

Minor in Visual Arts

The Visual Arts Minor is designed for students with a special interest in the visual arts who are not able to make the full commitment to the major (see the Visual Arts Option in the Visual and Performing Arts Major). The minor will provide students with a strong background in visual arts including theory, history and studio practice. Students will complete a select series of courses that will offer them an overview of historical and current practices in art, intermediate skills in studio art, and basic skills in new technologies.

Requirements

Note: Courses used to satisfy requirements of the Minor may also be used to fulfill GE requirements. Students may apply up to nine units of transfer credit toward the Minor. Students must earn a grade of C or better in each course for the Minor.

Required courses:	Units
-------------------	-------

VSAR 120	3
VSAR 130	3
VSAR 302	3
VSAR 131	3
VSAR 110	3

Critical/Theoretical Study	3
-----------------------------------	----------

Select one:

VSAR 307
VSAR 320
VSAR 322
VSAR 323
VSAR 324
VSAR 326
VSAR 327
VSAR 405
VSAR 420
VSAR 423

Upper-Division Studio	3
------------------------------	----------

Select one:

VSAR 301
VSAR 303
VSAR 305
VSAR 306
VSAR 309
VSAR 310
VSAR 311
VSAR 312
VSAR 393
VSAR 404
VSAR 406

Total Units	21
--------------------	-----------

STUDENT GRADE APPEALS POLICY

I. Preamble

The Cal State San Marcos Student Grade Appeal Policy acknowledges the rights of students and faculty as expressed in "Joint Statement of Rights and Freedoms of Students" drafted by the American Association of University Professors, the United States National Student Association, the Association of American Colleges, the National Association of Student Personnel Administrators, and National Association of Women Deans and Counselors in 1967, the rights of all members of the campus as outlined in the Cal State San Marcos Academic Freedom Statement, the Cal State San Marcos Interim Student Rights and Responsibilities Policy and of faculty as expressed in Executive Order 792. Executive Order 792, p.5 states that "faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades" and that, "in the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final." (p. 5).

II. Purpose

The purpose of the Student Grade Appeal Policy and Procedures shall be to enable students to seek redress of complaints about grades (hereafter referred to as "grade appeals). A grade appeal arises when circumstances prevent assignment of an earned grade or cause an assigned grade to be questioned by a student based on the criteria in Section VI C 1. (b) herein. This procedure shall also be available for the resolution of grade appeals alleging inappropriate application to the student of any other rules or policies of CSU San Marcos.

III. Terms and Definitions

Throughout this document, the words, "shall," "will," and "must" refer to mandatory (required) actions. The words, "may" and "should" refer to discretionary actions (i.e., recommended or voluntary, but not required). The word "dean" refers to the dean or his/her designee. The word "principals" refers to the student appellant and the instructor respondent.

IV. Jurisdiction

This policy applies solely to students' appeals of assigned grades. Separate grievance policies and procedures have been established for discrimination and harassment grievances. Students wishing to initiate a grievance against an administrator, faculty or staff member because of discrimination on the basis of sex, race, color, national origin, age, disability, veteran status, religion, or sexual orientation are advised to obtain written instructions on the filing of such grievances from the Office of Human Resources and Equal Opportunity or the Office of the Dean of Students.

Separate policies and guidelines also exist for complaints involving Greek social service organizations or individual members of a Greek Organization. These policies and guidelines may be found in the Greek Handbook available in the Office of Student and Residential Life

~~IV.~~ V. Membership

A. Committee Structure

Membership of the Student Grade Appeals Committee (SGAC) shall consist of:

¹ Moved to Section V.B. ("Formal Process")

- Three students (two undergraduate, one graduate) and three student alternates to be named under procedures established by the Associated Students Incorporated. Students serving on this committee must be regular students in good standing, as determined under the same regulations imposed for Associated Student council members.
- Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty members of the committee and all of the faculty alternates must hold tenured appointments.
- The Chair shall be elected yearly from the faculty membership of the committee.

B. Chair's Duties

The Chair is non-voting except in cases of a tied vote. The Chair shall be the administrative officer of the committee. The duties of the office shall include arranging for appropriate times and places of committee meetings and hearings; informing committee members of the times and places of committee meetings and hearings; informing in writing all interested parties of the times and places of committee meetings or hearings which they are requested to attend and supplying them with a statement of alleged grievances; informing all other interested parties that an appeal is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for the recording of committee proceedings; maintaining committee records; and informing in writing all interested parties of the recommendations of the committee.

