

ACADEMIC SENATE MEETING

Wednesday, September 7, 2011

1 – 2:50 p.m. (approx.)

Commons 206

- I. Group photo of voting senators
- II. Approval of agenda
- III. Chair's report: [Wayne Aitken](#)
- IV. Secretary's report: [Charles De Leone](#) Status of AY 10/11 Senate items
- V. President's report: Karen Haynes *Time certain 2:15 p.m.*
- VI. Provost's report: Emily Cutrer *Unable to attend*
- VII. [ASCSU](#) report: [Brodowsky/Meilich](#)
- VIII. [CFA](#) report: [Don Barrett](#)
- IX. [ASI](#) report: Scott Silviera
- X. Committee introductions/meeting info/reports
- XI. **Consent calendar** *The following items are presented to the Senate for a single vote of approval without discussion. Any item may be removed for particular consideration by request of a senator prior to vote.*
[NEAC](#) Recommendations
- XII. **Action items** *These are items scheduled for a vote, including second reading items.*
None.
- XIII. **Discussion items** *These are items scheduled for discussion, including first reading items.*
Board of Trustees' proposed changes to the Presidential Selection Policy
- XIV. **Presentations**
 - A. Surveillance Issue – Hackenberg *Time certain 1:45 p.m.*
 - B. Enrollment Update – Bush
 - C. Bookstore Update – Dioses/Wagonis *Time certain 1:30 p.m.*
- XV. **Information item**
 - A. Editorial change to APC English Language Admissions Requirement policy
 - B. 2010/11 Student Grade Appeals Committee annual report
- XVI. **Senators' concerns and announcements**

Next meeting: October 5 ~ 1-2:50 pm ~ Commons 206

Secretary's Report

Committee	Items passed by the Senate in AY 10/11	Response
APC	Course Repeat Petition Policy	<i>Approved</i>
APC	Declaration of Major and Specialization Policy	<i>Approved</i>
APC	English Language Admissions Requirement Policy	<i>Pending</i>
APC	Excess Units Seniors Policy	<i>Approved</i>
APC	Graduation Requirements for 2 nd Bachelor's Degree Policy	<i>Approved</i>
APC	Graduation Requirements Policy	<i>Approved</i>
APC	Inactive Courses Policy	<i>Approved</i>
APC	Undergraduate and Graduate Dual-Listed Courses Policy	<i>Approved</i>
BLP	Resolution in Support of Findings and Recommendations of Data Reconciliation and Analysis Subcommittee of BLP	<i>Acknowledged</i>
FAC	College of Education RTP Policy	<i>Approved</i>
FAC	Department Level Standards and Additional Material for Temporary Faculty Evaluations policy	<i>Approved</i>
FAC	Misconduct in Scholarship and Research Policy	<i>Pending</i>
FAC	RTP Calendar AY 11/12	<i>Approved</i>
FAC	Sabbatical Leave Policy	<i>Pending</i>
GEC	Resolution on CSU 'American Institutions' Requirement	<i>Acknowledged</i>
GEC	Restrictions on Upper Division General Education Courses	<i>Approved</i>
PAC	Program Review Policy and Guidelines	<i>Approved</i>
SAC	Faculty Management of Student Course Records Policy	<i>Approved</i>
SAC	Resolution Endorsing CUGR	<i>Acknowledged</i>
SAC	Student Course Grade Appeals Policy	<i>Pending</i>
Senate	Election Rules & Procedures	<i>Acknowledged</i>
Senate	Resolution Condemning the Forced Restructuring of Academic Affairs at CSUSM	<i>Acknowledged</i>
Senate	Resolution Honoring Senator Montanari	<i>Acknowledged</i>
Senate	Resolution to Urge the President and Provost to Adhere to the Spirit of University Shared Governance Policies and Procedures	<i>Acknowledged</i>

In addition, numerous course and program change proposals, new programs, and committee appointments were made by the Senate. Committees conducted program reviews, reviewed courses for GE credit, and considered changed to the General Education program.

