

ACADEMIC SENATE MEETING

Wednesday, March 7, 2012
1 – 2:50 p.m. (approx.)
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 02/01/2012 meeting
- III. Chair's report: Wayne Aitken
- IV. Secretary's report: Charles De Leone *The following items have been forwarded to the university administration:*
 - AS Resolution honoring the contributions of Professor Radhika Ramamurthi
 - LATAC Intellectual Property policy
 - APC Course Repeat policy
 - APC Graduation Requirements policy
- V. President's report: Karen Haynes
- VI. Provost's report: Emily Cutrer
- VII. VP for Student Affairs report: Eloise Stiglitz
- VIII. ASCSU report: Brodowsky/Meilich
- IX. CFA report: Don Barrett
- X. ASI report: Scott Silviera
- XI. Oral committee reports: *(committee written reports are attached)* FAC, GEC, NEAC
- XII. 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.*
 - EC AY 2012/13 Academic Senate meeting schedule *attached*
 - UCC Course & Program Change Proposals *attached*
- XIII. Action items *These are items scheduled for a vote, including "second reading" items.*
 - FAC University Retention, Tenure, & Promotion *pending EC vote*
- XIV. Discussion items *These are items scheduled for discussion, including "first reading" items.*
 - A. GEC American Institutions and Ideals: Certification by Examination *attached*
 - B. BLP Long-Range Academic Master Plan (LAMP) resolution *attached*
 - C. FAC Department chair elections *attached*
 - D. GEC A1, A2, A3, B1, B2, B4, C1, C2, C3, D/D7, Dc/g/h GELOs
 - E. FAC CEHHS, SoE, SoN, Human Development, Kinesiology RTP policies *attached*
 - F. APC Extended Learning Roles & Responsibilities *attached*
 - G. APC Credit Hour *attached*
 - H. APC Humane Care & Use of Animals *attached*
- XV. Information Item
 - APC Human Subjects - no change due to restructure
- XVII. Senators' concerns and announcements

*Next meeting: April 4 ~ 1-2:50 pm ~ Commons 206
Enjoy the break!*

CONSENT CALENDAR

DRAFT CSUSM ACADEMIC SENATE MEETING SCHEDULE 2012/13

Academic Senate

(Unless otherwise noted, meetings are held in COM 206, begin at 1 p.m., and run until approximately 2:50 p.m.)

Fall 2012

August 23 (tent.) Convocation: 9 - 11 a.m., M. Gordon Clarke Field House
Date TBD New Senator Orientation
September 5 Senate Meeting
October 3 Senate Meeting
November 7 Senate Meeting
December 5 Senate Meeting

Spring 2013

January 17 (tent.) Spring Assembly: 9 – 10:30 a.m. – Arts 240
February 6 Senate Meeting
March 6 Senate Meeting
April 10 Senate Meeting
April 24 Senate Meeting
May 1 Joint Senate Meeting (with newly elected 13/14 Senators)

All members of the CSUSM faculty are encouraged to join us. *Only elected Senators may vote.*

Because the Senate is not a governing board, meetings of the Academic Senate are not subject to the Brown Act. The decision to allow press/public into an Academic Senate meeting may be made by the Senate.

Executive Committee

(Except as noted, the EC meets from 12-2pm in KEL 5207 and on Senate days, from 12–12:50pm in COM 206.)

Fall 2012

August 21 Retreat (tent.)
August 29 Committee Chair Orientation / Business Item review
September 5, 12, 19, 26
October 3, 10, 17, 24, 31
November 7, 14, 28
December 5

Spring 2013

January 23, 30
February 6, 13, 20, 27
March 6, 13, 20, 27
April 10, 17, 24 *(Spring Break is April 1 – 6)*

May 1

CONSENT CALENDAR (cont.)

UCC Course & Program Change Proposals

SUBJ	No. / New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC	UCC Action
BIOT	355	Molecular Biotechnology	C-2	M. Escobar	2/10/12	2/14/12	2/27/12
BIOT	699 A-F	Semester in Residence Project Extension	C	Betsy Read	2/10/12	2/14/12	3/5/12
EDEX	636	Contemporary Professional Issues	C-2	J. Thousand	2/6/12	2/7/12	2/13/12
EDST	633	Topics in Educational Technology	C-2	K. Hayden	2/24/12	2/24/12	2/27/12
FIN	P-2	B.A. in Business Admin – Finance Option	P-2	Wenyuh Tsay	12/9/11	1/9/12	3/5/12
FIN	404	Advanced Corporate Finance	C-2	Eun Kang	12/9/11	1/9/12	3/5/12
FIN	422	Advanced Investment Analysis	C-2	Stephen Zera	12/9/11	1/9/12	3/5/12
FIN	432	Managing Financial Risk	C	Wenyuh Tsay	12/9/11	1/9/12	3/5/12
GEW	005	Introduction to the Writing Process	C	C. Cucinella	11/28/11	12/1/11	2/27/12
GEW	025	Basic Writing: Introduction to College Writing	C	C. Cucinella	11/28/11	12/1/11	2/27/12
HSCI	200	Personal Health and Wellness	C	Kara Witzke	11/10/11	11/16/11	2/13/12
MATH	005	Summer Experience in Mathematics	C	Ricardo Fierro	10/4/11	10/5/11	2/13/12
SOC	348	American Indian Communities	C	Joely Proudfit	11/10/11	11/16/11	2/6/12

FAC: University RTP

Rationale *This revision comes as a result of the CSUSM Academic Senate request for an update of the CSUSM RTP document following the University restructure of 2011-2012. Additional changes have been made in response to requests from the Senate.*

Definition *The process for decisions regarding promotion, tenure and retention of -faculty unit employees of CSU San Marcos shall be governed by the Faculty Personnel Procedures for Promotion, Tenure and Retention.*

Authority *The collective bargaining agreement between The California State -University and the California Faculty Association.*

Scope *Faculty unit employees of CSU San Marcos.*

I. DEFINITION OF TERMS AND ABBREVIATIONS

- A. In the policies and procedures prescribed by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
 - 1. Administrator: an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2.1)
 - 2. Candidate: a faculty unit employee being evaluated for retention, tenure, or promotion. (15.1)
 - 3. CBA: Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).
 - 4. CFA: the California Faculty Association or the exclusive representative of the Union. (2.7)
 - 5. College/Library/School/SSP-AR: College of Business Administration (CoBA); College of Education, Health and Human Services (CoEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student Services Professional, Academic Related (SSP- AR).~~College of Arts and Sciences, College of Business Administration, College of Education, Library, School of Nursing, and Student Services Professional, Academic Related.~~
 - 6. Confidentiality: confidential matter is private, secret information whose unauthorized disclosure could be prejudicial. Given the RTP Procedure, confidentiality applies to the circle of those reviewing a file in a given year.
 - 7. CSU: the California State University.
 - 8. CSUSM: California State University San Marcos.
 - 9. Custodian of the File (COF): the administrator designated by the President who strives to maintain accurate and relevant Personnel Action Files and to ensure that the CSUSM RTP Timetable is followed. (11.1, 15.4)
 - 10. Day: a calendar day. (2.11)
 - 11. Dean/Director: the administrator responsible for the college/unit.
 - 12. Department: the faculty unit employees within an academic department or other equivalent academic unit. (2.12)

- 37 13. Department Chair: the person selected by the president or designee, based on faculty
38 recommendation, to serve as the director/coordinator of the faculty unit employees within an
39 academic department or other equivalent academic unit. (20.32)
- 40 14. Equivalent Academic Unit: any unit that is equivalent to an academic department or library unit
41 for purposes of this document, but not recognized under the CBA.
- 42 15. Evaluation: a written assessment of a faculty member's performance. An evaluation shall not
43 include a recommendation for action.
- 44 16. Faculty Unit Employee: a member of bargaining Unit 3 who is subject to retention, tenure, or
45 promotion. (2.13) See also *Candidate*.
- 46 17. Librarian: those individuals who have achieved the rank of full Librarian.
- 47 18. Merit awards: in various CBAs, the CSU and CFA have agreed upon different terms and different
48 names for merit awards, such as Merit Salary Adjustments, Performance Step Salary Increases
49 and Faculty Merit Increases. If they are in effect during a review, merit awards are separate
50 from the Retention, Tenure, and Promotion process, and thus have no bearing on the set of
51 policies and procedures that follows.
- 52 19. Peer Review Committee (PRC): the committee of full-time, tenured faculty unit employees
53 whose purpose is to review and recommend faculty unit employees who are being considered
54 for retention, tenure, and promotion. (15.35)
- 55 20. Performance Review: the evaluative process pursuant to retention, tenure, and/or promotion.
56 (15.32)
- 57 21. Personnel Action File (PAF): the one official personnel file containing employment information
58 and information relevant to personnel recommendations or personnel actions regarding a
59 faculty unit employee. (2.17)
- 60 22. President: the chief executive officer of the university or her/his designee. (2.18)
- 61 23. Probation, Normal Period of: the normal period of probation shall be a total of six (6) years of
62 full-time probationary service and credited service, if any. Any deviation from the normal six (6)
63 year probationary period, other than credited service given at the time of initial appointment,
64 shall be the decision of the President following her/his consideration of recommendations from
65 the department or equivalent unit, Dean/Director, appropriate administrators, and the
66 Promotion and Tenure Committee. (13.3)
- 67 24. Probationary Faculty: the term probationary faculty unit employee refers to a full-time faculty
68 unit employee appointed with probationary status and serving a period of probation. (13.1)
- 69 25. Professor: those individuals who have achieved the rank of full professor.
- 70 26. Promotion: the advancement of a probationary or tenured faculty unit employee who holds
71 academic or librarian rank to a higher academic or librarian rank or of a counselor faculty unit
72 employee to higher classification. (14.1)
- 73 27. Promotion, Early consideration for: in some circumstances, a faculty unit employee may, upon
74 application and with a positive recommendation from her/his Department or equivalent
75 academic unit, be considered for early promotion to Associate Professor or Professor, Associate
76 Librarian or Librarian, SSP-AR II or SSP-AR III prior to the normal period of service. (14.2-14.4)
- 77 28. Promotion and Tenure Committee (P & T Committee): an all-University committee composed of
78 full-time, tenured Professors and a Librarian elected according to the faculty constitution. The
79 University charges the P & T Committee to make recommendations for tenure and promotion.
80 When School of Nursing faculty or SSP-ARs are under review, faculty member from the School of
81 Nursing or SSP-AR III will be added to the P & T Committee for the School of Nursing or SSP-AR
82 review only.
- 83 29. Rebuttal/Response: a written statement intended to present opposing or clarifying evidence or
84 arguments to recommendations resulting from a performance review at any level of review. It is
85 not intended for presentation of new information/material. (15.5)

- 86 30. Recommendation: the written end product of each level of a performance review. A
87 recommendation shall be based on the WPAF and shall include a written statement of the
88 reasons for the recommendation. A copy of the recommendation and the written reasons for it
89 is provided to the faculty member at each level of review. (15.40, 15.12c, 15.5)
90 31. Retention: authorization to continue in probationary status.
91 32. RTP: retention, tenure, and/or promotion.
92 33. RTP Timetable: A timetable that lists the order of review and establishes dates for the review
93 process at each level for a particular year. This calendar is based on the approved academic year
94 calendar. The President, after consideration of recommendations of the appropriate faculty
95 committee, shall announce the RTP Timetable for each year. (13.5)
96 34. Service Credit: the President, upon recommendation of the Dean/Director after consulting with
97 the relevant department or equivalent unit, may grant to a faculty unit employee up to two (2)
98 years service credit for probation based on previous service at a post-secondary education
99 institution, previous full-time CSU employment, or comparable experience. (13.4)
100 35. Tenure: the right to continued permanent employment at the campus as a faculty unit
101 employee except when such employment is voluntarily terminated or is terminated by the CSU
102 pursuant to the CBA or law. (13.13)
103 36. Working Personnel Action File (WPAF): that portion of the Personnel Action File specifically
104 generated for use in a given evaluation cycle. The WPAF shall include all forms and documents,
105 all information specifically provided by the candidate, and information provided by faculty unit
106 employees, students, and academic administrators. It also shall include all faculty and
107 administrative level evaluations, recommendations from the current cycle, and all rebuttal
108 statements and responses submitted. (15.8)
109

110 II. PERSONNEL FILES

111 A. Personnel Action File (PAF)

- 112 1. Each faculty member shall have a Personnel Action File (PAF). This is a confidential file with
113 exclusive access of the faculty member and designated individuals. (11)
114 2. The President of the University designates where such files will be kept and who will act as
115 Custodian of the File (COF). The COF will keep a log of all requests to see each file. The COF shall
116 monitor the progress of all evaluations ensuring that she/he gives proper notification of each
117 step of the evaluation to the Candidate, each committee and administrator as specified in these
118 procedures. (11)
119 3. The PAF is the one official personnel file for employment information relevant to personnel
120 recommendation or personnel actions regarding a Candidate. Faculty members may review all
121 material in their PAF, including pre-employment materials. Faculty members may submit
122 rebuttals to any item in the file, except for pre-employment materials. Faculty may request the
123 removal of any letters of reprimand that are more than three years old. (18) -Material submitted
124 to the PAF must be identified by the source generating the information. No anonymously
125 authored documents shall be included in the file. (11)
126 4. Contents of Personnel Action File (PAF). The PAF contains the following materials:
127
 - 128 • All recommendations and decision letters that have been part of the RTP process.
 - 129 • All indices of all WPAFs.
 - 130 • The file concerning initial appointment.
 - 131 • A curriculum vitae from each review.
 - 132 • The Candidate's summaries for each RTP-related review.
 - 133 • All rebuttals and responses.
 - 134 • Letters of commendation.
 - 135 • Letters of reprimand, until removed under 18.7.

- All fifth year post-tenure reviews.
- Documentation of any merit awards or salary adjustments.¹

B. Working Personnel Action File (WPAF)

1. During periods of evaluation, the Candidate shall create a WPAF specifically for the purpose of evaluation. This material amplifies the PAF. It shall contain all required forms and documents and all additional information provided by the Candidate. The WPAF is deemed to be part of the Personnel Action File (PAF) during the period of evaluation. (11) Material submitted to the WPAF must be identified by the source generating the information. No anonymously authored documents shall be included in the file.
2. The WPAF is part of the review process. All parties to the review shall maintain confidentiality regarding this file. (15)
3. The Candidate, appropriate administrators, the President, Peer Review Committee members, Department Chair (only if she/he completes a separate Department Chair review), and Promotion and Tenure Committee members, Custodian of the File and designated individuals shall have access to the file. (15)
4. The WPAF shall be complete by the deadline announced in the RTP Timetable. This includes individuals submitting files reflective of their sixth probation year. Any material added after that date must have the approval of the Peer Review Committee and must be material that becomes available only after the closure date. Applicants are strongly encouraged to add such updated or new material as it becomes available (e.g., a publication listed as “in press” and subsequently published, or a grant application funded after the WPAF submission date, course evaluations unavailable at time files were due, or conference proposals accepted after file has been submitted). New materials must be reviewed, evaluated, and commented upon by the Peer Review Committee and the Department Chair (if applicable) before consideration at subsequent levels of review. Once approved by the PRC, the Dean and subsequent reviewers shall be notified simultaneously and they have the option of changing recommendations. (15)
5. Guidance on the WPAF
 - a. An item in the WPAF may be included in whichever category the Candidate sees as the best fit. However, a single item may not be inserted in two different categories.
 - b. The emphasis of the WPAF will be on the accomplishments of the Candidate since the beginning of the last university-level review and not included as part of that review, i.e., items can only be considered in one promotion review. For retention review, the emphasis will be on the time period since the last retention review. For promotion to Associate Professor /Associate Librarian/SSP II AR or tenure, the emphasis will be on the time period since hiring. For promotion to Professor/Librarian/SSP-AR III, the emphasis will be on the time period since the review for the Candidate’s last promotion or since hiring if hired as an Associate Professor /Associate Librarian/SSP II AR.
 - c. If service credit was awarded, the Candidate should include evidence of accomplishments from the other institution(s) for the most recent years of employment.
 - d. This procedures document does not specify standards. Each Department may develop its own standards, including guidance on criteria in that unit. It is the responsibility of the Candidate to seek out and understand these standards. See V.A.1. and V. B. 4. below.
 - e. There are many creative ways to document scholarly performance in the WPAF, but the potential for a lack of selectivity and coherence is great. Assembling the WPAF (the Candidate’s responsibility) and giving due consideration to the WPAF (the reviewing parties’ responsibility) is made more time-consuming and difficult when the file is disorganized and/or too large. In presenting the WPAF, the Candidate should be selective, choosing documents, texts, or artifacts that are most significant and representative of their

¹ Documentation of any merit awards or salary adjustments is an optional element in a PAF and WPAF except as required by previous contracts.

184 work. The WPAF should be focused and manageable. In order for a candidate to make
185 the best case while minimizing file size, statements such as “available upon request” may
186 be used. Materials mentioned as “available upon request” or cited in reflective statement
187 and/or curriculum vitae are considered part of the WPAF. Reviewers at any level can
188 obtain such documentation during the time of the review directly from the candidate or
189 directly from the cited source, without the notification of any other level of review.
190 Information in the public domain relevant to the material presented in the WPAF, but not
191 specific to the candidate (e.g., journal acceptance rates, publication peer-review process,
192 and/or publisher information), are considered part of the WPAF and can be accessed by
193 reviewers at any level without notification.

- 194 f. The evidence of success in Teaching, Research/Creative Activity and Service shall consist of
195 up to 30 items total in the WPAF that are representative of the work described in the
196 narrative. The candidate will determine how to distribute the items among the three
197 categories; however, each category will contain evidence.
- 198 g. The reflective statements included in the WPAF shall not exceed 15 pages in combined
199 length. The Candidate will determine how many pages to devote to each statement. The
200 statements will describe the Candidate’s contributions in the areas of Teaching,
201 Research/Creative Activity, and Service.
- 202 h. Electronic documentation is also acceptable, although the same principle of selectivity
203 applies in this case.
- 204 i. The Candidate shall be notified of the placement of any material in her/his WPAF, and shall
205 be provided with a copy of any material to be placed in the WPAF at least five days prior to
206 such placement.
- 207 • Material inserted into the WPAF by reviewing parties is subject to rebuttal or request
208 for removal by the faculty member undergoing review.
 - 209 • Required or additional material relevant to the review may be added during the initial
210 period of “review for completeness” by the faculty member undergoing review or other
211 parties to the review.
- 212 6. The WPAF, when submitted by the Candidate, shall contain:
- 213 a. A current curriculum vitae including all the accomplishments of the candidate’s career.
 - 214 b. A statement outlining any special conditions of initial appointment, such as award of years
215 of service credit or completion of terminal degree.
 - 216 c. For faculty applying for periodic reviews; retention, tenure, or tenure and promotion, all
217 personnel reviews since hire. For faculty applying for promotion after the award of tenure
218 (or tenure and promotion), all personnel reviews beginning with the previous promotion
219 review or original appointment materials. For faculty applying for tenure after promotion,
220 all personnel reviews beginning with original appointment materials. Personnel reviews
221 (including recommendations, rebuttals and responses) are defined as:
 - 222 • periodic reviews
 - 223 • retention, tenure and promotion reviews
 - 224 • five-year post-tenure reviews
 - 225 d. A reflective statement for each section: Teaching, Research/Creative Activity, and Service.
226 (See II.D.7. above.)
 - 227 1) Evidence of teaching success (for all faculty unit members who teach) and equivalent
228 professional performance based on primary duties assigned in the job description (for
229 non-teaching faculty).²
 - 230 a) The reflective statement on teaching.

² Non-teaching faculty include librarians and SSP-ARs.

- 231 b) Student evaluations from courses taught, in compliance with the CBA. The
232 complete university-prepared report (containing numerical summaries and
233 student comments) shall be included for each course submitted.
- 234 c) Selected items (a minimum of 1 item) documenting the teaching
235 accomplishments discussed in the reflective statement, such as:
236 • Peer evaluation
237 • Self-evaluation
238 • Videotape of class session
239 • Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia
240 presentations, course assignments)
241 • Product of your teaching/Evidence of student learning (e.g., completed student
242 assignment, paper, thesis, exam, project, performance)
243 • Teaching award, fellowship or honor
244 • Other relevant items chosen by the faculty member
- 245 2) Evidence of success in research and creative activity (for teaching faculty and
246 librarians) and continuing education/professional development (for SSP-ARs).
- 247 a) The reflective statement on research and creative activity.
- 248 b) Selected items (a minimum of 1 item) representing research and creative activity,
249 such as:
250 • Publications
251 • Publications in press or under review (with documentation)
252 • Creative performances (dance, music performance art, theatre), exhibits,
253 videos, slides, recordings, CD-ROMS, multimedia, performance texts,
254 installations, photographs, musical scores, directing or choreography, curating,
255 producing
256 • Presentations at professional meetings
257 • Funded grants
258 • Research/creative activity in progress
259 • Instructional material development
260 • Applied research/scholarship
261 • Invited address
262 • Research/creative activity award, fellowship or honor
263 • Editing of a journal, book, or monograph
264 • Unpublished research
265 • Unpresented/unperformed creative activity
266 • Unfunded grant proposal
267 • Refereeing of a book, journal article, monograph, conference paper
268 • Other relevant items chosen by the faculty member
- 269 3) Evidence of success in service.
- 270 a. The reflective statement on service.
- 271 b. Selected items (a minimum of 1 item) representing service to the campus,
272 system, community, discipline, and/or profession, such as:
273 • Committee activity
274 • Consultantship to community organizations
275 • Advising a student group
276 • Mentoring of faculty and/or students
277 • Office held and participation in professional organizations
278 • Service award, fellowship or honor
279 • Editing of a journal, book, or monograph
280 • Refereeing of a book, journal article, monograph, conference paper

- Other relevant items chosen by the faculty member
- e. Department/Unit/College/Library/School/SSP-AR standards for retention, tenure and promotion.
- f. A complete index of the material contained in the WPAF. (Should be located at the beginning of the WPAF.)