C. Service of Alternates

Alternates shall be called upon as necessary to fill permanent or temporary vacancies (see ~~Section IV-C~~ **VE**, "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

D. Terms of Service and Continuation

The term of service on the Student Grade Appeals Committee shall run from June 1 to May 31. All committee members/ alternates shall serve two year staggered terms, from June to May, except for students who shall serve one year terms. Committee members may serve consecutive terms of service.

The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution, unless a member is unable to continue or is no longer eligible to serve. In the event that a particular grade appeal extends beyond May 31, the members hearing that particular grade appeal shall continue with that appeal until the committee's decision is rendered.

E. Vacancies

1. Permanent vacancies - When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the alternates from the same constituency (students or faculty) as the original member. The replacement shall have full voting rights for the remaining term of office of the original committee member.
2. Temporary vacancies - If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grievance. When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. The Chair of the

committee shall request a temporary replacement by one of the alternates of the same constituency (students or faculty) as the original member. In addition, a student shall have the right to have one member of the committee replaced with an alternate member for any reason within two calendar days prior to the committee's first review of the appeal. The alternate member shall be selected by the Chair of the committee.

F. Quorum and Voting

The quorum for policy matters and organization meetings of the grade appeals committee shall be two-thirds of the number of filled seats on the committee. The SGAC majority for grade appeals shall require at least two faculty members voting in the majority employing distinct ballot forms for faculty and student members. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal. Alternates do not vote on grade appeals unless taking the place of the primary member ~~representing their decision~~.

G. Confidentiality

To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee members except at the request of the committee as part of the hearing processes defined in this document. This shall not preclude notification of proper authorities by the Student Grade Appeal Committee in the event that the committee perceives the safety of any person or property to be in jeopardy.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grievance with any of the principals throughout the course of the investigation and following the recommendation of the committee except at the request of the committee and/or at a hearing.

Communication Guidelines: All written documentation and recommendations relating to individual grade appeals shall be marked and handled "confidential," and are only for the use of those directly involved in the grade appeal (interested parties). All documents, tapes, etc., relevant to an individual grade appeal shall be appropriately maintained for three years in locked file drawers located in the Academic Senate Office and then shredded. Members of the committee shall not discuss the facts of any grade appeal through electronic mail.

¶. VI. Grade Appeal Process

Information and assistance for students who wish to avail themselves of the grade appeal process may obtain information and assistance from the Office of the Dean of Students or from the Associated Students Peer Advisor Program. Consultants may assist with:

- 1) defining the basis of the appeal using the criteria specified in this procedure;
- 2) explaining the options available to the student for resolving the grade dispute;
- 3) suggesting steps toward informal resolution;
- 4) completing the grade appeal form (advice and critique) and compiling supporting documentation.

Consultants are expressly prohibited from writing students' grade appeals or supporting documentation.

A. Informal Process Deadlines

The deadlines for completing the informal appeal process shall be as follows:

For courses taken during:	Deadline for completion:
Previous fall semester	March 15
Previous spring and summer semester	October 15

A good faith effort to settle a dispute must be made before filing a formal grade appeal. Even after an appeal is filed, efforts to resolve the dispute by informal means should continue.

In order to seek resolution before the formal grade appeal filing deadline, students should begin the informal resolution process as soon as possible. Any grade appeal policy and procedure of a college or department is considered part of the informal process, and falls within the time restrictions as discussed in Step 1 through Step 3, below.

B. Informal Resolution Process

The informal process consists of three steps. In order to file a formal appeal, the student shall be required to submit a log of contacts, appointments (both requested and granted), and outcomes documenting his or her attempts to achieve informal resolution at each step.

1. Step 1: The student must consult with the faculty member(s) involved to try to reach an agreement. If the faculty member does not respond or if the student is unable to reach agreement in a reasonable length of time, keeping in mind the filing deadline, then the student shall proceed to step 2.
2. Step 2: The student shall consult with the person at the next level of supervision if Step 1 does not result in a satisfactory agreement. If the parties do not respond or reach agreement in a reasonable length of time, the student shall proceed to step 3.
3. Step 3: The process shall continue at the level of dean, or the administrative director of equivalent rank. If the dean does not respond or an agreement is not reached and the student wishes to pursue the appeal process, the student shall file a formal grade appeal.

