

## ACADEMIC SENATE MEETING

Wednesday, April 18, 2012  
1 – 2:50 p.m. (approx.)  
Commons 206

- I. Approval of agenda
- II. Approval of minutes of 04/04/2012 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.*
  - FAC RTP Calendar AY 12/13
  - UCC Course & Program Change Proposals *attached*
- IV. Action items *These are items scheduled for a vote, including "second reading" items.*
  - A. APC Extended Learning Roles & Responsibilities *attached*
  - B. APC Credit Hour *attached*
  - C. APC Humane Care and Use of Animals *attached*
  - D. APC Online Instruction *attached*
  - E. FAC Faculty Personnel Procedures for Retention, Tenure, and Promotion *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 RTP policies: CEHHS, SoE, SoN, Human Development, Kinesiology *attached*
  - I. FAC Difference in Pay Leaves *attached*
  - J. EC Resolution in Support of Library Colleagues *to be provided*
- V. Discussion items *These are items scheduled for discussion, including "first reading" items.*
  - A. APC Independent Study *attached*
  - B. SAC Faculty Management of Student Course Records *attached*
  - C. APC Academic Program Discontinuance *pending EC action*
  - D. APC Second Masters *pending EC action*

### Reports **Time certain 2:30pm**

- VI. Chair's report: Wayne Aitken
- VII. Vice Chair's report, Jackie Trischman
- 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. ASJ report: Scott Silveira
- XIV. Oral committee reports: LATAC, PAC *(no written reports; year-end reports to be presented on May 2<sup>nd</sup>)*
- XV. Information items
  - A. APC Human Subjects
  - B. APC Credit by Challenge Examination
- XVI. Senators' concerns and announcements

*Next meeting: May 2 ~ 1-2:50 pm ~ Commons 206*

# TIMETABLE FOR PERIODIC EVALUATION AND PERFORMANCE REVIEW 2012/13

REVIEW	WPAF DUE		PRE-REVIEW FOR COMPLETENESS		CANDIDATE ADDS REQUESTED MATERIAL NO LATER THAN		PEER REVIEW		COMMITTEE (PRC) REVIEW		End of rebuttal/response period *		Candidate picks up re-commendation no later than		End of PRC response period **		DEAN REVIEW		Candidate picks up re-commendation no later than		End of Dean's response period **		PROMOTION & TENURE (P&T) COMMITTEE REVIEW		Candidate picks up re-commendation no later than		End of rebuttal/response period *		End of P&T Committee response period **		PRESIDENT OR DESIGNEE REVIEW							
	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End	Begin	End						
Periodic Evaluation (typically 1st, 3rd, and 5th year)	WED JAN 16	THUR JAN 24	THUR JAN 31	THUR FEB 01	FRI FEB 01	THUR FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01	FRI FEB 01			
	5 Work Days		7 Days		7 Days		10 Days		10 Days		7 Days		10 Days		20 Work Days		14 Work Days		7 Days		10 Days		7 Days		10 Days		7 Days		10 Days		30 Work Days		7 Days					
2nd Year Retention	MON AUG 27	TUE SEP 04	TUE SEP 11	TUE SEP 11	WED SEP 12	MON OCT 01	WED SEP 12	MON OCT 01	MON OCT 01	MON OCT 01	MON OCT 01	MON OCT 01	MON OCT 01	MON OCT 01	TUE OCT 23	FRI NOV 09	TUE OCT 23	FRI NOV 09	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16	FRI NOV 16		
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2nd Year Retention w/optional Tenure and/or Promotion Review	Use above timeline for 2nd Year Retention (including the Feb 25 final decision for retention) and continue with the following P&T Committee/President schedule:																																					
4th Year Retention (3rd or 5th year for faculty off cycle)	TUE SEP 04	WED SEP 05	TUE SEP 11	TUE SEP 11	WED SEP 19	TUE SEP 18	TUE SEP 18	TUE SEP 18	TUE SEP 18	WED SEP 19	TUE OCT 23	FRI OCT 26	FRI OCT 26	FRI OCT 26	TUE NOV 13	WED NOV 14	THUR DEC 20	THUR DEC 20	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16
	5 Work Days		7 Days		7 Days		10 Days		10 Days		7 Days		10 Days		25 Work Days		25 Work Days		10 Days		10 Days		7 Days		10 Days		30 Work Days		7 Days		10 Days		30/40 Work Days		7 Days			
4th Year Retention w/optional Tenure and/or Promotion Rvw (3rd or 5th year for faculty off cycle)	TUE SEP 04	WED SEP 05	TUE SEP 11	TUE SEP 11	WED SEP 19	TUE SEP 18	TUE SEP 18	TUE SEP 18	TUE SEP 18	WED SEP 19	TUE OCT 23	FRI OCT 26	FRI OCT 26	FRI OCT 26	TUE NOV 13	WED NOV 14	THUR DEC 20	THUR DEC 20	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16
	5 Work Days		7 Days		7 Days		10 Days		10 Days		7 Days		10 Days		25 Work Days		25 Work Days		10 Days		10 Days		7 Days		10 Days		30 Work Days		7 Days		10 Days		30/40 Work Days		7 Days			
Tenure and/or Promotion Review	TUE SEP 04	WED SEP 05	TUE SEP 11	TUE SEP 11	WED SEP 19	TUE SEP 18	TUE SEP 18	TUE SEP 18	TUE SEP 18	WED SEP 19	TUE OCT 23	FRI OCT 26	FRI OCT 26	FRI OCT 26	TUE NOV 13	WED NOV 14	THUR DEC 20	THUR DEC 20	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	WED JAN 16	
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Post-Tenure Periodic Review	FRI MAR 1																																					

**Holidays/Breaks:**  
 Labor Day SEP 03  
 Veteran's Day NOV 12  
 Thanksgiving NOV 22 - 23  
 Winter Holiday/Break DEC 21 - JAN 15  
 Martin Luther King Jr. JAN 21  
 Spring Break APR 01 - 06  
 Cesar Chavez Day APR 01

\* Candidate may submit a rebuttal/response within 10 days of receipt of the recommendation or by the end date listed on timeline - whichever comes first.

\*\* Reviewing committee/administrator may submit response to a candidate's rebuttal within seven days or by the end date listed on timeline - whichever comes first.

Campus Holidays are NOT counted in number of "work" days.

The number of days indicated on the calendar is the minimum number of days required, so the actual number of days may be more than the minimum.

## CONSENT CALENDAR

### UCC Course & Program Change Proposals

<b>SUBJ</b>	<b>No. / New No.</b>	<b>Course/Program Title</b>	<b>Form Type</b>	<b>Originator</b>	<b>Rec'd AP</b>	<b>To UCC</b>	<b>UCC Action</b>
BIOL	212	Evolution	C-2	Thomas Spady	4/11/12	4/12/12	4/16/12
BIOL	380L	Animal Behavior Lab & Field Methods	C-2	Thomas Spady	4/11/12	4/12/12	4/16/12
BRS	P-2	Border Studies Option in Liberal Studies	P-2	Vivienne Bennett	3/15/12	3/28/12	4/9/12
COMM	444	Narratives in Organizations	C	Bud Morris	3/15/12	3/28/12	4/9/12
EDUC/ HD	370	Leadership Foundations for Teaching Diverse Students	C	Elizabeth Garza	3/7/12	3/14/12	4/9/12
EDUC	380	Applications in Child and Youth Development	C	Erika Daniels	3/27/12	3/28/12	4/9/12
LBST	LBST 375 / BRS 335	Urban Change and Ethnicity	C-2	Vivienne Bennett	3/15/12	3/28/12	4/9/12
LING	351	Language Acquisition	C-2	Nicoleta Bateman	3/15/12	3/28/12	4/9/12
OM	406	Decision Models: Computer Integrated Approach	C-2	Jack Leu	3/15/12	3/28/12	4/16/12

APC: Extended Learning Roles & Responsibilities

Comments received after 1st reading:	Actions taken:
The policy should include guidelines for a reverse process where a program can be offered through State Support when originally was offered through Extended learning.	This policy only looks at the roles and responsibilities of Extended Learning. Although APC believes that a guideline or policy for such a reverse process is necessary, we do not see its place in this policy and we believe that a separate policy for movement of program in both directions should be developed...probably by BLP.

Definition: A policy describing the roles and responsibilities of Extended ~~Studies-Learning~~ with regard to for-credit and not-for-credit programs. Describes the review and reporting relationship between faculty and Extended ~~Studies-Learning~~ in academic matters.

Authority: President of CSU San Marcos.

Scope: Credit and non-credit courses offered by Extended ~~Studies-Learning~~.

I. INTRODUCTION

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

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

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

II. UNIVERSITY CREDIT COURSES

- A. University credit courses and programs offered through Extended-Learning courses and programs offered for university credit must have been approved by the through the standard curriculum review and approval process. The offering of such courses through Extended Learning must be approved by CSUSM Academic Senate or the CSU statewide Academic Senate, the Dean (or designee) of the College offering the courses and the dean-Dean of Extended Studies Learning (or designee). The offering of such programs

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

- 55 |
- 56 | B. Instructors who teach Extended ~~Studies Learning~~ courses offered for university credit must be approved in  
57 | advance and in writing by the department chair or program director of the appropriate discipline and the  
58 | appropriate college/library ~~D~~ean each time a course is taught.
- 59 |
- 60 | C. University credit courses offered through Extended Learning shall be evaluated in the same manner as  
61 | courses offered through state support. Copies of evaluations shall be provided to the instructor, the  
62 | appropriate Extended Studies Learning will obtain student evaluations of each Extended Studies Learning  
63 | course offered for university credit and will provide copies to the instructor, the appropriate department chair  
64 | or program director, and the appropriate college/library Dean offering the courses.
- 65 |
- 66 | D. Only non-matriculated students may enroll in courses available through the Extended ~~Studies Learning~~ Open  
67 | University program. Students who have been disenrolled from the university may enroll in Open University  
68 | courses only with the prior permission of Enrollment Services and course instructor.
- 69 |

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

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

86 | IV. COURSES OFFERED WITHOUT UNIVERSITY DEGREE CREDIT

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- 88 | A. Non-degree credit courses offered by Extended Learning ~~Extended Studies courses offered without CSU San~~  
89 | ~~Marcos degree credit~~ may award continuing education units, certification of particular skills, or certificates of  
90 | completion.
- 91 |

92 | Documents attesting to these awards must clearly specify the nature of the award in order to avoid confusion  
93 | with award of a degree.

94 |

- 95 | B. ~~Extended Studies courses offered Non without CSU San Marcos degree credit~~ courses are offered by  
96 | Extended Learning are subject to the approval of the Dean of Extended Studies Learning and the president  
97 | President or designee but are not subject to approval by the CSUSM Academic Senate.
- 98 |

- 99 | 1. When planning a course or program ~~without CSU San Marcos for non-degree credit~~, Extended  
100 | Studies Learning shall inform the Deans and/or designee of the appropriate colleges/library, who  
101 | shall notify the faculty of the appropriate disciplines. The communication shall specify the course or  
102 | program's:
- 103 |

- 104 | a) purpose;
- 105 | b) intended audience;
- 106 | c) content;

- d) instructor qualifications; and
- e) sites and facilities.

2. Each time it offers a ~~course without CSU San Marcos non-degree credit course~~, Extended Studies Learning shall consider:

- 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.

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**APC: Credit Hour**

<b>Comments received after 1st reading:</b>	<b>Actions taken:</b>
1- The reference point for face-to-face courses is per week. I think the reference point should be added to the online and hybrid courses for clarity.	We have added “per semester” after 40 hours on lines 97 and 103 as a reference point for the online and hybrid courses for clarity.
2- I’m hoping you can clarify the metric that was used to make the translation to 40 hours/unit for the semester.	To reduce the confusion of the policy on the required amount of student work, and since there is 15 weeks in a semester and there are a total of 3 hours of required student work per unit per week, we have changed the “approximately 40 hours” to “a minimum of 45 hours”.

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

I. Credit Hour Policy

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

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

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

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

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

II. Credit Hour Procedures:

A. For courses with face-to-face instruction

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

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

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

B. For courses offered entirely on-line

1. The syllabus must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time that students will need to devote to each of these. The total expected time should be a minimum of approximately 4045 hours per semester for each unit of credit.

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

1. The syllabus should communicate an expectation to students that they should plan on devoting a minimum of approximately 4045 hours per semester for each unit of credit through attending class, working on-line, and other out-of-class work.



## APC: Humane Care and Use of Animals

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

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

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

**Scope:** This policy concerns the care and use of live, non-human vertebrate animals for research, research training, experimentation, biological testing, teaching, and related activities. This policy applies to such research conducted:

- 1) By CSUSM faculty, staff, or students
- 2) At any CSUSM site or facility.

### Procedure

Cal State San Marcos maintains procedures for the procurement, housing, care, and use of live non-human vertebrate animals in Sponsored Program research. The campus operates under a federal "Assurance of Compliance" that has been submitted to and approved by the National Institutes of Health Office of Laboratory Animal Welfare (OLAW). Procedures related to animal care and use are reviewed semiannually and reports are submitted to OLAW annually. Campus procedures provide for adequate training for research personnel and are consistent with the following regulatory guidelines: Guide for the Care and Use of Laboratory Animals (Institute for Laboratory Animal Research, Commission on Life Sciences, National Research Council; requirements of the United States Department of Agriculture and regulations implementing the Animal Welfare Act as amended; other applicable laws and regulations; and, as appropriate, provisions of the United States Public Health Service Policy on Humane Care and Use of Laboratory Animals.

The president or designee (the Associate Vice President for Research) is authorized to take appropriate action to implement regulations required by funding and regulatory agencies on the care and use of animals in research and instruction. Cal State San Marcos maintains an Institutional Animal Care and Use Committee (IACUC), appointed by the president or designee (the Associate Vice President for Research), to ensure adequate review of animal facilities, procedures, and research and teaching protocols, and the University is responsible for ensuring that these protocols are followed.

### Background:

California State University San Marcos (CSUSM) has responsibility for the care and use of live, non-human vertebrate animals involved in research, research training, experimentation, biological testing, teaching, and related activities. This policy applies to such research conducted:

- 1) By CSUSM faculty, staff, or students or
- 2) At any CSUSM site or facility.

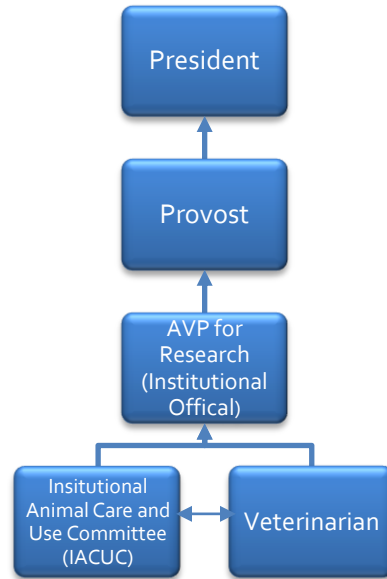
The University maintains an Assurance with the Office of Laboratory Animal Welfare (OLAW).

The University will ensure that all individuals involved in the care and use of laboratory animals understand their individual and collective responsibilities for the care and use of animals in research and teaching.

### Authority:

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

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



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

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

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**APC: Online Instruction**

<b>Comments received after 1st reading:</b>	<b>Actions taken:</b>
Must an instructor teaching an online course hold an office hour even if she/he replies to student emails within the 36 hours from their receipt?	The committee discussed this issue and we still believe that a faculty is responsible to hold an office hour even for courses offered online.

**Rationale:** *This revision clarifies that office hours also apply to online courses and that expectations of student work in online courses must be consistent with the Credit Hour Policy. Additionally, as the number of online courses in a program begins to approach the point where 50% of the program may be taken online (which requires the program to undergo the WASC Substantive Change process), the campus WASC Accreditation Liaison Officer (ALO) shall ensure that the university is in compliance with WASC reporting requirements concerning the percentage of programs offered on line.*

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

**Authority**            The President of the University

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

I. Definitions<sup>1</sup>

Online Course - A course where most or all of the content is delivered online. Typically has no face-to-face meetings.

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

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

II. Preamble

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

III. Principles for Online Instruction

A. Student Support and Information

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<sup>1</sup> Definitions are from I. E. Allen and J. Seaman, *Staying the Course Online Education in the United States*, 2008. The Sloan Consortium, p. 8.

- 44 1. All course sections that are offered solely or partially through online instruction shall provide the  
45 opportunity for appropriate and timely interactions between faculty and students and among  
46 students.
- 47
- 48 2. Students have the right to know the modes of delivery, including any on-campus meeting  
49 requirements, and technological requirements of each course section, program and degree  
50 offered by the University. Students will have access to this information before enrolling in a  
51 course section or program.
- 52
- 53 3. Criteria for student success in online and hybrid course sections and programs will be as rigorous  
54 and comprehensive as those used in classroom-based course sections, and these criteria will be  
55 clearly communicated to students.
- 56
- 57 4. Students enrolled in online or hybrid course sections are subject to the same academic  
58 regulations applicable to students enrolled in any CSUSM course section. Academic standards  
59 regarding cheating, plagiarism, and appropriate behavior will be clearly communicated to  
60 students in online and hybrid course sections and programs. (For example, see Academic Honesty  
61 Policy.)
- 62
- 63 5. Students taking online course sections have the same basic privileges as other CSUSM students.  
64 Each student enrolled in an online course section or program shall be informed of available  
65 instructional support, student services/advisers, library resources, and support services for  
66 students with disabilities.
- 67
- 68 6. Technical support consistent with that available to all other CSUSM students shall be made  
69 available to students in online course sections and programs.
- 70
- 71 7. In accordance with the CSU Accessible Technology Initiative, accessible design will be  
72 incorporated into the creation of all new course sections with online components (web facilitated,  
73 hybrid or online) by fall term 2012. Existing online course content will be made accessible as  
74 online materials are redesigned or modified or when a student with a disability enrolls in the  
75 course.

#### 76 B. Faculty Support, Rights and Responsibilities

- 77 1. Criteria for student success in online and hybrid course sections and programs shall be as rigorous  
78 and comprehensive as those used in classroom-based course sections, and these criteria shall be  
79 clearly communicated to students.
- 80
- 81 2. Students enrolled in online or hybrid course sections are subject to the same academic regulations  
82 applicable to students enrolled in any CSUSM course section. Academic standards regarding  
83 cheating, plagiarism, and appropriate behavior shall be clearly communicated to students in online  
84 and hybrid course sections and programs. [For example, see Academic Honesty Policy.]
- 85
- 86 3. In accordance with the provisions of the CSU/CFA Collective Bargaining Agreement, faculty shall  
87 have the same control and ownership of the substantive and intellectual content of their online  
88 course-related materials that faculty have with respect to their face-to-face courses.
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- 90 4. Faculty shall follow the guidelines established by the CSU San Marcos Policy on Fair Use of  
91 Copyrighted Works for Education and Research.
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5. Faculty teaching a fully online course section will use the Student Evaluation of Instruction Form for Online Courses.
  6. Because online instruction involves the use of technologies and teaching methods that require specialized training, the University shall offer training and support to faculty.
  7. Any faculty member who teaches online shall have the opportunity to receive training in online instruction and is responsible for making use of university-offered resources and training. Ideally, development of course materials to offer a new online course should begin a semester in advance.
  8. Each time a new or existing course section will be taught online, the instructor will contact Academic Technology Services within IITS to ensure that the course will be linked in the online course index and to allow time for technical support.
  9. In accordance with the CSU Accessible Technology Initiative, accessible design will be incorporated into the creation of all new course sections with online components (web facilitated, hybrid or online) by fall term 2012. Existing online course content will be made accessible as online materials are redesigned or modified or when a student with a disability enrolls in the course.
  10. All online and hybrid courses listed in the Class Schedule shall normally be hosted on California State University servers or other servers approved by the Dean of IITS and Chief Information Officer.
  11. Any course section that uses online instruction shall indicate so in the course syllabus. In addition to information specified in the Syllabus Guidelines, the following information is recommended to be included in course syllabi for online and hybrid course sections:
    - a. Prerequisite technical competencies
    - b. Contact information for technical assistance
    - c. ~~e.~~ Course requirements for participation
    - d. Statement on how the course complies with the campus Credit Hour Policy
    - e. Instructor contact information; faculty teaching a fully online course section must have a regularly scheduled office hour during which they are available through an on-line technology appropriate to the course (on-line discussion group, telephone, web chat, Skype, etc.)<sup>1</sup>
    - ef. On-campus meeting requirements, if applicable
  12. Faculty have a right to know, and department chairs and program directors have the responsibility to inform faculty, of the modes of delivery, including any on-campus meeting requirements, and technological requirements of relevant course sections, programs, or degrees offered by the department or the program. Faculty shall have access to this information before being assigned any course.

