

**Curriculum for Consent Calendar  
April 18, 2007**

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr. & Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
1	EDST	635		Hardware Operations & Function to Support Teaching and Learning	C	New	Kathy Hayden	12/4/06	2/9/07	2/9/07	Approved	4/16/07
2	EDST	636		Software & Web Site Evaluation and Tools	C	New	Kathy Hayden	12/4/06	2/9/07	2/9/07	Approved	4/16/07
3	EDST	637		Instructional Technology Planning and Management	C	New	Kathy Hayden	12/4/06	2/9/07	2/9/07	Approved	4/16/07
4	LTWR	513		Studies in Contemporary Literature	C	New	Mark Wallace	3/9/07	3/13/07	3/13/07	Approved	4/16/07
5	MATH	538		Applicable Analysis	C-2	Change	Marshall Whittlesey	3/9/07	3/13/07	3/13/07	Approved	4/9/07
6	SOC	699ABCD		Thesis Extension	C-2	Change	Garry Rolison	12/1/06	2/9/07	2/9/07	Approved	4/9/07
7	SPAN	695	695 ABC	Supervised Teaching of Spanish at the University Level	C-2	Change	Veronica Anover	2/22/07	2/27/07	2/27/07	Approved	4/9/07



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**MEMORANDUM**

**DATE:** March 1, 2007

**TO:** Emily F. Cutrer, Provost & Vice President for Academic Affairs

**FROM:** Gerardo M. González, Interim Dean of Graduate Studies and Associate Vice President for Research

**RE:** Barahona Center Review

In accordance with our University Policy on Centers and Institutes, the Barahona Center for the Study of Books in Spanish for Children and Adolescents underwent a formal review. The Review Committee was comprised of two faculty members with relevant expertise appointed by the Academic Senate, one member appointed by the Dean of College of Education, one member appointed by the Dean of the Library, one member appointed by the Foundation, and the Associate Vice President for Research.

Barahona Center Director Dr. Isabel Schon prepared a self-study of the Center for the Review Committee. The Committee reviewed the self-study, as well as annual reports for the period under review, conducted an interview with the director, and surveyed several CSUSM faculty, external scholars, and community professionals associated with the center. The Committee also toured the Center's physical facilities in the Kellogg Library.

The Review Committee's evaluation examined the academic, financial, legal, and administrative viability of the Center. The Committee's report of findings, conclusions, and recommendations was shared with Dr. Schon. The recommendations will be reported to the Academic Senate.

Attached is a copy of the Review Committee's report. Please feel free to convene the committee to discuss the report.

cc: Gilbert Valadez, Chair, Academic Senate

**California State University San Marcos**

**Periodic Evaluation of the  
Barahona Center for the Study of Books in Spanish  
For Children and Adolescents  
2006-07**

***Introduction***

In accordance with CSUSM Policies and Procedures on Centers and Institutes, a periodic evaluation of the Barahona Center for the Study of Books in Spanish for Children and Adolescents was conducted during the 2006-07 academic year.

***History of the Barahona Center***

In July 1989 and concurrent with the founding of California State University San Marcos, work began to establish a Center for the Study of Books in Spanish for Children and Adolescents as the first academic center on the CSUSM campus and the only one of its type in the world. Dr. Isabel Schon, the founding director, proposed that the Center should respond to California's ever-increasing Latino population, its proximity to Mexico, and its longtime historical, cultural, and economic ties to the Spanish-speaking world. Because the very nature of literacy demands an interdisciplinary focus whereby students and faculty can be exposed to a broad range of knowledge that extends beyond the bounds of specific disciplines, the Center was created with a multidisciplinary perspective to serve as a stepping-stone to enlarge the professional dimensions of faculty and students in the field of literacy as well as to transmit knowledge about the Spanish-speaking world.

In December 1999, Richard and Gaby Sulpizio made a major contribution (\$1,200,000) to CSUSM to rename in perpetuity the Barahona Center for the Study of Books in Spanish for Children and Adolescents in honor of Mrs. Gaby Sulpizio's parents, Francisco and Flora Barahona, "whose love of literature is forever enshrined in this Center." Subsequently, they contributed \$200,000 to establish an ongoing endowment for the Barahona Center, which has received a total of \$600,050 to date.

The primary objective of the Center is to create an interdisciplinary environment on the CSUSM campus that accomplishes the goals of providing rich literacy materials for undergraduate and graduate students and assisting the research needs of faculty and graduate students. During its seventeen years, the Barahona Center has experienced continued success as measured by the size, quality and uniqueness of the Center's book collection, research output, program activities and projects, sources of outside funding, and number of students participating in the Center's activities. As a result, the Center is one of CSUSM's strengths because of its wide-ranging literacy programs and activities. Four examples of principal activities are: (1) collecting and evaluating books for children and adolescents in Spanish and English worldwide; (2) publishing in a wide range of national and international professional sources; (3) facilitating access and services to local, national and international individuals and organizations to books in Spanish and about Latinos; and (4) sponsoring conferences and workshops. The fundamental goals are to improve and expand the collection, programs, and activities, to enhance high-

quality literacy education, service and research on the campus and to bring increasing recognition to the University, its faculty, and students.