NEAC Recommendations

Committee	Seat (#)	Term	Name(s)
Academic Senate (Bass)	CoAS formerly	11-13	Mark Wallace (LTWR)
Academic Senate (Reid)	CoAS formerly	Spring '12	Andre Kundgen (Math)
Academic Senate (Bates)	CoAS formerly	11/12	Denise Chavira (HD)
Academic Policy Committee	At large	11/12	Aaron Finkle (Econ)
Academic Policy Committee	Library	11-13	Sue Thompson
Faculty Affairs Committee	CoBA	11-13	Glen Brodowsky
Arts & Lectures Advisory Committee	CEHHS	11-13	Linda Pershing (WS)
No. County Higher Education Alliance Bd of Dir	At large	11-13	Maureen Fitzpatrick (Psych)
Office of Service Learning Advisory Board	At large	11-13	Fernando Soriano (HD)
<i>Student Grade Appeals Committee* (Alternate)</i>	At large	11-13	M. Stoddard-Holmes (LTWR)
<i>Student Grievance Committee* (Alternate)</i>	At large	11-13	William Kristan (Biol)



CURRENT POLICY

Board of Trustees Policy for the Selection of Presidents

Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of each campus president. Ultimately the Board of Trustees is CSU's governing body, in whose hands the retention and the transition of executive leadership resides. As the system chief executive officer to whom campus presidents report, the Chancellor is responsible for designating staff to support the process. The California State University is committed to the principles of consultation with campus and community representatives and to diversity in the selection of campus presidents.

Establishment of the Trustees Committee for the Selection of the President

When a vacancy is known the Chair of the Board of Trustees shall establish a Trustees Committee for the Selection of the President (TCSP) for the campus with an impending vacancy. The TCSP shall be composed of the Chair of the Board, three Trustees designated by the Chair, and the Chancellor. The Chair of the Board shall designate one of the Trustees as chair of the TCSP. The Chair of the Board shall also add an advisory group to the TCSP, to be known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP shall consist of the chair of the academic senate of the campus, two faculty representatives elected by the campus faculty, one member of the campus support staff elected by the staff, one student elected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board elected by that board, one alumnus/alumna of the campus elected by the campus Alumni Association, and one vice president or academic dean from the campus and the President of another CSU campus selected by the Chancellor. Each of the campus representatives to the advisory group shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search and either ratified or amended.

Following the determination of the membership of the ACTCSP, the Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the

ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area or the state.

Duties of the Trustees Committee for the Selection of the President

The Trustees Committee for the Selection of the President shall conduct the search, determine the attributes desired for a successful candidate, approve the final campus and job descriptions and advertising copy, review and interview candidates, accompany semi-finalist candidates to campus visits, and recommend a minimum of three candidates to Trustees. Although these five Trustees shall constitute the only voting members of the presidential nominating process to the Board, the process should be conducted so as to encourage consensus with the campus representatives. The Chancellor may indicate his or her ranking of the final candidates before the full Board. The Board Chair and the Chancellor are authorized to utilize executive search firms to assist the TCSP and/or the ACTCSP on specific tasks related to their assignments. The Chancellor is responsible for background and reference checks of the slate of final candidates for consideration by the Board of Trustees.

Duties and Responsibilities of the Advisory Committee of the Trustees Committee for the Selection of the President

The Advisory Committee to the Trustees Committee for the Selection of the President will participate in deliberations that lead to the determination of the list of final candidates. The consultative procedures should be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee. The Advisory Committee to the Trustees Committee for the Selection of the President will provide advice regarding the position and campus descriptions and the advertisement.

Members of the ACTCSP will suggest potential candidates having the leadership qualities, administrative ability, academic qualities and other talents appropriate for that presidency. The ACTCSP will review and comment on candidate applications, participate in candidate interviews and offer comments as appropriate before the TCSP determines which candidates to advance to the next level of consideration.

