluated for either the first semester of employment or for the academic year.

b. Second semester evaluations shall take place after the instructor turns in grades, but no later than thirty (30) calendar days after the completion of the appointment year . If circumstances require an extension, the Associate Dean's office should be contacted before the end of the semester who will, in turn, notify the affected temporary faculty.

c. All part-time temporary faculty with three-year appointments shall be evaluated at the end of the second year of appointment. The review period will included 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 department may be conducted more frequently. Any temporary faculty member with a three-year appointment may request that his/her evaluations be conducted more frequently.

d. The Associate Dean shall check that the evaluation process has been completed for all temporary instructors in a given program or department before contracts are issued for any following semester.

3. Full-time Temporary Faculty Appointments for Two or More Semesters

a. All temporary faculty with full-time appointments for two or more semesters, except those with three year appointments, shall be formally evaluated for either the first semester of employment or for the academic year.



195 b. Second semester evaluations shall take place after the instructor turns in  
196 grades, but no later than thirty (30) calendar days after the completion of the  
197 appointment year . If circumstances require an extension, the Associate Dean's  
198 office should be contacted before the end of the semester who will, in turn, notify  
199 the affected temporary faculty.

200  
201 c. All full-time temporary faculty with three-year appointments shall be  
202 evaluated the end of the second year of appointment. The review period will  
203 included all semesters of the first two years of appointment. At the request of the  
204 Dean or the Department Chair, evaluations of all temporary faculty with three-  
205 year appointments in a department may be conducted more frequently. Any  
206 temporary faculty member with a three-year appointment may request that  
207 his/her evaluations be conducted more frequently.  
208

209 d. The Associate Dean shall check that the evaluation process has been  
210 completed for all temporary instructors in a given program or department before  
211 contracts are issued for any following semester.  
212

213 E. Forms for evaluation of temporary faculty unit employees:  
214

215 Form A: Department Chair/MBA Director Evaluation Form for All Temporary Faculty  
216 Performance Evaluation - Must be used for all temporary faculty evaluations.  
217

218 Form B: Peer Input to the Evaluation (Optional) for Temporary Faculty Unit  
219 Employees - May be used (in addition to Form A) for all temporary faculty  
220 evaluations.  
221

222 Form C: PRC Evaluation Form for Temporary Faculty Performance Evaluation -To be  
223 used (in addition to Forms A & B) for all full-time temporary faculty evaluations.  
224

FORM A

DEPARTMENT CHAIR OR MBA DIRECTOR EVALUATION  
FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES

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Temporary faculty unit 3 employee: \_\_\_\_\_

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

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

I. Student evaluation of teaching:

II. Course materials:

III. Other elements evaluated (i.e., classroom visits, informal feedback):

IV. Overall assessment:

V. Recommendation:

\_\_\_\_\_ Retain      \_\_\_\_\_ Retain with additional monitoring      \_\_\_\_\_ Do not retain

Department Chair/MBA Director: \_\_\_\_\_ Date: \_\_\_\_\_

---

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

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

Note: *This form will be placed in the faculty's PAF. Faculty members have ten (10) days to respond following the receipt of the evaluation, if they wish to do so.*

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

272 FORM B

273  
274 PEER INPUT TO THE EVALUATION (OPTIONAL)  
275 FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES  
276

277  
278 Temporary faculty unit 3 employee: \_\_\_\_\_  
279

280 Semester(s) / Year of Review: \_\_\_\_\_  
281

282 Class(es) reviewed in this cycle: \_\_\_\_\_  
283

284 I. Report on classes observed and/or material reviewed:  
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309 Peer evaluator \_\_\_\_\_

Date \_\_\_\_\_

310  
311  
312 Notes: *This form will be placed in the faculty's WPAF and PAF, and a copy will be sent*  
313 *to the temporary faculty employee. Faculty members have ten (10) days to respond*  
314 *following the receipt of the form, if they wish to do so.*  
315

