

ACADEMIC SENATE MEETING

Wednesday, April 4, 2012
1 – 2:50 p.m. (approx.)
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 03/07/2012 meeting
- III. 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.*
 - UCC Course & Program Change Proposals *attached*
- IV. Action items *These are items scheduled for a vote, including "second reading" items.*
 - A. BLP Long-Range Academic Master Planning (LAMP) resolution *attached*
 - B. FAC Department chair elections recommendation and resolution *attached*
- V. Discussion items *These are items scheduled for discussion, including "first reading" items.*
 - A. GEC A1, A2, A3, B1, B2, B4, C1, C2, C3, D/D7, Dc/g/h GELOs
 - B. FAC RTP policies: CEHHS, SoE, SoN, Human Development, Kinesiology *attached*
 - C. APC Extended Learning Roles & Responsibilities *attached*
 - D. APC Credit Hour *attached*
 - E. APC Humane Care and Use of Animals *attached*
 - F. FAC Evaluation of Temporary Faculty Unit 3 Employees: Education *attached*
 - G. FAC Evaluation of Temporary Faculty Unit 3 Employees: Nursing *attached*
 - H. FAC Difference in Pay Leaves *attached*
 - I. APC Online Instruction *attached*
 - J. FAC Faculty Personnel Procedures for Retention, Tenure, and Promotion *attached*
 - K. GEC Credit / No Credit for Lower Division General Education *pending EC action*
 - L. APC Independent Study *pending EC action*

Reports *Time certain 2:30pm*

- VI. Chair's report: Wayne Aitken
- VII. Secretary's report: Charles De Leone *The following items have been forwarded to the university administration:*
 - FAC Faculty Personnel Procedures for Retention, Tenure & Promotion: Description of PTC
- VIII. President's report: Karen Haynes
- IX. Provost's report: Emily Cutrer
- X. VP for Student Affairs report: Eloise Stiglitz
- XI. ASCSU report: Brodowsky/Meilich
- XII. CFA report: Don Barrett
- XIII. ASI report: Scott Silviera
- XIV. Oral committee reports: UCC *(committee written reports are attached)*
- XV. Information Item
 - APC Human Subjects - no change necessary as a result of restructuring
- XVI. Senators' concerns and announcements

Next meeting: April 18 ~ 1-2:50 pm ~ Commons 206

CONSENT CALENDAR

UCC Course & Program Change Proposals

| SUBJ | No. / New No. | Course/Program Title | Form Type | Originator | Rec'd AP | To UCC | UCC Action |
|------|------------------|---|--------------|----------------------|----------|---------|---------------|
| BIOL | 403 | Modern Molecular Biology & Genomics | C-2 | Matthew Escobar | 2/29/12 | 3/1/12 | 3/12/12 |
| BIOL | 403L | Modern Molecular Biology & Genomics Lab | D | Matthew Escobar | 2/29/12 | 3/1/12 | 3/12/12 |
| BIOL | P-2 | M.S. in Biological Sciences | P-2 | George Vourlitis | 2/15/12 | 3/1/12 | 4/2/12 |
| BIOL | 600 | Scientific Communication | C | George Vourlitis | 2/15/12 | 3/1/12 | 4/2/12 |
| BIOL | 610 | Research Methods I | D | Deborah Kristin | 2/15/12 | 3/1/12 | 4/2/12 |
| BIOL | 611 | Research Methods II | D | Deborah Kristin | 2/15/12 | 3/1/12 | 4/2/12 |
| BIOT | 680A | Semester In Residence Project: Writing Workshop | C | Betsy Read | 2/8/12 | 2/14/12 | 3/12/12 |
| BIOT | 680 | Internship/Semester in Residence | C-2 | Betsy Read | 2/8/12 | 2/14/12 | 3/12/12 |
| BIOT | 697 | Directed Studies | C | Betsy Read | 2/10/12 | 2/14/12 | 3/12/12 |
| CHEM | 490 | Topics in Analytical Chemistry | C-2 | Paul Jasien | 2/29/12 | 3/1/12 | 3/12/12 |
| CHEM | 491 | Topics in Biochemistry | C-2 | Paul Jasien | 2/29/12 | 3/1/12 | 3/12/12 |
| CHEM | 492 | Topics in Inorganic Chemistry | C-2 | Paul Jasien | 2/29/12 | 3/1/12 | 3/12/12 |
| CHEM | 493 | Topics in Organic Chemistry | C-2 | Paul Jasien | 2/29/12 | 3/1/12 | 3/12/12 |
| CHEM | 494 | Topics in Physical Chemistry | C-2 | Paul Jasien | 2/29/12 | 3/1/12 | 3/12/12 |
| EDEX | 661 | Portfolio Review | C-2 | Jacque Thousand | 2/15/12 | 2/22/12 | 3/12/12 |
| EDSL | P-2 | Comm. Sciences & Disorders Certificate | P-2 | Sue Moineau | 2/3/12 | 3/5/12 | 4/2/12 |
| EDSL | 320 | Anatomy & Physiology of Speech and Hearing | C | Sue Moineau | 2/3/12 | 3/5/12 | 3/26/12 |
| EDSL | 350 | Intro to Comm. Sciences and Disorders | C-2 | Sue Moineau | 2/3/12 | 3/5/12 | 3/26/12 |
| EDSL | 360 | Diagnostics in Speech-Language Pathology | C | Sue Moineau | 2/3/12 | 3/5/12 | 3/26/12 |
| EDSL | 391 | Clinical Phonetics SLP | C | Sue Moineau | 2/3/12 | 3/5/12 | 3/26/12 |
| GBST | P-2 | Global Studies B.A. and Minor | P-2 | E. Matthews | 3/12/12 | 3/14/12 | 3/26/12 |
| LING | P-2 | Minor in Linguistics | P-2 | Jocelyn Ahlers | 2/28/12 | 3/1/12 | 3/12/12 |
| MIS | 411 | Database Management | C-2 | Jack Leu | 2/22/12 | 3/1/12 | 3/12/12 |
| NURS | P-2 | Master of Science in Nursing | P-2 | Denise Boren | 3/12/12 | 3/14/12 | 4/2/12 |
| NURS | 558 | Clinical Nurse Leader Mgmt of Complex Patients | C-2 | Pamela Kohlbray | 3/12/12 | 3/14/12 | 4/2/12 |
| NURS | 560 | Adv. Concepts of Gerontology Nursing Care | C-2 | Denise Boren | 3/12/12 | 3/14/12 | 4/2/12 |
| PHYS | 357 | The Science of Speech and Hearing | C | Chuck DeLeone | 2/29/12 | 3/1/12 | 4/2/12 |
| PHYS | 390 | Special Topics in Physics | C | Michael Burin | 2/8/12 | 2/14/12 | 3/12/12 |
| PHYS | 490 | Advanced Topics in Physics | C | Michael Burin | 2/8/12 | 2/14/12 | 3/12/12 |
| SOC | P-2 | B.A. Sociology- Concentration in Children, Youth & Family | P-2 | Marisol Clark-Ibanez | 2/28/12 | 3/1/12 | 3/12/12 |