### ***Mission of the Barahona Center***

The Center's mission in a broad perspective is to promote literacy in English and Spanish by encouraging children and adolescents to read for enjoyment, education, and information. In keeping with that mandate, the purposes of the Barahona Center are:

- to serve as a resource center of books in Spanish and books in English about Hispanics/Latinos for children and adolescents;
- to assist librarians, teachers, parents and other adults in the selection, acquisition and use of books in Spanish for children and adolescents, and to provide information about the book publishing industry;
- to encourage/support research on books in Spanish for young readers;
- to support the development of programs to encourage Spanish-speaking children and adolescents to read for enjoyment, education and/or information;
- to inform and guide educational and community institutions in providing authoritative and useful courses on books in Spanish for young readers;
- to help improve the effectiveness of seminars, forums and/or workshops on books in Spanish for children and adolescents.

### ***Academic Viability***

There are currently 43,410 catalogued books, 144 catalogued journals, and approximately 5,000 non-catalogued materials. The Recommended Books Databases contain 7,167 books in Spanish and 1,344 books about Latinos in English. Approximately 5,600 books were donated to the Center in 2005.

Numerous research projects are continuously initiated at the Barahona Center. Since its inception, the director has published 14 books and monographs, 4 chapter contributions to books and approximately sixteen articles per year (total—284 articles to date) in major professional and refereed journals relating to the contents of the Center. In addition, outside graduate students and researchers use the Center's resources to conduct research.

Following are a few examples of the activities sponsored by The Barahona Center:

- *Workshops* — The Center conducts several workshops on the selection and use of books in English about Latinos and books in Spanish for young readers: "Books and Reading Strategies for Bilingual Students in Grades K-8," "Books in Spanish for children and adolescents/Los libros en español para niños y adolescentes," and "Current Issues: Books in Spanish for Young Readers." Teachers, librarians and students from California and numerous cities in the United States and abroad attend these workshops. In the last academic year, these workshops were presented to participants from:

- Borrego Springs Unified School District, Borrego Springs, CA
  - Calgary Board of Education, Calgary Alberta, CANADA
  - Chicago Public Schools, Chicago, IL
  - Children First, Laguna Woods, CA
  - Denton Public Library, Denton, TX
  - Echo Shaw Elementary School, Cornelius, OR
  - Escondido Elementary School, Escondido, CA
  - Escondido Public Library, Escondido, CA
  - Fern Hill Elementary School, Forest Grove, OR
  - James Bowie Elementary School, Dallas, TX
  - New Mexico State University, Las Cruces, NM
  - Poway High School, Poway, CA
  - San Diego Public Library, Rancho Bernardo, San Ysidro and San Diego Branches, CA
  - Smith Elementary School, Deming, NM
  - Utah State University, Logan, UT
  - Valle Del Sol School, Coachella, CA
- *Reading Partners Program* — The Barahona Center operates a very successful Reading Partners Program which assists local schools and community organizations by providing individualized reading sessions with high-quality books to complement the efforts of teachers and caregivers. Following is a sample of some of the local schools and organizations the Center worked with the most recent academic year:
    - Farr Elementary School, Escondido, CA
    - Lincoln Elementary School, Escondido, CA
    - Metropolitan Area Advisory Council (MAAC Project First Start), San Marcos, CA
    - Rancho Buena Vista High School, Vista, CA
    - San Marcos Elementary, School, San Marcos, CA
    - San Marcos Middle School, San Marcos, CA
    - Southwest Middle School, Chula Vista, CA
  - *Other Support Activities* — At the state, national, and international levels, the Barahona Center interfaces with a number of organizations, including the International Reading Association, the American Library Association, the National Association for the Education of Young Children, the Federación de Gremios de Editores de España, the National Science Teachers Association, the International Board on Books for Young People, the Association for Childhood Education International, the California Association for Bilingual Education, the California Reading Association, and the Asociación Mexicana de Libreros to respond to growing requests for high-quality books for Latino and Spanish-speaking children and adolescents.