NOTE: Grade appeals involving administrators who have served as the instructor for the course should be directed to the Student Grade Appeals Committee after Step 1.

C. Formal Process

If a student decides to file a formal grade appeal, the grade appeal must be postmarked or stamped as received by the University's Academic Senate Office no later than March 15 (for courses taken during the previous Fall semester) or October 15 (for Spring and Summer semesters). In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

1. Basic Guidelines for Grade Appeals
 - a. The SGAC presumes that grades assigned are correct. It is the responsibility of the student appealing an assigned grade to demonstrate otherwise. (See CSU Exec Order 792, p.5)
 - b. Students may only appeal grade assignments on **at least one of** the following bases:
 - 1) an instructor refuses to (or cannot) assign a grade; **or**

- 2) the instructor is not available to review possible computational error; or
 - 3) the student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.
- c. The SGAC shall **decide that a** ~~only recommend~~ grade reevaluation is **necessary** **only** changes when a preponderance of the evidence supports the student's claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
- d. The burden of proof shall lie with the student.

2. How to File

Where informal resolution fails, the student may file a formal grade appeal in writing to the Student Grade Appeals Committee (SGAC), stating the specific allegations and the desired remedy, accompanied by available documentary evidence. The grade appeal must be submitted by completing the Formal Notice of Student Grade Appeal form (Appendix A). Students may obtain a formal grade appeal form at the following locations:

Office of Associated Students Incorporated
Office of the Dean of Students

3. Filing Deadline

The written grade appeal must be postmarked or stamped as received no later than March 15 for the prior fall session or October 15 for the prior Spring/Summer session. In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

4. Withdrawal and Termination of Formal Process

A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in which case the proceedings shall terminate immediately. Efforts to resolve the dispute by informal means may continue throughout the formal process. Written notification by the complainant to the Student Grade Appeals Committee is required to terminate the proceedings. The Student Grade Appeals Committee address is:

Student Grade Appeals Committee
c/o Academic Senate Office
Cal State San Marcos
San Marcos, CA 92096-0001

5. Preliminary Screening

Upon receipt of the written grade appeal, the Chair of the Student Grade Appeal Committee will review the grade appeal to determine if:

- 1) the Student Grade Appeals Committee has jurisdiction (See **S**ections **II** "Purpose" and **IV** "Jurisdiction" ~~page 1.~~); and
- 2) the filing deadline has been met; and
- 3) the informal process, steps 1 through 3, has been completed.

If the above conditions have not been met, the Chair of the Student Grade Appeals Committee shall respond in writing to the complainant stating which condition(s) has not been met and terminating the appeal.

If the above conditions have been met, the Chair shall send written notice of receipt of a grade appeal within seven (7) calendar days to all parties involved in the informal process. The Chair shall also provide the instructor (the person responsible for assigning the student's grade) with a complete copy of documents submitted by the student, and request that the instructor provide a written response and relevant documentation, including the course syllabus and grade roster, to the committee within ten (10) calendar days.

If the instructor identified in the appeal cannot be contacted through reasonable efforts because he/she is no longer in residence or is on leave or vacation, the committee shall provide an additional notification period not exceeding one semester. If the instructor cannot be contacted by the end of one semester it is the responsibility of other qualified faculty to review the grade (CSU Executive Order 792, p.5).

6. Consideration of Grade Appeals

Upon review of documentation from the instructor and the student, the committee Chair shall establish and distribute to the principals a timeline for resolution of the appeal. If additional information is needed, the committee shall use appropriate means to collect relevant data. Any party within the University community who is contacted by the Student Grade Appeals Committee Chair for information relevant to a specific appeal shall cooperate and provide full disclosure of information. This may include, but is not limited to, requesting that the instructor(s) provide academic records such as grade roster, graded materials in his/her possession and other documents such as syllabi and assignments that may be pertinent to the appeal.