316 *Information about peer coaching/peer mentoring is available in the Faculty Center.*  
317  
318

FORM C

PEER REVIEW COMMITTEE (PRC) EVALUATION  
FOR TEMPORARY FACULTY UNIT 3 EMPLOYEES

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Temporary faculty unit 3 employee: \_\_\_\_\_

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

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

I. Student evaluation of teaching:

II. Course materials:

III. Other elements evaluated (i.e., classroom visits, informal feedback):

IV. Overall assessment:

V. Recommendation:

\_\_\_\_\_ Retain      \_\_\_\_\_ Retain with additional monitoring      \_\_\_\_\_ Do not retain

TFPRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

---

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

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

*Notes: This form will be placed in the faculty's PAF. Faculty members have ten (10) days to respond following the receipt of the form, if they wish to do so.*

\_\_\_\_\_ Date \_\_\_\_\_

Dean/Associate Dean

1 **FAC: Guidelines for Departmental RTP Standards**

2  
3  
4 I. “Departmental RTP Standards”

- 5  
6 A. A “standard” is a reference point or formalized expectation against which progress can be  
7 measured for retention, tenure, and promotion.  
8  
9 B. Faculty have a right to clearly articulated performance expectations. Departmental RTP  
10 Standards provide consistency in guiding tenure-track faculty in the preparation of their  
11 WPAFs.  
12  
13 C. Departmental RTP Standards educate others outside of the discipline, including deans,  
14 university committees, and the provost, with respect to the practice and standards of a  
15 particular department/discipline/field.  
16  
17 D. Departments must respect the intellectual freedom of their faculty by avoiding standards  
18 that are too prescriptive. Department standards should be as brief as possible with  
19 emphasis on the unique nature of the department.  
20  
21 E. All Department RTP Standards shall conform to the CBA and University and College  
22 RTP documents. The “Department RTP Standards” document shall contain the elements  
23 of department RTP standards described below and shall not repeat the CBA, University  
24 and/or College RTP documents, or department-specific advice.  
25  
26 F. All Department RTP Standards must be approved by a majority of tenure-track faculty  
27 within a department and then be approved by the Academic Senate before any use in RTP  
28 decisions.  
29

30 II. Elements of the “Department RTP Standards” Document

31  
32 A. Introduction

33  
34 The following principles should be addressed in an opening section that includes a brief  
35 discussion of the department’s philosophy with respect to the RTP process.  
36

- 37 1. Reflect on the department, college, and/or university mission, vision and values  
38 statements and how they apply to the department’s RTP expectations.  
39 2. How does the department view the expected distribution or value of the three  
40 required areas: teaching, research/creative activity and service?  
41 3. There should be both evaluative and developmental aspects to this process. How  
42 are faculty expected to use the RTP process? How does the department support  
43 faculty development through the processes for retention and promotion?  
44 4. Is there an accrediting body that needs to be taken into account?  
45 5. How does the department recognize innovation and unusual contributions, e.g.  
46 teaching first-year students, mentoring majors, teaching in graduate programs,  
47 using particularly innovative or challenging types of pedagogy? A general  
48 statement may be made here with some specifics in each area below.  
49

- 50 a. For the three areas where faculty are evaluated, explain the standards for  
51 the different developmental periods:  
52 i. Periodic Evaluation  
53 ii. Performance/Retention Review  
54 iii. Tenure and Promotion to Associate Professor  
55 iv. Promotion to Professor  
56 v. Post Tenure Periodic Evaluation  
57 b. Address the standards for the different developmental periods either in a  
58 separate section or throughout the three sections below:  
59 c. These guidelines include multiple examples of topics, found in the  
60 sections below, to which a department may want to write a discipline  
61 specific standard. Only the most relevant or important topics should be  
62 addressed in department standards. Departments may consider topics not  
63 listed.  
64