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<sup>1</sup> For a fully online course, this policy does not require that the faculty member be physically in her/his office for this office hour.

143 IV. Approval of Online Courses and Degree Programs

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A. New Online Degree Programs

New online degree programs or program modifications (including majors, minors, options, certificates and subject matter preparation programs) shall be reviewed in accordance with the usual Program Proposal process. Any department or program in which at least 50% of the instruction is offered online shall be required to meet Western Association of Schools and Colleges (WASC) substantive change requirements. [See <http://www.wascweb.org>] The campus WASC Accreditation Liaison Officer (ALO)<sup>1</sup> shall ensure that the university is in compliance with WASC reporting requirements concerning the percentage of programs offered on line.

B. New Online Courses

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

C. Converting Existing Courses or Sections to an Online Format

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

D. Compliance of Existing Online Courses and Sections

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

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<sup>1</sup> Effective May 1, 2012, this will be the Associate Vice President for Planning and Academic Resources.

FAC: RTP

**Rationale** This revision comes as a result of the CSUSM Academic Senate request for an update of the CSUSM RTP document following the University restructure of 2011-2012. During these revisions, other issues in the document were also addressed (e.g., electronic submissions, COF language, gender neutrality, grammatical concerns) as these issues were brought to the attention of the Faculty Affairs Committee.

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

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

**Scope** Faculty unit employees of CSU San Marcos.

I. DEFINITION OF TERMS AND ABBREVIATIONS

- A. In the policies and procedures prescribed by this document, "is" is informative, "shall" is mandatory, "may" is permissive, "should" is conditional, and "will" is intentional.
- B. The numbers in parentheses refer to sections of the Collective Bargaining Agreement (in effect at the time of the adoption of this document) between the Board of Trustees of The California State University and the California Faculty Association.
- C. The following terms – important to understanding faculty policies and procedures for retention, tenure, and promotion – are herein defined:
  - 1. Administrator: an employee serving in a position designated as management or supervisory in accordance with the Higher Education Employer-Employee Relations Act. (2.1)
  - 2. Candidate: a faculty unit employee being evaluated for retention, tenure, or promotion. (15.1)
  - 3. CBA: Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University for Unit 3 (Faculty).
  - 4. CFA: the California Faculty Association or the exclusive representative of the Union. (2.7)
  - 5. College/Library/School/SSP-AR: College of Business Administration (CoBA); College of Education, Health and Human Services (CoEHHS); College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); College of Science and Mathematics (CSM); Library; and Student Services Professional, Academic Related (SSP- AR). College of Arts and Sciences, College of Business Administration, College of Education, Library- School of Nursing, and Student Services Professional, Academic Related.
  - 6. Confidentiality: confidential matter is private, secret information whose unauthorized disclosure could be prejudicial. Given the RTP Procedure, confidentiality applies to the circle of those reviewing a file in a given year.
  - 7. CSU: the California State University.
  - 8. CSUSM: California State University San Marcos.
  - 9. Custodian of the File (COF): the administrator designated by the President who strives to maintain accurate and relevant Personnel Action Files and to ensure that the CSUSM RTP Timetable is followed. (11.1, 15.4)
  - 10. Day: a calendar day. (2.11)
  - 11. Dean/Director: the administrator responsible for the college/unit.
  - 12. Department: the faculty unit employees within an academic department or other equivalent academic unit. (2.12)
  - 13. Department Chair: the person selected by the president or designee, based on faculty recommendation, to serve as the director/coordinator of the faculty unit employees within an academic department or other equivalent academic unit. (20.32)
  - 14. Equivalent Academic Unit: any unit that is equivalent to an academic department or library unit for purposes of this document, but not recognized under the CBA.
  - 15. Evaluation: a written assessment of a faculty member’s performance. An evaluation shall not include a recommendation for action.

- 41 16. Faculty Unit Employee: a member of bargaining Unit 3 who is subject to retention, tenure, or promotion.  
42 (2.13) See also *Candidate*.
- 43 17. Librarian: those individuals who have achieved the rank of full Librarian.
- 44 18. Merit awards: in various CBAs, the CSU and CFA have agreed upon different terms and different names  
45 for merit awards, such as Merit Salary Adjustments, Performance Step Salary Increases and Faculty Merit  
46 Increases. If they are in effect during a review, merit awards are separate from the Retention, Tenure, and  
47 Promotion process, and thus have no bearing on the set of policies and procedures that follows.
- 48 19. Peer Review Committee (PRC): the committee of full-time, tenured faculty unit employees whose  
49 purpose is to review and recommend faculty unit employees who are being considered for retention,  
50 tenure, and promotion. (15.35)
- 51 20. Performance Review: the evaluative process pursuant to retention, tenure, and/or promotion. (15.32)
- 52 21. Personnel Action File (PAF): the one official personnel file containing employment information and  
53 information relevant to personnel recommendations or personnel actions regarding a faculty unit  
54 employee. (2.17)
- 55 22. President: the chief executive officer of the university or her/his designee. (2.18)
- 56 23. Probation, Normal Period of: the normal period of probation shall be a total of six (6) years of full-time  
57 probationary service and credited service, if any. Any deviation from the normal six (6) year probationary  
58 period, other than credited service given at the time of initial appointment, shall be the decision of the  
59 President following her/his consideration of recommendations from the department or equivalent unit,  
60 Dean/Director, appropriate administrators, and the Promotion and Tenure Committee. (13.3)
- 61 24. Probationary Faculty: the term probationary faculty unit employee refers to a full-time faculty unit  
62 employee appointed with probationary status and serving a period of probation. (13.1)
- 63 25. Professor: those individuals who have achieved the rank of full professor.
- 64 26. Promotion: the advancement of a probationary or tenured faculty unit employee who holds academic or  
65 librarian rank to a higher academic or librarian rank or of a counselor faculty unit employee to higher  
66 classification. (14.1)
- 67 27. Promotion, Early consideration for: in some circumstances, a faculty unit employee may, upon application  
68 and with a positive recommendation from her/his Department or equivalent academic unit, be considered  
69 for early promotion to Associate Professor or Professor, Associate Librarian or Librarian, SSP-AR II or SSP-  
70 AR III prior to the normal period of service. (14.2-14.4)
- 71 28. Promotion and Tenure Committee (P & T Committee): an all-University committee composed of full-  
72 time, tenured Professors and a Librarian elected according to the faculty constitution. The University  
73 charges the P & T Committee to make recommendations for tenure and promotion. When School of  
74 Nursing faculty or SSP-ARs are under review, faculty member from the School of Nursing or SSP-AR III will  
75 be added to the P & T Committee for the School of Nursing or SSP-AR review only.
- 76 29. Rebuttal/Response: a written statement intended to present opposing or clarifying evidence or  
77 arguments to recommendations resulting from a performance review at any level of review. It is not  
78 intended for presentation of new information/material. (15.5)
- 79 30. Recommendation: the written end product of each level of a performance review. A recommendation  
80 shall be based on the WPAF and shall include a written statement of the reasons for the recommendation.  
81 A copy of the recommendation and the written reasons for it is provided to the faculty member at each  
82 level of review. (15.40, 15.12c, 15.5)
- 83 31. Retention: authorization to continue in probationary status.
- 84 32. RTP: retention, tenure, and/or promotion.
- 85 33. RTP Timetable: A timetable that lists the order of review and establishes dates for the review process at  
86 each level for a particular year. This calendar is based on the approved academic year calendar. The  
87 President, after consideration of recommendations of the appropriate faculty committee, shall announce  
88 the RTP Timetable for each year. (13.5)
- 89 34. Service Credit: the President, upon recommendation of the Dean/Director after consulting with the  
90 relevant department or equivalent unit, may grant to a faculty unit employee up to two (2) years service  
91 credit for probation based on previous service at a post-secondary education institution, previous full-time  
92 CSU employment, or comparable experience. (13.4)
- 93 35. Tenure: the right to continued permanent employment at the campus as a faculty unit employee except  
94 when such employment is voluntarily terminated or is terminated by the CSU pursuant to the CBA or law.  
95 (13.13)



36. Working Personnel Action File (WPAF): that portion of the Personnel Action File specifically generated for use in a given evaluation cycle. The WPAF shall include all forms and documents, all information specifically provided by the candidate, and information provided by faculty unit employees, students, and academic administrators. It also shall include all faculty and administrative level evaluations, recommendations from the current cycle, and all rebuttal statements and responses submitted. (15.8)

## II. PERSONNEL FILES

### A. Personnel Action File (PAF)

1. Each faculty member shall have a Personnel Action File (PAF). This is a confidential file with exclusive access of the faculty member and designated individuals. (11)
2. The President of the University designates where such files will be kept and who will act as Custodian of the File (COF). The COF will keep a log of all requests to see each file. The COF shall monitor the progress of all evaluations ensuring that ~~she/he gives~~ proper notification of each step of the evaluation is given to the Candidate, each committee and administrator as specified in these procedures. (11)
3. The PAF is the one official personnel file for employment information relevant to personnel recommendation or personnel actions regarding a Candidate. Faculty members may review all material in their PAF, including pre-employment materials. Faculty members may submit rebuttals to any item in the file, except for pre-employment materials. Faculty may request the removal of any letters of reprimand that are more than three years old. (18) -Material submitted to the PAF must be identified by the source generating the information. No anonymously authored documents shall be included in the file. (11)
4. Contents of Personnel Action File (PAF). The PAF contains the following materials:
  - All recommendations and decision letters that have been part of the RTP process.
  - All indices of all WPAFs.
  - The file concerning initial appointment.
  - A curriculum vitae from each review.
  - The Candidate's summaries for each RTP-related review.
  - All rebuttals and responses.
  - Letters of commendation.
  - Letters of reprimand, until removed under 18.7.
  - All fifth year post-tenure reviews.
  - Documentation of any merit awards or salary adjustments.<sup>1</sup>

### B. Working Personnel Action File (WPAF)

1. During periods of evaluation, the Candidate shall create a WPAF specifically for the purpose of evaluation. This material amplifies the PAF. It shall contain all required forms and documents and all additional information provided by the Candidate. The WPAF is deemed to be part of the Personnel Action File (PAF) during the period of evaluation. (11) Material submitted to the WPAF must be identified by the source generating the information. No anonymously authored documents shall be included in the file.
2. The WPAF is part of the review process. All parties to the review shall maintain confidentiality regarding this file. (15)
3. The Candidate, appropriate administrators, the President, Peer Review Committee members, Department Chair (only if ~~she/he~~ the Chair completes a separate Department Chair review), and Promotion and Tenure Committee members, Custodian of the File and designated individuals shall have access to the file. (15)
4. The WPAF shall be complete by the deadline announced in the RTP Timetable. This includes individuals submitting files reflective of their sixth probation year. Any material added after that date must have the approval of the Peer Review Committee and must be material that becomes available only after the closure date. Applicants are strongly encouraged to add such updated or new material as it becomes available (e.g., a publication listed as "in press" and subsequently published, ~~or~~ a grant application funded after the WPAF submission date, ~~course evaluations unavailable at time files were due, or conference proposals accepted after file has been submitted~~). New materials must be reviewed, evaluated, and commented upon by the Peer Review Committee and the Department Chair (if applicable) before

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

148 consideration at subsequent levels of review. Once approved by the PRC, the Dean and subsequent  
149 reviewers shall be notified simultaneously and they have the option of changing recommendations. (15)

150 5. Guidance on the WPAF

- 151 a. An item in the WPAF may be included in whichever category the Candidate sees as the best fit.  
152 However, a single item may not be inserted in two different categories.
- 153 b. The emphasis of the WPAF will be on the accomplishments of the Candidate since the beginning of  
154 the last university-level review and not included as part of that review, i.e., items can only be  
155 considered in one promotion review. For retention review, the emphasis will be on the time period  
156 since the last retention review. For promotion to Associate Professor /Associate Librarian/SSP II AR  
157 or tenure, the emphasis will be on the time period since hiring. For promotion to  
158 Professor/Librarian/SSP-AR III, the emphasis will be on the time period since the review for the  
159 Candidate's last promotion or since hiring if hired as an Associate Professor /Associate  
160 Librarian/SSP II AR.
- 161 c. If service credit was awarded, the Candidate should include evidence of accomplishments from the  
162 other institution(s) for the most recent years of employment.
- 163 d. This procedures document does not specify standards. Each Department may develop its own  
164 standards, including guidance on criteria in that unit. It is the responsibility of the Candidate to  
165 seek out and understand these standards. See V.A.1. and V. B. 4. below.
- 166 e. There are many creative ways to document scholarly performance in the WPAF, but the potential  
167 for a lack of selectivity and coherence is great. Assembling the WPAF (the Candidate's  
168 responsibility) and giving due consideration to the WPAF (the reviewing parties' responsibility) is  
169 made more time-consuming and difficult when the file is disorganized and/or too large. In  
170 presenting the WPAF, the Candidate should be selective, choosing documents, texts, or artifacts  
171 that are most significant and representative of their work. The WPAF should be focused and  
172 manageable. In order for a candidate to make the best case while minimizing file size, statements  
173 such as "available upon request" may be used. Materials mentioned as "available upon request" or  
174 cited in reflective statement and/or curriculum vitae are considered part of the WPAF. Reviewers at  
175 any level can obtain such documentation during the time of the review directly from the candidate  
176 or directly from the cited source, without the notification of any other level of review. Information  
177 in the public domain relevant to the material presented in the WPAF, but not specific to the  
178 candidate (e.g., journal acceptance rates, publication peer-review process, and/or publisher  
179 information), are considered part of the WPAF and can be accessed by reviewers at any level  
180 without notification.
- 181 f. The evidence of success in Teaching, Research/Creative Activity and Service shall consist of up to 30  
182 items total in the WPAF that are representative of the work described in the narrative. The  
183 candidate will determine how to distribute the items among the three categories; however, each  
184 category will contain evidence.
- 185 g. The reflective statements included in the WPAF shall not exceed 15 pages in combined length. The  
186 Candidate will determine how many pages to devote to each statement. The statements will  
187 describe the Candidate's contributions in the areas of Teaching, Research/Creative Activity, and  
188 Service.
- 189 h. Electronic documentation is also acceptable, although the same principle of selectivity applies in  
190 this case.
- 191 i. The Candidate shall be notified of the placement of any material in her/his WPAF, and shall be  
192 provided with a copy of any material to be placed in the WPAF at least five days prior to such  
193 placement.
- 194 • Material inserted into the WPAF by reviewing parties is subject to rebuttal or request for  
195 removal by the faculty member undergoing review.
  - 196 • Required or additional material relevant to the review may be added during the initial period of  
197 "review for completeness" by the faculty member undergoing review or other parties to the  
198 review.
- 199 6. The WPAF, when submitted by the Candidate, shall contain:
- 200 a. A current curriculum vitae including all the accomplishments of the candidate's career.
- 201 b. A statement outlining any special conditions of initial appointment, such as award of years of  
202 service credit or completion of terminal degree.

- 203 c. For faculty applying for periodic reviews; retention, tenure, or tenure and promotion, all personnel  
204 reviews since hire. For faculty applying for promotion after the award of tenure (or tenure and  
205 promotion), all personnel reviews beginning with the previous promotion review or original  
206 appointment materials. For faculty applying for tenure after promotion, all personnel reviews  
207 beginning with original appointment materials. Personnel reviews (including recommendations,  
208 rebuttals and responses) are defined as:
- 209 • periodic reviews
  - 210 • retention, tenure and promotion reviews
  - 211 • five-year post-tenure reviews
- 212 d. A reflective statement for each section: Teaching, Research/Creative Activity, and Service. (See  
213 II.D.7. above.)
- 214 1) Evidence of teaching success (for all faculty unit members who teach) and equivalent  
215 professional performance based on primary duties assigned in the job description (for non-  
216 teaching faculty).<sup>1</sup>
    - 217 a) The reflective statement on teaching.
    - 218 b) Student evaluations from courses taught, in compliance with the CBA. The complete  
219 university-prepared report (containing numerical summaries and student comments)  
220 shall be included for each course submitted.
    - 221 c) Selected items (a minimum of 1 item) documenting the teaching accomplishments  
222 discussed in the reflective statement, such as:
      - 223 • Peer evaluation
      - 224 • Self-evaluation
      - 225 • Videotape of class session
      - 226 • Instructional materials (e.g., syllabi, lesson plans, lecture notes, multimedia  
227 presentations, course assignments)
      - 228 • Product of your teaching/Evidence of student learning (e.g., completed student  
229 assignment, paper, thesis, exam, project, performance)
      - 230 • Teaching award, fellowship or honor
      - 231 • Other relevant items chosen by the faculty member
  - 232 2) Evidence of success in research and creative activity (for teaching faculty and librarians) and  
233 continuing education/professional development (for SSP-ARs).
    - 234 a) The reflective statement on research and creative activity.
    - 235 b) Selected items (a minimum of 1 item) representing research and creative activity, such as:
      - 236 • Publications
      - 237 • Publications in press or under review (with documentation)
      - 238 • Creative performances (dance, music performance art, theatre), exhibits, videos, slides,  
239 recordings, CD-ROMS, multimedia, performance texts, installations, photographs,  
240 musical scores, directing or choreography, curating, producing
      - 241 • Presentations at professional meetings
      - 242 • Funded grants
      - 243 • Research/creative activity in progress
      - 244 • Instructional material development
      - 245 • Applied research/scholarship
      - 246 • Invited address
      - 247 • Research/creative activity award, fellowship or honor
      - 248 • Editing of a journal, book, or monograph
      - 249 • Unpublished research
      - 250 • Unpresented/unperformed creative activity
      - 251 • Unfunded grant proposal
      - 252 • Refereeing of a book, journal article, monograph, conference paper
      - 253 • Other relevant items chosen by the faculty member
  - 254 3) Evidence of success in service.
    - 255 a. The reflective statement on service.

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<sup>1</sup> Non-teaching faculty include librarians and SSP-ARs.

- 256 b. Selected items (a minimum of 1 item) representing service to the campus, system,  
257 community, discipline, and/or profession, such as:  
258 • Committee activity  
259 • Consultants to community organizations  
260 • Advising a student group  
261 • Mentoring of faculty and/or students  
262 • Office held and participation in professional organizations  
263 • Service award, fellowship or honor  
264 • Editing of a journal, book, or monograph  
265 • Refereeing of a book, journal article, monograph, conference paper  
266 • Other relevant items chosen by the faculty member  
267 e. Department/Unit/College/Library/School/SSP-AR standards for retention, tenure and  
268 promotion.  
269 f. A complete index of the material contained in the WPAF. (Should be located at the  
270 beginning of the WPAF.)