The SGAC may establish and consult with a panel of 2-3 faculty members knowledgeable about grading practices, teaching strategies, or classroom management. This panel of experts shall include at least one individual from the general academic discipline or area of the course in which the disputed grade(s) occurred.

- a. The SGAC shall select the panel from a pool of faculty willing to serve as consultants, submitted by the chairs, program directors, or center directors of appropriate academic units.
- b. The panel shall not include a faculty member objected to by either the student or faculty member involved in the dispute.
- c. The SGAC shall make its recommendation in the grade appeal based on information received during its fact-finding, including information provided by the panel of faculty.

7. Hearing Process

The committee shall attempt to make its recommendation on the basis of the documentation provided by the student, the instructor, and any other parties from whom it has requested information. If, by a majority vote, the committee determines a need for a hearing, the hearing process will proceed as follows:

- The committee shall determine who will be involved in the hearing process.

- The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
- The committee may invite persons having information related to the grade appeal to testify in the hearing.

The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and location.

The hearing shall be conducted according to the following standards:

- The hearing is a fact-finding/information gathering proceeding, not a judicial process.
- There shall be no confrontation or cross-examination of witnesses by instructor and the student.
- Only the committee and those currently providing information shall be present during that portion of the hearing.
- The Chair shall preside at the hearing.
- Only the committee members, including the Chair, shall ask questions.
- All hearings will be tape-recorded. Tape recordings will be available for review by the student, the instructor, and committee members in a specially supervised place. Recordings of hearings shall only be copied for Student Grade Appeal Committee record-keeping purposes.

Once all information has been received, including information obtained through hearings, the committee will issue a recommendation.

8. Recommendation

The SGAC shall ~~recommend~~ arrive at one of the following two conclusions (a) or (b): ~~courses of action; that~~

(a) the student did not prove compelling reasons, that either (1) an instructor refuses to (or cannot) assign a grade, or (2) the instructor is not available to review possible computational error, or (3) the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course, such as instructor or clerical error, prejudice or capriciousness; consequently, the original grade assigned was appropriate, the original grade assigned by the instructor of record is to be considered final ~~the original grade was properly assigned~~ and should therefore remain on the student's record, or

(b) the evidence of the case indicates that the original grade was improperly assigned and the student's work should therefore be reevaluated. ~~The committee shall not evaluate the student's performance nor shall it recommend a new grade.~~

~~The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean of the college offering the course, the Provost and the Office of Enrollment Services if a grade change is recommended. The recommendation will be transmitted within twenty-one calendar days of the completion of the committee's information gathering procedures.~~

If a reevaluation of the grade change is recommended the decision, the SGAC shall communicate the decision to the instructor of record and the Dean of the corresponding College within seven days after arriving at the decision.

The instructor of record shall promptly notify the Student Grade Appeals Committee of the course of action taken and a justification. This notification shall be received by the SGAC in writing within fourteen calendar days from the date on the letter from the SGAC that informed the instructor of record of the SGAC decision.

If there is no report from the instructor within the stipulated timeframe or if the SGAC, upon reviewing the instructor's report, learns that the instructor of record has not reevaluated the student's work appropriately, then the SGAC will refer to CSU Executive Order 792, p. 5 that specifies that:

"If the instructor of record does not assign a grade, or if he/she does not change an assigned grade when the necessity to do so has been established by appropriate campus procedure, -") (i.e. SGAC recommendation, -" it is the responsibility of other qualified faculty to do so."

Executive Order 792 further specifies that "Qualified faculty" means one or more persons with academic training comparable to the instructor of record who are presently on the faculty at" Cal State San Marcos. The Dean of the corresponding College shall appoint the qualified faculty to do so.

Once the process is completed the SGAC recommendation decision and subsequent action, if any, shall go be communicated to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean of the college offering the course, and the Provost. and In addition, the SGAC decision and subsequent action, if any, shall go be communicated to the Office of Enrollment Services if a grade change results. is recommended. The recommendation This information will be transmitted within fourteen calendar days of the completion of the committee's information gathering procedures. end of the process.

The final decision at the end of this process shall not be subject to appeal.

¶. VII. Annual Reports

The SGAC Chair shall report to the President of Cal State San Marcos and Academic Senate by September 1 the number and disposition of cases heard the previous academic year. (See CSU Exec Order 792, p.7).