65 B. Teaching  
66

- 67 1. Describe department priorities and values in teaching and learning.  
68  
69 2. List the most important department priorities in terms of teaching. In addition to  
70 discussing what is valued in teaching, include a statement about expectations  
71 emphasized in or unique to the department with respect to teaching. Such  
72 expectations may include, but are not limited to, descriptions of:  
73 a. Workload in terms of WTUs, contact hours, and/or FTES  
74 b. Types of courses included in a typical semester faculty assignment  
75 - Classroom teaching  
76 - Laboratory teaching  
77 - Studio teaching  
78 - Seminar courses  
79 - Undergraduate versus graduate courses  
80 - Supervision of field work, independent research, and library  
81 research  
82 - Teaching modality, e.g. on-campus, off-site, on-line, distance  
83 learning  
84 - Training and supervision of teaching and graduate assistants  
85 c. Pedagogical tools typically used in the department  
86 d. Independent study students/courses  
87 e. Departmental approaches to support excellent teaching  
88  
89 3. Describe the types of evidence used to examine teaching performance. Include  
90 specific expectations, citing the College document if necessary, rather than  
91 repeating the list. At a minimum, include expectations with respect to the  
92 following:  
93 a. Student evaluations: How many are required and how are they  
94 evaluated?  
95 b. Syllabi: Are there unique department expectations for syllabi?  
96  
97 4. Describe the value the department places on participation in curriculum  
98 development (e.g. course, program, etc.).  
99

- 100 5. Describe the differences in teaching expectations for undergraduate versus  
101 graduate courses, if applicable.  
102
- 103 C. Research/Creative Activity  
104
- 105 1. Describe department priorities and values in research/creative activity.  
106
- 107 2. Describe the department's research/creative activity standards within the context  
108 of the discipline (i.e. regionally, nationally and globally). List the most important  
109 department priorities in terms of research/creative activity. Describe the specific  
110 types of research which are most valued in the department and/or the field. Cite  
111 the lists in the College RTP document, if necessary, rather than repeating entire  
112 lists.  
113
- 114 3. How should the faculty member describe the contributions to the research when  
115 multiple authors are present? Are there expectations with regard to lead  
116 authorship?  
117
- 118 4. How does the department expect research to be integrated into teaching?  
119
- 120 5. What are the major challenges that face faculty in terms of their research/creative  
121 activity in your department? Are there limitations that may be relevant for the  
122 faculty's progress in research in this discipline.  
123
- 124 D. Service  
125
- 126 1. Describe department priorities and values in service contributions.  
127
- 128 2. List the most important department priorities in terms of service. In addition to  
129 discussing what is valued in service, include a statement about expectations  
130 emphasized in or unique to the department with respect to service. Such  
131 expectations may include, but are not limited to:  
132 a. Internal service activities – Department, College, University  
133 - Membership and offices held on committees and task forces  
134 - Leadership and administrative activities  
135 - Special assignments, initiatives  
136 b. External service activities  
137 - Service to profession/professional organizations  
138 - Membership, offices held, organizing events and programs, special  
139 assignments  
140 - Professional consulting (gratis only)  
141 c. Service awards and special recognition  
142
- 143 3. Does the department have specific expectations in terms of documentation of  
144 service other than accurate listing in the comprehensive CV? (Please note that  
145 submitting letters from committee chairs about attendance is not considered best  
146 practice.)

1                                   **FAC: Range Elevation for Temporary Faculty Unit 3 Employees**  
2

3 | I.       Purpose  
4

5 This policy describes the intent and procedures involved in range elevation for temporary faculty (part time or  
6 full time). Range elevation is an increase in salary subject to meeting the criteria defined below.<sup>1</sup>  
7

8 | II.       Eligibility  
9

10 Temporary faculty who are eligible for range elevation shall be limited to those who have served  
11 at least five calendar years, not necessarily consecutive, in their current range and are not eligible  
12 for additional Service Salary Increases in their current range. The one exception to the five-year  
13 eligibility criterion is if an employee attains a higher degree appropriate to her/his work  
14 assignment before completing five years of service.  
15

16 | III.     Criteria  
17

18 To be considered for range elevation under this policy, an applicant shall:  
19

20         Attain a higher degree appropriate to her/his work assignment;  
21

22         OR  
23

24         Provide evidence of sustained excellence in teaching (for those with teaching duties) and/or other  
25         professional duties.