1 **BLP PROPOSAL re: Process for Developing CSUSM's Long-range Academic Master Plan (LAMP):**

2
3 **Part 1: Membership of Task Force to Develop CSUSM'S LONG-RANGE ACADEMIC MASTER PLAN:**

- 4 BLP Chair or Designee Co-Chair
5 AVP for Academic Resources/Planning Co-Chair
6 AVP for Academic Programs
7 One faculty member from each College (presumably, Curriculum Committee or
8 closest equivalent w/i College, as selected by faculty
9 members of those committees)
10 One faculty member from Library (selected by Library faculty)
11 One representative from IITS
12 One representative from Student Affairs
13 Chair of Academic Senate or Designee
14 Dean of Graduate Studies or Designee
15 One representative from Extended Learning, appointed by Dean
16 One student representative, appointed by ASI

17
18 Staff support to the committee will be needed, presumably from the Provost's Office and/or the Academic Senate
19 (including taking of meeting minutes, development and maintenance of website, etc.). We also anticipate resource support
20 from will be needed from Institutional Planning & Analysis (IPA), Instructional & Information Technology Services (IITS),
21 Enrollment Management Services (EMS), Office of Community Engagement, and Extended Learning.

- 22
23 • **Faculty seats:** All seats will be held by tenure-track faculty members, to be selected by the faculty. Membership on
24 these seats may rotate as membership on various faculty committees rotates.

25
26 **Part 2: PROPOSED CHARGE OF TASK FORCE:** This body will be responsible for drafting a ~~long-range academic~~
27 ~~master plan~~ Long-range Academic Master Plan (LAMP) to guide CSUSM's curricular development both into the near
28 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
29 prioritize proposals for new degree programs as put forward by faculty within and across all of CSUSM's Colleges. In
30 vetting and prioritizing proposals, this task force will also be making recommendations regarding future funding
31 priorities as well as recommendations about the timeline for implementing such programs. However, the LAMP must be
32 understood as a flexible plan that can be adjusted over time as unforeseen circumstances arise.

- 33
34 • We anticipate that the Colleges will spend the Spring 2012 term engaging in serious contemplation and dialogue
35 regarding their own future directions and curricular priorities. Colleges may view this as an opportunity to
36 reconsider missions and values as well as to examine potential pedagogical modalities and innovations that may be
37 explored into the future. However, the proposals that will be submitted for review by the University-level LAMP
38 task force in AY 2012-13 will be those putting forward new programs, developed in the context of existing
39 programs.
40
41 • As the Colleges are contemplating program proposals, the Provost's Office should begin working with Institutional
42 Planning & Analysis (IPA), Extended Learning, and the Office of Community Engagement to solicit regional input
43 regarding programmatic needs. Once the new Associate Vice President for Planning & Academic Resources (AVP-
44 PAR) joins CSUSM, participating in this "environmental scan" should be a top priority in preparing for the LAMP
45 task force's work and providing relevant data to Colleges about local needs. We anticipate this scan should include
46 consultation with various local constituencies, including local civic leaders and the business community as well as
47 SANDAG, which should inform but not determine the task force's considerations. Instead, this "environmental
48 scan" should provide a mechanism by which interests not yet represented within CSUSM (for example, in fields for
49 which CSUSM currently does not have existing expertise) can be identified and articulated.
50
51 • In considering program proposals, this task force should give heavy weight to the following considerations:
52 --CSUSM's unique mission, vision, and values
53 --state & regional needs (including but not limited to economic trends)
54 --likely student demand
55 --pedagogical considerations
56 --potential collaborations with community partners & other campuses
57 --Resources
58

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

63
64 **UPCOMING TASKS & PROPOSED TIMELINE:**

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

68
69 **Spring 2012: College-level Planning:** Colleges will begin developing their own long-range planning proposals, to be
70 developed collaboratively among current faculty and administrators and in conjunction with community partners. This will
71 be carried out in conjunction with the development of the Colleges' "3-year rolling plans," which include outlines of
72 anticipated funding needs during the planning period.

73
74 Proposals for programs that may cross existing College boundaries or that may currently lie outside the expertise of any
75 current CSUSM faculty expertise will be encouraged. Faculty are strongly encouraged to consult with Library faculty,
76 Extended Learning, and the Office of Community Engagement as they consider putting forward proposals.