Second Panel

In order to provide additional reaction to semi-final candidates the chair of the TCSP and the Chancellor may appoint a second panel of campus constituents to meet candidates under the rule of confidentiality. The second panel would serve as a source of additional advice to the TCSP and the ACTCSP. If a second panel is to be named, the Chancellor will inform the constituencies of the number of nominations each should forward; it is understood that the number of nominations may exceed the number of seats each of the campus constituent groups (i.e., faculty, staff, students, advisory board and alumni association) will have on the second panel. After consulting with campus executive and constituency leadership the Chair

of the TCSP and the Chancellor will determine the membership of the second panel. The Chancellor may add campus and system administrators and community members to the second panel. A majority of the second panel members will be faculty from the campus.

Campus Visits

Working with the ACTCSP, the chair of the TCSP and the Chancellor will determine nature of campus visits by the final slate of candidates. The purpose of the campus visit is to encourage candidates to remain interested in pursuing the presidency by engaging in ideas with campus constituents groups and through promotion of the campus and the community. While the campus visits are not to be used for formal evaluation of candidates, every effort should be made to shape the visit so that it generates a foundation for the new president's success on campus. The late of final candidates who visit the campus will be announced in advance of their visits.

Confidentiality and Professionalism

To assure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the chair to be violated or if the behavior of a member is determined by the chair to be unethical, unprofessional, disruptive to the conduct of business or if a member is determined by the chair to have ignored or failed to follow the rules and procedures described for the search, recruitment and selection process.

Deviations from These Procedures

It is expected that these procedures will be followed. The Board of Trustees will normally confine itself to the names of the finalists presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the candidate list or from the procedures outlined in this policy.

adopted November 10-11, 1997

Board of Trustees CSU



PROPOSED NEW POLICY

Board of Trustees Policy for the Selection of Presidents

Responsibility for Appointment of Presidents

The Board of Trustees of the California State University, in partnership with the Chancellor, is responsible for the recruitment, selection and appointment of CSU campus presidents. There is a deep commitment throughout the process to the principles of consultation with campus and community representatives and diversity. The ultimate decision and responsibility for the transition of executive leadership rests with the Board. The Chancellor designates staff to support the process.

The Trustees Committee for the Selection of the President

The Chair of the Board appoints a Trustees Committee for the Selection of the President (TCSP) for any campus with an impending vacancy. The TCSP is composed of the Chair of the Board, four Trustees, and the Chancellor. The Chair designates a Trustee as chair of the TCSP.

The TCSP determines the attributes desired for a successful candidate, approves the final campus and job descriptions, and any advertising copy, and reviews and interviews candidates. Although the TCSP is the ultimate body to make the final decisions, including the advancement of candidates to the full Board, the process is to be conducted in a manner that includes the campus representatives. The Chancellor may indicate his or her ranking of final candidates before the Board. The Board Chair and the Chancellor may use executive search firms to assist the TCSP and/or the ACTCSP on specific tasks related to their assignments. The Chancellor is responsible for background and reference checks of the final candidates advanced to the Board.

The Advisory Committee to the Trustees Committee for the Selection of the President

The Chair of the Board also appoints an advisory group to the TCSP, known as the Advisory Committee to the Trustees Committee for the Selection of the President (ACTCSP). The ACTCSP is composed of the Chair of the Academic Senate on the campus, two faculty

representatives selected by the campus faculty, one member of the campus support staff selected by the staff, one student selected by the duly constituted representatives of the campus student body, one member of the campus Advisory Board selected by that board, one alumnus/alumna of the campus selected by the campus Alumni Association, and one Vice President or academic Dean from the campus, and the President of another CSU campus selected by the Chancellor. Each of the campus representatives to the advisory group shall be determined according to procedures established by the campus. If the campus has a standing policy on campus representation to the ACTCSP that does not call for open election by each constituency, that policy shall be reviewed at the start of a new presidential search, and ratified or amended. The Chair of the Board or the Chancellor may appoint up to two additional members from constituent groups to the ACTCSP to strengthen its capacity to cope with the complex requirements of a specific search, including diversity of the campus, the service area or the state.

The ACTCSP provides advice and consultation regarding the position and campus descriptions and any advertisement of the position. Members of the ACTCSP may also suggest potential candidates with the leadership qualities, administrative ability, academic qualities and other talents appropriate to the position. The ACTCSP reviews and comments on all candidate applications, participates in candidate interviews and the deliberations that lead to the selection of the final candidate(s). The consultative procedures are to be conducted in a manner designed to generate confidence in the selection process and garner local support for the eventual appointee.