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

273 ~~\_\_\_\_\_ One addressing the review for which the file was reviewed.~~

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

### 278 279 280 III. REVIEW PROCESS SCHEDULE

#### 281 282 A. Tenure and Promotion to the Rank of Associate Professor/Associate Librarian/SSP-AR II

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

<sup>1</sup>In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

309 mandatory sixth-year review may withdraw from consideration without prejudice at any level of  
310 review. (14.7)

- 311 5. Mandatory sixth-year consideration entails recommendations to the President for the Candidate's  
312 tenure and promotion. Normally, award of tenure to probationary faculty members also entails  
313 promotion. (14.2) Probationary faculty members shall not be promoted beyond the rank of Associate.  
314 (14.2)

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

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

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

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

- 345 1. Except for early promotion considerations, review for promotion to the rank of Professor, Librarian,  
346 or SSP-AR III follows the standard sequence of review for tenure: Department Chair (at the  
347 Department Chair's discretion) and Peer Review Committee, Dean/Director, Promotion and Tenure  
348 Committee making recommendations to the President.
- 349 2. Only tenured faculty unit employees with rank of Professor/Librarian/SSP-AR III can make  
350 recommendations regarding promotion to these ranks. (Professors/Librarians/SSP-AR IIIs may make  
351 recommendations for promotion across these positions.)
- 352 3. The promotion of a tenured faculty unit employee normally shall be effective the beginning of the  
353 sixth year after appointment to her/his current academic rank/classification. In such cases, the  
354 performance review for promotion shall take place during the year preceding the effective date of the  
355 promotion. This provision shall not apply if the faculty unit employee requests in writing that  
356 ~~she/he~~ **the faculty unit employee** not be considered. (14.3)
- 357 4. The promotion of a faculty unit member to the rank of Professor, Librarian, or SSP-AR III that will be  
358 effective prior to the start of the sixth year after appointment to his/her current academic  
359 rank/classification is considered an "early promotion." Promotion prior to the normal year of  
360 consideration requires clear evidence that the Candidate has a sustained record of achievement that  
361 fulfills all criteria for promotion as specified in University, College/Library/School, and Department

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<sup>1</sup> In cases when the Department Chair elects to make separate recommendations on the Candidates in her/his Department.

standards. For early promotion, a sustained record of achievement should demonstrate that the candidate has a record comparable to that of a candidate who successfully meets the criteria in all three categories for promotion in the normal period of service. An early promotion decision requires that the applicant receive a positive recommendation from his/her/their department or equivalent unit. In cases where the department or equivalent unit does not make a positive recommendation, no further levels of review take place and the promotion is not considered. (14.3, 14.4)

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

#### IV. RESPONSIBILITIES OF THOSE INVOLVED IN THE REVIEW CYCLE

##### A. Responsibilities of the Candidate

###### 1. Preparation of the WPAF

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

###### 2. Submission of the WPAF

- a. The Candidate shall be responsible for indicating clearly in a cover letter the specific action she/he/the candidate is requesting: consideration for retention, tenure, and/or promotion.
- b. The Candidate is responsible for submission of the WPAF in adherence to the RTP Timetable.
3. The Candidate is responsible for preparing, as necessary, a timely rebuttal or response at each level of the review according to the RTP Timetable.
4. The Candidate is responsible for requesting a meeting, if wanted, at each level of the review according to the RTP Timetable. No formal, written response is required subsequent to this meeting.
5. The Candidate may request and shall approve of external review and reviewers. (15.12.d) See Appendix C.

##### B. Responsibilities of Department Chairs and Faculty Governance Units

1. In academic units with a Department Chair, the Chair shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The Department Chair shall convene the first meeting of the PRC and ensure that a chair is elected.
2. In academic units with no Department Chair, the appropriate faculty governance group shall ensure that there is an election of a PRC. This entails: identifying eligible members of the Department or equivalent academic unit, College/Library/School, or the entire University faculty, when necessary, who are willing to serve; consulting with faculty in the Department about names to place on the ballot; sending out the ballot one week before the election date; ensuring that ballots are counted by a neutral party; and announcing the results to the Department and to the Candidates. The appropriate faculty governance group shall convene the first meeting of the PRC and ensure that a chair is elected.



- 417 3. The Department Chair may submit a separate recommendation concerning retention, tenure, and/or  
418 promotion under the following conditions: The Department Chair must be tenured and the  
419 Department Chair must be of equal or higher rank than the level of promotion requested by the  
420 Candidate.<sup>1</sup> The Department Chair's review runs concurrently with the PRC review. When a  
421 Department Chair chooses to make a separate recommendation in a given year, ~~she/he~~the Chair must  
422 do so for all Candidates in the Department in that year for which ~~she/he~~the Chair is eligible to submit  
423 a recommendation. In this case, Department Chairs shall have the additional responsibilities  
424 indicated below. If the Department Chair is a member of the PRC, ~~the Chair~~she/he may not make a  
425 separate recommendation.
- 426 a. During the time specified for this activity, the Department Chair shall review the file for  
427 completeness. Within seven days of the submission deadline the Department Chair shall:
    - 428 1) Submit a letter to the Custodian of the File outlining material that is lacking. The  
429 custodian notifies the faculty member.
    - 430 2) Add any existing material missing from the file that the faculty member did not add. The  
431 Department Chair must add the required evidence, but may choose not to add the non-  
432 mandatory additional evidence requested.
  - 433 b. The Department Chair may determine whether to request external review of the file. In the case  
434 of external review request, see Appendix C for responsibilities and timetable.
  - 435 c. Consistent with the CBA, the Department/Unit/College/Library/School/SSP-AR RTP documents  
436 and the RTP Timetable, the Department Chair shall review and evaluate the WPAF of each  
437 candidate for retention, tenure, and promotion.
  - 438 d. The Department Chair may write a recommendation with supporting arguments to "The file of  
439 [the faculty member under review]." The Department Chair's recommendation is a separate and  
440 independent report from that of the PRC.
    - 441 1) The recommendation shall be based on the contents of the WPAF. (15.12.c)
    - 442 2) The recommendation clearly shall endorse or disapprove of the Candidate's retention,  
443 tenure, and/or promotion.
  - 444 e. The Department Chair shall submit the recommendation to the Custodian of the File by the  
445 deadline specified in the RTP Timetable.
  - 446 f. The Candidate may request a meeting with the Department Chair within seven days of receipt of  
447 the Department Chair's recommendation (15.5). If a meeting is requested, the Department  
448 Chair shall attend the meeting. No formal, written response is required subsequent to this  
449 meeting.
  - 450 g. The Department Chair may respond to a Candidate's written rebuttal or response within seven  
451 days of receipt. No formal, written response to a candidate rebuttal or response is required.
  - 452 h. Should the P & T Committee call a meeting of all previous levels of review, the Department  
453 Chair shall attend and revise or reaffirm her/his recommendation. The Department Chair shall  
454 then submit in writing her/his recommendation to the Custodian of the File consistent with the  
455 RTP Timetable.
  - 456 i. The Department Chair shall maintain confidentiality of the file, of deliberations and  
457 recommendations. (15.10 and 15.11)
  - 458 j. When Department Chairs submit a separate recommendation for Candidates in their  
459 Departments, they are ineligible to serve on Peer Review Committees in their respective  
460 Departments, but may serve on PRC's in other Departments. Department Chairs, like other  
461 parties to the review, may not serve at more than one level of review.
- 462 4. If a Department Chair chooses not to make a separate recommendation, then ~~she/he~~the Chair may  
463 serve on any Peer Review Committees within her or his academic unit.
- 464 5. If any stage of a Performance Review has not been completed according to the RTP Timetable, the  
465 WPAF shall be automatically transferred to the next level of review or appropriate administrator and  
466 the Candidate shall be so notified. (15.41)

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<sup>1</sup> When the Department Chair is eligible to write recommendations for some Candidates and not others (e.g., Department Chair is a tenured Associate Professor eligible to submit separate recommendations for tenure and promotion to Associate Professor, but not for full Professor/Librarian), the Department Chair will notify the Custodian of the File. The Custodian of the File will insert a letter into the WPAF of those Candidates for whom the Department Chair is ineligible to make recommendations that explains the reason that no Department Chair letter was submitted to the file.

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

- 468 1. The Department or appropriate academic unit is responsible for determining the size and election  
469 conditions of the PRC. The Department Chair shall ensure that there is an election of a PRC. Where  
470 no Department Chair exists, the department or appropriate faculty governance unit will ensure that  
471 there is an election of a PRC. (See IV.B.1. and 2. above.)
- 472 2. The PRC shall be composed of at least three full-time tenured faculty elected by tenure-track faculty  
473 in the Candidate's department (or equivalent), with the chair elected by the committee. That is, if  
474 there are enough eligible faculty members in a department or program, members of the Peer Review  
475 Committee are elected from these areas. If not, the department or program shall elect Peer Review  
476 Committee members from eligible university faculty in related academic disciplines. (15.35)
- 477 3. In the case of a faculty member with a joint appointment, the Peer Review Committee shall include  
478 when possible representatives from both areas with a majority of members on the committee elected  
479 from the Department or program holding the majority of the faculty member's appointment. If a  
480 faculty member holds a 50/50 joint appointment, the committee will have representatives from both  
481 departments.
- 482 4. Peer Review Committee members must have higher rank/classification than those being considered  
483 for promotion.
- 484 5. Candidates for promotion are ineligible for service on promotion or tenure Peer Review Committees.
- 485 6. Each College/Library/School/SSP-AR shall adopt procedures for electing a Peer Review Committee  
486 from the eligible faculty. These procedures must follow the guidelines of the CBA. (15.35)

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

- 488 1. The PRC shall review the WPAF for completeness. Within seven days of the submission deadline the  
489 PRC shall:
- 490 a. Submit a letter to the Custodian of the File outlining material that is lacking. If no WPAF has  
491 been submitted, the PRC shall submit a letter to the Custodian of the File within the same  
492 deadline indicating that the WPAF is lacking.
- 493 b. Add any existing required material missing from the WPAF that the Candidate has not added via  
494 the COF. (15.12).
- 495 c. Add any additional existing material with written consent of the candidate.
- 496 d. Request any irrelevant material to be removed from the WPAF.
- 497 2. The PRC shall determine whether to request external review of the WPAF. In the case of an external  
498 review request, see Appendix C for responsibilities and timeline.
- 499 3. Consistent with the CBA, the Department/College/Library/School/SSP-AR RTP standards/  
500 documents, the University RTP document, and the RTP Timetable:
- 501 a. The PRC shall review and evaluate the WPAF of each candidate for retention, promotion, and  
502 tenure.
- 503 b. Each committee member shall make an individual evaluation prior to the discussion of any  
504 specific case.
- 505 4. The PRC shall meet as an entire committee face-to-face. In these meetings, each member shall  
506 comment upon the candidate's qualifications under each category of evaluation.
- 507 5. The PRC shall write a recommendation with supporting arguments to "The file of [the faculty  
508 member under review]." (See Appendix E.) The PRC's recommendation is a separate, independent  
509 report from that of the Department Chair.
- 510 a. The recommendation shall be based on the contents of the WPAF. (15.12.c)
- 511 b. The recommendation clearly shall endorse or disapprove of the retention, tenure, and/or  
512 promotion.
- 513
- 514 6. Each recommendation shall be approved by a simple majority of the committee. To maintain  
515 confidentiality, the vote for recommendations shall be conducted by printed, secret ballot. (See  
516 Appendix D.) The report of the vote shall be anonymous. Committee members may not abstain in  
517 the final vote. The vote tally shall not be included in the letter. Dissenting opinions shall be  
518 incorporated into the text of the final recommendation. When the vote is unanimous, the report  
519 shall so indicate. All members of the committee shall sign the letter. (See Appendix E.)
- 520 7. The PRC shall submit the recommendation to the Custodian of the File by the deadline specified in  
521 the RTP Timetable.



8. Should the candidate call a meeting within seven days of receipt of the PRC's recommendation, the PRC shall attend the meeting. (15.5) No formal, written response is required subsequent to this meeting.
9. The PRC may respond to a candidate's written rebuttal or response within seven days of receipt of rebuttal. No formal, written response to a candidate rebuttal or response is required.
10. Should the P & T Committee call a meeting of all previous levels of review, the PRC shall attend and revise or reaffirm their recommendation. The PRC shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.
11. The PRC shall maintain confidentiality of the file, of deliberations and recommendations, pursuant to articles 15.10 and 15.11 of the CBA.
12. If any stage of a Performance Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review or appropriate administrator and the faculty unit employee shall be so notified. (15.41)

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

1. The Dean/Director shall review the file for completeness. Within seven days of the submission deadline, the Dean/Director shall:
  - a. Submit a letter to the Custodian of the File outlining material that is lacking.
  - b. If the requested missing material is not added, the Dean/Director shall have the COF insert that material. (15.12)
  - c. Request any irrelevant material to be removed from the WPAF.
  - d. The Custodian of the File shall notify the faculty member of any material added to the file.
2. The Dean/Director shall determine whether to request external review of the file. In the case of an external review request, see Appendix C for responsibilities and timeline.
3. The Dean/Director shall review and evaluate the WPAF of each candidate for retention, tenure, and/or promotion, consistent with the CBA, Department/Unit/College/Library/School/SSP-AR RTP document, the University RTP document, and the RTP Timetable.
4. The Dean/Director shall write a recommendation with supporting arguments addressed "To the file of [the name of the Candidate]."  
  - a. The recommendation shall be based on the contents of the WPAF. (15.12 c)
  - b. The recommendation shall clearly endorse or disapprove retention, tenure and/or promotion.
5. The Dean/Director shall submit the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
6. Should the candidate call a meeting within seven days of receipt of the Dean/Director's recommendation (15.5), the Dean/Director shall attend the meeting. No response is required.
7. Should the candidate submit a rebuttal or response, the Dean/Director may respond to the rebuttal in writing within seven days of receipt. No formal, written response to the candidate's rebuttal or response is required.
8. Should the Promotion and Tenure Committee call a meeting of all the previous levels of review, the Dean/Director shall attend and revise or reaffirm her/his recommendation. The Dean/Director shall then submit, in writing, her/his recommendation to the Custodian of the File.
9. The Dean/Director shall maintain the confidentiality of deliberations and recommendations pursuant to articles 15.10 and 15.11 of the CBA.
10. If any stage of a Performance Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review or appropriate administrator and the faculty unit employee shall be so notified. (15.41)

**F. Composition of the Promotion and Tenure (P & T) Committee<sup>1</sup>**

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

1. The University Promotion and Tenure Committee shall be composed of ~~seven~~ ~~seven~~ ~~eight~~ ~~seven~~ ~~eight~~ members: ~~six~~ ~~seven~~ ~~nine~~ ~~full-time~~ tenured ~~Full~~ Professors and one ~~full-time~~ tenured ~~Full~~ Librarian elected in accordance with the rules and procedures of the Academic Senate. Candidates for election to the Committee shall be voting members of the Faculty as defined in the by-laws of the CSUSM Academic Senate.

<sup>1</sup> These minor temporary policy changes are reflective of the university restructure of 2011-2012 with the Academic Senate intent of being in place for one year. The changes will be reviewed in 2012-2013 and revised if necessary.

2. ~~The six~~~~seven~~ Professors shall be elected as follows: One (1) One from the College of Education, Health, and Human Services ~~(one from the SoE, one from another unit within the college);~~ one (1) from the College of Business Administration; ~~two~~~~three~~ (2) from the College of Arts-Humanities, Arts, Behavioral and Social and Sciences (these three must come from at least three of the four different Divisions within the College), one (1) from the College of Science and Mathematics-Humanities, Social Sciences, Sciences and Interdisciplinary Studies); and one (1) university-wide at-large member. ~~The faculty members of the Library shall elect the Librarian member. When School of Nursing faculty or SSP-ARs are under review and there are no SoN faculty representing the CoEHHS, a faculty member from the School of Nursing or a member of SSP-AR III-III will be added to the P & T Committee for the School of Nursing or SSP-AR review only.~~
3. For various reasons of ineligibility, the Promotion and Tenure Committee may lack the full set of ~~seven~~ members. If Committee membership falls below five, the Senate shall hold a replacement election or an at-large election as appropriate to ensure a minimum of five members for the Committee. Faculty with specified roles in assessing, directing, or counseling faculty in relation to their professional responsibilities are ineligible for service (e.g., Director of General Education, Director of the Faculty Center).
4. Each year, the members of the Committee shall elect the Chair. They will hold this election during the spring semester preceding the year of service on the Committee.
5. Members of the Promotion and Tenure Committee are ineligible to serve at any other level of review. That is, they cannot make recommendations as Department Chairs or members of Peer Review Committees for any candidates during their term as members of the Promotion and Tenure Committee.

#### G. Responsibilities of the Promotion and Tenure Committee

1. The P & T Committee shall review for completeness each file from all candidates for promotion and/or tenure. In order to complete this review within seven days of the submission deadline, the Chair shall assign two members of the Committee to each file. These members will report their findings to the Chair within the specified deadline.
2. The P & T Committee shall identify, request and provide existing materials related to evaluation which do not appear in the file and request that any irrelevant material be removed from the file. In cases where the Committee members request that the candidate add or remove material to the file, this request shall be made in writing to the Custodian of the File within the specified deadline. In cases where the Committee members add material to the file via the COF, they shall do so within the specified deadline. The Custodian of the File shall inform the candidate of this addition.
3. The P & T Committee shall determine whether to request external review. The members assigned to review each file for completion shall arrive at an independent assessment of the need for external review. The full Committee shall meet at the end of this initial review period to determine the need for external review. The Committee shall conduct a simple majority vote to determine whether or not an external review shall be requested. In the case of external review, see Appendix C for External Review.
4. Consistent with the CBA, the Department/Unit/Library/School/SSP-AR RTP standards/documents, the University RTP document and the RTP timetable, the P & T Committee shall review and evaluate the WPAF of each candidate for tenure and/or promotion. Each committee member shall make an individual assessment prior to the discussion of any specific case.
5. The P & T Committee shall meet as an entire committee face-to-face concerning each of the WPAFs. In these meetings, each member shall comment upon the candidate's qualifications under each category of evaluation.
6. The P & T Committee shall write a clear recommendation, addressed "To the file of [the candidate]" with supporting arguments. (See Appendix E.) Each recommendation shall be approved by a simple majority of the committee. The Chair shall vote. Because the CBA states that "[t]he end product of each level of a Performance Review shall be a written recommendation," (15.40) a report of a tie vote does not constitute an acceptable action of the Committee. The P & T Committee must recommend for or against promotion and/or tenure.
7. The report of the vote shall be anonymous. Committee members may not abstain in the final vote. The vote tally shall not be included in the letter. Dissenting opinions shall be incorporated into the text of the final recommendation. When the vote is unanimous, the report shall so indicate. All members of the committee shall sign the letter.

8. The P & T Committee shall provide a copy of the recommendation to the Custodian of the File by the deadline specified in the RTP Timetable.
9. Should the candidate call a meeting within seven days of receipt of the P & T Committee's recommendation, the P & T Committee shall attend the meeting. (15.5) No formal written response is required subsequent to this meeting.
10. Should the candidate submit a rebuttal or response, the P & T Committee may respond to the rebuttal or response in writing within seven days of receipt. No formal written response to the candidate's rebuttal or response is required.
11. When there is disagreement in the recommendations at any level of review, the P & T Committee shall call a conference involving all levels of the review, i.e., the Department Chair, the Peer Review Committee, the Dean, and the Promotion and Tenure Committee itself. The P & T Committee shall schedule this meeting within seven days after the designated deadline for the candidate to respond to the Promotion and Tenure Committee's recommendation. All members of the P & T Committee shall attend this meeting.
12. Subsequent to such a meeting, the P & T Committee shall revise or reaffirm their recommendations. The P & T Committee shall then submit in writing their recommendation to the Custodian of the File consistent with the RTP Timetable.
13. The P & T Committee shall maintain confidentiality of the file, of deliberations and recommendations, pursuant to articles 15.10 and 15.11 of the CBA.
14. If the P & T Review has not been completed according to the RTP Timetable, the WPAF shall be automatically transferred to the next level of review and the faculty unit employee shall be so notified. (15.41)

#### H. Responsibilities of the President or Designee<sup>1</sup>

1. The President shall announce the RTP Timetable after recommendations, if any, by the appropriate faculty committee. (14.4, 15.4)
2. The President shall follow the specific deadlines outlined for various personnel actions in provisions 13.11, 13.12, 13.17, and 14.9 of the CBA.
3. The President may review for completeness each file from all candidates for promotion and/or tenure.
4. The President may identify, request and provide existing materials related to ~~evaluation~~ ~~which~~ ~~evaluation,~~ ~~which~~ do not appear in the file and request that any irrelevant material be removed from the file. In cases where the President requests that the candidate add or remove material to the file, this request shall be made in writing to the Custodian of the File within the specified deadline. In cases where the President adds material to the file via the COF, it shall be done within the specified deadline. The Custodian of the File shall inform the candidate of this addition.
5. The President shall consider a decision in relation to external review. Both the President and the faculty member undergoing review must agree to external review.
6. The President shall review and consider the Performance Review recommendations and relevant material and make a final decision on retention, tenure, or promotion. For probationary employees holding a joint appointment in more than one Department, the President shall make a single decision regarding retention, tenure, or promotion. (13.10, 13.15, 14.8, 15.42)
7. The President shall review and consider the Performance Review recommendations, relevant material and information, and the availability of funds for promotion. (14.8)
8. Should the President make a personnel decision on any basis not directly related to the professional qualifications, work performance, or personal attributes of the individual faculty member in question, those reasons shall be reduced to writing and entered into the Personnel Action File and shall be immediately provided the faculty member. (11.9)
9. The President shall provide a written copy of the decision with reasons to the Custodian of the File, who will provide it to the faculty member undergoing review and to all levels of review.
10. The President shall maintain confidentiality of the file, of deliberations and of recommendations, pursuant to articles 15.10 and 15.11 of the CBA.