~~If a candidate opts to remove their WPAF from the review process at any time, upon resubmission they must include two review letters in their consecutive submission:~~

~~One addressing the review for which the file was reviewed.~~

7. The WPAF may also be submitted in electronic format. Guidelines for electronic submission may be obtained from the office of the AVP of Faculty Affairs.

III. REVIEW PROCESS SCHEDULE

- A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II
1. All probationary (nontenured) faculty members shall undergo annual review. The normal review process schedule depends on the probationary status of the Candidate. If the Candidate's initial appointment is on the tenure track at the rank of Assistant Professor, Senior Assistant Librarian (which normally requires a doctorate or other appropriate terminal degree), or SSP-AR I without credit for prior years of service, the review process schedule is as follows:
 - First, third, and fifth years: PRC level and Dean/Director review
 - Second and fourth years: PRC, Dean/Director and President review
 - Sixth year: Mandatory review for promotion and tenure by Department Chair,³ Peer Review Committee, Dean, and Promotion and Tenure Committee with a recommendation to the President
 2. **Tenure-track probationary faculty may be given credit for a maximum of two years of service at another institution. The amount of credit allowed shall be stipulated at the time of employment and documented in a letter to the faculty member. This letter should be included in the file. If one or two years of credit are given, the review process begins with the first year level review. The mandatory promotion and tenure decision is shortened by the number of service credit years given. (13.4)**
 3. **If a probationary faculty member without a doctorate or appropriate terminal degree is hired at the rank of Instructor, Assistant Librarian, or SSP-AR I, the Candidate may choose not to count the time as Instructor/Assistant Librarian/SSP-AR I toward the mandatory sixth year tenure and promotion review. The Candidate must stipulate her/his choice at the time of initial appointment to a tenure track position.**
 4. **Normally, a probationary faculty member shall not be promoted during the probationary period of six years of full-time service. (13.3, 14.2) At the request of the Candidate or on the initiative of the Department, a Candidate may be considered for Promotion and Tenure prior to the sixth year of service. In that event, the sixth-year-level review substitutes for the annual review. Promotion or tenure prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for promotion or tenure as specified in University, College/Library/School, and Department standards. Candidates for promotion before the mandatory sixth-year review may withdraw from consideration without prejudice at any level of review. (14.7)**

³In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

- 328 5. **Mandatory sixth-year consideration entails recommendations to the President for the**
329 **Candidate's tenure and promotion. Normally, award of tenure to probationary faculty**
330 **members also entails promotion. (14.2) Probationary faculty members shall not be promoted**
331 **beyond the rank of Associate. (14.2)**

332 **B. Tenure for Probationary Faculty Hired at the Ranks of Associate Professor/Associate Librarian/SSP-AR**
333 **II and Professor/Librarian/SSP-AR III**

- 334 1. **Nontenured Associate Professors/Professors, Associate Librarians/Librarians, and SSP-AR**
335 **II/SSP-AR IIIs shall be reviewed annually according to the following schedule:**
- 336 • **First, third, and fifth years: PRC level and Dean/Director review**
 - 337 • **Second and fourth years: PRC, Dean/Director and President review**
 - 338 • **Sixth year: Mandatory review for tenure by the Department Chair,⁴ Peer Review Committee,**
339 **Dean, and Promotion and Tenure Committee recommendation to the President.**
- 340 2. **Tenure-track probationary faculty may be given credit for a maximum of two years of service**
341 **at another institution. The amount of credit allowed shall be stipulated at the time of**
342 **employment. The letter shall be included in the file. (13.4)**
- 343 3. **Normally, a probationary faculty member shall not be promoted during the probationary**
344 **period of six years of full-time service. (13.3, 14.2) At the request of the Candidate or on the**
345 **initiative of the Department, a Candidate may be considered for Promotion and Tenure prior**
346 **to the sixth year of service. In that event, the sixth-year-level review substitutes for the annual**
347 **review. The President may award tenure to a faculty unit employee before the normal six year**
348 **probationary period. (13.18) Promotion and tenure prior to the normal year of consideration**
349 **requires clear evidence that the Candidate has a sustained record of achievement that fulfills**
350 **all criteria for promotion or tenure as specified in University, College/Library/School, and**
351 **Department standards. Candidates for promotion before the mandatory sixth-year review may**
352 **withdraw from consideration without prejudice at any level of review. (14.7)**
- 353 4. **Tenure review for probationary Associate Professor /Associate Librarian/SSP-AR II is separate**
354 **and distinct from review for promotion to the rank of Professor /Librarian/SSP-AR III.**
355 **Probationary faculty shall not be promoted beyond the rank of Associate. (14.2) In other**
356 **words, Associate Professors/Associate Librarians/SSP-AR IIs must be awarded tenure before**
357 **they are eligible to apply for promotion to full Professor/Librarian/SSP-AR III.**

358 **C. The President may extend a faculty member's probationary period for an additional year when a**
359 **faculty member is on Workers' Compensation, Industrial Disability Leave, Nonindustrial Disability**
360 **Leave, leave without pay, or paid sick leave for more than one semester or two consecutive terms.**
361 **(13.7)**

362 **D. Review of Tenured Faculty at Rank other than Professor/Librarian/SSP-AR III Ranks**

- 363 1. **Except for early promotion considerations, review for promotion to the rank of Professor,**
364 **Librarian, or SSP-AR III follows the standard sequence of review for tenure: Department Chair**
365 **(at the Department Chair's discretion) and Peer Review Committee, Dean/Director, Promotion**
366 **and Tenure Committee making recommendations to the President.**
- 367 2. **Only tenured faculty unit employees with rank of Professor/Librarian/SSP-AR III can make**
368 **recommendations regarding promotion to these ranks. (Professors/Librarians/SSP-AR IIIs may**
369 **make recommendations for promotion across these positions.)**
- 370 3. **The promotion of a tenured faculty unit employee normally shall be effective the beginning of**
371 **the sixth year after appointment to her/his current academic rank/classification. In such**
372 **cases, the performance review for promotion shall take place during the year preceding the**
373 **effective date of the promotion. This provision shall not apply if the faculty unit employee**
374 **requests in writing that she/he not be considered. (14.3)**

⁴ In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

375 4. The promotion of a faculty unit member to the rank of Professor, Librarian, or SSP-AR III that
376 will be effective prior to the start of the sixth year after appointment to his/her current
377 academic rank/classification is considered an “early promotion.” Promotion prior to the
378 normal year of consideration requires clear evidence that the Candidate has a sustained record
379 of achievement that fulfills all criteria for promotion as specified in University,
380 College/Library/School, and Department standards. For early promotion, a sustained record of
381 achievement should demonstrate that the candidate has a record comparable to that of a
382 candidate who successfully meets the criteria in all three categories for promotion in the
383 normal period of service. An early promotion decision requires that the applicant receive a
384 positive recommendation from ~~his/her~~ their department or equivalent unit. In cases where
385 the department or equivalent unit does not make a positive recommendation, no further levels
386 of review take place and the promotion is not considered. (14.3, 14.4)

387 E. Except for denial of tenure in the mandatory sixth-year review, denial of tenure and/or promotion
388 does not preclude subsequent review. Probationary faculty denied tenure prior to the sixth year
389 may be considered in any subsequent year through the mandatory sixth-year review. Tenured
390 Assistant/Associate Professors, Senior Assistant/Associate Librarians, and SSP-AR I/IIIs denied
391 promotion may be reviewed in any subsequent year.

392 IV. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE

393 A. Responsibilities of the Candidate

394 1. Preparation of the WPAF

- 395 a. Prior to the beginning of the review process, the Candidate shall be responsible for
396 reviewing the Department/Unit/College/Library/School/SSP-AR evaluation criteria and
397 review procedures that have been made available, including the CSUSM RTP timetable.
- 398 b. Prior to the beginning of the review process, the Candidate shall be responsible for
399 consulting campus resources relevant to the review process (e.g., the CBA, Academic
400 Affairs, Faculty Center resources and workshops, and colleagues).
- 401 c. Prior to the beginning of the review process, the Candidate shall be responsible for the
402 identification of materials she/he wishes to be considered and for the submission of such
403 materials as may be accessible to her/him. (15.12.a)
- 404 d. The Candidate shall be responsible for the organization and comprehensiveness of the
405 WPAF.
- 406 e. If the Candidate is requested to remove any material from her/his WPAF, she/he can
407 either remove the material or add explanations to the reflective statement about the
408 relevance of the material.

409 2. Submission of the WPAF

- 410 a. The Candidate shall be responsible for indicating clearly in a cover letter the specific
411 action she/he is requesting: consideration for retention, tenure, and/or promotion.
- 412 b. The Candidate is responsible for submission of the WPAF in adherence to the RTP
413 Timetable.

414 3. The Candidate is responsible for preparing, as necessary, a timely rebuttal or response at each
415 level of the review according to the RTP Timetable.

416 4. The Candidate is responsible for requesting a meeting, if wanted, at each level of the review
417 according to the RTP Timetable. No formal, written response is required subsequent to this
418 meeting.

419 5. The Candidate may request and shall approve of external review and reviewers. (15.12.d) See
420 Appendix C.

421 B. Responsibilities of Department Chairs and Faculty Governance Units

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1. In academic units with a Department Chair, the Chair shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The Department Chair shall convene the first meeting of the PRC and ensure that a chair is elected.
 2. In academic units with no Department Chair, the appropriate faculty governance group shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The appropriate faculty governance group shall convene the first meeting of the PRC and ensure that a chair is elected.
 3. The Department Chair may submit a separate recommendation concerning retention, tenure, and/or promotion under the following conditions: The Department Chair must be tenured and the Department Chair must be of equal or higher rank than the level of promotion requested by the Candidate.⁵ The Department Chair's review runs concurrently with the PRC review. When a Department Chair chooses to make a separate recommendation in a given year, she/he must do so for all Candidates in the Department in that year for which she/he is eligible to submit a recommendation. In this case, Department Chairs shall have the additional responsibilities indicated below. If the Department Chair is a member of the PRC, she/he may not make a separate recommendation.
 - a. During the time specified for this activity, the Department Chair shall review the file for completeness. Within seven days of the submission deadline the Department Chair shall:
 - 1) Submit a letter to the Custodian of the File outlining material that is lacking. The custodian notifies the faculty member.
 - 2) Add any existing material missing from the file that the faculty member did not add. The Department Chair must add the required evidence, but may choose not to add the non-mandatory additional evidence requested.
 - b. The Department Chair may determine whether to request external review of the file. In the case of external review request, see Appendix C for responsibilities and timetable.
 - c. Consistent with the CBA, the Department/Unit/College/Library/School/SSP-AR RTP documents and the RTP Timetable, the Department Chair shall review and evaluate the WPAF of each candidate for retention, tenure, and promotion.
 - d. The Department Chair may write a recommendation with supporting arguments to "The file of [the faculty member under review]." The Department Chair's recommendation is a separate and independent report from that of the PRC.
 - 1) The recommendation shall be based on the contents of the WPAF. (15.12.c)
 - 2) The recommendation clearly shall endorse or disapprove of the Candidate's retention, tenure, and/or promotion.
 - e. The Department Chair shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
 - f. The Candidate may request a meeting with the Department Chair within seven days of receipt of the Department Chair's recommendation (15.5). If a meeting is requested, the

⁵ When the Department Chair is eligible to write recommendations for some Candidates and not others (e.g., Department Chair is a tenured Associate Professor eligible to submit separate recommendations for tenure and promotion to Associate Professor, but not for full Professor/Librarian), the Department Chair will notify the Custodian of the File. The Custodian of the File will insert a letter into the WPAF of those Candidates for whom the Department Chair is ineligible to make recommendations that explains the reason that no Department Chair letter was submitted to the file.

470 Department Chair shall attend the meeting. No formal, written response is required
471 subsequent to this meeting.

- 472 g. The Department Chair may respond to a Candidate's written rebuttal or response within
473 seven days of receipt. No formal, written response to a candidate rebuttal or response is
474 required.
- 475 h. Should the P & T Committee call a meeting of all previous levels of review, the
476 Department Chair shall attend and revise or reaffirm her/his recommendation. The
477 Department Chair shall then submit in writing her/his recommendation to the Custodian
478 of the File consistent with the RTP Timetable.
- 479 i. The Department Chair shall maintain confidentiality of the file, of deliberations and
480 recommendations. (15.10 and 15.11)
- 481 j. When Department Chairs submit a separate recommendation for Candidates in their
482 Departments, they are ineligible to serve on Peer Review Committees in their respective
483 Departments, but may serve on PRC's in other Departments. Department Chairs, like
484 other parties to the review, may not serve at more than one level of review.
- 485 4. If a Department Chair chooses not to make a separate recommendation, then she/he may
486 serve on any Peer Review Committees within her or his academic unit.
- 487 5. If any stage of a Performance Review has not been completed according to the RTP Timetable,
488 the WPAF shall be automatically transferred to the next level of review or appropriate
489 administrator and the Candidate shall be so notified. (15.41)

490 C. Election and Composition of the Peer Review Committee (PRC)

- 491 1. The Department or appropriate academic unit is responsible for determining the size and
492 election conditions of the PRC. The Department Chair shall ensure that there is an election of a
493 PRC. Where no Department Chair exists, the department or appropriate faculty governance
494 unit will ensure that there is an election of a PRC. (See IV.B.1. and 2. above.)
- 495 2. The PRC shall be composed of at least three full-time tenured faculty elected by tenure-track
496 faculty in the Candidate's department (or equivalent), with the chair elected by the
497 committee. That is, if there are enough eligible faculty members in a department or program,
498 members of the Peer Review Committee are elected from these areas. If not, the department
499 or program shall elect Peer Review Committee members from eligible university faculty in
500 related academic disciplines. (15.35)
- 501 3. In the case of a faculty member with a joint appointment, the Peer Review Committee shall
502 include when possible representatives from both areas with a majority of members on the
503 committee elected from the Department or program holding the majority of the faculty
504 member's appointment. If a faculty member holds a 50/50 joint appointment, the committee
505 will have representatives from both departments.
- 506 4. Peer Review Committee members must have higher rank/classification than those being
507 considered for promotion.
- 508 5. Candidates for promotion are ineligible for service on promotion or tenure Peer Review
509 Committees.
- 510 6. Each College/Library/School/SSP-AR shall adopt procedures for electing a Peer Review
511 Committee from the eligible faculty. These procedures must follow the guidelines of the CBA.
512 (15.35)

513 D. Responsibilities of the Peer Review Committee (PRC)

- 514 1. The PRC shall review the WPAF for completeness. Within seven days of the submission
515 deadline the PRC shall:
- 516 a. Submit a letter to the Custodian of the File outlining material that is lacking. If no WPAF
517 has been submitted, the PRC shall submit a letter to the Custodian of the File within the
518 same deadline indicating that the WPAF is lacking.

- 519 b. Add any existing required material missing from the WPAF that the Candidate has not
520 added via the COF. (15.12).
- 521 c. Add any additional existing material with written consent of the candidate.
- 522 d. Request any irrelevant material to be removed from the WPAF.
- 523 2. The PRC shall determine whether to request external review of the WPAF. In the case of an
524 external review request, see Appendix C for responsibilities and timeline.
- 525 3. Consistent with the CBA, the Department/College/Library/School/SSP-AR RTP standards/
526 documents, the University RTP document, and the RTP Timetable:
- 527 a. The PRC shall review and evaluate the WPAF of each candidate for retention, promotion,
528 and tenure.
- 529 b. Each committee member shall make an individual evaluation prior to the discussion of
530 any specific case.
- 531 4. The PRC shall meet as an entire committee face-to-face. In these meetings, each member shall
532 comment upon the candidate's qualifications under each category of evaluation.
- 533 5. The PRC shall write a recommendation with supporting arguments to "The file of [the faculty
534 member under review]." (See Appendix E.) The PRC's recommendation is a separate,
535 independent report from that of the Department Chair.
- 536 a. The recommendation shall be based on the contents of the WPAF. (15.12.c)
- 537 b. The recommendation clearly shall endorse or disapprove of the retention, tenure, and/or
538 promotion
- 539 c. -If a candidate requests two reviews in a given year such as early promotion and tenure
540 and 5th year review, or post-tenure review and request for promotion; two separate
541 recommendation letters must be written.
- 542 • One letter written for each review:
- 543 o One letter appropriate for tenure and promotion that will be removed if the
544 candidate withdraws their request
- 545 o One letter appropriate for second type of review (e.g., 5th year review, request
546 for promotion) that will remain in the file
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- 549 6. Each recommendation shall be approved by a simple majority of the committee. To maintain
550 confidentiality, the vote for recommendations shall be conducted by printed, secret ballot.
551 (See Appendix D.) The report of the vote shall be anonymous. Committee members may not
552 abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions
553 shall be incorporated into the text of the final recommendation. When the vote is unanimous,
554 the report shall so indicate. All members of the committee shall sign the letter. (See Appendix
555 E.)
- 556 7. The PRC shall submit the recommendation to the Custodian of the File by the deadline
557 specified in the RTP Timetable.
- 558 8. Should the candidate call a meeting within seven days of receipt of the PRC's recommendation,
559 the PRC shall attend the meeting. (15.5) No formal, written response is required subsequent
560 to this meeting.
- 561 9. The PRC may respond to a candidate's written rebuttal or response within seven days of
562 receipt of rebuttal. No formal, written response to a candidate rebuttal or response is
563 required.
- 564 10. Should the P & T Committee call a meeting of all previous levels of review, the PRC shall attend
565 and revise or reaffirm their recommendation. The PRC shall then submit in writing their
566 recommendation to the Custodian of the File consistent with the RTP Timetable.
- 567 11. The PRC shall maintain confidentiality of the file, of deliberations and recommendations,
568 pursuant to articles 15.10 and 15.11 of the CBA.

- 569 12. If any stage of a Performance Review has not been completed according to the RTP Timetable,
570 the WPAF shall be automatically transferred to the next level of review or appropriate
571 administrator and the faculty unit employee shall be so notified. (15.41)

572 **E. Responsibilities of the Dean/Director**

- 573 1. The Dean/Director shall review the file for completeness. Within seven days of the submission
574 deadline, the Dean/Director shall:
- 575 a. Submit a letter to the Custodian of the File outlining material that is lacking.
 - 576 b. If the requested missing material is not added, the Dean/Director shall have the COF
577 insert that material. (15.12)
 - 578 c. Request any irrelevant material to be removed from the WPAF.
 - 579 d. The Custodian of the File shall notify the faculty member of any material added to the file.
- 580 2. The Dean/Director shall determine whether to request external review of the file. In the case
581 of an external review request, see Appendix C for responsibilities and timeline.
- 582 3. The Dean/Director shall review and evaluate the WPAF of each candidate for retention,
583 tenure, and/or promotion, consistent with the CBA,
584 Department/Unit/College/Library/School/SSP-AR RTP document, the University RTP
585 document, -and the RTP Timetable.
- 586 4. The Dean/Director shall write a recommendation with supporting arguments addressed “To
587 the file of [the name of the Candidate].”
- 588 a. The recommendation shall be based on the contents of the WPAF. (15.12 c)
 - 589 b. The recommendation shall clearly endorse or disapprove retention, tenure and/or
590 promotion.
 - 591 c. -If a candidate requests two reviews in a given year such as early promotion and tenure
592 and 5th year review, or post-tenure review and request for promotion; two separate
593 recommendation letters must be written.
 - 594 • One letter written for each review:
 - 595 ○ One letter appropriate for tenure and promotion that will be removed if the
596 candidate withdraws their request
 - 597 ○ One letter appropriate for second type of review (e.g., 5th year review, request
598 for promotion) that will remain in the file
- 599 5. The Dean/Director shall submit the recommendation to the Custodian of the File by the
600 deadline specified in the RTP Timetable.
- 601 6. Should the candidate call a meeting within seven days of receipt of the Dean/Director’s
602 recommendation (15.5), the Dean/Director shall attend the meeting. No response is required.
- 603 7. Should the candidate submit a rebuttal or response, the Dean/Director may respond to the
604 rebuttal in writing within seven days of receipt. No formal, written response to the candidate’s
605 rebuttal or response is required.
- 606 8. Should the Promotion and Tenure Committee call a meeting of all the previous levels of
607 review, the Dean/Director shall attend and revise or reaffirm her/his recommendation. The
608 Dean/Director shall then submit, in writing, her/his recommendation to the Custodian of the
609 File.
- 610 9. The Dean/Director shall maintain the confidentiality of deliberations and recommendations
611 pursuant to articles 15.10 and 15.11 of the CBA.
- 612 10. If any stage of a Performance Review has not been completed according to the RTP Timetable,
613 the WPAF shall be automatically transferred to the next level of review or appropriate
614 administrator and the faculty unit employee shall be so notified. (15.41)

615 **F. Composition of the Promotion and Tenure (P & T) Committee**

⁶ These minor temporary policy changes are reflective of the university restructure of 2011-2012 with the Academic Senate intent of being in place for one year.