26         In addition, consideration will be given to professional growth appropriate to work assignment and/or to  
27         significant contributions to program development.  
28

29         ~~1) Hold additional accreditation or suitable professional experience or present evidence of~~  
30         ~~professional development in her/his field appropriate for her/his work assignment(s); and 2)~~  
31         ~~present evidence of excellence in teaching and/or professional duties; and 3) present evidence~~  
32         ~~of sustained contribution to the instructional mission of the University.~~  
33

34         Longevity alone is an insufficient basis for range elevation.  
35

36         ~~Examples of contributions to the instructional mission of the University include, but are not~~  
37         ~~limited to: 1) activities enhancing the effective teaching of the discipline; 2) research and/or~~  
38         ~~creative activity involving the campus or the community; or 3) contributions to improving the~~  
39         ~~learning climate of the University. Evidence of sustained contributions in any one of these areas~~  
40         ~~would be sufficient to meet this requirement.~~  
41

42 | IV.     Application  
43

44 A temporary faculty member who wishes to be considered for range elevation shall provide the  
45 following materials:

- 46         1) Memorandum stating the applicant's request
- 47         2) Current vitae
- 48         3) Personnel evaluations since last range elevation
- 49         4) a) Faculty with teaching assignments:

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1 This policy is mandated by language in the Collective Bargaining Agreement (Article 12) stipulating that each CSU campus establish appropriate range elevation procedures.



- 50  
51 Documentation supporting excellence in teaching, including the following:  
52 i) Syllabi for all courses taught over the past 5 academic years  
53 ~~ii) Assigned grade distribution and summary of student evaluation of teaching~~  
54 ~~for all courses taught in the last academic year and at least one set of course~~  
55 ~~evaluations per academic year for the previous 5 academic years.~~  
56 iii) Narrative describing teaching philosophy and development as a teacher over  
57 the past 5 years (5 pages maximum).  
58 ~~iii\*) Evidence of additional accreditation, professional experience or professional~~  
59 ~~development discussed in narrative, if applicable.~~

60  
61 b) Faculty with non-instructional assignments:

62 Documentation supporting excellence in professional duties, including the  
63 following:

- 64  
65 i) Job description  
66 ~~ii) List of professional development activities~~  
67 iii) Narrative describing development as a professional over the past 5 years (2 pages maximum).  
68 ~~iii\*) Evidence of additional accreditation, professional experience or professional~~  
69 ~~development discussed in narrative, if applicable.~~

70  
71 **V. Procedures**

- 72  
73 1. The deadline for application is due on or before the second Monday in October.  
74  
75 2. Applications shall be submitted to the appropriate Center Director/Program  
76 Director/Department Chair with a copy to the Dean. Where departments, programs, or  
77 centers do not exist, the employee shall submit the application directly to the Dean. The  
78 Director/Chair shall make his/her recommendation, and forward both the application and  
79 the recommendation to the Dean no later than the second Monday in November. The  
80 Director/Chair shall provide the applicant with a copy of the recommendation. The  
81 applicant may submit a rebuttal to the Dean no later than the third Monday in November.  
82  
83 3. The Dean shall provide written notification to the applicant of the decision no later than  
84 the first Monday in December. The award will become effective the first semester after  
85 the final decision.  
86  
87 4. Denial of range elevations shall be subject to the peer review process. The Panel shall allow for appellants  
88 to make a presentation to the Panel and to be represented by CFA if so desired. If a temporary faculty  
89 member wishes to appeal a negative decision, he/she should submit in writing the rationale of the appeal.  
90 The President will then establish a single campus-wide peer review panel (CBA 12.20) a panel, within the  
91 ~~unit,~~ consisting of all full-time tenured employees who have served on committees that made  
92 recommendations on matters of appointment, reappointment, promotion or tenure and who have attained  
93 the rank of full professor or equivalent. The membership of the Range Elevation Appeals  
94 Panel Committee shall be selected by lot from that panel and will consist of three members and one  
95 alternate.