77
78 **AY 2012-2013:**

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

83
84 **Spring 2013:** The LAMP task force will continue to vet and prioritize proposals for new degree programs (including new
85 majors, options, credentials, and graduate degrees). Their draft of the Long-Range Academic Master Plan (LAMP) will be
86 presented to the ~~campus~~ Academic Senate in Spring 2013. ~~Senate consideration and debate of the draft LAMP may carry~~
87 ~~over to the Fall 2013 term.~~ and submitted for approval by the Academic Senate before submission to the Provost. ~~Senate~~
88 ~~consideration and debate of the draft LAMP may carry over to the Fall 2013 term.~~

89
90 **After Submission of Draft to Academic Senate:**

- 91 • Once the Academic Senate has voted on the task force's proposed Long-range Academic Master Plan (LAMP), the
- 92 task force's continued usefulness and possible charge(s) should be re-examined, in close consultation with BLP.
- 93 • Development of CSUSM's next Long-Range Academic Master Plan should be launched within 5-6 years of the
- 94 approval of the plan now under discussion. At that time, it will be appropriate to consider whether to create an
- 95 entirely new planning process or whether there are elements of the process proposed here that are worth preserving.
- 96

97 **TASK FORCE'S RELATIONSHIP TO EXISTING PLANNING MECHANISMS, INCLUDING BLP & ACADEMIC**
98 **SENATE:¹**

- 99 • This task force will not supplant traditional shared governance at CSUSM, including the roles played by BLP, UCC,
- 100 and the Academic Senate.
- 101 • The draft Long-Range Academic Master Plan (LAMP), rather, will inform our traditional planning reviews,
- 102 particularly those of BLP, into the next decade.
- 103 • As the task force begins its work in Fall 2012, its first order of business will be establishing its procedures and
- 104 policies. These should be developed in close consultation with BLP.
- 105 • As it reviews proposals and data, the task force must stay in close and continuing contact with BLP, the Academic
- 106 Senate, and AALC regarding their proposed procedures, schedules, and work products.
- 107

¹Much 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.

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

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

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

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

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

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

1

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 units, FAC offers*
5 *the following recommendation on the subject of lecturer participation in the chair selection process.*
6

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

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

18 Based on committee research of the issue, feedback regarding the recently proposed interim chair
19 selection process, and discussion, FAC recommends that any pending chair selection in Spring 2012 be
20 based on *complete proportionality*¹ (vs. simple proportionality as reflected in the current proposed
21 procedure) linked to the entitlement time-base for contracted lecturer faculty and rounded to the
22 nearest whole number (e.g., a lecturer with a .43 entitlement would get a .4 vote; a lecturer with a .79
23 would get a .8 vote).
24

25 Moving forward FAC recommends that, in the spirit of shared governance, there be further inclusive
26 conversations among Unit 3 faculty employees on the consideration of simple versus complete
27 proportionality regarding the issue of lecturer participation in the chair selection process, with a goal of
28 recommending a campus-wide policy in 2012-2013.
29

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

FAC: CEHHS RTP POLICY

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| 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.

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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,
76 using 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 III. GENERAL STANDARDS

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111 A. Retention: A positive recommendation for retention requires that the candidate's record clearly meets
112 the 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.

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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.

1 **HUMAN DEVELOPMENT RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS¹**
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| 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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3 **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.*

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5 **I. DOHD RTP STANDARDS**

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7 **A. Preamble**

- 8
9 1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time
10 faculty in the Department of Human Development.
11
12 2. The provisions of this document are to be implemented in conformity with University RTP Policies and
13 Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on
14 Ethical Conduct.

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16 **B. Definitions of Terms and Abbreviations**

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18 1. The Department of Human Development (DOHD) uses the same definitions, terms, and abbreviations as
19 defined in the University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory,
20 "may" is permissive, "should" is conditional, and "will" is intentional.
21
22 2. A "standard" is a reference point or formalized expectation against which progress can be measured for
23 retention, tenure, and promotion.
24
25 3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP
26 Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel
27 action files (WPAFs).
28
29 4. Department and College RTP Standards educate others outside of the discipline, including deans, university
30 committees, and the provost, with respect to the practice and standards of a particular
31 department/discipline/field.
32
33 5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that
34 are too prescriptive. Department and College standards should be as brief as possible with emphasis on the
35 unique nature of the department.

¹ 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) |
|-----------------|---------------|--------------|---------|-------|-----------------------------|----------|--|
|-----------------|---------------|--------------|---------|-------|-----------------------------|----------|--|

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. ²
189

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

² 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

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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.

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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.

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

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- 312 1) Papers published or accepted for publication in peer reviewed/ refereed journals recognized as
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

- 325 1) Papers published in refereed proceedings
- 326 2) Refereed presentations at professional meetings
- 327 3) Invited presentations at professional meetings
- 328 4) Editor reviewed articles published in journals, newspapers, magazines, and other media
- 329 5) Published case studies
- 330 6) Applied scholarly research/creative activity that is published, presented at a conference or meeting,
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.

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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

362
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

368
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
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465 C. Assessment of Scholarly Service

466 1. General Standards

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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

480
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

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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.

1 **KINESIOLOGY RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS¹**
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| 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> |
|-------------------|--|

4 **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.*

5
6 **I. KINE RTP STANDARDS**

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8 A. Preamble

- 9
10 1. This document sets forth general standards and criteria for retention, tenure, and promotion of full-time
11 faculty in the Department of Kinesiology.
12
13 2. The provisions of this document are to be implemented in conformity with University RTP Policies and
14 Procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15; and the University Policy on
15 Ethical Conduct.
16

17 B. Definitions of Terms and Abbreviations

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19 1. The Department of Kinesiology (KINE) uses the same definitions, terms, and abbreviations as defined in the
20 University RTP document. For clarity, the use of "is" is informative, "shall" is mandatory, "may" is permissive,
21 "should" is conditional, and "will" is intentional.
22
23 2. A "standard" is a reference point or formalized expectation against which progress can be measured for
24 retention, tenure, and promotion.
25
26 3. Faculty have a right to clearly articulated performance expectations. Departmental and College RTP
27 Standards provide consistency in guiding tenure-track faculty in the preparation of their working personnel
28 action files (WPAFs).
29
30 4. Department and College RTP Standards educate others outside of the discipline, including deans, university
31 committees, and the provost, with respect to the practice and standards of a particular
32 department/discipline/field.
33

¹ All Tenure Track (TT) faculty in the Department of Kinesiology, regardless of hire date, will be governed by the 2012 document.