~~616 –[The committee composition shall be pursuant to Senate Constitution Article 6.12 (currently under
617 revision).]~~

- 618 1. The University Promotion and Tenure Committee shall be composed of seven members: six ~~full-time~~
619 tenured ~~Full~~ Professors and one ~~full-time~~ tenured ~~Full~~ Librarian elected in accordance with the rules
620 and procedures of the Academic Senate. Candidates for election to the Committee shall be voting
621 members of the Faculty as defined in the by-laws of the CSUSM Academic Senate.
- 622 2. The six Professors shall be elected as follows: ~~Two~~~~One~~ from the College of Education, ~~Health,~~
623 ~~and Human Services (one from the SoE, one from another unit within the college);~~ one from
624 the College of Business Administration; ~~two~~~~three~~ from the College of ~~Arts-Humanities, Arts,~~
625 ~~Behavioral and Social and Sciences (these three must come from at least three of the~~
626 ~~four different Divisions within the College), one from the College of Science and Mathematics;~~
627 ~~Humanities, Social Sciences, Sciences and Interdisciplinary Studies);~~ and one university-wide
628 at-large member. ~~The faculty members of the Library shall elect the Librarian member. When~~
629 ~~School of Nursing faculty or SSP-ARs are under review and there are no SoN faculty~~
630 ~~representing the CoEHHS, a faculty member from the School of Nursing or a member of SSP-AR~~
631 ~~III-IV will be added to the P & T Committee for the School of Nursing or SSP-AR review only.~~
- 632 3. For various reasons of ineligibility, the Promotion and Tenure Committee may lack the full set
633 of seven members. If Committee membership falls below five, the Senate shall hold a
634 replacement election or an at-large election as appropriate to ensure a minimum of five
635 members for the Committee. Faculty with specified roles in assessing, directing, or counseling
636 faculty in relation to their professional responsibilities are ineligible for service (e.g., Director
637 of General Education, Director of the Faculty Center).
- 638 4. Each year, the members of the Committee shall elect the Chair. They will hold this election
639 during the spring semester preceding the year of service on the Committee.
- 640 5. Members of the Promotion and Tenure Committee are ineligible to serve at any other level of
641 review. That is, they cannot make recommendations as Department Chairs or members of
642 Peer Review Committees for any candidates during their term as members of the Promotion
643 and Tenure Committee.

644 G. Responsibilities of the Promotion and Tenure Committee

- 645 1. The P & T Committee shall review for completeness each file from all candidates for promotion
646 and/or tenure. In order to complete this review within seven days of the submission deadline,
647 the Chair shall assign two members of the Committee to each file. These members will report
648 their findings to the Chair within the specified deadline.
- 649 2. The P & T Committee shall identify, request and provide existing materials related to
650 evaluation which do not appear in the file and request that any irrelevant material be removed
651 from the file. In cases where the Committee members request that the candidate add or
652 remove material to the file, this request shall be made in writing to the Custodian of the File
653 within the specified deadline. In cases where the Committee members add material to the file
654 via the COF, they shall do so within the specified deadline. The Custodian of the File shall
655 inform the candidate of this addition.
- 656 3. The P & T Committee shall determine whether to request external review. The members
657 assigned to review each file for completion shall arrive at an independent assessment of the
658 need for external review. The full Committee shall meet at the end of this initial review period
659 to determine the need for external review. The Committee shall conduct a simple majority
660 vote to determine whether or not an external review shall be requested. In the case of
661 external review, see Appendix C for External Review.
- 662 4. Consistent with the CBA, the Department/Unit/Library/School/SSP-AR RTP
663 standards/documents, the University RTP document and the RTP timetable, the P & T
664 Committee shall review and evaluate the WPAF of each candidate for tenure and/or

665 promotion. Each committee member shall make an individual assessment prior to the
666 discussion of any specific case.

- 667 5. The P & T Committee shall meet as an entire committee face-to-face concerning each of the
668 WPAFs. In these meetings, each member shall comment upon the candidate's qualifications
669 under each category of evaluation.
- 670 6. The P & T Committee shall write a clear recommendation, addressed "To the file of [the
671 candidate]" with supporting arguments. (See Appendix E.) Each recommendation shall be
672 approved by a simple majority of the committee. The Chair shall vote. Because the CBA states
673 that "[t]he end product of each level of a Performance Review shall be a written
674 recommendation," (15.40) a report of a tie vote does not constitute an acceptable action of
675 the Committee. The P & T Committee must recommend for or against promotion and/or
676 tenure.
- 677 7. The report of the vote shall be anonymous. Committee members may not abstain in the final
678 vote. The vote tally shall not be included in the letter. Dissenting opinions shall be
679 incorporated into the text of the final recommendation. When the vote is unanimous, the
680 report shall so indicate. All members of the committee shall sign the letter.
- 681 8. The P & T Committee shall provide a copy of the recommendation to the Custodian of the File
682 by the deadline specified in the RTP Timetable.
- 683 9. Should the candidate call a meeting within seven days of receipt of the P & T Committee's
684 recommendation, the P & T Committee shall attend the meeting. (15.5) No formal written
685 response is required subsequent to this meeting.
- 686 10. Should the candidate submit a rebuttal or response, the P & T Committee may respond to the
687 rebuttal or response in writing within seven days of receipt. No formal written response to the
688 candidate's rebuttal or response is required.
- 689 11. When there is disagreement in the recommendations at any level of review, the P & T
690 Committee shall call a conference involving all levels of the review, i.e., the Department Chair,
691 the Peer Review Committee, the Dean, and the Promotion and Tenure Committee itself. The P
692 & T Committee shall schedule this meeting within seven days after the designated deadline for
693 the candidate to respond to the Promotion and Tenure Committee's recommendation. All
694 members of the P & T Committee shall attend this meeting.
- 695 12. Subsequent to such a meeting, the P & T Committee shall revise or reaffirm their
696 recommendations. The P & T Committee shall then submit in writing their recommendation to
697 the Custodian of the File consistent with the RTP Timetable.
- 698 13. The P & T Committee shall maintain confidentiality of the file, of deliberations and
699 recommendations, pursuant to articles 15.10 and 15.11 of the CBA.
- 700 14. If the P & T Review has not been completed according to the RTP Timetable, the WPAF shall be
701 automatically transferred to the next level of review and the faculty unit employee shall be so
702 notified. (15.41)

703 H. Responsibilities of the President or Designee⁷

- 704 1. The President shall announce the RTP Timetable after recommendations, if any, by the
705 appropriate faculty committee. (14.4, 15.4)
- 706 2. The President shall follow the specific deadlines outlined for various personnel actions in
707 provisions 13.11, 13.12, 13.17, and 14.9 of the CBA.
- 708 3. The President may review for completeness each file from all candidates for promotion and/or
709 tenure.
- 710 4. The President may identify, request and provide existing materials related to ~~evaluation~~
711 ~~which~~ evaluation, which do not appear in the file and request that any irrelevant material be
712 removed from the file. In cases where the President requests that the candidate add or

⁷ In the text that follows, "the President" should be understood to mean "the President or designee." The designee must be an Academic Administrator. (15.2) In the case of an SSP-AR review, the designee may be the Vice President of Student Affairs.

remove material to the file, this request shall be made in writing to the Custodian of the File within the specified deadline. In cases where the President adds material to the file via the COF, it shall be done within the specified deadline. The Custodian of the File shall inform the candidate of this addition.

5. The President shall consider a decision in relation to external review. Both the President and the faculty member undergoing review must agree to external review.
6. The President shall review and consider the Performance Review recommendations and relevant material and make a final decision on retention, tenure, or promotion. For probationary employees holding a joint appointment in more than one Department, the President shall make a single decision regarding retention, tenure, or promotion. (13.10, 13.15, 14.8, 15.42)
7. The President shall review and consider the Performance Review recommendations, relevant material and information, and the availability of funds for promotion. (14.8)
8. Should the President make a personnel decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the individual faculty member in question, those reasons shall be reduced to writing and entered into the Personnel Action File and shall be immediately provided the faculty member. (11.9)
9. The President shall provide a written copy of the decision with reasons to the Custodian of the File, who will provide it to the faculty member undergoing review and to all levels of review.
10. The President shall maintain confidentiality of the file, of deliberations and of recommendations, pursuant to articles 15.10 and 15.11 of the CBA.

I. Responsibilities of the Custodian of the File

1. The Custodian of the File shall notify all Candidates, Department Chairs, and Deans one semester in advance of the scheduled required reviews for retention, reappointment, tenure and/or promotion. In May, the COF shall notify all faculty members and the Deans/Director of the CSUSM RTP Timetable for the following academic year. The COF shall notify all Candidates that the Faculty Center, the Deans, Department Chairs or equivalents and other appropriate resources are available to provide advice, guidance, and direction in constructing their WPAF.
2. The COF shall provide each new faculty unit employee no later than fourteen days after the start of fall semester written notification of the evaluation criteria and procedures in effect at the time of her/his initial appointment. In addition, pursuant to CBA provision 15.3, the faculty unit employee shall be advised of any changes to those criteria and procedures prior to the commencement of the evaluation process. (12.2)
3. The COF shall receive the initial file, and date and stamp the initial page of the file.
4. The COF shall maintain confidentiality of the files.
5. Only when dire circumstances exist may a WPAF be turned in late. The COF will determine what constitutes dire circumstances.
6. Within two working days of the end of the review for completeness, the COF shall notify the Candidate that she/he needs to add required and additional documentation requested by the Department Chair, review committee chairs, or administrators. If the Candidate fails to submit the required materials and a reviewing party submits the materials, the COF will notify the Candidate of materials that others add to the file.
7. In cases where the Department Chair wishes to submit a separate recommendation, but is ineligible to make recommendations for all Candidates, the Custodian of the File will place a form letter into the WPAF of the Candidates not receiving a separate recommendation that explains the reason that no Department Chair letter was submitted to the file.
8. The COF shall notify the Candidate of any other additional items to be added to the file along with the Candidate's right to rebut or request deletion.

- 761 9. If a Candidate scheduled for review submits no WPAF, the COF shall place a letter in a file
762 folder stating that no file was submitted. A copy of the letter will be sent to the appropriate
763 Dean and the Candidate.
- 764 10. The COF shall ensure that all who review a file sign in each time they review the file. The COF
765 shall maintain a log of action for each file.
- 766 11. If any party of the review process, including the Candidate, indicates that they want an
767 external review, the COF shall administer the process as outlined in the CBA (Article 15) and
768 the University Retention, Tenure, and Promotion (RTP) documents. That is, the COF shall
769 advise the President of the request and obtain the consent of the Candidate. If both are in
770 agreement to have an external review, the Custodian of the File shall administer the process.
- 771 12. The COF shall receive, process, and hold all recommendations and responses and/or rebuttals
772 during each step of the process.
- 773 13. The COF shall monitor the progress of all evaluations ensuring that proper notification is given
774 to the Candidate, each committee, and the appropriate administrators as specified in these
775 procedures. The COF shall provide copies of the evaluations and recommendations to the
776 candidates and the reviewing parties. The COF shall document each notification.
- 777 14. The COF shall ensure the CBA and RTP policy are implemented appropriately, intervening as
778 necessary and when appropriate.

780 V. PRINCIPLES FOR THE REVIEW PROCESS

781 A. General Principles

- 782 1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for
783 their Departments or equivalent units (when such standards exist), standards approved by
784 their College/Library/School/SSP-AR, and in accordance with this policy. In case of conflict
785 between the Department and College/Library/School/SSP-AR standards, the
786 College/Library/School/SSP-AR standards shall prevail. The policies and procedures in this
787 document are subject to Board of Trustees policies, Title 5 of the California Administrative
788 Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal laws.
- 789 2. Faculty members will present the relevant evidence in each category of performance. Each
790 level of review is responsible for evaluating the quality and significance of all evidence
791 presented.
- 792 3. Everyone, at all levels of review, shall read the Candidate's file.
- 793 4. Committee members shall work together to come to consensus.
- 794 5. Retention, tenure, and promotion of a faculty member always shall be determined on the basis
795 of professional performance as defined by the CBA (20) and the University and
796 Department/Unit/ College/Library/School/SSP-AR documents, demonstrated by the evidence
797 in the WPAF. In the evaluation of teaching performance, student evaluation forms shall not
798 constitute the sole evidence of teaching quality. No recommendation shall be based on a
799 Candidate's beliefs, nor on any other basis that would constitute an infringement of academic
800 freedom.
- 801 6. The Candidate shall have access to her/his WPAF at all reasonable times except when the
802 WPAF is actually being reviewed at some level.
- 803 7. Prior to the final decision, candidates for promotion may withdraw, without prejudice, from
804 consideration at any level of review.
- 805 8. Maintaining confidentiality is an extremely serious obligation on the part of committee
806 reviewers and administrators. All parties to the review need to be able to discuss a
807 Candidate's file openly, knowing that this discussion will remain confidential. All parties to the
808 review shall maintain confidentiality, respecting their colleagues, who, by virtue of election to
809 a personnel committee, have placed their trust in each other. Deliberations and
810

811 recommendations pursuant to evaluation shall be confidential. (15) There may be a need for
812 the parties to the review to discuss the Candidate's file with other levels of review when all
813 levels do not agree. Also, the Candidate may request a meeting with parties to the review at
814 any level. These particular discussions fall within the circle of confidentiality and comply with
815 this policy. Otherwise, reviewing parties shall not discuss the file with anyone. Candidates
816 who believe that confidentiality has been broken may pursue relief under the CBA. (10)

817 9. Service in the personnel evaluation process is part of the normal and reasonable duties of
818 tenured faculty, Department Chairs, and administrative levels of review. Lobbying or
819 harassment of parties to the review in the performance of these duties constitutes
820 unprofessional conduct. Other University policies cover harassment as well. The statement
821 here is not intended to restrict the University in any way from fulfilling the terms of other
822 policies that cover harassment.

823 10. When a probationary faculty member does not receive tenure following the mandatory sixth
824 year review, the University's contract with the individual shall conclude at the end of the
825 seventh year of service, unless the faculty member is granted a subsequent probationary
826 appointment by the President. (13.17)

827 B. Standards Applied in Different Types of Decisions

828 1. Review for Retention of Probationary Faculty

- 829 a. Whenever a probationary faculty member receives reappointment, CSUSM shall provide
830 to the Candidate a review that identifies any areas of weakness.
- 831 b. To the extent possible and appropriate, the University should provide opportunities to
832 improve performance in the identified area(s).

833 2. Review for Granting of Tenure

- 834 a. The granting of tenure requires a more rigorous application of the criteria than
835 reappointment.
- 836 b. A Candidate for tenure at CSUSM shall show sustained high quality achievement in
837 support of the Mission of the University in the areas of teaching, research and creative
838 activity, and service (for teaching faculty and librarians) or in the primary duties as
839 assigned in the job description, continuing education/professional development, and
840 service (for SSP-ARs).
- 841 c. Normally, tenure review will occur in the sixth year of service at CSUSM or one or two
842 years earlier in cases where the Candidate has been granted service credit. Tenure review
843 prior to the normal year of consideration requires clear evidence that the Candidate has a
844 sustained record of achievement that fulfills all criteria for tenure as specified in
845 University, College/Library/School, and Department standards.
- 846 d. An earned doctorate or an appropriate terminal or professional degree that best reflects
847 the standard practices in an individual field of study is required for tenure. In exceptional
848 cases, individuals with a truly distinguished record of achievement at the national and/or
849 international level will qualify for consideration for purposes of granting tenure. An ad
850 hoc committee consisting of three members jointly appointed by the Chair of the
851 Promotion and Tenure Committee and the Department Chair shall judge all exceptions.
852 This ad hoc committee shall make a recommendation to the President for or against
853 awarding tenure.

854 3. Review for Promotion

- 855 a. Promotion to Associate Professor, Associate Librarian or SSP-AR II requires a more
856 rigorous application of the criteria than reappointment.
- 857 b. Promotion to the rank of Professor, Librarian or SSP-AR III shall require evidence of
858 substantial and sustained professional growth at the Associate rank as defined by
859 University, College/Library/School/SSP-AR, and Department standards.

860 c. In promotion decisions, reviewing parties shall give primary consideration to performance
861 during time in the present rank. Promotion prior to the normal year of consideration
862 requires clear evidence that the Candidate has a sustained record of achievement that
863 fulfills all criteria for promotion as specified in University, College/Library/School, and
864 Department standards. For early promotion, a sustained record of achievement should
865 demonstrate that the candidate has a record comparable to that of a candidate who
866 successfully meets the criteria in all three categories for promotion in the normal period
867 of service.

868 4. College/Library/School/SSP-AR Standards

- 869 a. A College or equivalent unit shall develop standards for the evaluation of faculty
870 members of that College or equivalent unit.
- 871 b. College or equivalent unit standards shall not conflict with law or University policy. In no
872 case shall College standards require lower levels of performance than those required by
873 law or University policy.
- 874 c. Written College or equivalent unit standards shall address:
- 875 1) Those ~~activities which~~ activities, which fall under the categories of Teaching
876 Performance, Scholarly and Creative Activity, and Service;
- 877 2) A description of standards used to judge the quality of performance;
- 878 3) The criteria employed in making recommendations for retention, tenure, and
879 promotion.
- 880 d. These standards shall be reviewed by the Faculty Affairs Committee for compliance with
881 university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been
882 verified, the College/Library/School/SSP-AR standards will be recommended to the
883 Academic Senate for approval.

884 5. Departmental Standards

- 885 a. A Department or equivalent unit may develop standards for the evaluation of faculty
886 members of that Department or equivalent unit.
- 887 b. Department or equivalent unit standards shall not conflict with law or University policy.
888 In no case shall Department standards require lower levels of performance than those
889 required by law or University policy.
- 890 c. Written Department or equivalent unit standards shall address:
- 891 1) Those ~~activities which~~ activities, which fall under the categories of Teaching
892 Performance, Scholarly and Creative Activity, and Service;
- 893 2) A description of standards used to judge the quality of performance;
- 894 3) The criteria employed in making recommendations for retention, tenure, and
895 promotion.
- 896 d. The Dean/Director of the College/Library/School/SSP-AR shall review the Department
897 standards for conformity to College/Library/School/SSP-AR standards. If the Dean finds it
898 in conformance, she/he will forward the Department standards to the Faculty Affairs
899 Committee. The Faculty Affairs Committee has the responsibility to verify and ensure
900 compliance with university, CSU, and Unit 3 CBA policies and procedures. Once
901 compliance has been verified, the Department standards will be forwarded to the Provost
902 for review. The Provost will provide the Faculty Affairs Committee with a
903 recommendation (with explanation) regarding approval of the Department standards. The
904 Faculty Affairs committee will base its approval of the standards on its own review and
905 the recommendation of the Provost. Once approved, Department standards will be
906 forwarded to Academic Senate as an information item. Departments or equivalent units
907 shall follow this approval process each time they wish to change their standards.

1 **GEC: American Institutions and Ideals: Certification by Examination**

2
3 **Rationale:** *The new Exceptions clause in the American Institution EO 1061 reads: "For students who are enrolled in*
4 *California State University degree major programs and who transferred from a California community college, the*
5 *chancellor may authorize exceptions to the requirements specified herein if:*

- 6 *A. The California State University baccalaureate degree major programs are mandated by law (The Star Act) to*
7 *articulate with California Community College associate degree programs; and*
8 *B. The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and*
9 *C. The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General*
10 *Education Breadth upper-division requirements ("double counted"); and*
11 *D. The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree*
12 *major or double count in satisfaction of requirements in the degree major; and*
13 *E. The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific*
14 *graduation requirements or double count in satisfaction of local, campus-specific graduation requirements; and*
15 *F. There are no available elective units in the degree program."*

16
17 *Since the Transfer Associate degrees will require students to complete all 39 units (plus a structured LD curriculum in*
18 *their "major" area) we might not be talking about a very large group, and that's before one takes into consideration*
19 *that:*

- 20 *a. Some of these students may have already satisfied all or part of the American Institutions requirement while at*
21 *the community college, and*
22 *b. We have already accepted TMCs in areas that account for an eighth of our transfer admits WITHOUT having to*
23 *make any special allowances for American Institutions (since these students will have enough room in their study*
24 *plans to go back and pick up these courses even if they didn't take them at the community college)... and there are still*
25 *some more TMCs under development for which the same may also be true.*

26
27 *The GEC concurs with and recommends AVP Barsky's list above as a valid description of the situation and our reasons*
28 *for not implementing those six options as not viable for lowering the requirements in specific majors to ensure that*
29 *students who had completed the appropriate Transfer Associate degree would be held to no more than 60 units at*
30 *CSUSM. We recommend the Senate consider the following policy for certification of American Institutions by Exam.*

31
32 **Definition:**

33 **Authority:**

34 **Scope:**

35
36 All undergraduate students must demonstrate that they have a basic knowledge of American history and that they
37 understand the principles and workings of American government. Students who have completed either an Associate
38 in Arts-Transfer (AA-T) or an Associate in Science-Transfer (AS-T) in specific disciplinary areas may satisfy one or more
39 of the three components of this requirement (U.S. history; U.S. government; and California and local government) by
40 passing an examination. Passage of any component of the examination will satisfy that part of the American
41 Institutions and Ideals requirement, but will not result in any credit being earned. The General Education Committee
42 will review the Transfer Model Curricula that guide the construction of the transfer associate degrees and determine
43 which of these are eligible; the GEC will only approve certification by examination for those transfer associate
44 degrees where it is possible that the holder of a transfer associate degree may be required to take a total of more
45 than 54 units in lower-division major preparation coursework not included in the associate degree, required upper-
46 division coursework, and upper-division General Education coursework (9 units). The list of transfer degrees for
47 which certification by examination is possible will be published in the General Catalog or next Catalog Addendum. At
48 the current time, this list will include the transfer associate degrees in Business (for all options in the Business
49 Administration major), Communications (for the majors in Communication and Mass Media), Kinesiology (for all
50 options in the Kinesiology major), Mathematics (for the Mathematics major) and Physics (for both options in the
51 Applied Physics major).