Confidentiality and Professionalism

To ensure that the search process respects the professional needs of candidates and is conducted with integrity, strict confidentiality must be maintained by members of the TCSP and the ACTCSP, the Chancellor and staff. Only the Chair of the TCSP or the Chancellor will act as spokesperson for the committees during the presidential search process. After providing a notice of violation and an opportunity for a meeting, the Chair may dismiss a member of the TCSP or the ACTCSP if confidentiality is determined by the Chair to have been violated, or if the behavior of a member is determined by the Chair to have been unethical, unprofessional, disruptive to the conduct of business, or if a member is determined by the Chair to have ignored or failed to follow these rules and procedures.

The Presidential Selection Process

The TCSP meets initially, together with the ACTCSP, to discuss the needs of the campus, and the desired attributes of the new President. The committees also receive information from the campus and the community on these subjects. After these initial sessions, the Chancellor and

the Chair of the TCSP confer and evaluate whether any internal CSU candidate(s) is/are a good fit for the position. The TCSP and the ACTCSP then meet again to consider any recommendation from the Chancellor and the Chair of the TCSP with respect to internal CSU candidates. Where internal candidates are considered, their applications are considered by the TCSP and the ACTCSP and they are interviewed. The TCSP, together with the ACTCSP, decide whether to advance any internal candidates to the Board. Where appropriate internal candidates are not available or recommended to the Board, advertising copy is developed, and all candidates submitting applications are evaluated. The TCSP, together with the ACTCSP, then interview appropriate candidates and make recommendations to the Board.

Deviations from These Procedures

The Board of Trustees will normally confine itself to the names presented by the TCSP. In rare instances and for compelling reasons, the Board reserves the right if, in its judgment, circumstances warrant to depart from the recommended candidate(s) or from the procedures outlined in this policy.

1 2nd reading – APC: English Language Admissions Requirement for Non-native Speakers of English

Comment received	Response
1. Faculty workload concerns: Because of lowered score, international students might demand more time from faculty.	<ul style="list-style-type: none"> We made the score for writing requirement at a minimum of 19 to mitigate that Policy allows majors to have a higher minimum or higher section scores
2. We need more support for international students	Committee believes that it can not address those issues in this policy, but: <ul style="list-style-type: none"> Services are available through ALCI and the Language Learning Center, and Having more international students will add impetus to the need for more support for second language learners.
3. The reason why we cannot attract international students might not be the TOEFL score but something else.	There are many factors limiting our ability to attract international students such as limited majors, lack of AACSB accreditation for CoBA, and lack of ranking. But lowering the score will increase the pool of available applicants and evidence supports an apparent relationship between the minimum TOEFL score and the percentage of international students on CSU campuses
4. Why has a minimum score of 61 been chosen and not anything lower than that? What make score of 61 special?	<ul style="list-style-type: none"> Score of 61 is a CSU system wide minimum (EO 975). This is a common cut-off at universities across the United States
5. International students are not a burden. They enrich our campus. They come here because they want to be here. They come to an English speaking institution because they want to be proficient in English. They are usually not working compared to our students who are working full time and do not have time to invest in their education. These students are motivated.	In addition we note that many international students come to us indirectly through community colleges bypassing our current TOEFL requirement. Many students who never passed any TOEFL requirement are already here and they could have come here directly taking the test.
6. Is the score of 19 for writing high enough for San Marcos with its writing requirements?	According to ETS a writing score of 19 is considered a “fair” level in writing (scores below 17 are “limited” and scores above 23 are “good”). http://www.ets.org/toefl/institutions/scores/interpret/ . If we make it higher and keep the 61 composite, we will have to lower the other section minima.

3
4 **Rationale:** For the past decade, CSU San Marcos has engaged in an active campaign to recruit international
5 students. Our efforts are intended to enhance the international character of our campus and classrooms by adding a
6 variety of global perspectives. International students also enhance the revenue of the campus, as all 100 international
7 students generate an additional \$1.6 million.