#### I. Responsibilities of the Custodian of the File

1. The Custodian of the File shall notify all Candidates, Department Chairs, and Deans one semester in advance of the scheduled required reviews for retention, reappointment, tenure and/or promotion.

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<sup>1</sup> In the text that follows, "the President" should be understood to mean "the President or designee." The designee must be an Academic Administrator. (15.2) In the case of an SSP-AR review, the designee may be the Vice President of Student Affairs.

683 In May, the COF shall notify all faculty members and the Deans/Director of the CSUSM RTP Timetable  
684 for the following academic year. The COF shall notify all Candidates that the Faculty Center, the  
685 Deans, Department Chairs or equivalents and other appropriate resources are available to provide  
686 advice, guidance, and direction in constructing their WPAF.

- 687 2. The COF shall provide each new faculty unit employee no later than fourteen days after the start of  
688 fall semester written notification of the evaluation criteria and procedures in effect at the time of  
689 her/his initial appointment. In addition, pursuant to CBA provision 15.3, the faculty unit employee  
690 shall be advised of any changes to those criteria and procedures prior to the commencement of the  
691 evaluation process. (12.2)
- 692 3. The COF shall receive the initial file, and date and stamp the initial page of the file.
- 693 4. The COF shall maintain confidentiality of the files.
- 694 5. Only when dire circumstances exist may a WPAF be turned in late. The COF will determine what  
695 constitutes dire circumstances.
- 696 6. Within two working days of the end of the review for completeness, the COF shall notify the  
697 Candidate ~~that she/he~~of the needs to add required and additional documentation requested by the  
698 Department Chair, review committee chairs, or administrators. If the Candidate fails to submit the  
699 required materials and a reviewing party submits the materials, the COF will notify the Candidate of  
700 materials that others add to the file.
- 701 7. In cases where the Department Chair wishes to submit a separate recommendation, but is ineligible  
702 to make recommendations for all Candidates, the Custodian of the File will place a form letter into  
703 the WPAF of the Candidates not receiving a separate recommendation that explains the reason that  
704 no Department Chair letter was submitted to the file.
- 705 8. The COF shall notify the Candidate of any other additional items to be added to the file along with  
706 the Candidate's right to rebut or request deletion.
- 707 9. If a Candidate scheduled for review submits no WPAF, the COF shall place a letter in a file folder  
708 stating that no file was submitted. A copy of the letter will be sent to the appropriate Dean and the  
709 Candidate.
- 710 10. The COF shall ensure that all who review a file sign in each time they review the file. The COF shall  
711 maintain a log of action for each file.
- 712 11. If any party of the review process, including the Candidate, indicates that they want an external  
713 review, the COF shall administer the process as outlined in the CBA (Article 15) and the University  
714 Retention, Tenure, and Promotion (RTP) documents. That is, the COF shall advise the President of  
715 the request and obtain the consent of the Candidate. If both are in agreement to have an external  
716 review, the Custodian of the File shall administer the process.
- 717 12. The COF shall receive, process, and hold all recommendations and responses and/or rebuttals during  
718 each step of the process.
- 719 13. The COF shall monitor the progress of all evaluations ensuring that proper notification is given to the  
720 Candidate, each committee, and the appropriate administrators as specified in these procedures.  
721 The COF shall provide copies of the evaluations and recommendations to the candidates and the  
722 reviewing parties. The COF shall document each notification.
- 723 14. If the COF becomes aware of a possible violation of either of the CBA or RTP policy, ~~The COF~~ the COF  
724 may advise the relevant parties ~~shall ensure the RTP policy is implemented appropriately, intervening~~  
725 as necessary and when appropriate.

## 727 V. PRINCIPLES FOR THE REVIEW PROCESS

### 729 A. General Principles

- 730 1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for their  
731 Departments or equivalent units (when such standards exist), standards approved by their  
732 College/Library/School/SSP-AR, and in accordance with this policy. In case of conflict between the  
733 Department and College/Library/School/SSP-AR standards, the College/Library/School/SSP-AR  
734 standards shall prevail. The policies and procedures in this document are subject to Board of Trustees  
735 policies, Title 5 of the California Administrative Code, California Education Code, the Unit 3 CBA, and  
736 other applicable State and Federal laws.
- 737 2. Faculty members will present the relevant evidence in each category of performance. Each level of  
738 review is responsible for evaluating the quality and significance of all evidence presented.

3. Everyone, at all levels of review, shall read the Candidate's file.
4. Committee members shall work together to come to consensus.
5. Retention, tenure, and promotion of a faculty member always shall be determined on the basis of professional performance as defined by the CBA (20) and the University and Department/Unit/College/Library/School/SSP-AR documents, demonstrated by the evidence in the WPAF. In the evaluation of teaching performance, student evaluation forms shall not constitute the sole evidence of teaching quality. No recommendation shall be based on a Candidate's beliefs, nor on any other basis that would constitute an infringement of academic freedom.
6. The Candidate shall have access to her/his WPAF at all reasonable times except when the WPAF is actually being reviewed at some level.
7. Prior to the final decision, candidates for promotion may withdraw, without prejudice, from consideration at any level of review.
8. Maintaining confidentiality is an extremely serious obligation on the part of committee reviewers and administrators. All parties to the review need to be able to discuss a Candidate's file openly, knowing that this discussion will remain confidential. All parties to the review shall maintain confidentiality, respecting their colleagues, who, by virtue of election to a personnel committee, have placed their trust in each other. Deliberations and recommendations pursuant to evaluation shall be confidential. (15) There may be a need for the parties to the review to discuss the Candidate's file with other levels of review when all levels do not agree. Also, the Candidate may request a meeting with parties to the review at any level. These particular discussions fall within the circle of confidentiality and comply with this policy. Otherwise, reviewing parties shall not discuss the file with anyone. Candidates who believe that confidentiality has been broken may pursue relief under the CBA. (10)
9. Service in the personnel evaluation process is part of the normal and reasonable duties of tenured faculty, Department Chairs, and administrative levels of review. Lobbying or harassment of parties to the review in the performance of these duties constitutes unprofessional conduct. Other University policies cover harassment as well. The statement here is not intended to restrict the University in any way from fulfilling the terms of other policies that cover harassment.
10. When a probationary faculty member does not receive tenure following the mandatory sixth year review, the University's contract with the individual shall conclude at the end of the seventh year of service, unless the faculty member is granted a subsequent probationary appointment by the President. (13.17)

#### B. Standards Applied in Different Types of Decisions

1. Review for Retention of Probationary Faculty
  - a. Whenever a probationary faculty member receives reappointment, CSUSM shall provide to the Candidate a review that identifies any areas of weakness.
  - b. To the extent possible and appropriate, the University should provide opportunities to improve performance in the identified area(s).
2. Review for Granting of Tenure
  - a. The granting of tenure requires a more rigorous application of the criteria than reappointment.
  - b. A Candidate for tenure at CSUSM shall show sustained high quality achievement in support of the Mission of the University in the areas of teaching, research and creative activity, and service (for teaching faculty and librarians) or in the primary duties as assigned in the job description, continuing education/professional development, and service (for SSP-ARs).
  - c. Normally, tenure review will occur in the sixth year of service at CSUSM or one or two years earlier in cases where the Candidate has been granted service credit. Tenure review prior to the normal year of consideration requires clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria for tenure as specified in University, College/Library/School, and Department standards.
  - d. An earned doctorate or an appropriate terminal or professional degree that best reflects the standard practices in an individual field of study is required for tenure. In exceptional cases, individuals with a truly distinguished record of achievement at the national and/or international level will qualify for consideration for purposes of granting tenure. An ad hoc committee consisting of three members jointly appointed by the Chair of the Promotion and Tenure Committee and the Department Chair shall judge all exceptions. This ad hoc committee shall make a recommendation to the President for or against awarding tenure.
3. Review for Promotion

- 795 a. Promotion to Associate Professor, Associate Librarian or SSP-AR II requires a more rigorous  
796 application of the criteria than reappointment.  
797 b. Promotion to the rank of Professor, Librarian or SSP-AR III shall require evidence of substantial  
798 and sustained professional growth at the Associate rank as defined by University,  
799 College/Library/School/SSP-AR, and Department standards.  
800 c. In promotion decisions, reviewing parties shall give primary consideration to performance  
801 during time in the present rank. Promotion prior to the normal year of consideration requires  
802 clear evidence that the Candidate has a sustained record of achievement that fulfills all criteria  
803 for promotion as specified in University, College/Library/School, and Department standards. For  
804 early promotion, a sustained record of achievement should demonstrate that the candidate has  
805 a record comparable to that of a candidate who successfully meets the criteria in all three  
806 categories for promotion in the normal period of service.

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

- 808 a. A College or equivalent unit shall develop standards for the evaluation of faculty members of  
809 that College or equivalent unit.  
810 b. College or equivalent unit standards shall not conflict with law or University policy. In no case  
811 shall College standards require lower levels of performance than those required by law or  
812 University policy.  
813 c. Written College or equivalent unit standards shall address:  
814 1) Those activities ~~which~~ activities, which fall under the categories of Teaching Performance,  
815 Scholarly and Creative Activity, and Service;  
816 2) A description of standards used to judge the quality of performance;  
817 3) The criteria employed in making recommendations for retention, tenure, and promotion.  
818 d. These standards shall be reviewed by the Faculty Affairs Committee for compliance with  
819 university, CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified,  
820 the College/Library/School/SSP-AR standards will be recommended to the Academic Senate for  
821 approval.

822 5. Departmental Standards

- 823 a. A Department or equivalent unit may develop standards for the evaluation of faculty members  
824 of that Department or equivalent unit.  
825 b. Department or equivalent unit standards shall not conflict with law or University policy. In no  
826 case shall Department standards require lower levels of performance than those required by law  
827 or University policy.  
828 c. Written Department or equivalent unit standards shall address:  
829 1) Those activities ~~which~~ activities, which fall under the categories of Teaching Performance,  
830 Scholarly and Creative Activity, and Service;  
831 2) A description of standards used to judge the quality of performance;  
832 3) The criteria employed in making recommendations for retention, tenure, and promotion.  
833 d. The Dean/Director of the College/Library/School/SSP-AR shall review the Department standards for  
834 conformity to College/Library/School/SSP-AR standards. If the Dean finds it in conformance,  
835 ~~she/he~~ the Dean will forward the Department standards to the Faculty Affairs Committee. The  
836 Faculty Affairs Committee has the responsibility to verify and ensure compliance with university,  
837 CSU, and Unit 3 CBA policies and procedures. Once compliance has been verified, the Department  
838 standards will be forwarded to the Provost for review. The Provost will provide the Faculty Affairs  
839 Committee with a recommendation (with explanation) regarding approval of the Department  
840 standards. The Faculty Affairs committee will base its approval of the standards on its own review  
841 and the recommendation of the Provost. Once approved, Department standards will be forwarded  
842 to Academic Senate as an information item. Departments or equivalent units shall follow this  
843 approval process each time they wish to change their standards.



1 | **FAC: Evaluation of Temporary Faculty Unit 3 Employees: Education**

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3 | **Rationale**

*This policy has been updated to complement changes associated with the CSUSM university restructure of 2011-12.*

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5 | **Definition**

A policy for the evaluation of temporary faculty within the ~~College of Education~~School of Education, a unit within the College of Education, Health, and Human Services.

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7 | **Authority**

CSU/CFA Unit 3 Collective Bargaining Agreement

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9 | **Scope**

Temporary Unit 3 faculty employees within the ~~College of Education~~School of Education, a unit within the College of Education, Health, and Human Services.

10 |

11 | I. General Elements

12 | A. Definition of Temporary Faculty Employees - Temporary faculty in the ~~College of Education~~School of Education  
13 | (SoE) a unit within the College of Education, Health, and Human Services (CoEHHS) may be instructors in courses  
14 | and/or supervisors of clinical practice.

15 | B. Appointment Categories of Temporary Faculty Employees - For the purposes of appointment<sup>1</sup> and evaluation<sup>2</sup>,  
16 | the collective bargaining agreement (CBA) distinguishes between three types of Temporary Faculty Unit 3  
17 | Employees:

18 | (1) part-time or full time appointments for one (1) semester or less

19 | (2) part-time appointments for two (2) or more semesters

20 | (3) full-time appointments for two (2) or more semesters

21 | C. Submission of WPAF – All temporary faculty members shall submit a Working Personnel Action File (WPAF) to  
22 | the office of the Associate Dean or appropriate administrator according to the timeline of the type of  
23 | appointment described under Evaluation Cycle. Failure to submit a WPAF, or submitting an incomplete WPAF,  
24 | will be reflected in the evaluation. If the WPAF is submitted according to the established timeline and no  
25 | evaluation takes place, performance of the temporary faculty member is assumed to be satisfactory. In such  
26 | cases, temporary faculty may request to be evaluated by the appropriate administrator. Electronic submission for  
27 | part of or all elements of the WPAF is acceptable. The program should inform faculty of any preferences.

28 | D. Evaluation Cycle

29 | 1. Temporary faculty appointed for one semester (1) shall be evaluated at the discretion of the Associate  
30 | Dean or appropriate administrator. The employee may request that an evaluation be performed.

31 | 2. Temporary faculty appointed for two (2) or more semesters, -regardless of break in service, shall be  
32 | evaluated after every two semesters of employment. Evaluations may be conducted more frequently than  
33 | every two semesters at the discretion of the Associate Dean or appropriate administrator.

34 | 3. Temporary faculty on three-year appointments (3) shall be evaluated at least once during the term of their  
35 | appointment or more frequently at the discretion of the Associate Dean or appropriate administrator. The  
36 | employee or the President may request more frequent evaluations.

37 | E. Peer Input (Optional) – The temporary faculty member may request additional peer input in the file. Peer input  
38 | can be provided by Unit 3 faculty, tenure-track faculty members or lecturers only from the same content area or  
program. The peer input must be provided in alignment with the timeline of the evaluation process. Faculty

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<sup>1</sup> The appointment of temporary faculty is governed by Article 12 of the Collective Bargaining Agreement. Please refer to the Faculty Affairs web site, then go to Academic Resources ([http://www.csusm.edu/faculty\\_affairs/](http://www.csusm.edu/faculty_affairs/)) to view the current ~~contract~~-contract.

<sup>2</sup> The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

39 members who provide peer input may not serve on the PRC of a full-time temporary faculty member.

40  
41 F. Field Personnel Input (Optional)

42 Temporary faculty members engaged in clinical practice supervision may also request input from field personnel  
43 (i.e. from cooperating teachers, clinical personnel, etc.).

44  
45 A. B. Evaluation Procedures

46  
47 1. General Procedures:

- 48  
49 a. At the time of appointment, the ~~College of Education~~ School of Education will provide temporary  
50 faculty with a copy or web link of this policy no later than 14 working days after the first day of  
51 instruction of the academic term. All evaluation instruments will be provided to the faculty member.<sup>1</sup>  
52  
53 b. If an evaluation is to be performed, the Associate Dean or appropriate administrator must notify the  
54 temporary faculty member no later than the 10<sup>th</sup> week of the semester of the appointment that the  
55 WPAF should be submitted to the office of the Associate Dean or appropriate administrator in  
56 accordance with the timeline. When analysis of student evaluations of instruction and/or supervision  
57 of clinical practice is available, they must all be placed in the WPAF by the Associate Dean or  
58 appropriate administrator.  
59  
60 c. Temporary faculty must provide all candidates<sup>2</sup> (university students) with the opportunity to  
61 evaluate faculty performance. Official CSUSM ~~College of Education~~ School of Education Student  
62 Evaluations of Teaching shall be administered in accordance with university and college procedures.  
63 All Clinical Practice Supervisors must administer prescribed evaluations each semester in accordance  
64 with the evaluation procedure.  
65  
66 d. Temporary Faculty will follow the specific procedures defined by the appointment (Full-time, Part-  
67 time, or Supervisory) as described below in 2, 3, or 4.  
68  
69 e. The evaluation process should be completed within 45 days after the receipt of the WPAF. If  
70 circumstances require an extension, the Associate Dean or appropriate administrator shall notify the  
71 affected temporary faculty member.  
72  
73 f. The temporary faculty member shall be provided copies of the evaluation(s), sign the evaluation  
74 form(s), and is advised to retain a copy. The Associate Dean or appropriate administrator shall place  
75 the original evaluation form(s) in the temporary faculty member's Personnel Action File (PAF).  
76  
77 g. Within 10 working days from the date noted on the evaluation report, the temporary faculty member  
78 may request a meeting with the Associate Dean or appropriate administrator to discuss the  
79 evaluation and/or may submit a written response to the evaluation for inclusion in the WPAF.  
80  
81 h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five  
82 (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the  
83 classroom observation between the temporary faculty member and the visitor. Written  
84 confirmation that a consultation has taken place shall be provided to the associate dean within ten  
85 (10) days of the classroom visit.  
86  
87 i. Any party to the evaluation may request an external review in accordance with the CBA.

88  
89 2. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)

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<sup>1</sup> Evaluation instruments including rubrics may be periodically revised. All instruments must be approved by the COE Personnel Committee prior to use in the process.

<sup>2</sup> The term "candidates"- refers to university students enrolled in credential or MA. For the ~~College of Education~~ School of Education, the term "student" refers to K-12 students. Where terms may be misleading, clarifying language will be used.



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- a. Full-time temporary faculty members must be evaluated in accordance with the university periodic evaluation procedure. Evaluation of full-time temporary faculty shall include:
    - 1) Candidate evaluations of teaching performance for those with instructional duties;
    - 2) Candidate evaluations of supervision performance for those who supervise clinical practice;
    - 3) Field Experience Coordinator input for those who supervise clinical practice;
    - 4) Review by the ~~College of Education~~ School of Education Peer Review Committee (PRC); and
    - 5) Evaluation by the Associate Dean or appropriate administrator.
  
  - b. Full-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator's office for evaluation by the Peer Review Committee (PRC) no later than the Monday of the 15<sup>th</sup> week of the semester. When analysis of student evaluations of teaching is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator:
    - 1) Cover ~~Sheet including~~ Sheet including teaching activities with courses taught and information on supervision of clinical practice, if applicable, each semester since the previous evaluation (Form A)
    - 2) A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement on instructional duties.
    - 3) Content Area or Program Coordinator/Program Faculty Evaluation (Form B) and, if applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D).
    - 4) Classroom Observation (Form C)
    - 5) Student Evaluations of Teaching and evaluations of supervision of clinical practice as described in section 4, below, if applicable.
    - 6) Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
    - 7) Evidence of candidates (university students) meeting program/course learning outcomes (such as TPEs<sup>1</sup>, TPAs<sup>2</sup>, or other program-based assessments)
    - 8) Evidence of scholarly/creative activity and/or service (if appropriate)
    - 9) Current vita
    - 10) Optional Peer Input (See p. 2 for description)
3. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical practice).
- a. Evaluation of part-time temporary faculty shall include:
    - 1) Candidate evaluations of teaching performance
    - 2) Candidates evaluations of supervision performance for those who supervise clinical practice
    - 3) Field Experience Coordinator Input for those who supervise clinical practice
    - 4) Evaluation by the Associate Dean or appropriate administrator
    - 5) Current vita
  
  - b. Part-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator's office no later than the Monday of the 15<sup>th</sup> week of the semester. When analysis of student evaluations of teaching is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator:
    - 1) Cover ~~Sheet including~~ Sheet including teaching activities with courses taught each semester since the previous evaluation and information on supervision of clinical

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<sup>1</sup> TPE – Teaching Performance Expectations – The TPEs are the California standards used to assessment basic credential teacher candidates.