One way the Center has reached a broad audience of academicians and the public is through its award winning website. The “Recommended Books” section of the site ([www.csusm.edu/csb/](http://www.csusm.edu/csb/)) has received the following national and international awards and

is recognized and used as the only source of information for high-quality books in Spanish for children and adolescents published worldwide:

- *Award of Excellence, 2006* — Selected as “one of the best educational resources on the Web” by StudySphere, which scours the Internet to select “only the finest sites to be included within its listing of educational links”
- *Selected Site Honor Roll!, 2000* — Selected "as an excellent resource" by edHelper.com
- *The Irish National Teachers' Organization, Selection, 2000* — Selected by the largest teacher organization in Ireland as a "high-quality educational Web site worth recommending to colleagues"
- *Cool Site Award, 1999*—The Netscape Open Directory for “its knowledge base and creativity”
- *Academic Excellence Award -- PBS Online Special Selection, 1999* — “For its rich content and innovative model of the way technology can be used to enhance the curriculum”
- *Scout Report Selection, 1998* — "Selected for its depth of content, author, information maintenance, and presentation"
- *Awesome Library Editor's Choice Award, 1998* — "One of the top 5% sites in the field of K-12 education"
- *Excellence in Education Award, 1998* —Publisher's Choice

### ***Administration of the Center***

The Barahona Center has a small core staff consisting of:  
The director, who was hired as founding faculty;  
Two administrative support assistants;  
Several part-time faculty collaborators;  
Ten student assistants and  
Several volunteers.

Student assistants and volunteers provide support for the numerous activities of the Center. The director is primarily responsible for administering the Center and its programs, as well as participating in the selection and leadership of the administrative support staff, part-time faculty and students who assist in fulfilling the responsibilities of the Center.

The Barahona Center was originally located in the fourth floor of Craven Hall. In 2003, the Center was relocated to the fifth floor of the Kellogg Library. The new facilities have enhanced the operation of the Center by providing ample space for staff and materials.

### ***Legal Aspects of the Center***

The Barahona Center is a University entity and all Center staff are University employees, thus regulations governing the Center and staff are guided by State of California, California State University, Cal State San Marcos, and public employee laws

and policies. Administrative oversight of the Center and staff is under the auspices of the CSUSM Office of Graduate Studies and Research. Center activities that are externally funded are also guided by CSUSM Foundation policies.

### ***Financial Viability***

The Barahona Center's total expenditures from 2001 to 2006 have been between \$160,000 and \$200,000 per year (see Financial Exhibit A). The estimated expenditures for 2006-07 are expected to be comparable to prior years, or approximately \$200,000. Over the course of the review period (2001-06), approximately 75% of total Center expenditures were related to personnel costs. Increases in the Center's expenditures have been primarily the result of increases in existing staff salaries and benefits.

Currently, campus support accounts for the majority of the Barahona Center's revenues. The Center receives 100% support for the salary and benefits of two staff and 50% support for the director's salary and benefits (The College of Education pays the other 50%). Other sources of campus support include library support for purchase of collection materials and cataloguing.

The remaining revenues are from general contributions and a yearly endowment spending allocation. The Center's endowment fund is approximately \$589,000 and provides a source of spending revenue of around \$23,000 annually. The following is a snapshot of revenue sources and expenditures of the Center as a percentage of total revenue and expenses respectively:

#### Revenue Sources:

Endowment Spending Allocation	11%
General Account Contributions	28%
University Support	61%
Total	100%

#### Expenditures:

Salaries	75%
Library Support	8%
Supplies, Printing, Other	17%
Total	100%

### ***Survey Results***

The Review Committee surveyed ten individuals from communities that have relationships with the center to gather data on their perceptions of its success in fulfilling its mission. Included in the survey were three faculty from Cal State San Marcos and one from San Diego State University. These professors represented a variety of fields of study, including Education, Spanish and Human Development. Public school educators also responded to the survey, including two teachers and one leader in bilingual education at the San Diego County Office of Education. In addition, three external scholars were surveyed who possess expertise in a variety of areas including publishing of scholarly articles, linguistics and reading, and Latin American studies.

Results of the survey indicate strong agreement on the high quality and effectiveness with which the Barahona Center has met its mission and goals. All respondents rated the Center's achievements with terms such as "excellent," "exceptionally well," "highest possible rating" and "great success." The consensus of all those surveyed is that the Barahona Center has remained focused on its mission and achieved its goals and objectives. One respondent stated "the Center plays a leadership role" in the area of Hispanic literature and books concerning Hispanics.

Another individual commented that the Center is administrated with "academic rigor," "cultural sensitivity" and with a "high regard for quality." The variety of ways in which members of the community relate to the Barahona Center shows the breadth of the Center's mission, goals, services and activities and reaches a wide range of communities such as the Latino/Hispanic community, K-12 schools, higher education and scholarly community, and book publishing.