1 **BLP: Resolution Regarding the**
2 **Long-range Academic Master Plan (LAMP)**
3

4 RESOLVED, That the Academic Senate of California State University San Marcos (Senate)
5 acknowledge the hard work of the Budget and Long-Range Planning Committee (BLP) in
6 drafting a process for developing CSUSM's Long-range Academic Master Plan (LAMP); and be it
7 further
8

9 RESOLVED, That the Senate approve the formation of a task force to develop a long-range
10 academic plan according to BLP's proposal; and be it further
11

12 RESOLVED: That, to achieve the goals set forth in the proposal during the Academic Year 2012-
13 2013, the Senate endorse compensation in the form of a 3 unit release each semester for the
14 task force's co-chair and a stipend for each faculty committee member to complete this work;
15 and be it further
16

17 RESOLVED, That the Senate endorse the principles and guidelines laid out in BLP's proposal
18 that guide the work of the task force; and be it further
19

20 RESOLVED, That, in the spirit of shared governance, the Senate invite the administration to
21 adopt the principles set forth in the proposal to ensure the successful collaboration needed to
22 achieve the goals of the long-range planning efforts.
23

24
25
26 **PROPOSAL re: Process for Developing CSUSM's Long-range Academic Master Plan (LAMP): WORKING NOTES (as**
27 **of 2/6/12)**
28

29 **Part 1: Membership of Task Force to Develop CSUSM'S LONG-RANGE ACADEMIC MASTER PLAN:**

- 30 BLP Chair or Designee Co-Chair
31 AVP for Academic Resources/Planning Co-Chair
32 AVP for Academic Programs
33 One faculty member from each College (presumably, Curriculum Committee or
34 closest equivalent w/i College, as selected by
35 faculty members of those committees)
36 One faculty member from Library (selected by Library faculty)
37 One representative from IITS
38 One representative from Student Affairs
39 One additional representative from campus community, appointed by Senate Chair
40 Dean of Graduate Studies or designee
41 One representative from Extended Learning, appointed by Dean
42 One student representative, appointed by ASI
43

44 Staff support to the committee will be needed, presumably from the Provost's Office
45 and/or the Academic Senate (including taking of meeting minutes,
46 development and maintenance of website, etc. We also anticipate resource support
47 from will be needed from Institutional Planning & Analysis (IPA), Instructional &
48 Information Technology Services (IITS), Enrollment
49 Management Services (EMS), Office of Community Engagement,
50 and Provost's Office

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- Faculty seats: All seats will be held by tenure-track faculty members, to be selected by the faculty. Membership on these seats may rotate as membership on various faculty committees rotates.

Part 2: PROPOSED CHARGE OF TASK FORCE: This body will be responsible for drafting a long-range academic master plan (LAMP) to guide CSUSM's curricular development both into the near future (i.e., the next 3-5 years) as well as over the long term (potentially as far as 10 years out). This group will vet and prioritize proposals for new degree programs as put forward by faculty within and across all of CSUSM's Colleges. In vetting and prioritizing proposals, this task force will also be making recommendations regarding future funding priorities as well as recommendations about the timeline for implementing such programs. However, the LAMP must be understood as a flexible plan that can be adjusted over time as unforeseen circumstances arise.

- We anticipate that the Colleges will spend the Spring 2012 term engaging in serious contemplation and dialogue regarding their own future directions and curricular priorities. Colleges may view this as an opportunity to reconsider missions and values as well as to examine potential pedagogical modalities and innovations that may be explored into the future. However, the proposals that will be submitted for review by the University-level LAMP task force in AY 2012-13 will be those putting forward new programs, developed in the context of existing programs.
- As the Colleges are contemplating program proposals, the Provost's Office should begin working with Institutional Planning & Analysis (IPA) and the Office of Community Engagement to solicit regional input regarding programmatic needs. Once the new Associate Vice President for Planning & Academic Resources (AVP-PAR) joins CSUSM, participating in this "environmental scan" should be a top priority in preparing for the LAMP task force's work and providing relevant data to Colleges about local needs. We anticipate this scan should include consultation with various local constituencies, including local civic leaders and the business community, which should inform but not determine the task force's considerations. Instead, this "environmental scan" should provide a mechanism by which interests not yet represented within CSUSM (for example, in fields for which CSUSM currently does not have existing expertise) can be identified and articulated.
- In considering program proposals, this task force should give heavy weight to the following considerations:
 - CSUSM's unique mission, vision, and values
 - state & regional needs (including but not limited to economic trends)
 - likely student demand
 - pedagogical considerations
 - potential collaborations with community partners & other campuses
 - Resources

NOTE: Proposers of new programs should be prepared to discuss their own ideas for how such programs would be launched (for example, through grant programs, self-support models, etc.), and the task force will likely evaluate data regarding local needs, student demand and interest, and possible funding sources. These data analyses should inform rather than dictate the task force's recommendations.

UPCOMING TASKS & PROPOSED TIMELINE:

Spring 2012: BLP will submit a resolution to the Academic Senate putting forward this proposed process as a tool for Long-Range Academic Master Planning. BLP will seek a Senate endorsement of this proposed process before submitting it to the Provost and the President.

Spring 2012: College-level Planning: Colleges will begin developing their own long-range planning proposals, to be developed collaboratively among current faculty and administrators and in conjunction with community partners. This will be carried out in conjunction with the development of the Colleges' "3-year rolling plans," which include outlines of anticipated funding needs during the planning period.

107 Proposals for programs that may cross existing College boundaries or that may currently lie outside the expertise
108 of any current CSUSM faculty expertise will be encouraged. Faculty are strongly encouraged to consult with Library
109 faculty, Extended Learning, and the Office of Community Engagement as they consider putting forward proposals.

110
111 **AY 2012-2013:**

112 **FALL 2012:** The AVP-PAR should complete and disseminate any reports re: local/regional needs to inform program
113 and program proposers. As program proposals are being finalized and submitted, the LAMP task force should also
114 begin meeting at the start of the term to establish its procedures and review criteria, in consultation with BLP.
115 Review of program proposals should begin in the Fall semester.

116
117 **Spring 2013:** The LAMP task force will continue to vet and prioritize proposals for new degree programs (including
118 new majors, options, credentials, and graduate degrees). Their draft of the Long-Range Academic Master Plan
119 (LAMP) will be presented to the campus in Spring 2013 and submitted for approval by the Academic Senate before
120 submission to the Provost. Senate consideration and debate of the draft LAMP may carry over to the Fall 2013
121 term.

122
123 **After Submission of Draft to Academic Senate:**

- 124 • Once the Academic Senate has voted on the task force's proposed Long-range Academic Master Plan
125 (LAMP), the task force's continued usefulness and possible charge(s) should be re-examined, in close
126 consultation with BLP.
- 127 • Development of CSUSM's next Long-Range Academic Master Plan should be launched within 5-6 years of
128 the approval of the plan now under discussion. At that time, it will be appropriate to consider whether to
129 create an entirely new planning process or whether there are elements of the process proposed here that
130 are worth preserving.

131
132 **TASK FORCE'S RELATIONSHIP TO EXISTING PLANNING MECHANISMS, INCLUDING BLP & ACADEMIC SENATE:⁸**

- 133 • This task force will not supplant traditional shared governance at CSUSM, including the roles played by
134 BLP, UCC, and the Academic Senate.
- 135 • The draft Long-Range Academic Master Plan (LAMP), rather, will inform our traditional planning reviews,
136 particularly those of BLP, into the next decade.
- 137 • As the task force begins its work in Fall 2012, its first order of business will be establishing its procedures
138 and policies. These should be developed in close consultation with BLP.
- 139 • As it reviews proposals and data, the task force must stay in close and continuing contact with BLP, the
140 Academic Senate, and AALC regarding their proposed procedures, schedules, and work products.

⁸Much like the Academic Blueprint Committee that existed from 2002-2006, this body is NOT intended to supplant existing curricular development and review processes, but rather to supplement and provide guidance for the more detailed work of the Budget & Long-Range Planning Committee and the University Curriculum Committee. The earlier Academic Blueprint Committee proved an enormously useful tool in analyzing data and projecting CSUSM's future, and we draw heavily from the insights and wisdom developed through that process in this document. However, a critical weakness of that earlier process was its failure to engage with the traditional shared governance processes embedded in CSUSM's culture. The creation of this new body will kick-start much-needed conversations within and across the respective Colleges regarding future curricular priorities and pedagogical innovations as well as the concrete work of actual program development.

1 **FAC: Recommendation Concerning the Interim Spring 2012 Procedure for Department Chair Selection**

2
3 *Rationale: In light of the tradition of shared governance at CSUSM and in response to requests from*
4 *the Academic Senate Executive Committee and seated department chairs from several*
5 *units, FAC offers the following recommendation on the subject of lecturer participation*
6 *in the chair selection process.*

7
8 In 1981, regarding Unit Determination for Employees of the California State University and
9 Colleges, the Public Employment Relations Board (PERB) defined Unit 3 employees to include all
10 instructional faculty, coaches, librarians and chairs, and the CFA definition of “faculty” reflects
11 this decision.

12
13 FAC recognizes and acknowledges existing tension regarding lecturer participation in the interim
14 and likely future CSUSM chair selection process; however, FAC agrees with the PERB decision that
15 “concludes that none of these differences merits splitting faculty along either tenured/non-
16 tenured or full-time/part-time lines” (p. 22) and will work diligently on behalf of all Unit 3
17 employees to address issues and concerns relative to the interim and permanent procedure for
18 department chair selection, in concert with CBA representatives and the administration.

19
20 Based on committee research of the issue, feedback regarding the recently proposed interim
21 chair selection process, and discussion, FAC recommends that any pending chair selection in
22 Spring 2012 be based on **complete proportionality**

1 ¹ (vs. simple proportionality as reflected in the current proposed procedure) linked to the
2 entitlement time-base for contracted lecturer faculty and rounded to the nearest whole number
3 (e.g., a lecturer with a .43 entitlement would get a .4 vote; a lecturer with a .79 would get a .8
4 vote).

5
6 Moving forward FAC recommends that, in the spirit of shared governance, there be further
7 inclusive conversations among Unit 3 faculty employees on the consideration of simple versus
8 complete proportionality regarding the issue of lecturer participation in the chair selection
9 process, with a goal of recommending a campus-wide policy in 2012-2013.

10
11
12
13
14 **Resolution in Support of FAC Recommendation**

15
16 RESOLVED, That the CSUSM Academic Senate endorse the FAC recommendation concerning lecturer
17 participation in spring 2012 department chair elections.

¹ As is preceded by and consistent with the San Francisco State University campus policy.

FAC: CEHHS RTP POLICY

Rationale:	<i>As part of the new College of Education, Health and Human Services (CoE HHS), the faculty of the California State University San Marcos (CSUSM) Departments of Human Development (HD), Kinesiology (KINE), and the Schools of Education (SoE) and Nursing (SoN) have developed the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are guidelines to the retention, tenure, and promotion of tenure line faculty in the CoEHHS. More specific guidelines can be found in the RTP documents for each unit in the college.</i>
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Definition *Standards governing RTP process for faculty in the College of Education, Health, and Human Services (CoEHHS).*

Authority *The collective bargaining agreement between The California State University and the California Faculty Association.*

Scope *Eligible CoEHHS faculty at California State University San Marcos.*

I. CoEHHS RTP STANDARDS

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Education (SoE), School of Nursing (SoN), Human Development Department (HD), and Kinesiology Department (KINE) as four distinct units within the College of Education, Health, and Human Services.

2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

3. The College is guided also by the standards of the National Council for Accreditation of Teacher Education (NCATE), American Speech Language Hearing Association (ASHA), and the national accrediting agency for schools, colleges, and departments of education and California Commission on Teacher Credentialing (CCTC). The College is additionally guided by the standards for the SoN by the Board of Registered Nursing, the American Association of Colleges of Nursing (AACN), and the Commission on Collegiate Nursing Education (CCNE).

B. Definitions of Terms and Abbreviations

1. The CoEHHS uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.

2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.

3. Faculty have a right to clearly articulated performance expectations. Departmental and School RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).

38 4. Departmental, and School RTP Standards educate others outside of the discipline, including deans,
39 university committees, and the provost, with respect to the practice and standards of a particular
40 department/discipline/field.

41
42 5. Departments, and Schools must respect the intellectual freedom of their faculty by avoiding standards
43 that are too prescriptive. Department and School standards should be as brief as possible with emphasis on
44 the unique nature of the department.

45
46 6. All College, Department, and School RTP Standards shall conform to the CBA and University and School
47 RTP documents. The SoE, SoN, HD, and KINE RTP Standards documents shall contain the elements of School/
48 Department RTP standards described in RTP documents for each unit and shall not repeat the CBA, or
49 University RTP document, or include School-specific advice.

50
51 7. All College, Department, or School RTP Standards must be approved by a simple majority of all tenure-
52 track faculty within a department or School and then be approved by college/school/department/ library and
53 the Academic Senate before any use in RTP decisions.

54 55 II. ELEMENTS OF THE SoE, SoN, HD, and KINE RTP DOCUMENTS

56 57 A. Introduction and Guiding Principles

58
59 1. All standards and criteria reflect the University and School/Department Mission and Vision Statements
60 and advance the goals embodied in those statements.

61
62 2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative
63 activities, and scholarly service. While there will be diversity in the contributions of faculty members to the
64 University, the School/Department affirms the university requirement of sustained high quality performance
65 and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit
66 a curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative
67 activity, and service for the review period. The faculty member must meet the minimum standards in each of
68 the three areas.

69
70 3. Items assessed in one area of performance shall not be duplicated in any other area of performance
71 evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate
72 connections across all three documents. Candidates who integrate their teaching, research/creative activities,
73 and/or service may explain how their work meets given standards/criteria for each area.

74
75 4. The School/ Department recognizes innovative and unusual contributions (e.g., supervising research, using
76 particularly innovative or challenging types of pedagogy, writing or rewriting programs, grant writing,
77 conference or community presentations, regional or national profile committee/commission membership,
78 grant reviews, consultancy to community, curriculum development, assessment development, accreditation or
79 other required report generation).

80
81 5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
82 performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively
83 communicating how they have met the standards rests with the candidate. In addition to this document, the
84 candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note
85 available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate
86 in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and
87 counsel by tenured faculty. Candidates are encouraged to avail themselves of such opportunities.

88
89 6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress
90 toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative
91 activities, and scholarly service.

93 7. Candidates for the rank of associate professor require an established record of effectiveness in scholarly
94 teaching, scholarly research/creative activities, and scholarly service to the School/ Department and
95 University.

96
97 8. Candidates for the rank of professor require, in addition to continued effectiveness, an established record
98 of initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to
99 the School/ Department, University, community, and profession. Promotion to the rank of professor will be
100 based on the record of the individual since promotion to the rank of associate professor.

101
102 9. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate
103 during the individual's career. The record must show sustained and continuous activities and
104 accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the
105 commitment to and the potential for continued development and accomplishment throughout the individual's
106 career. Tenure will be granted only to individuals whose record meets the standards required to earn
107 promotion to the rank at which the tenure will be granted.

108 109 III. GENERAL STANDARDS

110
111 A. Retention: A positive recommendation for retention requires that the candidate's record clearly meets the
112 articulated standards for the granting of a retention decision in each of the three areas: scholarly teaching,
113 scholarly research/creative activities, and scholarly service.

114
115 B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the
116 candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in
117 each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.

118
119 C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is considered an exception.
120 A positive recommendation for early tenure requires that the candidate's record clearly meets the articulated
121 standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a
122 candidate must show a sustained record of successful experience at a university, and that experience must
123 include at least one full year at California State University San Marcos prior to the year of review for tenure.

124
125 D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is considered an
126 exception. A positive recommendation for early promotion requires that the candidate's record clearly meets
127 the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early
128 promotion a candidate must show a record of successful experience at a university, and that experience must
129 include at least one full year at California State University San Marcos prior to the year of review for
130 promotion.

131
132 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service
133 at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's
134 record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the
135 candidate's previous record, is consistent with the articulated standards for the granting of tenure at the
136 faculty member's rank.

137
138 F. Standards and criteria for Scholarly Teaching, Scholarly Research and Creative Activities, and Scholarly
139 Service can be gleaned from the School/ Department Standards for each unit: SoE, SoN, HD, and KINE.

HUMAN DEVELOPMENT RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS¹⁰

Rationale:	<i>The governing body of the California State University San Marcos (CSUSM) Department of Human Development (DOHD) has revised the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are specific to the retention, tenure, and promotion of tenure line faculty in the Department of Human Development.</i>
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Definition *Standards governing RTP process for faculty in the DOHD.*

Authority *The collective bargaining agreement between the California State University and the California Faculty Association.*

Scope *Eligible DOHD faculty at California State University San Marcos.*

I. DOHD RTP STANDARDS

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the Department of Human Development.
2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

B. Definitions of Terms and Abbreviations

1. The Department of Human Development (DOHD) uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).
4. Department and College RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.
5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department and College standards should be as brief as possible with emphasis on the unique nature of the department.

¹⁰ *All new and existing Tenure Track (TT) faculty members with hire dates after July 2011 will be governed by this document.*

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6. All Department and College RTP Standards shall conform to the CBA and University and College RTP documents. The DOHD RTP Standards document shall contain the elements of College RTP standards described below and shall not repeat the CBA, or College RTP documents, or include college-specific advice.
7. All Department or College RTP Standards must be approved by a simple majority of all tenure-track faculty within a department or college and then be approved by college/school/library and the Academic Senate before any use in RTP decisions.

II. ELEMENTS OF THE DOHD RTP DOCUMENT

A. Introduction and Guiding Principles

1. All standards and criteria reflect the University and College Mission and Vision Statements and advance the goals embodied in those statements.
2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative activities, and scholarly service. While there will be diversity in the contributions of faculty members to the University, the College affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative activity, and service for the review period. The faculty member must meet the minimum standards in each of the three areas.
3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their teaching, research/creative activities, and/or service may explain how their work meets given standards/criteria for each area.
4. The College recognizes innovative and unusual contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation or other required report generation).
5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty). Candidates are encouraged to avail themselves of such opportunities.
6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative activities, and scholarly service.
7. Candidates for the rank of associate professor require an established record of effectiveness in scholarly teaching, scholarly research/creative activities, and scholarly service to the College and University.
8. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to the College, University, community, and profession. Promotion to the rank of professor will be based on the record of the individual since promotion to the rank of associate professor.

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9. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during the individual's career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout the individual's career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.

III. GENERAL STANDARDS

- A. **Retention:** A positive recommendation for retention requires that the candidate's record clearly meets the articulated standards for the granting of a retention decision in each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
- B. **Tenure and/or Promotion:** A positive recommendation for tenure or promotion requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
- C. **Early Tenure (prior to the 6th year in rank):** *This option for assistant professors* is considered an exception. A positive recommendation for early tenure requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for tenure.
- D. **Early Promotion (prior to the 6th year in rank):** *This option for associate professors* is considered an exception. A positive recommendation for early promotion requires that the candidate's record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early promotion a candidate must show a record of successful experience at a university, and that experience must include at least one full year at California State University San Marcos prior to the year of review for promotion.
- E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty member's rank.

IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING

- A. College Priorities and Values in Teaching and Learning
1. In the Department of Human Development, "effective Scholarly Teaching" is defined as activity that promotes student learning, reflection, and professional growth in support of the College Mission and is demonstrated by information in the teaching portfolio section of the WPAF. Scholarly teaching in the DOHD should explicitly support the Mission Statement. Scholarly teaching is multifaceted and may include instructional activity that takes place at off-site locations.
 2. The most important teaching activities include, but are not limited to:
 - Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
 - Supervision of masters theses or projects and doctoral dissertations and research
 - Supervision of student independent study
 - Student advising and counseling
 - Laboratory teaching
 - Clinical teaching/ practice

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- Seminar courses
- Undergraduate and graduate courses
- Supervision of field work and independent research
- Supervision of teaching and graduate assistants
- Supervision and training of lab/research team

3. As a college that focuses on preparing students to become effective educators and health services providers, it is expected that the faculty in the Department of Human Development will consistently model effective instructional practices and continue to improve as an educator. Effective faculty members set clear student learning outcomes for their students, employ a range of instructional strategies, and teach in ways that effectively engage all students in the learning process.
4. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching effectiveness. To determine such a profile, scholarly teaching will be assessed by holistic evaluation of evidence, including candidates' reflective statement on teaching, student evaluations, reflective practice (relevant primarily to clinicians), and selected items that the candidates believe best represent their teaching, as described in the University RTP document and further illustrated below in section B.