<sup>2</sup> TPA – Teaching Performance Assessment – The TPA is a state approved performance assessment for teacher candidates.

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- practice, if applicable (Form A).
- 2) A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out instructional and supervision duties (if applicable).
- 3) Content Area or Program Coordinator/Program Faculty Evaluation of Instructional Materials (Form B) and, if applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D)
- 4) Classroom Observation (Form C).
- 5) Student Evaluations of Teaching and, if applicable, student evaluations of clinical supervision.
- 6) Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
- 7) Evidence of candidates meeting program/course learning outcomes (such as TPEs, TPAs, or other program-based assessments).
- 8) Current vita
- 9) Optional Peer Input (See p. 2 for description)

#### 4. Supervisors of Clinical Practice

- a. Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their documentation to the Associate Dean's office no later than the Monday of the 15<sup>th</sup> week of the semester. When analysis of student evaluations of supervision is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator.
- b. The supervisor documentation shall include the following:
  - 1) Cover Sheet including a list of teacher candidates with descriptions of the candidates (university students) (e.g., beginning, advanced, shared supervision) since the previous evaluation (relevant portion of Form A)
  - 2) A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out supervision duties.
  - 3) Clinical Practice Coordinator and/or Program Coordinator Input (Form D)
  - 4) Candidate evaluations of supervisor
  - 5) Examples of completed observation and evaluation forms for teacher candidate performance
  - 6) Other supporting material related to supervision (e.g., communication with candidates (university students) and site personnel, evidence of supporting candidates in meeting performance assessments, agendas and handouts for candidate support meetings.
  - 7) Optional Field Personnel Input (See p. 3 for description)
- c. Temporary faculty (part-time and full-time) supervisors of clinical practice who are asked to leave a clinical site by the site administrator, shall have the site administrator's request for removal and any response submitted by the faculty member placed in the PAF by the Associate Dean or appropriate administrator<sup>1</sup>, in accordance with the procedures in the CBA.

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<sup>1</sup> Please note that the appointment of a supervisor assigned to a specific site is conditional upon the site administrator's approval. Should an administrator request a supervisor to leave a clinical site, the supervisor will not have an opportunity for another appointment until the following semester. Removal from a clinical site serves as a strong basis for non-reappointment as a university supervisor. Additionally, the CFA contract states that part-time temporary appointments are contingent upon funding, enrollment, and other considerations as allowed.

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B. C. Timeline

#	ACTIVITY	ASSUMPTIONS	DEADLINE	TIME OF SEMESTER
1	Hiring of Temporary Faculty	Latest date of hire is 1 <sup>st</sup> day of class	1 <sup>st</sup> day of classes	1 <sup>st</sup> day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2 <sup>nd</sup> week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15 <sup>th</sup> week	2-15 <sup>th</sup> week
4	Notice of Evaluation by Associate Dean	Only for the semester when the faculty is due for evaluation – or in which an evaluation has been requested	No later than the 10 <sup>th</sup> week of the semester.	6-12 <sup>th</sup> week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15 <sup>th</sup> week of the semester	15 <sup>th</sup> week of the semester
6	Receive university student evaluations	Student evaluations of the last semester taught/supervised	Upon receipt of evaluations – must be placed in the file by the Associate Dean or appropriate administrator	
7	Evaluation Report to Temporary Faculty	Required	Within 45 days from the day WPAF was submitted	
8	Temporary Faculty Request for a meeting	Optional	Within 10 days after the date of the evaluation report	

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D. Responsibilities for evaluation of temporary faculty

	Tenure-line Faculty and Lecturers, Program Coordinators	0	Clinical Practice Coordinator	1	Field Experience Personnel	2	Peer Review Committee	Associate Dean or Appropriate administrator
Notification of Policy								X
Oversee Policy								X
Peer Input (Optional)	X							
Content Area/ Program Coordinator Input – Form B	X							
Classroom Observation – Form C	X							
Clinical Practice Coordinator and/or Program Coordinator Input – Form D	X		X					
Field Experience personnel Input (optional)					X			
Peer Review (F/T only)							X	
Associate Dean Evaluation Form for Temporary Instructional Faculty – Form E1								X
Associate Dean Evaluation Form for Temporary Supervisor Faculty – Form E2								X
Decision to Rehire								X
Maintenance of Files								X

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- C. E. Forms to be used for evaluation of temporary faculty
- Form A Cover Sheet: Summary Information
  - Form B Content Area Faculty/Program Coordinator Input
  - Form C Classroom Observation for Instructors
  - Form D Clinical Practice Coordinator and/or Program Coordinator Input
  - Form E1 Associate Dean Evaluation Form for Temporary Instructional Faculty
  - Form E2 Associate Dean Evaluation Form for Temporary Supervisor Faculty

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FORM A

COVER SHEET

(To be completed by temporary faculty member)

Temporary Faculty Member: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Status (check one):

- Part-time instructional  Full-time supervision
- Part-time supervision  Full-time instructional
- Part-time instructional and supervision  Full-time instructional and supervision

Date of prior temporary faculty evaluation: \_\_\_\_\_

Instructional faculty: List of courses taught since last evaluation:

Semester	Course number/title	No. of students

Insert additional rows as needed

Supervision faculty: List of candidates (university students) supervised since last evaluation:

Semester	Candidate Name	Placement Site (school & district)	Program Level (Beg/Adv)

Attach additional rows and sheets as needed.

227 FORM B  
228 (For instructional faculty)

229  
230 CONTENT AREA FACULTY OR PROGRAM COORDINATOR INPUT

231  
232  
233 Temporary Faculty Member \_\_\_\_\_

234  
235 Content Area Faculty or Program Coordinator \_\_\_\_\_

236  
237 Date \_\_\_\_\_

238  
239  
240 Documentation is attached describing the temporary faculty member's performance in the following areas (Please check  
241 all that apply):

- 242  
243  Syllabi for each course taught  
244  
245  Sample lesson plans  
246  
247  Assignments  
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249  Assessments  
250  
251  Classroom Visits (attach form C – Classroom Observation)  
252  
253  Other

254  
255 Overall Assessment (areas of strength, suggestions for improvement):

256  
257 \_\_\_\_\_  
258 *Signature of Evaluator*  
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FORM C  
(For instructional faculty)

OBSERVATION OF CLASSROOM INSTRUCTION

Temporary Faculty Member \_\_\_\_\_

Content Area or Program Faculty Member \_\_\_\_\_

Course Observed (prefix, number and title) \_\_\_\_\_

Date of Observation \_\_\_\_\_

Observation notes on subject matter coverage, organization, pedagogy, and instructional delivery:

Overall assessment:

\_\_\_\_\_  
*Evaluator*

Date \_\_\_\_\_ *Signature of*

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FORM D  
(For clinical supervisors)

CLINICAL PRACTICE COORDINATOR and/or PROGRAM COORDINATOR INPUT

Temporary Faculty Member \_\_\_\_\_

Clinical Practice Coordinator/Program Coordinator \_\_\_\_\_

Date \_\_\_\_\_

Documentation is attached describing the temporary faculty member's performance in the following areas:

- \_\_\_\_\_ Completed observation forms of candidate performance.
- \_\_\_\_\_ Completed evaluation forms of candidate performance.
- \_\_\_\_\_ Communication with candidates (university students).
- \_\_\_\_\_ Communications with site personnel.
- \_\_\_\_\_ Candidate evaluations of supervisor.
- \_\_\_\_\_ Other.

Overall Assessment (areas of strength, suggestions for improvement):

\_\_\_\_\_  
*Evaluator*

Date \_\_\_\_\_ *Signature of*



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FORM E1

EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY  
(Including those who may also be engaged in supervision of clinical practice)

By Associate Dean or Appropriate Administrator

Temporary Faculty Member \_\_\_\_\_

Documentation is attached describing the temporary faculty member's performance in the following areas:

- \_\_\_\_\_ Syllabi
- \_\_\_\_\_ Lesson Plans
- \_\_\_\_\_ Assignments
- \_\_\_\_\_ Examinations/Assessment Instruments
- \_\_\_\_\_ Classroom Visits (attach form C1 – Classroom Observation)
- \_\_\_\_\_ Student Evaluations
- \_\_\_\_\_ Other Elements

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

\_\_\_\_\_  
*Signature of Associate Dean* Date \_\_\_\_\_

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

Signature of Temporary Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

*Faculty members have ten working days from the date noted on the Associate Dean's evaluation to respond if they wish to do so.*

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FORM E2

EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY -  
SUPERVISORS OF CLINICAL PRACTICE  
(Not engaged in instruction of program courses)

By Associate Dean or Appropriate Administrator

Temporary Faculty Member \_\_\_\_\_

Evaluative documentation is attached describing the temporary faculty member's performance in the following areas:

- \_\_\_\_\_ Completed observation forms of candidate performance.
- \_\_\_\_\_ Completed evaluation forms of candidate performance.
- \_\_\_\_\_ Communication with candidates (university students).
- \_\_\_\_\_ Communications with site personnel.
- \_\_\_\_\_ Agendas and handouts for candidate support meetings.
- \_\_\_\_\_ Candidate evaluations of supervisor.
- \_\_\_\_\_ Other elements: \_\_\_\_\_

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

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

*Signature of Associate Dean or appropriate administrator*

---

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

Temporary Faculty Member Signature \_\_\_\_\_ Date \_\_\_\_\_

*Faculty members have ten days from the date noted on the Associate Dean's evaluation letter to respond if they wish to do so.*

1 **FAC: Evaluation of Temporary Faculty Unit 3 Employees: Nursing**

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4 *Rationale: Policy update to align with CSUSM restructure of 2012-2012.*

5  
6 Definition: A policy for the evaluation of temporary faculty for the School of Nursing within the College of  
7 Education Health & Human Services.

8  
9 Authority: CSU/CFA Unit 3 Collective Bargaining Agreement

10  
11 Scope: Temporary Unit 3 employees within the School of Nursing.

12  
13 ~~Definition: A policy for the evaluation of temporary faculty for within the School of Nursing within~~  
14 ~~the College of Education Health & Human Services.~~

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16 ~~Authority: CSU/CFA Unit 3 Collective Bargaining Agreement~~

17  
18 ~~Scope: Temporary Unit 3 employees within the School of Nursing.~~

19  
20 **I. GENERAL ELEMENTS**

21  
22 **A.** The purpose of this policy is to provide the School of Nursing within the College of Education  
23 Health & Human Services procedures for periodic and performance review of temporary faculty.  
24 The policy follows the procedures for periodic evaluation in accordance with the Collective  
25 Bargaining Agreement (CBA<sup>1</sup>). Within fourteen (14) days<sup>2</sup> of the first day of instruction of the  
26 academic term, the Office of the Director of the School of Nursing<sup>3</sup> will provide temporary  
27 faculty Unit 3 employees<sup>4</sup> with a copy of this policy on Evaluation of Temporary Faculty Unit 3  
28 Employees, and will advise the temporary faculty of additional school standards for the working  
29 personnel action file (WPAF) contents. Once the evaluation process has begun there shall be no  
30 changes in criteria and procedures. Temporary faculty who work for more than one department  
31 shall be evaluated by each department or school.

32  
33 **B. The California State University (CSU) Unit 3 collective bargaining agreement distinguishes**  
34 **among four types of Temporary Faculty Unit 3 Employees:**

- 35  
36 1. Part- or full-time appointments for one semester or less;  
37 2. Part-time appointments for two or more semesters, Fall, Spring, and Summer;  
38 3. Full-time appointments for two or more semesters in an academic year;  
39 4. Full-time twelve month appointments for the calendar year;

40  
41 The evaluation process for each category of appointment will be discussed separately in this  
42 document.

43  
44 **C.** All temporary faculty shall submit a WPAF to the Director according to the timelines for the type  
45 of appointment. Failure to submit a WPAF, or submitting an incomplete WPAF, will be reflected  
46 in the evaluation. If the WPAF is submitted according to established timelines and no evaluation  
47 takes place, performance of the temporary faculty is assumed to be satisfactory. In such cases,  
48 temporary faculty may request to be evaluated by the appropriate administrator.

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50 **D.** The WPAF shall include the following as appropriate to the terms of the appointment:

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

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

<sup>3</sup> Hereafter referred to as Director.

<sup>4</sup> Hereafter referred to as temporary faculty.

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1. A yearly updated curriculum vita;
  2. A list of courses taught each semester in the evaluation period;
  3. A syllabus for each course taught in the evaluation period;
  4. A representative sample of examinations and assignment materials for each course taught;
  5. University-prepared numerical summaries and all comments from the student evaluations for all sections of each course taught in which student evaluations were conducted;
  6. Additional materials required by the School of Nursing. ;
  7. Either a classroom observation by the Director or peer input provided by a full-time faculty member selected by the Director is required for each review cycle except for temporary faculty with part-time or full-time appointments for one semester or less. A full-time faculty member who provides peer input may not serve on the PRC of the temporary faculty member;
  8. Other material deemed pertinent to a teaching evaluation by the temporary faculty, e.g. reflective statement on teaching experiences, evidence of innovative pedagogy, curriculum development, teaching awards, students supervised (independent study, etc.), student advising or mentoring may be included;
  9. Copies of all prior periodic evaluations and performance reviews;
  10. Evidence of scholarly/creative activity, continuing clinical experience, initial or renewal of clinical certification/licensure, and/or service if appropriate to the terms of appointment;
  11. Mailing address to which a copy of the candidate's evaluation may be sent. The WPAF will be returned to the faculty member once the evaluation process is complete.
- E. Temporary faculty who teach must provide students the opportunity to fill out the official CSUSM student evaluations in their classes, each semester in accordance with the School's policy in terms of the CBA.**
- F. Any party to the evaluation may request an external review. In the case of a request for an external review, see Appendix C of the University RTP policy for responsibilities and timetable.**
- G. Any party to the evaluation may request additional peer input (Form B), which can come from any SoN or discipline related faculty member. In the case of a classroom observation, temporary faculty shall be given a minimum of five (5) days written notice prior to a classroom visit. After the visit, there shall be consultation about the classroom observation between the temporary faculty and the visitor. Written confirmation that consultation has taken place shall be provided to the Director within ten days of a classroom visit. (CBA 15.14).**
- II. EVALUATION PROCESS FOR TEMPORARY FACULTY WITH PART- OR FULL-TIME APPOINTMENTS FOR ONE SEMESTER OR LESS**
- A. Evaluation of all temporary faculty appointed for one semester or less is optional, and at the discretion of the Director or upon the request of temporary faculty. If a subsequent appointment is anticipated, an evaluation must be completed at the end of the semester of appointment.**
- B. If an evaluation is to be performed, the Director must notify temporary faculty that they must submit the WPAF to the Director no later than the Monday of the fifteenth week of the semester of appointment. When analysis of student evaluations of teaching is completed, they must all be placed in the WPAF by the Director. Electronic submittal is an option for the temporary faculty WPAF.  
The WPAF may also be submitted in electronic format. Guidelines for electronic submission may be obtained from the office of the AVP of Faculty Affairs.**

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- C. If a subsequent appointment is anticipated, the Director will complete and sign the evaluation (Form A). Either a classroom observation by the Director or a peer input provided by a full-time faculty member selected by the Director is required for each review cycle. The evaluation shall be completed within 30 calendar days after the completion of the semester of appointment. If circumstances require an extension, the evaluator shall notify the Director prior to the end of the term of appointment who will, in turn, notify the affected temporary faculty.
- D. Within seven (7) days of the submission deadline, the Director shall review the WPAF for completeness and shall notify the temporary faculty member in the event that she/he needs to add required and additional documentation. If the temporary faculty fails to submit the required materials within ten (10) days, the Director shall have the right to add the materials to the file. With approval of the Director, the temporary faculty may also add items that were unavailable at the time the WPAF was submitted, such as a response to student evaluations.
- E. Temporary faculty will be provided copies of their evaluation(s) and will sign the evaluation form(s) and retain a copy.
- F. After all signatures have been obtained, the Director will sign, date, and place the evaluation in the temporary faculty's PAF. The Director may arrange a meeting with the temporary faculty to review the evaluation.
- G. In the case where the Director does not arrange a meeting to review the evaluation, temporary faculty may request a meeting with the Director within ten (10) calendar days of receiving the evaluation, to discuss the evaluation. In addition, regardless of whether temporary faculty meets with the Director, temporary faculty may submit a written response to the evaluation, within ten (10) days of receiving the evaluation, for inclusion in the PAF. The response shall be filed at the office of the Director, who will sign. The Director may respond to a temporary faculty's written rebuttal within ten (10) days of receipt of rebuttal. No formal, written response to a temporary faculty's rebuttal is required.

III. EVALUATION PROCESS FOR TEMPORARY FACULTY WITH PART-TIME APPOINTMENTS FOR TWO OR MORE SEMESTERS

- A. Temporary faculty with part-time appointments for two or more semesters, except those with three year appointments, shall be evaluated annually at the end of the second semester of each appointment. The review period will include all semesters of appointment. The Director must notify temporary faculty that they must submit the WPAF to the Director no later than the Monday of the fifteenth week of the second semester. When analysis of student evaluations of teaching is completed for the second semester they must be placed in the file by the Director.
- B. All temporary faculty with 3-year part-time appointments shall be evaluated at the end of the second year of appointment. The review period will include all semesters of the first two years of appointment. At the request of the Director, evaluations of all temporary faculty with 3-year appointments in a given department may be conducted more frequently. Any temporary faculty member with a 3-year appointment may request that his/her evaluations be conducted more frequently.
- C. The evaluation shall be completed within 30 calendar days after the completion of the appointment year. If circumstances require an extension, the evaluator shall notify the Director prior to the end of the term of appointment who will, in turn, notify the affected temporary faculty.
- D. The Director will complete and sign the evaluation (Form A). Either a classroom observation by the Director or a peer input provided by a full-time faculty member selected by the Director is required for each review cycle.

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- E. Temporary faculty will be provided copies of their evaluation(s) and will sign the evaluation form(s) and retain a copy.
  - F. After all signatures have been obtained; the Director will sign, date, and place the evaluation forms in the temporary faculty's PAF. The Director may arrange a meeting with the temporary faculty to review the evaluation.
  - G. In the case where the Director does not arrange a meeting to review the evaluation, temporary faculty may request a meeting with the Director within ten (10) calendar days of receiving the evaluation, to discuss the evaluation. In addition, regardless of whether temporary faculty meets with the Director, temporary faculty may submit a written response to the evaluation, within ten (10) days of receiving the evaluation, for inclusion in the PAF. The response shall be filed at the office of the Director. The Director may respond to a temporary faculty's written rebuttal within ten (10) days of receipt of rebuttal. No formal, written response to a temporary faculty's rebuttal is required.
- IV. EVALUATION PROCESS FOR TEMPORARY FACULTY WITH FULL-TIME APPOINTMENTS FOR TWO OR MORE SEMESTERS OR A TWELVE MONTH APPOINTMENT
- A. Temporary faculty with full-time appointments for two or more semesters, except those with 3-year appointments, shall be evaluated annually during the spring semester according to a timetable developed by the Director's office. The review period will include summer, fall, and spring semester of the current academic year. Temporary faculty with full-time appointments in the School must be evaluated by a Peer Review Committee<sup>1</sup> and the Director.
  - B. All temporary faculty with 3-year full-time appointments shall be evaluated at the end of the second year of appointment. The review period will include all semesters of the first two years of appointment. At the request of the Director, evaluations of a temporary faculty with 3-year appointments in a given department may be conducted more frequently. A PRC may recommend more frequent evaluations to the Director. Any temporary faculty with a 3-year appointment may request that his/her evaluations be conducted more frequently.
  - C. The Director's office shall notify the temporary faculty and members of the PRC, by the end of the fall semester, of the timetable for the academic year.
  - D. Temporary faculty shall be responsible for the organization and comprehensiveness of the WPAF and its submission in adherence to the school timetable. The Director's office shall receive the initial file, and date and stamp the initial page of the file and each subsequent incoming piece of documentation. Electronic submission is an option for temporary faculty's WPAF and the time received electronically will be the time recorded.
  - E. During the time specified for this activity, the Director and the members of the PRC shall review the file for completeness. Within seven (7) days of the submission deadline the PRC chair shall submit letters to the Director outlining material that is lacking. Within two working days of the end of the review for completeness, the Director's office shall notify the temporary faculty that she/he needs to add required and additional documentation requested by the PRC Chair. If the temporary faculty fails to submit the required materials and a reviewing party submits the materials, the Director's office will notify the temporary faculty of materials that are added to the file. Student evaluations for the current semester will be added to the WPAF when they are available. Given the time-line of the student evaluation process, the student evaluations for the current semester will not be in the WPAF during the PRC review, but will be included in the WPAF prior to the Director level of review.