96  
97 Appeals shall be submitted to the Office of Academic Resources by the third Monday in December. The  
98 temporary faculty member will be notified of the decision by the second Monday in February. Pursuant to  
99 CBA Article 12, the Range Elevation Appeals Panel Committee decision is final. The panel shall convene  
100 and review the case within thirty days of appeal and shall render a decision within 30 days of the hearing.  
101

1                                   **Study Group on Reserve Officer Training Corps (ROTC) at CSUSM**  
2                                   **Recommendation and Documentation**  
3

4   *Study Group Members: Don Barrett (Faculty, COAS), David Barsky (Assoc VP for Academic*  
5                                   *Programs), Victoria Hernandez (Veterans Affairs and Athletic Compliance Coordinator), Zach*  
6                                   *Morrison (ASI Board of Directors), Moses Ochanji (Faculty, COE), Linda Pershing (Faculty,*  
7                                   *COAS).*  
8                                   *Fall '08 only: Patty Seleski (Faculty, COAS)*  
9                                   *Spring '09 only: Staci Beavers (Faculty, COAS),*

10  
11 The Study Group on ROTC was charged with engaging the CSUSM community in a wide-ranging  
12 discussion regarding ROTC and the following issues<sup>1</sup>:  
13

- 14       • University Curriculum Committee's questions about how to treat the courses proposed  
15           since, while they are not part of a minor or major program, they are clearly a defined  
16           sequence of courses which lead to a professional goal
- 17       • Benefits of Army ROTC training and about the opportunities a CSUSM-based Army ROTC  
18           program will provide for many CSUSM students
- 19       • Concerns about whether the presence of Army ROTC on campus would conflict with CSUSM  
20           statements on non-discrimination
- 21       • Resource implications that such program offerings might entail

22  
23 Before proceeding further we note that ROTC course credit is already accepted at CSUSM through  
24 partnerships with other institutions in the County and that the particular question focused on by  
25 the group was that of whether for-credit ROTC courses of study should be offered on campus at  
26 CSUSM.  
27

28 This document contains the Recommendation of the Study Group, recommended Contingencies if  
29 the Recommendation is not followed, and Qualifying Statements from the individual members of  
30 the group. Following the Recommendation and Contingencies are sections documenting the  
31 analysis and the process.  
32

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<sup>1</sup> "Composition and Charge for the Study Group to Explore Army Reserve Officers' Training Corps (ROTC) at CSUSM" Approved by Executive Committee, Academic Senate, 09/10/2008

44 **A. Recommendation, Contingencies, and Qualifying Statements**

45

46 Because of the complexity of the issue, the Study Group proposes both a recommendation and  
47 recommended contingencies, along with statements of qualifying support by members of the study  
48 group. The recommendation is based on the results of the overall assessment process; the  
49 contingencies are to be considered if the study group’s recommendation is not followed. The study  
50 group’s decisions are not unanimous, thus qualifying statements of support are also provided.