B. The Following Evidence of Scholarly Teaching is **required**:

1. Scholarly Teaching Reflective Statement

A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all scholarly teaching evidence discussed in the file should reflect continued success and/ or improvement in teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the candidates' philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations, impact of course innovation or development, and/or their approach to supervision of student teachers. As part of the reflective statement, candidates shall provide a brief summary of student evaluation ratings exemplifying scholarly teaching supported by a brief discussion of these evaluations. Evaluation ratings and narrative shall specify rationale for categories chosen (e.g., quality of course, instructor preparedness, active learning encouraged) and particular teaching context (e.g., new prep, co-taught, curriculum modifications, extenuating circumstances). Course evaluations and narrative should reflect evidence of improvement in evaluations.

2. Teaching and/or Supervision Assignments

Evidence: If not already a part of the curriculum vita, candidates will list all courses and/or all student teaching supervision assignments for the period under review, as illustrated below.

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Comments	Evaluation Ratings (specify categories/items referenced)
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3. Student Evaluations from Teaching and/or Supervision Assignments

187 **Evidence:** Provide complete sets of (percentage as specified by CBA) university-prepared student evaluation
188 reports, and from courses taught and since the last promotion.¹¹
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190 4. Representative Syllabi from Courses Taught
191

192 **Evidence:** Provide a representative sample of syllabi from core courses taught since last promotion that
193 illustrate course objectives, student learning outcomes, sample assignments, and current practice in the field
194 and instructional practices.
195

196 C. The Following Evidence of Scholarly Teaching is *Optional*:
197

198 1. Use of Exemplary Teaching Practices in Coursework and/or Clinical Practice
199

200 **Evidence:** Provide evidence that illustrates the use of exemplary teaching practices. Candidates might
201 provide evidence that demonstrates the effective use of such things as technology, teaching strategies for
202 diverse learners, student projects, student learning outcomes, portfolios, etc.
203

204 2. Curriculum, Program, and/or Course Development and/or Revision
205

206 **Evidence:** Provide evidence that illustrates any new developments or improvements in curriculum,
207 programs, and/or courses. Evidence might include a brief description of improvements, curriculum forms,
208 syllabi changes, links to online materials, etc.
209

210 3. Academic Advising
211

212 **Evidence:** Provide evidence of effective academic advisement of students and the impact of this work.
213 Academic advisement includes the many ways the candidate supported students in their academic pursuit,
214 such as on a thesis or dissertation committee, mentorship on a research or graduate project, or as an
215 academic advisor to a student in a program. Evidence might include the names of the students, the role(s)
216 the candidate played, the dates of this work, and any evidence related to the impact.
217

218 4. Other Selected Items that Best Represent Candidate's Teaching
219

220 **Evidence:** Additional evidence of scholarly teaching activities not listed above, including but are not limited
221 to:

- 222 • Assessment of student learning outcomes
- 223 • Letters from former students (identified as solicited or unsolicited)
- 224 • Teaching awards
- 225 • Other activities to promote teaching excellence (e.g., self evaluation, peer evaluation, in-service
226 education of incumbent educators in the field)
227

228 D. Assessment of Scholarly Teaching
229

230 1. General Standards
231

232 Candidates will be assessed on the quality of the evidence provided on the set of indicators they select,
233 rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and
234 the totality of the evidence provided. When judged as a group, no one indicator may be used to determine
235 the overall rating of teaching effectiveness.
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237 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

¹¹ Refer to university RTP document for clarification.

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At the Assistant Professor level, scholarly teaching that *meets standards* is expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and requirements, effective instructional practices, engaging assignments directed at meeting the course objectives, documentation that illustrates clear connections throughout an entire teaching event, and assessments that effectively measure and align with student learning outcomes.

3. Tenure and/or Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in teaching and curriculum related activities. This is in addition to documentation of continued teaching effectiveness (*Section IV*).

4. Retention

Candidates for retention shall include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have been made to address prior performance feedback.

V. STANDARDS AND CRITERIA FOR SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

A. Department Priorities and Values in Research and Creative Activity

In the Department of Human Development, scholarly research/creative activities are defined as creating, synthesizing, and disseminating knowledge on topics relevant to human development and based on empirical applied or theoretical research in ways that fulfill the Mission and core values of the Department. The Department of Human Development strongly encourages scholarship that contributes to and transforms society, communities and lives from conception to death. Research involving reflective practice is also valued. Sustained scholarly activity that demonstrates support of the DOHD Mission is expected.

B. Department's Research/ Creative Activity Standards within Context of Discipline

Scholarly research/creative activities take many forms in the DOHD. These may include, but are not limited to, qualitative, quantitative, and applied scholarly research conducted both individually and collaboratively. Applied scholarly research on topics related to human development is defined as research that relates to any or all stages of human development from conception to death. Applied scholarly research requires rigor and accountability, but is highly valued as is research that contributes to theory development and support.

C. Faculty Description of Contributions when Multiple Authors are Present

When multiple authors are present on scholarly research and creative activities, candidates shall specify their specific role on item (e.g., role: first author; second author; equal authorship; etc.).

D. Major Challenges facing faculty in the DOHD in terms of limitations

Faculty members in the Department of Human Development may experience challenges based on the perceptions of outside disciplines in terms of definition of scholarly research and creative activity, when applied research is mostly qualitative in nature. They may also experience limitations when colleagues from other disciplines do not understand that DOHD scholarly activity includes evaluation of new programs, or participation in large-scale research efforts. Finally, when budgetary constraints prohibit DOHD faculty from traveling to

291 disseminate research findings at national or international conferences, scholarly presentations may more often
292 be local.
293

294 E. Evidence of Scholarly Research and Creative Activities 295

296 Evaluations of scholarly research/creative activities will focus on developing a profile of the candidate's scholarly
297 research/creative activities as well as an understanding of the impact and benefit their work has had on the field.
298 To determine such a profile, the candidate's scholarly research/creative activities will be assessed by *holistic* or
299 comprehensive evaluation of the candidates' reflective statement, scholarly work, and selected items that the
300 candidates believe best reflects their progress, as described in the University RTP document and further
301 illustrated below.
302

303 1. Scholarly Research/Creative Activities Reflective Statement 304

305 Candidates shall provide a clear reflective assessment of scholarly research/ creative activities as well as the
306 impact of this work. The reflective statement may also include short-term and long-term goals for research/
307 creative activities, connections between research/ creative activities and the courses taught, and the impact
308 of research/ creative activities.
309

310 a. **Category A Evidence** must include external peer review process:

- 311 1) Papers published or accepted for publication in peer reviewed/ refereed journals recognized as
312 reputable and of high quality
- 313 2) Peer or editor reviewed published book chapters of original material and original monographs
- 314 3) Peer or editor reviewed books, manuscripts, electronic or other media published or accepted for
315 publication as works that contribute new knowledge and/or to practice as demonstrated by
316 professional and academic reviewers
- 317 4) Peer reviewed/refereed presentations at national or international conferences
- 318 5) Significant program development including applied scholarship, curriculum writing, or accreditation
319 work, which requires outside agency approval and/or peer review.
- 320 6) Funded peer reviewed external grants for scholarly research/creative activity work, in progress or
321 completed
322

323 b. **Category B Evidence** may include, but is not limited to:

- 324 1) Papers published in refereed proceedings
- 325 2) Refereed presentations at professional meetings
- 326 3) Invited presentations at professional meetings
- 327 4) Editor reviewed articles published in journals, newspapers, magazines, and other media
- 328 5) Published case studies
- 329 6) Applied scholarly research/creative activity that is published, presented at a conference or meeting,
330 or applied in an educational setting
- 331 7) Published review of books, articles, programs, and conferences
- 332 8) Session discussant at a professional meeting
- 333 9) Invited keynote or speaker
- 334 10) Special recognition and awards for research/creative activities
- 335 11) Funded regional or internal grants for scholarly research/creative activity work (e.g., local
336 organizations, University Professional Development, Distinguished Teacher in Residence, etc.)
- 337 12) Self published books
- 338 13) Workshops
- 339 14) Unfunded peer reviewed external grants for scholarly research/creative activity work
- 340 15) Working papers
- 341 16) Submitted papers
- 342 17) Sponsored or contract research
- 343 18) Technical reports

- 344 19) Unfunded grants
345 20) Attending professional conferences, workshops, training or continuing education related to the
346 faculty members' program of research.

347
348 F. Assessment of Scholarly Research/ Creative Activities

349
350 1. General Standards

351
352 Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship,
353 and the totality of their work. *A variety of types of work must be provided including peer reviewed*
354 *publication*. When judged as a group, no one indicator of scholarly research/ creative activities may be used
355 to determine the overall rating of quality of scholarly research/ creative activities. In all cases, the scholarly
356 reputation of the publication and/or meeting will be considered when evaluating the contribution.

357
358 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

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360 a. At least two items by year 4 and one additional item by year 6 from Category A
361 b. At least one item per University retention review (years 2, 4, and 6) from Category B

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363 3. Tenure and/or Promotion from Associate Professor to Professor*

- 364
365 a. At least three items from Category A
366 1) At least two items must be peer reviewed or refereed publications
367 b. At least three items from Category B

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369 *Only items not considered in the last promotion may be considered.

370
371 4. Retention

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373 Candidates for retention shall include documentation that may include more items in Category B than A to
374 demonstrate effectiveness in performance and demonstrate progress toward meeting the tenure
375 requirements in the area of scholarship.

376
377 **VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE**

378
379 A. Department Priorities and Values regarding Service Contributions

380
381 Consistent with our Mission Statement, the Department of Human Development places a high value on scholarly
382 service as an essential component of faculty work. The College views activities that enhance the institution and
383 advance the profession at the local, state, national and international levels as integral components of faculty
384 service. In the College, Scholarly Service is defined as activities that contribute to the life of the university,
385 college, department or school districts and/or activities that contribute to professional agencies and
386 organizations. Service activities are expected to advance the college and university mission statements.

387
388 B. Most Important Department Priorities regarding Service

389
390 Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service activity. To
391 determine such a profile, service will be assessed by *holistic* evaluation of the candidates' reflective statement,
392 scholarly service work, and selected items that the candidates believe best reflects their progress, as described in
393 the University RTP document and further illustrated below. Particular consideration should be given to the
394 service necessary to develop courses/programs/majors and a campus structure of a growing campus.

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396 1. Scholarly Service Reflective Statement

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Candidates are to provide a clear and concise reflective self-assessment of their scholarly service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for scholarly service activities, connection to the University's and/or College's Mission, reasons for their involvement, and the impact of their service activities.

2. Internal Scholarly Service Activities

a. **Evidence of Scholarly Service to the Department** may include, but is not limited to:

- 1) Leadership/membership in college governance and/or groups that carry on the business of the college (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
- 2) Leadership/membership in department program evaluation or assessment efforts
- 3) Development of new courses or programs for the college
- 4) Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)
- 5) Mentoring of students, tenure-line faculty, lecturers and supervising students doing independent study
- 6) Collaboration with colleagues within the college and across colleges
- 7) Student outreach and retention
- 8) Writing letters of recommendation for students
- 9) Advising students as faculty advisor
- 10) Serving as faculty advisor to campus student club or honor society
- 11) Nomination or receipt of service or faculty awards

b. **Evidence of Scholarly Service to the CSU System and/or University** may include, but is not limited to:

- 1) Innovative leadership initiatives at the university or CSU system level
- 2) Leadership/membership in groups that carry on the business of the university (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
- 3) University professional activities, (e.g, service toward university accreditation, etc.)
- 4) Act as an advisor for a student organization
- 5) Commencement marshal
- 6) Mentoring of students, tenure-line faculty, and lecturers
- 7) Student outreach and retention
- 8) Nomination for service or faculty awards

3. External Scholarly Service Activities

a. **Evidence of Scholarly Service to the Profession** may include, but is not limited to:

- 1) Peer reviewer for journal or conference proposals
- 2) Membership on Editorial Board for peer reviewed/ refereed journal or publication
- 3) Leadership in professional organizations as an officer, on a committee or task force, etc.
- 4) Consultation and expert services
- 5) Providing continuing education to community
- 6) Nomination or receipt of service or leadership award

b. **Evidence of Scholarly Service to Greater Community** may include, but is not limited to:

- 1) Assist schools, districts, healthcare, or community or government organizations/agencies in tasks or collaborations, such as grant or award applications, program evaluations and needs assessments, targeted studies, etc.
- 2) Sitting on relevant advisory committees or boards and task forces or commissions
- 3) Consulting (paid or unpaid) with schools healthcare agencies, government or non-government agencies or organizations that serve communities and the public and are relevant to the department's mission

- 450 4) Service to the community by representation of the University to off campus organizations and
451 agencies which has the potential to bring positive recognition to the University
452 5) Diversity oriented activities which may include working with students in research labs, course content,
453 recruiting diverse research samples, outreach to underrepresented groups, and creating an
454 environment that promotes diversity and cultural sensitivity and competence among students and in
455 the region, state, nation and world as a whole.
456 6) Promote, serve in, or contribute to the development of international or intercultural collaborations,
457 programs or research efforts that engage students and the university community leading to cultural
458 understanding sensitivity, competence and/or reduction of intergroup/intercultural conflict.
459 7) Developing educational events for the community
460 8) Giving public lectures/interviews
461 9) Pro-bono work related to service oriented professions
462 10) Community volunteer work
463 11) Nomination or receipt of service award
464

465 C. Assessment of Scholarly Service
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467 1. General Standards
468

469 Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained
470 service, and the totality of their work. When judged as a group, no one indicator may be used to determine
471 the overall rating of scholarly service activity. **Note:** *Submitting letters from committee chairs about*
472 *attendance is not considered best practice.*
473

474 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
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476 Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained
477 internal and external service contributions.
478

479 3. Tenure and/or Promotion from Associate Professor to Professor
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481 Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one
482 or more service activities in addition to demonstrating sustained active participation in both internal and
483 external service activities.
484

485 4. Retention
486

487 Candidates for retention must provide appropriate and effective evidence of significant internal service.
488 While not required, external service contribution will be considered in the evaluation.

KINESIOLOGY RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS¹²

Rationale:	<i>As part of the new College of Education, Health and Human Services, the faculty of the California State University San Marcos (CSUSM) Department of Kinesiology (KINE) has developed the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are specific to the retention, tenure, and promotion of tenure line faculty in the Department of Kinesiology.</i>
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Definition *Standards governing RTP process for faculty in the Department of Kinesiology.*

Authority *The collective bargaining agreement between the California State University and the California Faculty Association.*

Scope *Eligible KINE faculty at California State University San Marcos.*

I. KINE RTP STANDARDS

A. Preamble

1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the Department of Kinesiology.
2. The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.

B. Definitions of Terms and Abbreviations

1. The Department of Kinesiology (KINE) uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).
4. Department and College RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.

¹² All Tenure Track (TT) faculty in the Department of Kinesiology, regardless of hire date, will be governed by the 2012 document.

- 522 5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that
523 are too restrictive. Department and College standards should be as brief as possible with emphasis on the
524 unique nature of the department.
525
- 526 6. All Department and College RTP Standards shall conform to the CBA and University and College RTP
527 documents. The KINE RTP Standards document shall contain the elements of College RTP standards
528 described below and shall not repeat the CBA, College RTP documents, or include college-specific advice.
529
- 530 7. All Department or College RTP Standards must be approved by a simple majority of all tenure-track faculty
531 within a department or college and then be approved by college/school/library and the Academic Senate
532 before any use in RTP decisions.
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534 **II. ELEMENTS OF THE KINE RTP DOCUMENT**

535 **A. Introduction and Guiding Principles**

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- 537
- 538 1. All standards and criteria reflect the University and College Mission and Vision Statements and advance the
539 goals embodied in those statements.
540
- 541 2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative
542 activities, and scholarly service. While there will be diversity in the contributions of faculty members to the
543 University, the College affirms the university requirement of sustained high quality performance and
544 encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a
545 curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative
546 activity, and service for the review period. The faculty member must meet the minimum standards in each
547 of the three areas.
548
- 549 3. Items assessed in one area of performance shall not be duplicated in any other area of performance
550 evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate
551 connections across all three documents. Candidates who integrate their teaching, research/creative
552 activities, and/or service may explain how their work meets given standards/criteria for each area.
553
- 554 4. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
555 performance. Ultimate responsibility for understanding, meeting, and effectively communicating how they
556 have met the standards rests with the candidate. In addition to this document, the candidate should refer to
557 and follow the University RTP Policies and Procedures. Candidates should also note available opportunities
558 that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process
559 (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured
560 faculty). Candidates are encouraged to avail themselves of such opportunities.
561
- 562 5. Candidates for retention will show effectiveness in each area of performance and demonstrate progress
563 toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative
564 activities, and scholarly service.
565
- 566 6. Candidates for the rank of associate professor require an established record of effectiveness in scholarly
567 teaching, scholarly research/creative activities, and scholarly service to the College and University.
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- 569
- 570 7. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of
571 initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to
572 the College, University, community, and profession. Promotion to the rank of professor will be based on the
573 record of the individual since promotion to the rank of associate professor.
574

- 575 8. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate
576 during the individual's career. The record must show sustained and continuous effectiveness in the areas of
577 scholarly teaching, research/creative activities, and service¹³. The granting of tenure is an expression of
578 confidence that the faculty member has both the commitment to and the potential for continued
579 development and accomplishment throughout his/her career. Tenure will be granted only to individuals
580 whose record meets the standards required to earn promotion to the rank at which the tenure will be
581 granted.
582

583 III. GENERAL STANDARDS 584

- 585 A. **Retention:** A positive recommendation for retention requires that the candidate's record clearly meets the
586 articulated standards for the granting of a retention decision in each of the three areas: scholarly teaching,
587 scholarly research/creative activities, and scholarly service.
588
- 589 B. **Tenure and/or Promotion:** A positive recommendation for tenure or promotion requires that the candidate's
590 record clearly meets the articulated standards for the granting of a tenure/promotion decision in each of the
591 three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
592
- 593 C. **Early Tenure (prior to the 6th year in rank):** *This option for assistant professors* is considered an exception. A
594 positive recommendation for early tenure requires that the candidate's record clearly surpasses the articulated
595 standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a
596 candidate must show a sustained record of successful experience at a university, and that experience must
597 include at least one full year at California State University San Marcos prior to the year of review for tenure.
598
- 599 D. **Early Promotion (prior to the 6th year in rank):** *This option for associate professors* is considered an exception.
600 A positive recommendation for early promotion requires that the candidate's record clearly surpasses the
601 articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early
602 promotion, a candidate must show a sustained record of productivity at a university, and that experience must
603 include at least one full year at California State University San Marcos prior to the year of review for promotion.
604
- 605 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service at
606 CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's
607 record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the
608 candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty
609 member's rank.
610

611 IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING 612

- 613 A. Department Priorities and Values in Teaching and Learning
614
- 615 1. In the Department of Kinesiology, "effective Teaching" is defined as activity that promotes student learning,
616 reflection, and professional growth in support of the College Mission and is demonstrated by information in
617 the teaching portfolio section of the WPAF. Effective teaching is multifaceted and may include instructional
618 activity that takes place at off-site locations.
619
- 620 2. The most important teaching activities may include, but are not limited to:
621
 - 622 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
 - 623 • Supervision of pre-service teachers in the PK-12 environment
 - Supervision of masters theses or projects and doctoral dissertations and research

¹³ *In evaluating a candidate's sustained record of successful performance for the purpose of Early Tenure and/or Promotion, the Department of Kinesiology reserves the right, where appropriate, to examine tenure-track teaching, research, and service activities completed prior to their appointment at CSUSM.*

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- Supervision of student research and research assistants at all levels (undergraduate/graduate)
- Supervision of student independent study
- Training and/or supervision of lecturers/colleagues
- Laboratory teaching
- Clinical teaching/ practice
- Seminar courses
- Undergraduate and graduate courses
- Supervision of field work and independent research
- Supervision of teaching and graduate assistants

3. Faculty members who demonstrate effective scholarly teaching will set clear student learning outcomes for their students, employ a range of instructional strategies, and teach in ways that effectively engage all students in the learning process.
4. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching effectiveness. To determine such a profile, scholarly teaching will be examined through assessment of candidates' reflective statement on teaching, student evaluations, and selected items that the candidates believe best represent their teaching, as described in the University RTP document and further illustrated below in section B.

B. The Following Evidence of Scholarly Teaching is **required**:

1. Scholarly Teaching Reflective Statement

A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all scholarly teaching evidence discussed in the file should reflect continued success and/ or improvement in teaching. In this statement, candidates shall provide a clear and concise reflective self-assessment of their teaching philosophy, experience, and performance. The reflective statement may include the candidates' philosophy of teaching and learning, pedagogical connections between the techniques they employ when teaching and their philosophy of teaching and learning, impact of any notable teaching accomplishments or awards, improvements made as a result of lessons learned from their teaching and/or student evaluations, impact of course innovation or development, their approach to supervision of students teaching in the PK-12 environment (if applicable) , supervision of laboratory-based instruction (if applicable), and supervision of field-based instruction (if applicable). As part of the reflective statement, candidates shall provide a brief summary of student evaluation ratings exemplifying scholarly teaching supported by a brief discussion of these evaluations. Course evaluations and narrative should reflect evidence of improvement or sustained performance in teaching.

2. Teaching and/or Supervision Assignments

Evidence: If not already included elsewhere, candidates will list all courses and/or all student teaching supervision assignments for the period under review in their reflective narrative, as illustrated below.

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Comments (optional)	Evaluation Ratings (include range of low-high and avg across all categories)

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3. Student Evaluations from Teaching and/or Supervision Assignments

Evidence: Provide complete sets (as specified by CBA)¹⁴ of university-prepared student evaluation reports from courses taught since the last promotion.