- 34 5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards that
35 are too restrictive. Department and College standards should be as brief as possible with emphasis on the
36 unique nature of the department.
37
- 38 6. All Department and College RTP Standards shall conform to the CBA and University and College RTP
39 documents. The KINE RTP Standards document shall contain the elements of College RTP standards
40 described below and shall not repeat the CBA, College RTP documents, or include college-specific advice.
41
- 42 7. All Department or College RTP Standards must be approved by a simple majority of all tenure-track faculty
43 within a department or college and then be approved by college/school/library and the Academic Senate
44 before any use in RTP decisions.
45

46 II. ELEMENTS OF THE KINE RTP DOCUMENT

47 A. Introduction and Guiding Principles

- 48 1. All standards and criteria reflect the University and College Mission and Vision Statements and advance the
49 goals embodied in those statements.
50
- 51 2. The performance areas that shall be evaluated include scholarly teaching, scholarly research/creative
52 activities, and scholarly service. While there will be diversity in the contributions of faculty members to the
53 University, the College affirms the university requirement of sustained high quality performance and
54 encourages flexibility in the relative emphasis placed on each performance area. Candidates must submit a
55 curriculum vita (CV) and narrative statements describing the summary of teaching, research/ creative activity,
56 and service for the review period. The faculty member must meet the minimum standards in each of the
57 three areas.
58
- 59 3. Items assessed in one area of performance shall not be duplicated in any other area of performance
60 evaluation. Items shall be cross-referenced in the CV, narrative statements, and WPAF to demonstrate
61 connections across all three documents. Candidates who integrate their teaching, research/creative
62 activities, and/or service may explain how their work meets given standards/criteria for each area.
63
- 64 4. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
65 performance. Ultimate responsibility for understanding, meeting, and effectively communicating how they
66 have met the standards rests with the candidate. In addition to this document, the candidate should refer to
67 and follow the University RTP Policies and Procedures. Candidates should also note available opportunities
68 that provide guidance on the WPAF and describe the responsibilities of the candidate in the review process
69 (e.g., Provost's RTP meetings; Faculty Center Professional Development, and advice and counsel by tenured
70 faculty). Candidates are encouraged to avail themselves of such opportunities.
71
- 72 5. Candidates for retention will show effectiveness in each area of performance and demonstrate progress
73 toward meeting the tenure requirements in the areas of scholarly teaching, scholarly research/creative
74 activities, and scholarly service.
75
- 76 6. Candidates for the rank of associate professor require an established record of effectiveness in scholarly
77 teaching, scholarly research/creative activities, and scholarly service to the College and University.
78
- 79 7. Candidates for the rank of professor require, in addition to continued effectiveness, an established record of
80 initiative and leadership in scholarly teaching, scholarly research/creative activities, and scholarly service to
81 the College, University, community, and profession. Promotion to the rank of professor will be based on the
82 record of the individual since promotion to the rank of associate professor.
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- 87 8. The granting of tenure at any rank recognizes accomplishments and services performed by the candidate
88 during the individual's career. The record must show sustained and continuous effectiveness in the areas of
89 scholarly teaching, research/creative activities, and service². The granting of tenure is an expression of
90 confidence that the faculty member has both the commitment to and the potential for continued
91 development and accomplishment throughout his/her career. Tenure will be granted only to individuals
92 whose record meets the standards required to earn promotion to the rank at which the tenure will be
93 granted.
94

95 III. GENERAL STANDARDS 96

- 97 A. **Retention:** A positive recommendation for retention requires that the candidate's record clearly meets the
98 articulated standards for the granting of a retention decision in each of the three areas: scholarly teaching,
99 scholarly research/creative activities, and scholarly service.
100
101 B. **Tenure and/or Promotion:** A positive recommendation for tenure or promotion requires that the candidate's
102 record clearly meets the articulated standards for the granting of a tenure/promotion decision in each of the
103 three areas: scholarly teaching, scholarly research/creative activities, and scholarly service.
104
105 C. **Early Tenure (prior to the 6th year in rank):** *This option for assistant professors* is considered an exception. A
106 positive recommendation for early tenure requires that the candidate's record clearly surpasses the articulated
107 standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early tenure, a
108 candidate must show a sustained record of successful experience at a university, and that experience must
109 include at least one full year at California State University San Marcos prior to the year of review for tenure.
110
111 D. **Early Promotion (prior to the 6th year in rank):** *This option for associate professors* is considered an exception. A
112 positive recommendation for early promotion requires that the candidate's record clearly surpasses the
113 articulated standards for the granting of a tenure/promotion decision in ALL areas. To be eligible for early
114 promotion, a candidate must show a sustained record of productivity at a university, and that experience must
115 include at least one full year at California State University San Marcos prior to the year of review for promotion.
116
117 E. Faculty who are hired at an *advanced rank without tenure* may apply for tenure after two years of service at
118 CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the candidate's record
119 at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together with the
120 candidate's previous record, is consistent with the articulated standards for the granting of tenure at the faculty
121 member's rank.
122

123 IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING 124

- 125 A. Department Priorities and Values in Teaching and Learning
126
127 1. In the Department of Kinesiology, "effective Teaching" is defined as activity that promotes student learning,
128 reflection, and professional growth in support of the College Mission and is demonstrated by information in
129 the teaching portfolio section of the WPAF. Effective teaching is multifaceted and may include instructional
130 activity that takes place at off-site locations.
131
132 2. The most important teaching activities may include, but are not limited to:
133 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
134 • Supervision of pre-service teachers in the PK-12 environment
135 • Supervision of masters theses or projects and doctoral dissertations and research

² 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) |
|-----------------|---------------|--------------|---------|-------|-----------------------------|---------------------|--|
|-----------------|---------------|--------------|---------|-------|-----------------------------|---------------------|--|

178
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180 3. Student Evaluations from Teaching and/or Supervision Assignments

181

182 **Evidence:** Provide complete sets (as specified by CBA)³ of university-prepared student evaluation reports
183 from courses taught since the last promotion.