#### *Latino/Hispanic Community*

The Latino/Hispanic community's relationships with the Center are based upon the Center's focus on the Latino/Hispanic experience and Spanish language literature. The Center is similar in terms of mission and outreach to other organizations working with Latino/Hispanic population. Members of this group depend on the Center as a "singular and highly valuable resource" and view the Center as a vital partner for informing and representing Latin American/Hispanic/Latino culture.

The Center is viewed as a key player in supporting and enhancing cultural identity within the Hispanic/Latino community, especially in school districts serving Latino youth. One teacher commented that the work of the Center enhances the visibility of the contributions of Latinos to the literary world, combating prevailing myths and providing "proof" of the plethora of quality books in Spanish for children.

The National Latino Research Center leadership states that familiarity with the Center's objectives and collection is essential to their work. The feeling is that the Center, its mission and activities will increase and become "even more valuable as the Latino population continues to grow." The Hispanic Research Center of Arizona State University also describes a substantive, long-term relationship with the Barahona Center related to their work as "one of the largest and most important publishing operations related to Hispanics in the United States affiliated with the academic world."

Dr. Schon has developed long term and effective professional and collegial relationships with leaders in the Latino/Hispanic community who seek her expertise through consultation and her scholarly work. Latino/Hispanic community members also play a significant role as members of the Center's Advisory Committee. Community members, see themselves as having a role in supporting the Barahona Center's mission and activities. In fact, several surveyed comment that they visit the Center regularly on a personal basis to check out books and other resources for use with their own children and families.

#### *Public School Educational Community*

The public school community develops relationships with the center through its focus on the reading and literacy development of children and adolescents. Educational leadership from the county, district, and schools depend on the Center as a wellspring of



information for teacher professional development and a partner providing direct services to schools. The San Diego County Office of Education refers district Directors of Bilingual and English Learner programs throughout the county to the Center and its programs as well as holds meetings onsite.

K-12 administrators and teachers working with Hispanic/Latino students and Spanish speaking students in regional schools think of the Center as a partner in achieving educational goals. One sixth grade teacher states that the Center helps “support and supplement the curriculum in order to meet the needs of non-English speaking students.” Teachers comment that they borrow books from the center to compliment their teaching requirements and also refer parents of their students to the Center.

Teachers commented that the instructive influence of the Center teaches them how to be selective about literature and create an appreciation for “how text can develop biliteracy in our communities.” Parents and students in the K-12 system have also benefited directly from the Center and its activities both when Spanish speaking and Latino parents and their children visit the Center and when the Center visits the schools through programs such as “Reading Partners.” Teachers report that many students have been “hooked” on reading through these programs that work directly with students and teachers in the schools.

#### *The University - Scholarly Community*

The university-higher education and scholarly community develops relationships with the Center related to all aspects of their work including teaching, research and service. There is a sense of identity with the Center among faculty at Cal State San Marcos who believe that it is “an integral part of the university community” and a “sterling example of university mission and goals.” It was mentioned that the Center is one of the highlights of a tour of the campus for guests that visit the CSUSM campus. Professors both on and off the CSUSM campus incorporate the Center into their classes through visits and assignments, stating that the Center encourages critical thinking and demonstrates an “exceptional sense of cultural sensitivity and commitment” as a “premier international center for children’s literature in the United States.”

Instructors also make use of Center materials to teach their courses stating that it is “priceless for my teaching.” One professor mentioned how important it was to be able “to point to the exceptional quality of the work of the Center” when teaching graduate seminars on Latin American culture. Instructors on campus report that they hold class sessions at the Center and invite Center staff to present in their classes as guest speakers. Professors also relate to the Center as “invaluable” resources for their own research and creative activity. They state that they can “count on the Center” for information that “would be extremely difficult to find anywhere else.” In addition, professors comment that Dr. Schon is a “scholar of the highest order” and that her scholarly contributions are important to read and cite.

Professors also relate to the Center through service. They collaborate together with the Center on applications, such as the “President’s Honor Roll for Community Service in Higher Education. They actively engage college students in the Center through Community Service Learning Courses and have Center staff serve as supervisors for student interns. Professors note that impact on college students, stating that at the Center, “students make active use of their Spanish language skills.”

### *The Literary Publishing Community*

The literary world relates to the Center based on its leadership role in the area of Hispanic literature and books concerning Hispanics. Because Dr. Schon is a prolific and highly respected author and scholar in the profession, research centers related to publishing consult the Barahona Center to obtain information about books in Spanish and English about Hispanics/Latinos.

The relationship Dr. Schon and the Center have within the publishing world is reciprocal. The Director of the Hispanic Research Center of Arizona State University, home of the premier publisher Bilingual Press states that she recognizes and applauds the work of the Barahona Center, has published Dr. Schon's research related to the Center's collection and has served as "an informal consultant on linguistic and cultural matters for the work of the Center over the years." Admiration and respect for the Center work runs deep it is viewed as an international, regional and local asset within literary and publishing circles.