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- F. Consistent with the school timetable, the PRC shall review and evaluate the WPAF of each temporary faculty undergoing review. The PRC's evaluation shall be based on the contents of the WPAF. The PRC shall submit Form C to the Director by the deadline specified in the school timetable for placement in the WPAF.
  - G. Consistent with the school timetable, the Director shall review and evaluate the WPAF of each temporary faculty undergoing review. The Director's evaluation shall be based on the contents of the WPAF and is a separate and independent evaluation from that of the PRC. The Director will complete and sign the evaluation (Form A). Either a classroom observation by the Director or a peer review conducted by a full-time faculty member selected by the Director is required for each review cycle.
  - H. Any party to the evaluation may request a meeting at each level of the review according to the school timetable. No formal, written response is required subsequent to this meeting.
  - I. In addition, regardless of whether a temporary faculty meets with the PRC, a temporary faculty member may submit a written rebuttal or response to the evaluation for inclusion in the PAF. The faculty member's response must be submitted within ten (10) days of receiving the evaluation. The response shall be filed at the office of the Director, who will sign and provide a copy to the PRC. The PRC may respond to a temporary faculty member's written rebuttal within ten (10) days of receipt of the rebuttal. No formal, written response to a temporary faculty member's rebuttal is required.
  - J. The temporary faculty is responsible for preparing, as necessary, a timely rebuttal or response at each level of the review according to the school timetable. The Director and PRC may respond to a temporary faculty's written rebuttal within ten (10) days of receipt of rebuttal. No formal, written response to a temporary faculty's rebuttal is required.
  - K. If any stage of the evaluation is not completed by the specified time period then the evaluation will automatically move to the next level of review and the temporary faculty shall be so notified.
- V. FORMS TO BE USED FOR EVALUATION OF TEMPORARY INSTRUCTORS
- A. Form A: Director of SoN Evaluation for All Temporary Faculty Unit Employees--must be used for all temporary faculty evaluations.
  - B. Form B: Peer Input to the Evaluation – optional for the evaluation of any temporary faculty unit employee.
  - C. Form C: PRC Evaluation for Full-time Temporary Faculty Unit Employees--must be used (in addition to Form A) for evaluations of all full-time temporary faculty appointed for two or more semesters.

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

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

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

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

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

\_\_\_\_\_  
Director, [School of Nursing](#) Date \_\_\_\_\_

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

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

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



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

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

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

Evaluator \_\_\_\_\_

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

I. Report on observations or material reviewed:

Peer Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

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

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

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

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

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

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

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

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

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

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

\_\_\_\_\_  
Director, [School of Nursing](#) Date \_\_\_\_\_

**FAC: CEHHS RTP POLICY**

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

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

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

I. CoEHHS RTP STANDARDS

A. Preamble

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

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

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

B. Definitions of Terms and Abbreviations

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

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

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

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

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

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

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

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

### 56 57 A. Introduction and Guiding Principles

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

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

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

74  
75 4. The School/ Department recognizes innovative and unusual contributions (e.g., supervising research,  
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.

92

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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110  
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.

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

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

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

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

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

FAC: SCHOOL OF EDUCATION RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS

<b>Rationale:</b>	<i>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 School of Education.</i>
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**Definition** Standards governing RTP process for faculty in the ~~CoE~~SoE.

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

**Scope** Eligible unit ~~3 CoE~~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 Professor~~Assistant Professors: By August 30, 2011, each ~~assistant professor~~Assistant Professor will submit a letter indicating which document, 1991 or 2011, they wish to have govern their promotion and tenure to ~~associate professor~~Associate Professor. After promotion to ~~associate professor~~Associate Professor and conferral of tenure, these professors will be governed by the 2011 document for future personnel decisions.*
- ~~Associate Professor~~Associate Professors: By August 30, 2011, each ~~associate professor~~Associate Professor will submit a letter indicating their choice of the 1991 or 2011 document for their request for promotion to ~~full professor~~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**

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

## II. ELEMENTS OF THE CoESoE RTP DOCUMENT

### A. Introduction and Guiding Principles

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

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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~~Associate Professor require an established record of effectiveness in scholarly teaching, scholarly research/creative activities, and scholarly service to the ~~College~~School 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~~School, University, community, and profession. Promotion to the rank of ~~P~~professor will be based on the record of the individual since promotion to the rank of ~~associate professor~~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.

131 III. GENERAL STANDARDS

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- 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 professor~~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 professor~~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.



- 156 E. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of service  
157 at CSUSM (i.e., in fall of their third year at CSUSM). A positive recommendation requires that the  
158 candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and,  
159 together with the candidate's previous record, is consistent with the articulated standards for the  
160 granting of tenure at the faculty member's rank.  
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162 IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING  
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164 A. CollegeSchool Priorities and Values in Teaching and Learning  
165

- 166 1. In the CollegeSchool of Education, "effective Scholarly Teaching" is defined as activity that  
167 promotes student learning, reflection, and professional growth in support of the CollegeSchool  
168 Mission and is demonstrated by information in the teaching portfolio section of the WPAF. Scholarly  
169 teaching in the CoESoE should explicitly support the Mission Statement. Scholarly  
170 teaching is multifaceted and may include instructional activity that takes place at off-site  
171 locations.  
172
- 173 2. The most important teaching activities include, but are not limited to:  
174 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning  
175 teaching  
176 • Supervision of teacher candidates  
177 • Supervision of masters theses or projects and doctoral dissertations and research  
178 • Supervision of student independent study  
179 • Training and/or supervision of lecturers, colleagues, and Distinguished Teachers in  
180 Residence (DTiR)  
181 • Student advising and counseling  
182 • Laboratory teaching  
183 • Clinical teaching/ practice  
184 • Seminar courses  
185 • Undergraduate and graduate courses  
186 • Supervision of field work and independent research  
187 • Supervision of teaching and graduate assistants  
188
- 189 3. As a collegeSchool that primarily focuses on preparing students to become effective educators,  
190 it is expected that the faculty in the CollegeSchool of Education will consistently model effective  
191 instructional practices and continue to improve as an educator. Effective faculty members set  
192 clear student learning outcomes for their students, employ a range of instructional strategies,  
193 and teach in ways that effectively engage all students in the learning process.  
194
- 195 4. CoESoE approaches to support excellent teaching include collaboration, team teaching, lesson  
196 study groups, and co-teaching.  
197
- 198 5. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching  
199 effectiveness. To determine such a profile, scholarly teaching will be assessed by holistic  
200 evaluation of evidence, including candidates' reflective statement on teaching, student  
201 evaluations, reflective practice, and selected items that the candidates believe best represent  
202 their teaching, as described in the University RTP document and further illustrated below in  
203 section B.  
204

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

207 1. Scholarly Teaching Reflective Statement  
208

209 A reflective narrative including any selected items from section IV. A .2. (p. 4 above) and all  
210 scholarly teaching evidence discussed in the file should reflect continued success and/ or  
211 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	No. of Students Enrolled	Comments	Evaluation Ratings (specify categories/items referenced)

3. Student Evaluations from Teaching and/or Supervision Assignments

Evidence: ~~Provide complete university-generated student evaluation reports sets no fewer than of (60% [percentage as specified by CBA]) the course sections taught university-prepared student evaluation reports, from courses taught and/or student teacher supervision assignments since the last promotion.~~ Provide complete sets of (percentage as specified by CBA) university-prepared student evaluation reports, and from courses taught and since the last promotion.<sup>1</sup>

4. Representative Syllabi from Courses Taught

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

C. The Following Evidence of Scholarly Teaching is Optional:

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

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

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

<sup>1</sup> Refer to university RTP document for clarification.

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

263  
264 3. Academic Advising

265  
266 Evidence: Provide evidence of effective academic advisement of students and the impact of this  
267 work. Academic advisement includes the many ways the candidate supported students in their  
268 academic pursuit, such as on a thesis or dissertation committee, mentorship on a research or  
269 graduate project, or as an academic advisor to a student in a program. Evidence might include  
270 the names of the students, the role(s) the candidate played, the dates of this work, and any  
271 evidence related to the impact.

272  
273 4. Other Selected Items that Best Represent Candidate's Teaching

274  
275 Evidence: Additional evidence of scholarly teaching activities not listed above, including but are  
276 not limited to:

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

282  
283 D. Assessment of Scholarly Teaching

284  
285 1. General Standards

286  
287 Candidates will be assessed on the quality of the evidence provided on the set of indicators they  
288 select, rather than on the quantity of indicators selected. In all cases, candidates will be assessed  
289 on the quality and the totality of the evidence provided. When judged as a group, no one  
290 indicator may be used to determine the overall rating of teaching effectiveness.

291  
292 2. Tenure and/or Promotion from ~~Assistant Professor~~Assistant Professor to Associate  
293 ~~Professor~~Professor

294  
295 At the ~~Assistant Professor~~Assistant Professor level, scholarly teaching that meets standards is  
296 expected to demonstrate classroom effectiveness for the types of courses taught. Evidence of  
297 classroom effectiveness may include, but is not limited to student evaluations, syllabi that  
298 clearly 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 and  
301 align with student learning outcomes.

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

304  
305 As more experienced faculty, ~~Associate Professor~~Associate Professors being considered for  
306 promotion to Professor are held to a higher standard. Accordingly, to be rated meets standards,  
307 a candidate at the ~~Associate Professor~~Associate Professor level is expected to demonstrate  
308 leadership- and initiative in teaching and curriculum related activities. This is in addition to  
309 documentation 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 to  
317 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 scholarship  
326 that contributes to and transforms many communities from young to the elderly (e.g., PreK-12  
327 education, higher education; local and regional centers/ agencies), indicating collaboration with multiple  
328 groups. Research involving reflective practice is valued. Sustained scholarly activity that demonstrates  
329 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 relates  
336 directly to the faculty member's intellectual work. This type of scholarship is carried out through such  
337 activities as program development, program or curriculum evaluation, policy analysis, action research,  
338 collaborative research with educators and community members, etc. These activities are tied directly to  
339 the professor's special field of knowledge and are aimed at substantive change in educational practices.  
340 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 specify  
345 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 perceptions  
350 of outside disciplines in terms of scholarly research and creative activity, when applied research or action  
351 research is mostly qualitative in nature. They may also experience limitations when colleagues from  
352 other disciplines do not understand that CoESoE scholarly activity includes evaluation of new programs,  
353 participation in accreditation activities, or participation in large-scale research efforts. Finally, when  
354 budgetary constraints prohibit CoESoE faculty from traveling to disseminate research findings at  
355 national or international conferences, scholarly presentations may more often be local.  
356

357 E. Evidence of Scholarly Research and Creative Activities  
358

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

366 1. Scholarly Research/Creative Activities Reflective Statement  
367

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

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- a. Category A Evidence must include external peer review process:
    - 1) Papers published or accepted for publication in peer reviewed/ refereed journals recognized as reputable and of high quality
    - 2) Peer or editor reviewed published book chapters of original material and original monographs
    - 3) Peer or editor reviewed books, manuscripts, electronic or other media published or accepted for publication as works that contribute new knowledge and/or to practice as demonstrated by professional and academic reviewers
    - 4) Peer reviewed /refereed presentations at national or international conferences
    - 5) Significant program development including applied scholarship, curriculum writing, or accreditation work, which requires outside agency approval and/or peer review.
    - 6) Funded peer reviewed external grants for scholarly research/creative activity work, in progress or completed
  
  - b. Category B Evidence may include, but is not limited to:
    - 1) Papers published in refereed proceedings
    - 2) Refereed presentations at professional meetings
    - 3) Invited presentations at professional meetings
    - 4) Editor reviewed articles published in journals, newspapers, magazines, and other media
    - 5) Published case studies
    - 6) Applied scholarly research/creative activity that is published, presented at a conference or meeting, or applied in an educational setting
    - 7) Published review of books, articles, programs, and conferences
    - 8) Session discussant at a professional meeting
    - 9) Invited keynote or speaker
    - 10) Special recognition and awards for research/creative activities
    - 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~~ Assistant Professor to Associate Professor ~~Associate Professor~~

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- 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~~ 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 and/or activities that contribute to professional agencies and organizations. Service activities are expected to advance the collegeSchool and university mission statements.

### B. Most Important CollegeSchool Priorities regarding Service

Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service activity. To determine such a profile, service will be assessed by holistic evaluation of the candidates' reflective statement, scholarly service work, and selected items that the candidates believe best reflects their progress, as described in the University RTP document and further illustrated below. Particular consideration should be given to the service necessary to develop courses/programs/majors and a campus structure of 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's and/or CollegeSchool'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 CollegeSchool and/or Program may include, but is not limited to:
  - 1) Leadership/membership in collegeSchool governance and/or groups that carry on the business of the collegeSchool (e.g., committees [elected or appointed], ad hoc committees, task forces, etc.)
  - 2) Leadership/membership in collegeSchool accreditation efforts
  - 3) Development of new courses or programs for the collegeSchool
  - 4) Program coordination and/or service (e.g., student interviews, development of student learning outcomes, administration, etc.)

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- 5) Mentoring of students, tenure-line faculty, lecturers and/or Distinguished Teachers in Residence
- 6) Collaboration with colleagues within the ~~college~~School and across ~~college~~Schools

- 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 and/or Distinguished Teachers in Residence

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 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~~Assistant Professor to ~~Associate Professor~~Associate Professor

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

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

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Candidates for promotion from ~~Associate Professor~~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.



**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.

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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.

4. At all levels and stages of the RTP process, faculty have the right to clearly articulated performance expectations. The RTP process should be simultaneously evaluative and developmental and be carried out in a cooperative, collaborative environment.

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5. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual performance. Ultimate responsibility for meeting all standards and criteria rests with the candidate.

B. Standards Applied in Different Types of Decisions

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

IV. STANDARDS AND CRITERIA

A. Teaching

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

~~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

3. Measurement of scholarly achievements should always include evaluation by professional persons in a position to assess the quality of the contribution to the field. Professional

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<sup>1</sup> Refer to university RTP document for clarification.

191 evaluation includes, but is not limited to, acceptance of a scholarly work by a jury of peers or  
192 editorial board. In all cases, quality of scholarly achievements shall be evaluated.

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194 C. Service

- 195  
196 1. The School views activities that enhance the institution and the profession, both locally and  
197 nationally, as integral components of faculty service. While the magnitude of service  
198 rendered may vary, in each instance the evaluation of service must be guided by the quality  
199 of that service and its relevance to the University's Mission.  
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- 201 2. Service activities may include, but are not limited to, the following:  
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- 203 • Membership and offices held on committees, governing bodies, and task forces at  
204 the unit, college, and university level.
  - 205 • Membership and offices held on committees, editorial boards, professional advisory  
206 boards, external review teams, governing bodies, and task forces at the local,  
207 national, and international level.
  - 208 • Organizing regional or national conferences, workshops, or seminars.
  - 209 • Service as faculty advisor to student organizations
  - 210 • Mentoring of faculty.
  - 211 • Administrative activities such as scheduling, program coordination, or other special  
212 assignments.
  - 213 • Lectures, presentations, or programs given gratis to community groups or schools.
  - 214 • Gratis professional consultantships of service to the community.
- 215
- 216 3. Evaluation of service shall include: peer evaluation of the quality of service rendered, the  
217 extent to which the service rendered contributed to the University's Mission, and the  
218 appropriateness of the service to the faculty member's rank.  
219
- 220 4. Documentation of service may include, but shall not be limited to, the following: a list &  
221 description of university, community, professional service; individual contributions to the  
222 committee, evaluation by fellow committee members regarding quality of service provided;  
223 documents, reports, or other materials produced; letters of invitation; programs; and  
224 newspaper clippings. Electronic submittal is an option for the WPAF. The electronic  
225 submitted must follow protocols provided by the office of Faculty Resources

1 **FAC: HUMAN DEVELOPMENT RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS<sup>1</sup>**  
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<b>Rationale:</b>	<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  
14 on 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.  
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22 2. A "standard" is a reference point or formalized expectation against which progress can be measured for  
23 retention, tenure, and promotion.  
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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  
27 personnel action files (WPAFs).  
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29 4. Department and College RTP Standards educate others outside of the discipline, including deans,  
30 university committees, and the provost, with respect to the practice and standards of a particular  
31 department/discipline/field.  
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33 5. Departments and Colleges must respect the intellectual freedom of their faculty by avoiding standards  
34 that are too prescriptive. Department and College standards should be as brief as possible with  
35 emphasis on the unique nature of the department.

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<sup>1</sup> 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

89 professor will be based on the record of the individual since promotion to the rank of associate  
90 professor.

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

### 98 99 III. GENERAL STANDARDS

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

### 127 128 IV. STANDARDS AND CRITERIA FOR SCHOLARLY TEACHING

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- 130 A. College Priorities and Values in Teaching and Learning
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- 132 1. In the Department of Human Development, "effective Scholarly Teaching" is defined as activity that  
133 promotes student learning, reflection, and professional growth in support of the College Mission and is  
134 demonstrated by information in the teaching portfolio section of the WPAF. Scholarly teaching in the  
135 DOHD should explicitly support the Mission Statement. Scholarly teaching is multifaceted and may  
136 include instructional activity that takes place at off-site locations.
- 137
- 138 2. The most important teaching activities include, but are not limited to:
- 139 • Classroom modality, face-to-face, blended, online, on-campus, off-site, distance learning teaching
  - 140 • Supervision of masters theses or projects and doctoral dissertations and research
  - 141 • Supervision of student independent study



- 142 • Student advising and counseling
- 143 • Laboratory teaching
- 144 • Clinical teaching/ practice
- 145 • Seminar courses
- 146 • Undergraduate and graduate courses
- 147 • Supervision of field work and independent research
- 148 • Supervision of teaching and graduate assistants
- 149 • Supervision and training of lab/research team

- 151 3. As a college that focuses on preparing students to become effective educators and health services  
152 providers, it is expected that the faculty in the Department of Human Development will consistently  
153 model effective instructional practices and continue to improve as an educator. Effective faculty  
154 members set clear student learning outcomes for their students, employ a range of instructional  
155 strategies, and teach in ways that effectively engage all students in the learning process.
- 156
- 157 4. Evaluations of scholarly teaching will focus on determining a profile of the candidate's teaching  
158 effectiveness. To determine such a profile, scholarly teaching will be assessed by holistic evaluation of  
159 evidence, including candidates' reflective statement on teaching, student evaluations, reflective practice  
160 (relevant primarily to clinicians), and selected items that the candidates believe best represent their  
161 teaching, as described in the University RTP document and further illustrated below in section B.

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

164 1. Scholarly Teaching Reflective Statement

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

182 2. Teaching and/or Supervision Assignments

183 **Evidence:** If not already a part of the curriculum vita, candidates will list all courses and/or all student  
184 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)

187 3. Student Evaluations from Teaching and/or Supervision Assignments

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**Evidence:** Provide complete sets of (percentage as specified by CBA) university-prepared student evaluation reports, and from courses taught and since the last promotion. <sup>1</sup>

4. Representative Syllabi from Courses Taught

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

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

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

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

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

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

3. Academic Advising

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

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

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

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

D. Assessment of Scholarly Teaching

1. General Standards

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

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<sup>1</sup> Refer to university RTP document for clarification.

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

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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

293 participation in large-scale research efforts. Finally, when budgetary constraints prohibit DOHD faculty from  
294 traveling to disseminate research findings at national or international conferences, scholarly presentations  
295 may more often be local.