51

52 **Recommendation**

53

54 Based on a careful consideration of the issues and the sentiments expressed by the university  
55 community, the Study Group finds that the over-arching issue is the conflict between the university  
56 anti-discrimination policy and the military policy excluding non-heterosexuals from military service  
57 (known as “Don’t Ask, Don’t Tell,” or DADT). The majority of the Study Group is in agreement with  
58 the sentiment presented by a majority of the public responses (see document B), that ROTC courses  
59 should not be offered as long as the military policy of exclusion is in place. Though ROTC students  
60 might benefit from inclusion in the campus environment (see document D) and offering ROTC  
61 would benefit some students (see document C), the Study Group concludes that offering ROTC  
62 courses conflicts with the university’s commitment to non-discrimination and thus the courses  
63 should not be offered. The majority position of the Study Group is very eloquently reflected in a  
64 statement issued by Rodger D’Andreas, the director of the LGBTQ Pride Center (used with his  
65 permission):

66

67 “Should we choose to treat our mission and values with such expediency [as to offer ROTC],  
68 it means two things: (1) Institutionally, we lack ethical integrity. Our mission and values  
69 are merely words, not commitments; and (2) We believe that institutionalized  
70 discrimination of LGBTQ individuals is still socially acceptable, and we are willing to convey  
71 our acceptance of said discrimination to current and future CSUSM students, staff and  
72 faculty, and community members. I wonder if we would be willing to collude in sending a  
73 similar message of institutionally-sanctioned discrimination to individuals of a racial  
74 minority, to women, or to folks whose first language is not English. I hardly think so. “

75

76 The Study Group, however, has determined that there is some uncertainty with regard the  
77 interpretation of the Solomon amendment and the consequences for the University should it  
78 decided to deny a request by a military service to institute ROTC courses. Thus, if this  
79 recommendation is adopted, we advise additional investigation into the interpretations of the  
80 Solomon amendment.

81

82 **Contingencies**

83

84 In the event that there is a decision to reject the Study Group’s recommendation and to process the  
85 proposal to offer ROTC courses at CSUSM, the study group urges the university to consider the  
86 following statements regarding oversight of curriculum and faculty, and CSUSM’s response to the  
87 conflict between its and the military’s sexual orientation policies.

88

89 Oversight: The Study group urges that:

90

- 91 • all proposed ROTC courses be subject to the standard CSUSM curriculum review process and  
92 requirements, including requirements for student learning outcomes and the All-University  
93 Writing Requirement;
- 94 • the application for the sequence of courses be filed as a minor since the courses represent a  
95 coordinated course of study;
- 96 • ROTC courses be sponsored and evaluated by an existing academic program or department  
97 so that the curriculum and instructional delivery will be subject to standard review and  
98 evaluation policies (regardless of whether the courses are offered through Extended  
99 Learning or state-supported);
- 100 • requirements be implemented whereby students pursuing CSUSM ROTC coursework take  
101 additional CSUSM coursework that demonstrates commitment to the institution's stated  
102 core "values" (i.e., Intellectual Engagement, Community, Integrity, Innovation, and  
103 Inclusiveness<sup>2</sup>) and thus addresses the conflict the between CSUSM and military policies on  
104 sexual orientation.

105  
106 Further, the Study Group urges that, when ROTC courses are presented to the Senate for approval,  
107 they be brought forth as regular Senate business rather than as Consent Calendar items.

108  
109 Sexual Orientation Discrimination: Based on the breadth of concern in the community responses  
110 regarding the military's policy on sexual orientation, the Study Group urges the following actions if  
111 an ROTC program of study is implemented at CSUSM:

- 112
- 113 • the University explicitly address the conflict between military policy and CSUSM policy in the  
114 catalog description of the ROTC offering,
  - 115 • the Senate consider a resolution addressing the conflict in policies, and
  - 116 • the Senate consider a resolution encouraging University involvement in activities aimed at  
117 affecting the revocation of DADT. (Note that we have been advised that any such activity  
118 must be carefully presented so as to not appear to be discouraging enrollment in ROTC  
119 courses by students.)

120  
121 **Qualifying Statements:**

122  
123 Of the six members who voted on the above, five voted for the Recommendation and five for the  
124 Contingencies. Not all of the analysis sections (documents B thru H) are endorsed by every member  
125 of the group.

126  
127 The following qualifying statements from members of the Study Group acknowledge the  
128 qualifications they place on interpretations of the Recommendation and Contingencies, and on  
129 various analysis sections.