### *Conclusions*

Perhaps the greatest significance of the Barahona Center for the Study of Books in Spanish for Children and Adolescents is its uniqueness. According to several experts, it is the only collection of its kind in the world. It is a tribute to CSUSM's commitment to diversity and the needs of our community.

The Center clearly fits with the mission of the university, which in part states "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". The Center is viewed as a key player in supporting and enhancing cultural identity within the Hispanic/Latino population, especially in school districts with a high proportion of Latino youth.

Parents and students in the K-12 system have benefited directly from the Center and its activities both when Spanish speaking and Latino parents and their children visit the Center and when the Center visits the schools through programs such as "Reading Partners." Local educators in the survey report that many students have been "hooked" on reading through these programs that work directly with students and teachers in the schools.

School districts throughout the region utilize the Center as a partner in the professional development of their teachers and school librarians regarding quality Spanish literature for school libraries. The award winning website has proven extremely user-friendly, especially to English-only speaking librarians who, without the website, would shy away from ordering much needed books on Spanish for their libraries. The Center is one example of how the university serves and meets the needs of the local community.

The Center is also a premier source of information for researchers interested in bilingual education and preserving the Latino/Hispanic culture. One nationally known researcher in bilingual education stated the Center is "a singular and highly valuable resource for the study of books in Spanish for children and adolescents", noting that the Center has "no peers."

***Recommendations***

- The Center plays an important role in accomplishing the mission of the university and needs support from the university to continue its work. However, the Center needs to develop a strategic plan that includes finding external resources to supplement university support, especially if the Center expects to grow considerably in the near future. An outline for the future directions of the center should also be developed.
- The work of the Barahona Center needs to become more widely known and fully utilized, thus it is recommended that the Center target funds for increasing its visibility at local, regional and national levels and expanding its outreach.
- Because the primary objective of the Center is to maintain an interdisciplinary environment on campus that provides literacy materials for undergraduate and graduate students, and assists the research needs of faculty and graduate students, the Center should ensure its resources are more readily available by making books available for circulation, in particular to graduate students who need sustained time with certain texts
- The Center's website should outline how the Center contributes to the mission of the university, the academic and research world, and the community. In addition, the Center should be more visible on our university and library websites. Links to the CSUSM library and to the websites which have granted awards to the Center should be included. Also, provide a space on the website for users to submit suggestions about how to make the website more user friendly.
- The Center should consider pursuing collaborations with other campus centers and institutes. For example, the Center could work with the Faculty Development Center to educate the faculty in the use of Barahona Center resources.

The evaluation committee recognizes the important contributions of the Barahona Center to our University Mission and invaluable services that it provides to the external community. Thus, the committee recommends renewal of the Center's charter.

Respectfully Submitted,

Barahona Periodic Evaluation Committee  
Janet Powell, Chair, College of Education  
Jackie Borin, Library  
Elizabeth Garza, College of Education  
Gerardo Gonzalez, Interim Dean of Graduate Studies & AVP for Research  
Rocio Guillen, College of Arts and Sciences  
Clark Hampton, Foundation

**Baharona Center Draft Financial Summary**  
For prior five years ending June 30, 2006

3/1/07

Account Balances at June 30, 2006  
Endowment (*Permanently Restricted*) 88050  
Baharona General Account 86004