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297 E. Evidence of Scholarly Research and Creative Activities

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

305  
306 1. Scholarly Research/Creative Activities Reflective Statement

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

312  
313 a. **Category A Evidence** must include external peer review process:

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

325  
326 b. **Category B Evidence** may include, but is not limited to:

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

- 346 18) Technical reports
- 347 19) Unfunded grants
- 348 20) Attending professional conferences, workshops, training or continuing education related to the
- 349 faculty members' program of research.

350

351 F. Assessment of Scholarly Research/ Creative Activities

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353 1. General Standards

354

355 Candidates will be assessed on the quality of the evidence provided, the evidence of sustained

356 scholarship, and the totality of their work. *A variety of types of work must be provided including peer*

357 *reviewed publication.* When judged as a group, no one indicator of scholarly research/ creative activities

358 may be used to determine the overall rating of quality of scholarly research/ creative activities. In all

359 cases, the scholarly reputation of the publication and/or meeting will be considered when evaluating the

360 contribution.

361

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

363

- 364 a. At least two items by year 4 and one additional item by year 6 from Category A
  - 365 b. At least one item per University retention review (years 2, 4, and 6) from Category B
- 366

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

368

- 369 a. At least three items from Category A
  - 370 1) At least two items must be peer reviewed or refereed publications
  - 371 b. At least three items from Category B
- 372

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

374

375 4. Retention

376

377 Candidates for retention shall include documentation that may include more items in Category B than A

378 to demonstrate effectiveness in performance and demonstrate progress toward meeting the tenure

379 requirements in the area of scholarship.

380

381 **VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE**

382

383 A. Department Priorities and Values regarding Service Contributions

384

385 Consistent with our Mission Statement, the Department of Human Development places a high value on

386 scholarly service as an essential component of faculty work. The College views activities that enhance the

387 institution and advance the profession at the local, state, national and international levels as integral

388 components of faculty service. In the College, Scholarly Service is defined as activities that contribute to the

389 life of the university, college, department or school districts and/or activities that contribute to professional

390 agencies and organizations. Service activities are expected to advance the college and university mission

391 statements.

392

393 B. Most Important Department Priorities regarding Service

394

395 Evaluations of scholarly service will focus on determining a profile of the candidate's scholarly service activity.

396 To determine such a profile, service will be assessed by *holistic* evaluation of the candidates' reflective

397 statement, scholarly service work, and selected items that the candidates believe best reflects their progress,

398 as described in the University RTP document and further illustrated below. Particular consideration should

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be given to the service necessary to develop courses/programs/majors and a campus structure of 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'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:

- 450 1) Assist schools, districts, healthcare, or community or government organizations/agencies in tasks  
451 or collaborations, such as grant or award applications, program evaluations and needs  
452 assessments, targeted studies, etc.
- 453 2) Sitting on relevant advisory committees or boards and task forces or commissions
- 454 3) Consulting (paid or unpaid) with schools healthcare agencies, government or non-government  
455 agencies or organizations that serve communities and the public and are relevant to the  
456 department's mission
- 457 4) Service to the community by representation of the University to off campus organizations and  
458 agencies which has the potential to bring positive recognition to the University
- 459 5) Diversity oriented activities which may include working with students in research labs, course  
460 content, recruiting diverse research samples, outreach to underrepresented groups, and  
461 creating an environment that promotes diversity and cultural sensitivity and competence among  
462 students and in the region, state, nation and world as a whole.
- 463 6) Promote, serve in, or contribute to the development of international or intercultural  
464 collaborations, programs or research efforts that engage students and the university community  
465 leading to cultural understanding sensitivity, competence and/or reduction of  
466 intergroup/intercultural conflict.
- 467 7) Developing educational events for the community
- 468 8) Giving public lectures/interviews
- 469 9) Pro-bono work related to service oriented professions
- 470 10) Community volunteer work
- 471 11) Nomination or receipt of service award

472  
473 C. Assessment of Scholarly Service

474  
475 1. General Standards

476  
477 Candidates will be assessed on the evidence of the quality of evidence provided, the evidence of  
478 sustained service, and the totality of their work. When judged as a group, no one indicator may be used  
479 to determine the overall rating of scholarly service activity. **Note:** *Submitting letters from committee*  
480 *chairs about attendance is not considered best practice.*

481  
482 2. Tenure and/or Promotion from Assistant Professor to Associate Professor

483  
484 Candidates for promotion from Assistant to Associate Professor must provide evidence of effective  
485 sustained internal and external service contributions.

486  
487 3. Tenure and/or Promotion from Associate Professor to Professor

488  
489 Candidates for promotion from Associate Professor to Professor must provide evidence of leadership in  
490 one or more service activities in addition to demonstrating sustained active participation in both internal  
491 and external service activities.

492  
493 4. Retention

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

1 **FAC: KINESIOLOGY RETENTION, TENURE, AND PROMOTION (RTP) STANDARDS<sup>1</sup>**  
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<b>Rationale:</b>	<i>As part of the new College of Education, Health and Human Services, the faculty of the California State University San Marcos (CSUSM) Department of Kinesiology (KINE) has developed the retention, tenure, and promotion (RTP) document to reflect standards pursuant to the current Academic Senate approved RTP standards (May, 2010). This document is additionally informed by the process suggested by Guidelines for Department RTP Standards approved by Academic Senate May, 2009. These standards are specific to the retention, tenure, and promotion of tenure line faculty in the Department of Kinesiology.</i>
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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**

7  
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**

- 18  
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.  
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<sup>1</sup> 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 service<sup>1</sup>. 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

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<sup>1</sup> In evaluating a candidate's sustained record of successful performance for the purpose of Early Tenure and/or Promotion, the Department of Kinesiology reserves the right, where appropriate, to examine tenure-track teaching, research, and service activities completed prior to their appointment at CSUSM.

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

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

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

1. Scholarly Teaching Reflective Statement

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

2. Teaching and/or Supervision Assignments

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

Semester & Year	Course Number	Course Title	Section	Units	Number of Students Enrolled	Comments (optional)	Evaluation Ratings (include range of low-high and avg across all categories)
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180 3. Student Evaluations from Teaching and/or Supervision Assignments

181

182 **Evidence:** Provide complete sets (as specified by CBA)<sup>1</sup> 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,

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<sup>1</sup> 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) Primary<sup>1</sup> author on papers published or accepted for publication in peer reviewed/ refereed journals  
277 recognized as reputable and of high quality

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<sup>1</sup> *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 Candidates will be assessed on the quality of the evidence provided, the evidence of sustained scholarship,  
 307 and the totality of their work. *A variety of types of work must be provided, including peer reviewed*  
 308 *publications.* When judged as a group, no one indicator of scholarly research/ creative activities may be used  
 309 to determine the overall rating of quality of scholarly research/ creative activities. In all cases, the scholarly  
 310 reputation of the publication and/or meeting will be considered when evaluating the contribution.  
 311  
 312

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

- 314 a. At least 3 items from Category A<sup>1</sup>.  
 315 b. At least 3 items from Category B.  
 316 *For early consideration for tenure and promotion, candidates must satisfy requirements for both (a) and*  
 317 *(b) above.*  
 318  
 319

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

- 321 a. At least three items from Category A<sup>4</sup>.  
 322 b. At least three items from Category B  
 323

324 4. Retention<sup>4</sup>  
 325  
 326

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<sup>1</sup>For retention review, the emphasis will be on the time period since last review. For promotion to Associate Professor and/or tenure, the emphasis will be on the time period since hire. For promotion to Professor the emphasis will be on the time period since hire (if hired at the Associate level) or promotion to Associate Professor.

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

## VI. STANDARDS AND CRITERIA FOR SCHOLARY SERVICE

### A. Department Priorities and Values regarding Service Contributions

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

#### 1. Scholarly Service Reflective Statement

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

#### 2. Internal Scholarly Service Activities

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

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

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

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

#### 3. External Scholarly Service Activities

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

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

- 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  
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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.



**FAC: Difference in Pay Leaves**

Rationale: The governing body of the California State University San Marcos (CSUSM) Academic Senate has advised the Faculty Affairs Committee (FAC) to update the current Difference in Pay Leave Policy to reflect the current university structure. As well FAC was asked to provide more flexibility into the document with regard to timelines for application.

Definition This policy and set of procedures defines the purpose of a "difference in pay leave," provide policy that guides evaluation of requests for difference in pay leave, and establishes a set of procedures for granting a difference in pay leave.

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

Scope Tenure track faculty at CSU San Marcos.

~~Definition: This policy and set of procedures defines the purpose of a "difference in pay leave," provides policy that guides evaluation of requests for difference in pay leave, and establishes a set of procedures for granting a difference in pay leave.~~

~~Authority: CSU Unit 3 Collective Bargaining Agreement 28.1~~

~~Scope: Tenure track faculty at CSU San Marcos.~~

**Notes**

Description: "A difference in pay leave shall be for purposes that provide a benefit to the CSU such as research, scholarly and creative activity, instructional improvement or faculty retraining." (CBA 28.1) It may be approved for one (1) or more semesters or months as appropriate to the appointment.

**Eligibility:**

A full-time faculty unit employee shall be eligible for a difference in pay leave if he/she has served full time for six (6) years at this campus in the preceding seven (7) year period prior to the leave. Credit granted towards the completion of the probationary period for service elsewhere shall also apply towards fulfilling the requirements for a difference in pay leave. A leave of absence without pay or service in an academic administrative appointment excluded from the bargaining unit shall not constitute a break in service for eligibility requirements, nor shall it affect subsequent difference in pay leave after s/he has served full-time for three (3) years after the last sabbatical leave or difference in pay leave and has satisfied the obligation in 28.16. (CBA 28.4)

**POLICY**

It is policy of CSU San Marcos to provide thorough peer and administrative review of requests for difference in pay leave using a standardized review process and criteria for evaluation.

a. Review at each level shall consider the quality of the proposed difference in pay leave proposal. Application review criteria are that:

- the project supports the mission of the University/College/Department;
- the project contributes to the intellectual development of the applicant through enriching or extending knowledge of discipline, or provides an opportunity to change area of study; and
- the proposal demonstrates that the time requested for the project/experience is appropriate.

The ~~Difference in Pay e~~Committee's recommendation based upon the ~~se~~ criteria shall be submitted to the ~~appropriate~~appropriate ~~Dean or equivalent /Senior Director/Administrator\*~~ with a copy to the applicant.

b. Prior to making a recommendation regarding the difference in pay leave request, the Dean or equivalent administrator/Senior Director shall consider the faculty committee[GB4] recommendation, the effect on

57 the operation of the unit should the employee be granted a difference in pay leave, and campus budget  
58 implications. The ~~Dean or Equivalent Administrator's/Senior Director's~~ recommendation shall be  
59 submitted to the President or ~~designee~~<sup>[GB5]</sup> ~~\*\*~~with a copy to the applicant and the leave committee.

## 60 61 PROCEDURE

### 62 Application

63  
64 Applications shall be submitted to the ~~appropriate Dean/Equivalent Administrator~~Senior Director of Health, Counseling,  
65 and Disability Services. The application must include-

- 66
- 67 • a statement of the purpose of the leave,
  - 68
  - 69 • a description of the proposed project,
  - 70
  - 71 • CSU resources, if any, necessary to carry out the project,
  - 72
  - 73 • a statement of the time requested, and
  - 74
  - 75 • benefits of the project to the University/College/Department.
  - 76

77 The Department Chair/~~Dean/Senior Director or Appropriate Administrator~~s shall provide a statement to the ~~appropriate~~  
78 ~~Vice President/Provost~~ regarding the possible impact on the curriculum and/or the operation of the unit should the  
79 employee be granted a difference in pay leave.

80  
81 A difference in pay leave may be filed simultaneously with a request for a sabbatical leave, but only one type of leave may  
82 be granted.

### 83 84 Committee Selection

85  
86 An ad hoc academic unit or division level committee, composed of three (3) tenured faculty unit employees, shall review  
87 difference in pay leave requests. This committee shall be elected by probationary and tenured faculty unit employees.  
88 Persons applying for a difference in pay leave are not eligible to serve on this committee.

### 89 90 Review of Applications

- 91
- 92 a. Review at each level shall consider the quality of the proposed difference in pay leave proposal.  
93 Application review criteria are that:  
94
    - 95 • the project supports the mission of the University/College/Department;
    - 96
    - 97 • the project contributes to the intellectual development of the applicant through enriching or  
98 extending knowledge of discipline, or provides an opportunity to change area of study; and
    - 99
    - 100 • the proposal demonstrates that the time requested for the project/experience is appropriate.

101  
102 The committee's recommendation based upon the criteria shall be submitted to the ~~Dean/Equivalent~~  
103 ~~Administrator~~Senior Director with a copy to the applicant.

- 104
- 105 b. Prior to making a recommendation regarding the difference in pay leave request, the  
106 ~~Dean/Equivalent~~Senior Director shall consider the faculty committee recommendation, the effect on the  
107 operation of the unit should the employee be granted a difference in pay leave, and campus budget  
108 implications. The ~~Dean's/Equivalent Administrator's~~Senior Director's recommendation shall be  
109 submitted to the ~~Provost~~President or ~~designee~~ with a copy to the applicant and the leave committee.
- 110

111 c. The ~~President or designee~~ Provost shall respond in writing to the applicant and shall include the reasons  
112 for approval or denial. Copies shall be provided to the Dean/~~Equivalent~~ Senior Director, the applicant, and  
113 the leave committee.

#### 114 Faculty Responsibilities

115 The faculty unit employees shall not accept any outside employment while on leave without the approval of the President.  
116 (CBA 28.14)

117 The faculty unit employee shall submit a written report to the ~~President~~ provost and the unit level committee discussing the  
118 outcomes of the project/experience. The applicant shall include a copy of this report in any subsequent application(s) for a  
119 difference in pay leave.

120 Final approval of a difference in pay leave shall not be granted until the applicant has filed with the  
121 ~~University President~~ [GB6] a suitable bond or an accepted statement of assets that are at least equal to the amount of salary  
122 paid during the period of leave. Such suitable bond or accepted statement of assets shall indemnify the State of California  
123 against loss in the event the employee fails to render the required service in the CSU following return of the employee  
124 from the difference in pay leave. (CBA 28.11)

125 A faculty unit employee shall render service to the CSU upon return from a difference in pay leave at the rate of one term  
126 of service for each term of leave. (CBA 28.16)

#### 127 Timeline \*\*\*

128 Last business day of September (Fall) or Last Business Day of February - Applications due to the Dean/~~Senior~~  
129 ~~Director~~ Equivalent Administrator

130 First two weeks of October (Fall) First Two Weeks of March (Spring) - Election of the difference in pay leave committee

131 Second week of November (Fall) Second Week of April (Spring) - Committee completes recommendations and forwards  
132 report to Dean/~~Senior Director~~ Equivalent Administrator with a copy to the applicant.

133 First week of December (Fall) First Week of May (Spring) - Dean/Senior Director forwards recommendation to President or  
134 designee with a copy to the applicant and the committee.

135 Last day of fall semester (Fall) Last day of Spring Semester (Spring) - President notifies applicant, Dean/~~Senior~~  
136 ~~Director~~ Equivalent Administrator, and committee of difference in pay leave decision.

137 When a faculty unit employee is afforded an unexpected opportunity, such as external funding, a scholarship or fellowship,  
138 a rapid and expedited review for a difference in pay leave will be provided. (CBA 28.6)

#### 139 Forms

140 Forms for filing a suitable bond or an accepted statement of assets are available in the Office of Academic Resources.

141 2/00 CBA

1 **Resolution in Support of Library Colleagues**

2  
3 WHEREAS, The CSUSM community has built a university that strives to be inclusive in every way it can, resulting in a  
4 strong tradition of shared governance and clearly articulated campus values; and

5  
6 WHEREAS, The Library is central to serving all our students and is critical to the campus mission, and the entire  
7 campus suffers when the Library is not functioning effectively; and

8  
9 WHEREAS, Effective academic units are led by administrators who enjoy the trust and respect of the faculty with  
10 whom they share governance; and

11  
12 WHEREAS, The Library is in a state of dysfunction as evidenced by the recent vote of no confidence; now, therefore,  
13 be it

14  
15 RESOLVED, That the Academic Senate of CSUSM urge Provost Cutrer and President Haynes to address the Library  
16 dysfunction with utmost urgency in consultation with the Library faculty, staff, and administrators; and be it further

17  
18 RESOLVED, That the Academic Senate urge President Haynes and Provost Cutrer to report to the Senate by the May  
19 2<sup>nd</sup> Academic Senate meeting their plan to resolve this critical situation; and be it further

20  
21 RESOLVED, That the Academic Senate of CSUSM urge Provost Cutrer and President Haynes take a leadership role in  
22 safeguarding a healthy environment of shared governance.

## APC: Independent Study, Research, and Internship Courses

**Rationale:** *This policy establishes a common University process for the approval of independent study courses*

**Definition:** This policy covers Independent Study, Research, and Internship (S-class) courses in which the vast majority of learning will be the responsibility of the individual to seek out and acquire knowledge.

**Authority:**

**Scope:**

Independent Study, Research, and Internship courses involve independent student work as the primary mode of instruction augmented by required interactions with a faculty member acting as an advisor or monitor of the student's work. The supervising faculty member and the student will document the course topic, learning outcomes, scope of work, number of hours expected for student work, number of credits to be awarded, number and nature of student/faculty contacts during the term and the criteria for evaluating the results of the independent work using the college specific Independent Study, Research, and Internship Contract Form.

Independent Study, Research, and Internship courses may be appropriate for the following purposes:

1. Directed or independent remedial review
2. Directed study to address topics not available at CSU San Marcos (student or faculty topics)
3. Directed study for transfer students who have partial course articulations to address specific deficits.
4. Independent supervised study lab, library, field
5. Enrichment activities/study for advanced students
6. Academic conference activities/Research projects
7. Special projects
8. Interdisciplinary study for students where the CSU San Marcos lacks structured coursework

Specific titles can be used at the departmental level where useful. Specific course names may only be submitted to the Registrar for inclusion in official records where external requirements such as accreditation, professional standards or certification require the use of a specific course name. In those cases, the course should be titled "Independent Study: Name of class" to ensure the clearest possible communication of the work. Such external requirements must be documented at the time the request for assigning a specific title to an Independent Study, Research, and Internship course is submitted to the Registrar.

When an Independent Study, Research, and Internship course is used, it must be taught as directed/independent study. These course numbers are not intended to provide a mechanism for teaching variable topics in a group instruction format. If there is a need for a topics course, such a course can and should be proposed and approved via the usual course proposal process. The substitution of a group instruction experience is contrary to the spirit of directed study. However, the use of Independent Study, Research, and Internship courses is not restricted to one student and may be used as appropriate for small groups.

Ongoing courses that use independent study as the mode of instruction should be sent through the standard curriculum process. Low-enrolled classes taught in a traditional, non-independent-study manner are not to be offered under Independent Study, Research, and Internship course numbering as a substitute for cancellation.

The contract must include a statement on how the course complies with the campus Credit Hour Policy.

Approval to pursue Independent Study, Research, and Internship courses must come from the student, supervising faculty member, department chair, and the College Dean or designee. The student must agree to the terms and conditions of the contract. After the Independent Study, Research, and Internship Form is approved by supervising faculty member and department chair, it must also be approved by the College Dean or designee who may not be one of the former.

## SAC: ~~Faculty~~ Instructor Management of Student Course Records

**Rationale:** A revision to include instructions for keeping electronic student course records, clarification of common best practices, and other procedural "clean-up" items.

**Definition:** A policy governing faculty management of student course records.

**Authority:** Family and Educational Rights & Privacy Act of 1974 (FERPA).

**Scope:** All university Faculty.

### Procedure

~~Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974).~~ Student course records are defined as any documents (including electronic) that ~~include~~ contain identifying student information (e.g. ~~name with social security number,~~ student ID number, and/or grade). Documents include, but are not limited to, graded class assignments, homework, tests, letters of recommendation and roster print-outs showing student name and/or any other type of personally identifiable information (e.g., ~~social security number,~~ student ID number, student initials, etc.). More stringent rules<sup>1</sup> apply when the record includes Social Security Number or other legally protected information. The purpose of ~~these guidelines~~ this policy is to help faculty understand how to manage student course records.