8
9 In a review of current policies and practices, one element stands out as a significant impediment to increasing
10 international student enrollment—our TOEFL requirement.

11
12 The CSU system minimum TOEFL score is 61 for undergraduate and 80 for graduate admission. Currently, 16 of our
13 sister CSU campuses use these minima for admission. Only three campuses—San Diego State, San Luis Obispo, and
14 San Marcos—require the same minimum score of 80 for both undergraduate and graduate admission. So San Marcos
15 stands alone in the system as the only non-impacted campus with a TOEFL requirement of 80 for undergraduates.¹

16
17 The Office of Admissions and the Office of Global Affairs have concluded that our TOEFL requirement puts us at an
18 unnecessary competitive disadvantage vis-à-vis both other campuses in our own system and other systems, such as

¹ Another acceptable score is the IELTS examination. The system minimum for graduate admission is 6.0, but there is no system minimum for undergraduate admission. CSU San Marcos currently requires 6.0 for both undergraduate and graduate admission.

19 *SUNY and Florida. When recruiting abroad, there is no articulable reason we can give prospective students for our*
20 *higher TOEFL requirement and we lose those prospects with lower scores to other universities.*

21
22 *Changing our undergraduate TOEFL requirement to 61 and our IELTS requirement to 5.5 will put us on a level playing*
23 *field with comparable campuses and allow us to significantly increase our international enrollment. Based on the*
24 *experience of other CSU campuses, this change will not have any measurable effect on our retention or graduation*
25 *rate of these students.*

26
27 *Plans have been made to provide additional support for these students through workshops and other means to ensure*
28 *that they perform well in our classes.*

29

Definition *The policy governs the admission of students whose native language is not English.*

Authority *Title V Sections 40752.1 and 41040*

Scope *Undergraduate applicants whose native language is not English and who have not attended schools*
at the secondary level or above for at least three years full-time where English is the principal
language of instruction.

Graduate and post-baccalaureate applicants whose native language is not English and whose
preparatory education was principally in a language other than English must demonstrate
competence in English

30

31 I. EXECUTIVE SUMMARY

32

33 This policy establishes English proficiency requirements for applicants whose native language is not
34 English.

35

36 II. POLICY

37

38 A. Undergraduate applicants

39

40 All undergraduate applicants whose native language is not English and who have not attended schools at
41 the secondary level or above for at least three years full-time where English is the principal language of
42 instruction must present a score of 61 or above on the internet-based Test of English as a Foreign
43 Language (TOEFL) with a score no lower than 19 on the Writing section, and no section score below 14.

44

45 Alternatively, applicants may present a score of 500 or above on the paper-based TOEFL, a score of 173 or
46 above on the computer-based TOEFL, or an International English Language Testing System (IELTS) score
47 of 5.5 or above.

48

49 Individual degree programs may require a higher score.

50

51 **B. Graduate and post-baccalaureate applicants**

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53 All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not
54 English and whose preparatory education was principally in a language other than English must
55 demonstrate competence in English. Those who do not possess a bachelor's degree from a post-
56 secondary institution where English is the principal language of instruction must receive a minimum score
57 of 80 on the internet-based Test of English as a Foreign Language (TOEFL), a minimum score of 500 on
58 the paper-based TOEFL, a minimum score of 173 on the computer-based TOEFL, or an International

59 English Language Testing System (IELTS) minimum score of 6.0.



60 Individual degree programs may require a higher score.

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62
63 **Mark-up of 2010-12 catalog statements (including changes required by the 2011 CSU system mandatory catalog**
64 **copy) showing how these statements will read in the next catalog:**

65
66 **TOEFL-English Language Requirement**

67 All undergraduate applicants whose native language is not English and who have not attended schools at the
68 secondary level or above for at least three years full-time where English is the principal language of instruction
69 must present a score of ~~61~~ or above on the internet-based Test of English as a Foreign Language (TOEFL) with a
70 score no lower than 19 on the Writing section, and no section score below 14. (550 on the paper-based TOEFL).
71 Applicants taking the computer-based TOEFL must present a score of 173 or above, and applicants taking the
72 paper-based TOEFL must present a score of 500 or above. Applicants may also submit International English
73 Language Testing System (IELTS) results. An IELTS score of ~~6.0~~ 5.5 or above is required.