4. Representative Syllabi from Courses Taught

Evidence: Provide a representative sample of syllabi from core courses taught since last promotion that illustrate course objectives, student learning outcomes, and sample assignments (may include examples of student work with names completely obscured).

C. The Following Evidence of Scholarly Teaching is *Optional*:

1. Use of Exemplary Teaching Practices

Evidence: Provide evidence that illustrates the use of exemplary teaching practices. Candidates might provide evidence that demonstrates the effective use of such things as technology, teaching strategies for diverse learners, student projects, student learning outcomes, or facilitating student research presentations beyond the classroom.

2. Curriculum, Program, and/or Course Development and/or Revision

Evidence: Provide evidence that illustrates any new developments or improvements in curriculum, programs, and/or courses. Evidence might include a brief description of improvements, curriculum forms, syllabi changes, links to online materials, etc.

3. Other Selected Items that Best Represent Candidate's Teaching

Evidence: Additional evidence of scholarly teaching activities not listed above, including but are not limited to:

- Assessment of student learning outcomes for individual courses taught by faculty under review
- Letters from former students (identified as solicited or unsolicited)
- Teaching awards
- Other activities to promote teaching excellence (e.g., self evaluation, peer evaluation, in-service education of incumbent educators in the field)

D. Assessment of Scholarly Teaching

1. General Standards

Candidates will be assessed on the quality of the evidence provided on the set of indicators they select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed on the quality and the totality of the evidence provided. When judged as a group, no one indicator may be used to determine the overall rating of teaching effectiveness.

2. Tenure and/or Promotion from Assistant Professor to Associate Professor

At the Assistant Professor level, scholarly teaching that *meets standards* is expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom effectiveness may include, but is not limited to student evaluations, syllabi that clearly articulate course objectives and requirements, effective instructional practices, engaging assignments directed at meeting the course objectives,

¹⁴ Refer to university RTP document for clarification.

720 documentation that illustrates clear connections throughout an entire teaching event, and assessments that
721 effectively measure and align with student learning outcomes.

722
723 3. Tenure and/or Promotion from Associate Professor to Professor

724
725 As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a
726 higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is
727 expected to demonstrate leadership and initiative in teaching and curriculum related activities. This is in
728 addition to documentation of continued teaching effectiveness (*Section IV*).

729
730 4. Retention

731
732 Candidates for retention shall include the required items for courses taught and additional optional materials
733 in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an
734 evaluation intended to provide guidance, candidates will be assessed on their current teaching performance
735 as well as on efforts that have been made to address prior performance feedback.

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737 V. STANDARDS AND CRITERIA FOR SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

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739 A. Department Priorities and Values in Research and Creative Activity

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741 It is essential to the University's mission that each faculty member demonstrates continued commitment,
742 dedication, and growth as a scholar. Research/creative activity results in an original contribution to knowledge or
743 understanding in the field and includes the dissemination of that knowledge beyond the classroom.
744 Research/creative activity may be basic, applied, integrative, and/or related to teaching.

745
746 B. Faculty Description of Contributions when Multiple Authors are Present

747
748 When multiple authors are present on scholarly research and creative activities, candidates shall specify their
749 specific role on item (e.g., role: first author; second author; mentoring author; etc.).

750
751 C. Evidence of Scholarly Research and Creative Activities

752
753 Evaluations of scholarly research/creative activities will focus on understanding the contribution, benefit, and
754 impact of the candidate's work on the field. To determine this, the candidate's research productivity in relation
755 to their stated short and long-term goals and overall trajectory will be evaluated according to the categories
756 below.

757
758 1. Scholarly Research/Creative Activities Reflective Statement

759
760 Candidates shall provide a clear reflective assessment of scholarly research/ creative activities including
761 short-term and long-term goals for research/ creative activities, connections between research/ creative
762 activities and the courses taught, and the impact of research/ creative activities.

763
764 a. **Category A Evidence** must include external peer review:

765 1) Primary¹⁵ author on papers published or accepted for publication in peer reviewed/ refereed
766 journals recognized as reputable and of high quality

¹⁵ *The Department of Kinesiology values mentorship of students in research and scholarship, and recognizes that it is common practice for mentoring faculty to be listed as final author, behind students that contributed to the completion of the manuscript as part of their education and training. In such cases, a published manuscript will be given equal weight to that of a first author publication in the mentoring faculty member's file.*

- 767 2) Primary author on peer or editor reviewed published book chapters of original material and original
768 monographs
769 3) Primary author on peer or editor reviewed books
770 4) Editor or associate editor of book
771 5) Significant program development including applied scholarship, curriculum writing, or accreditation
772 work, which requires outside agency approval and/or peer review.
773 6) PI or co-PI on funded peer reviewed national-level external grants for scholarly research/creative
774 activity work, in progress or completed
775
776 b. **Category B Evidence** may include, but is not limited to:
777 1) Papers published in refereed proceedings
778 2) Refereed presentations at professional meetings
779 3) Invited presentations at professional meetings
780 4) Editor reviewed articles published in journals
781 5) Co-investigator/consultant/collaborator on funded peer reviewed national-level external grant for
782 scholarly research/creative activity work, in progress or completed
783 5) Published case studies
784 6) Applied scholarly research/creative activity that is published, presented at a conference or meeting,
785 or applied in an educational setting
786 7) Special recognition and awards for research/creative activities
787 8) Funded regional or internal grants for scholarly research/creative activity work (e.g., local
788 organizations, University Professional Development, etc.)
789 9) Unfunded national-level peer reviewed external grants for scholarly research/creative activity work
790 10) Submitted papers (reviewed and in revision only)
791 11) Sponsored or contract research (whether results published or unpublished)
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793 F. Assessment of Scholarly Research/ Creative Activities
794

795 1. General Standards
796

797 Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship,
798 and the totality of their work. *A variety of types of work must be provided, including peer reviewed*
799 *publications.* When judged as a group, no one indicator of scholarly research/ creative activities may be used
800 to determine the overall rating of quality of scholarly research/ creative activities. In all cases, the scholarly
801 reputation of the publication and/or meeting will be considered when evaluating the contribution.
802

803 2. Requirement for Tenure and/or Promotion from Assistant Professor to Associate Professor:
804

- 805 a. At least 3 items from Category A¹⁶.
806 b. At least 3 items from Category B.
807 *For early consideration for tenure and promotion, candidates must satisfy requirements for both (a) and*
808 *(b) above.*
809

810 3. Requirement for Tenure and/or Promotion from Associate Professor to Professor:
811

- 812 a. At least three items from Category A⁴.
813 b. At least three items from Category B
814

815 4. Retention⁴

¹⁶*For retention review, the emphasis will be on the time period since last review. For promotion to Associate Professor and/or tenure, the emphasis will be on the time period since hire. For promotion to Professor the emphasis will be on the time period since hire (if hired at the Associate level) or promotion to Associate Professor.*

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Candidates for retention shall include documentation from the period under review that demonstrates satisfactory progress toward meeting the tenure requirements in the area of scholarship. This documentation may include more items in Category B than A.

VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE

A. Department Priorities and Values regarding Service Contributions

Consistent with our Mission Statement, the Department of Kinesiology places a high value on scholarly service as an essential component of faculty work. KINE views activities that enhance the institution and advance the profession at the local, state, national and international levels as integral components of faculty service. In KINE, scholarly service is defined as activities that contribute to the life of the university, college, department, school districts and/or activities that contribute to professional agencies and organizations. Service activities are expected to advance the department, college and university mission statements. In addition, particular consideration should be given to the service necessary to develop courses/programs/majors on a growing campus.

1. Scholarly Service Reflective Statement

Candidates are to provide a clear and concise reflective self-assessment of their scholarly service activities and the impact of this work. Candidates may include statements regarding any short-term and long-term goals for scholarly service activities, connection to the University, College, and/or Department's Mission, reasons for their involvement, and the impact of their service activities.

2. Internal Scholarly Service Activities

a. **Evidence of Scholarly Service to the Department/College** may include, but is not limited to:

- 1) Leadership/membership in department/college governance and/or groups that carry on the business of the department/college (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
- 2) Leadership/membership in department/college accreditation efforts
- 3) Development of new courses or programs for the department/college
- 4) Graduate/Self-Support Program coordination and/or service
- 5) Mentoring of students, tenure-line faculty, lecturers
- 6) Collaboration with colleagues within the college and across colleges
- 7) Serve as a member of thesis committees/oversee undergraduate research
- 8) Advising students

b. **Evidence of Scholarly Service to the CSU System and/or University** may include, but is not limited to:

- 1) Innovative leadership initiatives at the university or CSU system level
- 2) Leadership/membership in groups that carry on the business of the university (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
- 3) University professional activities, (e.g, service toward university accreditation, etc.)
- 4) Act as an advisor for a student organization
- 5) Commencement marshal
- 6) Mentoring of students, tenure-line faculty, lecturers outside of the College

3. External Scholarly Service Activities

a. **Evidence of Service to the Profession** may include, but is not limited to:

- 1) Peer reviewer for journal, conference proposals, and/or external grant agencies
- 2) External reviewer for tenure/promotion for colleagues

- 869 2) Membership on Editorial Board for peer reviewed/ refereed journal or publication/textbook
870 3) Leadership in professional organizations as an officer, on a committee or task force, etc.
871 4) Consultation and expert services
872 5) Providing continuing education for community
873
874 b. **Evidence of Scholarly Service to the PreK-12 and/or Greater Community** may include, but is not limited
875 to:
876 1) Assist schools, districts, or community organizations/ agencies in occasional tasks, (e.g., advisory
877 boards, committees, etc.)
878 2) Consulting (paid or unpaid) with schools, (e.g, presenting professional development sessions,
879 conducting research for the school or district, etc.) or other public or private entities
880
881 4. Service Awards and Special Recognition
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883 C. Assessment of Scholarly Service
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885 1. General Standards
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887 Candidates will be assessed on the quality of evidence provided, the evidence of sustained service, and the
888 totality of their work.
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890 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
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892 Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained
893 internal and external service contributions.
894
895 3. Tenure and/or Promotion from Associate Professor to Professor
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897 Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one
898 or more service activities in addition to demonstrating sustained active participation in both internal and
899 external service activities.
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901 4. Retention
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903 Candidates for retention must provide appropriate and effective evidence of internal service. While not
904 required, external service contribution will be considered in the evaluation.

NURSING RETENTION, TENURE, AND PROMOTION POLICY REVISION

Rationale: The governing body of the California State University San Marcos (CSUSM) School of Nursing (SoN) has revised the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are specific to the retention, tenure, and promotion of tenure line faculty in the Department of Human Development.

Definition Standards governing RTP process for faculty in the SoN.

Authority The collective bargaining agreement between the California State University and the California Faculty Association.

Scope Eligible unit 3 SoN faculty at California State University San Marcos.

~~Definition: This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the School of Nursing within the College of Education, Health and Human Services. The provisions of this document are intended to be implemented in conformity with University wide Faculty Personnel Policy for Retention, Tenure, and Promotion.~~

~~Authority: The collective bargaining agreement between the California State University and the California Faculty Association.~~

~~Scope: Unit 3 employees within the School of Nursing at Cal State San Marcos.~~

I. DEFINITIONS OF TERMS AND ABBREVIATIONS

- A. In the standards and procedures described by this document, “is” is informative, “shall” is mandatory, “may” is permissive, “should” is conditional, and “will” is intentional.
- B. The following terms, important to understanding faculty policies and procedures for retention, tenure, and promotion are herein defined.
 1. Candidate - a faculty unit employee being evaluated for retention, tenure, or promotion.
 2. Evaluation – a written assessment of a faculty member’s performance.
 3. Peer Review Committee (PRC) – the committee of full-time, tenured faculty unit employees whose purpose is to review and recommend faculty unit employees who are being considered for retention, tenure, and promotion.
 4. Probationary Faculty – the term probationary faculty unit employee refers to a full-time faculty unit employee appointed with probationary status and serving a period of probation.
 5. Promotion – the advancement of a probationary or tenured faculty unit employee who holds academic or librarian rank to a higher academic or librarian rank or of a counselor faculty unit employee to higher classification.
 6. Recommendation – the written end product of each level of a performance review. A recommendation shall be based on the WPAF and shall include a written statement of the

39 reasons for the recommendation. A copy of the recommendation and the written reasons
40 for it is provided to the faculty member at each level of review.

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42 7. Retention – authorization to continue in probationary status.

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44 8. RTP – retention, tenure, and/or promotion.

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46 9. Tenure – the right to continued employment at the campus as a faculty unit employee
47 except when such employment is voluntarily terminated or is terminated by the CSU
48 pursuant to the CBA or law.

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50 II. PREAMBLE

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52 This document sets forth general standards and criteria for retention, tenure, and promotion of full-time
53 faculty in the School of Nursing within the College of Education, Health and Human Services. The provisions of
54 this document are intended to be implemented in conformity with University-wide Faculty Personnel Policy
55 for Retention, Tenure, and Promotion.

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57 III. GUIDING PRINCIPLES

58
59 A. General Guiding Principles

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61 1. All standards and criteria should reflect the University Mission Statement and advance the
62 goals embodied in that statement, including the following.

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64 As specified in the University Mission Statement:

- 65 • CSUSM focuses on the student as an active participant in the learning process.
- 66 • Students work closely with a faculty of active scholars and artists whose
67 commitment to sustained excellence in teaching, research, and community
68 partnership enhances student learning.
- 69 • The university offers rigorous undergraduate and graduate programs distinguished
70 by exemplary teaching, innovative curricula, and the application of new technology.
- 71 • CSUSM provides a range of services that responds to the needs of a student body
72 with diverse backgrounds, expanding student access to an excellent and affordable
73 education.
- 74 • As a public university, CSUSM grounds its mission in the public trust, alignment with
75 regional needs, and sustained enrichment of the intellectual, civic, economic, and
76 cultural life of our region and state.

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79 2. The three performance areas that shall be evaluated, teaching, research, and service, are
80 integral faculty activities. While recognizing instruction as a central institutional mission,
81 the COEHHS, School of Nursing and disciplinary standards and criteria should recognize the
82 diversity of each faculty member's contribution to the University. While the School affirms
83 the University-wide requirement of sustained high quality performance in all areas, it
84 encourages flexibility in the relative emphasis placed on each of the three performance
85 areas.
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3. Methods of performance assessment for research, teaching, and service shall be clearly specified and uniformly applied to all faculty. Activities assessed in one area of performance shall not be duplicated in any other area of performance evaluation.
 4. At all levels and stages of the RTP process, faculty have the right to clearly articulated performance expectations. The RTP process should be simultaneously evaluative and developmental and be carried out in a cooperative, collaborative environment.
 5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for meeting all standards and criteria rests with the candidate.

99 B. Standards Applied in Different Types of Decisions

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1. It is expected that candidates for retention at the rank of assistant professor will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of teaching, research, and service.
 2. Promotion to the rank of associate professor requires an established record of effectiveness in teaching, research, and involvement in service activities that enhance the University and the profession.
 3. Promotion to the rank of professor requires evidence of continued commitment to and effectiveness in instruction, evidence of substantial achievement in scholarly/creative activities, and service to the University and/or the profession.
 4. The granting of tenure at any rank recognizes accomplishments and services performed during the probationary years. Further, the granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout his/her career. Tenure will not be granted to an individual whose record does not meet the standards required to earn promotion to the rank at which the tenure will be granted.

120 IV. STANDARDS AND CRITERIA

121
122 A. Teaching

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136
1. A central mission of the faculty is to enable students to comprehend and to utilize knowledge through scholarly intellectual activity. Toward that end faculty are expected to continually learn about pedagogy and to carefully consider how to teach as well as what to teach. They are expected to set clear expectations of success and to instruct with the assumption that all students can learn. Faculty should involve students actively in the learning process and employ various instructional techniques. Faculty should adapt their instructional methods to reach and to encourage all segments of the student body.
 2. Probationary and tenured faculty members are expected to continually strengthen their teaching skills and to demonstrate overall effectiveness in scholarly instruction at the undergraduate level as well as the graduate level in departments with graduate programs. Toward this end, faculty are encouraged in every way to cultivate and maintain useful, innovative, and stimulating instructional techniques.

- 137
138 3. Instructional activities include, but are not limited to:
139
140 • Classroom teaching;
141 • Clinical Laboratory teaching;
142 • Seminars;
143 • Curriculum development;
144 • Program development;
145 • Supervision of fieldwork, independent research, and library research;
146 • Training and supervision of teaching and graduate assistants;
147 • Individual consultation with students concerning course related matters.
148
149 4. While the elements of instruction may vary among disciplines and candidates, the
150 evaluations of instructional performance should consider the scholarly content and
151 currency of courses, classroom performance, the incorporation of writing and critical
152 thinking, efforts undertaken to improve instruction, the quality of advising, availability
153 during office hours, interdisciplinary and multidisciplinary activities, participation in course
154 or curriculum development, and pedagogical innovations.
155
156 5. Evidence of instructional performance should include, but is not limited to, the following:
157 peer evaluations; student evaluations; a list of courses taught; samples of instructional
158 materials such as syllabi, examinations, and other assessment tools, handouts; descriptions
159 of new courses developed, and certificates of recognition for instruction.
160

161 6. Student evaluation of instructional performance is required for 3 courses taught in an academic
162 year and may include one clinical course. Provision of complete sets of (percentage as specified by CBA)
163 university-prepared student evaluation reports, and from courses taught and since the last promotion.
164 ¹⁷

165
166 ~~Student evaluation of instructional performance is required for all didactic courses taught in the~~
167 ~~academic year and at least one clinical course if taught.~~
168

169 B. Research
170

- 171 1. It is essential to the University's Mission that each faculty member demonstrates continued
172 commitment, dedication, and growth as a scholar. In all cases, scholarship results in an
173 original contribution to knowledge or understanding in the field through research and
174 includes the dissemination of that knowledge beyond the classroom.
175
176 2. Scholarship and evidence of scholarly activities include, but are not limited to:
177
178 • Papers published or accepted for publication in peer refereed journals
179 • Books or original monographs
180 • Published book chapters of original material
181 • Papers published in high quality practitioner journals
182 • Papers published in refereed proceedings
183 • Refereed paper presentations at professional meetings including abstracts
184 published in proceedings
185 • Invited papers presented at professional meetings

¹⁷ Refer to university RTP document for clarification.

- Working papers/works in progress
- Grant or contract research
- Clinical simulation scenario development
- Case studies
- Maintaining clinical experience in an area of nursing specialization

3. Measurement of scholarly achievements should always include evaluation by professional persons in a position to assess the quality of the contribution to the field. Professional evaluation includes, but is not limited to, acceptance of a scholarly work by a jury of peers or editorial board. In all cases, quality of scholarly achievements shall be evaluated.

C. Service

1. The School views activities that enhance the institution and the profession, both locally and nationally, as integral components of faculty service. While the magnitude of service rendered may vary, in each instance the evaluation of service must be guided by the quality of that service and its relevance to the University's Mission.

2. Service activities may include, but are not limited to, the following:

- Membership and offices held on committees, governing bodies, and task forces at the unit, college, and university level.
- Membership and offices held on committees, editorial boards, professional advisory boards, external review teams, governing bodies, and task forces at the local, national, and international level.
- Organizing regional or national conferences, workshops, or seminars.
- Service as faculty advisor to student organizations
- Mentoring of faculty.
- Administrative activities such as scheduling, program coordination, or other special assignments.
- Lectures, presentations, or programs given gratis to community groups or schools.
- Gratis professional consultantships of service to the community.

3. Evaluation of service shall include: peer evaluation of the quality of service rendered, the extent to which the service rendered contributed to the University's Mission, and the appropriateness of the service to the faculty member's rank.

4. Documentation of service may include, but shall not be limited to, the following: a list & description of university, community, professional service; individual contributions to the committee, evaluation by fellow committee members regarding quality of service provided; documents, reports, or other materials produced; letters of invitation; programs; and newspaper clippings. Electronic submittal is an option for the WPAF. The electronic submitted must follow protocols provided by the office of Faculty Resources

School of Education Retention Tenure and Promotion (RTP) Standards

<u>Rationale:</u>	<i><u>The governing body of the California State University San Marcos (CSUSM) School of Education (SoE) has revised the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009 and aligned to complement other unit RTP documents in the College of Education, Health, and Human Services (CoEHHS). These standards are specific to the retention, tenure, and promotion of tenure line faculty in the Department of Human Development.</u></i>
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Definition *Standards governing RTP process for faculty in the SoE.*
Authority *The collective bargaining agreement between the California State University and the California Faculty Association.*
Scope *Eligible unit 3 SoE faculty at California State University San Marcos.*

TEMPORARY EXPLANATORY NOTE:

All new Tenure Track (TT) faculty members with hire dates after May 2011 will be governed by the 2011 document.