184

185 4. Representative Syllabi from Courses Taught

186

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

190

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

192

193 1. Use of Exemplary Teaching Practices

194

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

199

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

201

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

205

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

207

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

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

215

216 D. Assessment of Scholarly Teaching

217

218 1. General Standards

219

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

224

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

226

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

³ Refer to university RTP document for clarification.

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

233
234 3. Tenure and/or Promotion from Associate Professor to Professor

235
236 As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a
237 higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is
238 expected to demonstrate leadership and initiative in teaching and curriculum related activities. This is in
239 addition to documentation of continued teaching effectiveness (*Section IV*).

240
241 4. Retention

242
243 Candidates for retention shall include the required items for courses taught and additional optional materials
244 in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an
245 evaluation intended to provide guidance, candidates will be assessed on their current teaching performance
246 as well as on efforts that have been made to address prior performance feedback.

247

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

249
250 A. Department Priorities and Values in Research and Creative Activity

251
252 It is essential to the University's mission that each faculty member demonstrates continued commitment,
253 dedication, and growth as a scholar. Research/creative activity results in an original contribution to knowledge or
254 understanding in the field and includes the dissemination of that knowledge beyond the classroom.
255 Research/creative activity may be basic, applied, integrative, and/or related to teaching.

256
257 B. Faculty Description of Contributions when Multiple Authors are Present

258
259 When multiple authors are present on scholarly research and creative activities, candidates shall specify their
260 specific role on item (e.g., role: first author; second author; mentoring author; etc.).

261
262 C. Evidence of Scholarly Research and Creative Activities

263
264 Evaluations of scholarly research/creative activities will focus on understanding the contribution, benefit, and
265 impact of the candidate's work on the field. To determine this, the candidate's research productivity in relation
266 to their stated short and long-term goals and overall trajectory will be evaluated according to the categories
267 below.

268
269 1. Scholarly Research/Creative Activities Reflective Statement

270
271 Candidates shall provide a clear reflective assessment of scholarly research/ creative activities including
272 short-term and long-term goals for research/ creative activities, connections between research/ creative
273 activities and the courses taught, and the impact of research/ creative activities.

- 274
275 a. **Category A Evidence** must include external peer review:
276 1) Primary⁴ author on papers published or accepted for publication in peer reviewed/ refereed journals
277 recognized as reputable and of high quality

⁴ *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.*

- 278 2) Primary author on peer or editor reviewed published book chapters of original material and original
 279 monographs
 280 3) Primary author on peer or editor reviewed books
 281 4) Editor or associate editor of book
 282 5) Significant program development including applied scholarship, curriculum writing, or accreditation
 283 work, which requires outside agency approval and/or peer review.
 284 6) PI or co-PI on funded peer reviewed national-level external grants for scholarly research/creative
 285 activity work, in progress or completed
 286
 287 b. **Category B Evidence** may include, but is not limited to:
 288 1) Papers published in refereed proceedings
 289 2) Refereed presentations at professional meetings
 290 3) Invited presentations at professional meetings
 291 4) Editor reviewed articles published in journals
 292 5) Co-investigator/consultant/collaborator on funded peer reviewed national-level external grant for
 293 scholarly research/creative activity work, in progress or completed
 294 5) Published case studies
 295 6) Applied scholarly research/creative activity that is published, presented at a conference or meeting,
 296 or applied in an educational setting
 297 7) Special recognition and awards for research/creative activities
 298 8) Funded regional or internal grants for scholarly research/creative activity work (e.g., local
 299 organizations, University Professional Development, etc.)
 300 9) Unfunded national-level peer reviewed external grants for scholarly research/creative activity work
 301 10) Submitted papers (reviewed and in revision only)
 302 11) Sponsored or contract research (whether results published or unpublished)
 303

304 F. Assessment of Scholarly Research/ Creative Activities

305 1. General Standards

306
 307
 308 Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship,
 309 and the totality of their work. *A variety of types of work must be provided, including peer reviewed*
 310 *publications.* When judged as a group, no one indicator of scholarly research/ creative activities may be used
 311 to determine the overall rating of quality of scholarly research/ creative activities. In all cases, the scholarly
 312 reputation of the publication and/or meeting will be considered when evaluating the contribution.
 313

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

- 315
 316 a. At least 3 items from Category A⁵.
 317 b. At least 3 items from Category B.
 318 *For early consideration for tenure and promotion, candidates must satisfy requirements for both (a) and*
 319 *(b) above.*
 320

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

- 322
 323 a. At least three items from Category A⁴.
 324 b. At least three items from Category B
 325

326 4. Retention⁴

⁵For 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

- 380 2) Membership on Editorial Board for peer reviewed/ refereed journal or publication/textbook
381 3) Leadership in professional organizations as an officer, on a committee or task force, etc.
382 4) Consultation and expert services
383 5) Providing continuing education for community
384
- 385 b. **Evidence of Scholarly Service to the PreK-12 and/or Greater Community** may include, but is not limited
386 to:
387 1) Assist schools, districts, or community organizations/ agencies in occasional tasks, (e.g., advisory
388 boards, committees, etc.)
389 2) Consulting (paid or unpaid) with schools, (e.g, presenting professional development sessions,
390 conducting research for the school or district, etc.) or other public or private entities
391
- 392 4. Service Awards and Special Recognition
393
- 394 C. Assessment of Scholarly Service
395
- 396 1. General Standards
397
- 398 Candidates will be assessed on the quality of evidence provided, the evidence of sustained service, and the
399 totality of their work.
400
- 401 2. Tenure and/or Promotion from Assistant Professor to Associate Professor
402
- 403 Candidates for promotion from Assistant to Associate Professor must provide evidence of effective sustained
404 internal and external service contributions.
405
- 406 3. Tenure and/or Promotion from Associate Professor to Professor
407
- 408 Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in one
409 or more service activities in addition to demonstrating sustained active participation in both internal and
410 external service activities.
411
- 412 4. Retention
413
- 414 Candidates for retention must provide appropriate and effective evidence of internal service. While not
415 required, external service contribution will be considered in the evaluation.