130  
131 Some qualifying statements were written prior to changes in the language used in this document  
132 (document A); changes in language to bring qualifying statements into agreement with current  
133 language are in brackets. Not all participants provided qualifying statements.

134  
135 **Don Barrett:** I support the Recommendation and Contingencies. I disagree with carrying the  
136 ethical concerns addressed by the Study Group beyond the ethics of the sexual orientation issue

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<sup>2</sup> <http://www.csusm.edu/about/facts/mission.html>

137 and thus do not endorse the analysis in documents E and F. I also conclude that processes that  
138 balance the rights of a minority against the needs of a majority suggest contingent support for the  
139 rights of the minority. Thus, while I agree that the presence of ROTC courses on campus may be of  
140 benefit to some students, I do not support conclusions in document D that such benefits outweigh  
141 the need to protect minority rights.

142  
143 **David Barsky:** *David Barsky was unable to write a statement due to illness and subsequent*  
144 *demands, but agreed to my noting the following: 1) that he is in support of both the*  
145 *Recommendation and the Contingencies, and 2) that he disagrees with carrying the ethical concerns*  
146 *addressed by the Study Group beyond the ethics of the sexual orientation issue and thus do not*  
147 *endorse the analysis in documents E and F. Don Barrett*

148  
149 **Staci Beavers:** I support the recommendations [Recommendation and Contingencies] provided in  
150 this report. In terms of the accompanying analysis, I participated in the preparation of and can  
151 state my own support only for Section B: "ROTC, the Military Policy of Exclusion, and CSU's Anti-  
152 Discrimination Policy."

153  
154 **Victoria Hernandez:** I do not support the Recommendation against providing ROTC courses on  
155 campus but do support the Contingencies on oversight and on encouraging statements about  
156 disagreement with ROTC. I believe the ethical concerns addressed by the Study Group should focus  
157 on the sexual orientation issue and thus do not endorse analysis in documents E and F.

158  
159 **Linda Pershing:** I support the study group's Recommendation #1 [Recommendation], but I oppose  
160 Recommendation #2 [Contingencies]. In addition to the general work of the study group, my task  
161 was to draft the reports on "Effects on Campus Environment" and "Related Actions Taken by Other  
162 Universities." In reviewing the various arguments and positions, it became clear to me that starting  
163 an ROTC program on our campus would do much more harm than good. Many gay, lesbian, and  
164 bisexual students and faculty expressed the feeling that the increased military presence on campus  
165 would violate their civil rights, increase their feeling that the campus is not a safe environment for  
166 them, and would inherently support the blatant discrimination of the "Don't Ask, Don't Tell" (DADT)  
167 policy. Would we allow an organization that openly discriminates against women or a racial  
168 minority group to start an academic program on our campus? An academic program that  
169 discriminates against gays, lesbians, and bisexuals is no more tolerable. Moreover, it would be  
170 hypocritical to invite the ROTC to Cal State San Marcos but simultaneously issue a "statement" that  
171 the university community disagrees with the DADT policy, thereby failing to take seriously the  
172 protection of civil rights for *all* members of our community. Numerous additional issues were raised  
173 that violate the university's Mission Statement and dedication to social justice. These include racial  
174 profiling in military recruiting, targeting lower-income youth for ROTC recruitment, the rampant  
175 sexism and violence against women within the military and the military's failure to address this  
176 problem, the important principle that the faculty, and the faculty alone, should design and  
177 determine the character and quality of course curricula, and the larger and more troubling issue of  
178 universities supporting the study of violence and war, rather than peace and justice studies. If the  
179 ROTC were invited to campus, it would be extremely difficult to reverse that decision later.  
180 Particularly during the wars in Iraq and Afghanistan, military culture and discourse have heavily  
181 influenced our society and our national identity. Universities need to provide a safe haven from,  
182 and critical thinking about, the military industrial complex, rather than an educational system that  
183 condones and perpetuates it.