For current TT faculty members in the ~~COE~~SoE as of Spring 2011:

- Assistant Professors: By August 30, 2011, each assistant professor will submit a letter indicating which document, 1991 or 2011, they wish to have govern their promotion and tenure to associate professor. After promotion to associate professor and conferral of tenure, these professors will be governed by the 2011 document for future personnel decisions.*
- Associate Professors: By August 30, 2011, each associate professor will submit a letter indicating their choice of the 1991 or 2011 document for their request for promotion to full professor, given that the personnel action occurs no later than the 2015-16 academic year.*
- Everyone: In any event, no one will use the 1991 document after the 2015/16 academic year unless given permission by the president or the president's designee.*

I. ~~COE~~SoE RTP STANDARDS

A. Preamble

- 1.** This document sets forth general standards and criteria for retention, tenure, and promotion of full-time faculty in the ~~College~~School of Education as a unit within the College of Education, Health, and Human Services.
- 2.** The provisions of this document are to be implemented in conformity with University RTP Policies and Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on Ethical Conduct.
- 3.** The ~~College~~School is guided also by the standards of the National Council for Accreditation of Teacher Education (NCATE), American Speech Language Hearing Association (AASHA), and the national accrediting agency for ~~colleges~~colleges, colleges, and departments of education and California Commission on Teacher Credentialing (CCTC).

B. Definitions of Terms and Abbreviations

1. The CollegeSchool of Education (CoESoE) uses the same definitions, terms, and abbreviations as defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
2. A "standard" is a reference point or formalized expectation against which progress can be measured for retention, tenure, and promotion.
3. Faculty have a right to clearly articulated performance expectations. College, -Departmental and and CollegeSchool RTP Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel action files (WPAFs).
4. College, Departmental, and CollegeSchool RTP Standards educate others outside of the discipline, including deans, university committees, and the provost, with respect to the practice and standards of a particular department/discipline/field.
5. Colleges, Departments, and CollegeSchools must respect the intellectual freedom of their faculty by avoiding standards that are too prescriptive. Department and CollegeSchool standards should be as brief as possible with emphasis on the unique nature of the department.
6. All College, Department, and CollegeSchool RTP Standards shall conform to the CBA and University and CollegeSchool RTP documents. The CoESoE RTP Standards document shall contain the elements of CollegeSchool RTP standards described below and shall not repeat the CBA, or CollegeSchool RTP documents, or include collegeSchool-specific advice.
7. All College, Department, or CollegeSchool RTP Standards must be approved by a simple majority of all tenure-track faculty within a department or collegeSchool and then be approved by collegeSchool/school/library and the Academic Senate before any use in RTP decisions.

II. ELEMENTS OF THE CoESoE RTP DOCUMENT

A. Introduction and Guiding Principles

1. All standards and criteria reflect the University and CollegeSchool Mission and Vision Statements and advance the goals embodied in those statements.
2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative activities, and scholarly service. While there will be diversity in the contributions of faculty members to the University, the CollegeSchool affirms the university requirement of sustained high quality performance and encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative activity, and service for the review period. The faculty member must meet the minimum standards in each of the three areas.
3. Items assessed in one area of performance shall not be duplicated in any other area of performance evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate connections across all three documents. Candidates who integrate their teaching, research/creative activities, and/or service may explain how their work meets given standards/criteria for each area.

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4. The CollegeSchool recognizes innovative and unusual contributions (e.g., supervising research, using particularly innovative or challenging types of pedagogy, writing or rewriting programs, curriculum development, assessment development, accreditation or other required report generation).
5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for understanding the standards, meeting the standards, and effectively communicating how they have met the standards rests with the candidate. In addition to this document, the candidate should refer to and follow the University RTP Policies and Procedures. Candidates should also note available opportunities that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process (e.g., Provost’s RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured faculty. Candidates -are encouraged to -avail themselves of such opportunities.
6. Candidates for retention will show effectiveness in each area of performance and demonstrate progress toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative activities, and scholarly service.
7. Candidates for the rank of associate professor require an established record of effectiveness in scholarly teaching, scholarly research/creative activities, and scholarly service to the CollegeSchool and University.
8. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to the CollegeSchool, University, community, and profession. Promotion to the rank of professor will be based on the record of the individual since promotion to the rank of associate professor.
9. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate during the individual’s career. The record must show sustained and continuous activities and accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the commitment to and the potential for continued development and accomplishment throughout the individual’s career. Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the rank at which the tenure will be granted.

III. GENERAL STANDARDS

- A. Retention: A positive recommendation for retention requires that the candidate’s record clearly meets the articulated standards for the granting of a retention decision in each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
- B. Tenure and/or Promotion: A positive recommendation for tenure or promotion requires that the candidate’s record clearly meets the articulated standards for the granting of a tenure/promotion decision in each of the three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
- C. Early Tenure (prior to the 6th year in rank): *This option for assistant professors* is considered an exception. A positive recommendation for early tenure requires that the candidate’s record clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a candidate must show a sustained record of successful experience at a

147 university, and that experience must include at least one full year at California State University San
148 Marcos prior to the year of review for tenure.

149
150 D. Early Promotion (prior to the 6th year in rank): *This option for associate professors* is considered an
151 exception. A positive recommendation for early promotion requires that the candidate's record
152 clearly meets the articulated standards for the granting of a tenure/promotion decision in ALL areas.
153 To be eligible for early promotion a candidate must show a record of successful experience at a
154 university, and that experience must include at least one full year at California State University San
155 Marcos prior to the year of review for promotion.

156
157 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of
158 service at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that
159 the candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all
160 areas and, together with the candidate's previous record, is consistent with the articulated standards
161 for the granting of tenure at the faculty member's rank.

162 163 IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING

164 165 A. CollegeSchool Priorities and Values in Teaching and Learning

- 166
167 1. In the CollegeSchool of Education, "effective Scholarly Teaching" is defined as activity that
168 promotes student learning, reflection, and professional growth in support of the
169 CollegeSchool Mission and is demonstrated by information in the teaching portfolio section
170 of the WPAF. Scholarly teaching in the CoESoE should explicitly support the Mission
171 Statement. Scholarly teaching is multifaceted and may include instructional activity that
172 takes place at off-site locations.
- 173
174 2. The most important teaching activities include, but are not limited to:
- 175 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance
 - 176 learning teaching
 - 177 • Supervision of teacher candidates
 - 178 • Supervision of masters theses or projects and doctoral dissertations and research
 - 179 • Supervision of student independent study
 - 180 • Training and/or supervision of lecturers, colleagues, and Distinguished Teachers in
 - 181 Residence (DTiR)
 - 182 • Student advising and counseling
 - 183 • Laboratory teaching
 - 184 • Clinical teaching/ practice
 - 185 • Seminar courses
 - 186 • Undergraduate and graduate courses
 - 187 • Supervision of field work and independent research
 - 188 • Supervision of teaching and graduate assistants
- 189
190 3. As a collegeSchool that primarily focuses on preparing students to become effective
191 educators, it is expected that the faculty in the CollegeSchool of Education will consistently
192 model effective instructional practices and continue to improve as an educator. Effective
193 faculty members set clear student learning outcomes for their students, employ a range of
194 instructional strategies, and teach in ways that effectively engage all students in the learning
195 process.
- 196
197 4. CoESoE approaches to support excellent teaching include collaboration, team teaching,
198 lesson study groups, and co-teaching.

199
200 5. Evaluations of scholarly teaching will focus on determining a profile of the candidate's
201 teaching effectiveness. To determine such a profile, scholarly teaching will be assessed by
202 holistic evaluation of evidence, including candidates' reflective statement on teaching,
203 student evaluations, reflective practice, and selected items that the candidates believe best
204 represent their teaching, as described in the University RTP document and further
205 illustrated below in section B.

206
207 B. The Following Evidence of Scholarly Teaching is *required*:

208
209 1. Scholarly Teaching Reflective Statement

210
211 A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all
212 scholarly teaching evidence discussed in the file should reflect continued success and/or
213 improvement in teaching. In this statement, candidates shall provide a clear and concise
214 reflective self-assessment of their teaching philosophy, experience, and performance. The
215 reflective statement may include the candidates' philosophy of teaching and learning,
216 pedagogical connections between the techniques they employ when teaching and their
217 philosophy of teaching and learning, impact of any notable teaching accomplishments or
218 awards, improvements made as a result of lessons learned from their teaching and/or
219 student evaluations, impact of course innovation or development, and/or their approach to
220 supervision of student teachers. As part of the reflective statement, candidates shall provide
221 a brief summary of student evaluation ratings exemplifying scholarly teaching supported by
222 a brief discussion of these evaluations. Evaluation ratings and narrative shall specify
223 rationale for categories chosen (e.g., quality of course, instructor preparedness, active
224 learning encouraged) and particular teaching context (e.g., new prep, co-taught, curriculum
225 modifications, extenuating circumstances). Course evaluations and narrative should reflect
226 evidence of improvement in evaluations.

227
228 2. Teaching and/or Supervision Assignments

229
230 **Evidence:** If not already a part of the curriculum vita, candidates will list all courses and/or
231 all student teaching supervision assignments for the period under review, as illustrated
232 below.

Semester & Year	Course Number	Course Title	Section	Units	No. of Students Enrolled	Comments	Evaluation Ratings (specify categories/items referenced)

234
235 3. Student Evaluations from Teaching and/or Supervision Assignments

236
237 **Evidence:** ~~Provide complete university-generated student evaluation reports sets no fewer~~
238 ~~than of (60% [percentage as specified by CBA]) the course sections taught university-~~
239 ~~prepared student evaluation reports, from courses taught and/or student teacher~~
240 ~~supervision assignments since the last promotion. Provide complete sets of (percentage as~~
241 ~~specified by CBA) university-prepared student evaluation reports, and from courses taught~~
242 ~~and since the last promotion.~~¹⁸

243
244 4. Representative Syllabi from Courses Taught

245
¹⁸ Refer to university RTP document for clarification.

246 **Evidence:** Provide a representative sample of syllabi from core courses taught since last
247 promotion that illustrate course objectives, student learning outcomes, sample assignments,
248 and current practice in the field and instructional practices.

249
250 C. The Following Evidence of Scholarly Teaching is *Optional*:

251
252 1. Use of Exemplary Teaching Practices in Coursework and/or Clinical Practice

253
254 **Evidence:** Provide evidence that illustrates the use of exemplary teaching practices.
255 Candidates might provide evidence that demonstrates the effective use of such things as
256 technology, teaching strategies for diverse learners, student projects, student learning
257 outcomes, portfolios, etc.

258
259 2. Curriculum, Program, and/or Course Development and/or Revision

260
261 **Evidence:** Provide evidence that illustrates any new developments or improvements in
262 curriculum, programs, and/or courses. Evidence might include a brief description of
263 improvements, curriculum forms, syllabi changes, links to online materials, etc.

264
265 3. Academic Advising

266
267 **Evidence:** Provide evidence of effective academic advisement of students and the impact of
268 this work. Academic advisement includes the many ways the candidate supported students
269 in their academic pursuit, such as on a thesis or dissertation committee, mentorship on a
270 research or graduate project, or as an academic advisor to a student in a program. Evidence
271 might include the names of the students, the role(s) the candidate played, the dates of this
272 work, and any evidence related to the impact.

273
274 4. Other Selected Items that Best Represent Candidate's Teaching

275
276 **Evidence:** Additional evidence of scholarly teaching activities not listed above, including but
277 are not limited to:

- 278 • Assessment of student learning outcomes
- 279 • Letters from former students (identified as solicited or unsolicited)
- 280 • Teaching awards
- 281 • Other activities to promote teaching excellence (e.g., self evaluation, peer evaluation,
282 in-service education of incumbent educators in the field)

283
284 D. Assessment of Scholarly Teaching

285
286 1. General Standards

287
288 Candidates will be assessed on the quality of the evidence provided on the set of indicators
289 they select, rather than on the quantity of indicators selected. In all cases, candidates will be
290 assessed on the quality and the totality of the evidence provided. When judged as a group,
291 no one indicator may be used to determine the overall rating of teaching effectiveness.

292
293 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

294
295 At the Assistant Professor level, scholarly teaching that *meets standards* is expected to
296 demonstrate classroom effectiveness for the types of courses taught. Evidence of classroom
297 effectiveness may include, but is not limited to student evaluations, syllabi that clearly
298 articulate course objectives and requirements, effective instructional practices, engaging

299 assignments directed at meeting the course objectives, documentation that illustrates clear
300 connections throughout an entire teaching event, and assessments that effectively measure
301 and align with student learning outcomes.

302
303 3. Tenure and/or Promotion from Associate Professor to Professor

304
305 As more experienced faculty, Associate Professors being considered for promotion to
306 Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a
307 candidate at the Associate Professor level is expected to demonstrate leadership- and
308 initiative in teaching and curriculum related activities. This is in addition to documentation
309 of continued teaching effectiveness (*Section IV*).

310
311 4. Retention

312
313 Candidates for retention shall include the required items for courses taught and additional
314 optional materials in their teaching portfolio to show evidence of efforts and effectiveness
315 in teaching. Because this is an evaluation intended to provide guidance, candidates will be
316 assessed on their current teaching performance as well as on efforts that have been made
317 to address prior performance feedback.

318
319 V. STANDARDS AND CRITERIA FOR SCHOLARLY RESEARCH AND CREATIVE ACTIVITIES

320
321 A. CollegeSchool Priorities and Values in Research and Creative Activity

322
323 In the CollegeSchool of Education, scholarly research/creative activities is defined as creating,
324 synthesizing, and disseminating knowledge of teaching, learning and schooling in ways that fulfill the
325 Mission and core values of the CollegeSchool. The CollegeSchool of Education encourages
326 scholarship that contributes to and transforms many communities from young to the elderly (e.g.,
327 PreK-12 education, higher education; local and regional centers/ agencies), indicating collaboration
328 with multiple groups. Research involving reflective practice is valued. Sustained scholarly activity
329 that demonstrates support of the CoESoE Mission is expected.

330
331 B. CollegeSchool's Research/ Creative Activity Standards within Context of Discipline

332
333 Scholarly research/creative activities take many forms in the CoESoE. These may include, but are
334 not limited to, qualitative, quantitative, and applied scholarly research conducted both individually
335 and collaboratively. Applied scholarly research in PreK-12 schools is defined as creative activity that
336 relates directly to the faculty member's intellectual work. This type of scholarship is carried out
337 through such activities as program development, program or curriculum evaluation, policy analysis,
338 action research, collaborative research with educators and community members, etc. These
339 activities are tied directly to the professor's special field of knowledge and are aimed at substantive
340 change in educational practices. Applied scholarly research requires rigor and accountability.

341
342 C. Faculty Description of Contributions when Multiple Authors are Present

343
344 When multiple authors are present on scholarly research and creative activities, candidates shall
345 specify their specific role on item (e.g., role: first author; second author; equal authorship; etc.).

346
347 D. Major Challenges facing faculty in the CoESoE in terms of limitations

348
349 Faculty members in the CollegeSchool of Education may experience challenges based on the
350 perceptions of outside disciplines in terms of scholarly research and creative activity, when applied
351 research or action research is mostly qualitative in nature. They may also experience limitations

352 when colleagues from other disciplines do not understand that ~~CoE~~SoE scholarly activity includes
353 evaluation of new programs, participation in accreditation activities, or participation in large-scale
354 research efforts. Finally, when budgetary constraints prohibit ~~CoE~~SoE faculty from traveling to
355 disseminate research findings at national or international conferences, scholarly presentations may
356 more often be local.

357
358 E. Evidence of Scholarly Research and Creative Activities
359

360 Evaluations of scholarly research/creative activities will focus on developing a profile of the
361 candidate's scholarly research/creative activities as well as an understanding of the impact and
362 benefit their work has had on the field, including the PreK-12 community. To determine such a
363 profile, the candidate's scholarly research/creative activities will be assessed by *holistic* evaluation of
364 the candidates' reflective statement, scholarly work, and selected items that the candidates believe
365 best reflects their progress, as described in the University RTP document and further illustrated
366 below.

367
368 1. Scholarly Research/Creative Activities Reflective Statement
369

370 Candidates shall provide a clear reflective assessment of scholarly research/ creative
371 activities as well as the impact of this work. The reflective statement may also include
372 short-term and long-term goals for research/ creative activities, connections between
373 research/ creative activities and the courses taught, and the impact of research/ creative
374 activities.

375
376 a. **Category A Evidence** must include external peer review process:

- 377 1) Papers published or accepted for publication in peer reviewed/ refereed
378 journals recognized as reputable and of high quality
- 379 2) Peer or editor reviewed published book chapters of original material and
380 original monographs
- 381 3) Peer or editor reviewed books, manuscripts, electronic or other media
382 published or accepted for publication as works that contribute new
383 knowledge and/or to practice as demonstrated by professional and
384 academic reviewers
- 385 4) Peer reviewed /refereed presentations at national or international
386 conferences
- 387 5) Significant program development including applied scholarship, curriculum
388 writing, or accreditation work, which requires outside agency approval
389 and/or peer review.
- 390 6) Funded peer reviewed external grants for scholarly research/creative
391 activity work, in progress or completed

392
393 b. **Category B Evidence** may include, but is not limited to:

- 394 1) Papers published in refereed proceedings
- 395 2) Refereed presentations at professional meetings
- 396 3) Invited presentations at professional meetings
- 397 4) Editor reviewed articles published in journals, newspapers, magazines, and
398 other media
- 399 5) Published case studies
- 400 6) Applied scholarly research/creative activity that is published, presented at
401 a conference or meeting, or applied in an educational setting
- 402 7) Published review of books, articles, programs, and conferences
- 403 8) Session discussant at a professional meeting
- 404 9) Invited keynote or speaker

- 405 10) Special recognition and awards for research/creative activities
- 406 11) Funded regional or internal grants for scholarly research/creative activity
- 407 work (e.g., local organizations, University Professional Development,
- 408 Distinguished Teacher in Residence, etc.)
- 409 12) Self published books
- 410 13) Workshops
- 411 14) Unfunded peer reviewed external grants for scholarly research/creative
- 412 activity work
- 413 15) Working papers
- 414 16) Submitted papers
- 415 17) Sponsored or contract research
- 416 18) Technical reports
- 417 19) Unfunded grants
- 418

419 F. Assessment of Scholarly Research/ Creative Activities

420

421 1. General Standards

422

423 Candidates will be assessed on the quality of the evidence provided, the evidence of

424 sustained scholarship, and the totality of their work. *A variety of types of work must be*

425 *provided including peer reviewed publication.* When judged as a group, no one indicator of

426 scholarly research/ creative activities may be used to determine the overall rating of quality

427 of scholarly research/ creative activities. In all cases, the scholarly reputation of the

428 publication and/or meeting will be considered when evaluating the contribution.

429

430 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

- 431
- 432 a. At least two items by year 4 and one additional item by year 6 from Category A
 - 433 b. At least one item per University retention review (years 2, 4, and 6) from Category
 - 434 B
- 435

436 3. Tenure and/or Promotion from Associate Professor to Professor*

- 437
- 438 a. At least three items from Category A
 - 439 1) At least two items must be peer reviewed or refereed publications
 - 440 b. At least three items from Category B
- 441

442 *Only items not considered in the last promotion may be considered.

443

444 4. Retention

445

446 Candidates for retention shall include documentation that may include more items in

447 Category B than A to demonstrate effectiveness in performance and demonstrate progress

448 toward meeting the tenure requirements in the area of scholarship.

449

450 VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE

451

452 A. CollegeSchool Priorities and Values regarding Service Contributions

453

454 Consistent with our Mission Statement, the CollegeSchool of Education places a high value on

455 scholarly service as an essential component of faculty work. The CollegeSchool views activities that

456 enhance the institution and advance the profession at the local, state, national and international

457 levels as integral components of faculty service. In the CollegeSchool, Scholarly Service is defined as

458 activities that contribute to the life of the university, collegeSchool, department or school districts
459 and/or activities that contribute to professional agencies and organizations. Service activities are
460 expected to advance the collegeSchool and university mission statements.

461 B. Most Important CollegeSchool Priorities regarding Service

462 Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly
463 service activity. To determine such a profile, service will be assessed by *holistic* evaluation of the
464 candidates' reflective statement, scholarly service work, and selected items that the candidates
465 believe best reflects their progress, as described in the University RTP document and further
466 illustrated below. Particular consideration should be given to the service necessary to develop
467 courses/programs/majors and a campus structure of a growing campus.

471 1. Scholarly Service Reflective Statement

472 Candidates are to provide a clear and concise reflective self-assessment of their scholarly
473 service activities and the impact of this work. Candidates may include statements regarding
474 any short-term and long-term goals for scholarly service activities, connection to the
475 University's and/or CollegeSchool's Mission, reasons for their involvement, and the impact
476 of their service activities.

478 2. Internal Scholarly Service Activities

479 a. **Evidence of Scholarly Service to the CollegeSchool and/or Program** may include,
480 but is not limited to:

- 481 1) Leadership/membership in collegeSchool governance and/or groups that
482 carry on the business of the collegeSchool (e.g., committees [elected or
483 appointed], ad hoc committees, task forces, etc.)
- 484 2) Leadership/membership in collegeSchool accreditation efforts
- 485 3) Development of new courses or programs for the collegeSchool
- 486 4) Program coordination and/or service (e.g., student interviews,
487 development of student learning outcomes, administration, etc.)
- 488 5) Mentoring of students, tenure-line faculty, lecturers and/or Distinguished
489 Teachers in Residence
- 490 6) Collaboration with colleagues within the collegeSchool and across
491 collegeSchools

492 b. **Evidence of Scholarly Service to the CSU System and/or University** may include,
493 but is not limited to:

- 494 1) Innovative leadership initiatives at the university or CSU system level
- 495 2) Leadership/membership in groups that carry on the business of the
496 university (e.g., committees [elected or appointed], ad hoc committees,
497 task forces, etc.)
- 498 3) University professional activities, (e.g, service toward university
499 accreditation, etc.)
- 500 4) Act as an advisor for a student organization
- 501 5) Commencement marshal
- 502 6) Mentoring of students, tenure-line faculty, lecturers and/or Distinguished
503 Teachers in Residence

504 3. External Scholarly Service Activities

505 a. **Evidence of Scholarly Service to the Profession** may include, but is not limited to:

- 506 1) Peer reviewer for journal or conference proposals

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- 2) Membership on Editorial Board for peer reviewed/ refereed journal or publication
- 3) Leadership in professional organizations as an officer, on a committee or task force, etc.
- 4) Consultation and expert services
- 5) Providing continuing education fro community

b. **Evidence of Scholarly Service to the PreK-12 and Greater Community** may include, but is not limited to:

- 1) Assist schools, districts, or community organizations/ agencies in occasional tasks, (e.g., interview committee for a school principal, academic competition judge, grant or award application, textbook adoption committee, etc.)
- 2) Consulting (paid or unpaid) with schools, (e.g, presenting professional development sessions, conducting research for the school or district, etc.)