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

7. Retention – authorization to continue in probationary status.
8. RTP – retention, tenure, and/or promotion.
9. Tenure – the right to continued employment at the campus as a faculty unit employee except when such employment is voluntarily terminated or is terminated by the CSU pursuant to the CBA or law.

II. PREAMBLE

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.

III. GUIDING PRINCIPLES

A. General Guiding Principles

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

As specified in the University Mission Statement:

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

2. The three performance areas that shall be evaluated, teaching, research, and service, are integral faculty activities. While recognizing instruction as a central institutional mission, the COEHHS, School of Nursing and disciplinary standards and criteria should recognize the diversity of each faculty member's contribution to the University. While the School affirms the University-wide requirement of sustained high quality performance in all areas, it encourages flexibility in the relative emphasis placed on each of the three performance areas.

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.

- 90 4. At all levels and stages of the RTP process, faculty have the right to clearly articulated
91 performance expectations. The RTP process should be simultaneously evaluative and
92 developmental and be carried out in a cooperative, collaborative environment.
93
94 5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of
95 individual performance. Ultimate responsibility for meeting all standards and criteria rests
96 with the candidate.
97

98 B. Standards Applied in Different Types of Decisions
99

- 100 1. It is expected that candidates for retention at the rank of assistant professor will show
101 effectiveness in each area of performance and demonstrate progress toward meeting the
102 tenure requirements in the areas of teaching, research, and service.
103
104 2. Promotion to the rank of associate professor requires an established record of effectiveness
105 in teaching, research, and involvement in service activities that enhance the University and
106 the profession.
107
108 3. Promotion to the rank of professor requires evidence of continued commitment to and
109 effectiveness in instruction, evidence of substantial achievement in scholarly/creative
110 activities, and service to the University and/or the profession.
111
112 4. The granting of tenure at any rank recognizes accomplishments and services performed
113 during the probationary years. Further, the granting of tenure is an expression of
114 confidence that the faculty member has both the commitment to and the potential for
115 continued development and accomplishment throughout his/her career. Tenure will not be
116 granted to an individual whose record does not meet the standards required to earn
117 promotion to the rank at which the tenure will be granted.
118

119 IV. STANDARDS AND CRITERIA
120

121 A. Teaching
122

- 123 1. A central mission of the faculty is to enable students to comprehend and to utilize
124 knowledge through scholarly intellectual activity. Toward that end faculty are expected to
125 continually learn about pedagogy and to carefully consider how to teach as well as what to
126 teach. They are expected to set clear expectations of success and to instruct with the
127 assumption that all students can learn. Faculty should involve students actively in the
128 learning process and employ various instructional techniques. Faculty should adapt their
129 instructional methods to reach and to encourage all segments of the student body.
130
131 2. Probationary and tenured faculty members are expected to continually strengthen their
132 teaching skills and to demonstrate overall effectiveness in scholarly instruction at the
133 undergraduate level as well as the graduate level in departments with graduate programs.
134 Toward this end, faculty are encouraged in every way to cultivate and maintain useful,
135 innovative, and stimulating instructional techniques.
136
137 3. Instructional activities include, but are not limited to:
138
139 • Classroom teaching;
140 • Clinical Laboratory teaching;

- Seminars;
- Curriculum development;
- Program development;
- Supervision of fieldwork, independent research, and library research;
- Training and supervision of teaching and graduate assistants;
- Individual consultation with students concerning course related matters.

4. While the elements of instruction may vary among disciplines and candidates, the evaluations of instructional performance should consider the scholarly content and currency of courses, classroom performance, the incorporation of writing and critical thinking, efforts undertaken to improve instruction, the quality of advising, availability during office hours, interdisciplinary and multidisciplinary activities, participation in course or curriculum development, and pedagogical innovations.

5. Evidence of instructional performance should include, but is not limited to, the following: peer evaluations; student evaluations; a list of courses taught; samples of instructional materials such as syllabi, examinations, and other assessment tools, handouts; descriptions of new courses developed, and certificates of recognition for instruction.

6. Student evaluation of instructional performance is required for 3 courses taught in an academic year and may include one clinical course. Provision of complete sets of (percentage as specified by CBA) university-prepared student evaluation reports, and from courses taught and since the last promotion.¹

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

B. Research

1. It is essential to the University's Mission that each faculty member demonstrates continued commitment, dedication, and growth as a scholar. In all cases, scholarship results in an original contribution to knowledge or understanding in the field through research and includes the dissemination of that knowledge beyond the classroom.

2. Scholarship and evidence of scholarly activities include, but are not limited to:

- Papers published or accepted for publication in peer refereed journals
- Books or original monographs
- Published book chapters of original material
- Papers published in high quality practitioner journals
- Papers published in refereed proceedings
- Refereed paper presentations at professional meetings including abstracts published in proceedings
- Invited papers presented at professional meetings
- Working papers/works in progress
- Grant or contract research
- Clinical simulation scenario development
- Case studies
- Maintaining clinical experience in an area of nursing specialization

¹ Refer to university RTP document for clarification.