588,939  
152,694

Project	REV/EXP	ACCOUNT	2002	2003	2004	2005	2006
<b>86004-Barahona Center - General Account</b>	<b>REVENUE</b>		<b>40,691</b>	<b>37,598</b>	<b>65,477</b>	<b>54,928</b>	<b>56,480</b>
	<b>EXPENSE</b>	500-SALARIES/WAGES	2,053	7,054	14,193	1,756	2,778
		513-ALLOC CREDITS-BENEFITS	0	0	0	176	184
		520-UNIVERSITY CHARGEBACKS	6,159	3,622	5,587	3,435	7,398
		530-TRAVEL	0	0	0	0	0
		540-SUPPLIES & SERVICES	6,154	2,905	5,264	1,925	3,705
		545-PRINTING	3,850	4,491	1,343	0	4,999
		555-PROGRAM EXPENSE REIMB'S	53	0	0	14	3,216
		560-NON-TAXABLE COMPENSATION	0	48	0	0	0
		565-SPACE/EQUIPMENT COSTS	291	3,445	1,385	0	64
		570-CATERING	0	48	0	162	0
		572-ADVERTISING	215	0	0	0	0
		573-CONTRACTUAL SERVICES	1,430	1,000	1,450	250	1,100
		575-EVENTS & SPECIAL ACTIVITY	158	0	0	0	320
		590-TRANSFERS OUT	0	0	0	0	11,769
		595-TRANSFERS-IN	0	0	(1,000)	(3,300)	(4,240)
	<b>EXPENSE Total</b>		<b>20,364</b>	<b>22,614</b>	<b>28,222</b>	<b>4,417</b>	<b>31,293</b>
<b>86004-Barahona Center - General Account Total</b>			<b>20,327</b>	<b>14,984</b>	<b>37,255</b>	<b>50,511</b>	<b>25,187</b>
<b>8X050-BOOKS IN SPANISH ENDOWMENT</b>	<b>REVENUE</b>		<b>16,750</b>	<b>17,750</b>	<b>26,250</b>	<b>22,000</b>	<b>22,000</b>
	<b>EXPENSE</b>	500-SALARIES/WAGES	9,359	8,905	8,249	25,185	23,547
		513-ALLOC CREDITS-BENEFITS	0	0	0	1,625	2,032
		520-UNIVERSITY CHARGEBACKS	0	0	0	323	370
		540-SUPPLIES & SERVICES	0	0	1,857	1,801	2,748
		545-PRINTING	0	0	4,570	5,783	0
		555-PROGRAM EXPENSE REIMB'S	0	0	33	0	0
		565-SPACE/EQUIPMENT COSTS	0	0	442	1,833	909
		573-CONTRACTUAL SERVICES	4,732	4,468	9,566	15,027	14,029
		575-EVENTS & SPECIAL ACTIVITY	0	0	0	100	0
		595-TRANSFERS-IN	0	0	0	0	(11,769)
	<b>EXPENSE Total</b>		<b>14,091</b>	<b>13,373</b>	<b>24,717</b>	<b>51,678</b>	<b>31,866</b>
<b>82050-BOOKS IN SPANISH ENDOWMENT Total</b>			<b>2,659</b>	<b>4,377</b>	<b>1,533</b>	<b>(29,678)</b>	<b>(9,866)</b>
<b>Subtotal Foundation related surplus/(deficit)</b>			<b>22,986</b>	<b>19,361</b>	<b>38,787</b>	<b>20,833</b>	<b>15,321</b>

**Support from Research & Graduate Studies**

Director (0.5 FTE)	46,329	47,724	47,724	47,724	49,394
Staff (1.0 FTE)	33,240	31,717	33,636	33,636	35,016
Staff (1.0 FTE)	31,249	33,270	30,576	30,576	31,212
Security (charge back)			3,300	3,300	4,240
<b>Subtotal Support from Research &amp; Graduate Studies*</b>	<b>110,818</b>	<b>112,711</b>	<b>115,236</b>	<b>115,236</b>	<b>119,862</b>

**Support from Library**

Library collection materials purchases	3,500	3,000	2,000	2,000	2,000
Cost to catalog items donated to Center	17,400	10,841	5,187	9,790	24,992
Less: Grant Offset <sup>Φ</sup>					(11,000)
<b>Subtotal Library support*</b>	<b>20,900</b>	<b>13,841</b>	<b>7,187</b>	<b>11,790</b>	<b>15,992</b>

**Summary**

	2002	2003	2004	2005	2006
<b>Revenue</b>					
General Account-Foundation	40,691	37,598	65,477	54,928	56,480
Endowment-Foundation	16,750	17,750	26,250	22,000	22,000
<b>University Support*</b>	<b>131,718</b>	<b>126,552</b>	<b>122,423</b>	<b>127,026</b>	<b>135,854</b>
<b>Total Revenue</b>	<b>189,158</b>	<b>181,900</b>	<b>214,150</b>	<b>203,955</b>	<b>214,334</b>
<b>Expenditures</b>					
Foundation	34,454	35,987	52,940	56,095	63,159
University Support	131,718	126,552	122,423	127,026	135,854
<b>Total Expenditures</b>	<b>166,172</b>	<b>162,539</b>	<b>175,363</b>	<b>183,121</b>	<b>199,013</b>
<b>Net Surplus (Deficit)</b>	<b>22,986</b>	<b>19,361</b>	<b>38,787</b>	<b>20,833</b>	<b>15,321</b>

<sup>Φ</sup> - Grant was a one time \$11,000 event in fiscal year 2006 to catch up on cataloging books from 2004-2006

\* - University Support is total combined support from Research & Graduate Studies and Library.