74
75 Some CSU campuses and majors may require a higher score. A few campuses may also use alternative methods of
76 assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language
77 Testing System (IELTS), and the International Test of English Proficiency (ITEP). Each campus will post the tests it
78 accepts on its website and will notify students after they apply about the tests it accepts and when to submit
79 scores.

80
81 CSU minimum TOEFL standards are:

	<u>Internet</u>	<u>Computer</u>	<u>Paper</u>
<u>Undergraduate</u>	<u>61</u>	<u>173</u>	<u>500</u>
<u>Graduate</u>	<u>80</u>	<u>213</u>	<u>550</u>

82
83
84 **TOEFL-Graduate and Post-baccalaureate English Language Requirement**

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86 All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English
87 and whose preparatory education was principally in a language other than English must demonstrate competence
88 in English. Those who do not possess a bachelor's degree from a post-secondary institution where English is the
89 principal language of instruction must present a score of 80 or above on the internet-based Test of English as a
90 Foreign Language (TOEFL) or 550 on the paper-based TOEFL). Applicants taking the computer-based TOEFL
91 must present a score of 213 or above. Applicants may also submit IELTS results. An IELTS score of 6.0 or above is
92 required. Some programs require a higher score; please refer to individual programs for specific requirements.
93

94 Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of
95 English Academic (PTE Academic), the International English Language Testing System (IELTS), and the
96 International Test of English Proficiency (ITEP). Some CSU campuses may use alternative methods for assessing
97 fluency in English.



8/5/2011

To: Dr. Karen Haynes, President
Dr. Wayne Aitken, Chair, Academic Senate
From: Dr. Ofer Meilich, Chair, Student Grade Appeals Committee

Re: Student Grade Appeal Committee 20010/11 AY Annual Report

The CSUSM Student Grades Appeals Policy states that “The SGAC Chair shall report to the President of Cal State San Marcos and Academic Senate by September 1 the number and disposition of cases heard the previous academic year. (See CSU Exec Order 792, p.10).” (approved 07/14/2009, http://www.csusm.edu/policies/active/documents/student_grade_appeals.html; http://www.csusm.edu/policies/active/pdf/StudentGradeAppealsPolicy_eff101609_071509.pdf)

During the Academic Year 2010/11, the Student Grades Appeal Committee (SGAC) has received and considered six cases. All are considered now closed, except for one case, as detailed below:

Case	Dated	Disposition
1	07/29/2010	SGAC Chair reviewed the file. Because the informal process was not completed, the student was instructed to pursue first the informal process. Student done so and resubmitted the appeal in Spring 2011 [appeal dated 01/12/2011, below].
2	01/12/2011	SGAC reviewed the student’s grade appeal material and the department chair’s reply (the instructor was no longer with the university). SGAC determined that the original grade was properly assigned.
3	01/26/2011	The informal appeal process was reinitiated, the grade was changed, and the student formally withdrew the appeal.
4	02/27/2011	SGAC reviewed the student’s grade appeal material and the professor’s reply. SGAC determined that the original grade was properly assigned.
5	3/11/2011	After communication with the professor and student, the professor and student informally resolved the grade appeal. The professor confirmed that there was a typographical error in submitting the grade and submitted a grade change form complying with the student request.
6	03/15/2011	The informal appeal process was reinitiated, with further discussions with the professor, department chair, and associate dean. Unfortunately, near the end of Spring 2011 semester, the issue was not resolved and the student asked to reinstate the formal appeal. Professor’s reply was received by SGAC, but at that time, the semester ended. SGAC will review this case early next semester.

I would like to take this opportunity to thank the committee members for the care and effort in ensuring that our students receive fair and equitable treatment. It is a living testament to our institution’s insistence on quality and ethical education.

cc: Dr. Emily Cutrer, Provost and Vice President for Academic Affairs
Travis Wilson, ASI President
Office of the CSUSM Academic Senate