4. Service Awards and Special Recognition

C. Assessment of Scholarly Service

1. General Standards

Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of sustained service, and the totality of their work. When judged as a group, no one indicator may be used to determine the overall rating of scholarly service activity.

Note: *Submitting letters from committee chairs about attendance is not considered best practice.*

2. Tenure and/or Promotion from Assistant Professor to Associate Professor

Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained internal and external service contributions.

3. Tenure and/or Promotion from Associate Professor to Professor

Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition to demonstrating sustained active participation in both internal and external service activities.

4. Retention

Candidates for retention must provide appropriate and effective evidence of significant internal service. While not required, external service contribution will be considered in the evaluation.

APC: Extended Learning Roles & Responsibilities

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2
3 | Definition: A policy describing the roles and responsibilities of Extended ~~Studies~~ Learning with regard to for-
4 credit and not-for-credit programs. Describes the review and reporting relationship between
5 | faculty and Extended ~~Studies~~ Learning in academic matters.
6
7 Authority: President of CSU San Marcos.
8
9 | Scope: Credit and non-credit courses offered by Extended ~~Studies~~ Learning.

10 11 I. INTRODUCTION

12
13 | The Extended ~~Studies~~ Learning program at California State University San Marcos provides increased access to
14 undergraduate, graduate, and continuing education and thereby contributes to the lifelong learning opportunity of
15 students and community members, and to the continued health and economy of the communities served by the
16 university.

17
18 | As an educational unit of the university, Extended ~~Studies~~ Learning is subject to the regulations of the State of
19 California, the California State University, and CSU San Marcos. This document provides guidance for implementation
20 of the applicable regulations and covers the following types of instruction.

- 21
22 A. Courses that may be used to satisfy requirements for a degree awarded by the university (university credit
23 courses) – these include:
24
25 1. Special session courses: Courses listed in the university's catalog and offered in special sessions
26 utilizing alternative times, locations, or modes of delivery.
27 2. Contract credit/Special session courses: Courses carrying university credit, approved/established by
28 an academic department and approved by the Academic Senate, but not listed in the university's
29 catalog, which are designed primarily to address the needs of a specified client group or audience.
30 3. Open University courses: Courses offered to non-matriculated students on a space-available basis.
31
32 B. Courses that may not be used to satisfy requirements for a degree awarded by the university (noncredit
33 courses) – these include, but are not limited to:
34
35 1. Courses which lead to certification of particular skills.
36 2. Courses intended for professional development that award continuing education units.
37 3. Courses which serve the intellectual and avocational interests of members of the community.
38
39 C. Courses that award university credit that may not be used to satisfy requirements for a degree awarded by
40 the university (extension credit).

41 42 II. UNIVERSITY CREDIT COURSES

- 43
44 A. University credit courses and programs offered through Extended ~~Studies~~ Learning courses and programs
45 ~~offered for university credit must have been approved by the~~ through the standard curriculum review and
46 approval process. The offering of such courses through Extended Learning must be approved by CSUSM
47 ~~Academic Senate or the CSU statewide Academic Senate, the Dean (or designee) of the College offering the~~
48 courses and the dean ~~Dean~~ of Extended Studies Learning (or designee). The offering of such programs
49 through Extended Learning must be approved by the Dean (or designee) of the College offering the
50 programs, the Dean of Extended Learning (or designee), the CSUSM Academic Senate¹⁹ ~~(via a policy to be~~
51 ~~developed by the BLP), and the President (or designee), the president or designee, and the appropriate~~
52 ~~college/library. These courses are part of the university's current curriculum, and can also be courses~~
53 ~~designated "Special Topics." The appropriate Form E or Form ET must be used to obtain the necessary~~
54 ~~approvals.~~

55

¹⁹ Via a BLP policy

- 56 | B. Instructors who teach Extended ~~Studies~~ Learning courses offered for university credit must be approved in
- 57 | advance and in writing by the department chair or program director of the appropriate discipline and the
- 58 | appropriate college/library ~~D~~dean each time a course is taught.
- 59 |
- 60 | C. University credit courses offered through Extended Learning shall be evaluated in the same manner as
- 61 | courses offered through state-support. Copies of evaluations shall be provided to the instructor, the
- 62 | appropriate ~~Extended Studies Learning will obtain student evaluations of each Extended Studies Learning~~
- 63 | ~~course offered for university credit and will provide copies to the instructor, the appropriate department~~
- 64 | ~~chair or program director, and the appropriate college/library D~~dean offering the courses.
- 65 |
- 66 | D. Only non-matriculated students may enroll in courses available through the Extended ~~Studies~~ Learning Open
- 67 | University program. Students who have been disenrolled from the university may enroll in Open University
- 68 | courses only with the prior permission of Enrollment Services and course instructor.
- 69 |

70 | III. COURSES OFFERED WITH NON-DEGREE UNIVERSITY CREDIT

- 71 |
- 72 | A. Extension credit provides non-degree units and allows CSUSM to offer a wider array of credit courses to a
- 73 | larger audience and have these units appear on a CSU transcript. These are typically professional
- 74 | advancement courses that are credit worthy, but not applicable to a degree or part of the standard CSUSM
- 75 | curriculum. These courses are developed to meet special needs of particular groups or communities, e.g. K-
- 76 | 12 teachers; the extension credit that they confer denotes an investment of time and accomplishment
- 77 | comparable to that required in established university courses.
- 78 |
- 79 | B. Courses that carry extension credit are numbered in a series other than those used for university degree
- 80 | courses and carry the prefix of the corresponding CSUSM department. Extension credit courses are not listed
- 81 | in the academic catalog.
- 82 |
- 83 | C. All such courses and instructors require the review and approval of the corresponding college/department, in
- 84 | a manner similar to that which special session and/or special topics courses require.
- 85 |

86 | IV. COURSES OFFERED WITHOUT UNIVERSITY DEGREE CREDIT

- 87 |
- 88 | A. Non-degree credit courses offered by Extended Learning ~~Extended Studies courses offered without CSU San~~
- 89 | ~~Marcos degree credit~~ may award continuing education units, certification of particular skills, or certificates of
- 90 | completion.
- 91 |
- 92 | Documents attesting to these awards must clearly specify the nature of the award in order to avoid confusion
- 93 | with award of a degree.
- 94 |
- 95 | B. ~~Extended Studies courses offered~~ Non ~~without CSU San Marcos degree credit~~ courses are offered by
- 96 | Extended Learning are subject to the approval of the ~~D~~dean of Extended ~~Studies Learning~~ and the ~~president~~
- 97 | President or designee but are not subject to approval by the CSUSM Academic Senate.
- 98 |
- 99 | 1. When planning a course or program ~~without CSU San Marcos~~ for non-degree credit, Extended
- 100 | ~~Studies Learning~~ shall inform the ~~D~~deans and/or designee of the appropriate colleges/library, who
- 101 | shall notify the faculty of the appropriate disciplines. The communication shall specify the course or
- 102 | program's:
- 103 |
- 104 | a) purpose;
- 105 | b) intended audience;
- 106 | c) content;
- 107 | d) instructor qualifications; and
- 108 | e) sites and facilities.
- 109 |
- 110 | 2. Each time it offers a ~~course without CSU San Marcos~~ non-degree credit course, Extended ~~Studies~~
- 111 | Learning shall consider:
- 112 |

- 113 a) the appropriateness of intended sites and facilities;
114 b) the qualifications, teaching interests, and availability of CSU San Marcos faculty members
115 in the appropriate disciplines; and
116 c) the qualifications, teaching interests, and availability of lecturers for the course.
117
- 118 3. Extended ~~Studies-Learning~~ will contract directly with instructors of courses offered ~~without CSU San~~
119 ~~Marcos~~ as non-degree credit.
120
- 121 4. Extended Learning ~~Studies~~ will obtain student evaluations of each Extended ~~Studies-~~ Learning ~~course~~
122 ~~offered without CSU San Marcos~~ non-degree credit course and will provide copies to the instructor.
123 Evaluations will be retained for three years and will be available for inspection by the Dean of
124 Extended Studies and other university personnel in accordance with applicable campus policies.
125

126 V. REVIEW AND EVALUATION
127

- 128 A. The Dean of Extended ~~Studies-Learning~~ will provide by the end of September of each year to the
129 Provost and Chair of the Academic Senate a report of the progress of Extended ~~Studies~~ Learning,
130 including an overview of the types of courses and programs offered, enrollment data, their
131 collaboration with academic departments, locations of where the courses or programs were held,
132 and an assessment of the success of these programs in meeting the unit's goals and
133 objectives. This report will provide an assessment of the prior fiscal year's activities and a self-
134 evaluation, which addresses
- 135 1. the quality of the Extended ~~Studies-~~ Learning programs and courses;
 - 136 2. the adequacy of the curriculum in meeting the needs of students and the community; and
 - 137 3. the adequacy of the sites and facilities used.
- 138
- 139 B. As a way to seek the active collaboration and consultation of the Academic Senate in course and
140 program planning and evaluation, Extended ~~Studies-~~ Learning will include at least one Senate-
141 appointed faculty member from each college and one from the Library to serve on its Program
142 Advisory Council.

1 **APC: Credit Hour**

2
3 **Rationale:** As of July 1, 2011, federal law requires all accredited institutions to comply with the federal
4 definition of the credit hour. This policy complies with the WASC Policy on Credit Hour approved
5 by the WASC Commission on September 2, 2011 and CSU Memorandum (CSU Definition of Credit
6 Hour) AA:2011-14 issued October 4, 2011.
7

8 **Definition:**

9 **Authority:**

10 **Scope:**

11
12 I. **Credit Hour Policy**

13
14 CSUSM measures student learning in accordance with the WASC Policy on Credit Hour, which relies on
15 the federal regulations on the definition and assignment of credit hours:

16
17 Under federal regulations, all candidate and accredited institutions are responsible to comply
18 with the definition of the credit hour as provided in section 600.2, which defines the credit hour
19 as:

20 Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in
21 intended learning outcomes and verified by evidence of student achievement that is an
22 institutionally established equivalency that reasonably approximates not less than –

- 23 (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-
24 of-class student work each week for approximately fifteen weeks for one semester or
25 trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the
26 equivalent amount of work over a different amount of time; or
27 (2) At least an equivalent amount of work as required in paragraph (1) of this definition for
28 other academic activities as established by the institution, including laboratory work,
29 internships, practica, studio work, and other academic work leading to the award of
30 credit hours.
31

32 For the purpose of applying this definition, a 50-minute class period is considered to be “one hour” and
33 a semester with 70-75 instructional days is considered to be an “approximately fifteen-week semester.”
34

35 II. **Credit Hour Procedures:**

36
37 A. **For courses with face-to-face instruction**

- 38
39 1. In courses with a “lecture” mode of instruction (C1 through C6), sections are typically scheduled to
40 meet weekly over the entire semester for the same number of “hours” as credits being earned by
41 students; sections scheduled for shorter terms have the number of “hours” adjusted in proportion
42 to the length of the term. In such sections, the course syllabus must include a statement to the
43 effect that students are expected to spend a minimum of two hours outside of the classroom each
44 week for each unit of credit engaged in learning. Further comments giving direction on the nature
45 of this out-of-class work (e.g., readings, homework exercises, writing papers, preparing reports,
46 service learning activities, etc.) are recommended, but not required.
47

48 Sample statement (for a 3- unit course): Students are expected to spend six hours each week
49 working on this course beyond attending the lectures. Each week you should
50

51 2. In courses with an activity or laboratory mode of instruction (C7 through C17), the activity or
52 laboratory portion of the section is typically scheduled to meet for two or three “hours” each week
53 of the semester (depending on the particular instructional mode, and prorated for terms of other
54 length). In such sections, the course syllabus must include a statement to the effect that students
55 are expected to spend a minimum of two hours outside of the classroom engaged in learning.
56 Again, further comments giving direction on the nature of this out-of-class work (e.g., practice work,
57 writing lab reports, readings, etc.) are recommended, but not required.

58
59 B. For courses offered entirely on-line

60
61 The syllabus must describe the activities that the student will be required to complete as part of the
62 course and indicate the expected minimum time that students will need to devote to each of these. The
63 total expected time should be approximately 40 hours for each unit of credit.

64
65 C. For hybrid courses where some face-to-face instruction has been replaced with an on-line component.

66
67 The syllabus should communicate an expectation to students that they should plan on devoting a
68 minimum of approximately 40 hours for each unit of credit through attending class, working on-line,
69 and other out-of-class work.

70

1 **APC: Humane Care and Use of Animals**

2
3 **Rationale:** Federal regulations governing the care and use of live, non-human vertebrate animals for
4 research, teaching, and related activities are periodically revised. As a result university policies
5 and procedures must be continuously updated to reflect these changes. This updated policy
6 reflects current federal requirements and has the flexibility to revise campus procedures in
7 accordance with regulatory changes, as needed.
8

9 **Definition:** California State University San Marcos (CSUSM) has responsibility for the care and use of live,
10 non-human vertebrate animals involved in research, research training, experimentation,
11 biological testing, teaching, and related activities.
12

13 **Authority:**
14 EO 890; Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals, U.S. Department of Health and
15 Human Services
16

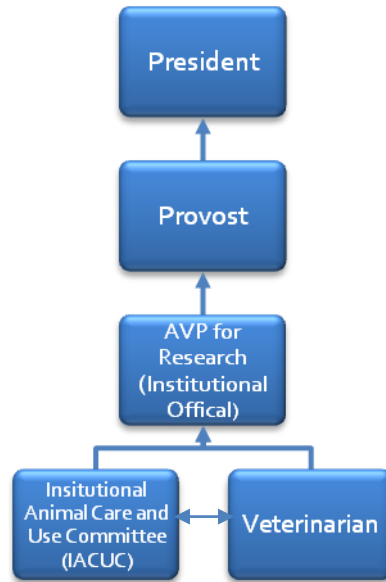
17 **Scope:**
18 This policy concerns the care and use of live, non-human vertebrate animals for research, research training,
19 experimentation, biological testing, teaching, and related activities. This policy applies to such research conducted:
20 1) By CSUSM faculty, staff, or students
21 2) At any CSUSM site or facility.
22

23 **Background:**
24 California State University San Marcos (CSUSM) has responsibility for the care and use of live, non-human vertebrate
25 animals involved in research, research training, experimentation, biological testing, teaching, and related activities. This
26 policy applies to such research conducted:
27 1) By CSUSM faculty, staff, or students or
28 2) At any CSUSM site or facility.

29 The University maintains an Assurance with the Office of Laboratory Animal Welfare (OLAW).
30 The University will ensure that all individuals involved in the care and use of laboratory animals understand their individual
31 and collective responsibilities for the care and use of animals in research and teaching.
32

33 **Authority:**
34 In accordance with the University's OLAW Assurance, CSUSM complies with all applicable provisions of the Animal Welfare
35 Act and other Federal statutes and regulations relating to animals. The University is guided by the "U.S. Government
36 Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training." CSUSM also maintains
37 programs and procedures for activities involving animals in accordance with the "Guide for the Care and Use of Laboratory
38 Animals." The University maintains programs and procedures as required by the above regulations.
39

40 The lines of authority and responsibility for administering the program and ensuring compliance with this Policy are as
41 follows:



42

43 The President or designee (the Associate Vice President for Research) is authorized to take appropriate action to implement
 44 regulations required by funding and regulatory agencies on the care and use of animals in research and instruction. The
 45 President or designee (the Associate Vice President for Research), shall appoint and maintain an Institutional Animal Care
 46 and Use Committee (IACUC), which must perform review and oversight functions required by Public Health Service (PHS)
 47 Policy, the Animal Welfare Act (AWA), and the Guide for the Care and Use of Laboratory Animals (the Guide).

48

49 All research involving non-human vertebrate animals regardless of funding shall be submitted to the IACUC according to the
 50 procedures set forth by this committee.

STANDING COMMITTEE REPORTS

APC

Currently working on:

- 1- Extended Learning Roles & Responsibilities policy (revision)
 - 2- Credit Hour policy (new)
 - 3- Humane Care and Use of Laboratory Animals policy (revision)
 - 4- Academic Program Discontinuance policy (revision)
 - 5- Credit by Challenge Examination policy (revision)
 - 6- Course Repeats GPA Adjustment policy (revision)
 - 7- Online Instruction policy (revision)
 - 8- Independent Studies policy (new)
 - 9- Human Subjects Protection in Research policy (revision)
 - 10- Online Instruction policy (revision)
 - 11- Credit Hour policy (new)
 - 12- Maximum Number of Units During Intersession policy (new)
-

BLP

Proposed Planning Process for Long-Range Academic Master Plan: As we have reported previously, we have been working on a proposed process for CSUSM's development of a new long-range academic master plan. CSUSM is in need of a new long-range academic master plan as the current "Academic Blueprint" nears the end of its lifespan. Our draft proposes the composition of a planning task force, its operating principles, and a realistic timeline for its work. We have met with Provost Cutrer, and the committee chair has presented our ideas to both the Senate's Executive Committee and the Provost's Academic Affairs Leadership Council (AALC). Our proposal is on today's Senate meeting, and we welcome comments from Senate members and other faculty before bringing the proposal back to the Senate for a vote by the end of the Academic Year.

Audit of FAD Report sent to Chancellor's Office: BLP has established a subcommittee to examine the accuracy of the "FAD" ("Faculty Activity by Department") report submitted to the Chancellor's Office for Fall 2011. The subcommittee members (Wayne Aitken, Staci Beavers, Chuck de Leone, Ahmad Hadaegh, Michael McDuffie, and Kathleen Watson) look forward to beginning our work this month.

FAC

Currently working on: (1) Consideration (and testing) of paperless RTP process & PTC report, (**DONE**, inclusion of letters of recommendation and process for submitting WPAF online, in addition to current University RTP revisions-Being presented to March Senate), (2) FINALIZING collaboratively with college governance groups on new RTPs as a result of restructuring *(**DONE**, CEHHS'package' to FAC ready for March Senate meeting), (3) Restructuring: *Temporary Eval - SoN policy revision, (4) Restructuring: Temporary Eval - CoAS policy revision, as well as CSM- (Name and other pertinent changes being made on documents), (5) Restructuring: CoAS RTP CoAS policy revision, as well as CSM- - (changes received from units, granted permission to submit name changes- FAC waiting for revisions), (6) Restructuring: Temporary Eval - CoBA policy revision (N/A), (7) Restructuring: *Temporary Eval - CoE policy revision, (8) Restructuring: University RTP policy revision- (**DONE**, Pending RTP changes by individual Colleges, Schools, and Departments; temporary constitution of P&T committee presented to Senate March; also new items for revision being proposed), (9) Restructuring: Library RTP policy revision – (Library in process of re-writing their RTP policy), (10) Restructuring: CoBA RTP policy revision- (N/A), (11) Restructuring: *CoE RTP policy revision, (12) Restructuring: *SoN RTP policy revision, (13) Restructuring: *Temporary Eval - SoN policy revision, (14) Range Elevation Policy (**DONE**, approved with amendments by EC 10.26 and presented 11.2.11 to Senate). (15) Review Misconduct in Research Policy changes and make recommendation to EC regarding Senate review (**DONE**, February 29, no further review necessary) (16) Difference in Pay Leave Policy (**DONE**, February 29, ready to present to Senate EC) (17) Interim Chair Procedure needs to be further vetted by FAC (**In process**, Resolution presented to EC and possible Senate March Senate meeting)

Will work on this next: Following up with colleges and units on RTP policies. Working on a policy for Department Chairs.

GEC

LATAC

NEAC

NEAC prepared the first set of changes to the Constitution, specifically addressing the membership of Committees reflecting the restructuring of Colleges. The proposed amendments have been included in a referendum that is currently open for faculty to vote. After approval of the amendments in the referendum, the spring elections will be held reflecting the changes.

We are also currently working on the second set of changes, addressing other issues besides committee membership. This set of amendments will be included in a second referendum that will be open in April.

PAC

PAC is finishing its review of the Biological Sciences B.S. and M.S. degree Program Reviews and will next consider the History Program Review.

SAC

UCC

Pending Forms: UCC is currently working with the originators regarding KINE 498, EDEX 661 BIOT 680A, BIOT 680, and BIOT 697. In February, UCC approved Finance P2 forms, and C and C-2 forms of FIN 404, FIN 422, FIN 432, BIOT 355, BIOT 699A-F, EDEX 636, EDST 633, GEW 005, GEW 025, HSCI 200, MATH 005, and SOC 348. They are reflected in the consent calendar. UCC is drafting a resolution about the mandatory Early Start Programs.