## APC Academic Calendar Assumptions

- The Fall semester begins on a Monday and contains fifteen weeks of instruction, but we lose four weekdays: Labor Day, Veteran's Day, Thanksgiving Day, Friday after Thanksgiving Day. There are thus 71 instructional days in the Fall.
- The Spring semester begins on the Tuesday after Martin Luther King, Jr. Day and contains fifteen weeks of instruction and a Spring Break week (the same week as Cesar Chavez Day). We lose one weekday (for Martin Luther King, Jr. Day) which leaves 74 instructional days in the Spring.
- Summer session runs for 11 weeks. The first day of instruction is sometimes a Saturday if the first half-session would otherwise have two fewer Saturdays than the second half-session; this is an "Independence Day effect.". The sixth week would be cut in half (different cuts depending on which day Independence Day falls on).
- All grading is completed before Winter Break.
- There is an entire week set aside for final exams. It runs Monday through Saturday.
- There is a four day (Tuesday through Friday) faculty preparation period the week before class start in the Fall; Convocation is held during this period. There is a three-day (Wednesday through Friday) faculty preparation period for the Spring semester.
- There is a four day (Monday through Thursday, after Commencement weekend) grading period at the end of the Spring semester.
- There is no instruction in the week before the faculty preparation period, and Summer session grades are due the Thursday of that week (this allows working days for grading, as Summer session classes end the preceding week.
- There is one full week of "processing time" between the end of the Spring semester and the start of Summer session. APC has heard from Advising and Registration & Records that at least this much time is necessary for them to act on Spring grades for disqualification, etc.
- APC considered a version of a calendar with 12 weeks summer. But in this case, the commencement would be held one week early when the Fairground is not available.

## 2008-2009 ACADEMIC CALENDAR

### SUMMER 2008 Term

June 2 (Mon)	First day of classes for 10-week Summer classes and 5-week classes in first Summer block
July 3 (Thur)	Last day of classes for 5-week classes in first Summer block
July 4 (Fri)	Independence Day holiday - campus closed
July 7 (Mon)	First day of classes for 5-week classes in second Summer block
August 1 (Fri)	Initial Period for filing applications for Spring 2008 begins
August 9 (Sat)	Last day of classes for all 10-week Summer classes and 5-week classes in second Summer block
August 14 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2008 Semester

August 19-22 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 25 (Mon)	First day of classes
September 1 (Mon)	Labor Day holiday— campus closed
October 1 (Wed)	Initial period for filing applications for Fall 2008 begins
October 11 (Sat)	Last day of class for first session of Fall half-semester classes*
October 13 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Tue)	Veteran's Day — campus closed
November 27-29 (Thur-Sat)	Thanksgiving holiday — campus closed
December 6 (Sat)	Last day of classes
December 8-13 (Mon-Sat)	Final examinations
December 18 (Thur)	Grades due from instructors; last day of Fall semester
<i>TBD</i>	Staff accumulated holidays — campus closed

### SPRING 2009 Semester

January 14-16 (Wed-Fri)	Faculty pre-instruction activities
January 19 (Mon)	Martin Luther King Jr. Day – campus closed
January 20 (Tue)	First day of classes
March 14 (Sat)	Last day of class for first session of Spring half-semester classes*
March 16 (Mon)	First day of class for second session of Spring half-semester classes*
March 30-April 4 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 8 (Fri)	Last day of classes
May 9-15 (Sat-Fri)	Final examinations
May 16 (Sat)	Commencement
May 21 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

## 2009-2010 ACADEMIC CALENDAR

### SUMMER 2009 Term

May 30 (Sat)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 3 (Fri)	Independence Day holiday (observed) — campus closed
July 7 (Tue)	Last day of classes for classes in first half-Summer block
July 8 (Wed)	First day of classes for classes in second half-Summer block
August 1 (Sat)	Initial Period for filing applications for Spring 2008 begins
August 15 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 20 (Thur)	Grades due from instructors; last day of Summer term

### FALL 2009 Semester

August 25-28 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 31 (Mon)	First day of classes
September 7 (Mon)	Labor Day holiday — campus closed
October 1 (Thur)	Initial period for filing applications for Fall 2008 begins
October 17 (Sat)	Last day of class for first session of Fall half-semester classes*
October 19 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Wed)	Veteran's Day — campus closed
November 26-28 (Thur-Sat)	Thanksgiving holiday — campus closed
December 12 (Sat)	Last day of classes
December 14-19 (Mon-Sat)	Final examinations
December 23 (Wed)	Grades due from instructors; last day of Fall semester
<i>TBD</i>	Staff accumulated holidays — campus closed

### SPRING 2010 Semester

January 13-15 (Wed-Fri)	Faculty pre-instruction activities
January 18 (Mon)	Martin Luther King Jr. Day — campus closed
January 19 (Tue)	First day of classes
March 13 (Sat)	Last day of class for first session of Spring half-semester classes*
March 15 (Mon)	First day of class for second session of Spring half-semester classes*
March 29-April 3 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 7 (Fri)	Last day of classes
May 8-14 (Sat-Fri)	Final examinations
May 15 (Sat)	Commencement
May 20 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