¶. VIII. Revisions to the Student Grade Appeal Policy and Procedure

The Student Grade Appeals Committee, through a recommendation to the Executive Committee of the Academic Senate, may initiate revisions to the Student Grade Appeals Policy and Procedures.

Definition	<p><u>Grant Proposal Seed Money (GPSM) Funds</u> have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. <u>Currently GPSM funds are provided through the annual indirect cost allocations from Foundation.</u>The funds are designed to assist faculty in such activities as:</p> <ul style="list-style-type: none"> •Refining ideas •Creating plans and designs •Trying out methodologies •Collecting preliminary data •Conducting pilot or preliminary activities <p>Reworking “near miss” grant proposals that received encouraging review but weren’t funded</p> <p>Proposal areas may include research, scholarly activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. This may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.</p>
Authority	Please complete this section
Scope	<p><u>GPSM funds are designed to assist faculty in such activities as:</u></p> <ul style="list-style-type: none"> • <u>Refining ideas</u> • <u>Creating plans and designs</u> • <u>Trying out methodologies</u> • <u>Collecting preliminary data</u> • <u>Conducting pilot or preliminary activities</u> • <u>Reworking “near miss” grant proposals that received encouraging review but were not funded</u> • <u>Seeking fellowships</u> • <u>Promoting collaboration</u> <p><u>Proposal areas may include research, scholarly activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. The funds may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.</u></p> <p>All CSUSM tenure-track Unit 3 employees may apply.</p>
Generating Unit	Academic Affairs
Approval Date	01/22/02
Implementation Date	01/22/02
Policy Status	Active

I. ELIGIBILITY:

All CSUSM temporary and tenure-track (probationary and tenured) Unit 3 employees may apply.

II. PURPOSE:

~~These GPSM funds have been earmarked by the Provost to provide support for faculty to develop proposals for external funding. Currently GPSM funds are provided through the annual indirect cost allocations from Foundation. The funds are designed to assist faculty in such activities as:~~

- ~~•refining ideas~~
- ~~•creating plans and designs~~
- ~~•trying out methodologies~~
- ~~•collecting preliminary data~~
- ~~•conducting pilot or preliminary activities~~
- ~~•reworking “near miss” grant proposals that received encouraging review but weren’t funded.~~

~~Proposal areas may include research, scholarly activities, creative activities, and/or pedagogy. Normally, up to a total of \$1,000 may be requested. This may be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.~~

III. PROCESS:

Applications will be reviewed throughout the year. ~~‘round on a monthly cycle.~~ The Associate Vice President for Research (AVPR) will invite at least three faculty from different disciplines each semester who are among CSUSM’s most active grant writers to evaluate the applications. This group will evaluate the seed fund requests based on the estimated judged probability that the project will lead to a submitted proposal~~be successful in obtaining external funding.~~ The recommended proposals will be forwarded to the ~~Associate Vice President for Research~~AVPR. Requests may be fully or partially funded in order to seed a variety of projects.

The proposal process is administered by ~~the the Associate Vice President for Research~~AVPR; the awards process is administered jointly by the Office of Graduate Studies & Research ~~and Sponsored Projects, in Academic Affairs,~~ and the CSUSM Foundation. Expenditures should be made in accordance with the proposal budget and observe Foundation and University policies and procedures. Funds should be spent within one year of the award announcement. Extensions may be granted at the discretion of the AVPR. A final report to the AVPR will document how GPSM awards were spent. In the case where an external grant application was submitted, a notification of submission shall be received as the report,~~and will include a copy of the proposal for external funding on which the GPSM request was based~~

IV. APPLICATION REQUIREMENTSHow to apply:

An electronic copy ~~The initial announcement of the GPSM program is distributed via hard copy memo (including application form) to all faculty mailboxes at the beginning of each semester. Copies of the application may also be found on the web at www.csusm.edu/research/.~~

The application must include the following information:

1. ~~Describe~~ A description of the specific activity/ies for which ~~you~~ the applicant is requesting GPSM funds.

2. ~~Provide~~ A budget showing how the GPSM funds will be spent.