### I. INSTRUCTOR RESPONSIBILITIES

Instructors have the responsibility to ensure confidentiality of the student course records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974).

In order to assist faculty in fulfillment of this policy, practices that ensure security of course records are listed below.

Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice President of Student Affairs. Questions regarding handling of protected information may be directed to the Campus Information Security Officer.

A. Keep student course records, both physical and electronic, secure and out of reach of anyone else, preferably in a locked cabinet and/or on a password-protected electronic device.

B. Obtain the student's written permission before anyone other than the student-including spouses, parents, significant others, and other relatives-can collect or access his/her grades or graded work.

C. Keep student course records for a minimum of one year from the end of the term when the work was completed before destroying them.

~~DE.~~ After one year, records may be discarded after identifying characteristics have been removed or destroyed.

~~ED.~~ Obtain the student's written permission before you leave his/her records outside your office for student pick-up.

~~FE.~~ All records left outside of office must be in a sealed-closed envelope.

~~F. After one year, records may be discarded after identifying characteristics have been removed or destroyed.~~

G. Do not at any time use the entire ID Number of a student in a public posting of grades or any other student course records. To ensure students' anonymity, it is suggested that the list not be sorted alphabetically. It is recommended that the instructor assign a unique, random, and confidential identification code or number to each student, to be used in evaluated material that may be circulated for students to sort through or as an attendance roster.

H. Do not ~~ever~~ link the name of a student with that student's ID number in any public manner.

I. Do not leave graded student course records (such as tests, papers, or assignments) in a stack or online location for students to pick up by sorting through the materials of all students.

J. Do not circulate a printed or electronic class list with student name and ID number or grade as an attendance roster.

~~K. When the handing back of material in person substantially disrupts instruction (such as in sections with a large number of students), it is recommended that the instructor assign a unique and confidential identification code or number to each student, to be used in evaluated material that may be circulated for students to sort through or as an attendance roster.~~

L. Inform others who are assisting you (such as teaching assistants and administrative assistants) of the need to keep student course records confidential.

~~L. Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice President of Student Affairs.~~

## II. STUDENT RESPONSIBILITIES

In most classes, faculty return graded materials to students during the course of the semester. If a student elects to file a formal appeal over a course grade, she or he would need to produce all of the original graded work for the purpose of the review procedure. Therefore, students should retain work handed back to them at least until they receive the final grade. If the student then elects to file a grade appeal, s/he should retain the graded materials until the appeal is resolved.

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<sup>i</sup> For more information on data classification and handling, please see Appendices A and B of the Data Classification Standard (<http://www.csusm.edu/iits/security/protecteddata.html>).

## APC: Academic Program Discontinuance

**Rationale:** *This revision makes changes in keeping with the restructuring of the colleges, and unifies the ad-hoc review process for discontinuation and suspension reviews, and requires that suspended programs be removed from the General Catalog.*

**Definition:** This policy provides categories of decision variables and a set of processes and procedures to be used in recommending the discontinuation or enrollment suspension of academic programs at California State University San Marcos (CSUSM).

**Scope:** All CSUSM academic programs.

**Authority:** The President of the University and Coded Memo AAP 91-14.

### I. PREAMBLE

This policy provides categories of decision variables and a set of processes and procedures to be used in recommending the discontinuation of academic programs at California State University San Marcos (CSUSM). This policy does not address re-organization or elimination of organizational units within Academic Affairs. Academic programs covered by this policy include:

- undergraduate and graduate degree programs;
- concentrations, tracks and options;
- minors;
- certificate programs (including Extended Learning) for credit; and
- credential programs.

Should it be necessary to consider the discontinuation of an academic program, a determination will be based upon a thorough review of the following categories of decision variables:

- the importance of the program to the University's mission as articulated in the approved mission statement;
- the quality of the program;
- the efficiency (cost effectiveness); and
- the ~~viability~~ (demand) ~~of~~ for the program.

In considering a decision to discontinue a program, no one category should necessarily be deemed more crucial than any other, nor, likewise, its deficiency, or low rating, in any one category necessarily sufficient for program discontinuance. A decision to discontinue a program should not be based solely on quantitative measures, but on a holistic assessment of the program in terms of all the decision variables, within a process that is broadly consultative and collegial.

### II. DECISION VARIABLES

#### A. Importance to the institution



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1. To what extent the program promotes the mission of the University.
2. To what extent the program is central to the curriculum of a department, a college/school or the University.
3. To what extent the program contributes to a balanced curriculum.

B. Quality of the program

To what extent the quality of the program justifies continuance in its present form. The variables for evaluating program quality include but are not limited to:

1. demonstrated ability of the faculty to offer and maintain a current and rigorous curriculum;
2. access to resources adequate to ~~maintain~~develop the sufficient breadth, depth and coherence of the program;
3. demonstrated ability to attract and retain enough well-qualified faculty;
4. the quality of the program's faculty as demonstrated by participation in appropriate scholarly, creative and/or professional activity; and
5. to what extent the program's excellence and standing in its discipline enhances the reputation of the University.

C. Efficiency (cost effectiveness) of the program

To what extent the program is cost-effective relative to disciplinary norms and compared to similar programs at comparable institutions. The measurements presented for the specific program shall include:

1. student-faculty ratio;
2. total cost per FTEF;
3. the total cost per FTES;
4. potential for external funding and support; and
5. other discipline specific variables.

D. ~~Viability (demand) of~~Demand for the program

To what extent the present and projected demand for the program is sufficient. Demand for the program may be measured by one or more of the following:

1. the number of completed applications for admission;
2. the FTES generated in lower division, upper division, and/or graduate level courses;
3. the number of students who completed the program;
4. the anticipated need for graduates of the program.

III. PROCESS AND PROCEDURE

The processes for discontinuance or enrollment suspension<sup>32</sup> ~~are~~is similar to the process for the creation of programs. This process involves program faculty,

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<sup>32</sup> Suspension means temporarily not allowing any students to declare the major, minor, concentration, etc.

93 | program/department chair (or equivalent), the dean of the college/school housing the  
94 | program, the Provost, the Academic Senate, and the President of the University (or  
95 | designee). This process for reviewing program discontinuance or enrollment  
96 | suspension shall be completed as follows. Should it be necessary to create anThe Ad-  
97 | Hoc Program Discontinuation Viability Review Committee (see III.B. below), this  
98 | committee shall submit its recommendation within eight months after the initial  
99 | recommendation excluding the summer months. The Senate vote and President's  
100 | campus decision on program discontinuance (or enrollment suspension) shall be  
101 | completed within four months after the Ad-Hoc Program ~~Discontinuation Viability~~  
102 | Review Committee's recommendation excluding the summer months.

103 |  
104 | A. Initiation of program discontinuance or enrollment suspension

105 | A recommendation to consider program discontinuance or enrollment suspension  
106 | may be made by any of the following parties:

- 107 | 1. the chair of the program (or equivalent) with the written approval of a majority  
108 | of the tenured/tenure-track faculty in the program;
- 109 | 2. the dean of the college/school (or equivalent administrator) housing the  
110 | program;
- 111 | 3. the Provost; or
- 112 | 4. the Program Assessment Committee (PAC).

113 |  
114 | Each recommendation must be accompanied by documentation that indicates  
115 | specific reasons for discontinuance or enrollment suspension based on the decision  
116 | variables listed above. A recommendation to discontinue or suspend enrollment in  
117 | a program should not be based solely on quantitative measures, but on a holistic  
118 | assessment of the program in terms of all the decision variables.

119 | Each recommendation shall include information regarding the potential effect on  
120 | the future employment status of the faculty and staff in the program.

121 |  
122 | The recommendation shall be submitted in writing to the chair of the Academic  
123 | Senate. The chair of the Academic Senate shall inform the following parties within  
124 | 7 calendar days of the receipt of the recommendation:

- 125 | 1. all tenured and tenure-track faculty who teach in the program;
- 126 | 2. the dean of the college/school (or equivalent administrator) housing the  
127 | program;
- 128 | 3. the Provost;
- 129 | 4. the Academic Senate; and
- 130 | 5. the students of the affected program (via ASI student representative and chair  
131 | of department).

132 |  
133 | "Calendar days" exclude the summer break and the breaks between semesters  
134 | wherever the term is used in this document. The notification from the Academic  
135 | Senate Chair to the five parties must specify the date by which an objection must  
136 | be received in writing in order to keep a recommendation for discontinuance (or  
137 | enrollment suspension) from being sent to the President.

If, within 14 calendar days of receipt of this recommendation, none of the individuals or parties listed in 1 through 5 above has objected to the proposed discontinuance (or enrollment suspension) in writing to the Provost and the ~~chair~~ Chair of the Academic Senate, a recommendation for discontinuance (or enrollment suspension) will be sent to the President.

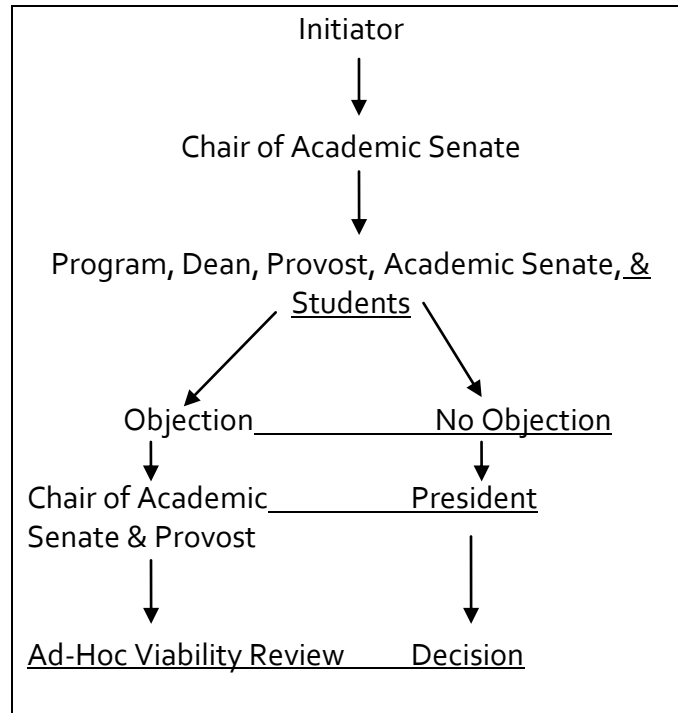


Figure 1. Initiation of Program Discontinuance or Enrollment Suspension

If, within 14 calendar days of receipt of this recommendation, a written objection is submitted by one or more of the individuals or parties listed in 1. through 5. above to the Provost and the ~~chair~~ Chair of the Academic Senate, the following procedure shall be followed prior to submission of a program discontinuance (or enrollment suspension) recommendation to the President.

B. Review of the recommendation

Within 14 calendar days of receipt of the letter objecting to a proposed program discontinuance (or enrollment suspension) from one of the parties listed above, the Senate Executive Committee in consultation with the Provost shall request that the University Curriculum Committee (UCC) and the Budget and Long-Range Planning committee (BLP) form an **Ad-Hoc Program ~~Discontinuation Viability Review Committee~~** to conduct a special program review focused on issues related to potential discontinuance or enrollment suspension. The committee shall include:

1. the chair (or designee) of UCC<sup>33</sup>,
2. the chair (or designee) of BLP<sup>34</sup>,

<sup>33</sup> If the committee chair is a member of the affected program, a designee must be chosen.

<sup>34</sup> If the committee chair is a member of the affected program, a designee must be chosen.

3. the chair (or designee) of PAC<sup>35</sup>,
4. one faculty member from the affected program chosen by the faculty of the program<sup>36</sup>,
5. the chair (or equivalent) of the affected program/department, and
6. the dean of the college/school which houses the program.

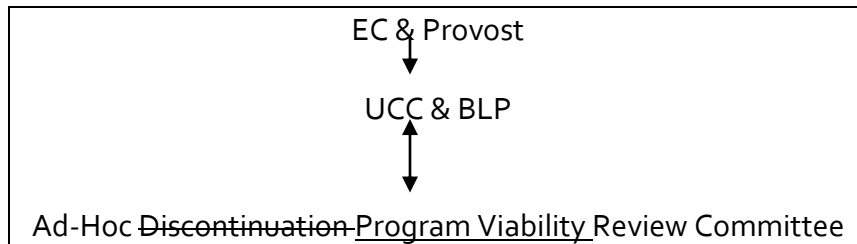


Figure 2. Review Process

The committee is responsible for deciding to what extent to involve appropriate constituencies such as additional program faculty, library liaisons, AVP for Academic Programs, AVP for Planning and Academic Resources, Dean of Graduate Studies (if applicable), IITS representative, and representative students of the program, etc.

The Ad Hoc ~~Discontinuation-Program Viability~~ Review Committee shall evaluate the recommendation to discontinue (or suspend enrollment in) a program by collecting necessary data and supporting documentation from all appropriate campus sources. These may include program review(s), external review(s), and accreditation review(s).

Again, a recommendation to discontinue (or suspend enrollment in) a program should not be based solely on quantitative measures, but on a holistic assessment of the program in terms of all the decision variables.

At the end of the review, the Ad Hoc ~~Discontinuation-Program Viability~~ Review Committee shall report in writing its findings, recommendation, and rationale to UCC and BLP. The Committee may recommend that the program ~~be~~ (a) be discontinued; (b) be discontinued unless specified conditions can be met; (c) suspended (i.e., suspend new enrollment); (d) be continued; (e) be limited in size through impactation; (f) be reconfigured to be offered in whole or in part only through Extended Learning; (g) combined with another program; or (h) offered jointly with one or more CSU campuses. The Committee may make other recommendations as appropriate, but the committee may not recommend discontinuance if the Viability Review was initiated through a challenge to a request for enrollment suspension.

<sup>35</sup> If the committee chair is a member of the affected program, a designee must be chosen.

<sup>36</sup> Names of faculty of affected program will be determined by governance structure of college/school.

When UCC and BLP have reviewed the report for completeness, they shall forward it to the following parties:

- the Executive Committee of the Academic Senate
- the dean of the affected college/school
- the Provost
- the Vice President ~~of~~ for Student Affairs (for information only)
- the faculty of the affected program (for information only)
- the Dean of the Library (for information only)
- the Dean of Graduate Studies (if applicable)
- the Dean of Extended Learning (if applicable)

The college dean and the Provost may submit their recommendations to the Executive Committee of the Academic Senate.

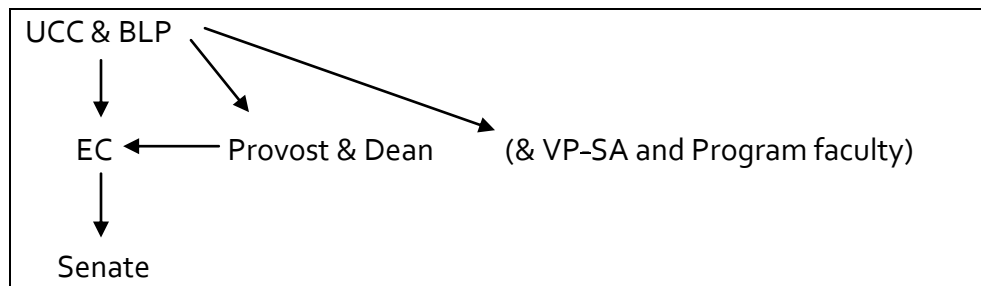


Figure 3. Commenting on the Review Report

The Executive Committee of the Academic Senate shall collect the individual recommendations from the Ad-Hoc Discontinuation-Program Viability Review Committee, the dean, and the Provost, and shall prepare a summary and a motion to be distributed to the Senate along with the individual recommendations.

The Executive Committee shall forward the motion to the Senate for appropriate action. The dean, faculty, and students of the affected program shall be invited to attend the Senate meetings when the Ad-Hoc Discontinuation-Program Viability Review Committee report is presented. The Ad-Hoc Discontinuation-Program Viability Review Committee recommendation and Senate action on program discontinuance (or enrollment suspension) shall then go to the President for review and action.

#### IV. SAFEGUARDS FOR STUDENTS

If a program is to be discontinued or have its enrollment suspended, procedures shall be set up by the program to enable students to complete their course of study at CSUSM.

The procedures shall include:

- preparation of an official list of students enrolled in the program;
- establishment of a cut-off date for students to declare the major;
- a tentative plan of course offerings for completion of the program; and
- the date by which program requirements must be met.

272 V. SAFEGUARDS FOR FACULTY AND STAFF

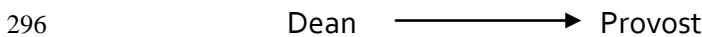
273  
274 Safeguards for faculty and staff are contained within the appropriate collective  
275 bargaining agreement between the Board of Trustees and the exclusive bargaining  
276 agents.

277  
278 VI. PROCEDURE FOR REINSTATEMENT OF A PROGRAM WITH SUSPENDED  
279 ENROLLMENT SUSPENSION AND REINSTATEMENT<sup>37</sup>

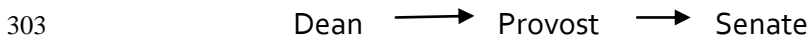
280  
281 ~~From time to time it may become necessary for new enrollment in an academic~~  
282 ~~program to be temporarily suspended, due to either a lack of qualified faculty or a~~  
283 ~~reduction in the budget. Enrollment suspension of a program is proposed and~~  
284 ~~approved in accordance with section B of this policy.~~

285  
286 Reinstatement of a suspended program may be proposed by the appropriate  
287 program/department faculty in consultation with the college/school dean. The proposal  
288 shall explain in detail the changes in staffing or funding that makes reinstatement  
289 possible.

290  
291 In cases where the program has been suspended for two years or less, the Provost, if  
292 satisfied that sufficient faculty and budget are available to offer the program  
293 successfully, may approve the proposal for reinstatement by notifying the Academic  
294 Senate of the action that has been taken.



297  
298 In cases where the program has been suspended for more than two years, the Provost  
299 will refer the proposal for reinstatement to the Academic Senate for review and  
300 recommendation by the full Senate. In all cases, reinstatement requires final approval  
301 by the Provost.



304  
305 VII. DISCONTINUED AND SUSPENDED PROGRAM ARCHIVE

306  
307 All materials necessary for potential reinstatement of a suspended or discontinued  
308 program shall be forwarded to the appropriate CSUSM institutional repository.  
309 Suspended programs are not published in the General Catalog; if a Catalog Addendum  
310 is produced between the time of the suspension and the appearance of the next  
311 catalog, it will contain a notice to students that new enrollment in the program has  
312 been suspended.

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<sup>37</sup> This section supersedes the section on Voluntary Inactivation of Programs of Study in the Inactive Course Policy and Procedure (1999-2000).

## APC: Second Master's Degree

**Rationale:** CSUSM applicants may pursue and earn a second master's degree in order to fulfill new career, professional, or specialization requirements. This policy outlines the university and program requirements for applicants who wish to pursue a second master's degree in the same discipline for which they already hold a master's degree.

**Definition:** This policy defines the requirements for a CSUSM applicant to pursue and earn a second master's degree in the same discipline for which they already hold a master's degree.

**Authority:** Academic Affairs

**Scope:** This policy establishes the authority and requirements for a CSUSM applicant to pursue and earn a second master's degree in the same discipline for which they already hold a master's degree.

CSUSM applicants may pursue and earn a second master's degree. In certain instances, applicants may wish to seek a second master's degree in the same discipline for which they already hold a master's degree in order to fulfill new career, professional, or specialization requirements. These applicants may seek a second master's degree for the same discipline, if they meet the following criteria:

1. University admission requirements.
2. Master's program admission requirements.
  - a. Individual master's programs may elect not to consider applicants who already hold a master's degree in the same discipline. Applicants should consult with the graduate program coordinator of the prospective master's program
3. Receive consent of the Dean of Graduate Studies to pursue the second master's degree.

In addition, the second master's degree must be based on:

1. A different option from the first master's degree (or in a different area of specialization in the case of a master's program without differentiated options).

A curriculum distinct from the first master's degree containing a minimum of 30 units of coursework distinct from those taken to earn the first master's degree, at least 70 percent of which must be in residence and which must include a culminating experience.