*\*Some Fall and Spring semester classes meet in a half-semester term.*

# 2010-2011 ACADEMIC CALENDAR

## SUMMER 2010 Term

June 1 (Tue)	First day of classes for 11-week Summer classes and classes in first half-Summer block
July 5 (Mon)	Independence Day holiday (observed) — campus closed
July 7 (Wed)	Last day of classes for classes in first half-Summer block
July 8 (Thur)	First day of classes for classes in second half-Summer block
August 1 (Sun)	Initial Period for filing applications for Spring 2008 begins
August 14 (Sat)	Last day of classes for 11-week Summer classes and classes in second half-Summer block
August 19 (Thur)	Grades due from instructors; last day of Summer term

## FALL 2011 Semester

August 24-27 (Tue-Fri)	Faculty pre-instruction activities
<i>TBD</i>	<i>Convocation for faculty and staff</i>
August 30 (Mon)	First day of classes
September 6 (Mon)	Labor Day holiday — campus closed
October 1 (Fri)	Initial period for filing applications for Fall 2008 begins
October 16 (Sat)	Last day of class for first session of Fall half-semester classes*
October 18 (Mon)	First day of class for second session of Fall half-semester classes*
November 11 (Thur)	Veteran's Day — campus closed
November 25-27 (Thur-Sat)	Thanksgiving holiday — campus closed
December 11 (Sat)	Last day of classes
December 13-18 (Mon-Sat)	Final examinations
December 22 (Wed)	Grades due from instructors; last day of Fall semester
<i>TBD</i>	Staff accumulated holidays — campus closed

## SPRING 2011 Semester

January 12-14 (Wed-Fri)	Faculty pre-instruction activities
January 17 (Mon)	Martin Luther King Jr. Day — campus closed
January 18 (Tue)	First day of classes
March 12 (Sat)	Last day of class for first session of Spring half-semester classes*
March 14 (Mon)	First day of class for second session of Spring half-semester classes*
March 28-April 2 (Mon-Sat)	Spring break — campus closed March 31 (Cesar Chavez Day)
May 6 (Fri)	Last day of classes
May 7-13 (Sat-Fri)	Final examinations
May 14 (Sat)	Commencement
May 19 (Thur)	Grades due from instructors; last day of Spring semester

**(Note: This calendar is not intended to be construed as an employee work calendar.)**

\*Some Fall and Spring semester classes meet in a half-semester term.



## Guide to Proposed RTP Amendments from FAC, April 18, 2007

1. **Throughout:** Change “rebuttal” to “rebuttal or response” throughout the document to reflect the CBA. Rebuttals “oppose” and responses “clarify” in reaction to the letters that a candidate receives. The existing document is not consistent in using “rebuttal or response” in all places where the candidate has an opportunity to react to a letter.
2. **Throughout:** Add “School of Nursing” or “School” in all relevant places where Colleges/Depts/SSP,ARs are noted.
- 3.. **Lines 107-109 and 704-706:** Add a faculty member from the School of Nursing to the Promotion and Tenure Committee when there is a candidate for P&T from Nursing.
4. **Lines 151-152:** To reflect ongoing practice, “administrators and administrative staff” is changed to “individuals.”
5. **Lines 263-267:** To reflect changed practice in receiving an electronic version of student evaluations of teaching, there is no need to have “all comment sheets” (that is, copies of the student-written papers) included in the WPAF. Rather, the faculty member will include the “complete university-prepared report (containing numerical summaries and student comments).”
6. **Line 560:** To reflect ongoing practice, the Peer Review Committees may decide on their own if they will have a chair or work as a committee without a chair.
7. **Lines 644-651 and 828-832:** To reflect ongoing practice, it will be the responsibility of the Custodian of the File (office of AVPAA Mary Elizabeth Stivers) to distribute the RTP documents to faculty...not the dean/director’s responsibility.
8. **Line 791:** To reflect ongoing practice, the President will “announce” (instead of “establish”) the RTP timetable.
9. **Line 838-839:** To reflect ongoing practice, the Custodian of the File (office of AVPAA Mary Elizabeth Stivers) date stamps the initial page of the file but not subsequent additions (which are accompanied by a letter of notification to all parties in the review).
10. **Appendix C External Review, page 22 of 23 (page 61 in AS packet): II.C.2.**  
To reflect ongoing practice, the external reviewer will hold a professional affiliation approved by the Peer Review Committee. The department chair will not be involved.
11. **Appendix C External Review, page 22 of 23 (page 61 in AS packet): II.D.**  
To reflect ongoing practice, the external reviewer will be asked to submit a review “in a timely matter” rather than in time for “the PRC review of the WPAF.” Sometimes the external review happens after the PRC review. Whenever it is requested, the Custodian of the File (office of AVPAA Mary Elizabeth Stivers) will ask that it be submitted in time for the next level of review.