3. ~~Provide~~ A proposal development timeline for the externally funded project

4. A description of the anticipated externally funded project and possible funding sources:

- a. A brief (1 page max) description of the project for which ~~you~~ the applicant plans to request external funds, and how this seed money will enhance ~~your~~ the applicant's ability to attain external funds.
- b. A list of the agency/ies) to which ~~you~~ the applicant plans to submit proposal(s). Attach A copy of the RFP or prospectus should be attached.
- c. ~~Describe~~ A description of the length of proposed project and approximate amount of funds ~~you~~ the applicant anticipates requesting and their use.
- d. ~~Briefly describe~~ A brief description of ~~your~~ the applicant's prior experience in submitting proposals for external funding and funding successes and/or consultation that ~~you~~ the applicant will seek in development of the grant proposal.

Additional guidelines:

1. Application page limit (4 pages or less).

2. Proposals will normally be reviewed within two weeks of receipt.

Submit Applications should be submitted electronically to the Office of Graduate Studies and Research. For any questions, the applicant can call extension 4066.

GRANT PROPOSAL SEED MONEY (GPSM) APPLICATION FORM

Proposal title _____

Submitted by _____ Date _____

Total seed money requested \$ _____

Grant proposal activities to be supported with the seed money:

1. Describe the activity/ies for which you are requesting seed money. Normally up to a total of \$1,000 may be requested, to be used for supplies, equipment, travel, stipends, student assistants, grant writing assistance, or other needs associated with proposal development.
2. Provide a budget showing how the funds will be spent
 - a. Note that stipends are taxable income
 - b. Student assistant requests must include payroll taxes
 - c. Grant writer funds must normally request temporary employee salary plus benefits and tax
3. Provide a proposal development timeline for the externally funded project

Externally funded project description:

1. Please provide a brief (1 page max) description of the project for which you plan to request external funds, and how this seed money will enhance your ability to attain external funds.
2. List the agency/ies to which you plan to submit proposal(s). Attach a copy of the RFP or prospectus.
3. Describe the length of project you'll propose and approximate amount of funds you anticipate requesting and their use.
4. Briefly describe your prior experience in submitting proposals for external funding and funding successes and/or consultation that you will seek in development of the grant proposal.

Additional guidelines:

1. Application page limit (4 pages or less).
2. Proposals received by the first day of each month will normally be reviewed within two weeks of receipt.

An electronic application can be found at: www.esusm.edu/research/

Submit applications to Pat Worden, Office of Research and Sponsored Projects, CRA 5215. If you have any questions, call X4066 or e-mail pworden@esusm.edu.



Gerardo M. González, Ph.D.
Interim Dean of Graduate Studies
Interim AVP for Research
California State University San Marcos
San Marcos, California 92096-0001 USA
ggonz@csusm.edu; **Tel:** 760 750-4066; **Fax:** 760 750-3150

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/) 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
86004-Barahona Center - General Account	REVENUE		40,691	37,598	65,477	54,928	56,480
	EXPENSE	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)
	EXPENSE Total		20,364	22,614	28,222	4,417	31,293
86004-Barahona Center - General Account Total			20,327	14,984	37,255	50,511	25,187
8X050-BOOKS IN SPANISH ENDOWMENT	REVENUE		16,750	17,750	26,250	22,000	22,000
	EXPENSE	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)
	EXPENSE Total		14,091	13,373	24,717	51,678	31,866
82050-BOOKS IN SPANISH ENDOWMENT Total			2,659	4,377	1,533	(29,678)	(9,866)
Subtotal Foundation related surplus/(deficit)			22,986	19,361	38,787	20,833	15,321

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
Subtotal Support from Research & Graduate Studies*	110,818	112,711	115,236	115,236	119,862

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 ^Φ					(11,000)
Subtotal Library support*	20,900	13,841	7,187	11,790	15,992

Summary	2002	2003	2004	2005	2006
Revenue					
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
University Support*	131,718	126,552	122,423	127,026	135,854
Total Revenue	189,158	181,900	214,150	203,955	214,334
Expenditures					
Foundation	34,454	35,987	52,940	56,095	63,159
University Support	131,718	126,552	122,423	127,026	135,854
Total Expenditures	166,172	162,539	175,363	183,121	199,013
Net Surplus (Deficit)	22,986	19,361	38,787	20,833	15,321

^Φ - 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.