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

194 C. Service

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- 197 1. The School views activities that enhance the institution and the profession, both locally and
198 nationally, as integral components of faculty service. While the magnitude of service
199 rendered may vary, in each instance the evaluation of service must be guided by the quality
200 of that service and its relevance to the University's Mission.
- 201
- 202 2. Service activities may include, but are not limited to, the following:
- 203
- 204 • Membership and offices held on committees, governing bodies, and task forces at
205 the unit, college, and university level.
 - 206 • Membership and offices held on committees, editorial boards, professional advisory
207 boards, external review teams, governing bodies, and task forces at the local,
208 national, and international level.
 - 209 • Organizing regional or national conferences, workshops, or seminars.
 - 210 • Service as faculty advisor to student organizations
 - 211 • Mentoring of faculty.
 - 212 • Administrative activities such as scheduling, program coordination, or other special
213 assignments.
 - 214 • Lectures, presentations, or programs given gratis to community groups or schools.
 - 215 • Gratis professional consultantships of service to the community.
- 216
- 217 3. Evaluation of service shall include: peer evaluation of the quality of service rendered, the
218 extent to which the service rendered contributed to the University's Mission, and the
219 appropriateness of the service to the faculty member's rank.
- 220
- 221 4. Documentation of service may include, but shall not be limited to, the following: a list &
222 description of university, community, professional service; individual contributions to the
223 committee, evaluation by fellow committee members regarding quality of service provided;
224 documents, reports, or other materials produced; letters of invitation; programs; and
225 newspaper clippings. [Electronic submittal is an option for the WPAF. The electronic
226 submitted must follow protocols provided by the office of Faculty Resources](#)

School of Education Retention Tenure and Promotion (RTP) Standards

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| <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~~schools, 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 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 learning
 - 176 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 illustrated
 205 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) |
|-----------------|---------------|--------------|---------|-------|--------------------------|----------|--|
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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.~~¹

243
 244 4. Representative Syllabi from Courses Taught

245
¹ 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 in
315 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 not
334 limited to, qualitative, quantitative, and applied scholarly research conducted both individually and
335 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 CoESoE 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 CoESoE 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 Evaluations of scholarly research/creative activities will focus on developing a profile of the
360 candidate's scholarly research/creative activities as well as an understanding of the impact and
361 benefit their work has had on the field, including the PreK-12 community. To determine such a
362 profile, the candidate's scholarly research/creative activities will be assessed by *holistic* evaluation of
363 the candidates' reflective statement, scholarly work, and selected items that the candidates believe
364 best reflects their progress, as described in the University RTP document and further illustrated
365 below.
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367
368 1. Scholarly Research/Creative Activities Reflective Statement

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

374
375 a. **Category A Evidence** must include external peer review process:

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

391
392 b. **Category B Evidence** may include, but is not limited to:

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

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- 11) Funded regional or internal grants for scholarly research/creative activity work (e.g., local organizations, University Professional Development, Distinguished Teacher in Residence, etc.)
- 12) Self published books
- 13) Workshops
- 14) Unfunded peer reviewed external grants for scholarly research/creative activity work
- 15) Working papers
- 16) Submitted papers
- 17) Sponsored or contract research
- 18) Technical reports
- 19) Unfunded grants

F. Assessment of Scholarly Research/ Creative Activities

1. General Standards

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

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

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

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

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

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

4. Retention

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

VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE

A. CollegeSchool Priorities and Values regarding Service Contributions

Consistent with our Mission Statement, the CollegeSchool of Education places a high value on scholarly service as an essential component of faculty work. The CollegeSchool 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 the CollegeSchool, Scholarly Service is defined as activities that contribute to the life of the university, collegeSchool, department or school districts

457 and/or activities that contribute to professional agencies and organizations. Service activities are
458 expected to advance the CollegeSchool and university mission statements.

459
460 B. Most Important CollegeSchool Priorities regarding Service

461
462 Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service
463 activity. To determine such a profile, service will be assessed by *holistic* evaluation of the candidates'
464 reflective statement, scholarly service work, and selected items that the candidates believe best
465 reflects their progress, as described in the University RTP document and further illustrated below.
466 Particular consideration should be given to the service necessary to develop
467 courses/programs/majors and a campus structure of a growing campus.

468
469 1. Scholarly Service Reflective Statement

470
471 Candidates are to provide a clear and concise reflective self-assessment of their scholarly
472 service activities and the impact of this work. Candidates may include statements regarding
473 any short-term and long-term goals for scholarly service activities, connection to the
474 University's and/or CollegeSchool's Mission, reasons for their involvement, and the impact
475 of their service activities.

476
477 2. Internal Scholarly Service Activities

478
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
493 b. **Evidence of Scholarly Service to the CSU System and/or University** may include,
494 but is not limited to:

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

505
506 3. External Scholarly Service Activities

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

- 508 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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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

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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 programs,
50 the Dean of Extended Learning (or designee), the CSUSM Academic Senate¹ (via a policy to be developed by
51 the BLP), and the President (or designee), the president or designee, and the appropriate college/library.
52 These courses are part of the university's current curriculum, and can also be courses designated "Special
53 Topics." The appropriate Form E or Form ET must be used to obtain the necessary approvals.
54

1 | ¹ Via a BLP policy

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

68 |

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

- 70 |
- 71 | A. Extension credit provides non-degree units and allows CSUSM to offer a wider array of credit courses to a
 72 | larger audience and have these units appear on a CSU transcript. These are typically professional
 73 | advancement courses that are credit worthy, but not applicable to a degree or part of the standard CSUSM
 74 | curriculum. These courses are developed to meet special needs of particular groups or communities, e.g. K-12
 75 | teachers; the extension credit that they confer denotes an investment of time and accomplishment
 76 | comparable to that required in established university courses.
- 77 |
- 78 | B. Courses that carry extension credit are numbered in a series other than those used for university degree
 79 | courses and carry the prefix of the corresponding CSUSM department. Extension credit courses are not listed
 80 | in the academic catalog.
- 81 |
- 82 | C. All such courses and instructors require the review and approval of the corresponding college/department, in
 83 | a manner similar to that which special session and/or special topics courses require.

84 |

85 | IV. COURSES OFFERED WITHOUT UNIVERSITY DEGREE CREDIT

- 86 |
- 87 | A. Non-degree credit courses offered by Extended Learning ~~Extended Studies courses offered without CSU San~~
 88 | ~~Marcos degree credit~~ may award continuing education units, certification of particular skills, or certificates of
 89 | completion.
- 90 |
- 91 | Documents attesting to these awards must clearly specify the nature of the award in order to avoid confusion
 92 | with award of a degree.
- 93 |
- 94 | B. ~~Extended Studies courses offered~~ Non-degree credit courses are offered by
 95 | Extended Learning are subject to the approval of the Dean of Extended Studies Learning and the president
 96 | President or designee but are not subject to approval by the CSUSM Academic Senate.
- 97 |
- 98 | 1. When planning a course or program ~~without CSU San Marcos~~ for non-degree credit, Extended
 99 | ~~Studies Learning~~ shall inform the Deans and/or designee of the appropriate colleges/library, who
 100 | shall notify the faculty of the appropriate disciplines. The communication shall specify the course or
 101 | program's:
- 102 |
- 103 | a) purpose;
- 104 | b) intended audience;
- 105 | c) content;
- 106 | d) instructor qualifications; and
- 107 | e) sites and facilities.
- 108 |
- 109 | 2. Each time it offers a ~~course without CSU San Marcos~~ non-degree credit course, Extended Studies
 110 | Learning shall consider:

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

V. REVIEW AND EVALUATION

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

1 **APC: Credit Hour**

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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 of
45 this out-of-class work (e.g., readings, homework exercises, writing papers, preparing reports, service
46 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. Again,
56 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, and
69 other out-of-class work.
70

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

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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

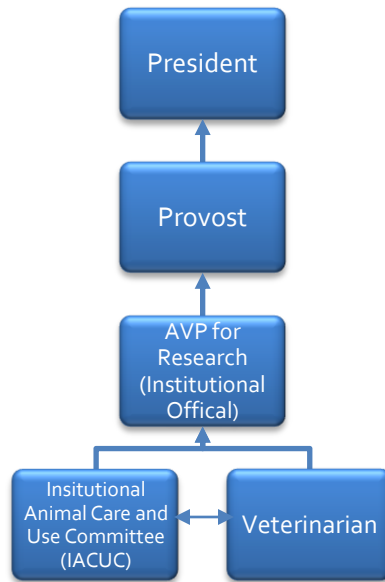
17 **Scope:**
18 This policy concerns the care and use of live, non-human vertebrate animals for research, research training,
19 experimentation, biological testing, teaching, and related activities. This policy applies to such research conducted:
20 1) By CSUSM faculty, staff, or students
21 2) At any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

30 The University maintains an Assurance with the Office of Laboratory Animal Welfare (OLAW).
31 The University will ensure that all individuals involved in the care and use of laboratory animals understand their individual
32 and collective responsibilities for the care and use of animals in research and teaching.
33

34 **Authority:**
35 In accordance with the University's OLAW Assurance, CSUSM complies with all applicable provisions of the Animal Welfare
36 Act and other Federal statutes and regulations relating to animals. The University is guided by the "U.S. Government
37 Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training." CSUSM also maintains
38 programs and procedures for activities involving animals in accordance with the "Guide for the Care and Use of Laboratory
39 Animals." The University maintains programs and procedures as required by the above regulations.
40

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

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FAC: Evaluation of Temporary Faculty Unit 3 Employees: Education

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FAC: Evaluation of Temporary Faculty Unit 3 Employees: Nursing

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FAC: Difference in Pay Leaves

APC: Online Instruction

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FAC: Faculty Personnel Procedures for Retention, Tenure, and Promotion

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GEC: Credit / No Credit Grading for Lower Division General Education

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APC: Independent Study, Research, and Internship Courses

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 (LAMP): 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 (LAMP). Our proposal is on today's Senate agenda as an action item.

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) are now examining data reported to the Chancellor's Office. We plan to submit a report to the Senate by the end of the Spring term.

Report From Extended Learning on changes in AY 2011-2012: EL's Dean, Mike Schroder, gave an extensive report on various changes in that unit since the start of AY 2011-2012. Accompanying handout materials are posted on BLP's Moodle page under the heading "Additional Documents for BLP Members & Public Viewing." We urge faculty members to review those materials and to contact EL if you have questions. NOTE: Dean Schroder has now also given a substantially similar presentation to the Senate's Executive Committee.

FAC

GEC

LATAC

NEAC

NEAC's referendum with amendments addressing the membership of committees ran during March and 53% of eligible faculty voted. Thank you to all who voted! All amendments passed and the call for elections went out reflecting the updated membership structure for the committees. The elections will be taking place in April along with another referendum with another set of Constitutional amendments addressing issues besides committee membership.

PAC

PAC completed its response to the Social Sciences B.A. Program Review and is completing its consideration of the History B.A. and M.A. Program Reviews.

SAC

SAC has been working on re-revising the Faculty Management of Student Course Records policy to reflect handling of digital records, faculty and administration responsibilities, and updates in procedures (such as the replacement of SSN with campus student ID) and administrative positions / resources (such as VP Student Affairs and Information Security Officer). The current revision has been forwarded to EC and will be discussed next EC meeting (4/11/12), with the intention of bringing the revised policy to the Senate for 2nd reading on 4/18/12.

From our CUGR rep: Spring 2012 Student Poster Showcase is confirmed for Thursday, April 26, 2012 from 12-1pm in the Clarke Field House Sulpizio Family Grand Salon. Submissions due Monday, April 9, 2012. Information, application and resources on website: <http://www.csusm.edu/gsr/student/ShowcaseHome.html>

From ASI & Dean of Students: Both are gearing up to the end of the year celebrations. Faculty are highly encouraged to take part in the commencement ceremonies. Faculty participation is extremely important and meaningful for the students, their families, and the community.

Grade Appeals Policy: SAC was informed that the revised policy has returned from the University legal advisor and is currently reviewed by the Provost. SAC is looking forward to working with university administrators on finalizing and implementing this policy.

UCC